

Proposal Pathways

Notice how useful information follows a clear plan.

5.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 one sentence in each paragraph that most strongly moves the rain garden proposal forward. Write 1, 2, and 3 beside the paragraphs to show the order in which the ideas are presented.

A Rain Garden for Our School

- ① After heavy rain, water pools beside our school's east entrance. Students step around muddy puddles, and the grass stays soggy for days. A rain garden could solve this problem. It is a shallow planted area that collects runoff from roofs and sidewalks. Its soil and plant roots slow the water so more of it can soak into the ground.
- ② The garden would go in the low space near the fence, where water already gathers. Native plants such as swamp milkweed and blue flag iris can handle wet soil. Their roots hold soil in place, which can reduce erosion. The garden would also give insects and birds food and shelter. In spring, robins often hop across the wet grass near the fence.
- ③ To decide whether the project will work, the student council can ask the custodian where runoff flows during storms. Next, members can measure the open space and sketch the garden's shape. They can share the sketch, plant list, and cost estimate with the principal. If the site is approved, families and community volunteers could help plant during a Saturday workday.

2 ANSWER WITH EVIDENCE Use the passage

1 How does each paragraph help organize the rain garden proposal?

2 Which detail in paragraph 2 is most useful for explaining why the garden should be near the fence?

3 Which sentence in paragraph 2 is least useful for supporting the decision to build a rain garden? Explain why.

4 Why does the writer include a cost estimate in paragraph 3 instead of paragraph 1?

3 YOUR TURN Your own words

Choose one improvement for your school. Write a three-paragraph proposal with two sentences in each paragraph: explain a problem and solution, add two useful details showing how the solution will help, then give next steps for making it happen.

PART 1 • READ AND MARK

Underline one sentence in each paragraph that most strongly moves the rain garden proposal forward. Write 1, 2, and 3 beside the paragraphs to show the order in which the ideas are presented. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does each paragraph help organize the rain garden proposal?	Paragraph 1 explains the water problem and introduces a solution. Paragraph 2 gives details about the location, plants, and benefits. Paragraph 3 gives steps for studying, approving, and building the project.
2	Which detail in paragraph 2 is most useful for explaining why the garden should be near the fence?	The space near the fence is low and already collects water.
3	Which sentence in paragraph 2 is least useful for supporting the decision to build a rain garden? Explain why.	"In spring, robins often hop across the wet grass near the fence." It helps readers picture the place, but it does not explain the problem, the garden's benefits, or how the project would work.
4	Why does the writer include a cost estimate in paragraph 3 instead of paragraph 1?	A cost estimate is needed when the council shares the project with the principal for approval, so it fits with the action steps in paragraph 3.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Many lunch leftovers are thrown into our school's trash cans. A compost collection bin could keep fruit and vegetable scraps out of the trash. Compost bins can be labeled for food scraps, and students can place them near cafeteria exits. The finished compost can add nutrients to soil in the school garden. First, the principal can choose a bin location and ask cafeteria staff which scraps to collect. Then a student team can make signs and teach classes how to use the bins.

Accept answers that connect information to its purpose in the proposal, even when students choose different strongly relevant sentences to underline. For the open response, look for a clear three-part order and details that directly support the proposed improvement.