Name _____ Date _____

An Author's Points, Reasons and Evidence: Should Recess Be Longer?

Directions: Read what one author thinks about recess. Look for the support behind each point as you answer.

Should Recess Be Longer?

At some schools, recess is over almost before it starts. Ten minutes go by, a whistle blows, and the class lines up. Schools like these should make recess longer. Each student should get no less than 20 minutes of free play each day.

The first reason is health. The nation's health experts say that young people need at least an hour of active play and movement each day. Students sit for most of the school day, so recess is one of their few chances to run, climb and jump. The CDC, which guards the nation's health, and a national group of gym teachers both call for a daily recess of 20 minutes or more.

The second reason is learning. Minds need rest just as legs do. In 2026, a large group of children's doctors said that students of any age come back from a break calmer and more able to pay attention. A study from 2009 points the same way. It looked at about 11,000 children in third grade. Those who got over 15 minutes of recess a day earned higher behavior ratings from their teachers than those who got less.

The third reason is friendship. On the playground, students pick their own games. They have to share the ball, agree on rules and make peace on their own.

Some people say that a longer recess steals time from lessons. But a class that cannot sit still is not learning much. Twenty minutes outside can make the next hour of class worth more.

1. What is the main idea that the author of "Should Recess Be Longer?" argues for?
   A. Recess matters more than any lesson a class can have.
   B. A recess that is too short ought to be stretched to 20 minutes or more.
   C. Students should spend most of the school day playing outside.
   D. Some schools give students only ten minutes of recess.

2. The author gives three reasons for a longer recess. Match each reason to the support the author gives for it. Two of the choices will not be used.

Write the letter of the matching answer on each line.

1. _____ health
2. _____ learning
3. _____ friendship

A. Third graders with more recess earned higher behavior ratings.
B. Students who play outside sleep better at night.
C. Students pick their own games.
D. Teachers use recess to plan their lessons.
E. Students sit for most of the school day.

3. The author says that a break helps students learn. Which detail does the author give to support this point?

A. The doctors said students return from a break more able to pay attention.
B. The doctors said recess should not be taken away to punish a student.
C. The doctors said recess helps students hold on to what they have just been taught.
D. The CDC says recess can help students remember and focus.

4. Some people say that a longer recess steals time from lessons. How does the author answer them?

A. A class learns more in the hour after a real break.
B. Recess can double as extra reading time on most days.
C. Schools in other countries have shorter days and do fine.
D. Most lessons run longer than students really need them to.

5. The author uses a study of third graders for support. Which two details in the passage come from that study? Select two.

☐ A. ten minutes of recess
☐ B. a daily recess of 20 minutes or more
☐ C. about 11,000 students
☐ D. over 15 minutes of recess a day
☐ E. a report made in 2026

6. Recess is good for the body, in the author's view. Which detail does the passage give about how much young people should move?

A. They need at least an hour of active play and movement each day.
B. Recess is a set part of the school day for moving and playing.
C. Schools can help students get enough daily movement.
D. The movement should be brisk, not just a slow walk.

7. Why does the author begin with a recess that lasts only ten minutes?

A. to show that students waste recess by lining up
B. to prove that most schools have a recess of ten minutes
C. to give the rule that schools must follow
D. to show the problem that the passage goes on to argue against