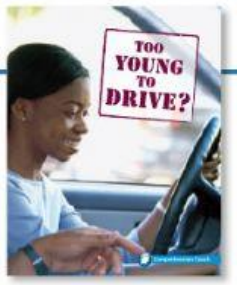
PRINTER PDF 228_IPB43454_C_R_U6.pdf May 3, 2013 14:11:55

Name _____ Date _____

Before Reading Too Young to Drive?



LITERARY ANALYSIS: Evaluate Argument

In **persuasive nonfiction**, a writer presents an **argument** and supports it with **evidence**. A writer who supports an issue takes the **pro** side, and a writer who is against an issue takes the **con** side.

A. Read the passage below. Find the arguments and evidence used to support or discourage raising the driving age. Write the details in the chart.

Look Into the Text

Should the Driving Age Be Raised?

Author 1: NO! Driver's ed, not age, is key to road safety. Although the state requires that teens under 18 take driving classes before getting their licenses, it sets no specific curriculum standards.

Author 2: YES! Because immaturity fuels fatal crashes, Georgia should raise the driving age to 17 and permit age to 16. Sixteen-year-old drivers account for the highest percentages of crashes involving speeding, single vehicles, and driver error.

Con Side	Pro Side
Argument: Driver's ed, not age, is the key to road safety.	Argument:
Evidence:	Evidence:

B. Answer the question about the writers' arguments.

How do the writers explain and support their arguments?

226-236_IPB43454_C_R_U6.indd 228 LIVEWORKSHEETS

PRINTER PDF 229_IPB43454_C_R_U6.pdf May 3, 2013 14:12:07

Name _____ Date _____

FOCUS STRATEGY: Draw Conclusions

HOW TO DRAW CONCLUSIONS

Focus Strategy

1. **Look for facts** or details the author provides.
2. **Use logical reasoning** and what you already know to develop a judgment, or opinion, about the facts.
3. **Rethink your conclusions** if you need to by checking for additional details as you read.

A. Read the passage. Use the strategies above to draw conclusions as you read. Then answer the questions below.

Look Into the Text

A visit to one busy metro area school found some students asleep during class. Others stayed awake by text-messaging friends or reading magazines. Teens at other schools and concerned driving instructors confirm this was not unusual. Some schools, they say, are assembly lines that fill the required thirty hours of instruction with 30-year-old safety videos and simple recitation of the Registry's rules-of-the-road.

1. What conclusion can you make about driving schools from the details in the text?

2. What do you already know about driver's education? Put this information together with your answer to question 1 to form a new conclusion.

B. Return to the passage above. Underline the words or phrases that helped you find the answer to question 1.

226-236_IPB43454_C_R_U6.indd 229 LIVEWORKSHEETS