

Proposal Pathways

Study how transitions guide a proposal from idea to action.

10.W.2.A.v “Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Using transitions effectively to connect ideas within and across paragraphs.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every transition word or phrase that links ideas. In the margin, number the proposal's major steps in the order they should happen.

A Covered Bicycle Rack

- ① Dear Principal Alvarez, our school should add a covered bicycle rack beside the east entrance. Many students bike or walk from nearby neighborhoods, yet rain leaves bicycles wet and can make the current rack slippery. A roofed rack would protect bikes, keep the entrance clearer, and show that the school supports active travel. I am writing to ask you to include this project in next year's facilities plan. Because the change is modest, it could help students without requiring a major construction project or disrupting classes.
- ② First, the school could start by measuring the space and requesting estimates from local contractors. This planning step would help the facilities team compare a simple metal canopy with other durable options. In addition, the team could survey student cyclists about where they currently park and whether they would use a covered rack. Those responses would make the proposal more precise. After the planning is complete, a draft budget and timeline could be shared with the student council and families. Their feedback might reveal concerns about placement, cost, or access before the school commits funds.
- ③ Finally, the school should revise the plan after reviewing that feedback, then edit the final proposal for clear dates, accurate costs, and respectful wording. For example, the proposal should explain how students will enter the building safely while workers install the rack. As a result, decision makers can see both the benefit and the practical steps. If approved by spring, construction could occur during summer break, when the entrance is less crowded. A covered bicycle rack is a practical improvement, and a carefully organized proposal can help the school decide whether to move forward.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the intended audience, and what action does the writer want that audience to take?

2 How does the transition "First" help organize paragraph 2?

3 What should happen after planning is complete but before the school commits funds?

4 Name two details the writer says to revise or edit in paragraph 3. Why would these details help the proposal's audience make a decision?

3 YOUR TURN _____ Your own words

Choose a school improvement other than bicycle parking. Make a three-bullet plan, then write a three-paragraph proposal of 120 to 150 words to your principal. Use at least four transitions, including a transition at the start of paragraphs 2 and 3, and revise and edit so each paragraph has a clear role.

PART 1 • READ AND MARK

Underline every transition word or phrase that links ideas. In the margin, number the proposal's major steps in the order they should happen. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the intended audience, and what action does the writer want that audience to take?	The audience is Principal Alvarez. The writer wants the principal to include a covered bicycle rack in next year's facilities plan.
2	How does the transition "First" help organize paragraph 2?	It signals the first major step, planning the project by measuring the space and getting estimates.
3	What should happen after planning is complete but before the school commits funds?	A draft budget and timeline should be shared with the student council and families so their feedback can be considered.
4	Name two details the writer says to revise or edit in paragraph 3. Why would these details help the proposal's audience make a decision?	The writer says to revise the plan after feedback and edit for clear dates, accurate costs, and respectful wording. These details help decision makers judge whether the project is practical and appropriate.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: • Need: a quiet study corner in the library • Evidence: students need a quieter place to work • Steps: prepare the space, gather feedback, revise Dear Principal Chen, our library should create a quiet study corner near the back windows. At lunch and after school, students need a place to read, finish assignments, or prepare for tests without hallway noise. This change would support focused work and use an area that now has unused tables. First, library staff could move two tables, add a divider, and post signs explaining the corner's expectations. In addition, student volunteers could suggest low-cost tools for students who need quiet. Before the corner opens, the school could survey students about useful hours and rules. These steps would help the plan fit real needs. Finally, after a one-month trial, staff and students should review usage and revise the schedule if the space is crowded. The final announcement should be edited for clear rules. As a result, students would know how to use the corner respectfully.

Accept equivalent descriptions of the audience, purpose, sequence, and transition effects when they are supported by the passage. For Part 3, check for a three-bullet plan, three paragraphs of 120 to 150 words, a clear audience and purpose, at least four transitions, and evidence of revision and editing.