ARGUMENTATIVE PASSAGES

Claim, Evidence, Reasoning

8 TEXTS

GRADES 6-8


My name _____ Date _____

Learn the five jobs. Then try the mini text.

Five Jobs in an Argument

C **Claim** — What the writer wants you to believe. Clue words: should, must, I believe

E **Evidence** — A fact, a number or an example that backs up the claim. Clue words: for example, last week, numbers

R **Reasoning** — Tells how the evidence proves the claim. Clue words: this shows that, that means

O **Other side** — What people who disagree say. Clue words: some people say, others worry

A **The answer** — How the writer answers the other side. Clue words: however, but, that may be true, but

Try it. Write C, E, R, O or A in each box. (Invented text, written

1 Our class should get a pet fish.

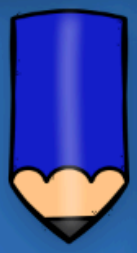
2 A fish is quiet, so it will not bother anyone during

3 Taking care of it takes one minute a day.

4 This shows that a fish is an easy pet for a classr

5 Some people say a pet would be too messy.

6 A tank with a lid keeps the mess inside.



My name _____ Date _____

Read the text. Write each sentence number.

3 Phones in Lockers

Shorter text

The question: Should phones stay in lockers during class?

[1]Students should keep their phones in lockers during class. [2]When a phone buzzes, every student near it looks up from the lesson. [3]In one class at our school, the teacher stopped the lesson four times in one period to ask students to put phones away. [4]This shows that phones pull attention away from learning. [5]Some students say they need their phones in case of an emergency. [6]Families can still reach students through the school office, which can pass on a message right away. [7]Keeping phones in lockers during class would help everyone pay attention.

Claim	Evidence 1	Evidence 2

Reasoning	Other side	The answer

Argumentative Passages · Text 3 · Read · Written by us; the school is invented

Bright Path Sped

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line, type, and Save As.
- The name and date on every student page, the sentence number boxes, the answer lines, the tracker and every notes area are type-in fields. You can also print any page and write by hand.
- Marking the text is done on paper: print the text page and underline, color or write letters, or type the sentence numbers in the boxes.
- It works offline: no account, no subscription, no internet needed.
- Each text sheet has six boxes for sentence numbers; the answer key on pages 23-24 lists the right numbers.

Print at 100 percent

Turn off fit to page and shrink to fit so the texts stay big enough to read. Pages print in color or in black and white. Print the text sheet and its question sheet back to back, or one after the other, as you prefer.

About the texts

Every text was written by us for this set. The schools, classes, surveys and students in them are invented. They are arguments to study, not facts about the world, and not our opinion on any topic.

Student work

A filled-in tracker carries a student's name. Keep it in the data folder, and use a first name only on any page that leaves your hands.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page first. Every question is read, and a fix ships as a free update.

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PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

Learn the five jobs. Then try the mini text.

Five Jobs in an Argument

C — Claim
What the writer wants you to believe.
Clue words: should, must, I believe

E — Evidence
A fact, a number or an example that backs up the claim.
Clue words: for example, last week, numbers

R — Reasoning
Tells how the evidence proves the claim.
Clue words: this shows that, that means

O — Other side
What people who disagree say.
Clue words: some people say, others worry

A — The answer
How the writer answers the other side.
Clue words: however, but, that may be true, but

Try it. Write C, E, R, O or A in each box. (Invented text, written by us.)

☐ 1 **Our class should get a pet fish.**

☐ 2 **A fish is quiet, so it will not bother anyone during a lesson.**

☐ 3 **Taking care of it takes one minute a day.**

☐ 4 **This shows that a fish is an easy pet for a classroom.**

☐ 5 **Some people say a pet would be too messy.**

☐ 6 **A tank with a lid keeps the mess inside.**

PREVIEW

Preview · Bright Path Sped

My name _____ Date _____

Read the text. Write each sentence number.

1 Longer Lunch

● Shorter text

The question: Should lunch be longer?

[1]Our school should make lunch ten minutes longer. [2]Right now, lunch is twenty minutes, and standing in line takes about eight of them. [3]Last week, three tables in my row had to throw away half of their food because the bell rang. [4]This shows that twenty minutes is not enough time to get food and eat it. [5]Some people say a longer lunch would cut into class time. [6]However, ten minutes is a small trade, because students who finish eating can pay attention to the lesson. [7]For these reasons, our school should give students ten more minutes for lunch.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____
Reasoning	**Other side**	**The answer**
_____	_____	_____
_____	_____	_____

Preview · Bright Path Sped

My name _____ Date _____

Read the text. Write each sentence number.

2 Weekend Homework

Shorter text

The question: Should weekends be homework-free?

[1]Teachers should not give homework on weekends. [2]Many students have games, lessons, or family jobs on Saturday and Sunday. [3]In my class last month, five students told our teacher they stayed up late on Sunday to finish homework. [4]This shows that weekend homework gets squeezed into the busiest hours, so it is rushed. [5]Some teachers say weekend homework helps students remember what they learned. [6]That may be true, but a short review on Friday or Monday would help just as much. [7]That is why weekends should be free of homework.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____
Reasoning	**Other side**	**The answer**
_____	_____	_____
_____	_____	_____

Preview · Bright Path Sped

My name _____ Date _____

Read the text. Write each sentence number.

3 Phones in Lockers

Shorter text

The question: Should phones stay in lockers during class?

[1]Students should keep their phones in lockers during class. [2]When a phone buzzes, every student near it looks up from the lesson. [3]In one class at our school, the teacher stopped the lesson four times in one period to ask students to put phones away. [4]This shows that phones pull attention away from learning. [5]Some students say they need their phones in case of an emergency. [6]Families can still reach students through the school office, which can pass on a message right away. [7]Keeping phones in lockers during class would help everyone pay attention.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____
Reasoning	**Other side**	**The answer**
_____	_____	_____
_____	_____	_____

Preview · Bright Path Sped

My name _____ Date _____

Read the text. Write each sentence number.

4 School Garden

Shorter text

The question: Should our school build a garden?

[1]Our school should build a garden behind the gym. [2]The grass there is empty, and nobody uses it for anything. [3]A school in the next town grew enough lettuce last spring for a week of salads. [4]This shows that a garden would turn unused space into something that helps the whole school. [5]Some people worry that a garden would be too much work to take care of. [6]Clubs and classes could share the jobs, so no one person would have to do all of it. [7]A school garden would be a good use of our empty space.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____

Reasoning	Other side	The answer
_____	_____	_____
_____	_____	_____

Preview - Bright Path Shed

My name _____ Date _____

Read the text. Write each sentence number.

5 Recess for Older Students

Longer text

The question: Should middle school have a recess?

[1]At most elementary schools, children go outside for recess every day, but once students reach sixth grade, the bell rings and the playground is gone. [2]Middle schools should add a twenty-minute recess to the daily schedule. [3]At my school, the only break between morning classes and lunch is a four-minute walk through a crowded hallway. [4]During that walk, students rush to their lockers, grab their books, and hurry to the next room without a chance to talk to friends. [5]Our student council asked sixty students about it, and forty-eight said they would use a recess. [6]Several students said they would play basketball or simply sit outside and talk. [7]These facts show that students want a real break, and a schedule with no break leaves them no time to reset between classes. [8]Some teachers argue that adding recess would take twenty minutes away from lessons. [9]However, the school could fit recess into the schedule by shortening homeroom, so no class time would be lost. [10]A short recess is a small change that would give every student a needed break.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____
Reasoning	**Other side**	**The answer**
_____	_____	_____
_____	_____	_____

Preview · Bright Path Sped

My name _____ Date _____

Read the text. Write each sentence number.

6 Choosing Our Own Books

Longer text

The question: Should students pick their own books?

[1]Every year, our English classes read the same novel together, and every year some students finish it while others never open it. [2]Students should be allowed to choose their own books for independent reading. [3]When our class picked from a shelf of fifty books, students asked to read during free time, which almost never happened with the assigned novel. [4]One student who rarely reads picked a book about soccer and finished it in two weeks. [5]Last year, our school library reported that the books students chose themselves were the ones checked out most often. [6]Those books included mysteries, comics, history, and science fiction. [7]This shows that when students care about a book, they read more, and reading more is the goal of independent reading time. [8]Some teachers worry that students will only pick easy books and never challenge themselves. [9]A teacher can solve that problem by asking each student to pick one challenging book each term and one book just for fun. [10]Choice gives students a reason to read, and a reason to read is where strong readers begin.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____

Reasoning	Other side	The answer
_____	_____	_____
_____	_____	_____

Preview · Bright Path Shed

My name _____ Date _____

Read the text. Write each sentence number.

7 Clubs in the School Day

Longer text

The question: Should clubs meet during school?

[1]Right now, every club at our school meets after the last bell, when the buses are already pulling out. [2]Our school should hold some club meetings during the school day. [3]Students who ride the bus cannot stay after school, so they miss every club, including the ones they would enjoy most. [4]That includes the robotics club, the art club, and the school newspaper. [5]Last fall, all twelve members of the chess club lived within walking distance, and none of them rode the bus. [6]The photography club told a similar story. [7]These examples show that clubs after school are open to some students but closed to others, which is not fair. [8]Some people argue that clubs during the day would pull students out of class. [9]The school could use a flexible period once a week, such as study hall, so students would miss no new lessons. [10]If clubs met during the day, every student would have the chance to join.

PREVIEW

Claim	Evidence 1	Evidence 2
_____	_____	_____
_____	_____	_____
Reasoning	**Other side**	**The answer**
_____	_____	_____
_____	_____	_____

Preview · Bright Path Shed

My name _____ Date _____

Answer the questions. Look back at the text.

8 Quiet Reading to Start Class

■ Longer text

1. What is the writer's claim?

- ◯ a. Every class should end early.
- ◯ b. Every class should begin with ten minutes of silent reading.
- ◯ c. Attendance should be skipped.

2. Which detail is evidence for the claim?

- ◯ a. Some students think ten minutes is too short.
- ◯ b. Reading class is the best class.
- ◯ c. Ten minutes a day added up to about two hundred minutes in a month.

3. How does the writer explain the evidence? Finish the thought: This shows that …

_____

_____

4. What does the other side say?

_____

_____

5. How does the writer answer the other side?

- ◯ a. Ten minutes a day adds up, and students can keep the same book all week.
- ◯ b. Students should read for an hour.
- ◯ c. Homework should be banned.

PREVIEW

My name _____ Date _____

Rate the text. Color one circle in each row.

Rate the Argument

Text number _____ My total _____ out of 15

Job	1 Not yet	2 Almost	3 Strong
Claim Can I tell what the writer wants?	I can't tell. ○	I can tell, but it is not clear. ○	It is clear in one sentence. ○
Evidence Are there facts or examples?	There are none. ○	There is one. ○	There are two or more. ○
Reasoning Does it say how the proof helps?	It does not. ○	It says a little. ○	It links proof to claim. ○
Other side Is the other side fair?	It is missing. ○	It is there but not fair. ○	It is fair and clear. ○
The answer Does the writer answer it?	There is no answer. ○	There is a short answer. ○	There is a strong answer. ○

The strongest part was...

_____

_____

It would be stronger if...

_____

_____

PREVIEW

Answer Key: Texts 5-8

Accept any answer that says the same thing, spoken or written. "Proof" is the number of the sentence on the text page that holds the answer.

Text 5: Recess for Older Students (pages 13-14)

Marks: claim 2; evidence 3 and 5 (either order); reasoning 7; other side 8; the answer 9.

Q	Answer	Proof
1	b. Middle schools should add a twenty-minute recess.	2
2	c. Forty-eight of sixty students said they would use a recess.	5
3	Students want a real break, and without one they have no time to reset between classes.	7
4	Recess would take twenty minutes away from lessons.	8
5	a. The school could shorten homeroom so no class time is lost.	9

Text 6: Choosing Our Own Books (pages 15-16)

Marks: claim 2; evidence 3 and 5 (either order); reasoning 7; other side 8; the answer 9.

Q	Answer	Proof
1	c. Students should choose their own books for independent reading.	2
2	a. The library said student-chosen books were checked out most often.	5
3	When students care about a book, they read more.	7
4	Students will only pick easy books and never challenge themselves.	8
5	b. Each student picks one challenging book each term and one just for fun.	9

Text 7: Clubs in the School Day (pages 17-18)

Marks: claim 2; evidence 3 and 5 (either order); reasoning 7; other side 8; the answer 9.

Q	Answer	Proof
1	a. Some club meetings should be held during the school day.	2
2	b. All twelve chess club members lived within walking distance.	5
3	Clubs after school are open to some students but closed to others, which is not fair.	7
4	Clubs during the day would pull students out of class.	8
5	c. Clubs could meet in a flexible period, like study hall, once a week.	9

Text 8: Quiet Reading to Start Class (pages 19-20)

Marks: claim 2; evidence 3 and 5 (either order); reasoning 7; other side 8; the answer 9.

Q	Answer	Proof
1	b. Every class should begin with ten minutes of silent reading.	2
2	c. Ten minutes a day added up to about two hundred minutes in a month.	5
3	A short, regular routine can make the start of class calm and add up to a lot of reading.	7
4	Ten minutes is too short to enjoy a book, and students would rather finish homework.	8
5	a. Ten minutes a day adds up, and students can keep the same book all week.	9

PREVIEW

Maya's Tracker (Invented Student)

Maya T. is an invented student; nothing on this page describes a real child. The blank tracker is on page 25.

Text	Date	Q1	Q2	Q3	Q4	Q5	Of 5	Marks of 6	Notes
1 Longer Lunch	3/2	1	1	0	1	1	4	5	–
2 Weekend Homework	3/3	1	1	1	0	1	4	6	–
3 Phones in Lockers	3/4	1	0	0	1	1	3	4	Read it aloud first
5 Recess for Older Students	3/9	1	1	0	0	1	3	4	–
6 Choosing Our Own Books	3/10	0	1	1	0	1	3	5	–
–	–	–	–	–	–	–	–	–	–
–	–	–	–	–	–	–	–	–	–
–	–	–	–	–	–	–	–	–	–
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–	–	–	–	–	–	–	–	–	–
–	–	–	–	–	–	–	–	–	–

PREVIEW

How to read it

Maya T. has done **5 of 8** texts. Points are the 1s in a row: **17 of 25** possible, or **68.0 percent**. Maya found **24 of 30** sentence numbers, or **80.0 percent**. Every number is a sum of the table.

The family note this tracker would produce

"This week Maya read 5 short arguments and answered 17 of 25 questions right. At home, please read the family page together and ask where in the text the answer is."

Reading at Home

Send this page home with a child, or hand it to a family at a conference.

Student _____ Week of _____

How to help at home, in three steps

- Read the text below together, pointing to each sentence.
- Let your child read it again alone. Help with a word by saying the sounds slowly, then the word.
- Ask the questions out loud. If the answer is not clear, find the sentence together. Stop while it is still going well.

A text to practice: "Longer Lunch" (written by us; the school is invented)

Our school should make lunch ten minutes longer. Right now, lunch is twenty minutes, and standing in line takes about eight of them. Last week, three tables in my row had to throw away half of their food because the bell rang. This shows that twenty minutes is not enough time to get food and eat it. Some people say a longer lunch would cut into class time. However, ten minutes is a small trade, because students who finish eating can pay attention to the lesson. For these reasons, our school should give students ten more minutes for lunch.

Try saying

- "What does the writer want? Put your finger on the sentence that says it."
- "What is one fact or example the writer gives?"
- "What would someone on the other side say? Where does the writer answer them?"

Note from the teacher

Note from home

PREVIEW

Binder Cover and Spine

The cover and spine label for the folder that holds the student's texts.

ARGUMENTATIVE PASSAGES

Claim, Evidence, Reasoning

C	E	R
Claim	Evidence	Reasoning

Student name _____

Teacher _____

School year _____

Argumentative Passages

PREVIEW

Print the cover on card stock or paper and slide it into the binder front; fold the spine label around the edge.