

Argumentative writing may sound like a new concept or approach, but it is not. This term basically means to argue one's opinion while understanding that there is an opposing side.

Brought to the forefront with the adoption of the new ELA Common Core Standards, middle and high school students alike need practice in developing argumentative writing. This allows them to increase their comfort level in choosing a side on a controversial issue and developing their opinion using persuasive language and techniques. From there, writers should be able to think about the arguments or counterclaims that the opposing side would make in response. Not only should the author seek to provide these counterclaims, but to add support that dismisses the opposition's argument.

The argumentative graphic organizer is a strategic teaching tool that better equips students to develop this type of writing. This graphic organizer is designed to anticipate the needs of the readers, as well as have the author utilize a variety of detail types to develop their opinion with more than just fluffy, eloquent language.

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## Argumentative graphic organizer

### **PURPOSE: (focusing in on your audience)**

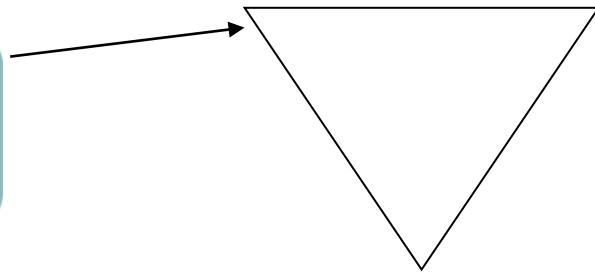
❖ THEIR INTERESTS: (why are your readers a “good fit” for this topic?)
❖ WHY ARE YOU SPEAKING TO THEM? (is there a “specific” reason that you are targeting this group of listeners?)
❖ THEIR NEEDS?

### **HOOK/LEAD: (design a catch opening)**

❖ GRAB THEIR ATTENTION:
❖ PUT YOUR AUDIENCE AT EASE:
❖ INTRODUCE YOUR TOPIC:
❖ LEAD SMOOTHLY INTO BODY.

# **BUILD THE BODY: (main point should be broad like this paragraph)**

Main  
point #1

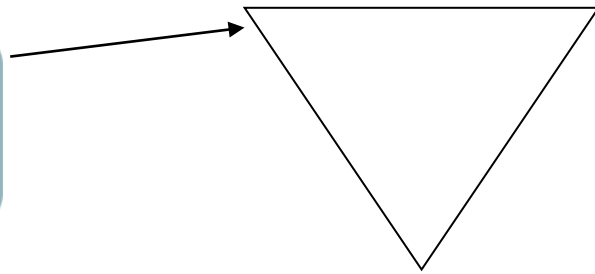


Supporting points (minimum of 3) : Could be a fact, statistic, personal example, comparison, historical example, analogy, quotation, anecdote, etc. – SPECIFIC

Supporting detail #1:  <b>SOURCE:</b>
Supporting detail #2:  <b>SOURCE:</b>
Supporting detail #3:  <b>SOURCE:</b>
Supporting detail #4:  <b>SOURCE:</b>
COUNTERCLAIM: (Why would those with an opposing viewpoint say to make this main point less valid?)  <b>YOUR RESPONSE to their counterclaim:</b>

# **BUILD THE BODY: (main point should be broad like this paragraph)**

Main  
point #2

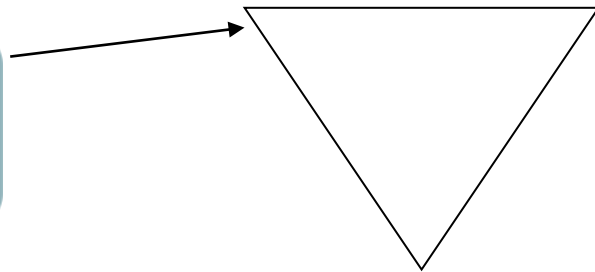


Supporting points (minimum of 3) : Could be a fact, statistic, personal example, comparison, historical example, analogy, quotation, anecdote, etc. – SPECIFIC

Supporting detail #1:  <b>SOURCE:</b>
Supporting detail #2:  <b>SOURCE:</b>
Supporting detail #3:  <b>SOURCE:</b>
Supporting detail #4:  <b>SOURCE:</b>
COUNTERCLAIM: (Why would those with an opposing viewpoint say to make this main point less valid?)  <b>YOUR RESPONSE to their counterclaim:</b>

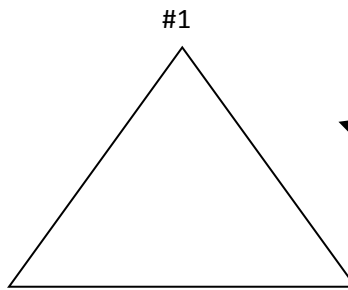
# **BUILD THE BODY: (main point should be broad like this paragraph)**

Main  
point #3



Supporting points (minimum of 3) : Could be a fact, statistic, personal example, comparison, historical example, analogy, quotation, anecdote, etc. – SPECIFIC

Supporting detail #1:  <b>SOURCE:</b>
Supporting detail #2:  <b>SOURCE:</b>
Supporting detail #3:  <b>SOURCE:</b>
Supporting detail #4:  <b>SOURCE:</b>
COUNTERCLAIM: (Why would those with an opposing viewpoint say to make this main point less valid?)  <b>YOUR RESPONSE to their counterclaim:</b>



Conclusion:  
Address your  
audience while  
restating your main  
point (broad)

**CONCLUSION: (your last chance to drive your point home)**

❖ SUMMARIZE:

❖ ADDRESS YOUR AUDIENCE:

❖ TIE ALL OF YOUR MAIN POINTS TOGETHER: