

Argument

Reading Informational

Benchmarks

NRS 1: Identify and explain an author's opinion(s) and supporting evidence.

NRS 2: Identify and explain an author's claim and the reasons and evidence used to support the claim.

NRS 3: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.

NRS 4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Author's *Argument*

An argument in reading and writing is when an author shares their opinion or claim and tries to convince the reader using reasons and evidence.

Think of it like this: “I believe something is true, and here’s why!”

Understanding arguments helps you:

- Know what the author thinks
- Decide if you agree or disagree
- Spot strong and weak ideas
- Build your own opinions and writing. Look at the key words below to help you understand the components of an argument.

Word	What Does it Mean?	Example
Opinion	What someone believes or feels	I think everyone should exercise every day.
Claim	The main point the author is making	Exercise is important for everyone.
Reason	Why the author believes the claim	Exercise has shown many health benefits.
Evidence	Facts or examples that support the decision	Many people are able to reverse prediabetes with exercise and dieting.
Reasoning	How the author connects ideas, explains the logic (connect the claim to the evidence, explains why the evidence matters)	Because exercise improves health and prevents disease, it supports the idea that everyone should do it daily.

What Do They *Think?*

Goal: Identify and explain an author's opinion(s) and supporting evidence.

Directions:

- Read the text aloud (e.g., “I think school should start later.”).
- Highlight the opinion (e.g., “I think school should start later.”).
- Circle the evidence (e.g., “Students are tired in the morning.”).
- Use a sentence frame to explain: “The author thinks ___ because ___.”

I think school lunch should have more fruit. Fruit is healthy and gives us energy. I feel better when I eat apples or oranges.

Sentence Frame:

The author thinks _____ because

_____.

Instructor Tips

- **Model:** Read a sentence aloud and think aloud as you identify the opinion and evidence. Choose topics students can relate to (e.g., bedtime, work, pets).
- **Challenge:** Remove the sentence frames and have students explain the author's opinion with evidence using their own words.
- **Support:** Work in groups. Create multiple short texts that students can draw out of a bag and discuss as a group what the opinion and evidence is.

Claim *Detective*

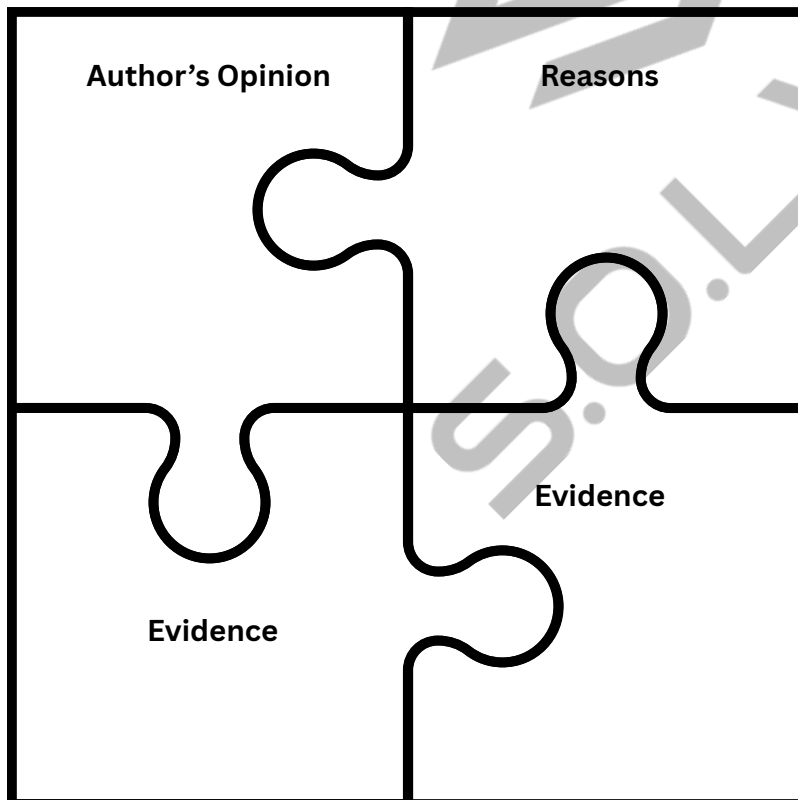
Goal: Identify and explain an author's claim and the reasons and evidence used to support the claim.

Directions:

- Read the text.
- Identify the claim and list the reasons that support the claim.
- Find the evidence that supports each reason.
- Use the opinion puzzle below to write your answers in each piece.

Be On Time

I believe it is important to be on time. When you are on time, you show respect to others. Being late can make people wait and feel upset. If you are on time, you can start your work and not miss anything. Being on time helps you feel ready and calm.



Instructor Tip

Give each student a puzzle piece and ask them to fill out the answer to the puzzle piece they got. Students can they find each other and put the pieces together.

Argument *Map*

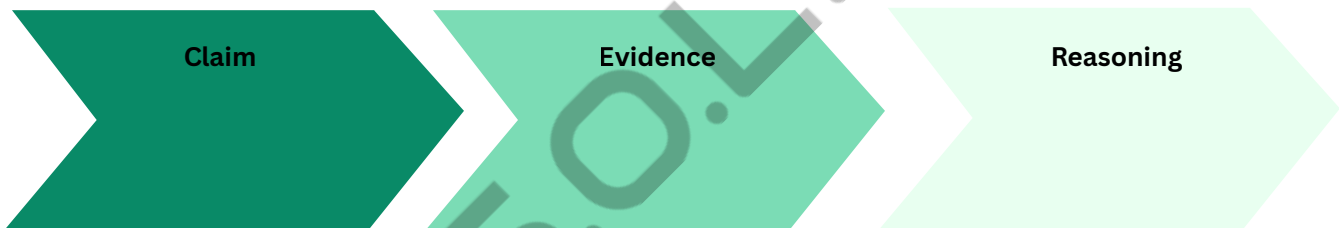
Goal: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.

Directions:

- Read the text.
- Annotate using:
 - C for Claim
 - E for Evidence
 - R for Reasoning
- Work in pairs to discuss and confirm annotations.
- Use the flow chart below to map the argument.

Communication Matters

Good communication is important in every job. Workers need to talk clearly so others understand them. If people do not share ideas, mistakes can happen. Talking and listening help teams work better together. When workers communicate well, the job gets done faster and with fewer problems.



Instructor Tips

- Use the map to prepare for a classroom debate.
- **Challenge:** Try reverse mapping. Give students a completed argument map and ask them to write a short persuasive paragraph that matches it. [Back Cover](#)
- **Support:** Reteach claim, evidence, and reasoning.

Argument *Doctor*

Goal: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

What makes an argument convincing? In an argument there are three types of reasoning:

- Logical: Based on facts and logic.
- Emotional: Appeals to feelings or values.
- Anecdotal: Uses personal stories or examples.

Example:

We should clean up our park. Trash makes it unsafe for kids. Last week, my little brother fell because of broken glass.

Claim: We should clean up our park.

Reasoning Types Used:

- Logical: Trash is unsafe.
- Anecdotal: Brother fell due to broken glass.

Effectiveness: Emotional and anecdotal reasoning make the issue feel urgent.

Directions:

Read the passage and use the graphic organizer on the next page to analyze the types of reasoning.

Using Information on the Job

In many jobs, using information correctly is just as important as doing physical tasks. For example, a warehouse worker must read labels and follow instructions to place items in the right location. If they ignore the information, products can be lost or damaged. In an office, employees often read emails, reports, or schedules. They must understand what the information means and decide what to do next. Using information well helps workers avoid mistakes, save time, and make better decisions. Whether you work in a hospital, a store, or a factory, knowing how to read, understand, and use information is a skill that helps you succeed.

Argument *Doctor*

Goal: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Claim	Type of Reasoning	Effective? Why or Why Not?	Suggested Improvement

Instructor Tip

- Students can rewrite a paragraph using a different type of reasoning to make it stronger