Connect the Argument

Trace how transitions link a claim, objections, and a response.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and circle each transition that connects ideas. Number the circled transitions in order so you can trace how the argument develops.

A Game Table at Lunch

(1) At lunch, the cafeteria can feel like a room full of separate islands. A board-game table twice a week could help students connect without requiring everyone to join. For example, a student who does not know what to say can ask for a turn or explain a rule. Those small exchanges give classmates a reason to talk. As a result, the table could make lunch more welcoming for students who want company. It would also offer an option that does not depend on a phone.

(2) However, some students may argue that games would add noise to an already loud cafeteria. Their concern makes sense: players might call across tables, and loose pieces could scatter onto the floor. In addition, lunch staff already have several tasks, so asking them to collect pieces might be unfair. These objections do not mean the idea must be dropped. Instead, a trial could use one table, games with few pieces, and a student volunteer to check each box before the lunch period ends.

(3) Still, a trial needs a clear way to judge whether the table works. For that reason, students could record how many people use it each day and whether any pieces go missing. If the table stays orderly, the school could continue offering it twice a week. If it causes repeated disruptions, the school could change the game choices or move the table farther from the lunch line. Therefore, a small trial is a better response than rejecting the idea before anyone tests it.

2 ANSWER WITH EVIDENCE

Use the passage

1. What relationship does “As a result” show between the small exchanges and the claim in paragraph 1?

2. How does “However” connect the opening of paragraph 2 to the claim in paragraph 1?

3. What new reason does “In addition” introduce, and how does it support the concern about games?

4. How does “Instead” connect the objections in paragraph 2 to the proposed trial?

3 YOUR TURN

Your own words

Write 5 to 6 sentences arguing whether students should help choose one cafeteria menu item each month. State a claim, give a reason and a concrete example, acknowledge a counterclaim, respond to it, and use at least three different transitions to connect your ideas.

ANSWER KEY

Connect the Argument

GRADE 8 · 8.W.1.c

PART 1 · READ AND MARK

Underline the writer's claim and circle each transition that connects ideas. Number the circled transitions in order so you can trace how the argument develops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What relationship does "As a result" show between the small exchanges and the claim in paragraph 1?	**It presents a more welcoming lunch as a possible result of the conversations started by games.**
2	How does "However" connect the opening of paragraph 2 to the claim in paragraph 1?	**It introduces the opposing concern that games could make the cafeteria noisier.**
3	What new reason does "In addition" introduce, and how does it support the concern about games?	**Lunch staff are already busy, so collecting game pieces could create unfair extra work.**
4	How does "Instead" connect the objections in paragraph 2 to the proposed trial?	**It shifts from the objections to a way to address them: limit the table and games, and have a student check the boxes.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students should help choose one cafeteria menu item each month because their input could make lunch more appealing. For example, a vote among three dishes could show which option more students want to try. As a result, the kitchen could plan a menu item with student preferences in mind. However, some people might worry that the winning choice would be too expensive. To address that concern, the kitchen could offer only dishes that fit its budget. Therefore, a limited vote would give students a voice without leaving the kitchen with an impossible order.

Accept other accurate descriptions of how a transition links the surrounding ideas. For Part 3, check that the transitions clarify the relationships among the claim, reason, example, counterclaim, and response.