

Claim Statement: \_\_\_\_\_ should/should not be allowed because \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Example Claim Statement: Animals should not be allowed in the classroom because of supervision issues, health issues for the pet, and student allergies.

Topic Sentence	Introduce Evidence	Cite Evidence	Explain Evidence	Transition
<p><b>1. Write a topic sentence that gives the main idea of your paragraph!</b></p> <p>One reason that pets should/should not be in the classroom is _____.</p> <p>Another reason is _____.</p>	<p><b>2. Give a quotation that supports your main idea.</b></p> <p>In the article, the author wrote...</p> <p>An example of this is when...</p> <p>The article stated...</p> <p>*****</p> <p><b>For fact #2:</b> Another fact is...</p> <p>Another detail is...</p> <p>Something else you should know is...</p> <p>According to the text,...</p>	<p><b>3. NO SENTENCE STARTERS GIVEN. COPY THE FACT WORD-FOR-WORD FROM THE BOOK OR ARTICLE.</b></p> <p>“ _____ ” (xxxx).</p> <p><b>**These were the quotations you already chose**</b></p> <p>*****</p> <p><b>REMEMBER:</b> “Quotation Marks around the quotation”</p> <p><b>AND</b> Parentheses where you got your info (Article)</p> <p><b>EITHER:</b> (Author’s Last Name) <b>OR</b>  (“Article Title”)</p>	<p><b>4. Explain why your evidence is important to the main idea!</b></p> <p>This is important because...</p> <p>People should know about this because...</p> <p>This is interesting due to...</p> <p>This means...</p> <p>This shows...</p>	<p><b>5. Summarize the main idea of the paragraph or introduce the next idea.</b></p> <p>Next,...</p> <p>Also,...</p> <p>Furthermore...</p> <p>In addition to...</p> <p>Additionally...</p> <p>Lastly,...</p> <p>Meanwhile</p>

**EXAMPLE BODY PARAGRAPH 1**

One fact about book banning is that anyone can challenge a book. A lot of the time the book is brought up to school boards or librarians by parents, families, teachers, or students. In Banned Books by Marcia Amidon Lusted, she states: “Most people agree that people have a right to not read a book that they find offensive. But should one group have the power to tell other people what they can and cannot read?” (Lusted) This is important to understand because it brings up a point about who is in charge of the information that gets in front of students. Schools decide everyday what is appropriate information for students to read and see; however, not everyone is involved in the decision making process. More people should be part of the decision to remove information from classrooms, libraries, and schools.