

Line Lab

Track how a team investigates, tests, and revises an idea.

7.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 action the team takes to investigate or solve the problem. Circle words or sentences that show someone adding, questioning, or improving an idea.

A Faster Library Line

- ① On Monday, the Riverside Middle School library team met to improve the crowded checkout line. Maya opened the discussion by asking, “What do we notice?” Luis said students often waited while one librarian searched for returned books. Priya added that the line grew longest just after lunch. Instead of choosing a solution immediately, the team listed questions: How many students wait? Which tasks take the most time? Who should we ask? They agreed to observe the library during three lunch periods and record what happened.
- ② On Wednesday, Luis shared the observation notes. The group found that checking in returned books caused the longest delay, especially after lunch. Priya suggested a student volunteer stamp return slips, but Maya asked whether volunteers could handle library records. They checked the school rules and learned that only staff members may process returns. Luis proposed placing a clearly labeled return cart near the door. The team decided to test the cart for one week, while a librarian continued to process the books.
- ③ At the end of the week, the team compared the new notes with the first set. The cart reduced the line because students could leave books quickly, but some people placed school supplies in it. Priya drafted an announcement explaining what belongs in the cart. Luis suggested adding a picture of a book and a reminder that the cart was for returns only. Maya read the draft aloud, and the group changed “stuff” to “returned library books” so the message would be clearer. They sent the final announcement to the librarian for approval.

2 ANSWER WITH EVIDENCE Use the passage

1 How did the team gather information before choosing a solution?

2 Why did the group decide not to use Priya's first idea?

3 What problem did the return-cart test reveal, and how did the group address it?

4 What are two ways group members helped improve the final announcement?

3 YOUR TURN Your own words

Your class wants to create a one-page guide that helps new students find help during their first week. In 4 to 6 sentences, describe how your group will investigate what belongs in the guide, make a decision after hearing ideas, and revise the guide together. Include one specific question, one group member's role or action, and one change based on feedback.

PART 1 • READ AND MARK

Underline each action the team takes to investigate or solve the problem. Circle words or sentences that show someone adding, questioning, or improving an idea. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the team gather information before choosing a solution?	They observed the library during three lunch periods and recorded what happened.
2	Why did the group decide not to use Priya's first idea?	School rules said that only staff members may process returns.
3	What problem did the return-cart test reveal, and how did the group address it?	People put school supplies in the cart. The group made an announcement with a book picture and a reminder that the cart was for returns only.
4	What are two ways group members helped improve the final announcement?	Luis suggested a picture and a reminder, and Maya read the draft aloud so the group could make the wording clearer.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our group will ask, "Which places do new students need to find on their first day?" Jordan will survey three new students and write down their answers, while I will check the school map. After we compare our evidence, we will choose the five places mentioned most often. When Alina says the map labels are too small, we will enlarge them and add short directions before sharing the guide with the counselor.

Accept paraphrased answers that accurately identify the team's investigation, use of school rules, testing, and revision process. For Part 3, accept varied plans that include all required details and show group members using evidence, discussion, and feedback.