A Strong Finish

Trace how a conclusion brings an argument together.

C.7.1.f "Provide a concluding statement or section that supports the argument presented."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In the final paragraph, underline the sentence that restates the writer's position, circle the words that bring back a benefit from paragraph 1, and write 1 beside the sentence that calls for action.

A Game Cart for Lunch

1 At lunch, some students finish eating before the bell and have nowhere to go but a crowded hallway. Our school should offer a board game cart in the cafeteria twice a week. A cart with chess, checkers, and simple card games would give students an inviting choice that does not require a phone. Students could join a game with someone outside their usual group. That small invitation matters because lunch can feel long when you do not know where to sit.

2 Running the cart would take planning, but it need not turn lunch into a loud free-for-all. Students could borrow games at one table and return them before the bell. A student helper could count pieces at the start and end of lunch, while the lunch supervisor keeps the usual rules in place. Games with short rounds would fit the time available. These steps answer two fair worries: that pieces might go missing and that excited players might disturb other students.

3 That is why a twice-weekly game cart deserves a trial at our school. It could turn extra lunch minutes into a chance to meet classmates, while a checkout table and piece count would keep the games organized. A noisy or messy cart would help no one, so the same cafeteria rules should apply to players. We do not have to guess whether the idea will work forever. The student council should ask the principal for a one-month trial and collect students' comments afterward.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first sentence of the final paragraph restate the writer's position?

2. Which benefit from paragraph 1 returns in the conclusion? How does it support the writer's position?

3. Which worry from paragraph 2 does the conclusion address with the cafeteria rules?

4. How does the final sentence do more than repeat the argument?

3 YOUR TURN

Your own words

Write a new three-sentence conclusion for the game cart argument. Restate the position and include a benefit from paragraph 1, address a worry from paragraph 2, then end with an action students can take other than asking the principal for a trial.

A Strong Finish

PART 1 · READ AND MARK

In the final paragraph, underline the sentence that restates the writer's position, circle the words that bring back a benefit from paragraph 1, and write 1 beside the sentence that calls for action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first sentence of the final paragraph restate the writer's position?	**It repeats the call for a game cart at school, now describing it as a twice-weekly trial.**
2	Which benefit from paragraph 1 returns in the conclusion? How does it support the writer's position?	**The chance to meet classmates returns. It supports the cart because games could help students connect at lunch.**
3	Which worry from paragraph 2 does the conclusion address with the cafeteria rules?	**It addresses the worry that excited players might disturb others by saying the usual cafeteria rules should still apply.**
4	How does the final sentence do more than repeat the argument?	**It calls for a one-month trial and student comments, giving the school a way to test the idea.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer a lunch game cart so students have another way to meet classmates. To keep pieces from going missing, student helpers could count them when games are returned. Students who want the cart can make a list of games they would be willing to donate.

Accept conclusions that restate support for the cart, connect a benefit to that position, answer a passage-based worry, and end with a student action different from requesting a trial.