The Quiet Table

Trace how transitions connect an argument

C.7.1.d "Use transitions to create cohesion and clarify the relationships among claims."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle at least six transitions that connect claims in the passage. Label three circles ADD, CONTRAST, or RESULT to show how those claims fit together.

A Choice at Lunch

1 At lunch, the cafeteria can sound like a gym during a championship game. Some students enjoy that energy, but others need a calmer place to eat. Our school should reserve one cafeteria table as a quiet table. For example, a student who wants to read or have a conversation without shouting could sit there. Because the table would stay in the same spot each day, students would know where to go. This small choice would let students manage their own lunch break without changing lunch for everyone.

2 Also, a quiet table could make lunch easier for students who feel overwhelmed by noise. They would still be in the cafeteria with classmates, yet they could choose a spot with fewer loud conversations nearby. However, a quiet table would not work if it became a place where adults punished students by sending them there. Instead, students should choose the table for themselves, and the same lunch rules should apply there. This plan would protect the table's purpose: giving students an option, not separating them from friends.

3 Some people may worry that a quiet table would take away seats from groups of friends. Still, reserving just one table would leave the other tables open for lively lunches. In addition, students could use the quiet table on some days and sit elsewhere on others. The school could post a simple sign asking people at that table to speak softly, rather than asking them to be silent. Therefore, a quiet table would offer a practical choice while keeping the cafeteria a shared space for everyone.

2 ANSWER WITH EVIDENCE

Use the passage

1. What contrast does “but” create in the first paragraph?

2. Which two ideas does “Because” connect in the first paragraph, and what relationship does it show?

3. In the second paragraph, how does “Instead” shift the argument after “However”?

4. What earlier points does “Therefore” pull together to support the final claim?

3 YOUR TURN

Your own words

Write four or five sentences arguing for a different small change to lunch at school. Use and underline one transition that adds a reason, one that signals a contrast or concern, and one that shows a result.

ANSWER KEY # The Quiet Table

PART 1 · READ AND MARK

Circle at least six transitions that connect claims in the passage. Label three circles ADD, CONTRAST, or RESULT to show how those claims fit together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What contrast does “but” create in the first paragraph?	**It contrasts students who enjoy the cafeteria's energy with students who need a calmer place to eat.**
2	Which two ideas does “Because” connect in the first paragraph, and what relationship does it show?	**Keeping the table in the same spot would help students know where to go. “Because” introduces the reason.**
3	In the second paragraph, how does “Instead” shift the argument after “However”?	**After raising the concern that adults might use the table as punishment, “Instead” introduces the solution: students should choose to sit there.**
4	What earlier points does “Therefore” pull together to support the final claim?	**One table leaves other seats open, students can choose where to sit each day, and a sign can explain the quiet-table rule. Together, these points support offering a choice while keeping the cafeteria shared.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should place a clearly marked recycling bin near the cafeteria exit. Also, it would give students a convenient place to put lunch items that the school accepts for recycling. However, a bin alone might leave students unsure which items belong inside. Therefore, a sign listing accepted items should go above the bin to help students sort correctly.

Accept other accurate explanations of how a transition links the passage's claims. In Part 3, look for a distinct lunch proposal and three underlined transitions that accurately signal addition, contrast or concern, and result.