The Other Side

Read a model argument and trace how its parts fit together.

C.6.1.b "Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and circle the opposing claim. Number the two reasons 1 and 2, then draw a box around the evidence that supports each one.

Give Paper Another Use

1 At Brookside Middle School, usable paper often lands in the recycling bin after a project or a printer mistake. Our school should place a basket for clean, one-sided scrap paper in every classroom. This small change would give paper a second use before it is recycled. When I helped clean our science room, I found several sheets with blank backs next to the bin. Those backs could hold practice problems, quick sketches, or notes. A basket beside the printer would make this paper easy to find when students need it.

2 A scrap basket could also save new sheets for assignments that need clean paper. In art class last month, our teacher handed out fresh paper for rough plans, then gave us another sheet for the final poster. We could have drawn those plans on used backs instead. That would leave more new paper for work we turn in. The baskets would need simple labels, such as "Blank on one side," so students would know what belongs there. Students could check that each sheet is clean and has no private information before adding it.

3 Some students argue that scrap baskets would create clutter and leave papers with names in public view. That concern matters because classwork can contain personal details. However, a small basket can fit beside an existing recycling bin, and students can remove any sheet with a name or other private information. A class helper could empty the basket into the recycling bin at the end of each week. This plan does not ask anyone to stop recycling. It asks us to use safe, blank backs first, then recycle what remains.

2 ANSWER WITH EVIDENCE

Use the passage

1. What change does the writer claim the school should make?

2. What is the first reason for the baskets, and what did the writer see that supports it?

3. What is the second reason for the baskets? How does the art class example support it?

4. What opposing claim appears in the last paragraph? Name two steps the writer suggests to address it.

3 YOUR TURN

Your own words

Choose a different change for your school. Write one paragraph with a clear claim, two reasons supported by a specific detail each, and an opposing claim followed by your response.

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PART 1 · READ AND MARK

Underline the writer's claim and circle the opposing claim. Number the two reasons 1 and 2, then draw a box around the evidence that supports each one. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What change does the writer claim the school should make?	**Place a basket for clean, one-sided scrap paper in every classroom.**
2	What is the first reason for the baskets, and what did the writer see that supports it?	**The baskets would give paper a second use. The writer saw sheets with blank backs next to the science room's recycling bin.**
3	What is the second reason for the baskets? How does the art class example support it?	**The baskets would save new paper for assignments that need it. The art class used new sheets for rough plans that could have been drawn on used backs.**
4	What opposing claim appears in the last paragraph? Name two steps the writer suggests to address it.	**Some students say the baskets would create clutter and expose papers with names. The writer suggests using small baskets beside recycling bins and removing sheets with private information.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should lend board games during lunch. First, games would give students a way to meet classmates, since a four-player game could bring together students from different homerooms. Second, games would offer an indoor activity when rain keeps students inside, and a chessboard needs only one small table. Some people argue that game pieces could get lost. Student helpers could check each box when games are returned, and borrowers could sign out one game at a time.

Accept other accurate wording for the claim, reasons, evidence, and opposing claim. In Part 3, look for two distinct reasons, a supporting detail for each, and a response that addresses the stated opposition.