Proposal Power

Study how a proposal grows through each writing step.

6.W.2.A.v "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Selecting vocabulary and information to enhance the central idea, tone, and voice."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the central idea, number the four writing-process stages in the order named, and circle four words or phrases that create a hopeful, serious tone.

A Shade Garden Proposal

(1) Last spring, our student council noticed that the blacktop behind the school became painfully hot at lunch. We planned a proposal for a small shade garden beside the fence. First, we listed facts: the space receives sun, a nearby spigot provides water, and native plants can support insects. Our central idea was clear: a shade garden would make recess safer and turn an unused corner into a living learning space. This plan guided every paragraph of our proposal.

(2) In our first draft, we began with the heat problem, then explained how the garden could help. We chose vivid, exact words instead of weak ones. Rather than calling the area "nice," we described a cool, leafy refuge where students could read or talk. We also included practical details about planting, watering, and caring for the beds. These choices gave the proposal a hopeful but serious voice. The second paragraph supplied reasons and details, so readers could see that the idea was possible.

(3) During revision, we moved the sentence about the water source next to the planting details. That change made the information easier to follow. We replaced the plain word "good" with "safer" because safety was an important reason for the project. Finally, we edited spelling, punctuation, and repeated words. Our final paragraph asked the principal to approve a planning meeting. By planning, drafting, revising, and editing, we built a focused proposal with an organized structure, a respectful tone, and a student voice.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the central idea of the proposal? Copy the sentence that states it.

2. How does the second paragraph develop the central idea? Use one detail from the paragraph.

3. Name two revisions the writers made. Explain how one revision improved the organization or word choice.

4. What tone does the proposal have? Give two words or phrases from the passage that help create that tone.

3 YOUR TURN

Your own words

Plan the order of your ideas, then write two short proposal paragraphs, 80 to 110 words total, about one improvement your school needs. In the first paragraph, state a central idea and one reason. In the second, add details and end with a clear request. Use at least three precise words that create a respectful, serious tone.

ANSWER KEY

Proposal Power

GRADE 6 · 6.W.2.A.v

PART 1 · READ AND MARK

Underline the sentence that states the central idea, number the four writing-process stages in the order named, and circle four words or phrases that create a hopeful, serious tone. 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? Copy the sentence that states it.	**"A shade garden would make recess safer and turn an unused corner into a living learning space."**
2	How does the second paragraph develop the central idea? Use one detail from the paragraph.	**It gives reasons and practical details that show the garden is possible, such as planting, watering, and caring for the beds.**
3	Name two revisions the writers made. Explain how one revision improved the organization or word choice.	**They moved the water-source sentence next to the planting details and changed "good" to "safer." Moving the sentence made the information easier to follow, and "safer" focused on an important reason for the project.**
4	What tone does the proposal have? Give two words or phrases from the passage that help create that tone.	**The tone is hopeful but serious. Accept evidence such as "cool, leafy refuge," "safer," "practical details," or "respectful tone."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a refill station near the gym. After practice, students often wait at one small fountain, and some bring disposable bottles. A bright, easy-to-use station would give athletes quick water and reduce plastic trash. It would help crowded hallways stay calmer. First, the station could have a counter that shows how many bottles students save. Custodians could check its filter on a regular schedule, keeping the water clean. The principal should ask the student council to compare costs and choose a durable model.

Accept different school-improvement topics if the response has two paragraphs, a clear central idea, organized supporting details, a request, and three or more precise tone-building words. Minor errors are acceptable if the writing shows planning, drafting, revision-aware word choice, and editing.