Beyond the Flyer

Read how voters use evidence to compare choices.

5.C.6.5.B "how becoming informed voters contributes to wise decisions"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two facts that help voters compare the plans, and circle a claim that should be checked before a voter trusts it.

A Choice for Cedar Bay

1. In Cedar Bay, voters will choose between two plans for the town library. Plan A would add Saturday hours by closing two hours earlier on Wednesdays. Plan B would keep Wednesday hours and add Saturday hours by using town tax money to pay library staff. Both plans offer more weekend time, but each has a cost. A voter who knows only about Saturday hours could miss that difference.

2. At a town meeting, Maya's father hears someone say Plan A will cost taxpayers more. He checks the town's printed budget summary instead of repeating the claim. The summary says Plan A moves existing staff hours, while Plan B needs new tax money. He also asks a librarian who uses the library on Wednesdays. She explains that students often visit after school that day.

3. Maya's father compares both plans with what neighbors need. He learns that some workers can visit only on Saturdays, while many students need Wednesday afternoons. He cannot make every need disappear, but he can weigh the trade-offs. When voters check reliable information, ask who may be affected, and compare costs and benefits, they can choose based on evidence rather than a catchy claim.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why would knowing only that both plans add Saturday hours make it harder to vote wisely?

2. How does the budget summary help Maya's father judge the claim about Plan A?

3. Why is asking the librarian useful when comparing the plans?

4. A voter wants Saturday hours but also wants to protect Wednesday after-school visits. What trade-off should that voter consider?

3 YOUR TURN

Your own words

Imagine your town will vote on turning an empty lot into either a community garden or a bike parking area. In three or four sentences, name two facts you would check, where you would check them, and how they would help you choose.

ANSWER KEY

Beyond the Flyer

GRADE 5 · 5.C.6.5.B

PART 1 · READ AND MARK

Underline two facts that help voters compare the plans, and circle a claim that should be checked before a voter trusts it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why would knowing only that both plans add Saturday hours make it harder to vote wisely?	**The voter would miss that Plan A shortens Wednesday hours, while Plan B uses new tax money.**
2	How does the budget summary help Maya's father judge the claim about Plan A?	**It shows that Plan A moves existing staff hours and that Plan B, not Plan A, needs new tax money.**
3	Why is asking the librarian useful when comparing the plans?	**The librarian explains that students often visit after school on Wednesdays, so Plan A could affect them.**
4	A voter wants Saturday hours but also wants to protect Wednesday after-school visits. What trade-off should that voter consider?	**Plan B keeps Wednesday hours but requires new tax money. Plan A avoids that new cost but closes earlier on Wednesdays.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would ask the town planning office whether a garden is allowed on the lot. I would count how many bikes are parked near the lot on several busy days. The first fact would tell me whether the garden plan is possible, and the second would show how much bike parking is needed. I would compare both facts before choosing the plan that best fits the town's needs.

For the marking job, accept any two accurate facts that distinguish the plans or show whom they affect. For Your Turn, accept other relevant facts and reasonable ways to check them if the student explains how the findings would inform a choice.