

From Plan to Purpose

Trace how a writer shapes a proposal and ends it clearly.

8.W.2.A.vii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Providing a concluding statement or section."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one sentence in each paragraph that shows a step in Elena's writing process. Then number the paragraphs 1, 2, and 3 to show how her ideas move from planning to improving to ending.

A Proposal Takes Shape

- ① At Roosevelt Middle School, students wait for buses in bright afternoon sun. To plan a proposal for a covered bus stop, Elena interviewed classmates, measured the waiting area, and listed possible benefits. Her notes showed that rain also soaked students who waited after activities. She grouped her ideas into three sections: the problem, a practical solution, and the benefits. This plan helped Elena choose details that would support one clear claim: the school should add a shelter near the bus loop.
- ② Elena drafted three paragraphs from her plan. In the first, she explained the problem with evidence from interviews and her measurements. In the second, she proposed a metal shelter with a bench and said where it could be placed. During revision, Elena noticed that her benefit paragraph repeated the word safer and did not explain costs. She replaced repeated wording, added that the principal could request price estimates, and moved a strong interview quote beside her claim. Finally, she edited spelling, punctuation, and verb tense.
- ③ Elena's final paragraph did more than repeat her earlier points. It connected the shelter to students' daily experience and called for a next step: "A covered bus stop would give students a dry, shaded place to wait, and the school can begin by asking local builders for estimates." This conclusion restated the proposal in fresh words, gathered the main benefits, and left readers with an action they could picture. Because Elena planned, drafted, revised, and edited, her proposal moved logically from problem to solution to a purposeful ending.

2 ANSWER WITH EVIDENCE Use the passage

1 What evidence did Elena collect while planning her proposal?

2 What two problems did Elena find when she revised her benefit paragraph?

3 How did Elena's plan organize her proposal before she drafted it?

4 How does Elena's final paragraph work as a conclusion? Give two details from the passage.

3 YOUR TURN Your own words

Choose one improvement your school could make. First, make a quick plan with a problem, a solution, and benefits, then draft a three-paragraph proposal that uses the plan and ends with a concluding statement or section. Revise for clear ideas and edit for correct spelling, punctuation, and verb tense.

PART 1 • READ AND MARK

Underline one sentence in each paragraph that shows a step in Elena's writing process. Then number the paragraphs 1, 2, and 3 to show how her ideas move from planning to improving to ending. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What evidence did Elena collect while planning her proposal?	She interviewed classmates, measured the waiting area, and noted that rain soaked students waiting after activities.
2	What two problems did Elena find when she revised her benefit paragraph?	It repeated the word safer and did not explain costs.
3	How did Elena's plan organize her proposal before she drafted it?	She grouped her ideas into sections about the problem, a practical solution, and the benefits, all supporting her claim.
4	How does Elena's final paragraph work as a conclusion? Give two details from the passage.	It restates the proposal in fresh words, gathers the benefits, and suggests a next action: asking local builders for estimates.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: problem: students need a quiet place to work after school; solution: open the library one extra hour; benefits: time for homework, research, and reading. Our school should keep the library open for one hour after the final bell. Many students wait for rides or need a calm place to finish assignments. The library already has tables, computers, and books that can support their work. The school could begin by opening the library on Tuesdays and Thursdays. A teacher or librarian could supervise students while they read, research, or complete homework. Starting with two days would help the school learn how many students use the space. An after-school library hour would give students a useful, quiet place to learn. By trying the plan twice a week, the school can provide support without making a large change all at once.

Accept answers that identify details from the passage and explain how planning, revising, and concluding strengthen the proposal. For the open task, accept varied school improvements if the response includes a plan, three organized paragraphs, and a conclusion that brings the proposal to a clear ending.