Untangle the Line

Trace how a draft develops a problem, solution, and test.

9.2.W.2 "Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the central problem, circle two details that explain its cause, and number the three steps of the one-week test in order. Use your marks to track how the writer develops the solution.

A Faster Way to Borrow Headphones

(1) At Westbrook High, the library is busiest during the first fifteen minutes of lunch. Students come to return novels, print assignments, and borrow headphones for class videos. All three groups join one line at the front desk. Last Tuesday, a student who needed headphones for a history project waited behind six book returns and missed the start of her group's recording session. The delay was not caused by a shortage of headphones. The librarian had a full drawer of them. The problem was that each loan required the same desk space and attention as every other library request.

(2) Moving every checkout onto an app might seem efficient, but students do not all have a charged phone at lunch. A simpler plan would give headphone loans a separate path without removing adult oversight. The librarian could place numbered headphone cases and a paper sign-out sheet on a small table beside the desk. A student would write a name, class, and case number, then show the entry to the librarian before taking the case. Book returns and printing requests could continue at the desk while headphone borrowers use the nearby table.

(3) Before changing the routine for good, the library could test it for one week. On Monday, the librarian would explain the new steps and post them near the table. Each day, a student volunteer could count how many people wait longer than five minutes during the lunch rush. At the end of the week, the librarian could compare those counts with the previous week's counts. If the line shrinks but cases go missing, the plan needs another draft: keep the sign-out table, but move the case pickup back behind the desk. A useful solution should save time without losing equipment.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer describe the missed recording session before explaining that headphones were available? How does this order develop the problem?

2. What does the app idea add to the draft before the writer proposes a paper sign-out sheet?

3. Which two test steps come before the librarian compares waiting times? Why must they come first?

4. Where in paragraph three would you add this sentence: “The librarian would also record any missing cases during the trial”? Explain how it strengthens the test.

3 YOUR TURN

Your own words

Write one paragraph of 6 to 8 sentences proposing a fix for a different small school problem. Present the problem and a cause, give two steps in order, then explain how you would test the fix and revise it if needed.

ANSWER KEY

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GRADE 9 · 9.2.W.2

PART 1 · READ AND MARK

Underline the central problem, circle two details that explain its cause, and number the three steps of the one-week test in order. Use your marks to track how the writer develops the solution. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer describe the missed recording session before explaining that headphones were available? How does this order develop the problem?	**The missed session shows the effect of the delay. Explaining that headphones were available then points to the shared desk line, rather than a shortage, as the problem.**
2	What does the app idea add to the draft before the writer proposes a paper sign-out sheet?	**It presents an alternative and its drawback: not every student has a charged phone. This helps explain the choice of a paper sign-out sheet.**
3	Which two test steps come before the librarian compares waiting times? Why must they come first?	**The librarian first explains and posts the new steps, then a volunteer counts long waits each day. The plan must be in use and produce counts before the librarian can compare results.**
4	Where in paragraph three would you add this sentence: "The librarian would also record any missing cases during the trial"? Explain how it strengthens the test.	**Place it after the sentence about counting long waits and before the end-of-week comparison. It adds a way to check whether the faster line comes at the cost of missing equipment.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At our school, bicycles crowd the fence because the bike rack fills before first period. The rack has spaces for only a few bikes, so later riders lock theirs where people walk. First, the school could mark a temporary bike parking area beside the gym. Next, a staff member could post a sign showing riders where to leave bikes without blocking the path. For two weeks, students could count bikes locked to the fence each morning. If the count stays high, the school could move the sign closer to the main entrance. This revision would make the new parking area easier to find.

Accept other sentence placements for question 4 if students explain how the added information supports the test. For Part 3, look for a clear problem and cause, two ordered steps, a measurable test, and a revision linked to the results.