Make the Connection

Trace how an argument links concerns, reasons, and responses.

8.W.1.c "Use varied syntax and transitional words, phrases, and clauses to create cohesion, clarify relationships among claim(s), counterclaims, reasons, and evidence, and enhance the clarity and effectiveness of the argument."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the claim and each counterclaim, circle words or phrases that connect ideas, and number the reasons that support the claim.

Games at Lunch

(1) During lunch, the school library should lend board games to students who want a calmer place to meet. Not every student enjoys a noisy cafeteria, and a game gives small groups a reason to talk. For example, chess players can explain the rules to a newcomer, while players of a cooperative game can plan their next move together. Because the games would stay in the library, students could try them without carrying boxes through the halls. A few games could make lunchtime more welcoming.

(2) Of course, some people worry that game groups would make the library too loud. That concern is fair: students reading nearby need room to focus. However, a few tables set aside for games would keep players together, while a separate area could remain quiet. If the library has no extra tables, a trial could begin with only two games and one lunch period each week. This small start would let the librarian see whether voices stay low before making the program bigger.

(3) Missing pieces are another concern, especially when many students use the same box. Still, the library could place a picture of each game's pieces inside its lid and ask players to check the box before returning it. That routine would not prevent every loss, but it would make missing pieces easier to notice. A board game program needs clear rules, not a perfect guarantee. Therefore, the school should test a small lending program at lunch, then keep it only if students can share the space responsibly.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, how does the sentence beginning “Because the games would stay in the library” connect a reason to the claim?

2. In paragraph 2, what concern does “Of course” introduce, and how does “However” change the direction of the argument?

3. How does the sentence beginning “If the library has no extra tables” make the response to the noise concern more convincing?

4. In paragraph 3, what does “but” contrast in the sentence about checking the boxes? How does that contrast strengthen the argument?

3 YOUR TURN

Your own words

Write a 5- to 6-sentence argument about whether your school should hold one outdoor lunch day each month. State a claim, give a concrete example, acknowledge a counterclaim and answer it; use at least three transitions and begin one sentence with a dependent clause.

ANSWER KEY

Make the Connection

GRADE 8 · 8.W.1.c

PART 1 · READ AND MARK

Underline the claim and each counterclaim, circle words or phrases that connect ideas, and number the reasons that support 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 sentence beginning "Because the games would stay in the library" connect a reason to the claim?	**It explains that keeping games in the library would make them easy to try at lunch without carrying boxes through the halls.**
2	In paragraph 2, what concern does "Of course" introduce, and how does "However" change the direction of the argument?	**"Of course" introduces the concern that games could disturb readers. "However" shifts to a solution: separate game tables and a quiet area.**
3	How does the sentence beginning "If the library has no extra tables" make the response to the noise concern more convincing?	**It offers a smaller trial with two games once a week, so the librarian could check the noise before expanding the program.**
4	In paragraph 3, what does "but" contrast in the sentence about checking the boxes? How does that contrast strengthen the argument?	**It contrasts the inability to prevent every loss with the ability to notice missing pieces sooner. The response is realistic rather than a promise of perfect results.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer one outdoor lunch day each month. For example, students who want a calmer lunch could spread out at courtyard tables instead of squeezing around a crowded indoor table. Some students may worry that rain would ruin the plan. Although weather can change quickly, the school could keep the usual lunchroom ready as a backup. Therefore, an outdoor lunch day could offer more space without leaving anyone stuck in the rain.

Accept other accurate explanations of how the passage's connecting words and sentence structures link ideas. For Part 3, accept either position if the response meets the stated sentence, transition, and argument requirements.