The Water Case

Trace a claim, its evidence, and an opposing view.

7.P.4.1.B "Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and circle the opposing viewpoint. Number the two pieces of evidence from credible sources, then draw an arrow from each one to the sentence that explains how it supports the claim.

A Refill Station Near the Gym

1 At Cedar Middle School, the line at the hallway fountain stretches past the lockers after basketball practice. The student council should ask the school to install a bottle-filling station beside the gym. This would make free drinking water easier to reach and give students a way to refill bottles they already own. Some families might object that the school should spend its limited money on books or sports equipment instead. That concern matters, so the council should explain why this project deserves a place in the budget.

2 The Centers for Disease Control and Prevention (CDC) says schools can support students' health by giving them access to free drinking water. A station near the gym would help students get that water when they are active and thirsty. The Environmental Protection Agency (EPA) advises people to use reusable bottles to cut down on waste from disposable products. A station makes a reusable bottle more useful during the school day. These two agencies offer relevant guidance, not just one student's opinion, although neither agency says where Cedar should put a station.

3 The cost objection still needs an answer. Before buying anything, the council could ask the school office for installation and maintenance estimates. It could also count how many students use the current fountain after practice. Those local facts would help adults decide whether the benefit is worth the cost. The case should begin with the health reason, add the waste reason, and then address the budget concern. A clear argument does not hide a drawback. It shows readers which facts support a claim and what remains uncertain.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim does the writer introduce, and what detail makes the proposal specific?

2. What opposing viewpoint does the writer recognize? How does the final paragraph address it?

3. What evidence does the writer take from the CDC, and how does the writer connect it to the claim?

4. How does the EPA evidence add a different reason for the station than the CDC evidence?

3 YOUR TURN

Your own words

Write one paragraph arguing whether your school should offer free tap water for students to pour into reusable bottles at field day instead of selling disposable bottles. State your claim, recognize an opposing view, and use evidence from both the CDC and EPA in the passage, with reasoning that connects each source to your claim.

The Water Case

PART 1 · READ AND MARK

Underline the writer's claim and circle the opposing viewpoint. Number the two pieces of evidence from credible sources, then draw an arrow from each one to the sentence that explains how it supports the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim does the writer introduce, and what detail makes the proposal specific?	**The student council should ask for a bottle-filling station beside the gym. Naming its location makes the proposal specific.**
2	What opposing viewpoint does the writer recognize? How does the final paragraph address it?	**Some families may prefer spending the money on books or sports equipment. The writer suggests gathering cost estimates and counting fountain users before deciding.**
3	What evidence does the writer take from the CDC, and how does the writer connect it to the claim?	**The CDC says access to free drinking water can support students' health. The writer reasons that a station near the gym would provide that access when students are active and thirsty.**
4	How does the EPA evidence add a different reason for the station than the CDC evidence?	**The EPA evidence supports reducing waste by using reusable bottles, while the CDC evidence concerns access to water for students' health.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At field day, our school should offer free tap water so students can fill reusable bottles instead of buying disposable bottles. The CDC says schools can support students' health by giving them access to free drinking water, and a refill spot would provide that access during the event. The EPA advises using reusable bottles to reduce waste from disposable products, so refilling bottles would also mean fewer disposable ones are needed. Some people may prefer bottles for sale because they are easy to carry. The school could place water at several spots so students can refill nearby.

Accept answers that accurately distinguish the CDC's health-related guidance from the EPA's waste-related guidance. For Part 3, look for a clear claim, a fair opposing view, and reasoning that connects both sources to the field day choice.