Reading Homework: Point/Counterpoint

Date due ____________________________

**Fluency: Repeated Reading**
Practice reading the attached article three times.

<table>
<thead>
<tr>
<th>Reading #</th>
<th>Date</th>
<th>Parent initial and comments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
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**Wide reading: Independent Reading**
Complete at least three tasks from the chart below.

<table>
<thead>
<tr>
<th>Read 20 minutes in your independent reading book</th>
<th>Read 20 minutes in your independent reading book</th>
<th>Read a nonfiction book for 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow directions for making something</td>
<td>Read the opinion section of a newspaper.</td>
<td>Read 20 minutes in your independent reading book</td>
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<td>I made</td>
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<td>Read aloud to a younger child.</td>
<td>Read 20 minutes in your independent reading book</td>
<td>Your own idea! Ask your teacher about an idea that you would like to do.</td>
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</tbody>
</table>

**Vocabulary**
1. Read and study the attached vocabulary words.
2. Complete the Vocabulary Practice pages.

**Comprehension**
Answer the questions.
Point/Counterpoint

One common form of persuasive writing is a kind of article called point/counterpoint. In this kind of article, two writers argue different sides of the same issue. Readers get to see different positions and perspectives and make their own decisions about the topic.

Is Daylight Savings Time worthwhile?

Every year, people spring ahead and fall back, changing their clocks in the fall and spring. But is this worth the time and effort?

We should keep Daylight Savings Time

by L. Shapiro

During Daylight Savings Time, we get an extra hour of daylight in the evening. This is desirable for many reasons.

Kids get more time to play outside. After a long day of school, kids need time outdoors. Daylight Savings Time gives kids this outdoor time. Kids can spend more time riding bikes, playing tag, and exercising instead of sitting motionlessly in front of a television.

Daylight Savings Time is also important for outdoor sports. People like to attend sports events in the evening. With Daylight Savings Time, people can enjoy more sports.

Daylight Savings Time is important for everyone. We need to keep springing forward and falling back!

No more Daylight Savings Time

by M. Stewart

Daylight Savings Time is a waste of time and money. Every year, people have to waste their time to change their clocks forward and back. This is not useful and keeps people from working efficiently.

In addition, people have trouble getting used to Daylight Savings Time. There are more accidents and illnesses during the week after Daylight Savings Time begins.

Extra time to play or go to sporting events is not worth it. Daylight Savings Time is no longer a good idea. Let's not spring ahead or fall back anymore!
Point/Counterpoint
Comprehension Questions

1. Which sentence summarizes L. Shapiro's position?
   A. Daylight Savings Time should be ended.
   B. Point/counterpoint is a way to show multiple viewpoints.
   C. We should keep Daylight Savings Time.
   D. Kids can spend more time outside with Daylight Savings Time.

2. Which detail from "No More Daylight Savings Time" is a fact?
   A. Daylight Savings Time is a waste of time and money.
   B. Extra time to play or go to sporting events is not worth it.
   C. Daylight Savings Time is no longer a good idea.
   D. There are more accidents and illnesses during the week after Daylight Savings Time begins.

3. "No More Daylight Savings Time" could be improved by:
   A. Stating the position more clearly.
   B. Using more facts, reasons, and examples to support the writer's position.
   C. Using better spelling and punctuation.
   D. Using more dialogue to support the writer's position.

4. Which sentence uses the suffix -ly in the same way that it is used in efficiently?
   A. sly
   B. quickly
   C. bully
   D. family

5. What makes a point/counterpoint different from other forms of persuasive writing?
   A. A point/counterpoint includes two different positions on a topic.
   B. A point/counterpoint includes a clearly stated position.
   C. A point/counterpoint includes facts, reasons, and examples.
   D. A point/counterpoint tries to convince a reader to do something.
counterpoint: (noun) An opposing view.

position: (noun) A writer's opinion on a topic.

perspective: (noun) A viewpoint; a way of seeing something.

efficiently: (adverb) Doing something in a quick and time-effective way; not wasting time.

desirable: (adjective) Wanted.

Use the words from above to complete the sentences.

1. The student wrote an interesting ________________ to the teacher's position that recess was too long.

2. We did the dishes as ________________ as we could so that we could have more time to play outside.

3. Mint condition baseball cards are ________________ to collectors.

4. In art class, we learned how to identify the ________________ in a painting.

5. The principal's ________________ was clear: There would be no more field trips to the zoo.

You will need to add or change endings for these sentences.

6. The new factory was much more ________________ than the old one.

7. The students did not ________________ more homework.

8. When we explored the topic from multiple ________________, we could see why everyone was upset.
Focus on suffixes and roots

The word __________________________ has the suffix -ly. In this word, the suffix shows that the meaning is “in an efficient way.” Create three more examples of words that have the -ly suffix.

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<thead>
<tr>
<th>Word</th>
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The word __________________________ has the suffix -able. This suffix means “able to be”. Create three more examples of words that have the -able suffix.

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The word __________________________ has the root “spect”. This root means “to see or watch”. Look at the other words with this root and write their meanings.

<table>
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</thead>
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<tr>
<td>spectator</td>
<td>someone who ____________ a game or event</td>
</tr>
<tr>
<td>inspect</td>
<td>to look inside something to ______ it carefully</td>
</tr>
<tr>
<td>spectacles</td>
<td>things you wear on your face to help you</td>
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</tbody>
</table>
In a piece of persuasive text, writers support positions with facts, reasons, and examples. You can take apart a writer's position by examining the evidence that they present.

Choose one of the positions from the text. Then, analyze the evidence that supports the claim.

Claim: ____________________________

______________________________

______________________________

Evidence: _________________________

______________________________

______________________________

Evidence: _________________________

______________________________

______________________________
Open-Ended Response

In the "Point/Counterpoint" text, which author do you think provided the best evidence to support their claim? Use specific details from the text to support your analysis.