

Rack Up Reasons

Read a model opinion and notice how its reasons are organized.

CCSS.ELA-Literacy.W.4.1a "Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This school example is fictional. Underline the opinion sentence. Write 1 beside the group about protecting bikes and 2 beside the group about keeping the entrance clear. Circle a detail that supports each group.

A Dry Place for Bikes

- ① Our school should add a covered bike rack near the front entrance. Many students and staff ride bikes, but rain can leave seats and handlebars wet. A covered rack would give bicycles a dry place during storms. It would also show that our school supports students who choose a healthy way to travel each day.
- ② First, a covered rack could help riders keep their bikes in better condition. Water can rust some metal parts over time, and wet seats are uncomfortable. When bikes are protected from rain and snow, families may spend less money replacing damaged parts. This reason matters because a bike rack should protect the bicycles parked there.
- ③ Second, the rack could make the entrance safer and neater. Without enough spaces, bicycles may lean against walls or sit near walkways. A larger, covered rack would give each bike a clear spot. Students and visitors could move through the entrance more easily. For these reasons, the school should place a covered bike rack near the front entrance.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What topic does the writer introduce in the first paragraph?

2 What is the writer's opinion?

3 What group of ideas supports the opinion in the second paragraph?

4 How are the reasons organized in the passage?

3 YOUR TURN

Your own words

Write a 130-160-word, three-paragraph opinion about a school change. Introduce the topic and your opinion in paragraph 1. Group related supporting details in paragraph 2 and a different group in paragraph 3. Use real observations or label imagined examples.

Group your reasons

Choose two different reason groups. Give each group its own paragraph with related details. Leave a blank line between paragraphs and check that both groups support your opinion.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

This school example is fictional. Underline the opinion sentence. Write 1 beside the group about protecting bikes and 2 beside the group about keeping the entrance clear. Circle a detail that supports each group. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What topic does the writer introduce in the first paragraph?	Adding a covered bike rack near the front entrance.
2	What is the writer's opinion?	The school should add a covered bike rack near the front entrance.
3	What group of ideas supports the opinion in the second paragraph?	A covered rack would protect bikes from rain and snow, helping keep them in better condition and reducing damage.
4	How are the reasons organized in the passage?	The second paragraph gives reasons about protecting bicycles, and the third paragraph gives reasons about making the entrance safer and neater.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Opinion piece: Imagine a classroom where all the shared books sit in one large box. Our class should replace that box with labeled book bins. Labels such as Animals, Adventures, and Poems would show what each bin holds. This small change could make the collection easier to use.

First, the bins could help readers choose books. A child who wants an animal book could start at the Animals bin instead of searching through everything. Picture labels beside the words could help readers find a topic quickly. Students could spend more of reading time with a book they want.

Second, the bins could help our class keep the collection organized. After reading, students could return a book to its matching bin. We could check the labels together when a book seems out of place. Clear homes for the books would make cleanup simpler.

TEACHER ASSESSMENT NOTES

Require a clear topic and opinion in paragraph 1, then two distinct reason groups developed with related details in paragraphs 2 and 3. Accept varied school changes; examples should be observed or labeled as imagined. The model's first group concerns finding a book; the second concerns returning and organizing books. It describes an imagined classroom and possible benefits, not measured results. Require three real paragraphs and 130-160 words; 24 full writing lines allow handwriting and paragraph gaps. For the reading, group 1 is bike protection and group 2 is a clear, organized entrance. A cover addresses rain exposure; additional rack spaces address bike placement. Neither benefit alone proves the other.