

# Make Ideas Clear

Notice how a proposal organizes ideas and details.

**5.P.CP.2.a** "Communicate clearly to present ideas, information, and texts. (I/C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline the sentence in each paragraph that tells its main point. Circle the connecting words that show how the paragraphs move from one idea to the next.

### Proposal: A Quiet Reading Corner

- ① Our school library has a busy lunchtime, but some students cannot find a calm place to read. I propose creating a Quiet Reading Corner near the windows. This small space would give readers a comfortable choice during lunch. It would also help the library serve students who want to focus before afternoon classes begin each day.
- ② First, the corner needs three soft floor cushions and a short shelf for books. The library already owns extra cushions, so this plan would cost little. A small sign could ask students to use quiet voices. These details make the space easy to understand and simple for library helpers to manage every day during lunch.
- ③ Finally, students can help make the corner useful by returning books to the shelf and keeping the area neat. The student council could collect suggestions after one month. If the corner is popular, the library could add another cushion or more book choices. A Quiet Reading Corner is a low-cost way to give more students a helpful place to read.

## 2 ANSWER WITH EVIDENCE Use the passage

1 What problem does the first paragraph introduce, and what solution does the writer propose?

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2 Which paragraph gives the most practical details about the plan? Name two details from that paragraph.

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3 How do the words “First” and “Finally” help the reader understand the proposal?

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4 What final reason does the writer give for creating the Quiet Reading Corner?

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## 3 YOUR TURN Your own words

Write a short proposal for one useful improvement in a school space. Use three paragraphs: state a problem and solution, give at least two practical details, and end with a next step or reason. Begin the second and third paragraphs with connecting words.

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**PART 1 • READ AND MARK**

Underline the sentence in each paragraph that tells its main point. Circle the connecting words that show how the paragraphs move from one idea to the next. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                               | ANSWER                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What problem does the first paragraph introduce, and what solution does the writer propose?            | <b>Some students cannot find a calm place to read at lunch. The writer proposes a Quiet Reading Corner near the windows.</b>                              |
| 2 | Which paragraph gives the most practical details about the plan? Name two details from that paragraph. | <b>Paragraph 2. It names three floor cushions and a short shelf, explains that extra cushions are already available, and suggests a quiet-voice sign.</b> |
| 3 | How do the words “First” and “Finally” help the reader understand the proposal?                        | <b>They show the order of the writer's ideas, moving from needed materials to ways students can help.</b>                                                 |
| 4 | What final reason does the writer give for creating the Quiet Reading Corner?                          | <b>It is a low-cost way to give more students a helpful place to read.</b>                                                                                |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

The art room needs a better place to dry paintings, because wet papers sometimes cover tables. I propose a rolling drying rack near the sink. First, the rack could have labeled shelves for each class. It could roll into a storage closet when the room needs more space. Finally, art helpers could check the rack at the end of each day and return dry work to teachers. This change would keep tables open and protect student artwork.

For the marking job, accept the main-point sentence in each paragraph and connecting words such as “First” and “Finally.” For the open task, accept any school-space proposal that uses three organized paragraphs, practical details, connecting words, and a clear ending.