The Bottle Case

Trace how a claim is supported by sources and reasoning.

6.CL.7.c "Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the argument. Underline the action the writer wants readers to take, circle the two sources, and number the two reasons that support the action.

Bring a Bottle, Make a Difference

1 Imagine the pile of empty plastic bottles after a school field day. We can shrink that pile by bringing refillable water bottles to school each day. A bottle you can use again gives you a simple way to carry water without picking up a new disposable bottle. The U.S. Environmental Protection Agency, or EPA, explains that reducing waste starts with using fewer items that get thrown away. Reusing a bottle follows that idea: one sturdy container can take the place of many bottles used only once.

2 Carrying water also makes a healthy choice easier. The Centers for Disease Control and Prevention, or CDC, advises choosing water instead of sugary drinks to lower the amount of added sugar you consume. A refillable bottle keeps water close during lunch or after gym, when you might feel thirsty. The CDC's advice matters here because the bottle makes that choice convenient; it does not make the water healthier. Together, the EPA's waste advice and the CDC's drink advice give two different reasons to make this small change.

3 Some students may worry that they cannot refill a bottle during a busy day. Our school could make the plan easier by letting students refill bottles at a water fountain before class or during lunch. Students can wash their bottles at home and put their names on them so bottles do not get mixed up. This plan does not require anyone to buy a fancy bottle; a clean, reusable container that holds water will do. Bring one when school rules allow, and ask the school to keep drinking water easy to reach.

2 ANSWER WITH EVIDENCE

Use the passage

1. What action does the writer want students to take?

2. How does the EPA's advice support the writer's claim?

3. How does the CDC's advice support a different reason for the same action?

4. What concern does the writer address, and what solution does the writer suggest?

3 YOUR TURN

Your own words

Write a four- or five-sentence argument asking families to set a regular bedtime on school nights. State your claim, use this evidence with its source, explain how it supports your claim, and suggest one step families can take: The CDC says children ages 6 to 12 need 9 to 12 hours of sleep every 24 hours.

ANSWER KEY

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GRADE 6 · 6.CL.7.c

PART 1 · READ AND MARK

Read the argument. Underline the action the writer wants readers to take, circle the two sources, and number the two reasons that support the action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What action does the writer want students to take?	**Bring a refillable water bottle to school when school rules allow.**
2	How does the EPA's advice support the writer's claim?	**The EPA says to reduce waste by using fewer throwaway items. Reusing one bottle can replace bottles used only once.**
3	How does the CDC's advice support a different reason for the same action?	**The CDC advises choosing water instead of sugary drinks to lower added sugar intake. A refillable bottle makes it convenient to carry water.**
4	What concern does the writer address, and what solution does the writer suggest?	**Students may not have time to refill a bottle. The school could let them refill before class or during lunch.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Families should set a regular bedtime on school nights. The Centers for Disease Control and Prevention (CDC) says children ages 6 to 12 need 9 to 12 hours of sleep every 24 hours. A planned bedtime helps families leave enough time for sleep before the morning alarm. Families can choose a bedtime that allows enough sleep and keep it the same on school nights.

Accept answers that accurately connect each source's advice to the action, even if students use different wording. For Part 3, look for a clear claim, correctly credited CDC evidence, an explanation of its relevance, and a practical step.