Make Your Case

Notice three ways a writer introduces a claim

6.W.1.a "Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that argues for opening the library. In each paragraph, number one supporting detail: 1 for words from the note, 2 for a comparison, and 3 for a possible effect.

A Place to Go at Lunch

(1) Imagine that Cedar Middle School keeps its library closed at lunch. A note from the principal says, "Students need welcoming places to learn throughout the day." The words "throughout the day" matter because lunch is part of the school day, too. For that reason, Cedar should open its library for students who want to read or work quietly at lunch. Opening the doors would put the principal's own goal into action. Students who prefer the busy cafeteria could still stay there.

(2) Compare the two spaces students can use at lunch. In the cafeteria, groups talk over food, chairs scrape, and students move between tables. That lively room works well for eating and chatting, but it is not an easy place to focus on a book. The library has tables for reading and room for quiet conversation. Because these spaces serve different needs, Cedar should offer the library as another lunch choice, not replace the cafeteria. Students could choose the place that fits their plans.

(3) Opening the library at lunch could also change what happens after lunch. If students finish a few pages of reading or plan a project in a calm space, they may return to class ready to begin. If the doors stay locked, those students must wait for another time or try to work in the noisy cafeteria. A lunch opening would give them a useful option during a break they already have. Cedar could try the change for one month and ask students and staff what they notice.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the writer use the principal's note to introduce the claim in paragraph 1?

2. What difference between the cafeteria and library helps introduce the claim in paragraph 2?

3. Which possible effect of opening the library supports the claim in paragraph 3?

4. How is the claim in paragraph 2 different from the claim in paragraph 3? Explain what each focuses on.

3 YOUR TURN

Your own words

Should your school set aside five minutes before dismissal to tidy classrooms? Introduce a clear claim in two or three sentences, using cause and effect to explain what could happen if the school follows your idea. Include one specific classroom detail of your own.

ANSWER KEY

Make Your Case

GRADE 6 · 6.W.1.a

PART 1 · READ AND MARK

Underline one sentence in each paragraph that argues for opening the library. In each paragraph, number one supporting detail: 1 for words from the note, 2 for a comparison, and 3 for a possible effect. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the writer use the principal's note to introduce the claim in paragraph 1?	**The writer points to "throughout the day" and reasons that lunch is part of the day, so the library should be open then.**
2	What difference between the cafeteria and library helps introduce the claim in paragraph 2?	**The cafeteria suits eating and chatting, while the library offers a quieter place to read or work.**
3	Which possible effect of opening the library supports the claim in paragraph 3?	**Students could read or plan a project at lunch and return to class ready to begin.**
4	How is the claim in paragraph 2 different from the claim in paragraph 3? Explain what each focuses on.	**Paragraph 2 focuses on giving students a choice between spaces with different uses. Paragraph 3 focuses on how using the library might help students after lunch.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should set aside five minutes before dismissal for students to tidy their classrooms. When everyone returns supplies and picks up paper scraps, the next class can begin in a clean room. This routine could also save teachers time after students leave.

For the marking task, accept any sentence in each paragraph that clearly argues for opening the library. For Your Turn, accept either position if the response states a claim, links it to a plausible effect, and includes a specific classroom detail.