

Lunchroom Clues

Analyze how headings, bold type, and a table guide readers.

6.9.C “analyze the author's use of print and graphic features to achieve specific purposes;”

NAME _____ DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the bold headings, circle the bold words **share shelf**, and draw a box around the table to identify features that guide readers.

A Lunchroom Plan

- ① At Cedar Grove Middle School, a student team watched what happened after lunch for five days. They stood near the return window and counted unopened food, empty cartons, and trays with leftovers. Their notes did not name students. Instead, the team recorded totals for each day and looked for patterns across the week.
- ② **What the Count Showed** The team found the most unopened items on Monday and the fewest on Friday. Leftover food appeared every day, but the amount changed. The team also noticed that fruit cups were often still sealed. A small table below lists the daily counts from the team's notebook.

UNOPENED ITEMS FOUND AFTER LUNCH

Day	Items
Monday	18
Tuesday	13
Wednesday	11
Thursday	9
Friday	6

- ③ **A Small Change** The team proposes a **share shelf** near the lunch line for sealed items that students do not want. 1. Place a labeled bin beside the napkin station. 2. Ask an adult to check the bin after lunch. 3. Donate safe items through the school pantry. The principal will review the plan in May.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What does the heading **What the Count Showed** lead readers to expect in the paragraph that follows?

2 How does the table help readers notice the weekly pattern in unopened items?

3 Why did the author bold the words **share shelf** instead of bolding every detail in the last paragraph?

4 How do the numbered steps affect the way readers can use the team's proposal?

3 YOUR TURN _____ Your own words

Write a three-sentence announcement about a school problem. Use a bold heading and two numbered action steps, then write one sentence explaining how either feature helps readers.

PART 1 • READ AND MARK

Underline the bold headings, circle the bold words **share shelf**, and draw a box around the table to identify features that guide readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does the heading What the Count Showed lead readers to expect in the paragraph that follows?	It leads readers to expect findings or evidence from the lunch count.
2	How does the table help readers notice the weekly pattern in unopened items?	It lets readers quickly compare each day and see that the number decreases from Monday to Friday.
3	Why did the author bold the words share shelf instead of bolding every detail in the last paragraph?	The bold type emphasizes the team's main proposed solution.
4	How do the numbered steps affect the way readers can use the team's proposal?	They present the actions in a clear order, making the plan easier to follow.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Keep Hallways Clear Help keep hallways clear by storing backpacks in lockers before class. 1. Pick up paper near your locker. 2. Place it in a recycling bin. The bold heading tells readers the topic quickly.

Accept equivalent explanations that connect each feature to a reader-focused purpose, such as organizing information, emphasizing an idea, or making actions easier to follow. For the open task, accept any appropriate school topic that includes all required features and a reasonable explanation.