Choose a Lunch Club Schedule

Write a claim with two reasons, relevant evidence, and explanations

Name: _____ Date: _____

Part 1: Read the evidence and plan

School issue: Should Riverbend Middle School's Lunch Club meet **two days each week** or **one day each week** next month? Read the fictional classroom evidence packet below. These are made-up instructional records, not real research.

Evidence packet - Riverbend Lunch Club planning file

Label	Source and information
A	**Club attendance log**, Ms. Chen, adviser, April 4: 26 students attended Tuesday; 24 attended Thursday.
B	**Student availability check**, Student Council, April 3: Of 40 club members, 28 marked that they could attend two lunch meetings; 12 marked that they could attend only one.
C	**Custodian schedule note**, Mr. Davis, April 2: The library can be cleaned after either Tuesday or Thursday Lunch Club. A second meeting would require setting out chairs twice.
D	**Club project list**, Lunch Club officers, April 4: The club plans a book drive, poster-making, and a thank-you-card project next month.
E	**Member preference check**, Student Council, April 3: Of 40 members, 25 chose one weekly meeting as their preferred schedule; 15 chose two weekly meetings.

Plan before you draft. Pick one position. Then name exactly two reasons. Choose **one evidence label** for Reason 1 and a **different evidence label** for Reason 2. Explain how each selected detail supports your reason.

My position	Reason 1	Evidence label and detail	How it supports Reason 1

Reason 2	Different evidence label and detail	How it supports Reason 2

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Part 2: Write your argument

Write one original argument for your position. Include: (1) a clear claim about one or two meetings, (2) **Reason 1** with evidence from one packet label and an explanation, and (3) **Reason 2** with evidence from a different packet label and an explanation. Name the evidence labels in your writing. End with a sentence that restates or strengthens your claim.

Quick check: I stated a position. [ ] I used two different labels. [ ] I explained both pieces of evidence. [ ]

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Teaching notes and planner key

Materials: One student worksheet per student; pencils; optional highlighters. No external sources are needed. The evidence packet is a clearly labeled fictional classroom simulation.

Exact setup: Print the two student pages in order. Give each student both pages face down. Place pencils and optional highlighters at tables. Tell students to turn to Part 1 only. Allow about 12 minutes for reading and planning, then about 18 minutes for drafting on Part 2.

Teaching script: “Today you will make a decision about one school schedule. Both positions can be supported. In the packet, labels A through E identify evidence. First choose your position. Next, write exactly two reasons. For each reason, select one detail from the packet. Your two evidence labels must be different. Do not just list a fact: explain how that fact supports your reason. Then write an argument in your own words.”

Observation method: During planning, use a roster. Mark P if the student has a position, R if two separate reasons are named, E if two different evidence labels are selected, and X if each evidence choice has an explanation. During drafting, listen for students who repeat evidence without explaining it; prompt only, “How does that detail support your reason?” Do not tell a student which position to choose or which evidence to use.

Item 1 - planner scoring: Accept either position. Full planning evidence: a position; two distinguishable reasons; two different labels; and an explanation connected to each selected detail.

Possible evidence connections: Two meetings: A for attendance at both existing meetings, B for the 28 members able to attend two meetings, or D for time to complete several projects. One meeting: C for avoiding a second chair setup or E for the preference of 25 members. A student may make another logical connection, but the evidence must directly support the stated reason.

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Draft key and scoring rubric

Item 2 - sample response, two meetings: Riverbend Middle School's Lunch Club should meet two days each week next month. First, many members can attend both meetings. In evidence B, 28 of the 40 members marked that they could attend two lunch meetings. This shows that a two-day schedule would work for many club members. Second, the club has several projects to complete. Evidence D lists a book drive, poster-making, and thank-you cards. Two meetings would give members more time to organize and finish those projects. The club should meet twice because many members are available and the group has several tasks.

Also acceptable sample response, one meeting: Lunch Club should meet one day each week. First, evidence E says that 25 of the 40 members preferred one weekly meeting. Choosing one meeting would follow the preference selected by most members in the check. Second, evidence C says that a second meeting would require chairs to be set out twice. Meeting once would avoid the extra chair setup. The club should meet once because most members preferred that schedule and it requires less setup.

Draft rubric, 8 points:

Criterion	Points
Clear claim choosing one or two meetings	2
Two distinct reasons	2
Two relevant packet details from different labels	2
Explanation of how each detail supports its reason	2

Accept either supported position. For a one-meeting argument, C and E are independently relevant sources. Minor grammar errors do not reduce these argument-skill points.

Source credit: All student evidence is original fictional instructional content created for this worksheet; no outside source or URL is used.