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**Reason 1**

*Topic Sentence/Reason why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Supports the claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Supporting Detail*

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*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Supporting Detail*

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*Provides a relevant quote from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Transition Sentence/Transitions Reader to Last Supporting Detail*

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*Brings the reader along with the writer’s thinking.*

*Supporting Detail*

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*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Concluding Sentence*

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*Summarizes the argument made in the preceding paragraph.*

**Reason 2**

*Topic Sentence/Reason why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Supports the claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Supporting Detail*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Supporting Detail*

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*Provides a relevant quote from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Transition Sentence/Transitions Reader to Last Supporting Detail*

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*Brings the reader along with the writer’s thinking.*

*Supporting Detail*

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*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Concluding Sentence*

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*Summarizes the argument made in the preceding paragraph.*

**Reason 3**

*Topic Sentence/Reason why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Supports the claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Supporting Detail*

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*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Supporting Detail*

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*Provides a relevant quote from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Transition Sentence/Transitions Reader to Last Supporting Detail*

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*Brings the reader along with the writer’s thinking.*

*Supporting Detail*

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*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

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*Explains how the supporting detail connects to the topic sentence/reason.*

*Concluding Sentence*

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*Summarizes the argument made in the preceding paragraph.*

**Research Based Argument Essay – Body Paragraph Example**

**Claim** – Kids should be allowed to use cell phones in school.

 Cell phones can help children contact their parents and guardians in case of an emergency. According to the article, “Time for Kids: Debate,” students who have cell phones are able to text or call their families when something goes wrong. Cell phones give parents peace of mind. Mrs. Schweizer, a teacher in Fairfield, said, “My daughter went to a practice after school. When she got to the field, she found out practice was cancelled. Luckily, she had her phone and was able to call me to come pick her up.” If her daughter did not have a cell phone, she would have been stranded at the field for hours, or forced to walk home alone in the dark. Cell phones are also critical during natural disasters. According to the article, Smartphones in K-12 Bring Controversy – Disruptive or Necessary for Learning and Safety?” Moore School District, in Moore, Oklahoma, was unexpectedly hit by a tornado on May 20, 2013. Cell phone service was cut off, but text messages were going through. The kids with cell phones were able to contact their parents and guardians to let them know they were safe. Clearly, cell phones are an important communication tool for parents and children.

 This example includes all of the necessary components of a well-written paragraph.

*Topic Sentence/Reason why kids should be allowed to use cell phones in school*

**Cell phones can help children contact their parents and guardians in case of an emergency.**

*Supports the claim that kids should be allowed to use cell phones in school.*

*Supporting Detail*

**According to the article, “Time for Kids: Debate,” students who have cell phones are able to text or call their families when something goes wrong.**

*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

**Cell phones give parents peace of mind.**

*Explains how the supporting detail connects to the topic sentence/reason.*

*Supporting Detail*

**Mrs. Schweizer, a teacher in Fairfield, Connecticut, said, “My daughter went to a practice after school. When she got to the field, she found out practice was cancelled. Luckily, she had her phone and was able to call me to come pick her up.”**

*Provides a relevant quote from a reliable source, and cites source.*

*Connecting Sentence*

**If her daughter did not have a cell phone, she would have been stranded at the field for hours, or forced to walk home alone in the dark.**

*Explains how the supporting detail connects to the topic sentence/reason.*

*Transition Sentence/Transitions Reader to Last Supporting Detail*

**Cell phones are also critical during natural disasters.**

*Brings the reader along with the writer’s thinking.*

*Supporting Detail*

**According to the article, Smartphones in K-12 Bring Controversy – Disruptive or Necessary for Learning and Safety?” Moore School District, in Moore, Oklahoma, was unexpectedly hit by a tornado on May 20, 2013. Cell phone service was cut off, but text messages were going through.**

*Provides a relevant fact from a reliable source, and cites source.*

*Connecting Sentence*

**The kids with cell phones were able to contact their parents and guardians to let them know they were safe.**

*Explains how the supporting detail connects to the topic sentence/reason.*

*Concluding Sentence*

**Clearly, cell phones are an important communication tool for parents and children, especially during emergencies.**

*Summarizes the argument made in the preceding paragraph.*