Waste Bars Tell

See how a bar chart and words build one clear message.

5R7 "Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)"

NAME _____ DATE _____

1 READ AND MARK

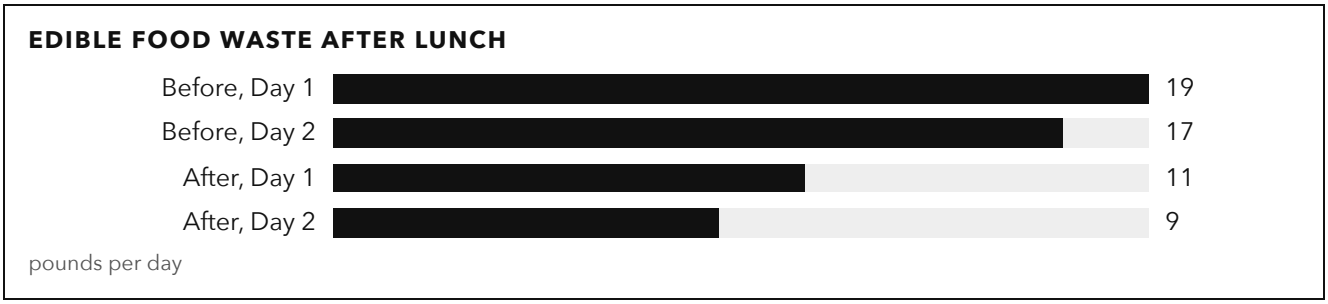
Read it twice

YOUR JOB Circle the bar chart title and labels, underline two details in the paragraphs that explain the bars, and number the bars 1 through 4 from top to bottom to track the change.

A Table That Saved Food

1 At Cedar Grove Elementary, fifth graders noticed that many unopened foods went into the cafeteria trash. They decided to learn whether a new "share table" could reduce waste. Students could place sealed milk, whole fruit, and packaged snacks on the table for another student to take. The class weighed food thrown away after lunch each day.

2 For two days before the share table opened, the class collected an average of 18 pounds of edible food waste each day. During the next two days, the average fell. The bar chart shows the daily weights. Its labels tell readers that the numbers measure food that could still have been eaten, not all cafeteria trash.



3 The chart makes the change easy to see because the two longer bars come before the table opened, while the two shorter bars come after. The written details explain what "edible food waste" means and which foods belonged on the share table. Together, the chart and the words support the idea that the table helped save usable food.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the lengths of the bars help you notice the change in food waste?

2. What important meaning do the chart title and labels add to the numbers?

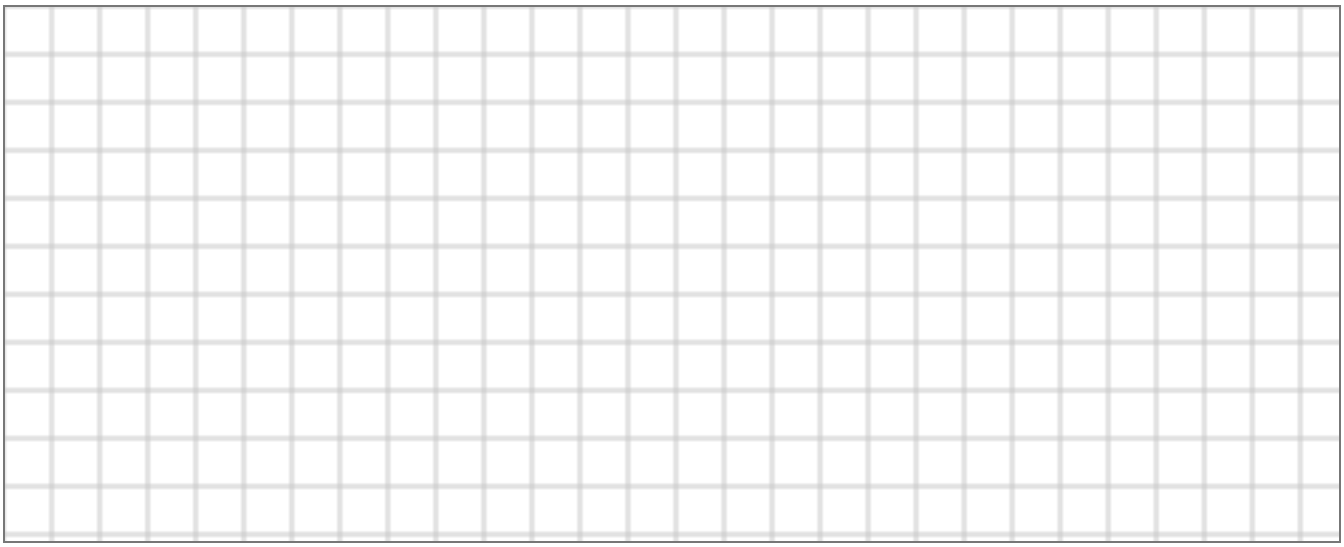
3. Name one written detail that explains what could go on the share table. How does that detail help readers understand the chart?

4. What idea do the chart and the final paragraph support together? Use evidence from both.

3 YOUR TURN

Your own words

Use the grid to make your own bar chart from the four daily weights in the passage. Give the chart a title and labels, then write two sentences explaining how your chart helps readers notice the pattern.



ANSWER KEY # Waste Bars Tell

GRADE 5 · 5R7

PART 1 · READ AND MARK

Circle the bar chart title and labels, underline two details in the paragraphs that explain the bars, and number the bars 1 through 4 from top to bottom to track the change. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the lengths of the bars help you notice the change in food waste?	**The first two bars are longer, at 19 and 17 pounds, and the last two bars are shorter, at 11 and 9 pounds. The lengths make the drop easy to compare.**
2	What important meaning do the chart title and labels add to the numbers?	**They show that the numbers are pounds of edible food waste after lunch and identify the days before and after the share table opened.**
3	Name one written detail that explains what could go on the share table. How does that detail help readers understand the chart?	**Students could place sealed milk, whole fruit, or packaged snacks on the table. This explains the kind of usable food connected to the lower waste amounts.**
4	What idea do the chart and the final paragraph support together? Use evidence from both.	**They support the idea that the share table helped save usable food. The bars drop from 19 and 17 pounds to 11 and 9 pounds, and the final paragraph explains that the shorter bars came after the table opened.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Bar chart title: Edible Food Waste by Day. Bars: Before, Day 1 = 19; Before, Day 2 = 17; After, Day 1 = 11; After, Day 2 = 9.
The bars drop after the share table opens. This visual helps readers compare the days quickly and notice that less edible food was thrown away.

Accept equivalent explanations that connect the bar lengths, labels, and written details to the conclusion that waste decreased after the share table opened. For the open task, check that all four values are graphed accurately and that the two sentences explain the visual pattern. Students may draw horizontal or vertical bars on their own grid, using a consistent scale starting at zero and correct lengths or heights, respectively.