

Draft to Decision

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

9.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 each action Maya takes: 1 for planning, 2 for drafting or evaluating, 3 for revising, and 4 for editing or getting feedback. Notice how each action helps her prepare an email for Assistant Principal Ortiz.

From Notes to a Proposal

- ① Maya wanted a quieter place to finish assignments during lunch, so she planned an email to Assistant Principal Ortiz. Before drafting, she wrote two questions in her notebook: What decision can this reader make? What evidence would make the request believable? For three days, Maya counted students working in the library's crowded corner. She also asked 24 classmates whether they would use a quiet lunch table. Eighteen said yes. Her purpose was not simply to complain about noise. She wanted permission to test two quiet tables for one month, then review whether students used them.
- ② Her first draft began, "The library is too loud, and everyone wants a quiet room." When she evaluated that sentence, Maya noticed that it made a claim her notes could not support. She reread the draft as if she were Assistant Principal Ortiz, who would need to consider space and adult supervision. Maya revised the opening to name the survey result and the limited trial. She added that students could sign up at the desk and that a staff member already monitored the library during lunch. These details changed the email from a personal frustration into a practical proposal for a specific reader.
- ③ Next, Maya checked the email against her plan. The subject line, "One-Month Quiet Table Trial," let Ortiz know the topic before reading. Maya cut a long sentence that repeated the word quiet three times, then corrected a missing comma and the spelling of "supervision." Finally, she asked a classmate to read the message. The classmate understood the request but asked how success would be measured. Maya inserted one final detail: she would count daily sign-ups and report the total after four weeks. Her finished email was brief, respectful, and ready for a decision.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is Maya's audience, and what decision does she want that person to make?

2 What evidence did Maya collect before drafting, and how did it strengthen her request?

3 What concern might Assistant Principal Ortiz have, and what detail did Maya add to address it?

4 What feedback did Maya receive from her classmate, and how did she revise the email because of it?

3 YOUR TURN _____ Your own words

Choose one realistic small improvement for your school. First, write your audience, purpose, and two useful details you would include. Then write a two-paragraph email requesting the change, with evidence in the first paragraph and a response to one likely concern in the second paragraph. Below the email, show one original sentence and your revised version, then name one editing check you completed.

PART 1 • READ AND MARK

Number each action Maya takes: 1 for planning, 2 for drafting or evaluating, 3 for revising, and 4 for editing or getting feedback. Notice how each action helps her prepare an email for Assistant Principal Ortiz. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is Maya's audience, and what decision does she want that person to make?	Her audience is Assistant Principal Ortiz. Maya wants permission to test two quiet lunch tables for one month.
2	What evidence did Maya collect before drafting, and how did it strengthen her request?	She counted students working in the library and surveyed 24 classmates, 18 of whom said they would use a quiet table. The evidence made her request more believable.
3	What concern might Assistant Principal Ortiz have, and what detail did Maya add to address it?	Ortiz might worry about space or adult supervision. Maya explained that students could sign up at the desk and that a staff member already monitored the library during lunch.
4	What feedback did Maya receive from her classmate, and how did she revise the email because of it?	The classmate asked how success would be measured. Maya added that she would count daily sign-ups and report the total after four weeks.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: Ms. Bell, facilities manager Purpose: Request a shaded bench near the bus loop. Details: Seventeen students waited there last Wednesday. The only nearby bench faces the afternoon sun. Dear Ms. Bell, I am writing to request one shaded bench near the bus loop. Last Wednesday, I counted 17 students waiting there after school, and the only nearby bench faces the afternoon sun. A bench under the oak tree would give students a safer, more comfortable place to wait. Could your team consider installing a bench there before fall? I understand that placement and cost matter, so I can survey students about use and share the results. Thank you for considering a small change that would help students who wait for rides. Original sentence: A bench there would help everyone. Revised sentence: A bench under the oak tree would give students a safer, more comfortable place to wait. Editing check: I checked capitalization, commas, and end punctuation.

Accept marking that reasonably identifies planning, drafting or evaluating, revision, and editing or feedback actions. For the open task, accept varied school-based requests if the student identifies an audience and purpose, uses relevant details, addresses a likely concern, and shows a meaningful revision and an editing check.