Garden Case

Notice how an opinion writer uses reasons and details to persuade.

3.P.AC.1.a "Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's opinion, circle two reasons that support it, and number one detail that helps the principal picture the garden. These choices help the writer convince the principal.

A Garden for Our School

1. Dear Principal, our school should plant a small garden near the playground. Right now, the empty patch of dirt collects puddles after rain. A garden could turn that soggy spot into a place full of green leaves, red tomatoes, and bright flowers. Students could watch seeds push through the soil and grow taller each week during science class.

2. A garden would help our school in more than one way. Beans, lettuce, and peas can be picked when they are ready. The garden could give the cafeteria fresh food to use in a salad. It could also give birds and helpful insects a safe place to find food and shelter near our school each day.

3. Some people may worry that a garden takes work. That is true, but classes can share the jobs. One class can water on Monday, and another can pull weeds on Tuesday. Families could donate seeds or old tools. If we work together, our garden can make our playground nicer and teach us how plants grow.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's opinion, or claim?

2. Name two reasons the writer gives for planting a garden.

3. Why does the writer call the empty dirt patch a soggy spot and describe bright flowers and red tomatoes?

4. The writer says that some people may worry about the work. How does the writer answer that worry, and why might this help persuade the principal?

3 YOUR TURN

Your own words

Write three sentences to convince your principal to add a reading bench by the library. State your opinion, give two reasons, and use one vivid word that helps readers picture the bench.

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PART 1 · READ AND MARK

Underline the writer's opinion, circle two reasons that support it, and number one detail that helps the principal picture the garden. These choices help the writer convince the principal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's opinion, or claim?	**The school should plant a small garden near the playground.**
2	Name two reasons the writer gives for planting a garden.	**It could give the cafeteria fresh food, and it could give birds and helpful insects food and shelter.**
3	Why does the writer call the empty dirt patch a soggy spot and describe bright flowers and red tomatoes?	**These details help the principal picture how the garden could improve the wet, empty area.**
4	The writer says that some people may worry about the work. How does the writer answer that worry, and why might this help persuade the principal?	**The writer says classes can share jobs and families can donate supplies. This shows that the work can be managed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a reading bench by the library. It would give students a quiet, cozy place to read during recess. The bench could also help friends share books and talk about stories.

Accept a clearly stated opinion, two relevant reasons, and a vivid describing word in the student response. For the passage questions, accept equivalent wording when the answer is supported by the text.