Revision With Purpose

Study how a writer reshapes a proposal for a real decision maker.

CCSS.ELA-Literacy.W.11-12.5 "Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details Maya adds or changes to help the principal make a decision. Circle the editing moves she makes only after revising the content.

A Proposal Takes Shape

1. When Maya proposed later library hours, she first wrote for her classmates, not for the principal who would decide. Her opening claimed, "The library should stay open later because students need it." The sentence stated a position, but it gave the decision maker no reason to approve staffing or security changes. Maya paused before polishing commas or spelling. She reread the assignment: persuade the principal to test one practical change. Her first task was to reshape the message around that purpose and audience rather than personal preference.

2. She interviewed twelve students who regularly waited for rides and checked the library's sign-in log. Then she replaced her general claim with a focused request: a six-week trial extending hours until 5:30 p.m. on Tuesdays and Thursdays. She included the log's pattern: most students seeking a quiet place arrived after 4:00 p.m. Because the principal also needed to consider costs, Maya proposed using the existing after-school supervisor and limiting the trial to two afternoons. Her revised version supplied evidence, a manageable plan, and a clear decision the principal could make.

3. Only after revising the content did Maya edit the wording sentence by sentence. She changed vague phrases such as "a lot of kids" to "students who use the library after 4:00 p.m." She made the request direct and kept the tone respectful. In the final proposal, she wrote, "A short trial would let the school measure demand, address supervision, and decide whether later hours should continue." A final read aloud helped her catch one missing comma and confirm that each sentence served the principal's decision.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did Maya revise her proposal before checking commas and spelling?

2. Name two details Maya added that made her request more useful to the principal.

3. How did Maya make her plan manageable rather than simply asking for later hours every day?

4. What did Maya do during editing that was different from revising the proposal's main ideas? Give two examples.

3 YOUR TURN

Your own words

Write an 80-110 word proposal to a school decision maker about one practical improvement. Include a precise request, one concrete piece of evidence, and one workable detail about time, cost, or staffing. Edit for a formal tone, complete sentences, and correct punctuation.

ANSWER KEY

Revision With Purpose

HIGH SCHOOL · W.11-12.5

PART 1 · READ AND MARK

Underline details Maya adds or changes to help the principal make a decision. Circle the editing moves she makes only after revising the content. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did Maya revise her proposal before checking commas and spelling?	**Her first claim did not give the principal enough information to decide about staffing or security. She needed to reshape the proposal to persuade that audience to approve a practical change.**
2	Name two details Maya added that made her request more useful to the principal.	**She requested a six-week trial until 5:30 p.m. on Tuesdays and Thursdays, used sign-in-log evidence about arrivals after 4:00 p.m., and proposed the existing after-school supervisor. Any two.**
3	How did Maya make her plan manageable rather than simply asking for later hours every day?	**She limited the request to a six-week trial on two afternoons and proposed using the existing after-school supervisor.**
4	What did Maya do during editing that was different from revising the proposal's main ideas? Give two examples.	**She replaced vague wording with precise wording, made the tone direct and respectful, read the proposal aloud, and caught a missing comma. Any two.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To the activities director, I request a four-week trial of a late bus on Wednesdays for students who stay for clubs. In a survey of 38 club members, 21 said that transportation prevents them from attending meetings regularly. The bus could leave at 5:15, after most meetings end, and stop only at the two existing afternoon routes. A short trial would show whether enough riders use the service to justify its cost. This plan would help students participate without requiring every club to arrange separate rides.

Accept equivalent responses that identify the passage's audience-focused revisions and later editing actions. For the open response, look for a clear decision maker, a specific feasible request, relevant evidence, and controlled formal conventions.