

**Common  
Core  
Aligned!**

# Argumentative Essay Assignment

This document includes:

- \* Argumentative Essay Prompts
- \* A Student Outline
- \* A CCSS-Aligned Rubric

## **Standards Addressed:**

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.W.9-10.1a](#)

[CCSS.ELA-Literacy.W.9-10.1b](#)

[CCSS.ELA-Literacy.W.9-10.1c](#)

[CCSS.ELA-Literacy.W.9-10.1d](#)

[CCSS.ELA-Literacy.W.9-10.1e](#)

# Argumentative Essay Prompts

Some educational experts believe that homework is beneficial for students while others believe it is not helpful. Do you think teachers should assign homework? Defend your opinion with facts and research.

Recent violence in American schools has made some people believe that all schools should have an armed guard to protect them. Do you think this is a good idea? Defend your opinion with facts and research.

Many schools have rules about what personal technology students may use during class. Do you think students should be permitted to use Mp-3 players, cell phones, tablets, and other personal technology at school? Defend your opinion with facts and research.

Bullying is a serious issue in American schools. What should be done to prevent bullying? Defend your opinion with facts and research.

Recently, some school districts in have adopted a 4 day school week, in which students go to school for 10 hours a day on Monday -Thursday in order to save money. Do you think this is a good idea? Defend your opinion with facts and research.

Some American schools have created single-sex classes, saying that students learn better without the opposite sex as a distraction. Do you agree with this? Defend your opinion with facts and research.

Most schools have a dress code prohibiting any clothing that interferes with the educational process. Do you think this is a good idea? Defend your opinion with facts and research.

Compared with students in other countries, American students rank 25<sup>th</sup> in math and 17<sup>th</sup> in science on international exams. Should Americans be concerned? What should be done to increase American students' math and science achievement?

My Top 3 Topics:

## Student Tip:

Identify your top three topics and brainstorm what your possible points could be before choosing one.

# Argumentative Essay

## Research Notes

Research that Supports my Claim	Research that Supports the Counter Argument
Source:	Source:
Source:	Source:
Source:	Source:
Source:	Source:
Source:	Source:

# Argumentative Essay Outline

**Student Tip:**  
Spend a few minutes  
brainstorming  
possible points  
**before** completing  
your outline.

## I. Introduction

- a. Lead (How will you get the audience's attention?) \_\_\_\_\_  
\_\_\_\_\_
- a. Detail \_\_\_\_\_  
\_\_\_\_\_
- a. Detail \_\_\_\_\_  
\_\_\_\_\_
- a. Detail \_\_\_\_\_  
\_\_\_\_\_
- a. Thesis (What is your overall claim?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. Body Paragraph (This should explain your claim clearly and support it with research).

- a. Topic sentence \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_

## III. Body Paragraph (This should continue to clarify and distinguish your claim with research-based support).

- a. Topic sentence \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_

# Argumentative Essay Outline

**Student Tip:**  
Research your  
opponents' views  
before writing your  
counter argument.

## IV. Counter argument and rebuttal (This should state what your opponents would say and why they are wrong).

- a. Topic sentence \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_

## V. Conclusion (This should close your argument in logical manner. Some conclusions may call your reader to take action about the topic.)

- a. Topic sentence \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_
- a. Support \_\_\_\_\_  
\_\_\_\_\_

Peer feedback:

# Argumentative Essay Rubric (Page 1)

	Expert	Intermediate	Emerging	Below Standards
<b>Development of Claims</b>	The essay introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	The essay <b>often</b> introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	The essay <b>occasionally</b> introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	The essay <b>rarely</b> introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>Objectivity</b>	The essay develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	The essay <b>often</b> develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	The essay <b>occasionally</b> develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	The essay <b>rarely</b> develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>Organization</b>	The essay uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	The essay <b>often</b> uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	The essay <b>occasionally</b> uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	The essay rarely uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

# Argumentative Essay Rubric (Page 2)

Style and Tone	The essay establishes and maintains a formal style and objective tone while attending to the norms and conventions of an argumentative essay.	The essay often establishes and maintains a formal style and objective tone while attending to the norms and conventions of an argumentative essay.	The essay sometimes establishes and maintains a formal style and objective tone while attending to the norms and conventions of an argumentative essay.	The essay rarely establishes and maintains a formal style and objective tone while attending to the norms and conventions of an argumentative essay.
Conclusion	The essay provides a concluding statement or section that follows from and supports the argument presented.	The essay provides a concluding statement or section that <b>often</b> follows from and supports the argument presented.	The essay provides a concluding statement or section that <b>occasionally</b> follows from and supports the argument presented.	The essay provides a concluding statement or section that <b>rarely</b> follows from and supports the argument presented.
Conventions	The essay contains few to <b>no</b> spelling and grammatical errors. Research is cited by MLA standards.	The essay contains <b>few</b> spelling and grammatical errors. Any errors present do not distract from the essay's meaning. Research is often cited by MLA standards.	The essay contains <b>several</b> spelling and grammatical errors. Some errors distract from the essay's meaning. Research is occasionally cited by MLA standards.	The essay contains <b>many</b> spelling and grammatical errors. Many errors distract from the essay's meaning. Research is rarely cited by MLA standards.

**Teacher Comments:**





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