Rewrite for Impact

Trace how a proposal changes for its audience and purpose.

9-10.W.4 "Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two quoted versions of the writer's opening claim. Circle the evidence the writer gathered, then number the rewriting, editing, and publishing actions in the order they occur.

A Proposal Takes Shape

1. In this fictional example, I am writing a proposal for the Cedar High principal about crowded water-bottle refill stations. My purpose is to persuade the principal to consider a second station near the gym, not to complain about every hallway problem. Before drafting, I check the school's station inventory and count how many students wait during two lunch periods. I also ask the custodian whether a station near the gym could be maintained. These sources answer different questions: the inventory shows current locations, my counts describe the line, and the custodian can explain upkeep.

2. My first draft begins, "Our school never thinks about what students need, and the lines are ridiculous." That sentence may irritate the principal, and it offers no usable evidence. I rewrite it: "During two lunch periods, I counted lines of fourteen and seventeen students at the station by the cafeteria; a second station near the gym may shorten the wait." The numbers come from my own observations, not from the inventory or the custodian. I move this sentence to the opening because the length of the line matters most to my audience and purpose.

3. After revising, I check that each claim names its source. In the proposal, I identify my line counts as observations and cite the school document in MLA style as ("Bottle Station Inventory"). My Works Cited entry reads: "Bottle Station Inventory." Cedar High School, 2026. I do not claim that a new station will definitely end every line. Finally, I edit for precise wording, post the proposal as an accessible school webpage, and link the inventory so readers can check the locations. If I gather more counts, I can update the webpage without replacing printed copies.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does each of the writer's three sources help plan the proposal?

2. Why is the rewritten opening more useful to the principal than the first draft?

3. How does the writer distinguish personal evidence from school records and credit the school document?

4. Why does a webpage serve this proposal better than printed copies alone?

3 YOUR TURN

Your own words

Choose a school improvement issue other than refill stations. For a principal audience, write a weak draft claim and a stronger rewritten claim, name a source you would consult, and explain one editing check and one digital publishing choice.

ANSWER KEY

Rewrite for Impact

HIGH SCHOOL · 9-10.W.4

PART 1 · READ AND MARK

Underline the two quoted versions of the writer's opening claim. Circle the evidence the writer gathered, then number the rewriting, editing, and publishing actions in the order they occur. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does each of the writer's three sources help plan the proposal?	**The inventory shows station locations, the writer's counts show the length of the line, and the custodian can explain maintenance.**
2	Why is the rewritten opening more useful to the principal than the first draft?	**It replaces a broad complaint with observed line counts and a specific, cautious proposal that the principal can consider.**
3	How does the writer distinguish personal evidence from school records and credit the school document?	**The writer identifies the counts as personal observations and gives the inventory an MLA in-text citation and Works Cited entry.**
4	Why does a webpage serve this proposal better than printed copies alone?	**Readers can follow a link to check the inventory, and the writer can update the webpage when more counts are available.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Weak draft: "The bike racks are terrible, and nobody cares." Rewrite: "Before deciding whether to add bike racks, please review a count of parked bikes on two school mornings." I would gather that count rather than guess how many students ride to school. I would edit the proposal to remove unsupported claims about what everyone thinks. I would publish it as an accessible webpage and add the count when it is ready, so the principal can review the evidence.

Accept other explanations grounded in the passage. For Part 3, look for a meaningful change in approach, a source the student could consult, an editing check, and a digital publishing choice.