

Evidence Before Action

Use evidence to make and explain a school decision.

6.P.EICC.2.b "Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail that builds knowledge, one that helps compare evidence, and one that shares the recommendation. Number them 1, 2, and 3 to show how information can lead to an informed decision.

A Better Way to Refill

- ① When Roosevelt Middle School considered adding refill stations, the Green Team first needed facts. Students counted trash after lunch for five days and found 186 empty plastic drink bottles. A survey of 120 students showed that 78 students brought a reusable bottle at least once that week, but many said the two existing fountains had lines. The team learned that a station with a bottle-filling spout could make refilling faster. These observations gave the group a clearer picture of waste, habits, and access to water.
- ② Next, the team compared two kinds of information. The district maintenance guide listed the cost of a refill station and explained that filters must be changed on a schedule. A city water report showed that local tap water is tested for safety. The students made a table with columns for cost, maintenance, and student use. Making the table helped them compare evidence instead of relying on a catchy advertisement. They also practiced asking whether each source was connected to the question they needed to answer.
- ③ After reviewing the table, the Green Team recommended one refill station near the cafeteria, where most bottles had been found. They chose this plan because the audit showed lunchtime waste and the survey showed that students already used reusable bottles. In a short message to the principal, they included the bottle count, the survey result, and the maintenance need. Sharing these details let the principal see how the recommendation came from evidence. The principal approved a pilot station and asked the team to track its use for one month.

2 ANSWER WITH EVIDENCE Use the passage

1 Which two findings gave the Green Team knowledge about both bottle waste and students' refill habits?

2 How did the team's table help them make a stronger decision?

3 What did the Green Team recommend, and which two pieces of evidence supported that recommendation?

4 How did the team share information so the principal could evaluate its recommendation?

3 YOUR TURN Your own words

Imagine the pilot station has been used for one month. Write exactly three sentences telling the principal what the team should measure, what decision the results could guide, and how the team should share the results. Use two details from the passage as evidence.

PART 1 • READ AND MARK

Underline one detail that builds knowledge, one that helps compare evidence, and one that shares the recommendation. Number them 1, 2, and 3 to show how information can lead to an informed decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two findings gave the Green Team knowledge about both bottle waste and students' refill habits?	The five-day trash count found 186 empty plastic bottles, and the survey showed that 78 of 120 students brought a reusable bottle at least once that week.
2	How did the team's table help them make a stronger decision?	The table helped them compare evidence about cost, maintenance, and student use instead of relying on an advertisement.
3	What did the Green Team recommend, and which two pieces of evidence supported that recommendation?	They recommended one refill station near the cafeteria. The audit showed lunchtime bottle waste, and the survey showed that students already used reusable bottles.
4	How did the team share information so the principal could evaluate its recommendation?	They sent a short message that included the bottle count, the survey result, and the maintenance need.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The team should count empty plastic bottles after lunch and record how many students use the pilot station each day. Because the first audit found 186 bottles and the survey showed that 78 students used reusable bottles, the results could guide a decision about adding another station. The team should share a table and a short message with the principal.

Accept equivalent evidence-based answers to the questions. For the open task, accept exactly three sentences that include two accurate passage details, a measurement plan, a decision the results could guide, and a method for sharing results.