

Revision With Purpose

Study how a writer reshapes a proposal for a decision-making audience.

CCSS.ELA-Literacy.W.9-10.5 "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 the sentences that describe revisions to the proposal's ideas or organization for the council audience. Circle the phrases that describe final editing changes for clarity or conventions.

A Proposal Takes Shape

- ① Before presenting a proposal about shaded bus stops, Lena studied her audience: city council members who would weigh cost, safety, and public benefit. Her first draft opened with a long memory about waiting in summer heat. During planning, she listed her purpose: to persuade council members to fund shade structures at the busiest stops. She also gathered transit data and photographed two unshaded stops near the high school. When she reread the draft, Lena realized that the personal memory took up more space than the evidence her audience would need.
- ② To revise, Lena cut most of the memory and began with a claim that named the request. She placed the transit data in a small chart and explained that shade could reduce riders' exposure to direct sunlight while they waited. Because the council would need a practical plan, she added an estimated cost, a proposed location list, and a sentence explaining that the structures could be installed in stages. She kept one brief detail from her experience, not as proof, but to show why the issue mattered to students who ride the bus.
- ③ Finally, Lena read the revised proposal aloud and noticed that one paragraph repeated the word "important" three times. She replaced two repeats with precise descriptions of safety and heat exposure. She checked that every chart label matched the numbers in the text, corrected a misplaced comma, and changed an unclear pronoun to "the transportation committee." Her final version used a formal, direct tone, but it did not sound cold. By reshaping the proposal before polishing sentences, Lena made the council's decision, rather than her first draft, the center of the writing.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What purpose and audience did Lena identify during planning?

2 Which part of Lena's first draft did she reduce, and why was reducing it a useful revision?

3 Name two additions Lena made because the council needed a practical plan.

4 Why did Lena reshape the proposal before polishing individual sentences?

3 YOUR TURN _____ Your own words

Choose a school change you want a principal to consider. Write a 90- to 120-word revised opening for a formal proposal that includes a clear request, two relevant details, and a practical next step. Add one sentence that names an editing check you used.

PART 1 • READ AND MARK

Underline the sentences that describe revisions to the proposal's ideas or organization for the council audience. Circle the phrases that describe final editing changes for clarity or conventions. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What purpose and audience did Lena identify during planning?	Her purpose was to persuade city council members to fund shade structures at busy bus stops.
2	Which part of Lena's first draft did she reduce, and why was reducing it a useful revision?	She cut most of her personal memory because the council needed evidence more than a long personal story.
3	Name two additions Lena made because the council needed a practical plan.	Any two: an estimated cost, a proposed location list, or a plan to install the structures in stages.
4	Why did Lena reshape the proposal before polishing individual sentences?	She needed to focus first on the information and organization that would help the council make a decision.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To reduce the long lines at the cafeteria, I propose adding one serving station during lunch. On several days, students at the main line have waited while the second line serves only packaged snacks. A movable cart with sandwiches, fruit, and drinks could serve students who have limited time before class. The school could test the cart for two weeks and compare line lengths before buying new equipment. I checked each sentence for clear subjects and replaced the vague word "better" with specific details for readers who may not know the cafeteria.

Accept equivalent explanations that connect Lena's choices to the council's need for evidence, costs, safety, and a workable plan. For the open response, look for the required length, a principal-focused proposal, relevant details, a practical next step, and a specific editing check.