

From Problem to Action

Study how a focused letter moves an audience from problem to action.

11.W.2.A.iv "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing)..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In this fictional letter, circle transitions showing addition, sequence, cause or conclusion. Underline the request in paragraph 1, a supporting detail in paragraph 2, and the next-step request in paragraph 3. Explain one transition.

A Letter About Bicycle Storage

- ① Dear Principal Morales, Our school encourages students to make healthy choices, yet many cyclists arrive with nowhere dry to store their bikes during rain. I am writing on behalf of the Environmental Action Club to propose a covered bike rack beside the east entrance. This location is visible from the office and close to the main sidewalk. More important, it would make cycling a practical option for students who currently depend on car rides. A modest shelter could support our wellness goals while reducing morning traffic near the bus lane.
- ② First, the rack would solve a daily problem without requiring a large construction project. On rainy afternoons, students often leave bicycles against fences or carry helmets through crowded hallways. A six-space rack with a simple roof would keep bicycles together and protect them from weather. In addition, the project could be funded through a combination of club fundraising and a local business donation, limiting the school budget's share. Because the east entrance already has a paved area, the design might avoid removing green space; staff would still need to assess installation work. These details make the proposal manageable as well as useful.

- ③ Therefore, I ask you to let the club present two rack designs at the September facilities meeting. We can bring price estimates, possible donors, and a student survey about bicycle use. If the school approves one design, volunteers can help publicize the fundraiser and explain the new parking rules. The project is small, but its effect could be noticeable: fewer bicycles in walkways, safer storage, and one more reason to choose active transportation. Thank you for considering a solution that serves students while respecting the school's space and budget.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Who is the letter's audience, and what does the writer want that audience to do? Use one detail from the letter in your answer.

- ② What does the transition "First" do at the beginning of paragraph 2?

- ③ How does the sentence beginning with "Because the east entrance" use its opening clause to connect an idea to the writer's claim?

- ④ How does "Therefore" connect paragraph 3 to the earlier paragraphs?

3 YOUR TURN

Your own words

Plan an audience, purpose and three paragraph roles. Write a three-paragraph, 120-150-word email requesting a practical school improvement. Address a school decision-maker, give two supporting details and a next step, use four transitions and a dependent-clause opening. Revise and edit. Put Imagined scenario above invented details.

1. Audience, purpose and paragraph roles

Name the audience and purpose; give each of three paragraphs a role.

2. Draft and connect ideas

Use three paragraphs with blank lines. Revise and edit directly here.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

In this fictional letter, circle transitions showing addition, sequence, cause or conclusion. Underline the request in paragraph 1, a supporting detail in paragraph 2, and the next-step request in paragraph 3. Explain one transition. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the letter's audience, and what does the writer want that audience to do? Use one detail from the letter in your answer.	The audience is Principal Morales. The writer wants the principal to allow the club to present covered bike rack designs at the September facilities meeting.
2	What does the transition "First" do at the beginning of paragraph 2?	It begins the first set of supporting reasons for the bike rack proposal.
3	How does the sentence beginning with "Because the east entrance" use its opening clause to connect an idea to the writer's claim?	The opening clause gives a reason that installation would be manageable: the entrance already has a paved area.
4	How does "Therefore" connect paragraph 3 to the earlier paragraphs?	It shows that the request to present designs follows from the problem and evidence explained in paragraphs 1 and 2.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Scenario: Imagined scenario: all local observations below are invented for this writing example.

Plan: Audience: library director. Purpose: request a limited later-hours trial. Paragraph roles: 1, problem and request; 2, benefits and staffing consideration; 3, next step and evaluation.

Revised draft: Dear Library Director, many students wait for rides after school, but our library closes at 3:30. Please consider keeping it open until 4:30 on Tuesdays and Thursdays during spring. The extra hour would offer a quiet place to finish work and use research materials.

First, students could study while waiting rather than working in noisy hallways. In addition, the library's reference collection would remain available. Because the trial covers only two days each week, staff could estimate a limited schedule before committing to longer hours. Adult supervision would still need approval and funding.

Therefore, please discuss a spring pilot with the assistant principal. Sign-in records could show demand; however, attendance alone should not decide success. Staff could also review costs and student feedback before recommending whether the extra hour should continue.

Review note: I linked the final request to a limited trial and added an explicit staffing condition. I checked the Because-clause comma and connections across all three paragraphs.

Local school situations and sample observations are invented classroom examples. Label imagined observations; do not present them as collected research. Accept appropriate transitions with explanations; students need not find every possible conjunction. Require the audience/purpose/paragraph plan and three-paragraph email with 120-150 words, two concrete supports, four transitions, a dependent-clause opening and next step. First, In addition, Therefore and however connect the model; Because begins a dependent clause. Imagined library hours support practice, not a claim about an actual school's schedule.