

for **YOUR TURN 2** page 232

Fact and Opinion

DIRECTIONS Use the graphic organizer below to list facts and opinions from “The U.S. Has a Garbage Crisis.”

- Re-read the essay, and look for clue words that signal facts. In the first column of the chart below, write three sentences that contain facts. Circle the clue words in each sentence. Under each sentence, explain how you can tell it contains a fact.
- Read the essay again, and look for clue words that signal opinions. In the second column of the chart, write three sentences that contain opinions. Circle the clue words in each sentence. Under each sentence, explain how you can tell it contains an opinion.

▶ Facts	▶ Opinions
Sentence 1: Explanation:	
Sentence 2: Explanation:	
Sentence 3: Explanation:	

Fact and Opinion

DIRECTIONS Use the graphic organizer to list facts and opinions from the passage below.

- Read the following passage, and look for clue words that signal facts. In the first column of the chart below, write three sentences that contain facts. Circle the clue words in each sentence. Under each sentence, explain how you can tell it contains a fact.
- Read the passage again, and look for clue words that signal opinions. In the second column of the chart, write three sentences that contain opinions. Circle the clue words in each sentence. Under each sentence, explain how you can tell it contains an opinion.

Longer Lunches—NOW!

Ready, set, GO! Grab your sandwich, take huge gulps, wash it down with milk, and get back to class. At most schools, students must speed through lunch in 15 minutes flat. I believe it's time to lengthen school lunchtime.

The allotted time for school lunch is usually 30 minutes. Statistics show, however, that it takes 10 to 12 minutes for students to drop off books at their lockers, get to the cafeteria, and pass through the lunch line. Students at the end of the line often have to eat lunch in 10 minutes

or less. One of the worst things is that students do not even have time to stop at the restroom after lunch.

Many adults have at least one hour to eat lunch. Why should it be different for young people? It shouldn't be! In this area, students should receive the same treatment as adults. They should be allowed to enjoy their food, have time to digest it, and have time to prepare for class after lunch. Lengthening lunchtime is the perfect solution!

▶ Facts	▶ Opinions
Sentence 1:	
Explanation:	
Sentence 2:	
Explanation:	
Sentence 3:	
Explanation:	

- Use with **Your Turn 2** on page 232 of the Pupil's Edition for class or small-group work on the Reading Skill.
- This transparency appears as a blackline master on page 139 of this book.

Fact and Opinion

▶ Facts	▶ Opinions
Sentence 1:	
Explanation:	
Sentence 2:	
Explanation:	
Sentence 3:	
Explanation:	

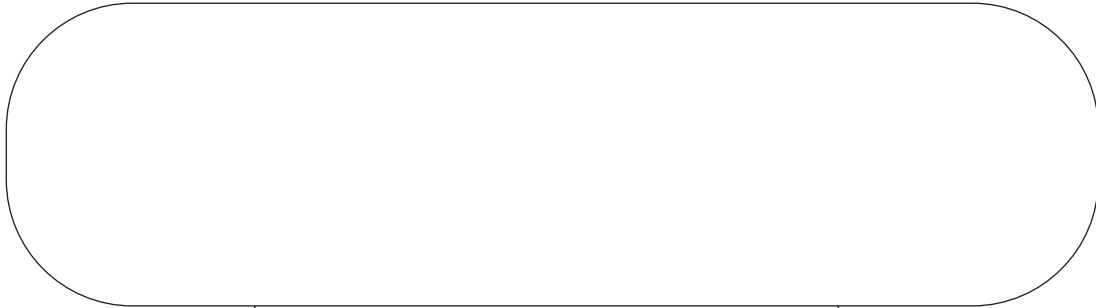
for **YOUR TURN 3** page 234

Reasons and Evidence

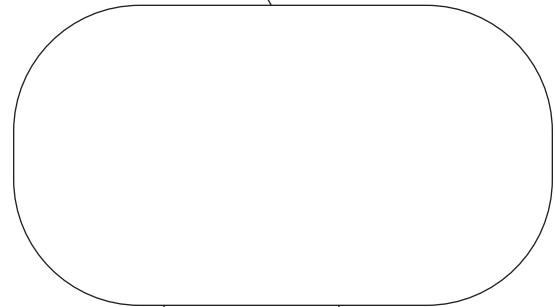
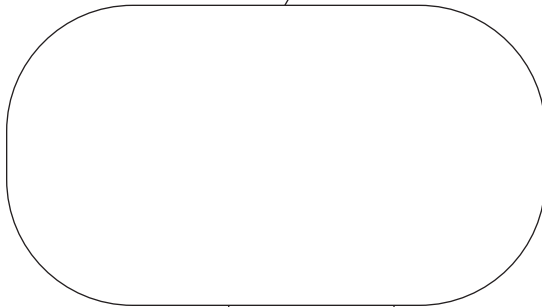
DIRECTIONS Re-read “The U.S. Has a Garbage Crisis.” In the graphic organizer below, identify the writer’s opinion statement, the reasons that support the opinion statement, and the evidence that supports each reason.

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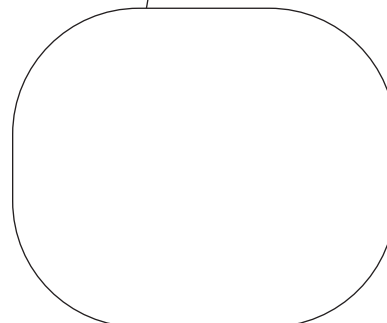
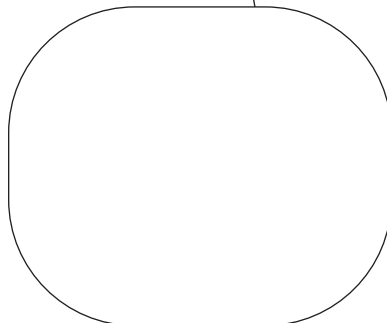
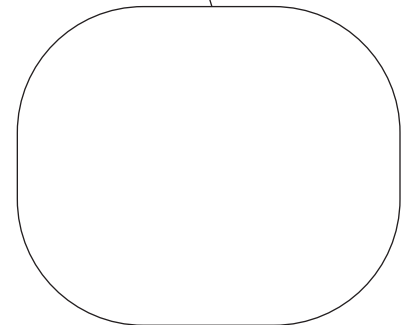
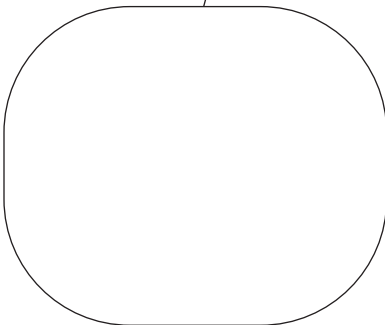
OPINION STATEMENT



REASONS



EVIDENCE
(facts and examples)



Reasons and Evidence

DIRECTIONS Read the following passage. Then, complete the graphic organizer below to identify the writer's opinion statement, the reasons that support the opinion statement, and the evidence that supports each reason.

A Project Worth Doing

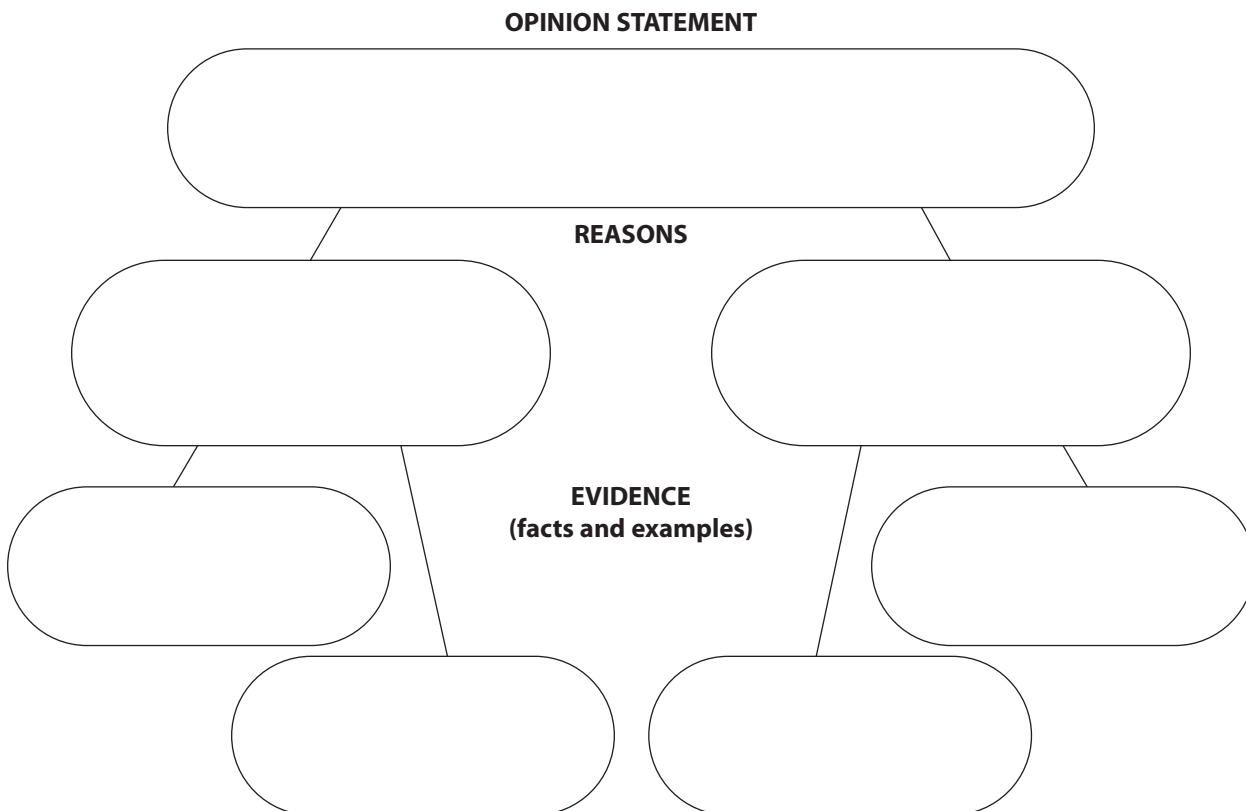
As students enter the local middle school's grounds every morning, they gather with groups of friends and stand around outside. Students are allowed to enter the cafeteria only if they eat or if the weather is bad. Additionally, the gym is open only to students on school teams. Some students arrive at school as early as thirty minutes before classes begin. The school should provide an outside basketball court and picnic tables so students who must wait outside can exercise or sit at tables before they enter the school building.

An outdoor basketball court would allow all students the opportunity to be active before classes begin. Teachers on duty could oversee games and make sure everyone has

an opportunity to play. This type of activity before class would help stimulate students' brains and keep them awake.

Picnic tables on the school's grounds would provide places for students to put their backpacks, study for tests, and even play games. The current situation is terrible. If you look around the school every morning, you see books on the ground, students sitting on the ground, and papers spilling out of backpacks.

This project could be sponsored with bake sales, and picnic tables could be made in shop classes at the high school. Adding a basketball court and picnic tables to the school grounds would cost little but would have great benefits for all students.



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Reasons and Evidence

OPINION STATEMENT

REASONS

EVIDENCE (facts and examples)

Dictionary and Thesaurus

DIRECTIONS Use a dictionary and a thesaurus to define the italicized words below and to find a common synonym for each.

- | ▶ STEP 1: If the word has more than one definition, select the one that makes sense in the context of the sentence. | ▶ Synonym |
|--|------------------|
| ▶ STEP 2: Write the correct definition in the blank. | |
| 1. I would <i>appreciate</i> the chance to make my case in person. | |
| 2. We are asking the city to <i>appropriate</i> funds to build a new park. | |
| 3. The <i>bureau</i> in charge of safety should pass out pamphlets about poisons. | |
| 4. The school needs new rules about student <i>conduct</i> . | |
| 5. A need for more equipment is the <i>foundation</i> of our request for money. | |
| 6. Our group believes that the Loch Ness monster is more than just a silly <i>legend</i> . | |
| 7. Residents expect the politician to keep her <i>oath</i> to improve education. | |
| 8. I am writing to <i>protest</i> new development along the river. | |
| 9. The <i>reservoir</i> of funds should be used to paint the recreation center. | |
| 10. <i>Routine</i> acts of kindness are the best way to show people we care. | |

Answering Questions About Fact and Opinion

DIRECTIONS Read each passage carefully, and then answer the questions. Use the steps in **Thinking It Through** on page 236.

PASSAGE A

GUIDED PRACTICE

Break the Clothing Bias

In an effort to allow students to express themselves, the school uniform policy at Rivercrest Academy was dropped five years ago. Since then, discipline problems have increased and grades have fallen. I believe that if the school requires uniforms again, students' attitudes about behavior and schoolwork will improve.

Sandra Blinn, a guidance counselor at Rivercrest, has collected data that support this claim. During the five most recent years in which uniforms were required, seventy-six office referrals occurred, and 84 percent of the student population was on the A/B honor roll. Blinn discovered that office referrals have increased 30 percent in the five years since the uniform policy was dropped. In addition, only 73 percent of the student population made the

A/B honor roll. These numbers should not be ignored.

Student behavior and grades are not the only considerations. Buying regular clothing stretches some families' budgets. According to a representative from the community mall, a stylish school outfit can cost as much as one hundred dollars. She added that a school uniform costs half that amount.

Let's not forget how teens compare themselves with one another, especially when it comes to clothing. Returning to uniforms will reduce the discomfort some students experience.

Students can express themselves in ways that are much more important than how they dress. Let's put the focus back where it belongs by having students wear school uniforms again.

ANALYZE

Which is a **FACT** expressed in the passage?

- A More students had office referrals when uniforms were worn.
- B Returning to uniforms will make students feel better about themselves.
- C Fewer students have made the A/B honor roll since regular clothing has been permitted.
- D Students can express themselves in ways that are more important than clothing.

This passage asks you to locate a fact expressed in the passage.

- A *is incorrect: Office referrals have increased since uniforms have been discontinued.*
- B *is incorrect: This is an opinion. It cannot be proven.*
- C *is the best answer: Fewer students have made the honor roll since the dress code changed.*
- D *is incorrect: This is an opinion. It cannot be proven.*

- 1 This passage addresses the issue of —
- A the advantages of wearing regular clothing to school
 - B the personal advantages of wearing uniforms to school
 - C the academic and personal advantages of school uniforms
 - D the dangers of students expressing themselves
- 2 The writer’s OPINION is that —
- F wearing a uniform has a positive impact on behavior and grades
 - G wearing a uniform is less expensive than wearing regular clothing
 - H students should not express themselves
 - J students want to wear uniforms
- 3 In the second paragraph, the writer mentions office referrals and the honor roll to —
- A state her opinion
 - B describe how smart students are
 - C tell a story
 - D provide statistics
- 4 In this passage, the word discomfort means
- F bad feeling
 - G pride
 - H safety
 - J anger

PASSAGE B**INDEPENDENT PRACTICE****Cleaning Up Our Act**

Take a walk through City Park some Sunday evening. You’ll be amazed at the amount of trash left by people who used the park during the weekend. A cleanup program that involves close monitoring of the park, serious penalties for littering, and volunteer work by community groups would reduce the amount of trash in the park.

The city should station “rangers” in the park to stop people from littering. The rangers should have the power to ask people to throw away their garbage, and they should wear badges on their clothing so that they can be recognized.

The city also should fine those who litter. People think twice about littering when they

know they will have to pay a lot of money if they get caught. In neighboring cities, fines for littering range from one hundred to five hundred dollars.

For the third part of the program, the city should ask community groups to volunteer to pick up trash in the park. This would give people a chance to make the city a better place to live. It also would encourage people not to litter so that their fellow citizens would not have to clean up after them.

With so many people cleaning up, fewer would be likely to litter. City Park could once again be a beautiful place to picnic with our families, take strolls, and gather for outdoor sports. It is time to clean up our act at City Park!

- 5** Which statement most clearly expresses the writer's **OPINION**?
- A** There is trash in City Park on Sundays.
 - B** A cleanup program would reduce the amount of trash in the park.
 - C** Some people forget to throw away trash.
 - D** Litter in parks is a national concern.
- 6** In this passage, the word involves means —
- F** includes
 - G** confuses
 - H** leaves out
 - J** litters
- 7** According to the passage, how would rangers help the park?
- A** Rangers would wear badges.
 - B** Rangers would volunteer to pick up trash in the park.
 - C** Rangers would be in the park only on Sundays.
 - D** Rangers would stop people from littering.
- 8** Which is a **FACT** expressed in the passage?
- F** People would be amazed by the amount of litter in the park.
 - G** In nearby cities, fines for littering can be as high as five hundred dollars.
 - H** People in neighboring cities do not litter.
 - J** People like to picnic at City Park.
- 9** When the writer looks at City Park, he or she probably feels —
- A** proud
 - B** hopeless
 - C** upset
 - D** cheerful
- 10** Which is an **OPINION** expressed in the essay?
- F** People who go on picnics are slobs.
 - G** With less litter, City Park will be a great place to spend time.
 - H** City Park is littered by people from neighboring towns.
 - J** Some places have fines for littering.

Answer Key *(cont.)*

p. 135 | Focus on Word Choice Using Precise Nouns

At 1,245 feet, New York’s Empire State Building is a famous *skyscraper*. Completed during the *Great Depression*, it was the tallest building in the world, boosting the *confidence* of the country. The steel-beam *framework* of tall buildings such as this New York City *landmark* had earlier been used only in the construction of bridges. Today, skyscrapers are part of city *skylines* around the world. Many taller buildings have been built in the United States since 1931, but the Empire State Building remains a symbol of national *prosperity*.

p. 136 | Grammar Link Proofreading: Capitalizing and Punctuating Titles

LIST OF SOURCES A

(Book) Amery, Heather. Mammoth. Milwaukee: Gareth Stevens Pub., 1996.

(Television series) Lost Forever: Extinction of the Woolly Mammoth. WFSB, Findington, S. Dak. 2 Jan. 2000.

(Whole Web site) A Mammoth Place. The Mammoth Site Museum. 4 Jan. 2000. <<http://www.mammothsite.com/mammoth.html>>.

(CD-ROM encyclopedia article) Matthews, William H. III. “Mammoth.” Grolier 1999 Multimedia Encyclopedia. CD-ROM. 1998.

LIST OF SOURCES B

(Movie) Mummies Tell the Best Stories. Stan Sexton, director. Videocassette. World History Education Videos, 1998.

(Television series episode) “The Mummy.” History’s Mysteries. Great Education Network. GRED, New York. 4 Sept. 1999.

(Book chapter) Sinclair, Louise. “Mummies in Their Tombs.” In the Land of Egypt. New York: Wolcott Press, 1995.

(Magazine article) Webster, Donovan. “Valley of the Mummies.” National Geographic. Oct. 1999: 76–87.

(Newspaper article) Witherspoon, Andrew. “Scientists Discover Tomb of Treasures.” New York Globe. 5 Nov. 1999: A13.

p. 137 | Test-Taking Mini-Lesson Writing an Informative Essay

(Choices and responses will vary. A sample response follows.)

Step 1

What does the prompt ask me to do? The prompt asks me to write an essay about someone who has been a mentor to me and explain how he or she has helped me.

Who is my audience? An audience is not specified, so I will write for the person who is my subject.

Step 2

What is the topic for my answer? My older sister has been a mentor to me.

Step 3

What is my connection to the topic?

How my sister has helped me:

1. told me all about middle school
2. helps me with my homework
3. taught me how to swim

Chapter 7

Reading Workshop

p. 139 | Your Turn 2 Fact and Opinion

*(Answers will vary. A sample answer follows.)
Clue words are in boldface.*

FACTS

Sentence 1: Each year Americans throw away **16 billion** disposable diapers, **1.6 billion** pens, and **220 million** tires.

Answer Key

Explanation: The sentence uses numbers that can be proved.

Sentence 2: About **80 percent** of it is now buried in landfills.

Explanation: The sentence uses a number.

Sentence 3: The **Environmental Protection Agency** estimates that **one-half** of the remaining landfills will run out of space and close **within the next five to ten years**.

Explanation: The sentence uses numbers and dates and can be proved by contacting the Environmental Protection Agency.

OPINIONS

Sentence 1: We **have to** change our throwaway lifestyle before we are buried in it.

Explanation: The sentence reflects a person's judgment and cannot be proved.

Sentence 2: Attitudes like hers **must be** changed.

Explanation: The sentence reflects a person's judgment.

Sentence 3: We also **should** buy reusable products rather than things that are used once and thrown away. . . .

Explanation: The sentence reflects a person's judgment.

p. 140 | Your Turn 2: Additional Practice Fact and Opinion

(Answers will vary. A sample answer follows.)
Clue words are in boldface.

FACTS

Sentence 1: The allotted time for school lunch is usually **30 minutes**.

Explanation: The sentence uses a measurement and can be proved true.

Sentence 2: Statistics show, however, that it takes **10 to 12 minutes** for students to drop off books at their lockers, get to the cafeteria, and pass through the lunch line.

Explanation: The sentence uses measurements and can be proved true.

Sentence 3: Students at the end of the line often have to eat lunch in **10 minutes or less**.

Explanation: The sentence uses a measurement and can be proved true.

OPINIONS

Sentence 1: One of the **worst** things is that students do not even have time to stop at the restroom after lunch.

Explanation: The sentence reflects a person's judgment.

Sentence 2: Why **should** it be different for young people? It **shouldn't** be!

Explanation: The sentences reflect a person's judgment.

Sentence 3: Lengthening lunchtime is the **perfect** solution!

Explanation: The sentence reflects a person's judgment and cannot be proved true.

p. 141 | Your Turn 3 Reasons and Evidence

(Answers will vary. A sample answer follows.)

Opinion Statement: We have to change our throwaway lifestyle before we are buried in it.

Reason: We are running out of places to put garbage.

Evidence: The country's 6,000 landfills are becoming full. The Environmental Protection Agency estimates that half of the remaining landfills will run out of space and close within the next five to ten years. New landfills cannot be built.

Reason: Many landfills contain toxic chemicals that can pollute water supplies.

Evidence: In New York City, more than 75 wells had to be closed due to toxic waste poisoning.

Reason: Burning trash is not an acceptable solution.

Evidence: Burning trash pollutes the air and produces leftover ash that must be buried.

Answer Key *(cont.)*

p. 142 | Your Turn 3: Additional Practice Reasons and Evidence

(Answers will vary. A sample answer follows.)

Opinion Statement: The school should provide an outside basketball court and picnic tables so students who must wait outside can exercise or sit at tables before they enter the school building.

Reason: An outdoor basketball court would allow all students the opportunity to be active before classes begin.

Evidence: This type of activity before class would help stimulate students' brains and keep them awake.

Reason: Picnic tables on the school's grounds would provide places for students to put their backpacks, study for tests, and even play games.

Evidence: Without tables, books are put on the ground, students sit on the ground, and papers fall out of backpacks.

p. 143 | Vocabulary Mini-Lesson Dictionary and Thesaurus

(Correct definitions and synonyms follow.)

1. *appreciate*—to feel gratitude; value
2. *appropriate*—to set apart for a certain purpose; apply
3. *bureau*—a government department; agency
4. *conduct*—the way one behaves; behavior
5. *foundation*—the basis for something; reason
6. *legend*—a story handed down from the past; myth
7. *oath*—a promise or declaration; pledge
8. *protest*—to speak strongly against; object
9. *reservoir*—a large supply; store
10. *routine*—ordinary; common

p. 144 | Test-Taking Mini-Lesson Answering Questions About Fact and Opinion

- | | |
|------|-------|
| 1. C | 6. F |
| 2. F | 7. D |
| 3. D | 8. G |
| 4. F | 9. C |
| 5. B | 10. G |

Writing Workshop

p. 147 | Your Turn 4 Prewriting: An Issue and an Opinion Statement

(Answers will vary.)

p. 148 | Your Turn 5 Prewriting: Considering Audience and Purpose

(Answers will vary.)

p. 149 | Critical Thinking Mini-Lesson Understanding Your Audience

(Answers will vary.)

p. 150 | Your Turn 6 Prewriting: Developing Reasons and Evidence

(Student charts will vary.)

p. 151 | Your Turn 7 Prewriting: Choose and Focus a Call to Action

(Answers will vary.)

p. 152 | Writing Prompts: Persuasive Letter

(Choices and responses will vary. Students should write a coherent, well-organized, thoughtful persuasive letter.)