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 is planning a guide for new students. Actually exchange ideas with a partner or teacher-supported group: each member proposes a specific question the guide should answer. Together choose one question and decide how to investigate it. In 4 to 6 sentences, record who participated, each contribution, your shared question, and your agreed investigation plan. Exchange feedback on one draft guide sentence and record your joint revision or why you kept it. Spoken, written or supported exchange is welcome; do not merely invent partners. The full investigation may happen later.

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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)

Jordan and I exchanged questions about helping new students. Jordan asked where to find books, and I asked who could help with the timetable. We jointly chose the books question and agreed to ask the librarian and check the library sign. Our draft said, "Ask someone for books," and Jordan suggested naming the helper. Together we changed it to, "Ask the librarian for help finding books."

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. For Part 3, observe or read the real exchange and check the named contributions, shared question, agreed plan and actual draft feedback decision. Accept an explained no-change decision when the draft is already useful; no artificial disagreement or full investigation is required.