Garden Pitch

Notice how a proposal blends evidence, images, and a practical plan.

6.P.EICC.4.e "Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the facts and plans that support the request, circle two vivid phrases, and number the paragraph that states the request most directly. These choices show how a writer selects details for an audience and purpose.

A Garden for Our School

1 Dear School Board Members, imagine stepping outside at lunch and seeing a small garden alive with butterflies, beans, and bright zinnias. Our school has an unused sunny strip beside the blacktop, and it could become a place to grow food and learn outdoors. In a survey of 80 sixth graders, 61 said they would help care for a garden. I am asking you to approve a student-run garden for next spring. It would give students a living reason to work together.

2 Gardens can do more than decorate a campus. The National Wildlife Federation explains that native plants provide food and shelter for pollinators, such as bees and butterflies. We could plant milkweed, which is a host plant for monarch caterpillars, alongside basil and tomatoes. Science classes could measure growth, while art classes could sketch leaves and insects. Instead of a bare patch that shimmers with heat, we could have cool soil, green stems, and a place where questions bloom.

3 To begin, the garden team could use donated seeds, recycled buckets, and a small compost bin. Students could water before school on assigned days, and a nearby hose would make the job practical. The first season would focus on six raised beds, so the project stays manageable. Please place this proposal on the October meeting agenda and allow our team to present a simple budget. With your approval, that empty strip can become a busy outdoor classroom.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer addressing, and what does the writer ask this audience to approve?

2. Identify two pieces of information the writer uses to support the garden idea.

3. What picture does the phrase "a bare patch that shimmers with heat" create? How does the later description of "cool soil, green stems" strengthen the proposal?

4. How do the three paragraphs build the proposal for the School Board?

3 YOUR TURN

Your own words

Write a three-paragraph proposal of 120 to 160 words to your principal asking for a shaded waiting area near the bus pickup zone. Use these facts: the zone has no trees or roof, and 46 students said afternoon sun makes waiting uncomfortable. Include a vivid image, a workable plan, and a direct request.

ANSWER KEY

Garden Pitch

GRADE 6 · 6.P.EICC.4.e

PART 1 · READ AND MARK

Underline the facts and plans that support the request, circle two vivid phrases, and number the paragraph that states the request most directly. These choices show how a writer selects details for an audience and purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the writer addressing, and what does the writer ask this audience to approve?	**The writer addresses the School Board and asks it to approve a student-run garden for next spring.**
2	Identify two pieces of information the writer uses to support the garden idea.	**The writer cites a survey in which 61 of 80 sixth graders would help care for a garden and explains that native plants provide food and shelter for pollinators.**
3	What picture does the phrase "a bare patch that shimmers with heat" create? How does the later description of "cool soil, green stems" strengthen the proposal?	**It creates an image of an empty, hot space. The later description contrasts it with a pleasant, living garden that students would want to use.**
4	How do the three paragraphs build the proposal for the School Board?	**The first paragraph introduces the idea and request, the second gives benefits and evidence, and the third offers a manageable plan and a direct next step.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Principal Lee, the bus pickup zone feels like a skillet on bright afternoons. It has no trees or roof, so students wait in direct sun. In a school survey, 46 students said the afternoon sun makes waiting uncomfortable. A shaded area would make dismissal safer and calmer. A small project can solve this problem. The PTA could ask local businesses to donate two sturdy shade sails, while student artists design signs that show where each bus line forms. A custodian and a licensed installer could choose safe anchor points. This plan would create a cooler space without blocking buses or walkers. Please add the shaded waiting area to the next facilities meeting and let students share a sketch and cost estimate. When the final bell rings, students should see a cool place to gather, not a strip of pavement glowing in the sun. Your approval can turn a hot wait into a safer ending to the day.

Accept equivalent responses that accurately identify the audience, request, evidence, craft choices, and paragraph structure. For the open task, accept varied ideas if the response has three paragraphs, stays within the word range, uses both supplied facts, includes vivid language and a workable plan, and makes a direct request.