Grow a Strong Argument

Notice how an opinion writer reaches a school audience.

5.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 main request, circle each reason or piece of evidence, and put a star beside the question or direct request to the audience. These choices show how the writer tries to persuade the school community.

A Garden for Our School

1. Our school has an empty, sunny corner beside the playground. It could become a vegetable garden. A garden would give students a place to observe living things instead of only reading about them. Imagine measuring a bean plant each week, noticing its leaves, and tasting a pea you helped grow. Our principal and families should help us turn this unused space into a garden.

2. The project would not need a huge budget. Seeds are inexpensive, and many families already have tools or clean containers they could donate. Students could make a watering schedule and use rain barrels only where local rules allow. The U.S. Department of Agriculture reports that children are more likely to try fruits and vegetables when they help grow them. A garden could strengthen science lessons and lunch choices.

3. Some people may worry that a garden will be too much work. Yet a small garden, cared for by rotating classes and volunteers, can begin with just a few beds. Why leave a bright patch of ground empty when it can become an outdoor classroom? Principal Rivera, please invite students, families, and teachers to plan a garden meeting this month. Together, we can grow food, skills, and responsibility.

2 ANSWER WITH EVIDENCE

Use the passage

1. What action does the writer want the principal and families to take? How does naming these people help the writer's purpose?

2. Which detail helps student readers picture themselves using the garden? Explain how this detail could affect students.

3. How does the information from the U.S. Department of Agriculture support the writer's claim?

4. How does the writer answer the concern that a garden would be too much work? Why might this persuade the audience?

3 YOUR TURN

Your own words

Write a 3-sentence message asking your principal to support one school improvement. State your claim, give one specific reason, and include a question that makes the principal think.

ANSWER KEY

Grow a Strong Argument

GRADE 5 · 5.P.AC.1.a

PART 1 · READ AND MARK

Underline the writer's main request, circle each reason or piece of evidence, and put a star beside the question or direct request to the audience. These choices show how the writer tries to persuade the school community. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What action does the writer want the principal and families to take? How does naming these people help the writer's purpose?	**The writer wants them to help create a school garden. Naming the principal and families directs the request to people who can approve, plan, donate, or volunteer.**
2	Which detail helps student readers picture themselves using the garden? Explain how this detail could affect students.	**The detail about measuring a bean plant, noticing leaves, and tasting a pea helps students imagine taking part in the garden. It can make the idea feel interesting and real.**
3	How does the information from the U.S. Department of Agriculture support the writer's claim?	**It gives evidence that children may be more willing to try fruits and vegetables when they help grow them. This supports the idea that the garden could improve lunch choices.**
4	How does the writer answer the concern that a garden would be too much work? Why might this persuade the audience?	**The writer says a small garden can start with a few beds and be cared for by rotating classes and volunteers. This makes the project seem manageable.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Rivera, please add a covered bike rack near the front door. It would keep bicycles dry and make it easier for more students to ride to school. Why should students leave their bikes in the rain when a simple rack could protect them?

Accept reasonable answers that identify the writer's claim, supporting reasons or evidence, audience, and persuasive effects. For Part 3, check for three sentences, a clear request, a specific reason, and a relevant question.