

Draft Detective

Track how a writer shapes a proposal for a specific reader.

7.P.EICC.4 "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or phrases that show Maya's purpose or audience. Circle each change she makes after feedback or rereading, and put a star beside each final editing check.

A Proposal for Shade

- ① At lunch, the blacktop behind Oak Middle School became so hot that many students crowded into a narrow strip of shade. Maya decided to write a proposal asking the principal to add a shade sail over one lunch area. Her purpose was to persuade an adult decision maker, so she planned to use respectful language, clear reasons, and evidence from students. Before drafting, she listed questions: Where could it go? How would it help? What might it cost?
- ② Her first draft opened, "Our school needs more shade." During peer review, Jordan said the opening did not explain who was affected or what action Maya wanted. Maya evaluated his comment against her purpose and agreed. She revised the opening to name lunchtime students, the hot surface, and a request for a shade sail near the basketball court. She also added results from a class survey: 42 of 50 students said they avoided the blacktop at lunch. The detail made her reason more convincing.
- ③ Before sending the proposal, Maya read it as the principal might. She noticed that a sentence about heat was repeated twice, so she cut one version. Next, she checked whether each paragraph supported her request. She moved the survey result before the cost estimate because the evidence first explained why action was needed. Finally, she edited spelling, capitalization, and the estimate of "about \$2,000." Her final proposal ended by asking for a meeting to discuss possible locations and funding.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is Maya writing for, and what does she want that reader to do?

2 What did Maya do before drafting, and how did her plan match her purpose?

3 What feedback did Jordan give Maya, and how did she use it in her revision?

4 Give one revision Maya made and one editing action she took before sending the proposal. How did each strengthen the writing?

3 YOUR TURN Your own words

Choose one improvement you want at school. First, make a three-part plan that names your audience, purpose, and two supporting details, then write a 5 to 7 sentence message to that decision maker and add one revision note and one editing note beneath it.

PART 1 • READ AND MARK

Underline words or phrases that show Maya's purpose or audience. Circle each change she makes after feedback or rereading, and put a star beside each final editing check. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is Maya writing for, and what does she want that reader to do?	She is writing for the principal, and she wants the principal to consider adding a shade sail over a lunch area.
2	What did Maya do before drafting, and how did her plan match her purpose?	She listed questions about location, benefits, and cost. Her plan included respectful language, clear reasons, and student evidence to persuade an adult decision maker.
3	What feedback did Jordan give Maya, and how did she use it in her revision?	Jordan said the opening did not identify who was affected or the action Maya wanted. Maya revised it to name lunchtime students, the hot blacktop, and her request for a shade sail.
4	Give one revision Maya made and one editing action she took before sending the proposal. How did each strengthen the writing?	She cut a repeated sentence or moved the survey result before the cost estimate, which improved focus or logic. She checked spelling, capitalization, and the cost estimate, which corrected errors and improved accuracy.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Audience: Principal Lee. Purpose: persuade her to add a covered bike rack. Details: 18 students ride bicycles to school, and rainy-day parking is crowded. Dear Ms. Lee, our school should add a covered bike rack near the front entrance. On rainy days, students leave bicycles under the small awning, where there is not enough room. A covered rack would protect bikes and keep the walkway clear. Our homeroom count found that 18 students ride bicycles to school. Could we meet to discuss a location and cost? Revision note: After rereading for my audience, I added the homeroom count because the principal needs evidence. Editing note: I changed "bike rack's" to "bike racks" and checked capitalization in the greeting.

Accept answers that accurately connect Maya's planning, feedback, revision, and editing choices to her audience and purpose. For the open task, look for a complete plan, a 5 to 7 sentence audience-aware message, supporting details, and meaningful revision and editing notes.