Links That Persuade

Trace how an argument connects its claim, evidence, and counterclaim.

11-12.W.1.c "Use appropriate and varied transitions and syntax to fluently link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline phrases that link the major sections of the argument, circle words that connect reasons to evidence, and number the main claim 1 and a counterclaim 2.

A Better Border for the Parking Lot

(1) At the edge of many school parking lots, a narrow ribbon of grass is mowed every week but rarely used. A school could put that space to work by replacing one strip of lawn with a garden of plants native to its region. The change would not solve every environmental problem; it would, however, make a small piece of campus more useful. Consider what happens during a storm: rain that lands on pavement runs toward the nearest drain, while soil threaded with plant roots can take in some water. For that reason, a planted border could help slow runoff.

(2) Water management is only one reason to make the switch. Native flowers can also provide nectar and pollen for insects, including bees and butterflies. A regularly mowed lawn offers fewer flowering plants, so it usually offers fewer feeding opportunities. If students choose several species that bloom at different times, the border could supply food across more of the growing season. This benefit depends on planning: a packet labeled "wildflower mix" may contain plants that are not native to the area. Instead of buying by label alone, the class should check each species against a regional native-plant guide.

(3) Some students might object that a garden beside a parking lot would look messy or block drivers' views. Those concerns deserve attention, especially where cars turn and pedestrians cross. Yet they do not require keeping the entire strip as lawn. The school could select low-growing species near corners and post a small sign explaining why other plants are left standing. Maintenance would change rather than disappear: someone would still need to remove litter and unwanted plants. With a clear planting plan and a care schedule, the school could gain a useful garden without treating safety or upkeep as afterthoughts.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what relationship does “For that reason” establish between the storm example and the proposed garden?

2. How does the first sentence of paragraph 2 connect its main idea to paragraph 1?

3. In paragraph 2, what cause-and-effect relationship does “so” make clear?

4. In paragraph 3, how do “Yet” and “rather than” help the writer respond to objections?

3 YOUR TURN

Your own words

Your school is deciding whether to keep a weekly paper bulletin or switch to a digital-only bulletin. Write one paragraph of 90 to 110 words that takes a position, supports two reasons with concrete examples, addresses a counterclaim, and uses at least three varied transitions to show how your ideas connect.

ANSWER KEY

Links That Persuade

HIGH SCHOOL · 11-12.W.1.c

PART 1 · READ AND MARK

Underline phrases that link the major sections of the argument, circle words that connect reasons to evidence, and number the main claim 1 and a counterclaim 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what relationship does "For that reason" establish between the storm example and the proposed garden?	**It presents the storm example as support for the claim that a planted border could slow runoff.**
2	How does the first sentence of paragraph 2 connect its main idea to paragraph 1?	**It refers back to water management, then introduces another reason for the garden: food for insects.**
3	In paragraph 2, what cause-and-effect relationship does "so" make clear?	**Because a mowed lawn has fewer flowering plants, it usually offers insects fewer feeding opportunities.**
4	In paragraph 3, how do "Yet" and "rather than" help the writer respond to objections?	**"Yet" challenges the idea that safety concerns require keeping the lawn. "Rather than" acknowledges that the garden still needs maintenance while explaining that the work would change.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should keep its weekly paper bulletin instead of switching to a digital-only version. First, a copy posted near the cafeteria reaches students who rarely check school messages; a lunch-hour club meeting stays visible as they walk past. Moreover, paper gives families a backup when internet access fails: they can pick up a copy at the front office after school. Critics may argue that printing wastes paper, and they have a point. Still, the school could print a few copies for shared spaces while sending the same bulletin online. This approach would limit waste without making announcements harder to find.

Accept equivalent explanations that correctly identify how each transition links ideas, not just what the passage says about gardens. For the writing task, look for two supported reasons, a connected counterclaim and response, and transitions that clarify the relationships.