

Passage 20 Bikes: Yes or No? • page 1

Informational Text: Persuasive Essay

► **Focus** This passage offers students an example of a persuasive essay that considers opposing arguments before suggesting a compromise solution.

► Teaching Tips

Before Reading

- Explain what it means to *persuade* (argue for, convince, win over by facts and details). Present the adjectival form *persuasive* to introduce this type of essay.

During Reading

- Encourage students to highlight the topic sentence in each paragraph.

After Reading

- Have students respond in writing to the essay by adding other reasons for or against riding bikes to school.

Common Core Connections

RI.2.3, RI.2.2, RI.2.4, RI.2.5, RI.2.6,
RI.2.7, RI.2.8, RI.2.10 • RF.2.3, RF.2.4
• L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6

Complexity Index

Quantitative:
Lexile 500

Qualitative	1	2	3	4	5
Purpose				■	
Structure			■		
Language			■		
Knowledge		■			

Reader & Task

- Most students will be engaged by the topic of riding bicycles, and some may be familiar with the concerns raised in the essay.
- Encourage students to explain how the organization of the essay helps the writer make his or her points effectively.

Answers

Passage 20: Bikes: Yes or No?

1. B. Sample answer: I looked for reasons in the *No!* part of the essay, and found this reason (lines 6–7).
2. C. Sample answer: *Safe* and *responsible* are listed together (lines 7–8), so I think that *responsible* means being careful to stay safe. Then I read all the choices, and C is not careful or safe.
3. Sample answer: This essay has four parts. The bolded words in the first part tell that the writer will ask a question (lines 1–6). The next part gives some “yes” reasons (lines 5–10). The part after that gives “no” reasons (lines 11–16). It ends with the writer’s own plan (lines 17–23).
4. Sample answer: I think the writer is a kid. The writer wants to be able to bike to school, too, so the writer must be a kid (lines 17–23).