

# From Questions to Action

Trace how a team investigates, discusses, and creates a useful message.

**10.P.CP.1.d** "Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each detail that shows teammates gathering or using evidence. Circle each detail that shows how they listen, revise, or share responsibility, so you can see how the team moves from a problem to a joint response.

### Cleaning Up the Lot

- ① When a vacant lot beside Harbor High filled with trash, the student Environmental Action Team did not begin by arguing about solutions. At its first meeting, members listed questions: Who owned the lot? What kinds of waste were there? Could rain carry pollution into the nearby creek? Maya suggested that each person investigate one question, then report back with a source. Jordan volunteered to map the trash, while Luis contacted the city land office. The group agreed to record claims separately from opinions in a shared document. This plan gave every member a useful role and made later decisions easier to explain.
- ② Three days later, the team compared findings. Luis learned that the city owned the property and had scheduled no cleanup. Jordan's map showed plastic bottles clustered near a storm drain, and Maya found a county report explaining that litter can block drains and carry contaminants during heavy rain. Some members wanted to demand a new park immediately. Others said the team needed a realistic first step. Rather than vote without discussion, they used a round of comments: each member named one piece of evidence and one concern. By the end, the group chose to request a cleanup meeting with the city and to organize a one-day litter survey.
- ③ At the next meeting, Nia drafted a short email to the city's neighborhood liaison. Her first version said only that students wanted the lot cleaned. Teammates asked what the city would need to know before responding. Nia added the lot's location, the map results, the county report, and the team's request for a meeting. Sam noticed that the email sounded accusatory, so he proposed replacing "the city has ignored this mess" with a neutral sentence about the unscheduled cleanup. The group approved the revision because it stated the problem, used evidence, and invited a response. They also decided who would speak, take notes, and send a follow-up message after the meeting.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** What information did Jordan and Luis provide, and how did it help the team investigate the lot?

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**2** How did the team's round of comments support a more thoughtful decision than an immediate vote?

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**3** What information did Nia add to her email after receiving feedback from her teammates? Name two details.

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**4** Why did Sam suggest changing the accusatory sentence, and what made the revised email effective?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Choose a school issue that a team could investigate. In 70 to 90 words, create a collaboration plan that includes a question, roles for at least three people, one source of evidence, a discussion rule, and the purpose of a message the team will create.

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**PART 1 • READ AND MARK**

Underline each detail that shows teammates gathering or using evidence. Circle each detail that shows how they listen, revise, or share responsibility, so you can see how the team moves from a problem to a joint response. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                 | ANSWER                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What information did Jordan and Luis provide, and how did it help the team investigate the lot?          | <b>Jordan mapped the trash and found bottles near a storm drain. Luis learned that the city owned the lot and had no cleanup scheduled, which identified both the pollution concern and the responsible property owner.</b> |
| 2 | How did the team's round of comments support a more thoughtful decision than an immediate vote?          | <b>Each member had to name one piece of evidence and one concern. This let the team consider the evidence and differing views before choosing a cleanup meeting and litter survey.</b>                                      |
| 3 | What information did Nia add to her email after receiving feedback from her teammates? Name two details. | <b>She added the lot's location, the map results, the county report, and the request for a meeting. Any two of these details are correct.</b>                                                                               |
| 4 | Why did Sam suggest changing the accusatory sentence, and what made the revised email effective?         | <b>Sam wanted the email to sound neutral rather than accusatory. The revision stated the problem, used evidence, and invited a response from the city.</b>                                                                  |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

To investigate crowded hallways, our team will ask where and when congestion is worst. Ava will count students at two intersections, Ben will review arrival schedules, and I will interview the assistant principal. We will share one finding and one concern before choosing a solution. Our message to the principal will request a meeting, report our evidence, and ask whether staggered release times are possible and explain how they could reduce crowding.

Accept supported answers that accurately connect team actions to evidence, discussion, revision, or shared responsibility. For the open task, accept different school issues and solutions if the response is 70 to 90 words and includes every requested planning element.