Cart Clues

Use words and numbers to judge a school plan.

CCSS.ELA-Literacy.CCRA.SL.2 "Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail from the table, the sign, and a spoken message that helps explain the share cart. Circle the sentence that uses more than one source to make a decision.

The Share Cart Test

1 At Riverside School, a student Green Team studied lunch waste for one week. Each day, team members weighed unopened food left on trays. They also listened to a cafeteria worker, Ms. Chen, who said, "Most sealed milk cartons are still safe to share." Their results appear in the table. On Friday, the principal announced the school would test a share cart near the exit during the following week for students who wanted a drink later.

UNOPENED FOOD LEFT ON TRAYS, BEFORE CART TEST

Day	Items
Monday	18
Tuesday	14
Wednesday	16
Thursday	15
Friday	17

2 On Monday, the Green Team placed a bright sign above the cart. The sign showed a drawing of a milk carton and the words, "Take one if you will use it." During lunch, team member Luis told students over the intercom, "The cart is for unopened food, not trash." At the end of the day, volunteers counted 13 items taken from the cart. They recorded cartons, apples, and sealed yogurt cups on a clipboard nearby.

3 On Thursday, Ms. Chen spoke to the team again. She said the cart worked best when students heard the reminder before lunch. The team compared her comment with its records. Thursday had 20 items placed in the cart and 16 items taken, the highest number taken that week. The principal used both the counts and Ms. Chen's spoken observation to decide that the cart should stay. Next, the team planned to make the sign easier to read from the lunch line.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which day in the table had the most unopened items left on trays? How many items were there?

2. On Thursday, how many more items were placed in the cart than were taken from it?

3. What did Luis's oral message add to the information on the sign?

4. What two kinds of information did the principal use to decide that the cart should stay?

3 YOUR TURN

Your own words

Write exactly three sentences recommending one way the school could make the share cart more useful. Include one number from the cart records and one idea from either Ms. Chen or Luis.

ANSWER KEY

Cart Clues

GRADES K-12 · CCRA.SL.2

PART 1 · READ AND MARK

Underline one detail from the table, the sign, and a spoken message that helps explain the share cart. Circle the sentence that uses more than one source to make a decision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which day in the table had the most unopened items left on trays? How many items were there?	**Monday had the most, with 18 items.**
2	On Thursday, how many more items were placed in the cart than were taken from it?	**4 more items were placed in the cart than were taken.**
3	What did Luis's oral message add to the information on the sign?	**The sign told students to take an item if they would use it. Luis explained that only unopened food belonged in the cart, not trash.**
4	What two kinds of information did the principal use to decide that the cart should stay?	**The principal used the item counts and Ms. Chen's spoken observation about reminders before lunch.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The school should announce the cart before lunch each day. On Thursday, students took 16 items from the cart, the highest number that week. Ms. Chen said reminders help the cart work best.

Accept recommendations supported by one accurate number from the passage and an accurate idea from Ms. Chen or Luis. The recommendation may differ from the sample if it connects the evidence to a practical action.