

The Stronger Route

Study how a writer builds an argument with evidence and a response to another view.

ELA.7.C.1.3 “Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the claim, circle each source-based evidence detail, number the transitions that move the argument forward, and box the counterclaim and its response.

A Safer Way Along Maple Avenue

- ① Our city should add a protected bike lane on Maple Avenue, the busy road that connects Lincoln Middle School to the public library. A protected lane uses a curb, posts, or parked cars to separate people on bicycles from moving traffic. This change would give students and other riders a safer route. It would also make short trips easier without asking a parent for a ride. Because Maple Avenue already has wide parking lanes, planners could redesign part of the street instead of buying new land.
- ② Safety research supports this plan. The Federal Highway Administration explains that separated bike lanes can reduce conflicts between bicycles and motor vehicles by providing physical separation. In addition, the Centers for Disease Control and Prevention notes that regular physical activity helps young people build strong bones and muscles and can improve mental health. If more families view the route as safe, more students may choose to walk or bike for part of the trip. Thus, the lane could support both safer travel and healthier daily routines.
- ③ Some neighbors may argue that removing parking would hurt nearby stores. That concern deserves attention because customers need convenient ways to carry purchases. However, the city could keep short-term parking on side streets and add clear signs pointing to those spaces. It could also begin with a six-month trial and measure store visits, traffic speed, and crash reports. If the trial creates serious problems, leaders could adjust the design. Still, a carefully tested protected lane is a reasonable investment in safer travel for everyone on Maple Avenue.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the writer's claim? State it in your own words.

2 What evidence from the Federal Highway Administration supports the claim, and how does it support the claim?

3 What counterclaim does the writer acknowledge? How does the writer respond to it?

4 How do the transitions in paragraphs 2 and 3 help organize the argument? Use at least two transition words from the passage in your answer.

3 YOUR TURN Your own words

Choose a school policy you think should change. Write a 120-160-word, three-paragraph argument that states a claim, uses evidence from two reliable sources you have read, explains the evidence, uses transitions, and acknowledges and responds to one counterclaim.

PART 1 • READ AND MARK

Underline the claim, circle each source-based evidence detail, number the transitions that move the argument forward, and box the counterclaim and its response. 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? State it in your own words.	The city should add a protected bike lane on Maple Avenue.
2	What evidence from the Federal Highway Administration supports the claim, and how does it support the claim?	The source says separated bike lanes can reduce conflicts between bicycles and motor vehicles through physical separation. This supports the claim because the lane could make travel safer.
3	What counterclaim does the writer acknowledge? How does the writer respond to it?	The counterclaim is that removing parking could hurt nearby stores. The writer responds that the city could keep short-term parking on side streets, add signs, and test the plan for six months.
4	How do the transitions in paragraphs 2 and 3 help organize the argument? Use at least two transition words from the passage in your answer.	"In addition" adds another piece of evidence, "Thus" states a result, and "However" introduces the response to the counterclaim. "Still" leads to the final claim.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Lincoln Middle School should begin at 8:30 a.m. or later. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later so adolescents can get enough sleep. This recommendation matters because students who arrive exhausted may struggle to focus during lessons. Also, the Centers for Disease Control and Prevention reports that students who do not get enough sleep are more likely to have problems with school performance. Therefore, a later start could support learning as well as health. The school could survey families after one semester to see whether attendance and alertness change. Some families may worry that a later schedule would conflict with bus routes or after-school jobs. However, the school could work with the district to adjust bus times and keep activity schedules predictable. Since sleep affects students every day, the school should test a later start rather than ignore this evidence.

Accept equivalent wording when students accurately identify the claim, evidence, reasoning, counterclaim, response, and transitions. For the open response, accept varied school-policy claims if the response has three paragraphs, two named reliable sources, relevant evidence with explanation, logical transitions, and a fair counterclaim with a response.