

Plan With Purpose

Trace how a proposal moves from evidence to action.

7.P.EICC.4.d "Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentences that show Maya's three-part plan. Circle details that make a part of the plan useful or likely to reduce waste, then write 1, 2, or 3 beside each circled detail to show its section.

A Plan for Less Cafeteria Waste

- ① For the student council's cafeteria-waste proposal, Maya chose a clear three-part plan. First, she would show that edible food is being thrown away. Next, she would explain two causes: students take more than they will eat, and lunch periods leave little time to finish meals. Last, she would recommend a share table where unopened packaged foods and whole fruit can be placed for other students. This order moves from the problem to its causes and then to an action the school can test.
- ② To make the problem convincing, Maya planned to include only evidence that supports her first two sections. The U.S. Department of Agriculture estimates that 30 to 40 percent of the U.S. food supply is wasted. In her school, she could count unopened milk cartons and untouched fruit left on trays for five days. Those counts would show what is being discarded locally. A colorful list of students' favorite lunches might be interesting, but it would not explain waste or help choose a solution.
- ③ For the final section, Maya would focus on a small pilot instead of a vague promise to "fix waste." She would ask the principal to place one labeled share table near the cafeteria exit for two weeks. Cafeteria staff could decide which unopened items are safe to share, and student volunteers could record how many items are placed there and taken. These details make the plan usable because they name the location, time, safety check, and measure of results. Her proposal would stress the likely impact: less edible food reaches the trash.

2 ANSWER WITH EVIDENCE Use the passage

1 What is Maya's three-part organizational plan, in order?

2 Which paragraph provides evidence for the first two sections of Maya's plan? Name two pieces of evidence from that paragraph.

3 Why would a list of students' favorite lunches be left out of Maya's proposal?

4 List three details from paragraph 3 that make Maya's pilot plan usable.

3 YOUR TURN Your own words

Choose a small improvement for your school. Write 5 to 7 sentences that follow this order: problem, cause or evidence, and a specific action. Include at least three details that help a reader understand or carry out the action, and put an asterisk beside the detail with the greatest impact.

PART 1 • READ AND MARK

Underline the sentences that show Maya's three-part plan. Circle details that make a part of the plan useful or likely to reduce waste, then write 1, 2, or 3 beside each circled detail to show its section. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is Maya's three-part organizational plan, in order?	Show the problem of edible food being thrown away, explain causes of the waste, and recommend a share table as an action.
2	Which paragraph provides evidence for the first two sections of Maya's plan? Name two pieces of evidence from that paragraph.	Paragraph 2. It gives the USDA estimate that 30 to 40 percent of the U.S. food supply is wasted and suggests counting unopened milk cartons and untouched fruit for five days.
3	Why would a list of students' favorite lunches be left out of Maya's proposal?	It may be interesting, but it does not explain cafeteria waste or help choose a solution.
4	List three details from paragraph 3 that make Maya's pilot plan usable.	Answers include the share table's location near the cafeteria exit, the two-week time period, staff deciding which items are safe, volunteers recording items placed and taken, and a labeled table.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students who need a quiet place to read during lunch have few choices. The cafeteria is noisy, and the library's tables are often used for group work. The school could reserve two library tables for silent reading during the first half of lunch. A sign at the door could show which tables are quiet. The librarian could check the area each day, and *a posted schedule would tell students when the space is available.* This plan gives students a clear place and time to read.

Accept equivalent descriptions of Maya's plan and evidence when students connect each detail to its section or purpose. For the open response, look for a clear sequence, relevant details, and an asterisk marking a detail that meaningfully supports the proposed action.