Reasons in Groups

Notice how a writer groups details to support an opinion.

5.W.1.c "Use an organizational structure to group related ideas that support the purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the main reason in each paragraph, then circle two details that support it. Notice how the writer keeps related ideas together.

A Corner for Games

1 Our school should set up a board game corner during lunch. It would give students an easy way to meet others. After eating, a student who feels left out could join a short game. Players can learn one another's names as they take turns. A game corner would help lunch feel welcoming, especially for students who are new to the school.

2 Board games also give students a fun way to practice useful skills. In a word game, players must explain their choices so teammates understand them. In a strategy game, players make a plan and change it when a move does not work. These skills matter in class projects, too. The corner would make part of lunch both playful and thoughtful.

3 Finally, a game corner could start without expensive supplies. Families might donate games they no longer use, and students could make simple paper game boards. A small group of volunteers could check that each box has its pieces before putting it away. We could test the corner one day a week at first. With a simple plan, our school can make lunchtime more welcoming and useful.

2 ANSWER WITH EVIDENCE

Use the passage

1. What reason does the first paragraph focus on? Give one detail that supports it.

2. Why do the word game and strategy game examples belong in the same paragraph?

3. Which paragraph would best fit this new detail: “Students could keep the games in a labeled bin”? Explain your choice.

4. How does each paragraph add a different reason for starting a game corner? Name the reason in each paragraph.

3 YOUR TURN

Your own words

Choose a different change you want at school. Write one paragraph with your opinion and two reasons for it. Put at least one supporting detail right after each reason.

ANSWER KEY

Reasons in Groups

GRADE 5 · 5.W.1.c

PART 1 · READ AND MARK

Underline the main reason in each paragraph, then circle two details that support it. Notice how the writer keeps related ideas together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What reason does the first paragraph focus on? Give one detail that supports it.	**The corner would help students meet others. Players could learn one another's names as they take turns.**
2	Why do the word game and strategy game examples belong in the same paragraph?	**Both show useful skills students can practice through board games. One involves explaining choices, and the other involves planning and changing a plan.**
3	Which paragraph would best fit this new detail: "Students could keep the games in a labeled bin"? Explain your choice.	**The third paragraph. The labeled bin is another simple way to set up and care for the game corner.**
4	How does each paragraph add a different reason for starting a game corner? Name the reason in each paragraph.	**The first paragraph explains how the corner could help students meet others. The second explains how games could help students practice skills. The third explains how the corner could start with simple supplies and a plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should put a small book exchange shelf near the library. First, it would help students find new books to read. A student could leave a finished book and choose one that a classmate enjoyed. The shelf could also keep usable books out of the trash. Students could place books they have outgrown there instead of throwing them away. A book exchange would offer more reading choices while giving old books another use.

Accept different wording when students correctly identify each paragraph's reason and connect it to a supporting detail. In Part 3, look for a different school change and two reasons, each followed by a related detail.