

Proposal Pathways

Notice how useful information follows a clear plan.

5.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 Underline the main job of each paragraph: problem and possible solution; useful supporting information; next steps. Star one especially useful detail and explain to a partner why it belongs in that part of the plan.

A Rain Garden for Our School

In this fictional school proposal, rain leaves puddles beside the east entrance. A rain garden might reduce runoff reaching the walkway. A rain garden is a shallow planted area that collects flowing rainwater and lets it soak into the ground. Whether it will work here depends on the site and soil; a low spot alone is not enough to choose a location.

A suitable garden could collect water flowing from a roof or sidewalk. Its plants could also provide food and shelter for wildlife. The school would choose plants suited to the local conditions. Robins often hop near the fence in spring. This detail describes the setting, but it tells us less about whether this particular project will work than information about runoff and soil.

First, school staff and a qualified garden adviser should check where runoff flows and whether the site is suitable. If it is, the student council can help prepare a sketch, plant list and cost estimate for the principal. Planting would follow approval and adult planning. This proposal connects the problem, useful supporting information and practical next steps.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What job does each paragraph have in the organization plan?

2 Which information would best help decide whether the garden will work here? Explain.

3 Why is the robin detail less useful to this proposal than runoff information?

4 Why does the cost estimate belong with the next steps?

3 YOUR TURN

Your own words

Choose a school improvement and link its ideas to a three-part proposal plan. Highlight your most useful information, then write three connected paragraphs: problem and solution, supporting details, and next steps. Use actual knowledge or label invented details as a practice scenario.

1. Select and connect

List three useful details and label where each belongs in your plan. Star the most impactful one and explain why it helps your audience decide.

2. Paragraph one

Explain the problem and your proposed solution. Make the purpose clear to your school audience.

3. Paragraph two

Develop two useful details that support the improvement. Connect each detail to how your solution helps.

4. Paragraph three

Explain sensible next steps, including who should be consulted or asked for approval.

PART 1 • READ AND MARK

Underline the main job of each paragraph: problem and possible solution; useful supporting information; next steps. Star one especially useful detail and explain to a partner why it belongs in that part of the plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does each paragraph have in the organization plan?	Paragraph 1 explains the problem and possible solution. Paragraph 2 gives useful supporting information. Paragraph 3 gives steps for checking and planning the project.
2	Which information would best help decide whether the garden will work here? Explain.	Runoff paths and whether the site and soil are suitable matter most. They help judge whether water can reach the garden and soak in; a low spot alone is not enough.
3	Why is the robin detail less useful to this proposal than runoff information?	It helps describe the setting, but does not show whether this site can collect runoff and let it soak into the soil.
4	Why does the cost estimate belong with the next steps?	It is something to prepare for the principal after checking the site, so it helps explain how the proposal could move toward approval.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: a fictional school example

Problem/solution: books are scattered; use a return cart. Support: a single return point and a librarian check before shelving. Next steps: ask the librarian about space and a cart. I star the single return point because it directly addresses scattered books.

Three-paragraph proposal

In our pretend school library, used books are left on several tables. A return cart could give readers one clear place to leave them.

The cart would gather returned books in a single spot, making tables easier to use. The librarian could also check where each book belongs before shelving it, which would reduce guessing by student helpers.

First, we should ask the librarian whether a cart would help and where it could go. If the idea is approved, our class could make a clear return sign and explain the routine to other readers.

TEACHER ASSESSMENT NOTES

Rain-garden background is paraphrased from the U.S. EPA, Soak Up the Rain: Rain Gardens (epa.gov/soakuptherain/soak-rain-rain-gardens); the school is fictional. Site suitability is conditional, not proved by standing water. Accept other well-supported relevance rankings. The student must create an organization plan, highlight a useful detail with a reason and write three actual paragraphs. The model visibly separates all three paragraphs and explains how selected information links to the plan. No rigid sentence or word count applies.