Steps Toward Change

Read how an argument links evidence to action.

5.LF.36 "Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and final call to action, circle connectives, and number each fact credited to a source. Notice how the facts help the writer make a case.

A Wednesday Walk

1. Our school should hold a Walk-to-School Wednesday once a month. On that morning, families who can walk could meet at a nearby corner and travel together. The Centers for Disease Control and Prevention (CDC) recommends that children ages 6 through 17 get at least 60 minutes of physical activity each day. Walking to school can help children work toward that goal. A group walk also gives neighbors time to talk.

2. Walking can help our air, too. According to the U.S. Environmental Protection Agency (EPA), cars and trucks release air pollutants that can harm people's health. If some families leave their cars at home for one trip, fewer cars will be on the road that morning. However, not every student lives close enough to walk. Families could join the group at a safe meeting spot if that works for them.

3. Safety must come first. Therefore, adults could choose a route with sidewalks and help students cross busy streets. Families who live too far away or cannot walk could still cheer the walkers on or share ideas for a safer route. This plan does not ask everyone to travel the same way. Let us try one Walk-to-School Wednesday next month, then decide together whether to do it again.

2 ANSWER WITH EVIDENCE

Use the passage

1. What action does the writer want the school to take? State the claim in your own words.

2. Which fact from the CDC supports the claim? Explain how it helps the argument.

3. How does the writer use the EPA fact to support the claim?

4. What concern does "However" introduce? How does the writer's final sentence turn the argument into an action?

3 YOUR TURN

Your own words

Write one paragraph urging your school to plant a shade tree near the playground, using these source facts: the U.S. Forest Service says trees provide shade that can cool nearby areas, and the EPA says trees take in carbon dioxide as they grow. State your claim, link both facts to your reasons with connectives, and finish with a clear call to action.

ANSWER KEY

Steps Toward Change

GRADE 5 · 5.LF.36

PART 1 · READ AND MARK

Underline the writer's claim and final call to action, circle connectives, and number each fact credited to a source. Notice how the facts help the writer make a case. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What action does the writer want the school to take? State the claim in your own words.	**The school should hold a Walk-to-School Wednesday once a month.**
2	Which fact from the CDC supports the claim? Explain how it helps the argument.	**The CDC recommends at least 60 minutes of daily physical activity for children ages 6 through 17. Walking to school could help students work toward that goal.**
3	How does the writer use the EPA fact to support the claim?	**The EPA says cars and trucks release harmful air pollutants. The writer argues that if some families walk instead of drive, fewer cars will be on the road that morning.**
4	What concern does "However" introduce? How does the writer's final sentence turn the argument into an action?	**"However" introduces the concern that some students live too far away to walk. The final sentence asks the school to try one Walk-to-School Wednesday next month.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should plant a shade tree near the playground. According to the U.S. Forest Service, trees provide shade that can cool nearby areas, so a tree could make a sunny spot more comfortable. Also, the EPA says trees take in carbon dioxide as they grow, which is another reason to plant one. A young tree will need care, but we can plan for that. Let's choose a place and plant a shade tree this spring.

Accept answers that accurately connect each source fact to the proposed action. For the paragraph, look for a clear claim, both attributed facts, connectives that link reasons, and a specific call to action.