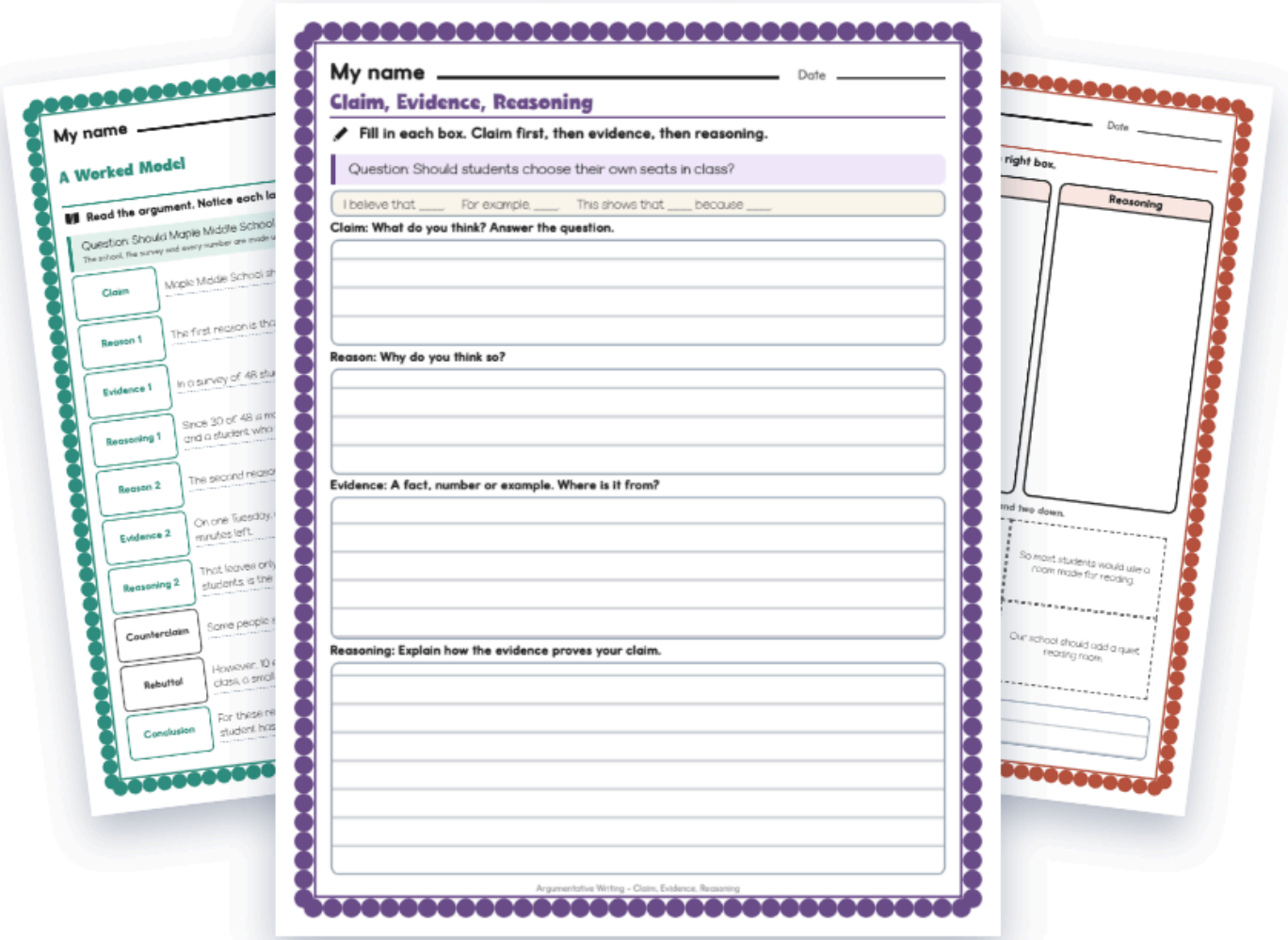
ARGUMENTATIVE WRITING

Claim, Evidence, Reasoning Organizers and Rubric - Grades 6-8







25 student pages - worked model - 3 answer keys - rubric

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One classroom license

- This file is for one classroom: one teacher, one group of students.
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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 or a box, type, and Save As.
- The name line, every answer box, every ruled writing box and every check box on the student pages are type-in fields, and so are the rubric, tracker, class grid, team note and family page. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the ruled lines stay 0.34 inch apart. Every student page is black and white inside a colored border, so it still reads when copied in black and white.

Student work

A filled-in tracker, class grid or team note carries a real 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 before leaving a review. Every question is read, and a fix to the file ships as a free update: re-download it any time from My Purchases.

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PREVIEW

How To Read a Page

The parts of a student page, then the 19 page types in the order they come.

The parts of a page

- **The answer box.** A bordered box beside an item. Click it to type, or print and write the letter or number in it.
- **The ruled box.** Lines 0.34 inch apart. A short answer gets 3 lines; the main explanation boxes get 5 or more. It types and prints.
- **The check box.** Claim or not a claim, yes or not yet: click or mark one.
- **The numbered circle.** Items are numbered so students and keys match.
- **The cut line.** Six pieces in a 3 by 2 grid, each 2.4 by 1.25 inches, edge to edge: two cuts across and two down.

Page type	What it looks like	What the student does
Chart, Worked Model, Argument Words	4 pages	Eight parts in plain words, a labeled model, 28 starters.
Match It	8 words, 10 meanings	Write the letter of the meaning. Two meanings are not used.
Claim or Not?	8 sentences	Check claim or not a claim, then rewrite one.
Strongest Evidence, Pick the Reasoning	4 + 4 items	Pick A, B or C and write the letter.
Label the Parts	2 pages, 16 sentences	Name the part. Page B is mixed up.
Pick a Topic, Evidence Cards	12 topics, 3 cards	Choose a side, vet three pieces of evidence.
Organizers and Plan	4 pages	Claim-evidence-reasoning, an organizer for your own topic, counterclaim, a full outline.
Draft and Revise	6 pages	Body paragraph, start and finish, two lined pages, self check, partner check.
Cut and Paste	3 mats, 18 pieces	Three boxes, two boxes, then six numbered slots.

Untimed, unscored on the page

No student page has a timer or a score on it. The keys, the rubric and the tracker are for you. Open-response pages have look-fors on page 33, not points.

Invented examples

Every school, survey, count and quotation is made up for practice. Nothing here is a real statistic. No topic is political: they are all school-sized questions a student can argue either way.

Printing and the type-in fields

Every page prints clean in black and white. The name line, every answer box, every ruled box and every check box are type-in fields in any PDF reader: click one, type, then save. This is a fillable PDF, not a slideshow or a word-processor file.

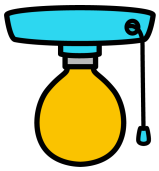
Room to work

Ruled boxes are 0.34 inch a line, wide enough for middle school handwriting. If a student needs more room, hand over one page a day, or print a second copy of the organizer.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____



Argument Parts: 1 to 4

Read the chart. You will use it on the next pages.

An argument has parts, like a building has walls and a roof. Here are Parts 1 to 4.

1

Topic and Question

In plain words: The topic is what you are writing about. The question is what you must decide, such as "Should our school do this?" Everything you write answers the question.

A starter to use: The question is whether ____.

2

Claim

In plain words: Your answer to the question, in one sentence. A claim is something a smart person could disagree with, so it is not a fact and not a feeling.

A starter to use: I believe that ____. / ____ should ____.

3

Reason

In plain words: A short "why" that supports the claim. Each reason gets its own part of your writing, with its own evidence.

A starter to use: One reason is that ____.

4

Evidence

In plain words: A fact, number, example or quotation that backs up a reason. Strong evidence is specific, fits the reason and comes from a source you can name.

A starter to use: For example, ____. / According to ____, ____.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

A Worked Model



Read the argument. Notice each labeled part.

Question: Should Maple Middle School make lunch longer?

The school, the survey and every number are made up for practice.

Claim	Maple Middle School should make lunch 30 minutes long instead of 20.
Reason 1	The first reason is that most students do not have enough time to finish eating.
Evidence 1	In a survey of 48 students, 30 said they could not finish lunch in 20 minutes.
Reasoning 1	Since 30 of 48 is more than half, a 20-minute lunch is too short for most students, and a student who is still hungry in class has a harder time paying attention.
Reason 2	The second reason is that the lunch line uses up the time.
Evidence 2	On one Tuesday, a teacher timed the line, and the last student sat down with 9 minutes left.
Reasoning 2	That leaves only 11 of the 20 minutes to eat, so the length of the line, not the students, is the problem.
Counterclaim	Some people say a longer lunch would take time away from classes.
Rebuttal	However, 10 extra minutes spread over five classes is only 2 minutes from each class, a small cost for a lunch that students can finish.
Conclusion	For these reasons, lunch at Maple should be 30 minutes long, so that every student has time to get through the line and to eat.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Match It: Words to Know

Write the letter of the meaning next to each word.

1	claim		A	What a person who disagrees with you would say.
2	credible		B	Leaning toward one side without being fair.
3	counterclaim		C	Your answer to the question, in one sentence.
4	reasoning		D	Your answer to the other side's point.
5	conclusion		E	The thinking that links proof to your answer.
6	rebuttal		F	A short retelling of the main points.
7	evidence		G	The ending that sums up the whole argument.
8	bias		H	Facts, numbers or examples that back up a point.
			I	Believable and coming from a trusted place.
			J	A story with characters and a plot.

Two of the meanings are not used.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Pick the Strongest Evidence

Pick the strongest evidence. Write its letter.

Strong evidence is specific, fits the claim and could be checked. The numbers here are invented.

1 Claim: Our school should add a short stretch break to long classes.

Strongest ☐

- **A** Everyone knows that stretching is good for you.
- **B** A teacher saw 9 of 24 students put their heads down after minute 35.
- **C** The gym floor was refinished last summer.

2 Claim: Students should be allowed to read on e-readers in class.

Strongest ☐

- **A** In a trial, 14 of 20 students read more pages with an e-reader.
- **B** My cousin has an e-reader and loves it.
- **C** E-readers come in several colors.

3 Claim: The cafeteria should add a salad bar.

Strongest ☐

- **A** Salads are better than most other foods.
- **B** The cafeteria walls are painted yellow.
- **C** In a vote in three classes, 41 of 70 students picked a salad bar.

4 Claim: Pine Street should get a bike lane.

Strongest ☐

- **A** Bike lanes are always a good idea.
- **B** A count found 120 bikes passed Pine Street in one hour.
- **C** There is a bakery on the corner of Pine Street.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Label the Parts B

The sentences are mixed up. Write which part each one is.

Question: Should our school plant a vegetable garden?

An invented argument for practice.

Claim **Reason** **Evidence** **Reasoning** **Counterclaim** **Rebuttal** **Conclusion**

1. Our school should plant a vegetable garden behind the gym. _____
2. In the trial, each group of 4 students shared one garden bed and had to agree on a job chart. _____
3. Weekly measuring is real science practice, and a garden gives every class something living to measure. _____
4. In a small trial, 3 science classes each measured their plants once a week for 6 weeks. _____
5. A garden also teaches students to work as a team. _____
6. However, seeds are cheap, and a volunteer club could do the weeding at lunch, so the cost stays small. _____
7. A garden gives students hands-on science practice. _____
8. Some people say a garden costs too much money and time. _____
9. For these reasons, our school should plant a garden. _____

PREVIEW

Preview - Bright Ezee Shop

My name _____ Date _____

Evidence Cards

Fill in one card for each piece of evidence.

Use evidence you can name. If you cannot say where it came from, find something better.

Evidence card 1 **Check what is true:** ☐ **recent** ☐ **trusted** ☐ **fits my reason**

Where I found it

Who wrote or said it

What it says (a quotation, number or example)

Evidence card 2 **Check what is true:** ☐ **recent** ☐ **trusted** ☐ **fits my reason**

Where I found it

Who wrote or said it

What it says (a quotation, number or example)

Evidence card 3 **Check what is true:** ☐ **recent** ☐ **trusted** ☐ **fits my reason**

Where I found it

Who wrote or said it

What it says (a quotation, number or example)

PREVIEW

Preview - Bright Path Read

My name _____ Date _____

Your Topic Organizer

Use your own topic. Give a reason and back it up.

My topic: number ☐ **on page 15**

Need a second reason? Print this page again and use it once for each reason.

Claim

Reason

Evidence: A fact, number or example. Where is it from?

Reasoning: Explain how the evidence proves your claim.

PREVIEW

Preview - Bright Ezee Shop

My name _____ Date _____

Plan Your Argument

Plan your whole argument. Short notes are fine.

Introduction	Hook	
	Claim	
Body 1	Reason	
	Evidence	
	Reasoning	
Body 2	Reason	
	Evidence	
	Reasoning	
Body 3	Counterclaim	
	Rebuttal	
Conclusion	Claim, new words	
	Best reason	

PREVIEW

My name _____ Date _____

Start and Finish

Write how you will begin and how you will end.

My hook is: ☐ a question ☐ a surprising number ☐ a short story

Write your hook.

Write your claim.

Conclusion: Say your claim again in new words.

Remind the reader of your best reason.

Last thought: What should the reader do or think?

PREVIEW

My name _____ Date _____

Check My Argument

Check your own work. Mark yes or not yet.

1	My claim answers the question in one sentence.	☐ yes	☐ not yet
2	I gave at least two reasons.	☐ yes	☐ not yet
3	Each reason has evidence.	☐ yes	☐ not yet
4	My evidence is specific: a number, an example or a quotation.	☐ yes	☐ not yet
5	I explained how each piece of evidence proves my claim.	☐ yes	☐ not yet
6	I wrote what the other side would say.	☐ yes	☐ not yet
7	I answered the other side.	☐ yes	☐ not yet
8	My conclusion says my claim again in new words.	☐ yes	☐ not yet
9	I used linking words like because, for example and however.	☐ yes	☐ not yet
10	I read it aloud and fixed mistakes.	☐ yes	☐ not yet

The first thing I will fix is...

I will fix it by...

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Cut and Paste 1

Cut out the six pieces. Paste each one in the right box.

Claim	Evidence	Reasoning

PREVIEW

Cut on the dashed lines: six pieces, two straight cuts across and two down.

Students should be able to eat lunch outside.	On 18 of 20 school days, noon was warmer than 60 degrees.	So most students would use a room made for reading.
Of 40 students asked, 31 said they like quiet to read.	So the weather would allow outdoor lunch on most days.	Our school should add a quiet reading room.

Which part was hardest to tell apart? Why?

Preview - Bright Path Sped

My name _____ Date _____

Cut and Paste 3

Cut out the six pieces. Paste them in order, 1 to 6.

These six sentences make one argument. Which one comes first?

1	2	3

4	5	6

Cut on the dashed lines: six pieces, two straight cuts across and two down.

Some people say 15 minutes takes too much time from lessons.	Our school should have a daily quiet reading time of 15 minutes.	For these reasons, our school should start a daily quiet reading time.
However, 15 minutes is a small part of the day, and reading helps in every subject.	Since most students read more, a daily time helps them build the habit.	In a class that tried it for 4 weeks, 19 of 25 students said they finished more books.

Which sentence told you the order? Why?

PREVIEW

Answer Key: Claims and Evidence

Match It, Claim or Not?, Pick the Strongest Evidence and Pick the Reasoning. Every number on these pages is invented.

Match It page 9

Word	Letter and meaning
1. claim	C: Your answer to the question, in one sentence.
2. credible	I: Believable and coming from a trusted place.
3. counterclaim	A: What a person who disagrees with you would say.
4. reasoning	E: The thinking that links proof to your answer.
5. conclusion	G: The ending that sums up the whole argument.
6. rebuttal	D: Your answer to the other side's point.
7. evidence	H: Facts, numbers or examples that back up a point.
8. bias	B: Leaning toward one side without being fair.

Claim or Not? page 10

Sentence	Answer
1. Every student should learn to cook one meal before graduating.	Claim
2. Our school should start a recycling club.	Claim
3. There are six desks in my row.	Not a claim
4. Middle school students should have a daily break outside.	Claim
5. I had cereal for breakfast.	Not a claim
6. Our class should vote on the next book we read.	Claim
7. The gym is on the second floor.	Not a claim
8. The bus arrives at 7:40 each morning.	Not a claim

Pick the Strongest Evidence page 11

Item (claim)	Answer
1. Our school should add a short stretch break to long classes.	B: A teacher saw 9 of 24 students put their heads down after minute 35.
2. Students should be allowed to read on e-readers in class.	A: In a trial, 14 of 20 students read more pages with an e-reader.
3. The cafeteria should add a salad bar.	C: In a vote in three classes, 41 of 70 students picked a salad bar.
4. Pine Street should get a bike lane.	B: A count found 120 bikes passed Pine Street in one hour.

Pick the Reasoning page 12

Item (claim)	Answer
1. Our school should start a recycling club.	C: That many bottles in one week shows there is plenty to recycle, so a club could keep a lot of trash out.
2. Students should choose their own seats.	A: If most students pay more attention in a seat they choose, choosing helps students learn.
3. The library should open before school.	B: So many students are waiting anyway, so an open library would give them a useful place to read.
4. Gym class should be every day.	A: More steps on gym days shows that daily gym would get students moving much more often.

What counts on Claim or Not?

The four claims are things a reader could argue against. The four others are facts or personal statements, so nothing can be argued about them. On the rewrite, accept any sentence with *should* or a clear position that someone could disagree with.

Two meanings are not used on Match It

The unused letters are F and J: two extra meanings (narrative, summary) that no word on Match It uses. A student who picked one of them has matched a different word: check the other matches.

PREVIEW

Argumentative Writing Tracker

One student, every scored page and the open-response pages. Filled example: page 38.

Student _____ Teacher _____ Month _____

Page	Page type and set	Items	Right	Date	Notes
9	Words to Know	8			
10	Claim or Not?	8			
11	Pick the Strongest Evidence	4			
12	Pick the Reasoning	4			
13	Label the Parts A	7			
14	Label the Parts B	9			
27	Cut and Paste 1	6			
28	Cut and Paste 2	6			
29	Cut and Paste 3	6			

Page	Open-response page	Date done	What I saw
17	Claim, Evidence, Reasoning		
18	Your Topic Organizer		
19	Counterclaim and Rebuttal		
20	Plan Your Argument		
21	Write a Body Paragraph		
22	Start and Finish		
23	Write Your Argument 1		

How to fill this in

Write how many items the student got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 58 items on the 9 scored pages. Answer keys: pages 31 to 33. Rubric: page 30. Filled example: page 38.

This month we are working on (your own standard or wording)

PREVIEW

Team Note

Use this page between team meetings or when a student moves classes, to hand off what changed without writing a note from scratch. Everything below is observable, with a blank for the number or the wording your team already uses.

Student _____ Team member _____ Date _____

Page type	Covered since last note (Y/N)	Items right	Still blank
Words to Know			
Claim or Not?			
Pick the Strongest Evidence			
Pick the Reasoning			
Label the Parts			
Cut and Paste			

What I saw (observable, not a conclusion)

- Wrote a claim someone could argue with on ___ of ___ tries without a prompt.
- Gave evidence that was specific on ___ of ___ pieces; used the evidence cards (page 16): yes / no.
- Explained the reasoning in ___ sentences; needed the chart (pages 5 and 6) / a verbal prompt / a model.
- Wrote a counterclaim and an answer to it: yes / not yet. Rubric total on page 30: ___.

Next step

- Next page type or organizer: ___, because ___ (what you saw).
- What to try in another class or at home: ___.
- What to keep doing because it is working: ___.
- Anything for the team meeting to decide: ___ (this page records what happened, never a label or a plan).

Summary, in one or two sentences, for whoever reads this next

A filled-in line, for reference

"Picked the strongest evidence on 3 of 4 items on Pick the Strongest Evidence on 10/6. Next step: say why the other two choices are weaker before writing the letter." That is the level of detail this page is built for. It matches the filled example on page 38.

PREVIEW

Priya's Tracker (Invented Student)

Priya N. is invented; nothing on this page describes a real student. The blank tracker is on page 34.

Student	Teacher	Month
Priya N. (an invented student)	Mr. Odom (invented)	October

Page	Page type and set	Items	Right	Date	Notes
9	Words to Know	8	7	10/1	Picked an unused meaning once
10	Claim or Not?	8	8	10/2	-
11	Pick the Strongest Evidence	4	3	10/6	Picked a vague choice once
12	Pick the Reasoning	4	2	10/7	Repeated the evidence twice
13	Label the Parts A	7	7	10/8	-
14	Label the Parts B	9	6	10/9	Mixed up reason and evidence
27	Cut and Paste 1	6	-	-	-
28	Cut and Paste 2	6	-	-	-
29	Cut and Paste 3	6	-	-	-

Rubric trait (page 30)	First draft	Second draft	Change
Claim	2	3	+1
Reasons and evidence	2	3	+1
Reasoning	1	2	+1
Counterclaim and rebuttal	1	3	+2
Organization	2	3	+1
Words and sentences	3	3	-
Total (of 24)	11	17	+6

How to read it

Priya N. has done **6 of 9** scored pages and got **33 of 40** items right with no prompt. **2** pages were all right and **4** carry a note. On the rubric, the first draft totals **11** of 24 and the second **17**; **5** of 6 traits went up. Every number comes from the two tables.

What the tables point to

4 scored pages carry a note and each is short of full; the 3 pages left blank are not tried yet, never wrong. The biggest gain was on counterclaim and rebuttal (1 to 3); reasoning is still the lowest (2), which is where the next organizer practice goes.

PREVIEW

Binder Cover

Slide this into the front of a binder. The divider tabs and a spine label to cut out are on the next page (page 41).

English Language Arts - Writing

ARGUMENTATIVE WRITING

Organizers, Practice and Rubric

Claim | **Evidence** | **Reasoning**

Teacher _____

Class or student _____

PREVIEW