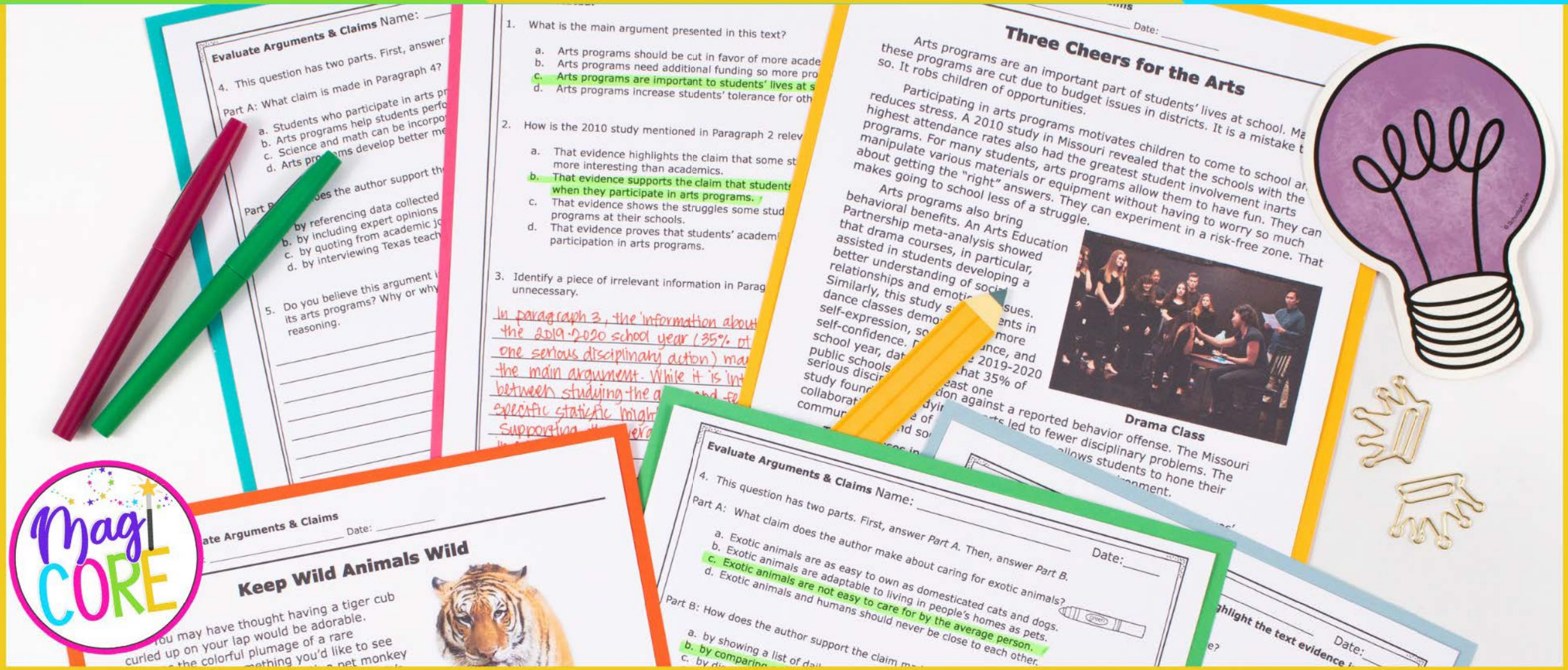
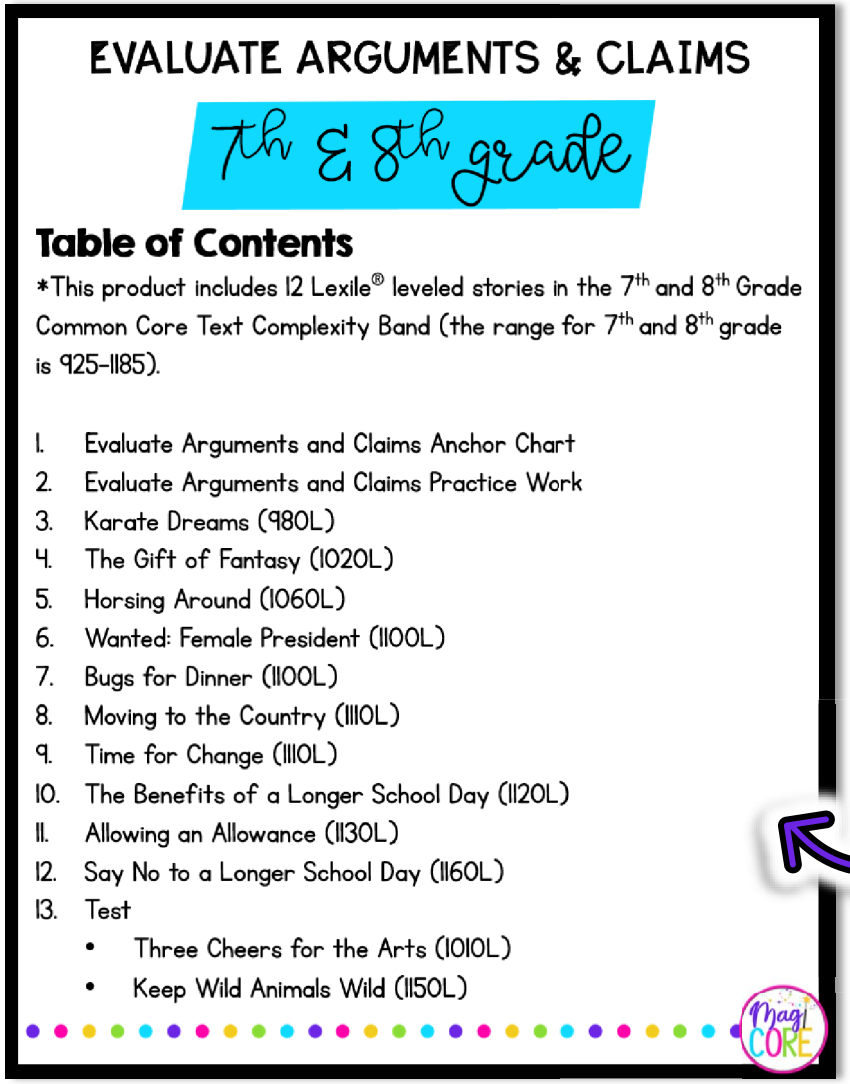
NONFICTION 7TH & 8TH GRADE RI. 7.8/8.8



EVALUATE ARGUMENTS & CLAIMS IN A TEXT

WHAT'S INSIDE?



EVALUATE ARGUMENTS & CLAIMS

7th & 8th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 7th and 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

1. Evaluate Arguments and Claims Anchor Chart
2. Evaluate Arguments and Claims Practice Work
3. Karate Dreams (980L)
4. The Gift of Fantasy (1020L)
5. Horsing Around (1060L)
6. Wanted: Female President (1100L)
7. Bugs for Dinner (1100L)
8. Moving to the Country (1110L)
9. Time for Change (1110L)
10. The Benefits of a Longer School Day (1120L)
11. Allowing an Allowance (1130L)
12. Say No to a Longer School Day (1160L)
13. Test
    - Three Cheers for the Arts (1010L)
    - Keep Wild Animals Wild (1150L)

PRINTABLE PDFs covering the 7th and 8th grade text complexity band with Certified Lexile Levels.

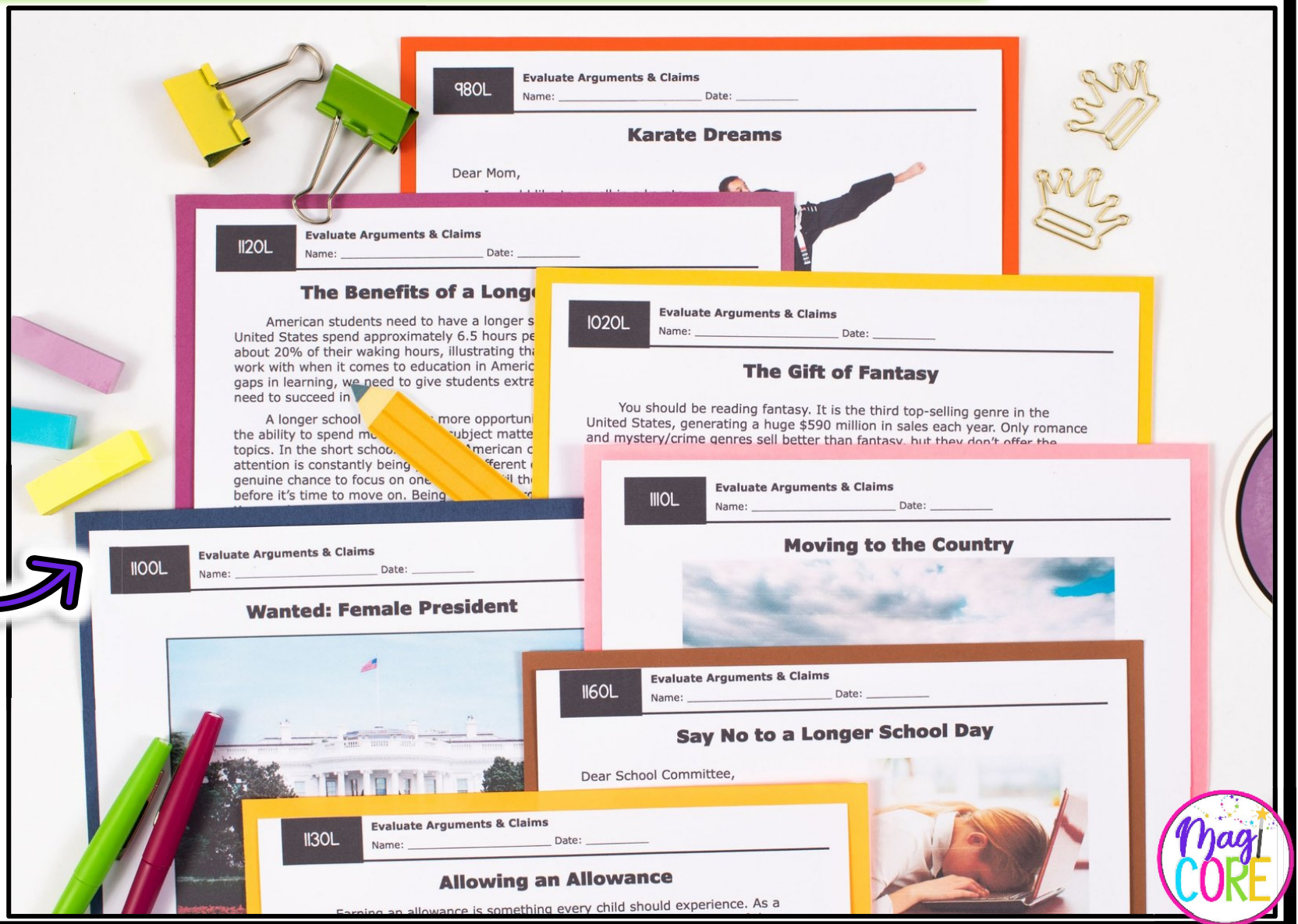
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable Slides Included

LEXILE®

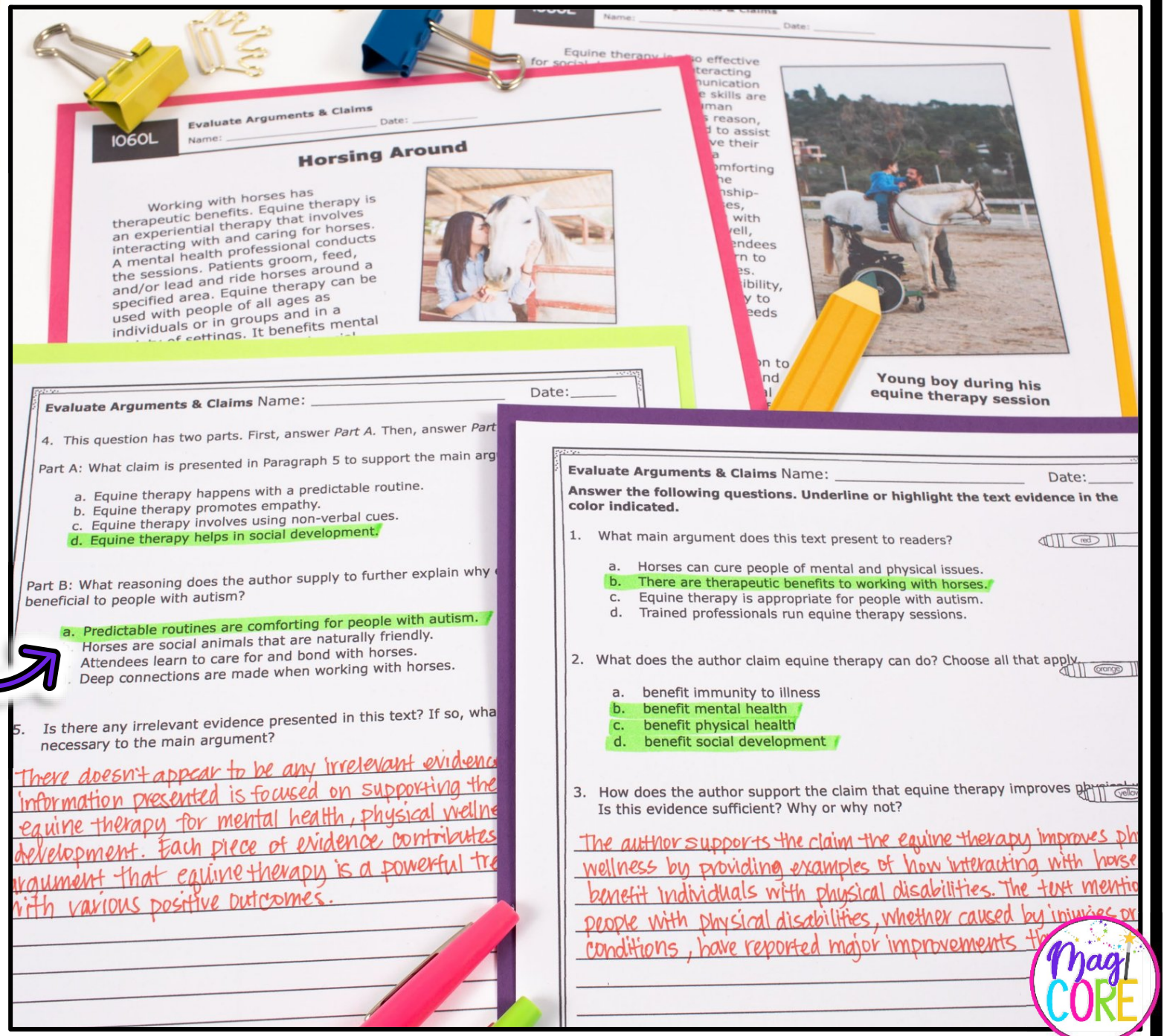
12 NONFICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of structures to spark comprehension AND curiosity.
- Dive into interesting and engaging informational texts.



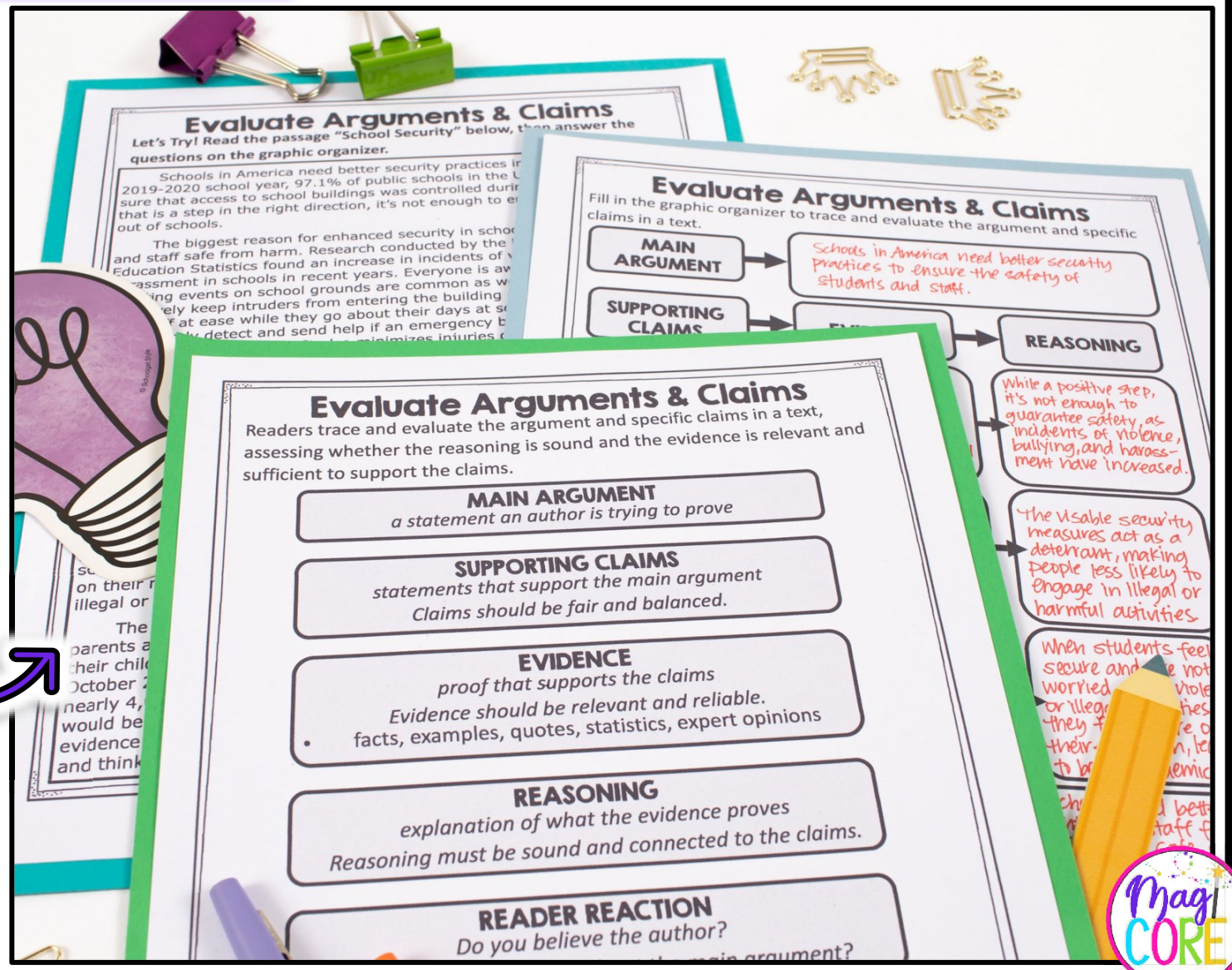
QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



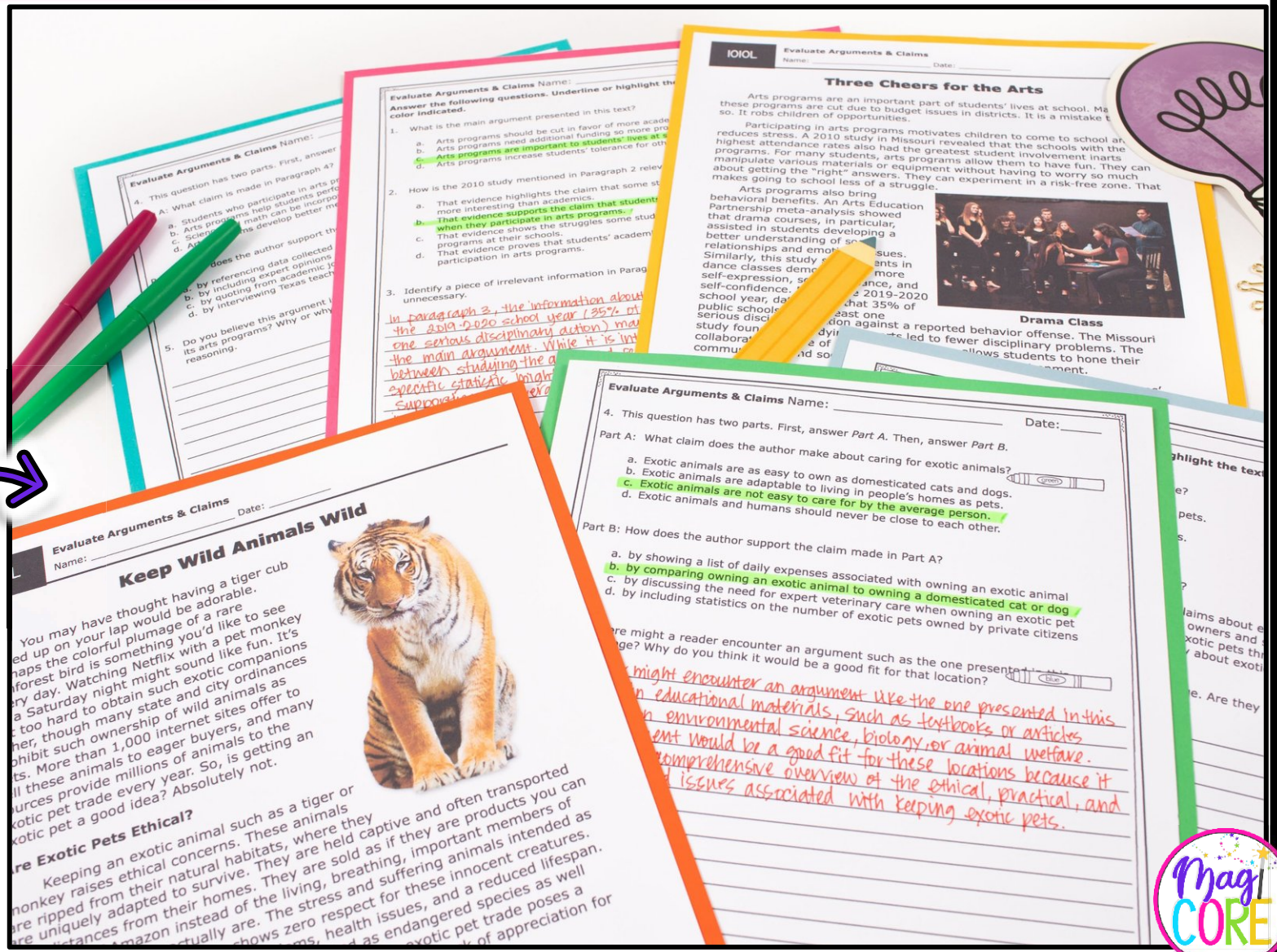
ANCHOR CHART

- Anchor chart breaking down how to evaluate arguments & claims in a text
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



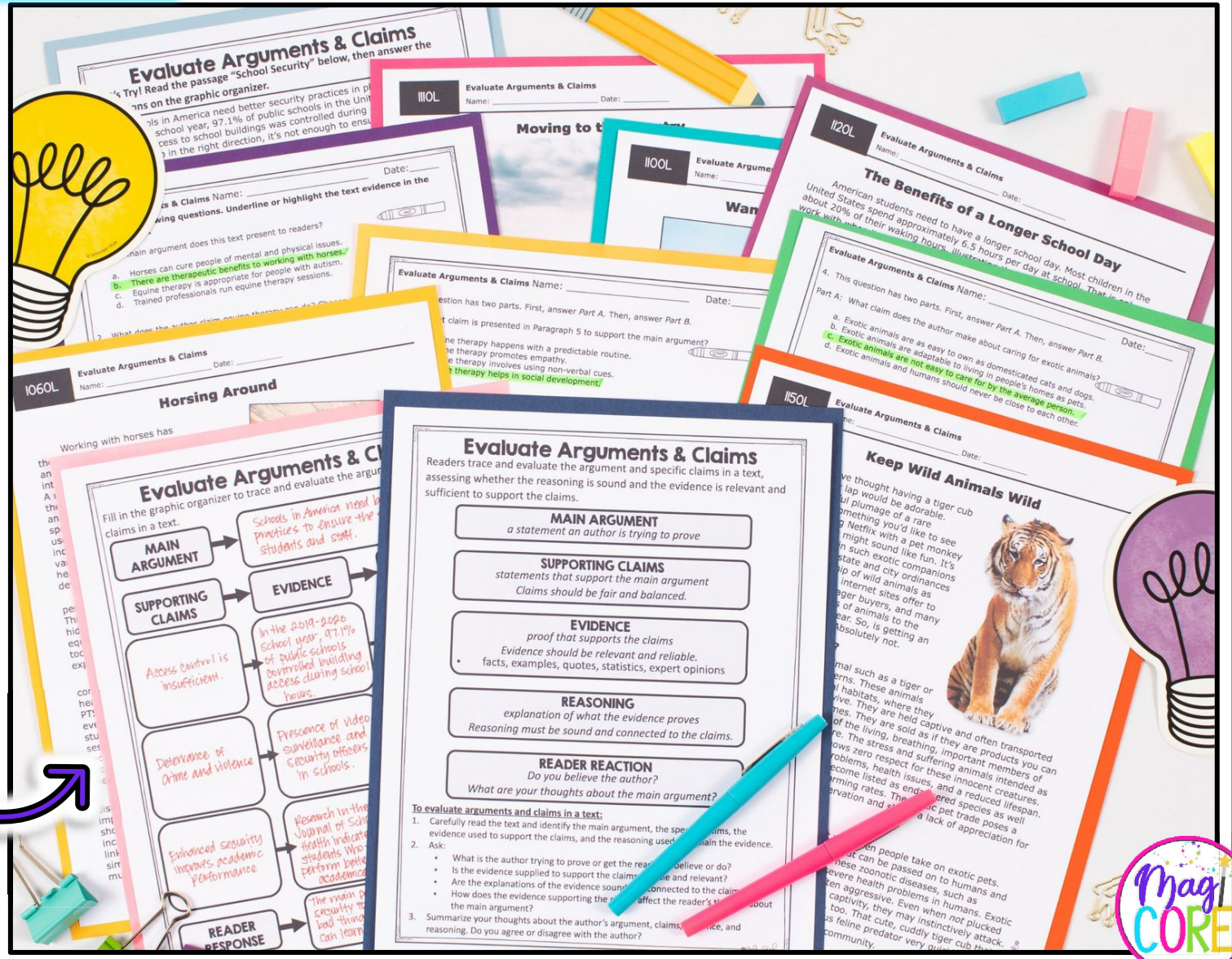
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills



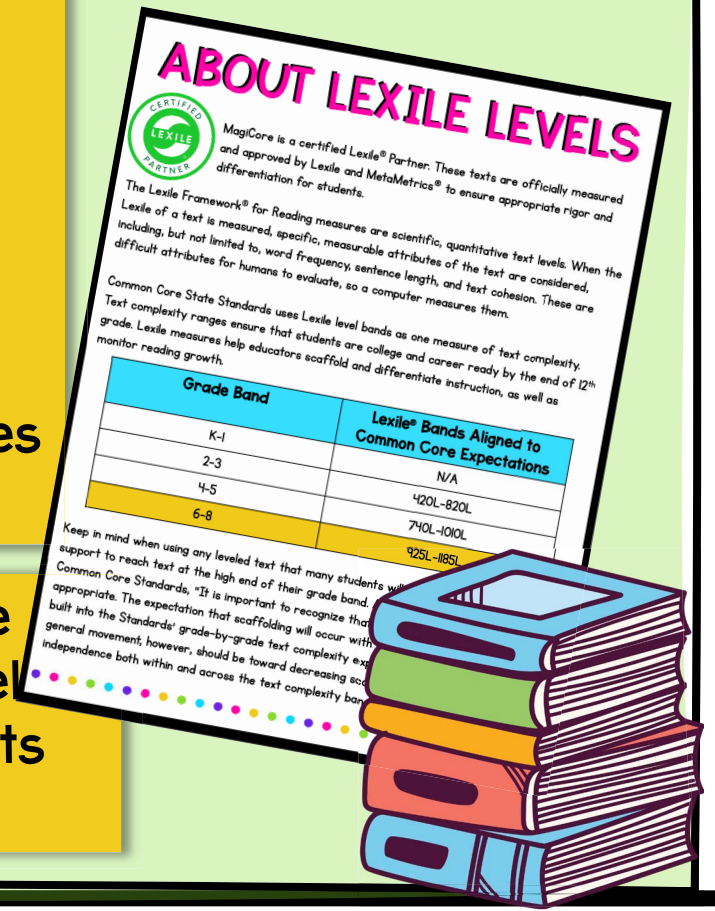
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

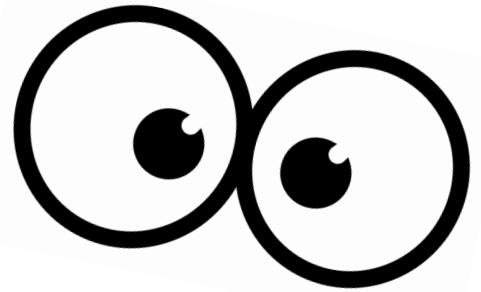
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



Evaluate Arguments & Claims

Readers trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

MAIN ARGUMENT
a statement an author is trying to prove

SUPPORTING CLAIMS
statements that support the main argument
Claims should be fair and balanced.

EVIDENCE
proof that supports the claims
Evidence should be relevant and reliable.
- facts, examples, quotes, statistics, expert opinions

REASONING
explanation of what the evidence proves
Reasoning must be sound and connected to the claims.

READER REACTION
Do you believe the author?
What are your thoughts about the main argument?

To evaluate arguments and claims in a text:

1. Carefully read the text and identify the main argument, the specific claims, the evidence used to support the claims, and the reasoning used to explain the evidence.
2. Ask:
   - What is the author trying to prove or get the reader to believe or do?
   - Is the evidence supplied to support the claims reliable and relevant?
   - Are the explanations of the evidence sound and connected to the claims?
   - How does the evidence supporting the claims affect the reader's thinking about the main argument?
3. Summarize your thoughts about the author's argument, claims, evidence, and reasoning. Do you agree or disagree with the author?

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Evaluate Arguments & Claims

Let's Try! Read the passage "School Security" below, then answer the questions on the graphic organizer.

Schools in America need better security practices in place. In the 2019-2020 school year, 97.1% of public schools in the United States made sure that access to school buildings was controlled during school hours. While that is a step in the right direction, it's not enough to ensure that threats stay out of schools.

The biggest reason for enhanced security in schools is to keep students and staff safe from harm. Research conducted by the National Center for Education Statistics found an increase in incidents of violence, bullying, and harassment in schools in recent years. Everyone is aware that fatal mass shooting events on school grounds are common as well. Systems that can effectively keep intruders from entering the building serve to put students and staff at ease while they go about their days at school. Being able to immediately detect and send help if an emergency breaks out helps to deal with the situation swiftly. It also minimizes injuries or fatalities.

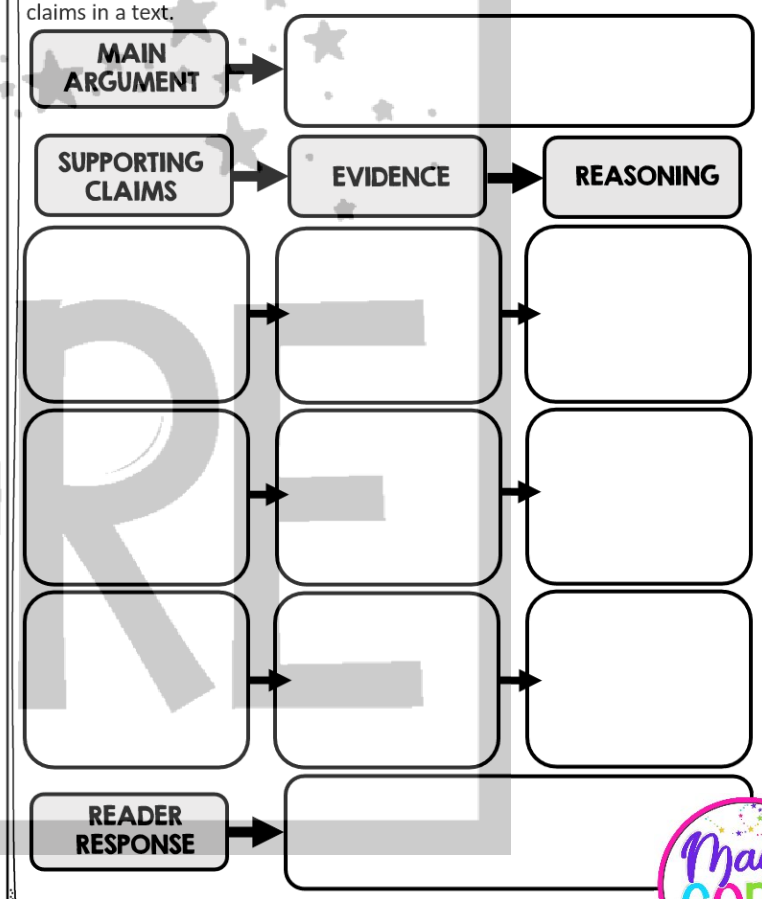
More security measures also deter crime and acts of violence from happening within school campuses. The simple presence of video surveillance or school security officers makes people less likely to engage in behaviors that would be detected by either. If people think they can't get away with illegal or harmful actions, they tend to refrain from participating in them. Cameras and officers in schools provide the extra set of eyes. They don't have to rely on staff who are supposed to be focused on educational matters. Security officers have the necessary training to identify potential issues before they become a larger problem. They can react appropriately so that everyone's safety is preserved.

Better security also produces better educational achievement. Research published in the *Journal of School Health* found that students who feel safe at school are more likely to perform better academically. They are able to focus on their main goal at school—to learn—when they are not worried about illegal or violent activity happening around them or to them.

The presence of enhanced security measures in schools also gives parents a greater peace of mind. Parents can go about their workday knowing their children are as safe as they can be while they are not with them. As of October 2022, about 50% of parents in a Pew Research Center survey of nearly 4,000 parents say school police officers or armed security in schools would be extremely or very effective in preventing school shootings. This evidence suggests that increased school security is something families want and think schools need.

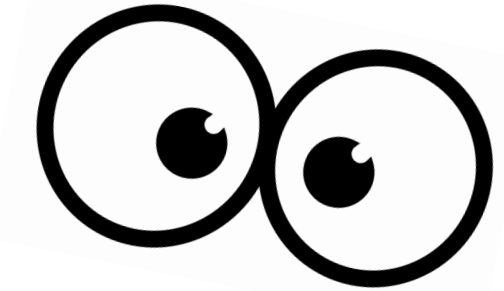
Evaluate Arguments & Claims

Fill in the graphic organizer to trace and evaluate the argument and specific claims in a text.



Mag CORE

AND ANOTHER PEEK



980L

Evaluate Arguments & Claims

Name: _____ Date: _____

Karate Dreams



Dear Mom,

I would like to enroll in a karate class because I think it would be good for me to learn this skill. I know you have been against it in the past, but I am hoping you will reconsider after reading about the benefits of learning karate.

First of all, karate will make me healthier. According to the Centers for Disease Control and Prevention, childhood obesity is a big concern in the United States. About 14.7 million children and adolescents are obese. The most, 22.2%, fall in my age group of 12- to 19-year-olds. Many health problems are associated with being overweight, such as high blood pressure, high cholesterol, type 2 diabetes, asthma, and joint problems. Karate can help combat these risks because it requires a high level of physical activity. Training includes cardiovascular exercise, strength training, and flexibility. This can lead to a stronger heart, a lower resting heart rate, and better circulation in my body. I will gain more muscle strength that can boost metabolism. Furthermore, the stretching and body movements related to karate practice can prevent injuries and improve posture. All of this can keep me at a healthy weight so I can avoid the negative effects of obesity and being out of shape.

Next, karate can help me become a better student. Two of the most important traits needed to be successful in school are focus and self-discipline. Guess what sport teaches both? You guessed it, Mom. Karate. Martial arts like karate are not only about the physical fitness I mentioned above. They are also good for the mind. The intense training and commitment needed to participate in karate create a sharper focus. Memorizing the various moves and executing precise techniques will force me to remain disciplined. I will be able to persevere even when things get challenging. I will learn the value of hard work, patience, and persistence. This will improve my approach to schoolwork and other goals I want to accomplish. Wouldn't you want me to have all these skills so I can be successful in life? Of course, you would.

Lastly, karate will allow me to stay safe. Though I never want to be in a situation that puts my personal safety at risk, if it does happen, karate will

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Evaluate Arguments & Claims Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What argument is presented in this text? red

   a. The argument is in support of competing in karate tournaments.
   b. The argument is in favor of taking karate classes.
   c. The argument states that karate is the best of the martial arts.
   d. The argument states that karate is a risky sport to get involved in.

2. In what format is the argument presented? orange

   a. an advertisement from a karate dojo
   b. a letter from a son to his mother
   c. a diary entry from a karate student
   d. a blog post about the benefits of karate

3. List the major claims made to support the argument in this text. Why are these claims appropriate for the text's target audience? yellow

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Evaluate Arguments & Claims Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

   Part A: What negative aspect of karate does the argument mention? green

   a. the possibility of injury
   b. the chances of becoming violent
   c. the high cost of karate classes
   d. the limited amount of dojos

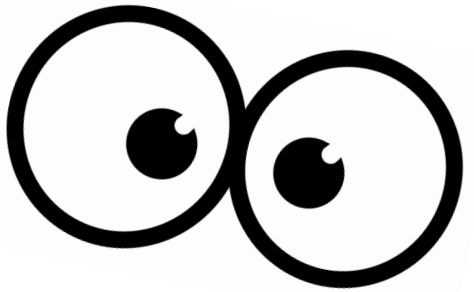
   Part B: How does the author handle the negative aspect in Part A?

   a. by discussing situations in which to use karate
   b. by saying he will pay for all the classes himself
   c. by comparing it to the more dangerous sport of football
   d. by providing a list of karate dojos in the area

5. Evaluate the evidence provided in this argument. Is there enough evidence? Is the evidence relevant? Is the reasoning logical? blue

MagiCORE

CHECK THIS OUT TOO!



IMOL **Evaluate Arguments & Claims**

Name: _____ Date: _____

Time for Change



Spring ahead. Fall behind. Lose an hour. Gain an hour.

Daylight Savings Time always wreaks havoc on humans, jumbling up our schedules and making us have to wrestle with changing all the clocks in the house. This time-changing practice was first proposed in 1895 by George Hudson, an entomologist from New Zealand. He wanted more after-work hours of sunshine so he could go bug hunting in the summer. The notion resurfaced during World War I as a way to conserve energy by giving people more sunlit hours so they wouldn't have to rely on electricity so much. Changing time also came up during World War II for conservation of energy purposes once again. It wasn't until 1966, however, that Daylight Savings Time became an official law in the United States.

But now it's time to change the time change.

Daylight Savings Time takes a toll on public health. Changing the clocks twice a year disrupts the body's internal clock, or its circadian rhythm. This leads to sleep disturbances. Dr. Susheel Patil is a clinical associate professor at the Case Western Reserve University School of Medicine who specializes in sleep medicine. He says the time change causes people to lose sleep for about one week until they adapt to the change. This loss of sleep can result in safety risks as we try to carry on with our days while fatigued. Workplace accidents increase due to errors caused by exhausted humans. Daylight Savings Time also affects mood, immune system health, and cardiovascular health.

Changing the clocks does not consistently save energy. The original intent was to conserve resources by giving humans more hours in the sunlight. Recent studies suggest, however, that energy savings are minimal. One study published in the *Journal of Environmental Economics and Management* in 2008 looked at Daylight Savings Time in Australia. It found that while people did use less electricity in the evening because sunset came later in the day, they canceled out that effect by having to use lighting during the darker mornings. Another study that looked at Daylight Savings Time in Indiana from 2004 to 2006, found that the time change *increased* residential electricity usage because people were heating their homes in the cooler mornings and cooling them during the hotter evenings. The time change, therefore, isn't helping the environment by conserving our resources.

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Evaluate Arguments & Claims Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What main argument is presented in this text? (red)

   a. Daylight Savings Time is still an important practice.
   b. Daylight Savings Time should be abolished.
   c. Daylight Savings Time conserves energy.
   d. Daylight Savings Time has many advantages.

2. What is the main purpose of the second paragraph of the passage? (orange)

   a. to introduce entomologist George Hudson
   b. to discuss energy concerns during World War I
   c. to give readers a brief history of Daylight Savings Time
   d. to tell when Daylight Savings Time became a law in the U.S.

3. What three claims does the author make to support the main argument? Are these claims well supported by evidence? Why or why not? (yellow)

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Evaluate Arguments & Claims Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

   Part A: What type of evidence is supplied in Paragraph 4 of the text? Choose all that apply. (green)

   a. expert opinion
   b. direct quote
   c. facts
   d. survey results

   Part B: What makes the evidence in Paragraph 4 worthy of inclusion in the passage?

   a. It is based on the work of an expert in sleep medicine.
   b. It is based on information found on social media sites.
   c. It is based on facts from the early 1990s.
   d. It is based on interviews with kindergarten-aged students.

5. What type of evidence would you add to this argument to make it even more convincing? Discuss the reasons for this addition. (blue)

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COPY

UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text

Love this unit but want to focus on Literary Skills? Try the THEME & CENTRAL IDEA unit!

