

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 first sentence, which states the claim. In paragraph 2, circle the sentence reporting FHWA evidence and the sentence reporting CDC evidence. Box the counterclaim in paragraph 3 and its response beginning However. Number In addition, Thus, However, and Still in reading order.

A Safer Way Along Maple Avenue - Fictional Proposal

- ① Our city should test a protected bike lane on Maple Avenue, the road between Lincoln Middle School and the library. In this fictional proposal, Maple Avenue has wide parking lanes that planners could redesign. A protected lane has a physical separator between bicycles and moving traffic. A carefully designed route could make riders feel more comfortable and encourage short bicycle trips. These local conditions and predictions are part of the imagined proposal; they are not findings from either source.
- ② The Federal Highway Administration (FHWA) says separated bike lanes have the potential to improve safety and can appeal to less confident riders. Its guide also addresses intersections, accessible parking, and loading zones, so physical separation is only one design consideration. Source: Separated Bike Lane Planning and Design Guide, chapter 1; fhwa.dot.gov/environment/bicycle_pedestrian/publications/separated_bikelane_pdg/page01.cfm. In addition, the Centers for Disease Control and Prevention (CDC) reports that physical activity builds strong muscles, strengthens bones, and improves attention and memory in children. Source: Health Benefits of Physical Activity for Children; cdc.gov/physical-activity-basics/health-benefits/children.html. Thus, a route that encourages activity could support daily health, although these sources do not prove that this particular plan will succeed.

- ③ Some neighbors may argue that removing parking would hurt nearby stores. That concern deserves attention because customers need convenient access. However, the city could study loading needs and preserve suitable short-term parking before beginning a six-month trial. It could compare safety and store-access information before and after the trial, then adjust the design. These are the writer's proposed responses, not existing city programs. Still, testing the idea with community input is a reasonable way to examine its benefits and drawbacks.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What claim does the writer make, and which local condition belongs to the fictional scenario?

- ② How does the FHWA evidence support the claim, and what limit should the writer respect?

- ③ What counterclaim does the writer acknowledge, and how does the writer respond?

- ④ Explain the different jobs of In addition, Thus, and However in this argument.

3 YOUR TURN

Your own words

Using the supplied FHWA and CDC information, write a 120-160-word argument in three paragraphs for or against a related fictional school proposal: hold a bike-to-school practice day on a reviewed route. State a claim, explain relevant evidence from both sources, use varied transitions, and acknowledge and respond to a counterclaim. Distinguish proposed arrangements from research findings.

Paragraph 1 - claim and first reason

Introduce your position. Use a relevant FHWA fact and explain its connection to the proposed practice day; do not claim that physical separation alone guarantees safety.

Paragraph 2 - develop the evidence

Use a relevant CDC fact, explain its significance, and connect this reason to your claim with a purposeful transition. You may propose practical arrangements, clearly labeled as proposals.

Paragraph 3 - address another view

Fairly acknowledge a concern, respond with reasoning or a proposed adjustment, and conclude. Check that all three paragraphs together total 120-160 words and name both sources.

PART 1 • READ AND MARK

Underline the first sentence, which states the claim. In paragraph 2, circle the sentence reporting FHWA evidence and the sentence reporting CDC evidence. Box the counterclaim in paragraph 3 and its response beginning However. Number In addition, Thus, However, and Still in reading order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What claim does the writer make, and which local condition belongs to the fictional scenario?	The city should test a protected bike lane on Maple Avenue. Its wide parking lanes and connection between the school and library are invented local conditions.
2	How does the FHWA evidence support the claim, and what limit should the writer respect?	Potential safety benefits and appeal to less confident riders support considering a trial. The guide also requires attention to intersections and access; it does not guarantee this local plan will succeed.
3	What counterclaim does the writer acknowledge, and how does the writer respond?	Losing parking could hurt stores. The writer proposes studying loading, preserving suitable short-term spaces and evaluating a trial before adjusting the plan.
4	Explain the different jobs of In addition, Thus, and However in this argument.	In addition adds the CDC evidence; Thus connects evidence to a possible benefit; However introduces a response to the parking concern.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Lincoln Middle School should test a bike-to-school practice day after staff review the route. FHWA explains that separated lanes can appeal to less confident riders, while intersections still need careful design. Therefore, the route review should examine crossings, not just the presence of a protected lane.

In addition, CDC reports that physical activity strengthens bones and improves attention and memory. These benefits support encouraging active routines. The school could invite families to practice the reviewed route together before deciding whether to ride it regularly.

Some families may worry that children without bicycles would be excluded. However, the school could offer a walking option on an appropriate route at the same event. This proposed option would widen participation without claiming that one event guarantees better health. A carefully planned trial would help the school learn what works.

The source summaries are supplied for independent writing; no unseen research is required. Accept a supported position for or against the practice day. Assess the three paragraphs, 120-160 words, accurate attribution to both named sources, elaboration, varied transitions, counterclaim and response. Fictional local conditions and proposed arrangements must not be presented as research findings. A claim about one specific route succeeding is not established by general evidence. The model offers a proposed inclusive adjustment, not an existing school program.