

Shade Matters Most

Study how a proposal builds one clear idea with evidence and structure.

6.W.2.A.ii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Establishing a central idea incorporating evidence and maintaining an organized structure to fit..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the central-idea sentence in the first paragraph. Circle two details that support the idea, then write 1, 2, and 3 beside the paragraphs to show the order of the writer's ideas.

A Cooler Playground Plan

- ① Adding shade to the south playground would make recess safer and more comfortable. At midday, the blacktop and climbing area receive direct sunlight, and students often search for the narrow shadows beside the building. A shade sail over the benches and part of the play space could give students a cooler place to rest, read, or wait for a turn. This change would help the playground serve students even on hot, bright days in late spring and early fall.
- ② Other public spaces show how shade can improve outdoor use. Many parks place fabric canopies above seating areas, so visitors can use outdoor tables during sunny afternoons. The National Weather Service advises people to seek shade when the sun's rays are strongest, usually around midday. A designer could inspect the area near our benches, measure it, and choose a structure that fits safely. These details show that shade is useful and possible to plan for the school.
- ③ Before choosing a design, the school could ask students and staff where shade is needed most. A simple map and a short survey would help the planning team compare the lunch tables, benches, and play areas. Next, the team could draft a proposal that lists costs, safety needs, and possible locations. After feedback, writers should revise unclear ideas and edit spelling, punctuation, and facts. With careful planning, the school can create a shade project that meets a real need.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the central idea of the proposal?

2 Name two details from paragraph 2 that support the proposal.

3 How does each paragraph help organize the proposal? Write the purpose of paragraphs 1, 2, and 3.

4 After the team drafts its proposal, what two writing-process actions should happen next? What does each action improve?

3 YOUR TURN Your own words

Choose one improvement your school could make. First, make a brief plan with a central idea and two evidence details, then draft a three-paragraph proposal of 120 to 150 words: introduce the idea, explain the evidence, and end with a practical action; revise for clear ideas and edit for correct conventions.

PART 1 • READ AND MARK

Underline the central-idea sentence in the first paragraph. Circle two details that support the idea, then write 1, 2, and 3 beside the paragraphs to show the order of the writer's ideas. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the central idea of the proposal?	Adding shade to the south playground would make recess safer and more comfortable.
2	Name two details from paragraph 2 that support the proposal.	Many parks use fabric canopies above seating areas, and the National Weather Service advises people to seek shade around midday.
3	How does each paragraph help organize the proposal? Write the purpose of paragraphs 1, 2, and 3.	Paragraph 1 states the need and central idea. Paragraph 2 gives supporting evidence and explains that the plan is possible. Paragraph 3 explains planning, drafting, revising, and editing steps.
4	After the team drafts its proposal, what two writing-process actions should happen next? What does each action improve?	The team should revise unclear ideas, then edit spelling, punctuation, and facts.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Central idea: Install a water bottle filling station near the gym. Evidence: The nearest fountain is down the hall. Refillable bottles can reduce the need for single-use plastic bottles. Our school should install a water bottle filling station near the gym. The nearest fountain is down the hall, so students returning from physical education must hurry to get a drink. A nearby station would make water easier to get during a busy part of the day. Refill stations fill reusable bottles more easily than low drinking fountains. Students could use the station after exercise without waiting in the hallway. Reusable bottles also reduce the need for single-use plastic bottles. A station near the gym would give students a convenient reason to bring and refill their own bottles each day. The principal could ask the maintenance team to identify a safe location and estimate the cost. The student council could survey students about bottle use. With a location, a cost estimate, and student feedback, the school could decide whether to add the station next year.

Accept equivalent statements of the central idea and any two accurate supporting details from the passage. For Part 3, look for a clear central idea, at least two relevant evidence details, three organized paragraphs, and evidence of revision and editing.