Make Your Case

A class meeting about a quiet lunch spot

4.LF.41 "Present an opinion orally, sequencing ideas logically and using relevant facts. a. Express appropriate and meaningful responses to questions posed by others."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's opinion, number the three facts that support it in the order they appear, and circle her answers to classmates' questions.

A Quiet Corner at Lunch

1. At our class meeting, I said, "I think we should set up a quiet corner in the cafeteria." Lunch can be loud, and some students want a calmer place to sit. First, our class asked 24 fourth graders where they like to sit at lunch. Fifteen said they would use a quiet corner at least once a week. That tells me there is real interest.

2. Next, a quiet corner would not need new furniture. The cafeteria already has a small table near the far wall that seats four students. Leo asked, "Would everyone have to be quiet at lunch?" I answered, "No. Students could choose that table, and all other tables would stay the same." That way, classmates who enjoy chatting could still talk with friends.

3. Finally, we could try the idea for two weeks before deciding whether to keep it. Ms. Chen said we could use the far table if we leave the walkway clear. Nia asked, "What if more than four students want to sit there?" I answered, "We could take turns on different days." A short test and a fair turn-taking plan would help us see if the corner works.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the speaker's opinion? How does the first fact support it?

2. What fact does the speaker give next? How does it help her case?

3. How does the speaker answer Leo's question about lunch being quiet for everyone?

4. What concern does Nia raise, and how does the speaker respond?

3 YOUR TURN

Your own words

Prepare a short speech about one change you would make to your classroom. State your opinion, give two reasons in order with a checkable fact for each, then write a classmate's question and your direct answer.

ANSWER KEY

Make Your Case

GRADE 4 · 4.LF.41

PART 1 · READ AND MARK

Underline the speaker's opinion, number the three facts that support it in the order they appear, and circle her answers to classmates' questions. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's opinion? How does the first fact support it?	**She thinks the class should set up a quiet corner in the cafeteria. Fifteen of 24 students said they would use one at least once a week, showing interest.**
2	What fact does the speaker give next? How does it help her case?	**The cafeteria has a table near the far wall that seats four. The class could use it without getting new furniture.**
3	How does the speaker answer Leo's question about lunch being quiet for everyone?	**She says students could choose the quiet table, while the other tables would stay the same.**
4	What concern does Nia raise, and how does the speaker respond?	**Nia asks what would happen if more than four students wanted the table. The speaker suggests taking turns on different days.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I think our class should keep a tray of scrap paper for rough drafts. First, a sheet with a blank back gives us room to write without taking a new sheet. Next, a tray would keep those sheets together, so we could find them when we need them. A classmate might ask, "Could we put paper with writing on both sides in the tray?" I would answer, "No, the tray would be for sheets with room left to write."

For the marking job, accept the survey result, the available four-seat table, and Ms. Chen's permission as the three facts. In Part 3, look for an ordered opinion with two relevant, checkable facts and an answer that addresses the classmate's question.