From Problem to Pilot

Study how a proposal uses a scene, transitions, and a clear action.

12.W.2.A.v "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 Underline the opening narrative details, circle transition words or phrases, and number the passage's three main stages. Use your marks to track how the proposal leads its audience from a problem to a practical action.

A Repair Station for Student Cyclists

1 At 7:42 on Tuesday morning, I watched a ninth grader crouch beside the east bike rack, turning a loose pedal with a house key. The first bell rang before he could ride away, so he walked his bicycle to the office and arrived late. That small scene shows why I am writing to the principal and facilities committee: our school needs a basic bicycle repair station near the racks. A pump, tire levers, hex keys, and a chain tool would help students solve minor problems before they become missed class time.

2 First, the station would support students who already bike and could make cycling less risky for beginners. During arrival and dismissal, a flat tire or slipping chain can leave a student stranded far from home. In addition, the station would protect the school day, because quick repairs can prevent late arrivals and calls for rides. The equipment need not be elaborate. A weather-resistant stand with tools attached by cables could serve many users, while a nearby sign could explain which repairs belong to trained adults.

3 Finally, this proposal asks the committee to approve a small pilot station by the east racks before the fall term. The committee could ask the student cycling club to test the tools, report problems, and suggest clear safety language for the sign. If the pilot is used regularly, the school could consider a second station near the gym. This modest step gives the school a way to measure demand before buying more equipment. For students who depend on bicycles, a repair station would turn a frustrating interruption into a quick return to class.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the proposal written to, and what does the writer want those readers to approve?

2. What narrative moment opens the proposal, and how does it support the writer's purpose?

3. What transition begins the second benefit in paragraph 2? What relationship does that transition signal?

4. How does paragraph 3 build on the earlier paragraphs to guide the committee toward action?

3 YOUR TURN

Your own words

Choose a practical improvement for your school and name a decision-making audience. Make a three-point plan, then write a 130-160-word proposal that opens with a brief observed moment, moves logically through need, solution, and action using at least three transitional words or phrases, and ends with one bracketed revision note naming a change you made for clarity or audience.

ANSWER KEY

From Problem to Pilot

GRADE 12 · 12.W.2.A.v

PART 1 · READ AND MARK

Underline the opening narrative details, circle transition words or phrases, and number the passage's three main stages. Use your marks to track how the proposal leads its audience from a problem to a practical action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the proposal written to, and what does the writer want those readers to approve?	**It is written to the principal and facilities committee. The writer wants approval for a small pilot bicycle repair station by the east racks before the fall term.**
2	What narrative moment opens the proposal, and how does it support the writer's purpose?	**The writer sees a ninth grader trying to fix a loose pedal with a house key and arriving late after the bell. The scene makes the problem concrete and shows how bike trouble can cause missed class time.**
3	What transition begins the second benefit in paragraph 2? What relationship does that transition signal?	**"In addition" begins the second benefit. It signals that the writer is adding another reason to support the repair station.**
4	How does paragraph 3 build on the earlier paragraphs to guide the committee toward action?	**After presenting a specific problem and explaining broader benefits, paragraph 3 asks for a manageable pilot, explains how it could be tested, and offers a possible next step if it succeeds.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: 1. Need: crowded lunch lines reduce eating time. 2. Solution: a preorder pickup shelf. 3. Action: a two-week pilot. To Principal Ortiz and the cafeteria manager: On Thursday, I saw Maya reach the front of the lunch line just as the warning bell sounded. She left with crackers because waiting for a hot meal would have made her late. Our cafeteria should test a preorder pickup shelf for one lunch period. First, students could submit simple meal choices before first period, giving staff a clearer count. In addition, labeled bags on a supervised shelf would shorten the line for students whose clubs, tutoring, or buses limit their time. The pilot would not replace the regular line. Instead, it would show whether pickup reduces waste and helps students eat a full lunch. Therefore, please approve a two-week trial and ask the student council to collect user feedback. [Revision: I replaced "faster" with specific effects on lateness and meals.]

Accept answers that accurately identify the audience, purpose, narrative opening, transitions, and paragraph sequence in the model. For the open task, accept varied school improvements if the response includes a usable plan, a logically organized proposal, narrative detail, at least three transitions, and a specific revision note.