

NONFICTION

7TH & 8TH GRADE

RI. 7.8/8.8

Evaluate Arguments & Claims Name: _____ Date: _____

4. This question has two parts. First, answer Part A: What claim is made in Paragraph 4?

- a. Students who participate in arts programs help students perform better on tests.
- b. Arts programs help students perform better on tests.
- c. Science and math can be incorporated into arts programs.
- d. Arts programs develop better mental health.

Part B: How does the author support the claim?

- a. by referencing data collected from a survey
- b. by including expert opinions
- c. by quoting from academic journals
- d. by interviewing Texas teachers

5. Do you believe this argument is valid? Why or why not? Provide your reasoning.

1. What is the main argument presented in this text?

- a. Arts programs should be cut in favor of more academic programs.
- b. Arts programs need additional funding so more programs can be offered.
- c. Arts programs are important to students' lives at school.
- d. Arts programs increase students' tolerance for other cultures.

2. How is the 2010 study mentioned in Paragraph 2 relevant to the main argument?

- a. That evidence highlights the claim that some students are more interested in arts than academics.
- b. That evidence supports the claim that students who participate in arts programs are more academically successful.
- c. That evidence shows the struggles some students face at their schools.
- d. That evidence proves that students' academic performance is directly related to their participation in arts programs.

3. Identify a piece of irrelevant information in Paragraph 3.

In paragraph 3, the information about the 2019-2020 school year (35% of one serious disciplinary action) may be the main argument. While it is interesting, it is not directly related to the main argument. A specific statistic might be more relevant to supporting the main argument.

Three Cheers for the Arts

Arts programs are an important part of students' lives at school. Many of these programs are cut due to budget issues in districts. It is a mistake to do so. It robs children of opportunities.

Participating in arts programs motivates children to come to school and reduces stress. A 2010 study in Missouri revealed that the schools with the highest attendance rates also had the greatest student involvement in arts programs. For many students, arts programs allow them to have fun. They can manipulate various materials or equipment without having to worry so much about getting the "right" answers. They can experiment in a risk-free zone. That makes going to school less of a struggle.

Arts programs also bring behavioral benefits. An Arts Education Partnership meta-analysis showed that drama courses, in particular, assisted in students developing a better understanding of social relationships and emotional issues. Similarly, this study showed that dance classes demonstrated more self-expression, self-confidence, and school year, data showed that public schools had a 35% of serious disciplinary actions. A study found that at least one collaborative activity against a reported behavior offense. The Missouri Department of Education allows students to hone their skills.



Drama Class



Evaluate Arguments & Claims Name: _____ Date: _____

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

- a. Exotic animals are as easy to own as domesticated cats and dogs.
- b. Exotic animals are adaptable to living in people's homes as pets.
- c. Exotic animals are not easy to care for by the average person.
- d. Exotic animals and humans should never be close to each other.

Part B: How does the author support the claim made in Part A?

- a. by showing a list of daily activities
- b. by comparing exotic animals to domesticated animals
- c. by describing the benefits of owning exotic animals



Keep Wild Animals Wild

You may have thought having a tiger curled up on your lap would be adorable. The colorful plumage of a rare bird is something you'd like to see. A net monkey is a pet that is not a pet.



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



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.

980L Evaluate Arguments & Claims
Name: _____ Date: _____
Karate Dreams
Dear Mom,

1120L Evaluate Arguments & Claims
Name: _____ Date: _____
The Benefits of a Longer School Day
American students need to have a longer school day. In the United States, students spend approximately 6.5 hours per day in school, about 20% of their waking hours, illustrating the amount of work with when it comes to education in America. There are gaps in learning, we need to give students extra time to need to succeed in school.
A longer school day would provide more opportunities for the ability to spend more time on subject matter. In the short school day, American children's attention is constantly being pulled in different directions. A genuine chance to focus on one subject will help them learn before it's time to move on. Being

1020L Evaluate Arguments & Claims
Name: _____ Date: _____
The Gift of Fantasy
You should be reading fantasy. It is the third top-selling genre in the United States, generating a huge \$590 million in sales each year. Only romance and mystery/crime genres sell better than fantasy, but they don't offer the

1110L Evaluate Arguments & Claims
Name: _____ Date: _____
Moving to the Country

1100L Evaluate Arguments & Claims
Name: _____ Date: _____
Wanted: Female President

1160L Evaluate Arguments & Claims
Name: _____ Date: _____
Say No to a Longer School Day
Dear School Committee,

1130L Evaluate Arguments & Claims
Name: _____ Date: _____
Allowing an Allowance
Earning an allowance is something every child should experience. As a

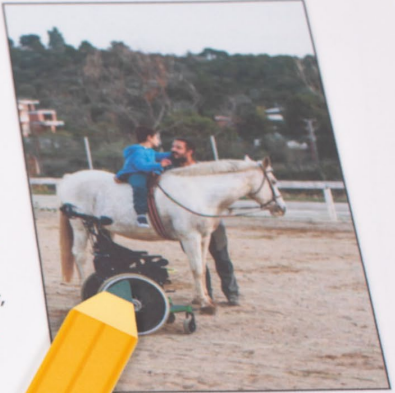

QUESTIONS

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

Evaluate Arguments & Claims 1060L Name: _____ Date: _____

Horsing Around

Working with horses has therapeutic benefits. Equine therapy is an experiential therapy that involves interacting with and caring for horses. A mental health professional conducts the sessions. Patients groom, feed, and/or lead and ride horses around a specified area. Equine therapy can be used with people of all ages as individuals or in groups and in a variety of settings. It benefits mental health.



Young boy during his equine therapy session

Evaluate Arguments & Claims Name: _____ Date: _____

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

Part A: What claim is presented in Paragraph 5 to support the main argument?

- Equine therapy happens with a predictable routine.
- Equine therapy promotes empathy.
- Equine therapy involves using non-verbal cues.
- Equine therapy helps in social development.

Part B: What reasoning does the author supply to further explain why equine therapy is beneficial to people with autism?

- Predictable routines are comforting for people with autism. Horses are social animals that are naturally friendly. Attendees learn to care for and bond with horses. Deep connections are made when working with horses.

5. Is there any irrelevant evidence presented in this text? If so, what is it? If not, why not?

There doesn't appear to be any irrelevant evidence. Information presented is focused on supporting the claim that equine therapy is a powerful treatment for mental health, physical wellness, and social development. Each piece of evidence contributes to the main argument that equine therapy is a powerful treatment with various positive outcomes.

Evaluate Arguments & Claims Name: _____ Date: _____

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

1. What main argument does this text present to readers?


- Horses can cure people of mental and physical issues.
- There are therapeutic benefits to working with horses.
- Equine therapy is appropriate for people with autism.
- Trained professionals run equine therapy sessions.

2. What does the author claim equine therapy can do? Choose all that apply.

- benefit immunity to illness
- benefit mental health
- benefit physical health
- benefit social development

3. How does the author support the claim that equine therapy improves physical wellness? Is this evidence sufficient? Why or why not?

The author supports the claim that equine therapy improves physical wellness by providing examples of how interacting with horses benefit individuals with physical disabilities. The text mentions people with physical disabilities, whether caused by injuries or conditions, have reported major improvements through equine therapy.



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

The anchor chart is titled "Evaluate Arguments & Claims" and is designed to help students understand how to evaluate arguments and claims in a text. It features a central definition and five key components, each with a brief explanation and a handwritten example. The components are: MAIN ARGUMENT, SUPPORTING CLAIMS, EVIDENCE, REASONING, and READER REACTION. A purple lightbulb illustration is on the left, and a yellow pencil is on the right. The chart is surrounded by other educational materials, including a passage about school security and another anchor chart.

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
Schools in America need better security practices to ensure the safety of students and staff.
- 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.
While a positive step, it's not enough to guarantee safety, as incidents of violence, bullying, and harassment have increased.
The usable security measures act as a deterrent, making people less likely to engage in illegal or harmful activities.
- READER REACTION**
Do you believe the author?
When students feel secure and are not worried or illegal they are more likely to be in their schools to be a better staff.

ASSESSMENTS

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

The image displays several overlapping worksheets from the IOIOL (Iowa Open-Source Instructional Literacy) series. The worksheets are titled "Evaluate Arguments & Claims" and feature various reading passages and questions. Handwritten notes in red and green ink highlight specific parts of the text and questions. A purple arrow points from the text on the left towards the worksheets.

Worksheet 1: Keep Wild Animals Wild
Date: _____
Name: _____
You may have thought having a tiger cub perched up on your lap would be adorable. Perhaps the colorful plumage of a rare forest bird is something you'd like to see every day. Watching Netflix with a pet monkey on a Saturday night might sound like fun. It's not too hard to obtain such exotic companions either, though many state and city ordinances prohibit such ownership of wild animals as pets. More than 1,000 internet sites offer to sell these animals to eager buyers, and many sources provide millions of animals to the exotic pet trade every year. So, is getting an exotic pet a good idea? Absolutely not.

Are Exotic Pets Ethical?
Keeping an exotic animal such as a tiger or monkey raises ethical concerns. These animals are ripped from their natural habitats, where they are uniquely adapted to survive. They are sold as if they are products you can purchase from a pet store. These animals are not adapted to the living, breathing, important members of their communities. The stress and suffering animals intended as pets are uniquely adapted to the living, breathing, important members of their communities. The stress and suffering animals intended as pets are uniquely adapted to the living, breathing, important members of their communities. The stress and suffering animals intended as pets are uniquely adapted to the living, breathing, important members of their communities.

Worksheet 2: Three Cheers for the Arts
Date: _____
Name: _____
Arts programs are an important part of students' lives at school. Many of these programs are cut due to budget issues in districts. It is a mistake to think that these programs are unnecessary. Participating in arts programs motivates children to come to school with higher attendance rates also had the greatest student involvement in arts programs. For many students, arts programs allow them to have fun. They can manipulate various materials or equipment without having to worry so much about getting the "right" answers. They can experiment in a risk-free zone. That makes going to school less of a struggle.

Drama Class
Arts programs also bring behavioral benefits. An Arts Education Partnership meta-analysis showed that drama courses, in particular, assisted in students developing a better understanding of social relationships and emotional issues. Similarly, this study showed that dance classes demonstrate more self-expression, self-confidence, and self-esteem. In the 2019-2020 school year, data showed that 35% of public schools reported at least one serious discipline incident against a reported behavior offense. The Missouri Department of Education has reported that arts programs allow students to hone their collaborative skills and problem-solving abilities. This allows students to hone their collaborative skills and problem-solving abilities. This allows students to hone their collaborative skills and problem-solving abilities.

Worksheet 3: Exotic Animals
Date: _____
Name: _____
Part A: What claim does the author make about caring for exotic animals?
a. Exotic animals are as easy to own as domesticated cats and dogs.
b. Exotic animals are adaptable to living in people's homes as pets.
c. Exotic animals are not easy to care for by the average person.
d. Exotic animals and humans should never be close to each other.

Part B: How does the author support the claim made in Part A?
a. by showing a list of daily expenses associated with owning an exotic animal
b. by comparing owning an exotic animal to owning a domesticated cat or dog
c. by discussing the need for expert veterinary care when owning an exotic pet
d. by including statistics on the number of exotic pets owned by private citizens

Why do you think it would be a good fit for that location?
I might encounter an argument like the one presented in this educational materials, such as textbooks or articles in environmental science, biology, or animal welfare. It would be a good fit for these locations because it provides a comprehensive overview of the ethical, practical, and financial issues associated with keeping exotic pets.



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

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 credible 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 thoughts 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?

Keep Wild Animals Wild
We thought having a tiger cub as a pet would be adorable. Something you'd like to see might sound like fun. It's a state and city ordinance that says wild animals as internet sites for tiger buyers, and many people buy tigers for their homes. So, it's getting an absolutely not.

Animals such as a tiger or cheetah have natural habitats, where they live. They are held captive and often transported to zoos. The stress and suffering animals intended as pets can cause health problems, health issues, and a reduced lifespan. Some people take on exotic pets. These animals can be passed on to humans and cause severe health problems, such as rabies, in humans. Exotic animals, when kept in captivity, may not be picked up as well as they should. That cute, cuddly tiger cub is a predator very much like a lion. Exotic animals are not easy to care for by the average person.

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 exposed 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.

CERTIFIED LEXILE PARTNER

ABOUT LEXILE LEVELS


MagCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

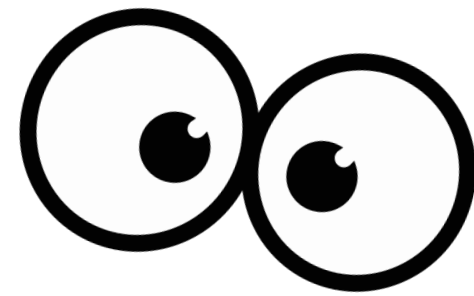
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-135L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. It is important to recognize that the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands.



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:**
- 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.
 - 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?
 - 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.

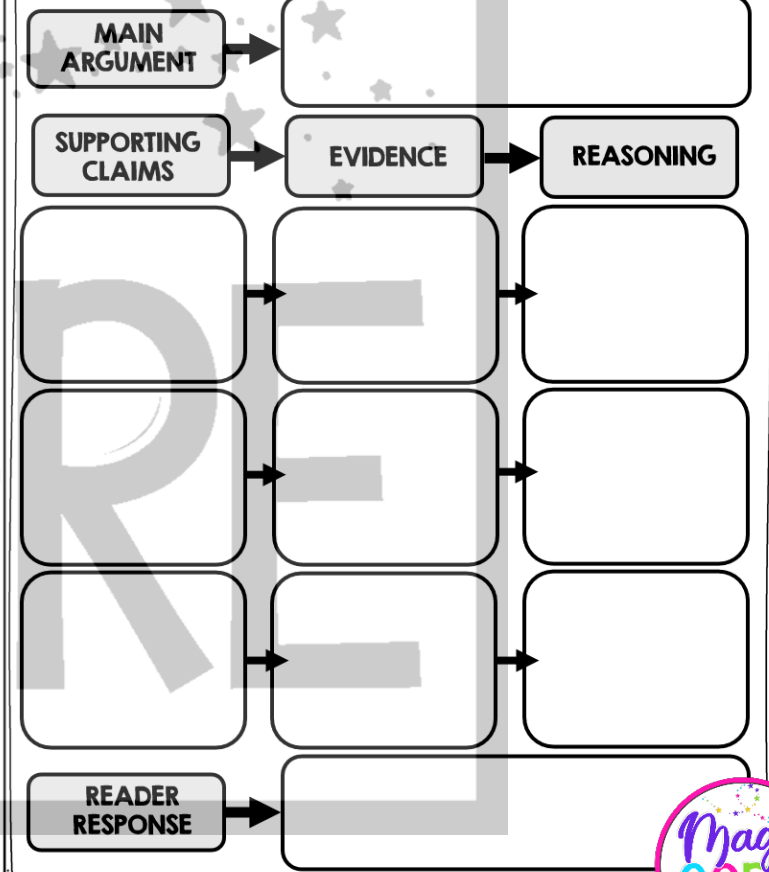
More security measures also deter crime and acts of violence from happening within school campuses. The simple presence of video surveillance or school security officers makes people less likely to engage in behaviors that would be detected by either. If people think they can't get away with illegal 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.

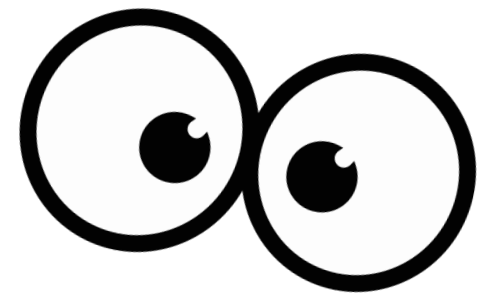
The presence of enhanced security measures in schools also gives parents a greater peace of mind. Parents can go about their workday knowing their children are as safe as they can be while they are not with them. As of October 2022, about 50% of parents in a Pew Research Center survey of nearly 4,000 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.



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

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? 
 - 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? 
 - 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? 

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? 

- 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?

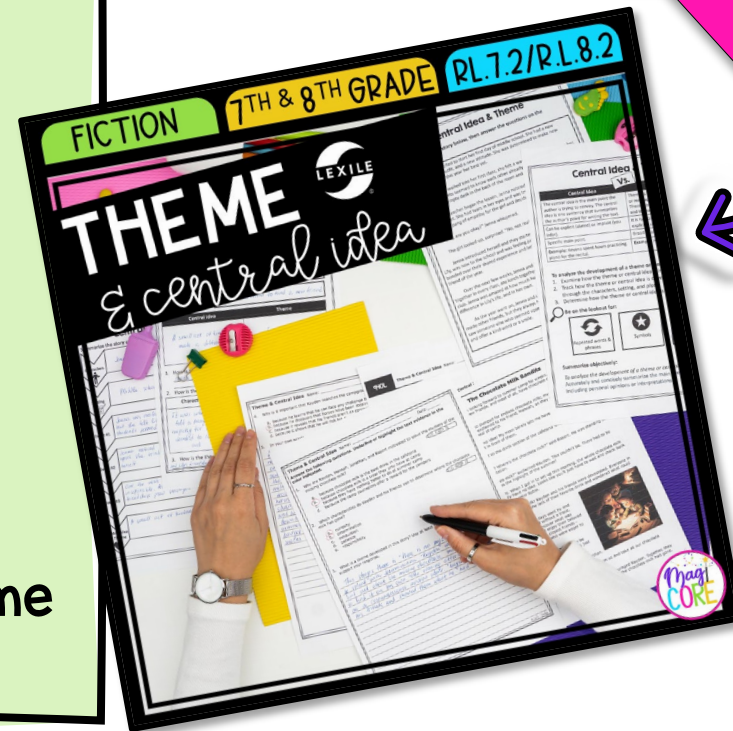
- a. by discussing situations in which to use karate
- b. by saying he will pay for all the classes himself
- c. by comparing it to the more dangerous sport of football
- d. by providing a list of karate dojos in the area

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

UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

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- Anchor Charts
- Rigorous comprehension questions for each passage
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