The Second Side

Read an opinion, then write one of your own.

C.4.1 "Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's opinion and the two reasons introduced by "First" and "Also." Circle one detail that supports each reason.

Try a Second-Side Paper Tray

1. Should our class keep a tray for paper with one blank side? I think we should. When we write a first draft, we often change words before making a final copy. A sheet with a blank back still has room for those changes. Keeping that paper in one easy-to-find tray would give us a useful place to start.

2. First, a paper tray would help us use each sheet more fully. If a page has writing on only one side, its other side can hold a spelling practice list or a quick math check. A label on the tray could say, "Blank side up." That would help us see which pages are ready to use without searching through the bin.

3. Also, the tray could make clean-up simpler. Instead of tossing every used page into the recycling bin, we could place pages with blank backs in the tray and recycle pages that are full. This gives each kind of paper a clear spot. For these reasons, I think our class should try a second-side paper tray for one month.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first paragraph introduce the topic and state the writer's opinion?

2. What detail supports the reason that the tray would help the class use each sheet more fully?

3. How does the writer support the reason that the tray could make clean-up simpler?

4. How does the final sentence bring the opinion to a close? Use words from the passage in your answer.

3 YOUR TURN

Your own words

Should your class hold a book swap once a month? Write one paragraph that states your opinion, gives two reasons with a specific detail for each, uses transitions, and ends with a conclusion.

ANSWER KEY

The Second Side

GRADE 4 · C.4.1

PART 1 · READ AND MARK

Underline the writer's opinion and the two reasons introduced by "First" and "Also." Circle one detail that supports each reason. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph introduce the topic and state the writer's opinion?	**It asks about keeping a tray for paper with one blank side, then says, "I think we should."**
2	What detail supports the reason that the tray would help the class use each sheet more fully?	**The blank side of a page could hold a spelling practice list or a quick math check.**
3	How does the writer support the reason that the tray could make clean-up simpler?	**Pages with blank backs would go in the tray, while full pages would go in the recycling bin.**
4	How does the final sentence bring the opinion to a close? Use words from the passage in your answer.	**"For these reasons" points back to the reasons, and the writer repeats the opinion that the class should try the tray.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class should hold a book swap once a month. First, students could bring books they are ready to share, so classmates could find stories new to them. For example, someone who has finished a mystery could trade it for a comic. Also, sharing books lets a book be read by more than one person instead of sitting unused on a shelf. We could sort the books by story type to make choosing easier. For these reasons, a monthly book swap would give our class more ways to read.

For the marking job, accept the stated opinion, the reasons about fuller use and simpler clean-up, and a matching detail for each reason. For the writing task, accept either opinion if the paragraph includes two supported reasons, transitions, and a conclusion.