

Grade 9 • Image 1 of 6 • Plan Your Argument

English • Term 2 Week 5 • October 12–16, 2026



1 What is an argumentative text?

An argumentative text is a **position** supported by **reasons** and **evidence** that also considers **another view**.



2 Key words to know

Topic = issue (the subject to be discussed)

Purpose = why you are writing

Audience = intended readers

Thesis = central claim (main position)

3 Example: Planning card

Topic: ten-minute supported reading time.

Purpose: persuade the class to try it.

Audience: English teacher and classmates.

Thesis: Our class should have ten minutes of supported reading each day because learners need time to practise and help with difficult words.



4 Vague vs. focused thesis

Vague (not effective)

Reading is important.



- This is too general.
- It is not specific.
- It is not easy to argue.

Focused and debatable (more effective)

Our class should have ten minutes of supported reading each day because learners need time to practise and help with difficult words.

- This is a clear position.
- It can be supported with reasons and evidence.
- It can be debated.

5 Annotate the thesis

Our class should have ten minutes of supported reading each day because learners need time to practise and help with difficult words.

Action:
ten minutes of supported reading

Reason 1:
time to practise

Reason 2:
help with difficult words

6 Debatable and proposal

Debatable

means people may reasonably disagree about the position.



Proposal

is an idea to support, not a proven finding.



7 Frame for your thesis

Our class should _____ because _____ and _____.

8 Notebook task

Write the following in your notebook:

- 1 Topic
- 2 Purpose
- 3 Audience
- 4 Thesis



9 When to use which text?

Use an **argumentative writing** when proposing a position and supporting it.

Use an **explanatory text** when mainly explaining information.



Grade 9 • Image 4 of 6 • Gather Honest Evidence

English • Term 2 Week 5 • October 12–16, 2026



1 What is Evidence?

Evidence = information that supports a reason.

We gather honest evidence from what happens in our class activities. It helps make our reasons stronger.



2 Types of Information

Distinguish between observation and opinion/testimony.

Observation

- what you actually saw/heard during activity
- based on real events that happened

Opinion / Testimony

- what one person thinks or reports
- shows a personal view or feeling
- not the same as what you directly observed

3 Class Try-Out

- 1 Read a short passage for 3 minutes.
- 2 Spend 2 minutes asking about difficult words.
- 3 Answer two teacher questions.



Record what actually happens during this activity. Do not invent details.

4 Frames to Record Information

Observation frame:

During our reading activity, I observed ____.

Comment frame:

One willing classmate explained ____.

Link frame:

This may support my reason that ____ because ____.

Limit frame:

This observation cannot prove ____.

5 Ask Permission and Use Exact Words

May I write down your comment?



- Ask permission before recording a classmate's comment.
- Do not record names without permission.
- Quote only exact remembered or permitted words. Otherwise, paraphrase and identify the source (e.g., a classmate).

6 Example Only — Use Only If It Happened

This is a small, hypothetical demonstration. Use it **only** if the same thing happened in your class.

Observation:

A learner asked what a word meant.

Link:

This shows a need for word help during this activity.

Limit:

It does not prove long-term improvement.

7 Notebook Task

In your notebook, record one **real** observation and one willing classmate's comment from the class try-out. Label the type of information, the reason supported, and the limitation.



Type	What I observed or the comment	Reason supported	Limitation
Observation			
Classmate's comment (opinion/testimony)			

8 Important Reminders



- Record only what actually happens.
- Never invent numbers, quotations or author names.
- Keep your notes honest, clear and respectful.



Grade 9 • Image 5 of 6 • Turn Your Plan into Paragraphs

English • Term 2 Week 5 • October 12–16, 2026



1 Know the Parts of a Paragraph

Use a reason, evidence and explanation to support your claim. The explanation shows how the evidence connects to the reason.

Reason

= why you support a claim (your reason).

Evidence

= information that supports your reason.

Explanation

= how the evidence connects to the reason.

2 Follow This Sequence

Write your supporting ideas in this order:

Reason

(why you support a claim)

Evidence

+
source
(information supporting it)

Explanation

(how the evidence connects to the reason)

3 Example Use only if actually observed

This is a hypothetical example. Use it only if you actually observed this in your class.

Reason

Some learners need word help.

Evidence + source

During our reading activity, I observed a learner ask about an unfamiliar word.

Explanation

This shows that word support was needed during that activity, so offering help is reasonable.



Remember: One example does not prove improvement for all learners.



4 Paragraph Frames to Guide You

Introduction Frame (2–3 sentences)

In our class, _____.
I propose _____
because _____ and _____.



Supporting Paragraph Frame (4–5 sentences)

One reason is _____.
During our activity, I observed _____.
This may support the reason because _____.
Another reason is _____.
One willing classmate explained _____;
this suggests _____.

5 Useful Transitions

Use these words to connect your ideas.

one reason

during

because

another reason

this suggests



6 Notebook Task



- 1 Write your introduction and supporting paragraph using the frames.
- 2 Use your own true notes from your class. Do not use the hypothetical example unless you actually observed it.
- 3 Name the source of your evidence (e.g., your observation, a classmate's explanation) and explain its relevance.
- 4 Keep your draft for tomorrow.

Build an honest argument

Grade 9 | Writing | 45-minute practice

Draft an argument that supports a focused position and considers another view.

Read and notice

- An argument takes a position supported by reasons and evidence.
- Plan your topic, purpose, audience and thesis before drafting.
- A focused thesis states an action or position that people can reasonably discuss.
- Use real evidence and identify its source. If you have not gathered it yet, say what you need.
- Consider another view and respond respectfully. A proposal is not a proven finding.
- Use observations that really happened; describe them without naming classmates.

A model to learn from

Our class should have ten minutes of supported reading each day because learners need time to practise and help with difficult words. This is a proposal to discuss, not a report of a completed experiment.

A little check-in

Name: _____ Date: _____

Choose one answer for each question. The answer key is at the end of this pack.

1. Which thesis is more focused?

- A. Reading is important.
- B. Books are things people read.
- C. Our class should have ten minutes of supported reading each day.

2. You have not conducted a survey. What should you write?

- A. Say you still need to gather learner responses.
- B. Invent a percentage that sounds convincing.
- C. Call your guess a research finding.

3. How can you introduce another view respectfully?

- A. Anyone who disagrees is wrong.
- B. Some people may prefer more independent reading time.
- C. We should ignore all other views.

Review your writing

- ☐ My position is focused.
- ☐ I separated real evidence from a proposal or an evidence plan.
- ☐ I considered another view respectfully.
- ☐ My conclusion follows from my reasons.

Make it your own

Draft an argument that supports a focused position and considers another view.

Complete the sentence frames with your own ideas. Use another sheet if needed.

01. State a focused position

Our class should ____ because ____ and ____.

02. Explain your first reason

First, ____.

03. Add honest evidence or an evidence plan

My evidence is ____ (source: ____). / I still need to find out ____.

04. Explain the connection

This supports my position because ____.

05. Consider and answer another view

Some people may say _____. However, _____.

06. Conclude

Therefore, I suggest _____.

Teacher notes & answer key

Build an honest argument

Keep these pages separate from the learner's blank worksheet. Open-ended writing has many possible correct answers.

1. Our class should have ten minutes of supported reading each day.

The focused thesis names a specific action that can be supported and discussed.

2. Say you still need to gather learner responses.

Honest writing distinguishes evidence you have from evidence you still need.

3. Some people may prefer more independent reading time.

A respectful argument considers another view before explaining its response.

Model responses for the sentence frames

These examples offer support. Learners can change the wording and choose their own ideas.

State a focused position: Our class should have supported reading because it gives us practice and help.

Explain your first reason: First, regular reading time gives us a chance to practise.

Add honest evidence or an evidence plan: I still need to find out which kinds of reading support our classmates prefer.

Explain the connection: This would help us choose suitable reading activities.

Consider and answer another view: Some people may prefer silent reading. However, the session could include a quiet reading part.

Conclude: Therefore, I suggest trying a short supported reading session.