Tray Choice Impact

Analyze how sentence patterns guide a school audience.

6.P.AC.1.c "Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the longest sentence and circle the shortest sentence in each paragraph. Box every sentence that directly tells students what to do, then use your marks to notice how the writer guides readers.

The Lunch Tray Test

1. At the end of lunch, the cafeteria floor looks calm, but the trash cans tell another story. Uneaten apples, sealed milk cartons, and unopened snack packs pile up beside used napkins. Food that students take but do not eat can no longer feed anyone. It becomes waste. Our school can reduce that waste by paying attention before lunch begins and by making careful choices at the serving line. Small decisions, repeated by many people, can keep a surprising amount of food out of the bin.

2. Before choosing a lunch, pause for a moment and think about what you will actually finish. If you want fruit but are unsure about the pear, choose slices from the share table when your cafeteria offers them. Take only the foods you plan to eat. You can return for more if your school allows it. Save unopened items that are safe to share, following your school's rules. Look at your tray before you leave. One quick check can stop a carton or package from becoming trash.

3. Some students may worry that taking less food will leave them hungry. That is why planning matters. Check the menu at home or at school before lunchtime, especially on days when a new meal is offered. Then decide which foods you want most. Try one unfamiliar item if you are curious, but do not fill your tray with foods you expect to toss away. The goal is not to eat too little. The goal is to take a meal you can enjoy and finish.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what effect does the very short sentence "It becomes waste." have on student readers? How does it support the author's purpose?

2. How does the long sentence in paragraph 2 beginning "If you want fruit" help the student audience understand the author's message?

3. Why does the author use commands such as "Take only the foods you plan to eat" and "Look at your tray before you leave"?

4. In paragraph 3, the author repeats the sentence pattern "The goal is." What idea does this repetition emphasize, and how might it affect readers?

3 YOUR TURN

Your own words

Write a three-sentence message that encourages students to save water at school. Include one long sentence that gives a reason, one short sentence for emphasis, and one command. Then write one sentence explaining how your sentence choices affect your audience.

ANSWER KEY

Tray Choice Impact

GRADE 6 · 6.P.AC.1.c

PART 1 · READ AND MARK

Underline the longest sentence and circle the shortest sentence in each paragraph. Box every sentence that directly tells students what to do, then use your marks to notice how the writer guides readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what effect does the very short sentence "It becomes waste." have on student readers? How does it support the author's purpose?	**Its short length makes the result of uneaten food clear and serious. It emphasizes waste and supports the purpose of persuading students to make careful lunch choices.**
2	How does the long sentence in paragraph 2 beginning "If you want fruit" help the student audience understand the author's message?	**The sentence gives a specific possible situation and a practical choice. Its details help students see how they can take food they are likely to eat.**
3	Why does the author use commands such as "Take only the foods you plan to eat" and "Look at your tray before you leave"?	**Commands speak directly to students and tell them specific actions to take. They support the purpose of reducing food waste at school.**
4	In paragraph 3, the author repeats the sentence pattern "The goal is." What idea does this repetition emphasize, and how might it affect readers?	**It emphasizes that students should not eat too little, but should choose food they can finish. The repetition makes the main idea memorable and reassuring.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Because clean water takes energy to pump and treat, fill your bottle only as much as you will drink. Every drop counts. Turn off the faucet tightly after washing your hands. The long sentence gives a reason, the short sentence stresses the idea, and the command tells students exactly what to do.

Accept answers that connect a specific sentence structure or syntax choice to its effect on student readers and to the purpose of reducing lunch waste. For the writing task, accept varied water-saving ideas if the response includes the required sentence types and a reasonable explanation of audience effect.