

Plans With Purpose

Notice how a proposal guides readers from a problem to a decision.

6.T.SS.1.a "Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the opening question, circle the heading and the time-order words, and number the paragraphs 1, 2, and 3 in the order they guide the reader.

A Shade Garden Proposal

- ① At noon, the blacktop behind Maple Middle School can feel much hotter than the grass beside it. Where do students wait when the shade near the doors is already full? During the last warm week of May, the student council used thermometers to compare surfaces. The blacktop measured 118°F, while a nearby grassy area measured 89°F. Their results began a plan for a small shade garden beside the playground for lunchtime use and outdoor classes.
- ② **HOW THE GARDEN COULD WORK** First, volunteers would place three raised beds along the fence, leaving a clear path to the water fountain. Next, they would plant native shrubs and small trees that can handle the area's summer weather. Site sketch: fence, beds, path, fountain. The plan also lists costs: \$240 for lumber, soil, and plants. The garden would be watered by a hose already used for school grounds after school hours during dry days.
- ③ The proposal is not only about plants. Shade can lower the temperature of a surface or nearby space, and trees can provide habitat for birds and insects. On June 8, the council will present the sketch and budget at the community meeting. Residents may ask questions before the vote. Anyone who wants to help can bring a work glove to the first planting day if the plan is approved by the school later that summer.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Why might the author begin with a crowded-shade problem and two temperature readings before explaining the garden plan?

- 2 How do the heading, the words "First" and "Next," and the site sketch help a reader understand the proposal?

- 3 Why does the author include the cost list and the detail about the hose already used for school grounds?

- 4 Paragraph 3 shifts from describing benefits to giving a meeting date, a vote, and a planting day. What does this shift help the author accomplish?

3 YOUR TURN Your own words

Write a 125-145 word proposal for a school improvement other than a shade garden. Use three paragraphs, begin with a question or concrete problem, use a heading and at least two time-order words in paragraph 2, and end with one specific next step for readers.

PART 1 • READ AND MARK

Underline the opening question, circle the heading and the time-order words, and number the paragraphs 1, 2, and 3 in the order they guide the reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why might the author begin with a crowded-shade problem and two temperature readings before explaining the garden plan?	It shows that students have a real heat and shade problem and gives evidence that a garden is needed.
2	How do the heading, the words “First” and “Next,” and the site sketch help a reader understand the proposal?	They break the plan into easy-to-find parts and show the order and location of the garden features.
3	Why does the author include the cost list and the detail about the hose already used for school grounds?	These details help readers judge what materials, money, and resources the project would need.
4	Paragraph 3 shifts from describing benefits to giving a meeting date, a vote, and a planting day. What does this shift help the author accomplish?	It connects the proposal to upcoming decisions and gives community members ways to take part.

PART 3 • YOUR TURN (SAMPLE ANSWER)

After lunch, the water fountain line near the gym often reaches the hallway. How can students refill bottles without missing class? Last month, sixth graders counted 18 students waiting during one passing period. A refill station beside the cafeteria could shorten the line and reduce the number of plastic bottles thrown away each day. **PLAN DETAILS** First, the school could ask a local plumber to inspect the cafeteria wall. Next, the student council could share prices for the station and filter. A small map of the cafeteria would show where students enter and leave the line. At the September 12 school board meeting, families can review the map and costs. Board members will decide whether to fund the station. Students who support the idea can sign up at the library to give a one-minute comment during the meeting.

Accept answers that explain how a structural choice or feature affects readers, not answers that only name the feature. For the writing task, accept different school improvements when the response follows the required organization and uses features for a clear purpose.