Space for Both

Trace the links that hold an argument together.

W.9-10.1.c "Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline six words, phrases, or clauses that connect ideas, including at least one in each paragraph. Beside each one, briefly name the two ideas it links.

A Quiet Room at Lunch

1. At lunch, the school library should reserve one room for quiet study rather than use every seat for conversation. Students already have noisy places to eat and talk, but a student who needs to revise an essay may have nowhere to concentrate. For example, when classmates discuss weekend plans at the same table, a writer must keep finding her place in a draft. That interruption matters because revision depends on following an idea from sentence to sentence. A quiet room would not ban conversation from the library; instead, it would give focused work its own space.

2. A separate room would also make lunch more useful for students whose afternoons are full. Consider a student who takes the bus home immediately after school and helps care for a younger sibling. Lunch may be that student's only chance to review notes before a quiz. In this case, a dependable quiet room would help that student use a limited study period well. Because the room would be available each day, students could plan their work around it. Just as important, clear signs would let visitors know where conversation is welcome.

3. Of course, some students argue that a quiet room would remove much-needed social space. Their concern deserves attention: lunch is one of the few times friends can meet during the school day. Yet reserving one room, rather than the entire library, leaves other tables available for discussion. To make that distinction clear, the school could post a sign at the quiet-room door and a second sign near the conversation tables. The proposal, then, is not silence for everyone. It is a choice between two kinds of space, so that talking and studying can both have a place.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does “For example” connect the classmates' conversation to the reason for a quiet room?

2. What does “In this case” connect the bus student's schedule to?

3. What shift does “Of course” signal at the start of paragraph 3?

4. How does “Yet” change the direction of the argument after the concern about social space?

3 YOUR TURN

Your own words

Write one paragraph arguing whether students should be allowed to listen to music during independent work time. State a claim, support a reason with a specific example, acknowledge a counterclaim, and respond to it; use at least three different linking words, phrases, or clauses to show how those parts connect.

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PART 1 · READ AND MARK

Underline six words, phrases, or clauses that connect ideas, including at least one in each paragraph. Beside each one, briefly name the two ideas it links. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does “For example” connect the classmates' conversation to the reason for a quiet room?	**It introduces evidence that conversation interrupts a writer's concentration during revision.**
2	What does “In this case” connect the bus student's schedule to?	**It links the student's limited chance to study to the reason for a quiet room: making that short study period useful.**
3	What shift does “Of course” signal at the start of paragraph 3?	**It shifts from reasons supporting the quiet room to a counterclaim about losing social space.**
4	How does “Yet” change the direction of the argument after the concern about social space?	**It moves from acknowledging the concern to answering it: other tables would remain available for conversation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students should be allowed to listen to music through headphones during independent work time because it can help some students block out hallway noise. For example, a student drafting an essay near the door might concentrate better with quiet instrumental music. This example shows how music could reduce a specific distraction. Some classmates may argue that headphones make it harder to hear directions. However, the teacher could require headphones to come off whenever instructions begin. With that rule, students could choose music without missing important information.

Accept equivalent explanations of how linking language connects ideas. For question 2, the student's schedule illustrates limited study time; the following sentence makes a separate point about being able to plan around daily access.