Grow an Argument

Notice how a writer builds an opinion with reasons, a response to a concern, and vivid details.

5.T.T.3 "Opinion Techniques: Explain, analyze, and use opinion techniques to shape understandings."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's opinion and reasons. Circle one vivid detail, and put a star beside the sentence that answers a concern.

A Garden for Our School

1. Our school should turn the empty corner near the playground into a small garden. Right now, the space collects weeds and litter. A garden could give students a calm place to observe insects, measure plants, and eat vegetables they helped grow. Instead of seeing a forgotten patch of dirt, we could see a living outdoor classroom.

2. Some people may worry that a garden would cost too much or take time from learning. Those concerns matter, but families could donate seeds, and classes could care for one small section at a time. Growing plants is not time away from learning. It is hands-on science, math, reading, and teamwork, all in one useful project.

3. Picture arriving at school and noticing bright bean vines, buzzing bees, and signs made by student scientists. This image helps us imagine what the garden could add to our day. The principal should ask students and families to plan the garden this spring. By working together, we can change an unused space into something that teaches and feeds us.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's main opinion?

2. How does the contrast between “weeds and litter” and “a living outdoor classroom” shape the reader's view of the garden idea?

3. What concern does the writer mention in paragraph 2, and how does the writer answer it?

4. Which vivid details in paragraph 3 help the reader imagine the garden, and what feeling do they create?

3 YOUR TURN

Your own words

Write a three-sentence opinion asking the school to add a water refill station near the gym. State your opinion, give a detailed reason, and answer one possible concern.

ANSWER KEY

Grow an Argument

GRADE 5 · 5.T.T.3

PART 1 · READ AND MARK

Underline the writer's opinion and reasons. Circle one vivid detail, and put a star beside the sentence that answers a concern. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main opinion?	**The school should turn the empty corner near the playground into a small garden.**
2	How does the contrast between "weeds and litter" and "a living outdoor classroom" shape the reader's view of the garden idea?	**It makes the current space seem neglected and makes the garden seem useful and positive.**
3	What concern does the writer mention in paragraph 2, and how does the writer answer it?	**The writer says a garden might cost too much or take time from learning. The writer says families could donate seeds, classes could share care, and gardening teaches several subjects.**
4	Which vivid details in paragraph 3 help the reader imagine the garden, and what feeling do they create?	**"Bright bean vines," "buzzing bees," and signs made by student scientists make the garden seem lively, interesting, and inviting.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water refill station near the gym. Students could fill reusable bottles after running, which would cut down on plastic bottles in trash cans. Although a station costs money, a local business or parent group could help pay for it.

Accept responses that identify the claim, reasons, concern, response, and vivid details from the passage. For Part 3, accept a clear opinion with a relevant detailed reason and a realistic response to a concern.