

Argument Planner

Write your claim first. **Give** each reason its own evidence and an explanation that ties it to the claim.
Answer the other side before you conclude.

Claim (thesis): _____

1. Reason

(Why is your claim true?)

Evidence

(A fact, example, or quote, with its source.)

Explanation

(How does this evidence prove the reason?)

2. Reason

(Why is your claim true?)

Evidence

(A fact, example, or quote, with its source.)

Explanation

(How does this evidence prove the reason?)

3. Reason

(Why is your claim true?)

Evidence

(A fact, example, or quote, with its source.)

Explanation

(How does this evidence prove the reason?)

Counterclaim

(What would someone who disagrees say?)

Rebuttal

(Why is your side still stronger?)

Conclusion (restate your claim): _____

Argument Planner: Model Key

A completed plan on the question: Should schools start later? Show it first. Its evidence is general on purpose: in a draft, each piece should come from a real source the student can name.

Part	Model
Claim (thesis)	Middle and high schools should start no earlier than 8:30 a.m. because later start times help students sleep, learn, and travel safely.
Reason 1	Teenagers need more sleep than an early schedule allows.
Evidence 1	Health experts recommend 8 to 10 hours of sleep a night for teenagers, and most teens find it hard to fall asleep before about 11 p.m.
Explanation 1	Asleep at 11 and up at 6 is about 7 hours, so an early start makes the recommended sleep almost impossible.
Reason 2	Rested students learn better.
Evidence 2	Students short on sleep have more trouble paying attention and remembering new material.
Explanation 2	If first period begins after more sleep, students can focus on the lesson instead of fighting to stay awake.
Reason 3	Later starts make the morning drive safer.
Evidence 3	Drowsiness slows reaction time, and many older students drive themselves to school early in the morning.
Explanation 3	Alert teen drivers protect themselves and everyone else on the road, so sleep is a safety issue too.
Counterclaim	Some people argue that later start times push sports, after-school jobs, and bus routes later into the evening.
Rebuttal	However, those schedules can be adjusted, and students' health and learning should come before the convenience of a schedule.
Conclusion	Starting school at 8:30 or later gives students the sleep they need to learn and travel safely, so districts should change their schedules.

Five-Paragraph Essay Planner

Plan an essay: an introduction with a thesis, three body paragraphs, and a conclusion.

Ask yourself

What is my thesis: the one big idea my essay proves or explains?

What are my three main points?

What evidence or example backs each point?

Sentence starters

- In this essay, I will show that ...
- First, ...
- For example, ...
- Another reason is ...
- In conclusion, ...

Introduction: a hook, then my thesis: _____

Body Paragraph 1

(Topic sentence, then evidence and why it matters.)

Body Paragraph 2

(Topic sentence, then evidence and why it matters.)

Body Paragraph 3

(Topic sentence, then evidence and why it matters.)

Conclusion: my thesis in new words, and why it matters:



Each body paragraph proves one part of the thesis. Write its topic sentence first, then the evidence.

Five-Paragraph Essay Planner: Discussion Cards

Cut apart. Take a card. Talk with a partner.

Does every body paragraph prove the thesis?

Which point is the strongest? Should it go first or last?

What transition words connect the paragraphs?

How will your first sentence hook the reader?

Five-Paragraph Essay Planner: For the Teacher

Built for the student who writes one long paragraph: each body paragraph has its own box, and the thesis sits above them so every point can be checked against it.

Show this first (a model)

Thesis: Schools should have a longer recess. Body 1: students focus better after they move. Body 2: games build friendships and teamwork. Body 3: exercise keeps students healthy. Conclusion: A longer recess helps students learn, connect and stay healthy.

Works with any text or topic the class is already using: nothing here is tied to one book, so it can be used again all year.

More support: fill in the first row or column together as a model, and let the student draw or say answers while you write.

Less support: fold back the sentence starters, then the questions under the headings. The columns stay, so the thinking stays the same.