**Name That Paragraph Structure!**

* Underline the key claim in the paragraph.
* Highlight the evidence in blue.
* Highlight the commentary in yellow.
* In the box next to each paragraph, put a “B” for **block organization** or an “A” for **alternating organization**.

|  |  |
| --- | --- |
| **Organization****A or B?** | **Argument Paragraph** |
|  | **From the blog of Karen Le Billon, author of *French Kids Eat Everything***Learning doesn’t stop in the lunchroom, in my opinion. If we are giving our children a short lunch break, we are teaching them that food is an inconvenience, and eating is an interruption in the day. We encourage them to gobble their food, when the research shows that eating more slowly is healthier. In fact, the French spend longer eating, but eat less–in part because that ‘fullness feeling’ (satiety signal) needs about 20 minutes to get from your stomach to your brain. But the French also spend longer eating because they believe that it’s important to teach kids to eat well – it’s a life skill, like reading. |
|  | **from “Our Schools’ Sweet Tooth,” by Emily Ventura and Michael Goran***The Los Angeles Times* March 2, 2011A few straightforward changes to the [school lunch] menus would lead to considerable reductions in sugar intake. Removing the chocolate milk from breakfast and lunch could mean a reduction of 4 teaspoons per day per child, which adds up to nearly a gallon of sugar per child over the course of the school year. However, politics related to federal funding make such seemingly simple changes more difficult. If the district took away chocolate milk and kids decided not to drink the plain milk, it could lead to reduced funding from the USDA. For the district to receive federal reimbursement for meals, students may not decline more than one item at breakfast or more than two items at lunch. Though technically students may skip the milk altogether and the district would still be reimbursed, chocolate milk is one of the most popular items and helps to ensure student participation — and hence funding. |