A Better Bottle Plan

Read an argument, then build one of your own.

C.7.1 "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, number the two reasons, circle the two pieces of evidence, and bracket the opposing concern and the writer's reply. These marks will help you see how the argument fits together.

Water at the Gym

1. Last Tuesday, the student council counted 62 disposable water bottles in the gym trash bins after three after-school games. That is one day's snapshot, not proof that every day is the same. Still, it points to a waste problem worth testing. Our school should install a water-bottle refill station beside the gym. The current fountain is down the hall, past the locker rooms, so a nearby station would make refilling easier during games. This change could help students choose reusable bottles instead of buying disposable ones.

2. According to the U.S. Environmental Protection Agency, reducing waste is preferable to recycling it because preventing waste avoids the need to manage it later. A refill station supports that goal: each time a fan fills a reusable bottle instead of opening a new disposable one, one fewer bottle is needed for that drink. Also, the student council's count gives us a local reason to try the idea, though a second count would make the case stronger. Together, the outside source and local observation support a practical change.

3. Some families may argue that a new station would cost too much, especially if the old fountain still works. That concern matters; a school should not spend money without checking the price. However, the council could ask for an installation estimate and compare it with a lower-cost option, such as using a portable water dispenser at games. The cost question calls for a careful plan, not an automatic no. If the estimate is reasonable, a nearby refill station is a sensible step toward less bottle waste at games.

2 ANSWER WITH EVIDENCE

Use the passage

1. What change does the writer want, and why does its location matter?

2. How do the EPA statement and the student council's count support different parts of the argument?

3. What concern does the writer acknowledge, and how does the writer answer it?

4. Which sentence limits what the bottle count can prove? Explain how that limit makes the argument more trustworthy.

3 YOUR TURN

Your own words

Write one paragraph arguing for a different change that might reduce disposable bottle use at games. Use the council's count as evidence, explain your reasoning, answer an opposing concern, use at least two transitions, and end with a conclusion.

ANSWER KEY

A Better Bottle Plan

GRADE 7 · C.7.1

PART 1 · READ AND MARK

Underline the main claim, number the two reasons, circle the two pieces of evidence, and bracket the opposing concern and the writer's reply. These marks will help you see how the argument fits together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What change does the writer want, and why does its location matter?	**The writer wants a refill station beside the gym. The current fountain is down the hall, so a nearby station would be easier to use during games.**
2	How do the EPA statement and the student council's count support different parts of the argument?	**The EPA statement supports preventing waste instead of managing it later. The council's count shows that disposable bottles are ending up in this gym's trash.**
3	What concern does the writer acknowledge, and how does the writer answer it?	**A new station might cost too much. The writer proposes getting an installation estimate and comparing it with a portable dispenser before deciding.**
4	Which sentence limits what the bottle count can prove? Explain how that limit makes the argument more trustworthy.	**"That is one day's snapshot, not proof that every day is the same." The writer does not claim that one count represents every day.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should ask each team to bring reusable bottles to games. First, the student council counted 62 disposable bottles in the gym trash after three games, which shows that bottle waste is worth addressing. If players refill bottles they already own, fewer new bottles may be needed. Some families may worry that students will forget their bottles. However, coaches could include a bottle on the usual equipment checklist. This simple reminder would help teams cut waste without waiting for a new station.

Accept different proposed changes if the paragraph uses the count accurately, explains how the change could reduce disposable bottle use, and responds to a relevant concern. For the marking job, accept either the EPA statement or the council's count as evidence even if a student circles the full sentence containing it.