Proposal Power

Study how a proposal blends evidence, audience awareness, and craft.

11.P.EICC.4.e "Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three details that support the proposal. Circle two sentences or phrases that shape the reader's response through a craft choice, such as a contrast, a question, or a direct call to action.

Shade at the Stop

1. At 7:10 each morning, students and night-shift workers gather beside the Route 8 sign on Mercer Avenue. In July, the metal bench can feel hot enough to avoid, and there is no shelter from sun or rain. The Transit Authority should add shade structures at the ten busiest uncovered stops before next summer. This proposal asks the agency to treat a basic wait as part of a safe, reliable trip. A bus system does not begin when riders step aboard. It begins on the sidewalk, where people decide whether public transportation feels possible.

2. Riders need more than comfort. The National Weather Service warns that heat can cause illness, especially for older adults, young children, and people with chronic health conditions. A covered stop also gives riders a dry place to stand during storms, when umbrellas leave bags, wheelchairs, and strollers exposed. Start with locations near the clinic, high school, grocery store, and senior apartments. These stops serve people who may wait regularly and cannot simply choose a cooler car ride. Prioritizing them connects public-health information to the daily realities of Route 8.

3. Cost matters, so the authority can build the project in phases and seek advertising or local health partnerships for support. Simple roofs with open sides would protect sight lines and allow air to move, rather than creating enclosed spaces that feel unsafe. The first ten shelters could be evaluated after one summer through rider comments, maintenance reports, and boarding counts. What does it say about a transit network if its riders must stand in dangerous heat before they can reach work, school, or care? Fund the pilot in the next capital plan, then use its results to guide the remaining stops.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening paragraph combine a concrete scene with the writer's main proposal?

2. Who is the proposal's target audience? Give one detail that reveals this audience.

3. What concern does the third paragraph address, and what solution does the writer offer?

4. Which two types of information does the writer integrate to make the proposal more specific?

3 YOUR TURN

Your own words

Write a 130 to 160 word initial draft for your principal that proposes one practical change at your school. Integrate at least two concrete details from your observations or a reliable source, use one craft move such as contrast, a rhetorical question, or vivid imagery, and end with a clear call to action.

ANSWER KEY

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GRADE 11 · 11.P.EICC.4.e

PART 1 · READ AND MARK

Underline three details that support the proposal. Circle two sentences or phrases that shape the reader's response through a craft choice, such as a contrast, a question, or a direct call to action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the opening paragraph combine a concrete scene with the writer's main proposal?	**It shows riders waiting without shelter at Route 8, then proposes shade structures at the ten busiest uncovered stops.**
2	Who is the proposal's target audience? Give one detail that reveals this audience.	**Transit Authority decision makers. The writer asks the authority to fund a pilot in its next capital plan.**
3	What concern does the third paragraph address, and what solution does the writer offer?	**It addresses cost. The writer suggests building in phases and seeking advertising or local health partnerships.**
4	Which two types of information does the writer integrate to make the proposal more specific?	**The writer combines public-health information about heat with details about riders and stops near the clinic, high school, grocery store, and senior apartments.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On rainy days, our bike racks become a row of dripping seats, and students arrive home with soaked backpacks. I am asking you to install a covered bike shelter beside the west entrance before the next school year. During two dismissal periods in April, I counted students carrying wet helmets into the building because the current racks have no roof. I also spoke with three cyclists who said they sometimes ask parents for rides when storms are likely. A shelter would not only protect bicycles, but also make riding a more dependable choice. We already provide a covered path for people walking from the buses, yet cyclists park in the open. Why should a healthy way to travel depend on a clear forecast? Include a modest shelter in the summer facilities plan and ask students to help choose its location.

Accept any marking that follows this job and points at the right text. Accept equivalent explanations that identify the proposal's purpose, likely audience, integrated evidence, and intentional language choices. For the draft, accept any realistic school proposal that meets the word range, addresses the principal, includes two concrete details, uses a craft move, and ends with a specific action.