

## Grade 7: Support Claims with Logical Reasoning and Relevant Evidence

*Aligns with CCSS.ELA-LITERACY.W.7.1.B:*

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

### Welcome

An important skill for writers to develop is the ability to support claims with strong reasons and evidence. An effective approach is stating a clear claim, supporting it with strong and relevant evidence, and using sound reasoning to show why the evidence supports the claim. Using reasons and evidence helps to strengthen the writer's claim. Without it, the writer's words hold little power.

### Objectives

In this module, students will learn to:

- support a claim with logical reasoning.
- use accurate evidence from credible sources to support the claim.

### Reviews

#### Key Terms

- A **claim** is a statement that clearly states a writer's opinion about or perspective on an idea or topic. It is typically one sentence long and appears at the beginning of an argument. It requires the support of evidence and reasoning.
- **Evidence** is information that supports or proves the writer's claim. Evidence can include statistics, facts, examples, quotations, and research. It is important that evidence be credible. That means it comes from accurate, trustworthy sources.
- **Reasoning** is logical and reasonable thinking that explains why the evidence supports or proves the claim.

### Exploring the Standard

Claim, evidence, and reasoning are three essential components for writing an argumentative essay. The claim offers an answer to a question or problem; the evidence provides important facts that support the claim; and the reasoning clearly explains why and how the evidence supports the claim. The writer's purpose is to compose an effective argument that a reader can easily follow, understand, and find persuasive. The effective use of claim, evidence, and reasoning shows the reader that the writer understands the topic.



Read this excerpt from a student's written argument. What is its claim? What evidence does it use? How does the reasoning connect the evidence to the claim?

### Example

<sup>1</sup>I think that middle schools and high schools should start school later in the morning so that students can sleep more.

<sup>2</sup>Getting enough sleep is good for teen health. Studies by the American Academy of Pediatrics (AAP) show students who get sufficient sleep are less at risk for being depressed or for becoming overweight. More sleep may also save the lives of older teens who drive. With enough sleep they are less likely to get into car accidents, one of the top killers of teens.

<sup>3</sup>Enough sleep also improves students' academic performance, research shows. Students can concentrate better and are less likely to doze off in class. For example, they are better test takers and overall have better grades.

<sup>4</sup>The schedules of most schools do not take into account the sleep needs of teens. The AAP recommends 8.5 to 9.5 hours of sleep on school nights. But a poll by the National Sleep Foundation found 59 percent of middle school students are sleep-deprived. That number jumps to 87 percent for high school kids. The trouble is not that teens are undisciplined and do not go to bed early enough, says the AAP. The problem is that most school schedules do not match the natural sleep rhythms of teens. Our sleep-wake cycles may shift as much as two hours later when we are around 11 or 12 years old. In other words, our bodies are naturally designed to stay up and get up later by the time we are in middle school. I have experienced this myself. My friends and I noticed that we were extra tired in school last year after we started sixth grade.

<sup>5</sup>Pushing back school start times makes it more likely we teens will get enough sleep. That will help us stay healthier and do better in school.

The following graphic organizer demonstrates how evidence and reasoning support the claim. It may be helpful to think of the claim, evidence, reasoning structure as layers of the argument: The claim is on top, the evidence forms the foundation, and the reasoning connects the evidence to the claim and supports it.

