Games to Go

Read a model argument and trace how its ideas are arranged.

7.W.1.a "Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's main claim, circle the opposing claim, and number the writer's response to that claim. Use your marks to see how the argument moves from one idea to the next.

Should the Library Lend Games?

(1) Our school library should lend board games that students can take home for a weekend. A shelf of games could turn an ordinary Friday into a chance for families and friends to spend time together without a screen. Not every student can buy a new game, but many can borrow one, just as they borrow a book. The library already helps students explore stories and ideas. Lending games would extend that purpose by giving students another way to practice planning, explaining rules, and taking turns.

(2) Some people may argue that lending games would cost too much and leave the library with boxes full of missing pieces. That concern deserves attention. A game with a lost card can be hard for the next student to play, and replacing games uses money that could buy books. These objections matter because the library must serve all students, not just the students who enjoy games. Before adding a new service, the school should have a plan to protect its supplies and its book budget.

(3) Still, a small trial could address both worries. The library could start with donated games that have sturdy pieces and record which students borrow them. A checklist inside each box would help borrowers count pieces before returning a game. If the trial creates extra work or costs too much, the library could stop or change the plan. This response does not promise that every game will come back complete. It shows why a limited, careful test is a better choice than rejecting the idea without trying it.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim does the writer introduce near the start, and what reason in the first paragraph supports it?

2. What opposing claim does the writer acknowledge? Name both worries it raises.

3. Which plan in the final paragraph responds to the worry about missing pieces? Why does the writer present it after the opposing claim?

4. How does the order of the three paragraphs help readers follow the argument? Name the job of each paragraph.

3 YOUR TURN

Your own words

Write one paragraph of five or six sentences arguing for a school change other than lending board games, beginning with a clear claim. Acknowledge a specific opposing claim fairly, then answer it with a practical reason or plan in an order readers can follow.

Games to Go

PART 1 · READ AND MARK

Underline the writer's main claim, circle the opposing claim, and number the writer's response to that claim. Use your marks to see how the argument moves from one idea to the next. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim does the writer introduce near the start, and what reason in the first paragraph supports it?	**The school library should lend board games for weekends. Borrowing would let students who cannot buy games play them.**
2	What opposing claim does the writer acknowledge? Name both worries it raises.	**Some people may argue against lending games because it could cost too much and games could come back with missing pieces.**
3	Which plan in the final paragraph responds to the worry about missing pieces? Why does the writer present it after the opposing claim?	**A checklist inside each box would help borrowers count the pieces. Placing the plan after the opposing claim makes clear which worry it addresses.**
4	How does the order of the three paragraphs help readers follow the argument? Name the job of each paragraph.	**The first introduces the claim and a reason for it. The second explains the opposing claim. The third offers a limited trial that responds to the objections.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer a quiet room during lunch for students who need a break from noise. Some students enjoy the lively cafeteria, but others find it hard to relax there. Teachers might worry that supervising another room would take time away from other duties. That concern is fair because every space needs an adult nearby. The school could try opening one classroom twice a week with a staff member who volunteers to supervise. A short trial would show whether students use the room before the school makes a permanent change.

Accept accurate paraphrases of the claim, objections, and response. For Part 3, look for a clear opening claim, a specific and fairly stated opposing claim, and a practical response in a logical order.