Connect the Reasons

See how connecting language links a claim to its reasons.

CCSS.ELA-Literacy.W.6.1c "Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the claim and each reason. Circle words, phrases, or clauses that show how a reason supports, adds to, contrasts with, or results from the claim.

A Better Place to Refill

(1) Riverside Middle School should install a water-bottle filling station near the cafeteria. Many students carry reusable bottles, so they need a quick place to refill them during the day. Although drinking fountains provide water, they can be hard to use with tall bottles. A filling station would solve that problem because its spout is designed to fill containers. Therefore, students could choose tap water instead of buying bottled drinks. This change would support everyday healthy habits.

(2) First, a filling station could reduce single-use plastic waste. When students can refill bottles easily, fewer may buy disposable bottles at lunch or after sports practice. As a result, less plastic may enter trash cans, where it must be collected and managed. The station would not erase all plastic waste; however, it would give students a practical choice each day. Since repeated choices add up over a school year, this small change could make the cafeteria area cleaner.

(3) Second, the station could save time. During a short lunch period, students sometimes wait to drink from a fountain or search for a place to refill a bottle. If a station stood near the cafeteria, they could refill bottles while walking to their tables. Consequently, they would have more time to eat and talk with friends. Some people may worry about the cost. Yet the school should consider the station because it would serve many students for years.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's claim?

2. In paragraph 1, what relationship does the word "Therefore" show?

3. How does the clause beginning with "Since repeated choices" in paragraph 2 support the writer's claim?

4. How do "however" in paragraph 2 and "Yet" in paragraph 3 clarify the writer's reasoning?

3 YOUR TURN

Your own words

Write 3 to 4 sentences that argue for one improvement at your school. State a claim and give at least two reasons, using at least two words, phrases, or clauses that clearly connect your claim and reasons.

ANSWER KEY

Connect the Reasons

GRADE 6 · W.6.1c

PART 1 · READ AND MARK

Underline the claim and each reason. Circle words, phrases, or clauses that show how a reason supports, adds to, contrasts with, or results from the claim. 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?	**Riverside Middle School should install a water-bottle filling station near the cafeteria.**
2	In paragraph 1, what relationship does the word "Therefore" show?	**It shows a result: because the station would make refilling easier, students could choose tap water instead of buying bottled drinks.**
3	How does the clause beginning with "Since repeated choices" in paragraph 2 support the writer's claim?	**It explains that students' daily choices to refill bottles could add up over the school year and make the cafeteria area cleaner.**
4	How do "however" in paragraph 2 and "Yet" in paragraph 3 clarify the writer's reasoning?	**"However" contrasts the station's limits with its practical benefit, and "Yet" contrasts the cost concern with the reason the school should still consider the station.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should create a quiet reading corner in the library because some students need a calm place to focus. Since the corner would have comfortable seating, students could read or finish work during free time. Therefore, the library could support more learners throughout the day.

Accept reasonable school-improvement claims with at least two relevant reasons and two clear relationship signals. Relationship language may show cause, result, contrast, addition, or condition.