

Make the Case

Study how a position grows from reasons and evidence.

7.W.2.A.iii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts...)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the writer's conclusion, circle each reason, and number the details that support each reason. These marks show how the writer organizes an argument.

A Garden That Works

- ① Our school should turn the empty strip beside the east parking lot into a native plant garden. Native plants are species that grow naturally in a region. The strip now has bare soil, and sprinklers wet it even though students rarely use the space. A garden there would make the area useful without taking away a field or walkway. It would also give science classes a nearby place to observe roots, insects, flowers, and seed dispersal. For these reasons, the school should approve the garden plan.
- ② First, native plants can support local wildlife. Many insects use particular native plants as food or shelter, and flowering plants provide nectar and pollen for pollinators. For example, milkweed is a host plant for monarch butterfly caterpillars, which eat milkweed leaves. Second, native plants are adapted to local conditions. After they are established, they often need less watering than plants chosen from very different climates. Choosing plants suited to our area could reduce water use and give students a living example of an ecosystem.
- ③ Some people may worry that a garden would cost too much or be difficult to maintain. However, a small first section could be planted by volunteers during a service day, and classes could make a watering schedule while new plants take root. The plan should include labels, a path, and a list of plants approved for our region. Starting small would let the school solve problems before expanding. Because the garden would improve an unused space, support wildlife, and connect learning to a real ecosystem, the school should begin the project next spring.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What position does the writer defend? Give two reasons the writer gives for this position.

2 What fact about milkweed does the writer use as evidence? Explain how it supports the writer's first reason.

3 What concern does the writer address in paragraph 3? What response does the writer give to that concern?

4 How are the three paragraphs organized to help defend the writer's position?

3 YOUR TURN _____ Your own words

Choose one change your school could make, such as adding recycling stations, creating a quiet study area, or extending library hours. First make a brief plan with a conclusion, two reasons, evidence, and one concern, then write a three-paragraph position piece and revise and edit it for clear order and correct conventions.

PART 1 • READ AND MARK

Underline the writer's conclusion, circle each reason, and number the details that support each reason. These marks show how the writer organizes an argument. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What position does the writer defend? Give two reasons the writer gives for this position.	The writer argues that the school should create a native plant garden. Reasons include making an unused space useful, supporting local wildlife, reducing water use, and providing a place for science learning.
2	What fact about milkweed does the writer use as evidence? Explain how it supports the writer's first reason.	Milkweed is a host plant for monarch caterpillars, which eat its leaves. This supports the reason that native plants can support local wildlife.
3	What concern does the writer address in paragraph 3? What response does the writer give to that concern?	The concern is that the garden could cost too much or be difficult to maintain. The writer proposes starting with a small section, using volunteers, and having classes make a watering schedule.
4	How are the three paragraphs organized to help defend the writer's position?	Paragraph 1 states the position and introduces benefits. Paragraph 2 gives reasons and supporting evidence. Paragraph 3 addresses a concern, offers a solution, and restates the conclusion.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Conclusion: The school should place recycling stations near cafeteria exits. Reasons: recycling conserves materials, and labels can help students sort items. Evidence: aluminum and glass can become new products, and recycling paper reduces the need for new wood pulp. Concern: stations may become messy. Our school should place clearly labeled recycling stations near every cafeteria exit. A station with separate openings for bottles, cans, and paper would make the correct choice easier during a busy lunch. Students would not need to carry recyclable items across the building to find a bin. Recycling stations would conserve useful materials. Aluminum and glass can be recycled into new products, and recycling paper reduces the need for new wood pulp. Picture labels would also help students sort items correctly, so fewer food scraps and trash would be mixed with recyclables. Some people may worry that the stations would become messy. A student environmental club could check the stations after lunch and report problems to staff. Because the stations would make recycling easier and save materials, the school should install them this year.

Accept equivalent statements of the claim, reasons, evidence, counterclaim, and organizational structure. For Part 3, accept varied positions when the response has three organized paragraphs, at least two relevant pieces of evidence, a response to a concern, and clear revision and editing.