One Quiet Table

Trace how a first draft builds and organizes a proposal.

7.2.W.2 "Students will routinely and recursively organize and develop ideas to compose a first draft."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the proposal, circle two details that develop it, and number the problem, plan, and response to a concern 1, 2, and 3 in the order they appear.

A Quieter Choice at Lunch

1 At lunch, our cafeteria hums with conversation, chair legs scrape the floor, and trays rattle against tables. For many students, that noise is part of the fun. For others, it makes the only long break of the day feel crowded. Our school should set aside one small table as a quiet lunch spot. Students could still sit with friends, but anyone who needs a calmer meal would have a clear choice. A simple sign could explain that voices at this table stay low.

2 Picture a student who wants to finish eating and read a few pages before afternoon classes. Right now, that student may need to choose between staying in the noisy cafeteria or eating alone somewhere else, if that is even allowed. A quiet table would keep the student in the same supervised room as everyone else. To make the idea workable, students could choose the table when they enter and speak softly while they sit there. No new room or special equipment would be needed.

3 Some classmates might worry that a quiet table would take away space for groups who like to talk. The school could try the idea for two weeks using just one table, then ask students and lunch staff whether it helped and whether seating became a problem. If the table is rarely used, the plan can change. If students use it and the room still has enough seats, the school can keep it. One table will not silence the cafeteria, but it could make lunchtime more comfortable for students who want a choice.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence states the writer's proposal? Why does it fit near the start of the draft?

2. Choose two sounds from the opening. How do they help the writer introduce the need for a quiet table?

3. How does the student who wants to read develop the proposal beyond simply stating it?

4. What concern does the final paragraph raise, and how does the writer's trial plan respond to it?

3 YOUR TURN

Your own words

Choose a different change that could improve your school or neighborhood. Write one first-draft paragraph of 5 to 7 sentences that states your proposal, develops it with two concrete details, answers one likely concern, and ends by connecting back to your proposal.

ANSWER KEY

One Quiet Table

GRADE 7 · 7.2.W.2

PART 1 · READ AND MARK

Underline the proposal, circle two details that develop it, and number the problem, plan, and response to a concern 1, 2, and 3 in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence states the writer's proposal? Why does it fit near the start of the draft?	**"Our school should set aside one small table as a quiet lunch spot." Placing it early lets readers know what change the rest of the draft will develop.**
2	Choose two sounds from the opening. How do they help the writer introduce the need for a quiet table?	**Possible sounds include conversation, scraping chair legs, and rattling trays. They help readers imagine why some students might want a calmer place to eat.**
3	How does the student who wants to read develop the proposal beyond simply stating it?	**The example shows who might use the table and explains that the student could eat somewhere calmer while staying in the supervised cafeteria.**
4	What concern does the final paragraph raise, and how does the writer's trial plan respond to it?	**Classmates might worry about losing space for groups who talk. A two-week trial with one table would let students and lunch staff check whether seating becomes a problem.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should put a labeled lost-and-found shelf near the office so missing items are easier to find. After gym, a student who leaves a sweatshirt behind could check one clear spot instead of searching several rooms. Small baskets could separate water bottles from clothing, making a quick search even easier. Some people might worry that the shelf would become messy. A class volunteer and an adult could sort it once a week and move unclaimed items according to school rules. With one organized place to look, fewer lost things would stay lost.

Accept different circled details and reasonable explanations when students connect them to the proposal. For the open response, look for a clear sequence from proposal to supporting details, concern, response, and closing connection.