

Link Ideas Clearly

Notice how transitions guide a reader through a proposal.

8.W.2.A.iv "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Using appropriate and varied transitions to signal shifts in writing to clarify the..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each transition word or phrase in the passage. In the margin, label the relationship it shows, such as order, example, contrast, condition, or result.

A Reading Corner Proposal

- ① During lunch, the library often fills with students who need a calm place to read or finish work. Our school could create an outdoor reading corner beside the east entrance, where two unused benches already sit. To begin, the space would need weatherproof seats, a small shade cover, and a sign explaining its purpose. This plan addresses a simple problem: students currently have few quiet choices when the library is full. A reading corner would give them another place to focus.
- ② Next, students could help choose the corner's design through a short survey. For example, the survey might ask whether students prefer movable chairs or fixed benches, and whether they would use the area before school. Their responses would help the principal select features that match actual needs. However, the project should not remove space needed for wheelchair access or emergency routes. Before any materials are ordered, staff members should review the location and safety rules. Careful planning would make the corner useful to more students.
- ③ Once the corner opens, the school can check whether it is meeting its goal. In the first month, volunteers could count how many students use the space during lunch and collect brief comments. If many students report noise or crowded seating, the school could adjust the layout. As a result, the project would improve through evidence rather than guesses. Finally, sharing the results with the student council could guide future campus projects. The reading corner begins as one small change, yet its results could shape better decisions across the school.

2 ANSWER WITH EVIDENCE Use the passage

1 What relationship does the transition “Next” show between the first and second paragraphs?

2 Which transition introduces a specific example in paragraph 2, and what example follows it?

3 How does the word “However” help organize the ideas in paragraph 2?

4 What shift occurs in paragraph 3, and how do “Once” and “As a result” make that shift clear?

3 YOUR TURN Your own words

Choose one improvement your school could make. First, create a brief plan with a claim and one main idea for each of three paragraphs. Then write a 150 to 190 word, three-paragraph proposal using at least five varied transitions that show clear relationships among your ideas.

PART 1 • READ AND MARK

Underline each transition word or phrase in the passage. In the margin, label the relationship it shows, such as order, example, contrast, condition, or result. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What relationship does the transition “Next” show between the first and second paragraphs?	It shows sequence, moving from introducing the reading corner idea to the next planning step, surveying students.
2	Which transition introduces a specific example in paragraph 2, and what example follows it?	“For example” introduces the survey questions about movable or fixed seating and whether students would use the area before school.
3	How does the word “However” help organize the ideas in paragraph 2?	It signals a contrast by shifting from the benefits of student input to a limitation, protecting wheelchair access and emergency routes.
4	What shift occurs in paragraph 3, and how do “Once” and “As a result” make that shift clear?	The paragraph shifts from planning the corner to evaluating it after it opens. “Once” signals the later time, and “As a result” connects evidence to improvements.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Claim: The school should add water bottle refill stations. Paragraph 1: Explain the need and proposal. Paragraph 2: Describe research and a concern. Paragraph 3: Explain how to evaluate the project. Draft: Our school should add water bottle refill stations near the gym and cafeteria. Currently, students with reusable bottles may wait at crowded fountains between classes. To begin, the school could identify two fountains with nearby plumbing. Refill stations would give students quicker access to water and reduce single-use plastic bottles. Next, a student team could survey classmates about the busiest times at each fountain. For example, students could record how long they wait during the five minutes after lunch. The facilities manager could use these results to choose the best locations. However, the team must also consider cleaning needs and the cost of replacement filters. By comparing benefits and responsibilities, the school can make a practical plan. After the stations are installed, student volunteers can track how often they are used for one month. If usage is high, the school may add another station near the auditorium. As a result, later decisions will rest on evidence instead of assumptions. Finally, the team can report its findings to the principal and suggest the next step. This process turns a simple idea into an organized improvement.

Accept equivalent explanations that accurately identify each transition's relationship and the paragraph shift. For the open task, accept different school improvement ideas if the student includes a usable plan, three organized paragraphs, 150 to 190 words, and at least five transitions used accurately.