Find It Faster

Notice how sentence patterns strengthen a practical proposal.

7.L.3.a "Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a sentence of five words or fewer, circle the question, and number two neighboring sentences with different patterns to show how the writer varies sentences while keeping a practical tone.

A Better Lost-and-Found

(1) By Friday, our school's lost-and-found bin is often a mountain of sleeves, water bottles, and single gloves. A student searching for a missing sweatshirt has to lift each layer while the next bell gets closer. Who has time to search through every pocket of that pile? The problem is not that students stop caring about their belongings. The problem is that the bin makes finding one item harder than it needs to be. A simple sorting system could help without adding much work for anyone.

(2) First, three clearly labeled baskets could separate clothing, bottles, and smaller items. A student looking for a missing water bottle would know where to start instead of digging beneath a stack of hoodies. A quick glance could replace a long search. A volunteer could place a new item in the matching basket during the last few minutes of lunch, when the hallway is already busy with students returning to class. This plan would not make every lost item come home, but it would make the search quicker and less frustrating.

(3) Finally, the school could choose one day each month to review what remains in the baskets. Students would have a clear chance to check for missing things before the next review. If an item still has no owner, staff could follow the school's existing policy for unclaimed belongings. No new rule is needed. The baskets would only make the familiar routine easier to use, while the monthly review would keep the space from filling up again. Finding a lost glove should take a moment, not an entire lunch break.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the question in paragraph 1 draw attention to the problem while fitting the passage's practical tone?

2. Paragraph 1 begins two sentences with “The problem.” How does this repeated pattern help the writer make a measured point?

3. How does the short sentence “No new rule is needed” strengthen the proposal without changing its tone?

4. Compare the last two sentences of paragraph 3. What does the longer sentence explain, and what does the shorter one emphasize?

3 YOUR TURN

Your own words

Write a five- or six-sentence proposal to improve a shared space at school other than the lost-and-found. Keep a respectful, practical tone, and include a question, a sentence of five words or fewer, and a longer sentence that explains how your idea would work.

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PART 1 · READ AND MARK

Underline a sentence of five words or fewer, circle the question, and number two neighboring sentences with different patterns to show how the writer varies sentences while keeping a practical tone. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the question in paragraph 1 draw attention to the problem while fitting the passage's practical tone?	**It asks readers to picture the time spent searching the pile. Its focus on a real inconvenience fits the practical tone.**
2	Paragraph 1 begins two sentences with "The problem." How does this repeated pattern help the writer make a measured point?	**The paired sentences shift attention from blaming students to fixing a difficult search.**
3	How does the short sentence "No new rule is needed" strengthen the proposal without changing its tone?	**It briefly emphasizes that the plan can use the school's existing policy, keeping the tone practical.**
4	Compare the last two sentences of paragraph 3. What does the longer sentence explain, and what does the shorter one emphasize?	**The longer sentence explains how baskets and monthly reviews would help. The shorter one emphasizes that finding an item should be quick.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our classroom pencil station gets crowded when everyone looks for a working pencil at once. Could we place two small containers on separate tables? One container could hold sharpened pencils, while the other could collect pencils that need sharpening at the end of class. This would save time. A student helper could check both containers each morning so the station stays ready without interrupting lessons. With a simple routine, students could find what they need and get back to work.

For the marking task, accept any sentence of five words or fewer and any neighboring pair with noticeably different patterns. For the proposal, check that the required sentence patterns support one consistent, practical tone.