Make Your Case

Trace how reasons and responses support a claim

C.7.1.b "Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the main claim, number the two supporting reasons, circle the opposing concerns, and draw a box around the responses that answer them.

A Game Shelf for the Library

(1) Our school library should lend board games during lunch, not just books. A game shelf would give students a way to practice working together when they have only a short break. In a cooperative game, players must listen to one another, explain a plan, and change it when a plan fails. Even competitive games can require players to take turns and settle disagreements fairly. The library already gives students a place to read with others; a small game shelf would offer another way to learn side by side.

(2) Just as important, lending games would make this activity available to students who do not own games at home. Buying a new game can cost money, and bringing a box on the bus can be awkward. A library copy could stay at school for anyone to use. For example, two students who meet at lunch could borrow the same game without planning ahead or carrying anything from home. That easy access matters because a school activity should not depend on what a student can buy or bring.

(3) Some students may argue that games would make the library noisy or leave pieces scattered. Those concerns deserve a plan, but they do not require a ban. The librarian could set aside one table for games, keep it away from quiet reading seats, and ask players to use indoor voices. Each box could have a list of its pieces, so players can check it before returning the game. These rules address noise and missing pieces while keeping the benefits of shared play and easy access.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim opens the passage, and what is the first reason the writer gives for it?

2. How does the example of two students meeting at lunch support the second reason?

3. What two concerns does the writer acknowledge? Name one proposed rule that answers each concern.

4. Why does the writer give the table and box-checking plans after stating the concerns?

3 YOUR TURN

Your own words

Write one paragraph arguing whether your school should offer outdoor lunch once a week. State your claim, support it with two reasons and concrete examples, then acknowledge an opposing claim and answer it with a practical response.

ANSWER KEY

Make Your Case

GRADE 7 · C.7.1.b

PART 1 · READ AND MARK

Underline the main claim, number the two supporting reasons, circle the opposing concerns, and draw a box around the responses that answer them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim opens the passage, and what is the first reason the writer gives for it?	**The school library should lend board games during lunch. The first reason is that games help students practice working together.**
2	How does the example of two students meeting at lunch support the second reason?	**It shows that students could play without owning a game, bringing one from home, or planning ahead.**
3	What two concerns does the writer acknowledge? Name one proposed rule that answers each concern.	**Games might cause noise or leave pieces scattered. A separate game table and indoor voices address noise; a list of pieces in each box helps players check for missing pieces.**
4	Why does the writer give the table and box-checking plans after stating the concerns?	**Placing the plans after the concerns makes it clear how each plan answers an opposing claim.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer outdoor lunch once a week when the weather is safe. First, students could get fresh air during a break from indoor classrooms. For example, they could eat at tables in the schoolyard. Outdoor lunch could also give students more room to talk without crowding one table. Some people may worry that wrappers will end up on the ground. To address that concern, each group could check its area and use a nearby trash can before going inside. A cleanup rule would protect the space without canceling outdoor lunch.

Accept different wording when students connect each reason to the claim and each proposed rule to a specific concern. For the open task, either position is valid if the paragraph includes two supported reasons and a response to an opposing claim.