

# Build a Case

Study how a writer organizes a clear school proposal.

**6.11** "Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline the sentence that states the writer's position, number the two reasons in paragraph 2, and circle the concern and response in paragraph 3 to trace how an argument is built.

### A Garden Beside the Library

- ① Keeping a small school garden can improve both the campus and science learning. A garden gives students a place to observe life cycles, measure growth, and care for living things. It can also provide herbs or vegetables for class projects. Our school should build raised garden beds beside the library because they would turn an unused sunny space into an outdoor learning area. With a plan for watering and shared jobs, students could keep the garden healthy throughout the year.
- ② First, garden work would make science lessons more active. Sixth graders could compare how quickly bean plants grow in shade and sunlight, then record their measurements in charts. Students could watch pollinators visit flowers and discuss how insects help plants reproduce. These observations would connect class vocabulary to real events. Garden tasks also build responsibility. Teams could check soil moisture, pull weeds, and add compost on a schedule. Because each team would have a clear job, the work would be manageable.
- ③ Some people may worry that a garden costs too much or takes time away from class. However, families and local businesses could donate seeds, tools, or lumber, and classes could use the garden during science lessons. Starting with two raised beds would keep the project affordable. The library garden would offer a useful space, not just a decoration. By learning outdoors and working together, students could make an empty corner of campus serve a clear purpose.

## 2 ANSWER WITH EVIDENCE \_\_\_\_\_ Use the passage

**1** What is the writer's controlling idea, or main position?

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**2** What are the two reasons given in paragraph 2 for building the garden?

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**3** What concern does the writer address in paragraph 3, and how does the writer respond?

**4** How does the last paragraph strengthen the writer's argument?

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### 3 YOUR TURN \_\_\_\_\_ Your own words

Write a three-paragraph argument of 120 to 160 words proposing one improvement for your school. State a clear position, give at least two reasons with details, and address one concern before ending with a conclusion.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**PART 1 • READ AND MARK**

Underline the sentence that states the writer's position, number the two reasons in paragraph 2, and circle the concern and response in paragraph 3 to trace how an argument is built. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                              | ANSWER                                                                                                                                     |
|---|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What is the writer's controlling idea, or main position?                              | <b>The school should build raised garden beds beside the library.</b>                                                                      |
| 2 | What are the two reasons given in paragraph 2 for building the garden?                | <b>It would make science lessons more active and build student responsibility.</b>                                                         |
| 3 | What concern does the writer address in paragraph 3, and how does the writer respond? | <b>The writer addresses cost and lost class time by suggesting donations, using the garden during science, and starting with two beds.</b> |
| 4 | How does the last paragraph strengthen the writer's argument?                         | <b>It acknowledges an opposing concern, gives solutions, and ends by restating the garden's useful purpose.</b>                            |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Our school should create a quiet lunch table for students who need a calmer place to eat. The table could be near the library doors, away from the busiest cafeteria area. Students would choose it, not be assigned there. This change would help more students feel comfortable during lunch. First, a quiet table would give students a choice when the cafeteria feels loud. Some students get headaches or feel stressed by constant noise. A calmer spot could help them eat and return to class ready to learn. It could also welcome new students who want a peaceful conversation. One concern is that the table might seem unfriendly or hard to supervise. Teachers could place it where they already watch lunch, and students could still join friends at other tables whenever they wish. A quiet lunch table would not remove anyone's choices. It would add one useful choice for students who need it.

For the marking task, accept the thesis in paragraph 1, the two reasons in paragraph 2, and the concern with its response in paragraph 3. For the writing task, accept varied school topics when the response has three paragraphs, a clear claim, supported reasons, a concern with a response, and 120 to 160 words.