Name & Surname: _____ Class: _____ Date: _____

SUPPORT YOUR CLAIM

Reasons and evidence that convince readers



About 60 minutes Level ★★★☆☆

TASK A

Think about what makes an argument convincing. Write what you used to think, then what you think now after reading above.

What argument writing is for

I used to think…	Now I think…
.....	.....
.....	.....
.....	.....
.....	.....

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THINK FROM ALL SIDES

Explore one school **proposal** before you take a stand.

KEY WORDS

claim: your clear position on an issue

evidence: facts or examples that prove a reason

rebuttal: your answer that shows why the other view is weaker

reason: why your claim makes sense

counterclaim: an opposing view on the same issue

TASK B

Consider this proposal from four directions. Write one short sentence for each compass point.

N Need to know: what else do I need to find out?

W Worried: what worries me?

School should start 30 minutes later in the morning

E Excited: what is good about it?

S Stance or suggestion: what do I think now?

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MATCH SUPPORT PAIRS

Practice linking claims to reasons and **evidence**.

TASK C

/3

Use the claim on each card to write a matching reason, piece of evidence, or rebuttal.



Claim

School should start 30 minutes later in the morning.

Write a reason

.....

.....



Reason

More alert students participate more and complete work more carefully.

Write supporting evidence

.....

.....



Counterclaim

Some say a later start will push buses and after-school practice too late.

Write a rebuttal

.....

.....

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SORT STRONG SUPPORT

Tell reasons apart from evidence and show your **idea**.

Did you know?

Skilled writers often plan a **rebuttal** because answering the other side makes their own case sound more careful.

TASK D

Example done for you

/5

Color each box by group: reason or evidence for a later start.

● **Reason**: color it blue or draw ● ▲ **Evidence**: color it orange or draw ▲

Students can focus better when they are not sleepy. ●	Our sleep log shows 18 of 24 students now sleep fewer than 8 hours.	Fewer tired students means fewer late arrivals to first period.	Last month, our grade recorded 45 tardies to first period.
Extra sleep supports steadier mood and effort in class.	A student said: I finish math warm-ups faster when I am rested.		

TASK E

Show what strong support looks like in a real classroom moment.

Draw a morning classroom after a 30-minute later start and write 3-4 sentences explaining what reason and evidence the scene shows

Draw here

Write here

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KNOW EVIDENCE COLD

Define evidence and spot it in **action**.

TASK F

/4

Map the key term evidence by completing each corner in your own words.

Definition (in my own words)

Characteristics

evidence

Examples

survey numbers from your class

Non-examples

an opinion with no proof

HOW DID I DO?

Circle a face for each line.

I can write a clear claim with reasons.

I can support reasons with relevant evidence.

I can answer a counterclaim with a rebuttal.

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Answer sheet: Support Your Claim

Task A

Answers will vary.

Task B

Answers will vary, e.g. E: I am excited because rested students may focus better in first period. N: I need to know how much sleep students now get and what families prefer. S: My stance is yes, with a plan that keeps buses on time. W: I am worried about bus schedules and after-school activities running late.

Task C

1. Students will be more alert and ready to learn in first period.
2. In a class survey, 18 of 24 students reported higher focus after extra sleep.
3. A 30-minute shift can work if bus routes move together and practice stays the same length.

Task D

Reason (blue ●): Students can focus better when they are not sleepy. Fewer tired students means fewer late arrivals to first period. Extra sleep supports steadier mood and effort in class.

Evidence (orange ▲): Our sleep log shows 18 of 24 students now sleep fewer than 8 hours. Last month, our grade recorded 45 tardies to first period. A student said: I finish math warm-ups faster when I am rested.

Task E

Answers will vary.

Task F

Definition: Facts, examples, numbers, or quotes that prove a reason is true.

Characteristics: relevant to the claim and reason, specific, not vague, credible and checkable

Examples: survey numbers from your class, a short quote from an article

Non-examples: an opinion with no proof, I just feel it is true

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