From Facts to Focus

Trace how a proposal selects and orders its strongest information.

11.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 details that directly support the proposal's problem-to-solution plan, circle the detail the writer treats as least useful, and number the three stages of the plan in order.

Shade at the Stop

1. This proposal recommends adding shade structures at three busiest bus stops near Central High. The plan follows a problem-to-solution organization: first establish the need, then compare options, then outline a practical first step. Students often wait outdoors during the hottest part of the afternoon, and the stops have no trees or shelters. Heat can cause dehydration and heat illness, especially when people lack water or shade. Because riders use these stops daily, improving them would affect more students than decorating less-used areas of campus. The recommendation therefore begins with the locations where the need is clearest.

2. To choose a solution, the proposal ranks evidence by usefulness. A student survey can show how long riders wait and when sun exposure is worst, so it belongs before design details. A site map can identify sidewalks, utility lines, and accessible boarding space, making it essential for deciding where a structure can fit. Color preferences for benches may matter later, but they do not determine whether the project is safe or possible. The strongest option is a prefabricated shelter with a roof, because it can provide immediate shade without waiting years for newly planted trees to grow.

3. The final section turns the choice into an action sequence. First, the student council would present survey results and the site map to the transportation office. Next, staff could request price estimates for one shelter and check permits or property rules. Beginning with one location keeps the proposal financially manageable and creates a test case before expansion. The conclusion should return to the main benefit, safer and more comfortable waits for daily riders, rather than repeat every survey response or design preference. That focus helps decision makers see why the first step deserves approval.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three-stage organization plan does the proposal use? Give the stages in order.

2. Which information in paragraph 2 is most useful for deciding whether a shelter can fit at a stop? Explain why.

3. Why does the writer place student survey results before design details in the plan?

4. What information does the conclusion avoid repeating, and why is leaving it out effective?

3 YOUR TURN

Your own words

Choose one improvement you would propose for your school. Write a three-part proposal outline of 90 to 120 words that names your organization plan, includes at least one most relevant detail in each part, identifies one detail to leave out or save for later, and ends with a specific first action.

From Facts to Focus

PART 1 · READ AND MARK

Underline details that directly support the proposal's problem-to-solution plan, circle the detail the writer treats as least useful, and number the three stages of the plan in order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three-stage organization plan does the proposal use? Give the stages in order.	**It establishes the need, compares and chooses a solution using useful evidence, and outlines a practical first action.**
2	Which information in paragraph 2 is most useful for deciding whether a shelter can fit at a stop? Explain why.	**The site map, including sidewalks, utility lines, and accessible boarding space, is most useful because it shows whether a shelter can fit safely and accessibly.**
3	Why does the writer place student survey results before design details in the plan?	**The survey shows how long riders wait and when sun exposure is worst, so it establishes the need before less important design choices.**
4	What information does the conclusion avoid repeating, and why is leaving it out effective?	**It avoids repeating every survey response and design preference so decision makers stay focused on the main benefit and the first step.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: problem, evidence-based solution, action. Problem: The library's four charging outlets are crowded during lunch, so students leave laptops unattended near the wall. This daily safety and access issue is more relevant than the color of new furniture. Solution: Count outlet use for one week and map available wall space. Those details show demand and whether power strips could be installed safely. Opinions about poster designs can wait. Action: The librarian and student council should review the count, request an electrician's estimate for two charging stations, and test one station for a month.

Accept equivalent descriptions of the proposal's stages and evidence priorities when they are supported by the passage. For the open task, look for a clear organization plan, purposeful selection of relevant information, an identified low-priority detail, and a logical first action.