Lunchroom Choice Plan

Study how a writer builds a clear, organized argument.

5.W.1.C "Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's opinion, circle each reason that supports it, and number the practical details that explain how the plan could work. These parts show how a persuasive piece uses reasons and facts in logical groups.

A Quiet Corner at Lunch

(1) Our school should add a quiet reading corner to the cafeteria. At lunch, some students want to talk, but others need a calmer place to read, draw, or finish schoolwork. The unused space beside the windows could hold a small shelf, two tables, and a few chairs. Students could use the corner during lunch without changing anyone else's choices.

(2) First, a reading corner would give students a useful choice on rainy days, when the playground is closed. Students could borrow a book before lunch or bring their own reading material. Second, the corner could make lunchtime easier for students who are sensitive to noise. They could sit near the windows while still eating with the same lunch schedule as everyone else.

(3) The plan is practical because it uses space the cafeteria already has. The principal could ask the librarian for donated older magazines or books that are no longer needed in the library collection. Student volunteers could help label the shelf and keep chairs tidy. Adding this corner would support quiet students without taking away the lively lunch area that other students enjoy.

2 ANSWER WITH EVIDENCE

Use the passage

1. What change does the writer want the school to make?

2. What are two reasons the writer gives for adding the reading corner?

3. Which detail shows that the writer thinks the plan would be practical? Explain how the detail supports the opinion.

4. How does the writer organize the argument across the three paragraphs?

3 YOUR TURN

Your own words

Write a 5-6 sentence persuasive paragraph asking the principal to improve recess or lunch in one way. State your opinion first, give two reasons, include one specific fact or detail, and end by telling what the principal should do.

ANSWER KEY

Lunchroom Choice Plan

GRADE 5 · 5.W.1.C

PART 1 · READ AND MARK

Underline the writer's opinion, circle each reason that supports it, and number the practical details that explain how the plan could work. These parts show how a persuasive piece uses reasons and facts in logical groups. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What change does the writer want the school to make?	**The writer wants the school to add a quiet reading corner to the cafeteria.**
2	What are two reasons the writer gives for adding the reading corner?	**It would give students a useful choice on rainy days, and it would make lunchtime easier for students who are sensitive to noise.**
3	Which detail shows that the writer thinks the plan would be practical? Explain how the detail supports the opinion.	**The plan uses unused space beside the cafeteria windows, so it does not require creating a new room. Other acceptable details include using donated older library materials or student volunteers.**
4	How does the writer organize the argument across the three paragraphs?	**The first paragraph states the opinion and describes the idea. The second paragraph gives two reasons. The third paragraph explains how the plan could work and restates why it would help.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water-bottle refill station near the playground. Students run and play at recess, so they need easy access to drinking water. A refill station lets students fill reusable bottles instead of using disposable cups. It would also reduce lines at the indoor fountain. The station could be placed near the playground door for quick use. The principal should include a refill station in the next school improvement plan.

Accept equivalent wording when students identify the claim, reasons, and practical supporting details from the passage. For the open response, look for a clear position, two related reasons, at least one specific supporting detail, and logical order.