From Ideas to Action

Trace how a group turns evidence into a shared proposal.

6.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 group actions that help the students discuss, investigate, solve a problem, or create their proposal. In the margin, number four actions in order, from early planning to revising, to show how collaboration moves the work forward.

Garden Team Plan

1. During science class, Maya's group noticed that the school garden had few butterflies. They chose a focused question: Which plants could help local pollinators? First, each member shared an idea without interruption. Maya suggested asking the groundskeeper about sunny spaces. Eli wondered which native flowers bloom in spring. Rosa said they should check reliable sources, not guess. The group wrote these ideas on a chart and agreed to investigate before making a plan as a team.

2. At the library, Eli and Rosa compared a local nature center website with a book about regional plants. Both sources named purple coneflower and bee balm as useful nectar plants. Maya interviewed the groundskeeper, who explained that the garden's south edge gets six hours of sun. The group found a problem: the class budget could not pay for every plant they wanted. Instead of arguing, they listed choices, compared prices, and selected two kinds of plants that fit the sunny space and the budget.

3. Next, the group created a one-page proposal for the principal. Their proposal stated the question, named the two plants, and explained why the south edge was a good location. Rosa drafted the first version. The others read it aloud and gave specific feedback. Eli asked them to add the price comparison, so readers could see how the plan solved the budget problem. Maya checked that every fact matched their sources. After revising together, they chose a clear title and prepared to present the proposal.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the group do to make sure each person's idea could be heard?

2. How did the group use research and an interview to make its plan fit the garden?

3. What was the budget problem, and what did the group do instead of arguing?

4. Name two feedback or checking steps that strengthened the proposal.

3 YOUR TURN

Your own words

With two or three classmates, choose one small school problem, such as reducing lunch waste or making recess safer. Discuss ideas, investigate using two reliable sources or observations, then write a 60 to 80 word proposal that names the problem, gives evidence, offers one workable solution, and tells how your group revised the draft after feedback.

ANSWER KEY

From Ideas to Action

GRADE 6 · 6.P.CP.1.d

PART 1 · READ AND MARK

Underline group actions that help the students discuss, investigate, solve a problem, or create their proposal. In the margin, number four actions in order, from early planning to revising, to show how collaboration moves the work forward. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the group do to make sure each person's idea could be heard?	**Each member shared an idea without interruption, and the group wrote the ideas on a chart.**
2	How did the group use research and an interview to make its plan fit the garden?	**The sources identified nectar plants, and the groundskeeper explained that the south edge gets six hours of sun.**
3	What was the budget problem, and what did the group do instead of arguing?	**They could not afford every plant they wanted. They listed choices, compared prices, and chose two plant types that fit the budget.**
4	Name two feedback or checking steps that strengthened the proposal.	**The group read the draft aloud and gave feedback, Eli asked for the price comparison, and Maya checked facts against sources. Any two are acceptable.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group studied lunch waste. We counted unopened fruit in the cafeteria for two days and interviewed the cafeteria manager. Both sources showed that many students take fruit they do not plan to eat. We propose a share basket for unopened fruit, checked by an adult. After Jordan said our draft lacked safety details, we added the adult check and a sign explaining the rule.

Accept answers that accurately identify collaboration actions and support them with passage details. For the open task, check for a stated problem, two sources or observations, evidence, a workable solution, and a revision based on feedback.