

Share What You Know

Why Argue?
The Power of Argument

Learn the Skill

Reading an Argument
Elements of an Argument
Argument Machine

How to Read an Argument

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- Use the Steps
- Trace an Argument

Tips for Reading an Argument

Practice & Apply

Identify the Claim
Identify the Support
Consider the Counterclaim

Editorial

- Read an Editorial
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Why Argue?

What issues or topics inspire arguments? When people argue, what are they trying to accomplish?

Record your thoughts in the graphic organizer shown.



Why Argue?

Issues/Topics That Inspire Arguments:

Reasons People Argue:

How They Accomplish Their Goals:



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The Power of Argument

Why do you think logical arguments and debates are so important in our society?



Arguments help us:

- 1 think critically about topics and issues that affect many people
- 2 consider and appreciate other viewpoints
- 3 challenge our own ways of thinking
- 4 bring about change or action



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Reading an Argument



Written arguments are everywhere—on the Web, in newspapers and magazines, and in brochures. To interpret a writer's viewpoint and consider how you feel about it, you have to know how to read an argument.



[Extend Page](#)



Elements of an Argument

Learn about the elements of an effective argument.



Elements of an Argument

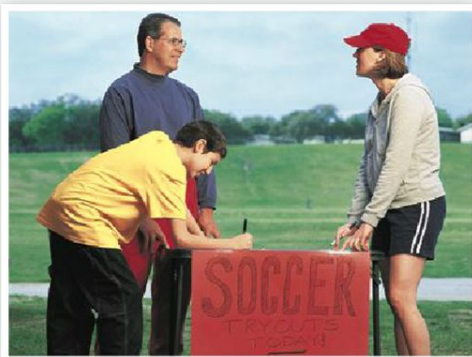
Effective written arguments are made up of the following elements:

- a claim
- reasons
- evidence
- opposing claims
- counterclaims

Navigation bar with a left arrow, a home icon, a person icon, and a right arrow. Below the arrows are three thumbnail images: 1. A boy reading a newspaper (caption: Elements of an Argument), 2. A boy signing a red banner (caption: Claim), 3. Two boys smiling (caption: Reasons). To the right of the thumbnails is a window titled "5 of 21" with navigation icons: back, forward, search, refresh, print, and zoom.

Elements of an Argument

Learn about the elements of an effective argument.



Claim

A **claim** is a writer's position or opinion on an issue. Often, the claim is stated in the introduction and restated in the concluding section. The title of a text can also hint at the claim.

Example: After-school sports teams should not be charged to use the school fields and facilities.

Navigation bar with a left arrow, a home icon, a person icon, and a right arrow. Below the arrows are three thumbnail images: 1. A boy reading a newspaper (caption: Elements of an Argument), 2. A boy signing a red banner (caption: Claim), 3. Two boys smiling (caption: Reasons). To the right of the thumbnails is a window titled "5 of 21" with navigation icons: back, forward, search, refresh, print, and zoom.

Elements of an Argument

Learn about the elements of an effective argument.



Reasons

Reasons are *why* the writer believes his or her claim. Writers use reasons to support the claim.

Example: Most teams can't afford to pay the hefty fees. That means there will be fewer opportunities for teens to play sports, learn teamwork, and get exercise.

Navigation bar for the 'Reasons' slide. It includes a left arrow, a thumbnail for 'Elements of an Argument', a thumbnail for 'Claim', a highlighted thumbnail for 'Reasons', and a right arrow. Below the thumbnails are icons for home, user, and a status bar showing '5 of 21'.

Elements of an Argument

Learn about the elements of an effective argument.



Evidence

Writers use **evidence** to support their reasons. Evidence includes facts, statistics, examples, expert opinions, anecdotes, and observations or personal experience. A strong argument includes a variety of reliable evidence.

Navigation bar for the 'Evidence' slide. It includes a left arrow, a thumbnail for 'Evidence', a highlighted thumbnail for 'Evidence: Facts and Statistics', a thumbnail for 'Evidence: Examples', a thumbnail for 'Evidence: Expert Opinions', and a right arrow. Below the thumbnails are icons for home, user, and a status bar showing '5 of 21'.

Elements of an Argument

Learn about the elements of an effective argument.



Evidence: Facts and Statistics

Facts are statements that can be proved. **Statistics** are facts expressed as numbers.

Example: The average homeowner pays \$150 per year for upkeep of the outdoor facilities. Because the school fields and facilities are maintained by taxpayer money, teens should be allowed to use them for free.

Navigation bar with icons for home, user, back, forward, and search. The current slide is highlighted with a blue border. The text "Evidence: Facts and Statistics" is visible below the image. A status bar at the bottom right shows "5 of 21" and various system icons.

Elements of an Argument

Learn about the elements of an effective argument.



Evidence: Examples

Examples are details that illustrate the claim. Examples can help readers understand or relate to the reasons and claim.

Example: For example, last year, my after-school soccer team the Tigers was disbanded because it couldn't pay the fees.

Navigation bar with icons for home, user, back, forward, and search. The current slide is highlighted with a blue border. The text "Evidence: Examples" is visible below the image. A status bar at the bottom right shows "5 of 21" and various system icons.

Elements of an Argument

Learn about the elements of an effective argument.



Evidence: Expert Opinions

An **expert opinion** is a quotation from a scholar or researcher who has an in-depth knowledge of the subject.

Example: The U.S. Surgeon General encourages teens to get involved in vigorous sports teams to relieve stress and build lifelong health.

Navigation bar for the first slide. It includes a left arrow, a thumbnail for 'Evidence: Facts and Statistics', a thumbnail for 'Evidence: Examples' (a soccer team), a thumbnail for 'Evidence: Expert Opinions' (the current slide), and a right arrow. Below the thumbnails are icons for home and user profile. A status bar at the bottom shows '5 of 21' and various system icons.

Elements of an Argument

Learn about the elements of an effective argument.



Evidence: Anecdotes

An **anecdote** is a brief story that illustrates a point. That story might focus on a personal experience or one you've heard about or witnessed firsthand.

Example: I joined the Tigers because I love soccer and wanted to make friends. However, now that my team no longer exists, I haven't been able to play. Part of the problem is that all the other teams have enough players.

Navigation bar for the second slide. It includes a left arrow, a thumbnail for 'Evidence: Facts and Statistics', a thumbnail for 'Evidence: Examples' (a soccer team), a thumbnail for 'Evidence: Expert Opinions' (a soccer game), a thumbnail for 'Evidence: Anecdotes' (the current slide), and a right arrow. Below the thumbnails are icons for home and user profile. A status bar at the bottom shows '5 of 21' and various system icons.

Elements of an Argument

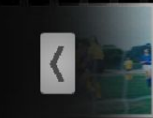
Learn about the elements of an effective argument.



Opposing Claims

An effective argument also addresses **opposing claims**, or potential objections to the writer's viewpoint. Acknowledging these claims makes an argument stronger.

Example: Some people argue that teens should exercise during school hours, rather than after school.



Different Opinions



Evidence: Anecdotes



Opposing Claims



Counterclaim



Elements of an Argument

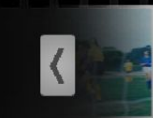
Learn about the elements of an effective argument.



Counterclaim

A **counterclaim** disproves the opposing viewpoints and explains why the writer's position is more valid.

Example: (*Opposing claim*) Some people argue that teens should exercise during school hours. (*Counterclaim*) Unfortunately, most students are only required to take physical education for one quarter each year, and that doesn't provide enough regular exercise. After-school sports can fill that gap.



Different Opinions



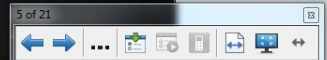
Evidence: Anecdotes



Opposing Claims



Counterclaim



Argument Machine

Generate a claim, reason, and a counterclaim for each topic shown. Then click **Go!** to read some samples.



The interface features a whimsical, steampunk-style machine with a green cylindrical tank, red wheels, and a funnel. A hand is shown pouring into the funnel. Below the machine are three lined notepad pages labeled "Claim", "Reason", and "Counterclaim". A "Go! Next" button is positioned above the "Claim" page. A "Extend Page" link is located below the "Reason" page. A browser window at the bottom right shows "6 of 21" and navigation icons.

Learn the Steps

You can read and analyze an argument using four steps.

Read the article. Then click each item to help you analyze the argument.



The interface shows a list of four steps on the left, each with a colored highlight: "Original Text" (grey), "Identify the Claim" (yellow), "Find the Reasons" (green), and "Look for Counterclaims" (pink). The "Identify the Claim" step is currently selected. To the right is a text box containing the following text:

So, your family wants a puppy. Do you buy a purebred or adopt from a shelter? Adoption is the way to go.

First, when you adopt a dog, you are saving a life. There are millions of dogs that need homes. When people choose to buy rather than adopt, homeless dogs spend their lives in shelters or are put down. In fact, the American Society for the Prevention of Cruelty to Animals (ASPCA) estimates that as many as 4 million dogs suffer in shelters every year because there are no homes for them. With recent natural disasters, even more dogs need homes.

A vertical scrollbar is on the right side of the text box. A "Extend Page" link is located below the text box. A browser window at the bottom right shows "7 of 21" and navigation icons.

Learn the Steps

You can read and analyze an argument using four steps.

Read the article. Then click each item to help you analyze the argument.

Original Text

Identify the Claim

Find the Reasons

Examine the Evidence

Look for Counterclaims

Second, adopting a dog is less expensive than buying a purebred. Some people claim that it's worth the money to buy a purebred because shelter dogs are unpredictable and unhealthy, but trustworthy animal shelters do everything they can to make sure their dogs are healthy and adoptable. Volunteer trainers work with the dogs to prepare them for adoption and to determine what type of family situation would be best for the dog. For example, one dog might be best suited for a home with no other pets. Shelters also have veterinarians who examine and treat the dogs when they



[Extend Page](#)

7 of 21

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Original Text

Identify the Claim

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Examine the Evidence

Look for Counterclaims

arrive at the shelter. Shelters also recommend that the entire family—including any other pets—visit the shelter to spend the day with a prospective dog to see if it's the right fit. When you adopt from a reliable shelter, you can feel confident that you're getting a great pet.

Finally, if you really want a purebred, you can adopt one. Many people think animal shelters only have mutts, but an estimated 25 percent of the dogs at shelters are purebreds. There are also rescue organizations for almost every type of purebred. For example, the Dalmatian Rescue organization



[Extend Page](#)

7 of 21

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Finally, if you really want a purebred, you can adopt one. Many people think animal shelters only have mutts, but an estimated 25 percent of the dogs at shelters are purebreds. There are also rescue organizations for almost every type of purebred. For example, the Dalmatian Rescue organization finds homes for Dalmatians that have been abandoned by their owners, and the Greyhound Project helps retired racing greyhounds find homes.

When getting a dog, think about adoption first. You can save a life and find the perfect dog for your family.



[Extend Page](#)

7 of 21

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Original Text

Identify the Claim

Find the Reasons

Examine the Evidence

Look for Counterclaims

The claim is the writer's position on the issue. What is the writer's viewpoint on this issue?

So, your family wants a puppy. Do you buy a purebred or adopt from a shelter? Adoption is the way to go.

First, when you adopt a dog, you are saving a life. There are millions of dogs that need homes. When people choose to buy rather than adopt, homeless dogs spend their lives in shelters or are put down. In fact, the American Society for the Prevention of Cruelty to Animals (ASPCA) estimates that as many as 4 million dogs suffer in shelters every year because there are no homes for them. With recent natural disasters, even more dogs need homes.



[Extend Page](#)

7 of 21

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Find the Reasons

Examine the Evidence

Look for Counterclaims

The writer gives three reasons to support the claim. The first is highlighted. What are the others?

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First, when you adopt a dog, you are saving a life. There are millions of dogs that need homes. When people choose to buy rather than adopt, homeless dogs spend their lives in shelters or are put down. In fact, the American Society for the Prevention of Cruelty to Animals (ASPCA) estimates that as many as 4 million dogs suffer in shelters every year because there are no homes for them. With recent natural disasters, even more dogs need homes.



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Look for Counterclaims

The evidence for the first reason is highlighted. Identify the evidence for the other reasons.

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[Extend Page](#)

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Look for Counterclaims

Summarize the two opposing claims in the highlighted paragraphs. How does the writer counter each one?

Second, adopting a dog is less expensive than buying a purebred. Some people claim that it's worth the money to buy a purebred because shelter dogs are unpredictable and unhealthy, but trustworthy animal shelters do everything they can to make sure their dogs are healthy and adoptable. Volunteer trainers work with the dogs to prepare them for adoption and to determine what type of family situation would be best for the dog. For example, one dog might be best suited for a home with no other pets. Shelters also have veterinarians who examine and treat the dogs when they



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Finally, if you really want a purebred, you can adopt one. Many people think animal shelters only have mutts, but an estimated 25 percent of the dogs at shelters are purebreds. There are also rescue organizations for almost every type of purebred. For example, the Dalmatian Rescue organization



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When getting a dog, think about adoption first. You can save a life and find the perfect dog for your family.



[Extend Page](#)

7 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Teens should be allowed to have cell phones at school. Most importantly, cell phones help students stay safe. If a student gets hurt or has an emergency, he or she can easily call a parent or the police. **People may argue that cell phones aren't necessary, but the National Parent Network recommends that students be allowed cell phones for this purpose, if for no other.** Also, many cell phones now have GPS technology, so parents—or the police—can track the location of their children if they get lost or are in danger.

claim

reasons

evidence

counterclaims



[Extend Page](#)

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Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.



children if they get lost or are in danger.

Another benefit is that cell phones help teens stay in touch with their families. Many students participate in after-school sports and activities, so they need to be able to reach their parents if they are going to be late or if they need a ride home. Parents also need to be able to reach their kids to tell them when they will pick them up or if they have to work late. **Our school board claims that students can use pay phones to call their parents. However, our school has 640 students and only two pay phones,**

claim

reasons

evidence

counterclaims



[Extend Page](#)

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.



so using a pay phone isn't practical.

Without cell phones, it's difficult for parents and their children to stay connected.

Finally, cell phones help kids stay connected with their friends. Nearly half of U.S. teens say their social life would greatly suffer without their cell phones. This may sound dramatic, but psychologists agree that forming and keeping a social circle is an important part of growing up. **Some people say that kids will call their friends all the time and run up phone bills; however, parents can limit the minutes their teens can use. Also, most cell-phone**

claim

reasons

evidence

counterclaims



[Extend Page](#)

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Teens should be allowed to have cell phones at school. Most importantly, cell phones help students stay safe. If a student gets hurt or has an emergency, he or she can easily call a parent or the police. **Some people say that kids will call their friends all the time and run up phone bills; however, parents can limit the minutes their teens can use. Also, most cell-phone companies offer unlimited calling and texting plans, so phone bills are no longer a problem.**

Despite what people say, the evidence shows that cell phones help keep kids safe and connected.



claim

reasons

evidence

counterclaims



[Extend Page](#)

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Teens should be allowed to have cell phones at school. Most importantly, cell phones help students stay safe. If a student gets hurt or has an emergency, he or she can easily call a parent or the police. **People may argue that cell phones aren't necessary, but the National Parent Network recommends that students be allowed cell phones for this purpose, if for no other.** Also, many cell phones now have GPS technology, so parents—or the police—can track the location of their children if they get lost or are in danger.



claim

reasons

evidence



counterclaims

Yes! The writer provides three opposing claims and uses statistics, expert opinions, and facts as counterclaims.



[Extend Page](#)

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

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claim

reasons

evidence

counterclaims



[Extend Page](#)

8 of 21

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Read four versions of this passage. For each, identify the element in the boldfaced text.

Teens should be allowed to have cell phones at school. Most importantly, cell phones help students stay safe. If a student gets hurt or has an emergency, he or she can easily call a parent or the police. People may argue that cell phones aren't necessary, but the National Parent Network recommends that students be allowed cell phones for this purpose, if for no other. Also, many cell phones now have GPS technology, so parents—or the police—can track the location of their children if they get lost or are in danger.



✓ claim

reasons

evidence

counterclaims

Correct. The claim clearly states the writer's position on the issue of cell phones at school.



[Extend Page](#)

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Teens should be allowed to have cell phones at school. Most importantly, cell phones help students stay safe. **If a student gets hurt or has an emergency, he or she can easily call a parent or the police.** People may argue that cell phones aren't necessary, but the National Parent Network recommends that students be allowed cell phones for this purpose, if for no other. **Also, many cell phones now have GPS technology, so parents—or the police—can track the location of their children if they get lost or are in danger.**



claim

reasons

✓ evidence

counterclaims

That's right. The boldfaced text in the first paragraph is an example. The writer also uses statistics, facts, and exp



Extend Page

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Another benefit is that cell phones help teens stay in touch with their families. **Many students participate in after-school sports and activities, so they need to be able to reach their parents if they are going to be late or if they need a ride home. Parents also need to be able to reach their kids to tell them when they will pick them up or if they have to work late.** Our school board claims that students can use pay phones to call their parents. However, our school has 640 students and only two pay phones, so using a pay phone isn't practical. *Without cell phones, it's*



claim

reasons

✓ evidence

counterclaims

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Extend Page

8 of 21

Use the Steps

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claim

reasons

evidence

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That's right. The boldfaced text in the first paragraph is an example. The writer also uses statistics, facts, and exp



Extend Page

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

isn't practical. Without cell phones, it's difficult for parents and their children to stay connected.

Finally, cell phones help kids stay connected with their friends. **Nearly half of U.S. teens say their social life would greatly suffer without their cell phones. This may sound dramatic, but psychologists agree that forming and keeping a social circle is an important part of growing up.** Some people say that kids will call their friends all the time and run up phone bills; however, parents can limit



claim

reasons

evidence

counterclaims

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Extend Page

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

This may sound dramatic, but **psychologists agree that forming and keeping a social circle is an important part of growing up.** Some people say that kids will call their friends all the time and run up phone bills; however, parents can limit the minutes their teens can use. Also, most cell-phone companies offer unlimited calling and texting plans, so phone bills are no longer a problem.

Despite what people say, the evidence shows that cell phones help keep kids safe and connected.

claim

reasons

✓ evidence

counterclaims

That's right. The boldfaced text in the first paragraph is an example. The writer also uses statistics, facts, and exp



Extend Page

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Teens should be allowed to have cell phones at school. **Most importantly, cell phones help students stay safe.** If a student gets hurt or has an emergency, he or she can easily call a parent or the police. People may argue that cell phones aren't necessary, but the National Parent Network recommends that students be allowed cell phones for this purpose, if for no other. Also, many cell phones now have GPS technology, so parents—or the police—can track the location of their children if they get lost or are in danger.

claim

✓ reasons

evidence

counterclaims

Yes! The writer offers three reasons for believing the claim. These reasons are supported by specific evidence



Extend Page

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Another benefit is that cell phones help teens stay in touch with their families. Many students participate in after-school sports and activities, so they need to be able to reach their parents if they are going to be late or if they need a ride home. Parents also need to be able to reach their kids to tell them when they will pick them up or if they have to work late. Our school board claims that students can use pay phones to call their parents. However, our school has 640 students and only two pay phones, so using a pay phone isn't practical.



claim

✓ reasons

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Yes! The writer offers three reasons for believing the claim. These reasons are supported by specific evidence.



Extend Page

8 of 21

Use the Steps

Read four versions of this passage. For each, identify the element in the boldfaced text.

Without cell phones, it's difficult for parents and their children to stay connected. Finally, cell phones help kids stay connected with their friends. Nearly half of U.S. teens say their social life would greatly suffer without their cell phones. This may sound dramatic, but psychologists agree that forming and keeping a social circle is an important part of growing up. Some people say that kids will call their friends all the time and run up phone bills; however, parents can limit the minutes their teens can use. Also, most cell-phone companies offer unlimited calling and texting plans, so phone



claim

✓ reasons

evidence

counterclaims

Yes! The writer offers three reasons for believing the claim. These reasons are supported by specific evidence.



Extend Page

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Trace the Argument

While reading an argument, you can record your thoughts in an organizer.

Complete the organizer using the passage from the previous screen.



Claim:

Reason 1:

Evidence:

Reason 2:

Evidence:

Reason 3:

Evidence:

Opposing Claim(s):

Counterclaim(s):



[Extend Page](#)

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Trace the Argument

While reading an argument, you can record your thoughts in an organizer.

Complete the organizer using the passage from the previous screen.



Claim: Teens should be allowed to have cell phones at school.

Reason 1:

Cell phones help students stay safe.

Evidence: Can call parents or police; offer GPS to track location

Reason 2:

Cell phones help students stay in touch with their families.

Evidence: Necessary for pick-ups and activities

Reason 3:

Cell phones help students stay connected with friends.

Evidence: Experts say keeping a social circle is a part of growing up. Teens maintain this circle with cell phones.

Opposing Claim(s): 1) Students can use pay phones. 2) Cell phones aren't necessary. 3) Teens will run up the phone bill.

Counterclaim(s): 1) There are only two school pay phones. 2) NPN recommends cell phones for safety reasons. 3) Parents can limit minutes; companies offer plans



[Extend Page](#)

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Tips for Reading an Argument

Complete the sentence frames using an argument you have recently read.

The issue the writer addresses is _____.

The writer's claim is _____.

One reason for the claim is _____.

That reason is supported by the following evidence: _____.

The writer acknowledges that opponents of the claim may think _____.

The writer counters those objections with the following counterclaims _____.



Identify the Claim

Drag the pull tab to read a passage. Then identify the claim.

Read the Passage

Many girls I know want to play football, but our school or town doesn't offer us the opportunity. Therefore, our park district should start a girls' football team and join the local league. The numbers show that girls in this area would join a football team. Two years ago, Batavia, our neighboring town, started a girls' team, and 40 girls signed up. The next year, the number doubled.



our school or town doesn't offer

girls' football team and join the

Two years ago, Batavia, our neighboring town, started a girls' team, and 40 girls signed up.

The numbers show that girls in this area would join a football team.



Identify the Claim

Drag the pull tab to read a passage. Then identify the claim.



Many girls I know want to play football, but our school or town doesn't offer us the opportunity.



Therefore, our park district should start a girls' football team and join the local league.

Two years ago, Batavia, our neighboring town, started a girls' team, and 40 girls signed up.

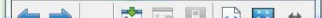
The numbers show that girls in this area would join a football team.

Yes! This sentence clearly states the writer's position—that the park district should start a girls' football team.



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Identify the Support

Which of the following details does the writer include to support the claim? Choose all that apply.



Reread the Passage

The park district should start a girls' team and join the local league.

It's unfair that girls don't have the same athletic opportunities that boys do.



The neighboring town started a league, and many girls signed up in the first year.

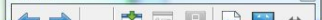
In the second year, participation in the neighboring town's league doubled.

That's right! The writer includes this fact to show that there's interest among girls in the area.



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Identify the Support

Which of the following details does the writer include to support the claim? Choose all that apply.



Reread the Passage

The park district should start a girls' team and join the local league.

It's unfair that girls don't have the same athletic opportunities that boys do.

The neighboring town started a league, and many girls signed up in the first year.



In the second year, participation in the neighboring town's league doubled.

Correct. The writer uses a statistic to show that the interest in girls' teams continues to grow.



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Consider the Counterclaim

Here, the writer acknowledges one opposing viewpoint. Choose the best counterclaim by snapping the correct sentence ending into place.

Parents may worry that football is too dangerous for girls, but the facts show that

basketball causes more injuries.

You've got it! The fact that more injuries result from playing basketball—a sport many girls play—disproves the idea that football is too dangerous.

girls can be as strong as boys.

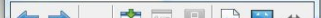
girls have more fragile bones.

the coaches are really good.



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Read an Editorial

Identify the claim, reasons, evidence, and counterclaim in this passage.

This newspaper does not endorse the school district's decision to discontinue the German program.

For starters, learning the German language has proven benefits in many areas of life. After all, next to English, German is the most frequently used language in business, diplomacy, and tourism.

In addition, maintaining the German program will help our current and future students successfully compete in the global economy. American CEOs name German as the language they would most like job

Record Your Notes

How to Read an Argument

- **Step 1:** Identify the Claim
- **Step 2:** Find the Reasons
- **Step 3:** Examine the Evidence
- **Step 4:** Look for Counterclaims

Review the Steps



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Read an Editorial

Identify the claim, reasons, evidence, and counterclaim in this passage.

applicants to know. Further, German companies represent the largest source of foreign employment in the United States. Are we not putting our students at a disadvantage by cutting off the opportunity to learn such a practical language?

Even many colleges recognize the importance of German language study, as evidenced by their emerging programs. For example, the University of Connecticut's Eurotech program, a dual-degree program in German studies and engineering, addresses the high concentration of

Record Your Notes

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Review the Steps



[Extend Page](#)

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Read an Editorial

Identify the claim, reasons, evidence, and counterclaim in this passage.

German companies in the Northeast. The University of Maryland has a residential campus in Germany because “to compete in today’s global marketplace, one needs a cross-cultural perspective, language skills, and first-hand experience in the international arena.” Shouldn’t the district take its cue from these respected institutions of higher learning?

We understand the German program costs money, but the expense is negligible—the salaries of only two teachers. The district should recognize the

Record Your Notes

How to Read an Argument

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Review the Steps



[Extend Page](#)

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Read an Editorial

Identify the claim, reasons, evidence, and counterclaim in this passage.

today’s global marketplace, one needs a cross-cultural perspective, language skills, and first-hand experience in the international arena.” Shouldn’t the district take its cue from these respected institutions of higher learning?

We understand the German program costs money, but the expense is negligible—the salaries of only two teachers. The district should recognize the importance of learning German and fund the program.

Record Your Notes

How to Read an Argument

- **Step 1:** Identify the Claim
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- **Step 3:** Examine the Evidence
- **Step 4:** Look for Counterclaims

Review the Steps



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Trace the Argument

Using a graphic organizer can help you trace any argument you read.

Reread the editorial on the previous screen. Then complete the organizer.

Claim:

Reason 1:

Evidence:

Reason 2:

Evidence:

Reason 3:

Evidence:

Opposing Claim(s):

Counterclaim(s):



[Extend Page](#)

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Trace the Argument

Using a graphic organizer can help you trace any argument you read.

Reread the editorial on the previous screen. Then complete the organizer.

Claim: The district should fund the German program rather than discontinue it.

Reason 1:

Studying German has many benefits in life.

Evidence: Next to English, German is the most used language in business, diplomacy, and tourism.

Reason 2:

The program will help students compete in our global economy.

Evidence: Many U.S. CEOs look for job applicants who know German.

Evidence: German companies represent the largest source of foreign employment in the U.S.

Reason 3:

Many colleges recognize the importance of German language study.

Evidence: University of Connecticut has Eurotech program.

Evidence: The University of Maryland has a campus in Germany.

Opposing Claim(s): The German program costs money.

Counterclaim(s): The expense is negligible—the salaries of only two teachers.



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Match Up

Read each statement and match it to the correct element.

Claim



The fine for not wearing a seat belt should be raised.

Reason



Seat belts save lives. A larger fine would encourage people to wear seat belts.

Evidence



Each year, 40,000 people die in car accidents. Seat belts can prevent half of these deaths.

Opposing Claim



Some people say raising the fine won't make a difference in seat-belt use.

Counterclaim



While some may not change their ways to avoid a fine, if even a few do, lives will be saved.

Reset

Check



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