

# Reasons and Evidence the Author Uses

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10



## Quick Review

A good author gives REASONS for an opinion and supports each reason with EVIDENCE—facts, numbers, expert quotes, or examples. Ask: "What is the author's point? What proof do they give?"

### PART 1 — READ

Read the passage. Then answer the questions.

## Why Schools Should Have Recess Twice a Day

Many schools now give students only one short recess each day. Some have no recess at all. This is a mistake. Schools should give every elementary student at least two recess breaks each day, because recess helps students learn better, stay healthy, and get along with each other.

First, recess helps students learn. In 2013, researchers at the American Academy of Pediatrics studied classrooms across the country. They found that students who had two recess breaks paid better attention in the afternoon than students who had only one. Dr. Olga Jarrett, a researcher in Georgia, explained it simply: "After a short break, a young brain is ready to focus again." An example from a school in Texas supports this point. After a school called Eagle Mountain Elementary added a second recess, teachers reported that students could solve math problems faster in the afternoon.

Second, recess keeps students healthy. The Centers for Disease Control recommends that children get at least 60 minutes of physical activity each day. For students who do not play sports, recess may be their only chance to run, jump, and climb. In a 2016 survey, more than 80 percent of pediatricians said that more recess would help reduce childhood weight problems. These numbers show that recess is not just fun—it is a health need.

Third, recess helps students get along. On the playground, kids must take turns, share equipment, and solve their own arguments. A teacher in Ohio, Mr. Davis, has watched second graders for fifteen years. He says, "Most of the friendships in my class begin on the swings, not in the classroom." When children practice these skills early, they bring them back into the classroom. For all of these reasons—better learning, better health, and better friendships—schools should bring back two recess breaks every day.

### PART 2 — PRACTICE

Read the article. Then answer each question about the author's reasons and evidence.



1. What is the author's MAIN CLAIM in this article?
  - A. Schools should let students design their own recess games.
  - B. Schools should give every elementary student at least two recess breaks each day.
  - C. Schools should remove all recess from the school day.
  - D. Schools should give recess only to students who play sports.
2. How many MAIN REASONS does the author give to support the claim?
  - A. One
  - B. Two
  - C. Four
  - D. Three
3. Which sentence states a REASON (not evidence)?
  - A. "Recess helps students get along."
  - B. "In 2013, researchers at the American Academy of Pediatrics studied classrooms across the country."
  - C. "More than 80 percent of pediatricians said that more recess would help."
  - D. "Eagle Mountain Elementary added a second recess."
4. Which evidence does the author use to support the reason that recess helps LEARNING?
  - A. The CDC recommendation about 60 minutes of activity
  - B. Mr. Davis's quote about friendships on the swings
  - C. A 2013 study AND an example from Eagle Mountain Elementary
  - D. A 2016 survey of pediatricians
5. Which type of evidence is Dr. Olga Jarrett's quote?
  - A. A statistic (a number)
  - B. An expert opinion
  - C. A personal story from a student
  - D. A guess from the author
6. Which sentence is a STATISTIC used as evidence?
  - A. "Recess is not just fun—it is a health need."
  - B. "Most of the friendships in my class begin on the swings, not in the classroom."
  - C. "This is a mistake."
  - D. "More than 80 percent of pediatricians said that more recess would help reduce childhood weight problems."



- 7. Which piece of evidence supports the reason that recess helps students GET ALONG?
  - A. Mr. Davis's example: "Most of the friendships in my class begin on the swings."
  - B. The 2013 study about afternoon attention
  - C. The CDC recommendation about 60 minutes of activity
  - D. The Eagle Mountain Elementary math example
- 8. Why does the author include BOTH a research study AND a real school example to support the same reason?
  - A. Because every essay must have at least two pieces of evidence
  - B. Because the author was not sure the study was real
  - C. Because combining different kinds of evidence makes the argument stronger
  - D. Because the study and the example say opposite things
- 9. Pick ONE of the three reasons. Quote a piece of evidence the author uses to support it, and explain why that evidence is convincing.  
  
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- 10. Which sentence from the article is an OPINION rather than evidence?
  - A. "In 2013, researchers studied classrooms across the country."
  - B. "This is a mistake."
  - C. "More than 80 percent of pediatricians said that more recess would help."
  - D. "The CDC recommends that children get at least 60 minutes of physical activity each day."



## Answer Keys

- 1  A  B  C  D
- 2  A  B  C  D
- 3  A  B  C  D
- 4  A  B  C  D
- 5  A  B  C  D

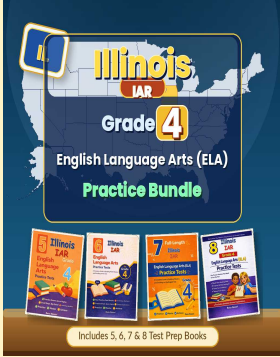
- 6  A  B  C  D
- 7  A  B  C  D
- 8  A  B  C  D
- 9
- 10  A  B  C  D

### Explanations

<b>1. B</b>	The author states B directly in paragraph 1. A sounds reasonable but the article never argues this. C is the opposite of the author's view. D is a partial idea (sports/health are mentioned) but the author argues for ALL students.
<b>2. D</b>	The author lists three: learning, health, friendships. A and B undercount the reasons. C overcounts — readers who add "the CDC recommends 60 minutes" as a fourth reason are mistaking EVIDENCE for a reason.
<b>3. A</b>	A reason explains WHY in a general way. A is a reason. B describes a STUDY (evidence). C is a STATISTIC (evidence). D is an EXAMPLE (evidence).
<b>4. C</b>	Paragraph 2 uses a study and a school example to support learning. A supports HEALTH. B supports FRIENDSHIPS. D also supports health, not learning — a classic detail-from-wrong-paragraph trap.
<b>5. B</b>	Dr. Jarrett is a researcher; her quote is expert testimony. A would be a percent or count. C would come from a student, not a researcher. D would be the author's own opinion.
<b>6. D</b>	80 percent is a number — a statistic. A is the author's CONCLUSION about that statistic. B is an expert quote (not a number). C is the author's opinion phrase.
<b>7. A</b>	Mr. Davis's example fits friendships. B supports learning. C supports health. D also supports learning. Picking any other choice is a detail-from-wrong-paragraph error.
<b>8. C</b>	Mixing kinds of evidence (research + example) strengthens an argument. A is a made-up rule. B insults the author with no support. D contradicts the text — both pieces of evidence point the same way.
<b>9.</b>	<b>Answer:</b> Sample answers: (1) Health — "more than 80 percent of pediatricians said that more recess would help reduce childhood weight problems." Convincing because pediatricians are doctors who study children, so a high percent agreeing is strong proof. (2) Learning — Eagle Mountain Elementary's teachers "reported that students could solve math problems faster in the afternoon" after adding a second recess. Convincing because it is a real result from a real school. (3) Friendships — Mr. Davis says, "Most of the friendships in my class begin on the swings." Convincing because a teacher who has watched students for fifteen years is an experienced expert. NOT acceptable: quoting the author's opinions ("This is a mistake.") as evidence, or pairing a quote with the WRONG reason. Strong answers name one of the three reasons, quote matching evidence, and explain why the evidence type (statistic, expert opinion, example) is convincing. Reject mismatches or opinion-as-evidence.
<b>10. B</b>	Calling something "a mistake" is the author's judgment, not a measurable fact. A is a study (evidence). C is a statistic. D is a recommendation that can be checked.



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