Proposal in Progress

Trace how a writer plans, revises, and edits for a real audience.

8.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 Number the first clear example of each writing-process move from 1 to 5: plan, draft, evaluate, revise, and edit. Circle one revision Maya makes because Principal Ortiz is her audience.

Maya's Library Proposal

(1) On Monday, Maya noticed that the school library closed during the last twenty minutes of lunch, even when students needed a quiet place to finish work. She decided to write a proposal to Principal Ortiz, who could approve a change. Before drafting, Maya listed her purpose, her audience, and evidence. She checked the library's posted schedule and asked the librarian how many students requested extra time. Her notes gave her a focused claim: keep the library open until the bell on three busy days.

(2) Her first draft began, "The library should stay open because students like it." When Maya reread it, she saw that the reason was vague and that the principal would need practical details. She revised the opening to name the schedule, the student need, and a possible solution. She also added the librarian's estimate that about twelve students ask for more work time on Tuesdays, Wednesdays, and Thursdays. This revision did not add decoration. It made the proposal clearer and gave the decision maker information to consider.

(3) Next, Maya evaluated the full proposal by asking whether each paragraph supported her claim and whether the requested change seemed realistic. She cut a complaint about noisy hallways because it did not help the principal decide. During editing, she corrected the librarian's job title, changed "kids" to "students," and checked capitalization and punctuation. Her final proposal ended with a respectful request for a two-week trial. Maya chose these steps because a proposal for a principal needs evidence, a workable request, and a professional tone.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Maya do before drafting to plan her proposal? Name two planning actions.

2. What did Maya notice when she reread her first draft, and how did that lead to a revision?

3. What two questions did Maya use to evaluate the full proposal?

4. Why did Maya cut the complaint about noisy hallways? How was changing “kids” to “students” useful?

3 YOUR TURN

Your own words

On the first two lines, list an audience, a purpose, and one piece of evidence you would gather for a school-improvement proposal. Then write a 70 to 90 word proposal to that audience, revise one word or phrase by writing a revision note below it, and edit your proposal for capitalization and punctuation.

ANSWER KEY

Proposal in Progress

GRADE 8 · 8.P.EICC.4

PART 1 · READ AND MARK

Number the first clear example of each writing-process move from 1 to 5: plan, draft, evaluate, revise, and edit. Circle one revision Maya makes because Principal Ortiz is her audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Maya do before drafting to plan her proposal? Name two planning actions.	**She listed her purpose, audience, and evidence. She checked the posted schedule and asked the librarian how many students requested extra time.**
2	What did Maya notice when she reread her first draft, and how did that lead to a revision?	**She noticed that her reason was vague and that the principal needed practical details. She revised the opening to include the schedule, student need, and a possible solution.**
3	What two questions did Maya use to evaluate the full proposal?	**She asked whether each paragraph supported her claim and whether the requested change seemed realistic.**
4	Why did Maya cut the complaint about noisy hallways? How was changing “kids” to “students” useful?	**The complaint did not help the principal decide. Changing “kids” to “students” made the tone more professional for the principal.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: Principal Ortiz Purpose: request shaded benches; evidence to gather: count students using the east courtyard at lunch. Principal Ortiz, I propose adding two shaded benches near the east courtyard. At lunch, many students wait there for rides or meet friends, but the area has little protection from sun or light rain. I will count how many students use the space during one week and ask the custodian whether the benches can fit safely. A two-week trial with movable benches could show whether students use them. Please consider this practical change. Revision note: Changed “more benches” to “two shaded benches” to make the request specific.

Accept equivalent answers that accurately connect Maya's choices to planning, audience, evaluation, revision, or editing. For the open response, accept varied school topics when the student includes a clear audience, a practical request, evidence to gather, a visible revision note, and an edited proposal within the stated length.