

The Lunch Decision

Analyze how a proposal uses evidence and planning to shape a decision.

9.P.EICC.2.e "Consume and produce texts in order to solve problems or influence decisions. (I/C)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's reasons and evidence. Circle the requested decision, then number the steps that make the proposal practical.

A Smarter Lunch Plan

- ① To the Cedar Ridge School Board, our cafeteria should begin a supervised share table for unopened, packaged food. During a five-day student council audit, volunteers counted 186 unopened items, including milk cartons, applesauce cups, and granola bars, placed in trash bins after lunch. These items were still safe to eat when discarded, yet some students told us they skip snacks because they do not have food between school and practice. A share table would let students place unopened items in a clearly labeled area, where other students could take them during the same lunch period. This small change could reduce waste while giving students another choice.
- ② Some board members may worry that a share table would create health risks or extra work for staff. Those concerns deserve a clear plan. The table would accept only commercially packaged, unopened foods, following district food-safety rules. A student council volunteer and one cafeteria employee could check the table at the end of each lunch period, then discard any remaining perishable item. Similar tables operate in schools when local health rules permit them. Cedar Ridge could first run a four-week pilot, record how many items are shared, and ask staff whether the process fits the lunch schedule. The board could then decide whether to continue, revise, or end the program.
- ③ We ask the board to approve a four-week share-table pilot beginning in October. The pilot needs one labeled table, a short announcement explaining which items qualify, and a daily check by the cafeteria employee already assigned to close the serving area. Student council members will collect counts without handling food. At the pilot's end, we will report the number of items diverted from trash, the number taken, and staff comments. Approval does not commit the school to a permanent program. It gives the board evidence to make a responsible decision about food waste, student access to snacks, and the use of staff time.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What problem does the writer want the board to solve? What numerical evidence does the writer use to show that the problem matters?

2 What decision does the writer ask the board to make? Name two details that would help the plan work.

3 How does the writer respond to concerns about health risks and extra work for staff? Give two details from the plan.

4 What information would the pilot collect, and how could that information influence the board's final decision?

3 YOUR TURN _____ Your own words

Write a 90 to 110 word proposal to your principal that solves a different school problem. State a clear action, include one specific piece of evidence, address one likely concern, and ask the principal to make a decision.

PART 1 • READ AND MARK

Underline the writer's reasons and evidence. Circle the requested decision, then number the steps that make the proposal practical. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem does the writer want the board to solve? What numerical evidence does the writer use to show that the problem matters?	The writer wants to reduce wasted unopened food and give students another food option. A five-day audit found 186 unopened items in trash bins.
2	What decision does the writer ask the board to make? Name two details that would help the plan work.	Approve a four-week share-table pilot beginning in October. Details include a labeled table, an announcement about qualifying items, and a daily check by the assigned cafeteria employee.
3	How does the writer respond to concerns about health risks and extra work for staff? Give two details from the plan.	Only commercially packaged, unopened foods would be accepted, and a student council volunteer plus a cafeteria employee would check the table after each lunch period and discard remaining perishable items.
4	What information would the pilot collect, and how could that information influence the board's final decision?	The pilot would collect counts of items shared or diverted from trash, the number of items taken, and staff comments. The board could use the evidence to continue, revise, or end the program.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal Alvarez, please approve a two-week quiet-study zone in the library during the last thirty minutes of lunch. In a student government survey of 84 students, 57 said they needed a calm place to finish work before afternoon classes. The zone would use eight existing tables and a sign, so it would not require new furniture. Some students may worry that the library will feel unwelcoming. The librarian could keep the front area open for conversation and reserve only the back tables for quiet work. At the end of the trial, attendance and student feedback can guide your decision.

Accept paraphrases that are supported by the passage. For the open response, look for 90 to 110 words, a different school problem, a clear requested action, specific evidence, a concern and response, and an explicit decision request.