

# 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** The school, measurements, costs and events are invented for this classroom proposal. Underline the opening question. Circle the bold heading and the two sequence words in paragraph 2 that introduce planned actions. Trace how the three paragraphs guide readers from a problem to a decision.

## 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 suited to the area. The location table organizes these details for readers. An initial estimate lists \$240 for lumber, soil and plants; actual prices would need checking. A hose already used for school grounds could supply water during dry weather.

**PROPOSED LOCATIONS (FICTIONAL PLAN)**

| Feature                | Proposed location or access       |
|------------------------|-----------------------------------|
| Three raised beds      | Along the fence                   |
| Shrubs and small trees | In the raised beds                |
| Walking path           | Keep access to the fountain clear |

- ③ The proposal is not only about plants. Shade can protect a surface from direct sunlight, and trees can provide habitat for birds and insects. On June 8, the council will present the location table and estimated budget at a community meeting. Residents may ask questions before the vote. Anyone interested in helping can sign up at the meeting. Planting would begin only after the school approves a suitable site, materials and maintenance plan.

**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?

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- ② How do the bold heading, the words First and Next, and the location table help readers understand the proposal?

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- ③ Why does the author include an estimated cost and information about the existing hose?

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- ④ Paragraph 3 shifts from benefits to a meeting, a vote and a way to volunteer. How does that shift serve the author's purpose?

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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.

This image shows a full page of blank, lined paper. It features approximately 20 horizontal grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines or other markings present.

**PART 1 • READ AND MARK**

The school, measurements, costs and events are invented for this classroom proposal. Underline the opening question. Circle the bold heading and the two sequence words in paragraph 2 that introduce planned actions. Trace how the three paragraphs guide readers from a problem to a decision. 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?       | <b>The opening establishes concern about hot surfaces in the invented situation before offering a plan. The readings support investigating shade, but do not prove that this garden is the best solution.</b> |
| 2 | How do the bold heading, the words First and Next, and the location table help readers understand the proposal?               | <b>The heading identifies the plan section, the time-order words sequence actions, and the table groups each feature with its location or access need.</b>                                                    |
| 3 | Why does the author include an estimated cost and information about the existing hose?                                        | <b>They help readers consider money and resources. Calling the amount an estimate also shows that prices still need checking.</b>                                                                             |
| 4 | Paragraph 3 shifts from benefits to a meeting, a vote and a way to volunteer. How does that shift serve the author's purpose? | <b>It moves readers from understanding the idea to taking part in a decision, while making approval a condition of the work.</b>                                                                              |

### **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 explanations of how a feature affects readers, not just feature names. The source and sample are fictional classroom proposals: all school observations, counts, prices and dates are invented. The table is an actual printed feature, not a missing sketch. Require three purposeful paragraphs, 125-145 words, the specified heading and sequence words, and a clear next step. Students should use accurate observations for their own school, not present invented counts as collected data.