

Build a Better Argument

Identify a clear claim, ordered reasons, and supporting evidence.

CCSS.ELA-Literacy.W.6.1a "Introduce claim(s) and organize the reasons and evidence clearly."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the writer's claim, circle each reason, and number the evidence details that support each reason, 1 for the first reason and 2 for the second. This will show how the argument is organized.

A Roof for Bikes

- ① Our school should add a covered bike rack near the main entrance. Many students already ride bicycles, but the current rack is small and sits in an open area. A covered rack would give more students a safe, dependable place to leave their bikes. It would also show that the school supports a way of traveling that does not require a car ride. The principal and student council should make this improvement before next school year begins.
- ② First, a covered rack would protect bicycles from rain and snow during the school day. Wet seats and handlebars can make a ride home uncomfortable, and rain can cause metal parts to rust over time. Students who know their bikes will stay drier may be more willing to ride on days with light rain. The covered rack would therefore make bicycle travel more practical. It could serve riders throughout much of the year too.
- ③ Second, a larger rack near the entrance would make arrival safer and more organized. When bicycles are locked to fences or left near walkways, they can block space that people use to enter the building. A rack with enough spaces would keep bicycles in one clear location. Students could lock their bikes instead of leaning them against railings. By reducing clutter near busy doors, the new rack would help walkers, riders, and staff move more easily each morning.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the writer's main claim?

2 What is the first reason for the claim? Give two details that support this reason.

3 What is the second reason for the claim? Give one detail that supports this reason.

4 How does the writer organize the argument across the three paragraphs?

3 YOUR TURN Your own words

Choose one improvement your school could make. Write three paragraphs: introduce a clear claim in paragraph 1, give one reason with a specific example or fact in paragraph 2, and give a different reason with a specific example or fact in paragraph 3. Begin the reason paragraphs with clear transitions.

PART 1 • READ AND MARK

Underline the writer's claim, circle each reason, and number the evidence details that support each reason, 1 for the first reason and 2 for the second. This will show how the argument is organized. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim?	The school should add a covered bike rack near the main entrance.
2	What is the first reason for the claim? Give two details that support this reason.	The first reason is that a covered rack would protect bicycles from rain and snow. Supporting details include that wet seats and handlebars can make riding uncomfortable and that rain can cause metal parts to rust over time.
3	What is the second reason for the claim? Give one detail that supports this reason.	The second reason is that a larger rack would make arrival safer and more organized. One supporting detail is that bicycles left near walkways can block space people use to enter the building.
4	How does the writer organize the argument across the three paragraphs?	Paragraph 1 introduces the claim and requested action. Paragraph 2 gives the first reason, protection from weather, with evidence. Paragraph 3 gives the second reason, safer and more organized arrival, with evidence.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should place a large clock where students can see it in every classroom. Visible clocks would help students manage work time and move between activities with less confusion. The school should add them as classrooms are repaired or updated. First, visible clocks would help students pace independent work. For example, during a writing period, a student can check the time and decide when to finish drafting and begin revising. This example shows that a clock can help students use a class period purposefully. Second, clocks could reduce interruptions during lessons. Instead of asking the teacher how much time remains, students can look up quietly while the teacher continues explaining. This example supports the plan because fewer time questions leave more attention for learning.

Accept accurate paraphrases of the claim, reasons, and supporting details. For the writing task, accept varied school improvements when the response has a clear claim, two distinct reasons, relevant evidence or examples, and an organized three-paragraph structure.