

**File Name: A7R The Fight for Education****Opinion/Argument****Grade 7****Range of Writing****The Fight for Education**

*I ran as fast as I could. I could see my destination just ahead of me. Just a little further, I kept saying to myself, just a little further and I will have made it to the land of the free and the home of the brave, the land of opportunity.*

*Diego finally got to his destination. He had gotten to America without getting caught. Now he could get the education to become a mechanic.*

Like Diego, many illegal immigrants come to America every day for a better life and a better education. Whether these illegal immigrants should get the education they came for is very controversial in today's economy. Some Americans think that illegal immigrants shouldn't be eligible for instate tuition, but other Americans think that these illegal immigrants should be eligible for instate tuition. I am one who thinks that illegal immigrants should be eligible for instate tuition.

One of the most important arguments is that illegal immigrants pay taxes. By buying goods in America they are paying sales taxes, and in April most files and pay their [income] taxes. In fact, illegals pay about nine billion dollars in [Social Security] taxes every year. Where do these taxes go? They go to lowering the cost of instate tuition, making it so affordable today. So why shouldn't the illegal immigrants be eligible for instate tuition when they are helping to lower the price of the tuition?

Another important argument is one that our forefathers set forth to make a better nation. "We hold these truths to be self-evident, that all men are

Narrative lead engages reader, gives context about issue of illegal immigrants.

**Introduces claim:** Like Diego, mar introduction gives context about issue of whether or not illegal immigrants should receive in-state college tuition.

**Acknowledges competing claims**

States focus / claim

**Organizes the reasons and evidence logically** One of the most

**Uses words, phrases, and clauses to create cohesion and clarify relationships among claim and reasons**

**Supports the claim with clear reasons, and relevant evidence, and demonstrates an understanding of the topic** A reasons importa

created equal...and hold unalienable rights, among these are life, liberty, and the pursuit of happiness.” If we are truly equal, then illegal immigrants deserve the same rights as we do for instate tuition.

However, some Americans say that illegal immigrants don’t deserve instate tuition because they are sending money back to their home country and families. But we do not know how much money they are actually sending back, and besides, this helps spread the money around. It may even help a foreign country to get out of poverty. This could actually stop more illegal immigrants from coming to America because they would be stable enough from the money that is being sent to them so that they don’t need to look to the land of opportunity for a job.

In conclusion, illegal immigrants should be eligible for instate tuition so, like Diego, they can follow their dreams. If you ever have to take a side on this issue, I hope you will consider mine.

**Acknowledges** However, some counterclaims, then rebuts with reasons and relevant, accurate, credible evidence and reasoning

**Uses words, phrases, and clauses to create cohesion and clarify relationships among claim and reasons**

**Provides a concluding section that follows from and supports argument presented**

In this assignment from a social studies class, at the end of a unit on immigration, the student was asked to take a position on whether or not illegal immigrants should be eligible for in-state tuition. She gives an introduction of some background / context on the issue and makes a claim that in her view illegal immigrants should be eligible for in-state tuition.

The writer supports her claim with several reasons, which she develops with some relevant, accurate, credible evidence. She supports her claim with logical reasoning, and organizes the reasons logically. In addition, she acknowledges the counterclaims. She then refutes the counterclaim with support for her own position, even though use of counterclaim is not stated in the Standards at this grade level. The writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion ties back to the narrative lead, and follows from and supports the argument presented.

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Another important argument is one that our forefathers set forth to make a better nation. "We hold these truths to be self-evident, that all men are created equal...and hold unalienable rights, among these are life, liberty, and the pursuit of happiness." If we are truly equal, then illegal immigrants deserve the same rights as we do for instate tuition.

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