

Grade 6

Argument Writing

The writer's introduction helps the reader understand and care about the topic. The writer clearly thought through his *entire* argument, ensuring the points made in the opening fit the whole of the piece.

The writer used transitional phrases to help the reader understand how each part fits with the next.

The writer included and arranged a variety of evidence to support his claim. He used trusted sources and information from authorities on the topic, citing those sources as needed.

The writer explained why and how various pieces of evidence support his points, explaining which evidence supports which point.

The writer's conclusion restates the main points of the essay and may offer a lingering thought or a new insight for the reader. The ending adds to and strengthens the argument as a whole.

Until two weeks ago, sixth graders could be found tossing footballs, running for touchdowns, and working through sports-related conflicts. Recess was a time to play, learn, and exercise. Then, football was banned for being "too dangerous." Now you'll find us lounging on the grass and wishing for something to fill our time with. What the adults at M.S. 293 need to understand is that football is not dangerous. In fact, it is great for kids. Football is a good source of exercise, is a game that everyone can participate in, and helps you learn important life lessons.

The first reason football should not be banned from recess is because it is great exercise. The *TIME for Kids* article, "First Lady Fights Fat in Kids," talks about the different ways that Mrs. Obama is fighting obesity in America. One of the reasons kids get obese is because they don't get enough exercise. This shows how important sports like football are. Also, Sam Rapoport, a senior manager for USA Football says "Football is great exercise." Teachers and kids could play together and everyone would be more active. We need football so we don't grow up to be unhealthy and get diseases like diabetes or heart disease.

Another reason we should be able to play football during recess is because everyone can play. You don't need to spend money on fancy equipment or uniforms. Football will not cost the school any money. Football has big teams so it doesn't leave anyone out like other games. Just picture it: Every child in sixth grade invited to play together! Whether you are a great player or a beginner, there is always a place for you on the team! Some people think football is only for boys, but that's not true. Out of 25 kids, all 25 said they wanted football. Even my mom and sister love to play. This proves that football is a valuable part of recess and should not be banned.

The final and most important reason why we should have football is because it will help us learn important things. For example, we can learn to solve problems. For instance, sometimes a play is made and both teams argue because they think they should get the point. This gives kids a chance to work out their problems on their own and make a solution. In "Flag Football: It's the Girls' Turn to Play," Christine McAndrews, a parent, argues that football is good for kids. She says that "It's great for their social skills and they resolve things on their own. It's good for them." As a parent, she should know. This proves that football can teach us a lot.

Please allow football again at recess. We will be healthier, stronger kids if you do. We will get more exercise, we will build community, and we will learn important skills. These are lessons we need, and as long as we are careful, we can be safe. Please take the football ban away and let us play again.

Sources:

- "First Lady Fights Fat in Kids." *TIME for Kids* (2010)
- "Flag Football: It's the Girls' Turn to Play." *Washington Post* (2011)

The writer stated his claim clearly and forecasted the reasons he will provide to support it.

The writer arranged paragraphs, reasons, and evidence purposefully. That is, there is evidence that the writer has thought about a logical progression for his argument.

The writer used powerful, precise words that have an effect on the reader. He also reached for phrases, metaphors, analogies, or images that will help strengthen and convey his argument.

The writer used a serious, scholarly tone when writing.

The writer may have acknowledged different sides of the argument.

The writer used punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some sentences.