Make the Case

Study how a writer builds an argument for a specific reader.

6.CL.7 "Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the main request, circle one observation and one fact from a named source, and number the two proposed steps that begin with "First" and "After." Notice how the evidence and steps help the writer make a case.

A Dripping Faucet

(1) Dear Principal Chen, The faucet outside our sixth-grade classrooms keeps dripping after students shut it off. On Monday and Wednesday, I watched it for one minute and counted about thirty drips each time. Although the drops look small, they keep falling when nobody needs water. Please ask the maintenance team to inspect and repair this faucet this month. A working faucet would protect a resource our school uses every day, and an inspection would tell us whether a simple repair is possible.

(2) The U.S. Environmental Protection Agency's WaterSense program reports that a faucet dripping once per second can waste more than 3,000 gallons of water in a year. Our hallway faucet dripped more slowly during my two checks, so that figure is not a measurement of our school's waste. Still, the agency's example shows how steady drops can add up over time. My counts show that this particular faucet needs attention. Together, the published information and my observations give us a sound reason to check it rather than ignore it.

(3) I know the maintenance team handles many requests, and I am not asking the school to replace every faucet. First, a staff member could confirm the leak and decide what repair it needs. After the repair, students could report any new dripping to the office instead of leaving it unnoticed. Please put this faucet on the maintenance list and let our class know when it has been checked. Taking one practical step now would show that our school treats its water supply with care.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the writer want Principal Chen to do? Why is the principal an appropriate reader for this request?

2. What fact does the writer use from WaterSense? Why is that source useful in this argument?

3. Why does the writer say the WaterSense figure is not a measurement of this school's water waste?

4. Quote one phrase from the final paragraph that shows respect for the principal's responsibilities. Explain how it helps the argument.

3 YOUR TURN

Your own words

Write one paragraph to persuade your principal to add native plants to a bare corner of the schoolyard. Use this fact from the National Park Service: native plants provide food and shelter for local wildlife; add a specific schoolyard observation, explain how the evidence supports your request, and suggest a first step.

ANSWER KEY

Make the Case

GRADE 6 · 6.CL.7

PART 1 · READ AND MARK

Underline the main request, circle one observation and one fact from a named source, and number the two proposed steps that begin with "First" and "After." Notice how the evidence and steps help the writer make a case. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the writer want Principal Chen to do? Why is the principal an appropriate reader for this request?	**The writer wants the principal to ask the maintenance team to inspect and repair the faucet. The principal can direct a school maintenance request.**
2	What fact does the writer use from WaterSense? Why is that source useful in this argument?	**WaterSense reports that a faucet dripping once per second can waste more than 3,000 gallons in a year. It is a program of the U.S. Environmental Protection Agency, a credible source about water use.**
3	Why does the writer say the WaterSense figure is not a measurement of this school's water waste?	**The WaterSense example describes one drip per second, but the writer counted about thirty drips per minute during two checks. The writer did not measure a full year of water waste.**
4	Quote one phrase from the final paragraph that shows respect for the principal's responsibilities. Explain how it helps the argument.	**Accept "I know the maintenance team handles many requests" or "I am not asking the school to replace every faucet." The wording recognizes the school's limits and makes the request sound practical.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Principal, please add native plants to the bare corner beside our schoolyard fence. During recess, I often see bare soil there and few places for insects to shelter. The National Park Service explains that native plants provide food and shelter for local wildlife. Planting them in this unused spot could support insects and birds while improving the space. Could the grounds team check which plants grow well here and start with a small planting area? That would let us test the idea before making a larger change.

Accept answers that identify the maintenance request and distinguish the writer's observations from the WaterSense example. For the open task, look for a clear request, both required kinds of evidence, an explanation, and a practical first step.