Connect the Case

Trace how sentence choices strengthen an argument.

6.W.1.c "Use varied syntax, words, phrases, and clauses, to clarify the relationships among claim(s) and reasons."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the claim once and two reasons twice, then circle words or phrases that show how reasons, concerns, or conditions connect to the claim.

A Place to Play at Lunch

1. Two days a week, our school should set aside one lunch table for board games. Lunch can feel long for students who finish eating early, and a game gives them a way to spend that time together. Because players must take turns, a simple game can help students start conversations without having to invent a topic. A table with checkers, cards, and other quick games would not need much space. The goal is not to replace talking at lunch; it is to give more students a way into it.

2. Some students might worry that games would make the lunchroom louder. Although a game table could add noise, the school could choose quiet games and limit the table to four players at a time. If players finish eating before they begin, food and game pieces will stay apart. A student helper could return the pieces to a labeled box at the end of lunch, so cleanup would be quick. These rules address the problems without removing the chance for students to play.

3. A game table could also make lunch more welcoming to students who do not know many people yet. For example, a student who has just moved to the school can join a round of checkers without knowing anyone's favorite subject or sport. When the game ends, the players may have something to talk about. The school should try the table for one month, then ask students and lunch staff what worked. If the rules need changes, their feedback can help; the trial is a small step toward a friendlier lunch.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, how does the clause beginning “Because players must take turns” connect a reason to a benefit?

2. In paragraph 2, what concern does “Although” introduce, and how does the rest of the sentence answer it?

3. How does the sentence beginning “If players finish eating” support the argument for a game table?

4. In paragraph 3, how does the clause beginning “If the rules need changes” support the writer’s plan for a one-month trial?

3 YOUR TURN

Your own words

Write a four- or five-sentence paragraph arguing for one new way to use an unused corner of your school. Give two different reasons, and use “because,” “although,” and “if” to connect your reasons and a possible concern to your claim.

ANSWER KEY

Connect the Case

GRADE 6 · 6.W.1.c

PART 1 · READ AND MARK

Underline the claim once and two reasons twice, then circle words or phrases that show how reasons, concerns, or conditions connect to the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, how does the clause beginning "Because players must take turns" connect a reason to a benefit?	**Taking turns gives students a shared activity, which can help them start conversations.**
2	In paragraph 2, what concern does "Although" introduce, and how does the rest of the sentence answer it?	**Games might add noise, but quiet games and a four-player limit could reduce it.**
3	How does the sentence beginning "If players finish eating" support the argument for a game table?	**It shows how a rule could keep food away from the game pieces.**
4	In paragraph 3, how does the clause beginning "If the rules need changes" support the writer's plan for a one-month trial?	**It shows that feedback from students and lunch staff could help improve the rules after the trial.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should turn an unused hallway corner into a student art display. Because students make drawings and poems in many classes, the display would give their work a wider audience. Although the space is small, rotating a few pieces each week would let many students take part. If a teacher checks each piece before it goes up, the display can stay neat and suitable for school. This small exhibit would make the hallway feel more connected to what students create.

Accept answers that accurately explain the relationship each quoted clause creates, even if students use different wording. For Part 3, look for a clear claim, two distinct reasons, a concern, and the three required connecting words used meaningfully.