Connect the Argument

Trace how transitions link a claim, reasons, and evidence.

7.W.1.d "Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the claim and two reasons in the passage. Circle one transition that introduces a reason, one that introduces an example, one that shows a result, and one that answers a concern; label them R, E, S, and C.

A Quieter Place for Lunch

1 Our school should set aside one classroom as a quiet lunch space twice a week. First, some students need a break from the noise of the cafeteria. At lunch, many voices can make it hard to talk with a friend or simply rest. For example, a student who has spent the morning listening closely in class might want twenty calm minutes before afternoon lessons. A quiet room would not replace the cafeteria; instead, it would give students another place to eat and recharge.

2 In addition, a quiet lunch space could help students connect without competing with cafeteria noise. A small group could discuss a book or play a card game at a normal speaking volume. As a result, students who dislike shouting across a crowded table might find it easier to join a conversation. This matters because lunch is not only a time to eat; it is also a chance to build friendships. A classroom with desks and chairs already has what this plan needs.

3 Of course, a teacher might worry that supervising another room would add work. However, the school could start with one day a week and ask for a volunteer to supervise. For instance, a staff member with a free lunch period might offer to help during a short trial. If no one is available, the room would stay closed that day. Therefore, a small trial would let the school learn whether students use the space before making a permanent schedule or assigning anyone a new duty.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does “First” show about the sentence that follows the claim?

2. How does “For example” connect the student’s experience to the first reason?

3. What relationship does “As a result” show between a small group talking at a normal volume and joining a conversation?

4. How does “However” connect the teacher’s concern to the plan that follows?

3 YOUR TURN

Your own words

Write five or six sentences arguing for a new way to use ten minutes at the start of the school day. State a claim and two reasons, give one specific example, and use at least three different transitions to show how your ideas connect.

ANSWER KEY

Connect the Argument

GRADE 7 · 7.W.1.d

PART 1 · READ AND MARK

Underline the claim and two reasons in the passage. Circle one transition that introduces a reason, one that introduces an example, one that shows a result, and one that answers a concern; label them R, E, S, and C. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does “First” show about the sentence that follows the claim?	**It introduces the first reason for a quiet lunch space: some students need a break from cafeteria noise.**
2	How does “For example” connect the student’s experience to the first reason?	**It introduces a student who might need calm time after a morning of listening in class, illustrating the need for a quiet break.**
3	What relationship does “As a result” show between a small group talking at a normal volume and joining a conversation?	**It shows that talking at a normal volume could make it easier for students to join a conversation.**
4	How does “However” connect the teacher’s concern to the plan that follows?	**It signals a response to the concern about extra work: start with one day a week and ask for a volunteer.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer ten minutes of independent reading at the start of each day. First, this routine would give students time to settle before lessons begin. For example, someone who arrives after a noisy bus ride could open a book and focus quietly. In addition, students could choose books that interest them, making reading feel more personal. As a result, more students might discover stories they want to finish. Therefore, a short reading period could make mornings calmer and encourage students to read.

Accept equivalent explanations that correctly identify how each transition links ideas. In Part 3, look for a clear claim, two reasons, a specific example, and at least three transitions used to clarify relationships.