

Lunch Beyond Walls

Study how an argument builds a claim, reasons, evidence, and a response to concerns.

6.11.C "compose multi-paragraph argumentative texts using genre characteristics and craft; and"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is a model argument, not a report of an existing school program. Underline the central claim, circle supporting evidence or examples, and write R beside each reason. Distinguish general evidence from a claim about this proposed program.

A Courtyard Lunch Option

- ① Students should be allowed to use the school courtyard during lunch when the weather is safe. At many schools, lunch takes place only in a crowded cafeteria. A courtyard gives students fresh air, room to move, and a calmer place to talk. This change would not replace the cafeteria. Instead, it would give students a choice. Schools already supervise students at recess, so adults can use similar routines to supervise a nearby courtyard during lunch period.
- ② A courtyard could also offer space for supervised physical activity. CDC's Benefits of Physical Activity explains that moderate-to-vigorous activity can benefit thinking in children ages 6 to 13. That general finding does not prove that merely sitting outside improves learning. A school could offer a walking option and test whether the space works in practice. During a one-month pilot, staff could record attendance, behavior concerns and cleanup needs. These local records would help evaluate the operation of the proposal, not establish its effect on learning.
- ③ Some people may worry that outdoor lunch would be noisy or leave extra trash. These concerns deserve a plan, not a quick rejection. Teachers could set clear boundaries, require students to throw away food, and close the courtyard when rain or extreme heat makes it unsafe. A few staff members could rotate supervision, just as they do for other school spaces. By testing the idea carefully, the school can offer a useful choice while protecting safety and cleanliness. The principal should begin a courtyard lunch pilot this semester.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the writer's central claim?

2 Name one reason for courtyard lunch and a supporting detail. What limit does paragraph 2 place on its use of CDC evidence?

3 How does each paragraph help develop the argument?

4 What concern does the writer acknowledge, and how does the writer respond to it?

3 YOUR TURN

Your own words

Choose a different change that would improve your school. Write a 120 to 160 word argument in three paragraphs that states a clear claim, gives at least two reasons with a concrete example or evidence for each reason, and answers one possible concern.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

This is a model argument, not a report of an existing school program. Underline the central claim, circle supporting evidence or examples, and write R beside each reason. Distinguish general evidence from a claim about this proposed program. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's central claim?	Students should be allowed to use the school courtyard during lunch when the weather is safe.
2	Name one reason for courtyard lunch and a supporting detail. What limit does paragraph 2 place on its use of CDC evidence?	The courtyard could offer a place for supervised activity. CDC describes benefits of physical activity, but this does not prove a benefit from merely sitting outside or from this particular lunch program. The school still needs a local evaluation.
3	How does each paragraph help develop the argument?	Paragraph 1 introduces a choice and the claim. Paragraph 2 adds a reason, qualified evidence and a pilot. Paragraph 3 addresses objections and requests action.
4	What concern does the writer acknowledge, and how does the writer respond to it?	The writer acknowledges concerns about noise and trash. The writer responds with boundaries, cleanup rules, weather closures, and rotating adult supervision.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should create a ten-minute reading break after second period. Students often move from one demanding class to another without time to settle. A short, quiet break would let students read a book, article, or class handout and prepare their minds for the next lesson.

Reading breaks could support concentration. For example, students who finish an assignment early could choose a text instead of distracting classmates. A second benefit would be regular time to work toward personal reading goals. For example, readers could set weekly page targets and record their progress. Because the break would happen at the same time each day, students would know exactly what to do.

Some people may say that losing ten minutes would slow learning. However, teachers could shorten the break on testing days, and calmer students may use class time more wisely. The school should try the reading break for six weeks and ask students and teachers whether it helps.

Require three paragraphs, 120-160 words, a claim, two relevant reasons with support for each, and a response to a concern. The model's examples describe possible uses, not measured outcomes. CDC, Benefits of Physical Activity, December 4, 2025: <https://www.cdc.gov/physical-activity-basics/benefits/> (Immediate benefits). The child-specific activity finding is general evidence, not proof that courtyard lunch improves learning. Accept other supported reasons and qualified interpretations.