

Transition Trail

Notice how transitions guide a reader through a proposal.

8.W.2.A.iv "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Using appropriate and varied transitions to signal shifts in writing to clarify the..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This proposal describes an invented school situation. Underline each transition word or phrase in the passage. In the margin, label the relationship it shows, such as order, example, contrast, condition, or result.

A Reading Corner Proposal

- ① During lunch, the library often fills with students who need a calm place to read or finish work. Our school could create an outdoor reading corner beside the east entrance, where two unused benches already sit. To begin, the space would need weatherproof seats, a small shade cover, and a sign explaining its purpose. This plan addresses a simple problem: students currently have few quiet choices when the library is full. A reading corner would give them another place to focus.
- ② Next, students could help choose the corner's design through a short survey. For example, the survey might ask whether students prefer movable chairs or fixed benches, and whether they would use the area before school. Their responses would help the principal select features that match actual needs. However, the project should not remove space needed for wheelchair access or emergency routes. Before any materials are ordered, staff members should review the location and safety rules. Careful planning would make the corner useful to more students.
- ③ Once the corner opens, the school can check whether it is meeting its goal. In the first month, volunteers could count how many students use the space during lunch and collect brief comments. If many students report noise or crowded seating, the school could adjust the layout. As a result, the project would improve through evidence rather than guesses. Finally, sharing the results with the student council could guide future campus projects. The reading corner begins as one small change, yet its results could shape better decisions across the school.

2 ANSWER WITH EVIDENCE Use the passage

1 What relationship does the transition “Next” show between the first and second paragraphs?

2 Which transition introduces a specific example in paragraph 2, and what example follows it?

3 How does the word “However” help organize the ideas in paragraph 2?

4 What shift occurs in paragraph 3, and how do “Once” and “As a result” make that shift clear?

3 YOUR TURN Your own words

Choose one improvement your school could make. First, create a brief plan with a claim and one main idea for each of three paragraphs. Then write a 150 to 190 word, three-paragraph proposal using at least five varied transitions that show clear relationships among your ideas.

1. Plan

Write a claim and one main idea for each of your three paragraphs.

2. Draft, revise and edit

Write your 150-190-word proposal in three paragraphs. Then mark revisions to transitions and edit conventions directly on this draft; leave the original wording readable.

[illegible]

3. Changes made

Copy one transition before and after revision and explain the relationship it clarifies. Record one convention edit as well.

PART 1 • READ AND MARK

This proposal describes an invented school situation. Underline each transition word or phrase in the passage. In the margin, label the relationship it shows, such as order, example, contrast, condition, or result. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What relationship does the transition “Next” show between the first and second paragraphs?	It shows sequence, moving from introducing the reading corner idea to the next planning step, surveying students.
2	Which transition introduces a specific example in paragraph 2, and what example follows it?	“For example” introduces the survey questions about movable or fixed seating and whether students would use the area before school.
3	How does the word “However” help organize the ideas in paragraph 2?	It signals a contrast by shifting from the benefits of student input to a limitation, protecting wheelchair access and emergency routes.
4	What shift occurs in paragraph 3, and how do “Once” and “As a result” make that shift clear?	The paragraph shifts from planning the corner to evaluating it after it opens. “Once” signals the later time, and “As a result” connects evidence to improvements.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Claim: Investigate refill stations. Paragraph 1: Explain the need and proposal. Paragraph 2: Gather information and address practical concerns. Paragraph 3: Evaluate an approved station.

Our school should investigate water bottle refill stations near the gym and cafeteria. Students with reusable bottles may wait at crowded fountains between classes. To begin, the school could check which locations have suitable plumbing. A station could make refilling easier, although its effect on disposable-bottle waste would need checking.

Next, a student team could survey classmates about busy locations. For example, students could record waiting times after lunch and ask where another station would help. The facilities manager could compare this information with plumbing and access requirements. However, the team must also consider installation costs, cleaning and replacement filters. These checks would help the principal judge whether the proposal is practical.

If a station is approved, volunteers could track its use for one month. They could also ask students about remaining queues. As a result, later decisions could draw on local evidence instead of guesses. Finally, the team could report its findings and recommend whether to investigate another location.

Accept accurate explanations of transitions and paragraph shifts. Require an actual plan, a three-paragraph 150-190-word proposal with at least five varied transitions, visible transition revision and convention editing. The plan and change record do not count toward the prose word range. The sample supplies a plan and possible final prose, not evidence that the student completed revision. All school situations are invented. Station use alone does not prove less disposable-bottle waste; proposed observations and feasibility checks should not be presented as collected results.