Evidence Into Action

Trace how a writer combines sources into a clear explanation.

ELA.6.C.1.4 "Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline evidence from each source, circle transition words or phrases, and number the paragraphs 1, 2, and 3 to trace how the explanation moves from background to evidence to a plan.

A Garden With a Purpose

1 Should a school replace some lawn with a native plant garden? First, a city parks report gives background: native plants grew locally before many lawns and buildings were added. They fit local rainfall and soil and often need less watering after becoming established. Their flowers and leaves also provide food or shelter for insects and birds.

2 Second, a science club counted living things in two small garden plots for four weeks. They saw more kinds of bees and butterflies in the native plant plot than in the grass plot. However, sunlight, plot size, or other conditions may also have differed, so the comparison does not isolate plant type as the cause. Two plots also may not represent the whole neighborhood. Still, the repeated counts add local evidence to the parks report. Together, the sources suggest that a native garden may support pollinators while using less water.

3 To decide, the school could consider its goal. If the goal is less watering and more habitat, both sources support trying a small native plot. Next, a class could record water use and pollinators during the same weeks. Finally, compare a grass area with similar size and sunlight using the same counting times and method. Such careful comparisons would give clearer evidence, while still requiring attention to other differences. The plan turns both sources into a decision the school can evaluate.

2 ANSWER WITH EVIDENCE

Use the passage

1. What information does the city parks report provide, and what information do the science club observations provide?

2. How are the three paragraphs organized to help the reader understand the writer's idea?

3. What does the transition word *However* show in paragraph 2? Explain how it changes the meaning of the science club's observation.

4. Why does the writer say a native garden *may* support pollinators instead of saying it definitely will?

3 YOUR TURN

Your own words

Use both source notes to write one 6-sentence expository paragraph explaining whether the school should start a lights-off plan. Include a clear claim, relevant details from both sources, and at least three transitions. Source 1, the custodial energy log shows that the library used 1,200 kilowatt-hours in January and 900 kilowatt-hours in March after lights were checked each afternoon. Source 2, a student survey found that 38 of 50 students noticed empty rooms with lights on.

ANSWER KEY

Evidence Into Action

GRADE 6 · ELA.6.C.1.4

PART 1 · READ AND MARK

Underline evidence from each source, circle transition words or phrases, and number the paragraphs 1, 2, and 3 to trace how the explanation moves from background to evidence to a plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What information does the city parks report provide, and what information do the science club observations provide?	**The parks report explains that native plants often need less water and can provide food or shelter for insects and birds. The science club observed more kinds of bees and butterflies in the native plant plot than in the grass plot.**
2	How are the three paragraphs organized to help the reader understand the writer's idea?	**Paragraph 1 gives background from the parks report, paragraph 2 adds and evaluates local observations, and paragraph 3 uses both sources to propose a plan.**
3	What does the transition word *However* show in paragraph 2? Explain how it changes the meaning of the science club's observation.	**However signals a limitation: sunlight, plot size, or other conditions may explain the difference, so the comparison cannot isolate plant type as its cause. Two plots also may not represent the neighborhood.**
4	Why does the writer say a native garden *may* support pollinators instead of saying it definitely will?	**The writer uses may because the science club's observations provide evidence but do not prove that native plants caused the difference.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The custodial energy log shows that the library used 1,200 kilowatt-hours in January and 900 in March after lights were checked each afternoon. In addition, a student survey found that 38 of 50 students noticed empty rooms with lights on. These sources suggest that unused lights are a problem worth addressing. First, students could switch off lights when they leave a room. Then, teachers could assign a weekly light checker. As a result, the school could reduce wasted electricity while tracking whether the plan lowers energy use.

Accept answers that accurately distinguish the two sources and explain how the writer qualifies the conclusion. For the open response, look for a logical claim, details from both notes, relevant elaboration, and varied transitions.