Find It Faster

Trace a claim through reasons and evidence

4.LF.24 "Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument. a. Make text-based inferences to determine possible reasons for an author's stance."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the author's main claim. Circle one detail that supports the time-saving reason and one that supports the easier-to-find reason, then label them 1 and 2.

A Place for Lost Things

1. At lunch last Tuesday, I saw three blue water bottles left on the tables. By the time their owners came back, the lunchroom was closed. Our school should put a lost-and-found shelf just outside the cafeteria. Students could check it on the way to class. That spot would give forgotten things one easy place to go instead of leaving them scattered around school.

2. A shelf near the cafeteria could also save time. Right now, a student who loses a lunch box may search the office, the gym, and the lunchroom. That search can take time away from recess or reading. With one shelf, students would know where to look first. A teacher could place found items there before the next lunch period, when many students pass by.

3. Some people might worry that a shelf would become a messy pile. We could sort it with two bins, one for bottles and one for other items. This matters because many bottles look alike, and a crowded pile makes finding one harder. I once watched a student walk past her own bottle because it was hidden under a jacket. A simple shelf would make returns easier.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the author want the school to do? Give one detail from the first paragraph that helps explain why.

2. How does the author support the reason that a shelf would save time?

3. Why does the author suggest using two bins? Use a detail from the passage to support your answer.

4. What might be one reason the author cares about lost belongings? Use something the author saw to support your inference.

3 YOUR TURN

Your own words

Suggest a different action the school could take to help students get lost belongings back. Explain how two details from the passage support your idea.

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PART 1 · READ AND MARK

Underline the author's main claim. Circle one detail that supports the time-saving reason and one that supports the easier-to-find reason, then label them 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the author want the school to do? Give one detail from the first paragraph that helps explain why.	**Put a lost-and-found shelf outside the cafeteria. The author saw three bottles left on lunch tables, and their owners could not get back in when they returned.**
2	How does the author support the reason that a shelf would save time?	**A student might have to search the office, gym, and lunchroom, losing time from recess or reading. One shelf would give students a first place to look.**
3	Why does the author suggest using two bins? Use a detail from the passage to support your answer.	**The bins would make items easier to find. Many bottles look alike, and the author saw a student miss her bottle when it was hidden under a jacket.**
4	What might be one reason the author cares about lost belongings? Use something the author saw to support your inference.	**The author may care because they have seen students struggle to get their things back, including a student who walked past her hidden bottle.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should ask students to write their names on water bottles and lunch boxes. The passage says many bottles look alike, so names would help people tell them apart. It also says searching several places takes time away from recess or reading; a name could help someone return a found item without that search.

Accept inferences about the author's stance when students connect them to a specific observation in the passage. For Your Turn, accept a new action other than adding a shelf or bins if two passage details clearly support it.