

Lunch Choices With Purpose

Design a guide whose structure helps its readers.

8.T.SS.1.b "Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Label the first section "comparison" and the second "cause and possible effect." Circle the three section headings and the Quick tip label. Underline the action verbs in the three printed steps. Explain how these structures and features help students make a lunch choice.

A Guide for Our Fictional Cafeteria

Choose with a purpose

A whole apple and a portion of sliced fruit are both choices on this fictional cafeteria's menu. Students choose their fruit when they reach the serving counter. One option may fit a student's appetite better than the other. Compare the choices before ordering rather than automatically taking the same item every day.

Why the choice matters

In one invented lunch check, monitors saw uneaten whole apples on 18 of 60 trays. That observation does not reveal why the apples were left. Choosing a portion you expect to eat could reduce leftovers, but the council would need more checks to learn whether a new guide helps.

Quick tip

Ask the serving staff which listed fruit choices are available today. The guide offers a choice, not a promise that one food or portion suits everyone.

Try the routine

1. Read the menu before reaching the counter.
2. Compare the available fruit choices with what you expect to eat.
3. Order an available option; afterward, tell the council whether the guide helped you choose.

This classroom menu, observation and routine are fictional. Follow your own cafeteria's procedures in real life.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the comparison serve students deciding what to order?

2 Why does the guide use “could” when discussing leftovers?

3 How do the headings, Quick tip and numbered steps serve different reading needs?

3 YOUR TURN Your own words

Design a guide for students about reducing uneaten food in this fictional cafeteria. Use the supplied menu and observation to focus on food left uneaten. Combine a comparison, a cause-and-possible-effect explanation and a sequence. Choose visible text features that help your audience navigate the guide.

1. Plan for the reader

State the audience and purpose. Plan what each section will do and choose at least two useful features, such as headings, a labeled tip or numbered steps.

2. Design the actual guide

Write developed sections with visible paragraph breaks. Actually include your chosen features. Use the case detail accurately and make the steps workable within the supplied routine.

3. Explain a design choice

Explain how a structure and a feature work together for your reader. Revise one part if it is hard to follow; note what you changed.

PART 1 • READ AND MARK

Label the first section “comparison” and the second “cause and possible effect.” Circle the three section headings and the Quick tip label. Underline the action verbs in the three printed steps. Explain how these structures and features help students make a lunch choice. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the comparison serve students deciding what to order?	It presents two menu choices and links the decision to appetite without claiming that either option suits everyone.
2	Why does the guide use “could” when discussing leftovers?	The 18-of-60 observation shows uneaten apples at one fictional lunch but not the reasons or the result of using the new guide. The effect remains a possibility to investigate.
3	How do the headings, Quick tip and numbered steps serve different reading needs?	Headings divide the guide by purpose, the Quick tip makes an immediate question easy to find, and numbers show the order of the routine.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan

Audience: students choosing lunch. Purpose: encourage a deliberate fruit choice. Use comparison, a cautious explanation and a routine, with section headings and numbered steps.

Choose Before You Order

Our fictional menu offers a whole apple or sliced fruit. Both are fruit choices, but the portions may suit different appetites. Think about what you expect to eat before reaching the counter.

Notice What Is Left

At one lunch, 18 of 60 trays held uneaten whole apples. We do not know why. Choosing an available option that fits your appetite could leave less food uneaten; later checks would help the council evaluate that possibility.

Three steps to try

1. Read today's menu.
2. Ask the serving staff about available fruit choices.
3. Choose an option and later tell the council whether the guide was useful.

Design explanation

The headings separate the decision, its possible benefit and the routine. The numbered list makes the sequence easy to follow while standing in line. I changed a vague "pick better food" instruction to a question about available choices, because the guide should help students act without judging their preferences.

TEACHER ASSESSMENT NOTES

Assess actual design of a coherent food-waste guide using varied structures and visible features. The model contains separate paragraphs and a real numbered list. The 18-of-60 count is one invented observation, not proof of why food was left or that the guide works. Look for clear links between organization, features and the reader's decision.