Claim in Action

Trace a model claim, reasons, and evidence.

CCSS.ELA-Literacy.W.6.1a "Introduce claim(s) and organize the reasons and evidence clearly."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim, number the two reasons 1 and 2, and circle the evidence that supports each reason so you can see how the argument is organized.

A Better Way to Refill

(1) Our school should add a water-bottle filling station near the gym. This change would help students stay hydrated during active classes and would reduce the number of single-use bottles thrown away. Right now, students often wait in line at the drinking fountain after practice, and some buy bottled drinks instead. A filling station has a tall spout that makes refilling a reusable bottle quick. The station would give students a practical choice while helping the school create less waste.

(2) First, a filling station would make water easier to get after exercise. During a five-day observation, the gym fountain had a line after four of five physical education classes. Students at the back of the line had less time to drink before the next class began. A filling station can fill a bottle without requiring students to bend close to a fountain. Because it would serve several students quickly, it could shorten the line and help more students drink water when they need it.

(3) Second, the station could cut down on trash from single-use drink containers. At one lunchtime, a student environmental club counted 38 plastic drink bottles in recycling and trash bins near the cafeteria. Reusable bottles can be filled again, so students would not need a new container each time they were thirsty. The school should ask the principal to consider this small improvement. It addresses a daily need and supports a cleaner campus, using two clear benefits for students and the school.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's claim?

2. What are the two reasons the writer gives for the claim?

3. Which detail supports the reason about getting water after exercise?

4. How are the reasons and evidence organized across the three paragraphs?

3 YOUR TURN

Your own words

Write one 80-110 word paragraph that argues for a different change at your school. State a clear claim, give two reasons in order, and include one specific piece of evidence for each reason.

ANSWER KEY

Claim in Action

GRADE 6 · W.6.1a

PART 1 · READ AND MARK

Underline the writer's claim, number the two reasons 1 and 2, and circle the evidence that supports each reason so you can see how the argument is organized. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's claim?	**The school should add a water-bottle filling station near the gym.**
2	What are the two reasons the writer gives for the claim?	**It would make water easier to get after exercise, and it could reduce trash from single-use drink containers.**
3	Which detail supports the reason about getting water after exercise?	**During a five-day observation, the gym fountain had a line after four of five physical education classes.**
4	How are the reasons and evidence organized across the three paragraphs?	**Paragraph 1 introduces the claim and previews both benefits. Paragraph 2 gives the first reason with observation evidence. Paragraph 3 gives the second reason with a bottle count and closes the argument.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should place a covered bike rack by the main entrance. First, a roof would keep bicycles dry during rain. Last month, I saw six bikes parked outside during a storm, and their seats were wet at dismissal. Second, a rack near the entrance would make bicycles easier to secure. The only rack now stands behind the gym, where students must walk farther after school. A covered rack would protect bikes and give riders a safer, more convenient place to park.

Accept equivalent wording for the claim, reasons, and cited evidence. In Part 3, look for a clear claim followed by two distinct reasons, each supported by a specific detail.