Refill or Replace?

Read how comparison and evidence shape a school proposal.

7.CL.2 "Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the comparison between two ways to get water, circle the trial counts, and label the careful claim S and the poster's promise U. Use your marks to judge how the writer supports the proposal.

A Better Way to Get Water?

1 When the lunch bell rings at Cedar Middle, the trash can beside the water fountain is stuffed with empty plastic bottles. The school wants to cut waste, but students still need a quick way to get water. Some people propose adding a bottle-filling station to the fountain. Unlike a vending machine, which sells water in disposable containers, the station pours water into a bottle a student already owns. Both choices offer water at school, but only one is designed to make reuse easy.

2 During a one-day trial with a temporary station, volunteers counted 42 refills and 18 plastic bottles in the nearby trash can. The refill count shows that students used the station that day. It does not show how many stopped buying disposable bottles, since a refill might replace water brought from home. Because students can refill bottles quickly, the station might reduce their need to buy bottled water. The counts support a limited claim: the station gives students a usable alternative to buying water in disposable bottles.

3 A poster near the office says, "A filling station will end plastic waste at our school." That promise has no evidence: even with a station, students may buy bottled drinks or throw away other plastic items. A more careful proposal would ask the school to install the station for a month and count refills and discarded bottles before and after it opens. These counts could help the school judge whether the solution reduces bottle waste. The comparison explains the choice, while the limited evidence keeps the recommendation honest.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the comparison with a vending machine help explain why the station is proposed?

2. What problem does the station address, and what effect does the writer suggest it might have?

3. Which count supports the writer's limited claim about the station? Why does that count not prove students bought fewer disposable bottles?

4. Why is the poster's promise less convincing than the writer's limited claim?

3 YOUR TURN

Your own words

Propose a different way Cedar Middle could reduce discarded plastic bottles. In four sentences, explain how it might work, name evidence the school could collect to test it, and state one limit of that evidence.

ANSWER KEY

Refill or Replace?

GRADE 7 · 7.CL.2

PART 1 · READ AND MARK

Underline the comparison between two ways to get water, circle the trial counts, and label the careful claim S and the poster's promise U. Use your marks to judge how the writer supports the proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the comparison with a vending machine help explain why the station is proposed?	**Both provide water, but the vending machine sells disposable bottles while the station fills bottles students already own. This difference explains how the station could make reuse easier.**
2	What problem does the station address, and what effect does the writer suggest it might have?	**The problem is discarded plastic bottles. By letting students refill quickly, the station might reduce their need to buy bottled water.**
3	Which count supports the writer's limited claim about the station? Why does that count not prove students bought fewer disposable bottles?	**The 42 refills show that students used the temporary station. The count does not show what those students would have drunk without it, so it cannot prove they bought fewer disposable bottles.**
4	Why is the poster's promise less convincing than the writer's limited claim?	**The poster promises to end all plastic waste without evidence. The writer makes a narrower claim about refilling that the trial count supports.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Cedar Middle could give students reusable bottles to carry throughout the school day. Having a bottle ready might make students less likely to buy bottled water. The school could count discarded plastic bottles for a week before and a week after giving out the reusable bottles. Those counts would not prove the giveaway caused any change, since other school events might affect what students drink.

For Part 3, accept a different plausible solution with a clear possible effect, relevant evidence to collect, and a reasonable limit on what that evidence can prove. For Part 1, S belongs on the claim about a usable alternative, and U belongs on the poster's promise.