

Opinion Writing with Logically Ordered Reasons

Name: _____

Date: _____

Score: ____ / 10



Quick Review

A Grade 5 opinion piece (1) introduces the topic and states a clear position, (2) supports the position with LOGICALLY ORDERED reasons backed by facts, (3) links opinion and reasons with phrases like *consequently*, *specifically*, *furthermore*, *for this reason*, and (4) ends with a strong concluding statement that does more than restate the opinion.

PART 1 — READ

Read the passage. Then answer the questions.

Student draft - Why Our Cafeteria Should Offer a Salad Bar

Our cafeteria should add a daily salad bar because it would help students eat better, cut food waste, and give kids more choice at lunch. Right now, the menu repeats the same five hot meals every week, and many trays come back half full. A salad bar would change that.

First, fresh vegetables would improve student health. Specifically, doctors recommend that fifth graders eat at least two cups of vegetables a day, but most of us eat far less. A salad bar would put carrots, peppers, and leafy greens within easy reach. Furthermore, students who help build their own meals are more likely to actually eat them.

Second, a salad bar would cut waste. Last month, the kitchen reported that 38% of the cooked vegetables on the line were thrown out. When students serve themselves, they take only what they will eat. Consequently, the school would spend less money on food that ends up in the trash. For these reasons, a salad bar is a smart, healthy change our cafeteria should make this year.

PART 2 — PRACTICE

Use the student draft below to answer the items. Choose the BEST option or write a careful response.

- Which sentence states the writer's MAIN OPINION?
 - Right now, the menu repeats the same five hot meals every week, and many trays come back half full.
 - Our cafeteria should add a daily salad bar because it would help students eat better, cut food waste, and give kids more choice at lunch.
 - Last month, the kitchen reported that 38% of the cooked vegetables on the line were thrown out.
 - Furthermore, students who help build their own meals are more likely to actually eat them.



2. Which BEST describes the LOGICAL ORDER of the two body reasons?
 - A. The reasons move from a personal benefit (health) to a school-wide benefit (less waste/cost).
 - B. The reasons are arranged from least important to most important.
 - C. The reasons are arranged in time order, from morning to afternoon.
 - D. The reasons are arranged from most expensive to least expensive.
3. Which linking word from the draft signals a CAUSE-AND-EFFECT result?
 - A. Specifically,
 - B. Furthermore,
 - C. Consequently,
 - D. Second,
4. Read this sentence from the draft: *A salad bar would put carrots, peppers, and leafy greens within easy reach.* Which revision adds the STRONGEST supporting detail without changing the meaning?
 - A. A salad bar would put carrots, peppers, and leafy greens, plus other things, within easy reach of students.
 - B. A salad bar, which is something many schools have, would put fresh vegetables right where students can grab them.
 - C. A salad bar would basically put a whole bunch of really good vegetables somewhere students could see them and reach them too.
 - D. A salad bar would put more than ten fresh vegetables - including carrots, peppers, spinach, and cherry tomatoes - within an arm's reach of every tray.
5. Which sentence would be the WEAKEST support because it states an OPINION rather than a verifiable fact?
 - A. The kitchen reported that 38% of cooked vegetables on the line were thrown out last month.
 - B. Salads are the tastiest and healthiest lunch any school could ever serve.
 - C. Three nearby elementary schools have offered salad bars for over five years.
 - D. The CDC recommends two cups of vegetables a day for children ages 9 to 13.
6. Which sentence would be the STRONGEST CONCLUSION for this opinion piece?
 - A. For these reasons, a salad bar is a smart, healthy change our cafeteria should make this year.
 - B. There are many ideas about cafeteria food, and people see lunch differently.
 - C. A salad bar might be one possible thing the school could maybe try sometime soon.
 - D. The first salad bars in U.S. schools appeared in California in the 1990s.
7. The writer wants to add this sentence to paragraph 2: *In our class survey, 22 of 26 students said they would try a salad bar at least twice a week.* Where does it BEST fit the logic of the draft?
 - A. At the very beginning of the introduction, before the thesis.
 - B. Inside paragraph 3, where the writer talks about cost and waste.
 - C. Inside paragraph 2, as evidence that students would actually use the salad bar.
 - D. At the end of the conclusion, after the final restatement.



8. Which revision of the underlined phrase in *A salad bar would change that* makes the writing CLEARER for the reader?

- A. A salad bar would change it.
- B. A salad bar, in my opinion, would probably change a lot of things.
- C. A salad bar would totally change everything about lunch for everybody.
- D. A salad bar would change those repetitive menus and wasted trays.

9. Write a CLEAR OPINION sentence (1 sentence) about a change you would like to see at your school. Begin with **I believe** or **Our school should**.

10. Write TWO reasons for the opinion you wrote above, ORDERED from a personal benefit to a school-wide benefit. Use a different linking word for each (consequently, specifically, furthermore, for this reason).



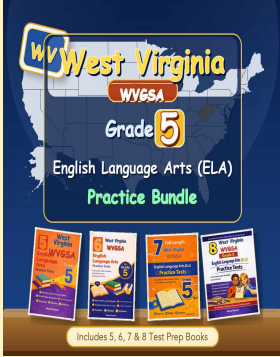
Answer Keys

<p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p>
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Explanations	
1. B	B is the THESIS - it names the topic, states a clear position, and previews the three reasons. A is background. C is supporting evidence. D is a follow-up reason, not the main opinion.
2. A	A names the actual structure: paragraph 2 is about students' health (personal), paragraph 3 is about school-wide waste and cost. B, C, and D describe orderings the draft does not use.
3. C	<i>Consequently</i> introduces a result of what was just stated. <i>Specifically</i> narrows to an example, <i>Furthermore</i> adds another point, and <i>Second</i> simply marks order.
4. D	D adds a SPECIFIC, countable detail (more than ten vegetables, named examples) without padding. A adds vague filler (plus other things). B adds an off-topic aside. C replaces precise words with vague intensifiers (basically, a whole bunch).
5. B	Strong opinion writing supports its position with FACTS, not more opinions. B uses judgment words (tastiest, any school could ever serve) that cannot be checked. A, C, and D are verifiable facts.
6. A	A restates the position firmly and connects back to the reasons - the job of an opinion conclusion. B is neutral (fits an informative piece, not opinion). C hedges and weakens the stance. D is an off-topic historical fact.
7. C	Paragraph 2 argues that students would eat from the salad bar; a survey showing students want it directly supports that claim. A buries the thesis. B is about waste/cost, not student interest. D adds new evidence after the closing - bad placement.
8. D	Replacing the vague pronoun <i>that</i> with the specific nouns it refers to (repetitive menus and wasted trays) makes the connection clear. A is just as vague. C exaggerates. B adds hedges that weaken the claim.
9.	Answer: Examples: (1) I believe our school should give every fifth grader 25 minutes of recess after lunch. (2) Our school should let students choose one elective class each trimester. (3) I believe our school should replace one fluorescent light per classroom with a window-style lamp. Accept any single sentence that (a) names a clear topic and (b) states a position. NOT acceptable: a question, a fact-only sentence, or a balanced sentence that takes no side.
10.	Answer: Example for opinion 'Our school should give every fifth grader 25 minutes of recess after lunch': Specifically, fifth graders need movement to focus during long afternoon blocks. Furthermore, longer recess would cut down on indoor behavior issues, which would mean fewer classroom interruptions for the whole school. Accept any two reasons that (a) actually support the opinion, (b) move from personal to school-wide, and (c) use TWO different linking words from the list. NOT acceptable: two reasons with the same linking word, two reasons in reverse order, or one reason restated twice.



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