Make the Case

Read an argument, then build one of your own.

C.6.1 "Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Introduce claim(s)..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the main claim and its restatement, circle the named source, and write 1 and 2 beside two different reasons for keeping recess. These marks will help you trace how the writer builds the argument.

Keep Recess on the Schedule

(1) Our school should keep a 20-minute recess for sixth graders instead of shortening it to add more test practice. Recess is not a break from learning; it can help students return to class ready to work. The Centers for Disease Control and Prevention (CDC) recommends that children ages 6 to 17 get at least 60 minutes of physical activity each day. A game of tag or a brisk walk during recess can help students work toward that goal. Protecting recess gives students a daily chance to move.

(2) Some people argue that cutting recess by ten minutes would give teachers more time to prepare students for tests. That concern matters, but more desk time does not always mean better learning. The CDC reports that physical activity can improve children's attention and memory. Because students may focus better after moving, recess can support the same classroom work that test practice is meant to strengthen. Teachers could still use class time for review, while students keep a short period to move and reset.

(3) Recess also offers a chance to practice skills that matter beyond a test. During a group game, students can explain rules, take turns, and settle disagreements. These actions do not replace lessons, but they help students work together when they return to class. A shorter recess would leave less time for both movement and these face-to-face exchanges. For these reasons, our school should protect the full 20 minutes and plan test review within the rest of the school day.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's main claim, and how does the last sentence return to it?

2. Which named source supports the reason about movement? What information does the writer use from it?

3. What opposing claim does the writer acknowledge? What evidence does the writer use in response?

4. Which example in the final paragraph supports a different reason for recess? Explain the connection.

3 YOUR TURN

Your own words

Write one formal paragraph arguing whether sixth graders should have a weekly student-choice reading period during the school day. Include a claim, a reason supported by a relevant observation of your own or a named credible source, an opposing view with your response, a linking phrase, and a conclusion.

ANSWER KEY

Make the Case

GRADE 6 · C.6.1

PART 1 · READ AND MARK

Underline the main claim and its restatement, circle the named source, and write 1 and 2 beside two different reasons for keeping recess. These marks will help you trace how the writer builds the argument. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim, and how does the last sentence return to it?	**The writer claims that sixth graders should keep a 20-minute recess. The last sentence restates that the school should protect the full 20 minutes.**
2	Which named source supports the reason about movement? What information does the writer use from it?	**The CDC recommends at least 60 minutes of daily physical activity for children ages 6 to 17.**
3	What opposing claim does the writer acknowledge? What evidence does the writer use in response?	**Some people say shorter recess would allow more test practice. The writer responds with the CDC's report that physical activity can improve attention and memory.**
4	Which example in the final paragraph supports a different reason for recess? Explain the connection.	**Explaining rules, taking turns, and settling disagreements during a group game support the reason that recess helps students practice working together.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should set aside one weekly period for student-choice reading. Students may read more willingly when they can choose a book that interests them. During choice reading in my English class, I finished a mystery and then discussed it with a classmate, which helped me explain the plot clearly. Some may argue that this period takes time from other lessons. However, students still practice reading and discussion during that time. Therefore, a weekly choice period supports learning.

Accept either position in Part 3 if the paragraph includes relevant evidence, acknowledges and answers an opposing view, uses a linking phrase, and concludes consistently with its claim.