Link the Argument

Trace how transitions connect claims, reasons, evidence, and counterclaims.

9-10.WHST.1.c "Use appropriate and varied transitional words, phrases, and clauses 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 words or phrases that connect ideas in the passage. Label one underlined link of each type: C-R for claim to reason, R-E for reason to evidence, and C-CC for claim to counterclaim.

Should Schools Add Refill Stations?

1 Schools should add water-bottle refill stations near busy hallways, but they should keep ordinary drinking fountains too. The case for refill stations begins with waste: students who refill a bottle they already own may buy fewer single-use bottles. For example, one student who chooses a refill instead of a new bottled drink avoids using a new bottle. As a result, repeated refills can reduce the number of bottles a school discards. This benefit depends on actual choices, not on the machine alone. If students would have used a fountain anyway, a new station would not prevent a bottle from being thrown away.

2 Beyond reducing waste, refill stations can make tap water easier to use during a short passing period. A station with a bottle-filling spout lets a student fill a reusable container without tipping it beneath a low fountain nozzle. Because the bottle can be carried to class, the student can drink later rather than waiting at the fountain. However, access matters as much as convenience: a station hidden in one distant hallway will not serve the whole school equally. For that reason, placement near several common routes would better support the claim that stations help students throughout the day.

3 Critics may argue that installing stations costs money and that a school already has fountains. That concern deserves attention because equipment must be purchased, installed, and maintained. Nevertheless, the existence of fountains does not make a bottle-filling spout useless; the two options serve different needs. For instance, a student without a reusable bottle can still drink from a fountain, while a student carrying one can refill it. Therefore, a school considering this change should check costs, repair existing fountains, and choose accessible locations before installing stations. With those safeguards, refill stations could complement fountains rather than replace them.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does “Beyond reducing waste” connect the second paragraph to the first? What new reason does it introduce?

2. What does “For example” introduce in the first paragraph, and how does it support the waste reason?

3. How does “Critics may argue” change the direction of the argument? Name the concern it introduces.

4. How does “Nevertheless” shift from the critics’ concerns to the writer’s response? What distinction follows?

3 YOUR TURN

Your own words

Write one paragraph arguing whether your school should offer loaner umbrellas at the front office. Include a claim, two different reasons, a specific example supporting one reason, a counterclaim, and a response; use at least four varied transitions to make those connections clear.

ANSWER KEY

Link the Argument

HIGH SCHOOL · 9-10.WHST.1.c

PART 1 · READ AND MARK

Underline words or phrases that connect ideas in the passage. Label one underlined link of each type: C-R for claim to reason, R-E for reason to evidence, and C-CC for claim to counterclaim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does "Beyond reducing waste" connect the second paragraph to the first? What new reason does it introduce?	**It signals an additional reason for the claim: refill stations can make tap water easier to use during a short passing period.**
2	What does "For example" introduce in the first paragraph, and how does it support the waste reason?	**It introduces a student choosing a refill instead of a new bottled drink. That choice avoids using a new bottle.**
3	How does "Critics may argue" change the direction of the argument? Name the concern it introduces.	**It shifts from supporting the claim to presenting a counterclaim: stations cost money, and schools already have fountains.**
4	How does "Nevertheless" shift from the critics' concerns to the writer's response? What distinction follows?	**It signals a response that challenges the idea that existing fountains make stations unnecessary. Fountains and bottle-filling spouts serve different needs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should offer loaner umbrellas at the front office. One reason is that an unexpected storm can leave students unprepared for the trip home. For example, a student walking to a bus stop without shelter could borrow an umbrella instead of arriving soaked. Loaner umbrellas could also help families avoid buying one for a single rainy afternoon. Some people may worry that umbrellas will not be returned. Even so, the office could record each loan and ask students to return umbrellas the next school day. With that system, the school could offer useful help while tracking its supplies.

Accept equivalent explanations of each transition's relationship, even if students use different wording. For Part 3, check that the transitions make each required connection clear, not just that four transitions appear.