Connect the Case

Trace how transitions build an argument

7.W.1.c "Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim, circle four transitions that connect ideas, and draw an arrow from each circled transition to the idea it introduces.

A Game Corner at Lunch

1. At lunch, the library has a quiet corner with two empty tables. Our school should use one of those tables for a board-game corner twice a week. Some students want company at lunch but find it hard to join a large group. For example, two classmates who rarely talked could sit down for a short game of checkers and start a conversation. Because the game gives them something to do together, they would not have to think of a perfect way to introduce themselves.

2. In addition, a game corner could make lunch more welcoming without costing much. Students could bring games they already own, and the library could keep a small sign-up sheet for volunteers to check the pieces. For instance, a donated deck of cards can be used for several different games, so one set can serve many students. As a result, the school could try the idea before spending money on supplies. The trial could show which games students actually choose, rather than guessing what they might like.

3. Some people may worry that games will disturb students who come to read. Although that concern is fair, the game corner could use quiet games and stay at the table farthest from the reading area. If a game becomes noisy, a student volunteer could ask players to lower their voices or choose a different game. Therefore, a small trial would let the school test both the benefits and the noise rules. A twice-a-week schedule would also leave the tables open for other uses on the remaining days.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, how does “For example” connect the checkers situation to the reason before it?

2. In paragraph 2, what does “In addition” signal about the cost argument and the reason in paragraph 1?

3. In paragraph 2, how does “As a result” connect the details about available games to the proposed trial?

4. In paragraph 3, how do “Although that concern is fair” and “Therefore” help the writer move from the noise concern to the proposed trial?

3 YOUR TURN

Your own words

Write a four- or five-sentence argument for adding a class plant-care schedule. State your claim, give two reasons, and include one specific example as evidence. Use at least three different transitions to show addition, an example, and a result.

ANSWER KEY

Connect the Case

GRADE 7 · 7.W.1.c

PART 1 · READ AND MARK

Underline the writer's claim, circle four transitions that connect ideas, and draw an arrow from each circled transition to the idea it introduces. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, how does "For example" connect the checkers situation to the reason before it?	**It introduces a possible example of students using a game to meet and talk.**
2	In paragraph 2, what does "In addition" signal about the cost argument and the reason in paragraph 1?	**It adds a second reason, low cost, to the reason that games could help students connect.**
3	In paragraph 2, how does "As a result" connect the details about available games to the proposed trial?	**Because students could bring games and one deck could serve many players, the school could try the corner before buying supplies.**
4	In paragraph 3, how do "Although that concern is fair" and "Therefore" help the writer move from the noise concern to the proposed trial?	**"Although" acknowledges the concern before introducing ways to limit noise. "Therefore" presents the trial as a way to test the benefits and the noise rules.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class should make a weekly plant-care schedule. First, a schedule would help us share the work fairly. For example, each table group could take one week to check the soil and water the plants if the soil feels dry. In addition, a written list would help us remember whose turn comes next. As a result, no group would have to guess who is responsible.

Accept other circled transitions when arrows point to the ideas they introduce. For Your Turn, look for two distinct reasons, a specific example, and transitions that accurately signal addition, an example, and a result.