Name & Surname: _____ Class: _____ Date: _____

Argue With Evidence

Support every claim with clear reasons

About 50 minutes Level ★★★☆☆



Claim Plus Proof

An academic **argument** states a main idea called a **claim** and backs it up with **evidence**.

- Start with a clear **thesis** that states your position and reasons: claim + reasons.
- Support each reason with relevant **evidence** such as facts, statistics, or expert opinion.
- Stay fair and logical: use verifiable **facts**, address an opposing view, and end with a conclusion.

Key words

claim: the position you are trying to prove

evidence: facts or examples that prove a reason

counterargument: an opposing view you fairly answer

reason: why your claim is true or matters

thesis: one sentence with your claim and reasons

Task A

Show how your thinking changed about strong writing using claims and evidence.

What makes an argument strong?

I used to think...	→	Now I think...

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Build Your Argument

Plan how a claim is held up by reasons.

Task B

Draw a diagram that shows your claim on top and three pillars of reasons with evidence underneath.



My claim with 3 supporting reasons

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Read the Evidence

See what kinds of evidence convince readers most.

Task C /4

Study the chart results and answer using evidence and comparison.



1. **Which type of evidence convinced the most students?**

2. **Which type convinced the fewest students?**

3. **How many more students chose statistics than personal story?**

4. **What does this chart tell a writer about strong support?**

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Survey Your Class

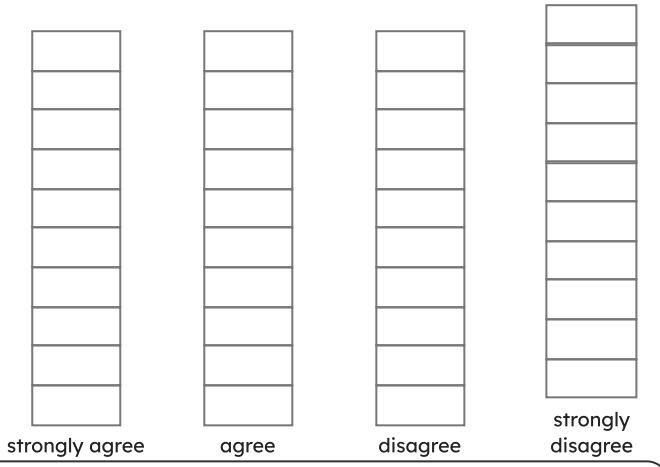
Collect opinions to practice finding support for a claim.

Task D

Ask classmates and tally to gather evidence for your claim.

Our school should have 20 extra minutes of reading time each day.

Answer	Tally	Total
strongly agree		
agree		
disagree		
strongly disagree		



What does your chart show?

.....

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Support Your Claim

Practice writing reasons and spotting strong arguments.

Task E

/2

Read the story and explain how to improve the argument with evidence.

A student writes to the principal with the **claim** that the library should stay open 30 minutes later after school. The student gives two reasons: many students need a quiet place to finish homework, and the late bus leaves 40 minutes after school ends. The principal likes the polite tone but asks for proof that students would really use the time.

1. **What is the student's claim? Give one reason to support it.**
   The student claims that...

2. **What relevant evidence could the student add? Explain why it helps.**
   The student could add...

Task F

/4

Circle the correct word to show you understand argument writing.

1. A strong **claim** states a clear (**question** / **position**).
2. Reasons explain **why** a (**claim** / **joke**) matters.
3. **Evidence** must be relevant (**feelings** / **facts**) to support a reason.
4. A fair **argument** briefly answers the (**opposing** / **same**) view.

How did I do?

Circle a face for each line.

I can write a claim with clear reasons.	☹	😐	☺
I can choose relevant evidence for each reason.	☹	😐	☺
I can explain how evidence supports my claim.	☹	😐	☺

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Answer sheet: Argue With Evidence

Task A

Answers will vary.

Task B

Answers will vary.

Task C

1. statistics
2. personal story
3. 8
4. Logical, verifiable evidence like statistics and expert quotes convinces more readers.

Task D

Answers will vary.

Task E

1. The student claims that the library should stay open 30 minutes later because students need a quiet place to finish homework.
2. The student could add library sign-in counts showing heavy use after school, because verifiable facts make the reason believable.

Task F

1. position
2. claim
3. facts
4. opposing

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