For each claim below, check the boxes next to the reasons that support the claim.

|  |  |
| --- | --- |
|  | A **reason** is what makes a person support one particular claim over another.  |

**Claim:** Schools should set aside time during the school day for students to read independently.

|  |  |
| --- | --- |
| ▢ | **Independent reading** makes students into better readers. |
| ▢ | Independent reading takes time away from other instruction. |
| ▢ | Independent reading is an enjoyable activity for students. |
| ▢ | Independent reading must be **structured** in order to be effective. |

**Claim:** Planting large trees in crowded urban spaces may present some unintended challenges, but the benefits of urban trees outweigh the drawbacks.

|  |  |
| --- | --- |
| ▢ | Trees improve the **quality of life** for city residents. |
| ▢ | Leaves fall, filling **gutters** and blocking **storm drains**. |
| ▢ | Urban trees help the environment. |
| ▢ | There are many types of trees that grow well in urban areas. |

**Claim:** High schools should require students to understand basic **financial literacy** before graduation.

|  |  |
| --- | --- |
| ▢ | After high school, students face an increasing number of financial decisions. |
| ▢ | Banks offer many different products. |
| ▢ | Financial literacy education leads to better financial decisions. |
| ▢ | Poor financial decisions can set a young person back for many years. |

**Vocabulary Supports**

**Financial Literacy**: Understanding and applying good financial decision-making skills

**Gutters:** Pipes that capture rainwater and direct it away from homes

**Independent Reading:** Time for student-selected reading

**Quality of Life:** The standard of health and comfort experienced by a person or group

**Storm Drain**: A metal grate that allows rainwater to drain into the gutter

**Structured:** Organized and monitored