A Case for Reuse

Read an argument, then write one of your own.

3.LF.35 "Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the action the writer asks for at the start, circle two pieces of evidence from different sources, and draw a box around the final request.

Give Paper Another Turn

1. Our class should start a scrap-paper tray beside the pencil sharpener. Many sheets have writing on only one side. Instead of putting these sheets in the trash, we can use their blank sides. This small change would give our class more paper for spelling practice and quick sketches. It would also help us waste less paper.

2. Our class has proof that we can save useful sheets. On Monday, we counted 18 sheets in the trash with blank backs. That is enough for 18 spelling practices. Our art teacher, Ms. Lee, says students can use clean blank backs to plan a drawing. A library book about paper explains that many kinds of paper are made from wood, which comes from trees.

3. The tray would be easy to use. Before throwing away a clean sheet, we could check its back and put it in the tray if that side is blank. Then anyone could pick a sheet for a quick task. Our count shows we have paper to reuse, and Ms. Lee's idea shows one way to use it. Let's start the tray this week.

2 ANSWER WITH EVIDENCE

Use the passage

1. What action does the writer ask the class to take? Give one reason from the introduction.

2. How do the class count and Ms. Lee's idea each support the writer's request?

3. What does the library book explain? How does that fact support the writer's reason to waste less paper?

4. What does the writer ask readers to do at the end? Which earlier evidence helps make that request convincing?

3 YOUR TURN

Your own words

A class supply check found six pencils on the floor last week, and your teacher says a cup near the door makes spare pencils easy to find. Write one paragraph asking your class to use a pencil cup, with an introduction, two reasons supported by these two sources, and a conclusion.

ANSWER KEY

A Case for Reuse

GRADE 3 · 3.LF.35

PART 1 · READ AND MARK

Underline the action the writer asks for at the start, circle two pieces of evidence from different sources, and draw a box around the final request. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What action does the writer ask the class to take? Give one reason from the introduction.	**Start a scrap-paper tray. It would provide paper for spelling practice or sketches, or help the class waste less paper.**
2	How do the class count and Ms. Lee's idea each support the writer's request?	**The count found 18 sheets with blank backs that could be reused. Ms. Lee says students can use blank backs to plan drawings.**
3	What does the library book explain? How does that fact support the writer's reason to waste less paper?	**The book explains that many kinds of paper are made from wood from trees. Reusing sheets means fewer useful sheets are thrown away.**
4	What does the writer ask readers to do at the end? Which earlier evidence helps make that request convincing?	**The writer asks the class to start the tray this week. The count of reusable sheets and Ms. Lee's drawing idea show that the tray would be useful.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class should keep a pencil cup near the door. A class supply check found six pencils on the floor last week. A cup could give those pencils a place to go instead of getting lost. Our teacher says a cup near the door makes spare pencils easy to find. That would help us get ready to write. Let's put a pencil cup by the door.

Accept answers that identify the requested action and connect evidence to a reason, even if students use different words. In Part 3, look for an opening request, reasons using both provided sources, and a concluding request.