

Plan With Purpose

Match each detail to its job in an organizational plan.

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 three section purposes in the first text block. Beside the carton counts and the rushed-lunch suggestion, write the plan section each belongs in. Circle the proposed next step and explain how it addresses information the team still lacks.

Planning a Cafeteria-Waste Investigation

The organizational plan

In this fictional school case, Maya is writing to the principal about unopened milk cartons discarded after lunch. Her plan has three sections: describe the observed problem; explain what the evidence can and cannot tell us; propose a focused next step. This order moves from an observation to its limits and then to an action supported by those limits.

Selecting relevant information

A five-day count found 12, 9, 14, 10 and 15 unopened milk cartons in the cafeteria trash. These invented counts support the problem section. They do not show why students discarded the cartons. A few students suggested that lunch felt rushed, but the team has not collected systematic timing or interview evidence. That uncertainty belongs in the second section. The cafeteria's wall-paint color does not help answer this proposal's question and can be left out.

An action linked to the gap

Maya will ask permission for staff to record serving and eating times and invite voluntary student comments during one school week. Staff would summarize the results without naming students. The proposal should highlight this purpose: find out which explanations deserve further investigation before choosing a solution. The plan does not claim that counting cartons alone proves a cause or that every student has the same reason.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Where do the five daily counts belong, and what do they establish? What do they not establish?

2 Why should Maya keep the timing suggestion separate from the carton counts?

3 Why is the proposed next step more relevant than the wall-paint color for this plan?

3 YOUR TURN

Your own words

Build and use an organizational plan for this fictional library case. Evidence: during five school days, the librarian found 24 returned books on the wrong subject shelves; six students said shelf labels were hard to read; no one has yet checked whether all misplaced books came from students who struggled with the labels. Possible next step: test clearer labels in one section for two weeks and compare misplaced returns before and during the test, recording how many books were returned each time. Extra detail: the library's curtains are blue. Write to the librarian without claiming that unclear labels are a proven cause.

1. Link details to a plan

Use three sections: observed problem, evidence and limits, proposed test. Place each useful case detail under a section. Identify a detail to omit and explain why it does not serve this plan.

2. Develop the connected text

Write paragraphs following your plan. Include the observations, explain what remains uncertain, and develop a test with a location, duration and way to compare results fairly.

3. Highlight and justify

Put a star beside the detail you think is most useful or impactful in your draft. Explain why it matters to the librarian and how it connects to the purpose of its section.

PART 1 • READ AND MARK

Underline the three section purposes in the first text block. Beside the carton counts and the rushed-lunch suggestion, write the plan section each belongs in. Circle the proposed next step and explain how it addresses information the team still lacks. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Where do the five daily counts belong, and what do they establish? What do they not establish?	They belong in the observed-problem section. They show unopened cartons discarded during five observed lunches in the fictional case. They do not establish why cartons were discarded or what happens every week.
2	Why should Maya keep the timing suggestion separate from the carton counts?	The counts are observations of discarded cartons; the rushed-lunch explanation is a suggestion that needs investigation. Treating them separately keeps a possible cause from being presented as proven.
3	Why is the proposed next step more relevant than the wall-paint color for this plan?	Recording times and collecting voluntary comments could inform explanations of the discarding. Wall-paint color does not address this stated question. Relevance depends on the plan; a detail might matter in another investigation.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan

Problem: 24 books found on the wrong subject shelves over five days. Evidence and limits: six students reported hard-to-read labels, but that does not link every misplaced book to label difficulty. Test: clearer labels in one section for two weeks, with returned-book counts for comparison. Omit blue curtains because they do not address this question.

Draft

Dear Librarian: In this fictional case, 24 returned books were found on the wrong subject shelves during five school days. Misplaced books can be harder to find, so this observation deserves attention.

Six students said the labels were hard to read. That suggests a possible explanation, but we do not know whether those students misplaced the books. The reports and the misplaced-book count should not be treated as proof of a cause.

Could we test clearer labels in one section for two weeks? We could compare misplaced returns before and during the test. *Recording the total books returned in each period would help us compare results fairly.* A lower misplaced count alone could simply reflect fewer returns. The test could inform a next decision without proving that labels explain every case.

Why highlight this detail?

The starred detail belongs in the proposed-test section. It is useful to the librarian because the number of returns affects how we interpret the misplaced count; it makes the comparison more informative.

TEACHER ASSESSMENT NOTES

Assess a visible plan, explicit links between relevant details and section purposes, a connected composition and a justified highlighted detail. Counts establish an observation, not its cause. Student comments suggest a possibility and should retain their limited scope. The library model includes location, duration and a comparison accounting for total returns; other defensible highlighted details are acceptable. Do not impose a five-to-seven-sentence quota. All scenario data are fictional and supplied for practice.