Beyond the Code

Trace how an argument connects its ideas

11-12.W.1.d "Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline at least four transition words or phrases that connect a claim, reason, evidence, or counterclaim. Circle one sentence whose two parts contrast ideas.

What a Poster Should Tell You

1. At the entrance to a school play, a student sees a poster with a QR code but no printed details. Her phone is dead. Should finding the curtain time require a charged battery? Schools should keep essential information on printed posters even when they add QR codes. A code can lead to ticket links and updates, but a poster should still state the event, date, time, place, and cost. Without those facts in print, a dead phone or limited internet access can turn a simple invitation into a puzzle. Clear posters make school events easier to attend.

2. Accessibility is not the only reason to print the basics. A visible date and location also help students decide, in passing, whether an event fits their schedule. Consider someone hurrying between classes: a quick glance at "Thursday, 7 p.m., auditorium" gives an immediate answer, while a code requires stopping, opening a camera, and loading a page. That extra effort may seem small, yet each step creates another chance to miss the announcement. Because a poster works at a glance, printing key facts supports the larger goal of getting accurate information to more students.

3. Of course, some organizers argue that printing details is risky because schedules change. They are right that a QR code can point to a page with the latest information, and a crowded poster can be hard to read. Still, those concerns favor a better poster, not a blank one: print the basic details in large type, then place a code beside a brief note directing readers to updates. If a time changes, organizers can replace the poster and update the linked page. In this way, print offers immediate access while the code supplies flexibility; neither has to replace the other.

2 ANSWER WITH EVIDENCE

Use the passage

1. In the first paragraph, how does “but” connect what the QR code can do to the writer’s claim about printed details?

2. How does the first sentence of the second paragraph link that paragraph to the reason in the first?

3. In the second paragraph, what relationship does “Because” establish between the glance example and the writer’s larger goal?

4. In the third paragraph, how do “Still” and the colon in the same sentence help the writer respond to the organizers’ concern?

3 YOUR TURN

Your own words

Write a 90 to 110 word paragraph arguing whether your school should offer a weekly device-free lunch table. Include a claim, a reason with a concrete example, a counterclaim and response; use at least three different transitions and vary your sentence structure.

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PART 1 · READ AND MARK

Underline at least four transition words or phrases that connect a claim, reason, evidence, or counterclaim. Circle one sentence whose two parts contrast ideas. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In the first paragraph, how does "but" connect what the QR code can do to the writer's claim about printed details?	**It contrasts the code's useful links and updates with the poster's need to show essential facts, supporting the claim that both should appear.**
2	How does the first sentence of the second paragraph link that paragraph to the reason in the first?	**It moves from access when a phone or internet connection is unavailable to a second reason: printed facts let students get information at a glance.**
3	In the second paragraph, what relationship does "Because" establish between the glance example and the writer's larger goal?	**It presents the poster's usefulness at a glance as a reason that printing facts can help more students get accurate information.**
4	In the third paragraph, how do "Still" and the colon in the same sentence help the writer respond to the organizers' concern?	**"Still" signals a response to the concern about changing schedules and crowded posters. The colon introduces a solution: print basic details and add a code for updates.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Schools should offer a weekly device-free lunch table because it gives students a clear option for face-to-face conversation. For example, a student who usually scrolls while waiting for friends could sit down and ask a classmate about an upcoming game. That small opening can make lunch feel less isolating. Some students may object that phones help them relax or coordinate rides, and that concern matters. Yet the table would be optional, not a ban on phones throughout the cafeteria. If students need to check a message, they can step away. In this way, one table creates choice rather than taking it away.

Accept equivalent explanations that identify the relationship each transition or sentence structure creates. For Part 3, check for a 90 to 110 word paragraph with all requested argument parts, varied transitions, and varied sentence structure.