The Quiet Table

Trace how transitions connect an argument

C.8.1.d "Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the claim and both objections, then circle transitions that link a reason, example, objection, or response to another idea.

A Calmer Lunch Option

1. At lunch, the cafeteria can feel like the loudest room in school. Our school should set aside a small quiet table for students who want a calmer place to eat. To begin with, a quiet table would give students a choice without changing lunch for everyone else. For example, a student who wants to read during lunch could sit there, while friends who want to talk could keep their usual seats. As a result, students could choose the kind of lunch break that helps them return to class ready to work.

2. Some students might object that a quiet table would take seats away from groups who want to talk. However, the table would not have to stay quiet all day; it could serve its usual purpose before and after lunch. In addition, a school could try the idea at just one table for two weeks rather than change the whole cafeteria at once. That short trial would show whether enough students use the space and whether other students still have room to sit. Thus, the seating concern can be tested instead of guessed about.

3. A different concern is that a quiet table might be hard to keep quiet. Yet a simple sign could explain that students may speak softly but should not shout across the table. For instance, a student could still ask a neighbor to pass a napkin without disturbing the group. If the trial shows that students cannot follow the expectation, staff could revise the rule. Ultimately, a limited trial makes more sense than rejecting the idea without testing it. The quiet table would add an option, not impose silence on everyone.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does “To begin with” connect the quiet-table claim to the next idea?

2. What relationship does “For example” show between the reader and the reason that comes before it?

3. In paragraph 2, what change in the argument does “However” signal?

4. How do “Yet” and “For instance” do different jobs in paragraph 3?

3 YOUR TURN

Your own words

Write a 5- to 6-sentence argument about whether your school should offer a lunchtime craft cart. State a claim, give a reason with a specific example, address a counterclaim, and use at least four transitions that show how the ideas connect.

ANSWER KEY

The Quiet Table

GRADE 8 · C.8.1.d

PART 1 · READ AND MARK

Underline the claim and both objections, then circle transitions that link a reason, example, objection, or response to another idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does "To begin with" connect the quiet-table claim to the next idea?	**It introduces the first reason for the claim: a quiet table would give students a choice.**
2	What relationship does "For example" show between the reader and the reason that comes before it?	**It introduces the reader as a specific example of how a quiet table would give students a choice.**
3	In paragraph 2, what change in the argument does "However" signal?	**It shifts from the objection about lost seats to a response: the table could serve its usual purpose outside lunch.**
4	How do "Yet" and "For instance" do different jobs in paragraph 3?	**"Yet" introduces a response to the concern about keeping the table quiet. "For instance" introduces an example of speaking softly at the table.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer a lunchtime craft cart once a week. To begin with, simple projects could give students another way to spend their break. For example, students could fold paper into bookmarks without needing expensive supplies. Some students may worry that a cart would leave scraps on the floor. However, the cart could include a bin for paper scraps and require students to clean their spots. Therefore, a small trial would let the school offer a creative option while checking whether cleanup works.

Accept answers that correctly identify the ideas each transition connects, even if students describe those ideas in different words. For Part 3, check that at least four transitions clarify relationships among the claim, reason, example, counterclaim, and response.