Plan With Purpose

Trace how a writer selects and places evidence in a proposal.

9.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 Number the proposal's three main sections 1, 2, and 3. Underline the detail in each paragraph that most strongly supports that section's purpose, then circle one detail the writer leaves out or limits because it is less useful.

A Proposal for Covered Bike Racks

1. To persuade the school board to add covered bike racks, I will organize my proposal around a clear problem, a practical solution, and its benefits. The opening will describe the current morning scene: students lock bicycles to fences or leave them in the rain because the campus has only one small uncovered rack. I will include the number of bikes counted during one week, 37, because it shows that the need is real. I will not begin with a long history of bicycles, since that information would delay the main point. It would waste space.

2. Next, the solution section will explain where two covered racks could go and what they would need. A campus map can show the proposed spaces near the library entrance, where students can see their bikes from the main walkway. I will connect the map to cost information by stating that the facilities manager's estimate includes racks, canopies, and installation. The proposal will focus on that estimate, rather than on prices for unrelated playground equipment. This choice helps board members judge whether the plan can fit the school's budget.

3. Finally, the benefits section will show why the board should act. I will use the bike count again only if I explain its meaning: more bicycles than spaces can lead students to block railings or search for other places to lock up. I will also mention that a covered rack protects seats and handlebars from rain, a direct benefit for riders. A student's favorite bicycle color would not support this section, so it will be left out. By ending with safety, convenience, and protection from weather, the proposal returns to the reasons the solution matters.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are the proposal's three main sections, and what kind of information does the writer place in each one?

2. Why is the count of 37 bicycles a useful detail in the opening paragraph?

3. How do the campus map and the facilities manager's estimate work together in the solution section?

4. Why will the writer use the bike count again only if its meaning is explained?

3 YOUR TURN

Your own words

Choose a school improvement proposal. Create a three-part plan with the headings Problem, Solution, and Benefits. Under each heading, list two details, place an asterisk beside the most impactful detail, and write two sentences explaining how your starred details support your organization.

PROBLEM	SOLUTION	BENEFITS

Plan With Purpose

PART 1 · READ AND MARK

Number the proposal's three main sections 1, 2, and 3. Underline the detail in each paragraph that most strongly supports that section's purpose, then circle one detail the writer leaves out or limits because it is less useful. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are the proposal's three main sections, and what kind of information does the writer place in each one?	**Problem: the lack of bike storage and the bike count. Solution: rack locations and estimated costs. Benefits: safety, convenience, and protection from rain.**
2	Why is the count of 37 bicycles a useful detail in the opening paragraph?	**It provides concrete evidence that the school has a real need for more bike storage.**
3	How do the campus map and the facilities manager's estimate work together in the solution section?	**The map shows where the racks could go, and the estimate shows the materials and installation costs for that plan.**
4	Why will the writer use the bike count again only if its meaning is explained?	**The explanation links the count to an impact: too few spaces can cause students to block railings or search for other places to lock bikes.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Problem *A five-day count of discarded single-use bottles near the gym The fountain near the gym has no bottle-filling spout Solution *A price quote for one bottle-filling station and installation A location beside the gym entrance Benefits *Less single-use bottle waste near the gym A faster way for athletes to refill water bottles The starred problem detail demonstrates the size of the waste issue, while the starred solution detail lets decision makers evaluate a realistic purchase. The starred benefit connects the equipment to a lasting result, so the plan moves logically from need to action to impact.

Accept equivalent descriptions that correctly connect each section to its purpose and identify evidence that is relevant to that section. For the open task, accept varied school proposals when the details fit the three-part plan and the starred details are clearly the most useful or impactful.