Plant a Case

Study how a writer joins a claim, sources, reasons, and transitions.

ELA.4.C.1.3 "Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim, circle evidence from each source, and number each transition word in order to see how the reasons are organized.

A Native-Plant Garden

(1) Our school should add a small native-plant garden near the playground. Native plants grow naturally in this area, so they can help local insects and birds. The National Wildlife Federation explains that many butterflies and bees need native plants for food and places to lay eggs. A garden would give students a close-up way to observe these animals during science lessons.

(2) Some people may worry that a garden would cost too much. However, the U.S. Environmental Protection Agency says native plants often need less water after they are established than many nonnative garden plants. This could lower the amount of watering the school needs. In addition, the school could begin with a few donated plants and ask families to help mulch and weed on one Saturday.

(3) Finally, a native-plant garden can make the playground more useful all year. A guide from the U.S. Forest Service notes that native plants support wildlife because animals have adapted to them over time. Students could measure plant growth, sketch pollinators, and write observations. For these reasons, the principal should approve a garden plan and let a student team choose a sunny spot.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's claim?

2. Which source gives evidence that the garden could help butterflies and bees? What does the source say?

3. How does the Environmental Protection Agency evidence answer the worry about cost?

4. How does the transition word "Finally" help organize the writer's ideas?

3 YOUR TURN

Your own words

Choose a school improvement other than a garden. Write a 5- to 7-sentence paragraph that makes a claim, uses evidence from two sources your teacher provides or that you have read, explains how each fact supports your claim, and includes at least two transitions.

ANSWER KEY # Plant a Case

GRADE 4 · ELA.4.C.1.3

PART 1 · READ AND MARK

Underline the writer's claim, circle evidence from each source, and number each transition word in order to see how the reasons are 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 claim?	**The school should add a small native-plant garden near the playground.**
2	Which source gives evidence that the garden could help butterflies and bees? What does the source say?	**The National Wildlife Federation says that many butterflies and bees need native plants for food and places to lay eggs.**
3	How does the Environmental Protection Agency evidence answer the worry about cost?	**Native plants often need less water after they are established, so the school could spend less on watering.**
4	How does the transition word "Finally" help organize the writer's ideas?	**It introduces the last reason, that the garden would make the playground more useful all year.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water bottle filling station in the cafeteria. First, the Centers for Disease Control and Prevention says schools can help students drink water by providing access to safe, free water. This station would make it easier for students to refill bottles at lunch. In addition, the U.S. Environmental Protection Agency explains that reusable bottles can reduce waste from single-use bottles. Fewer throwaway bottles could keep cafeteria trash cans from filling so quickly. Therefore, the principal should consider adding a filling station.

Accept equivalent wording for the claim, source evidence, and explanations that accurately connect evidence to a reason. For the paragraph, check for a clear claim, evidence from two named sources, elaboration, transitions, and an organized ending.