

Draft With Purpose

Study how a writer shapes an initial proposal for a specific audience.

12.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 This model and the planning notes are fictional classroom cases, not real surveys or agency reports. Underline two case details the writer integrates and circle two appeals to the council. Notice how an initial draft can use craft while acknowledging what the evidence does not establish.

Model Draft: A Safer Oak Street

- ① Members of the Riverton City Council, I am writing for students who cross Oak Street after school. In this fictional case, a student council log records 47 student crossings during one 20-minute period on April 8. It also describes faded markings and several long waits. Those observations show a reason to investigate, not a complete traffic-safety assessment. Picture a student holding a trumpet case while watching turning cars. A crossing is not only paint on pavement; it is part of a route that families need to understand. Please make their experience a starting point for a careful review.
- ② Oak Street has an existing signal beside the library entrance. The fictional planning brief describes heavy afternoon turning traffic, but supplies no engineering assessment or verified improvement prices. The council could ask transportation staff to inspect the markings, signs and pedestrian timing, then compare appropriate options. This request integrates two kinds of information: a short observation record and a planning brief. Neither proves which design would work best. A focused review would help the council distinguish a plausible suggestion from a justified decision. Students can describe their experience without claiming to replace the expertise needed to design a crossing.

- ③ Please place an Oak Street review on the May agenda and ask staff to report the next steps before summer. Compare the options with the observations, explain any missing information, and give families a way to comment. The goal is more than a fresh stripe of paint; it is a decision people can understand and examine. When the bell rings, our concern for students should travel with them to the corner. I am asking for an investigation with a public explanation, not a promise that one change will remove every risk. Let evidence guide the action and let the people affected be heard.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Who is the draft's target audience, and what action does the writer want that audience to take?

- ② Identify one piece of evidence the writer uses and explain how it supports the proposal.

- ③ What effect does the concrete image of a student holding a trumpet case create, and how does the draft keep that image separate from technical evidence?

- ④ How does the final paragraph move from a practical request to a broader appeal?

3 YOUR TURN

Your own words

Using the fictional notes below, write an initial email to Principal Alvarez proposing a quiet lunch study space in Room 214. Integrate at least two notes, a concrete image, a contrast and a direct request. Keep imaginative language distinct from recorded observations; do not invent survey findings, guaranteed benefits or approved staffing.

1. Select evidence before drafting

Fictional notes: a May survey of 68 juniors found that 51 wanted a dependable quiet workspace; all 24 library study seats were occupied at the observation time on four of five lunch days; Room 214 is unscheduled during lunch. Staffing, supervision and room suitability have not been approved. Note two facts you will use and one limit you must preserve.

2. Write the initial email

Write 150–180 words in the email body; greeting and signature are outside the range. Integrate at least two planning notes, a concrete image, a contrast and a direct request. Preserve the evidence limits recorded above.

[illegible]

PART 1 • READ AND MARK

This model and the planning notes are fictional classroom cases, not real surveys or agency reports. Underline two case details the writer integrates and circle two appeals to the council. Notice how an initial draft can use craft while acknowledging what the evidence does not establish. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the draft's target audience, and what action does the writer want that audience to take?	The audience is the Riverton City Council. The writer asks it to place an Oak Street review on the May agenda, obtain staff advice about options and missing evidence, and provide public explanation and input.
2	Identify one piece of evidence the writer uses and explain how it supports the proposal.	The fictional log records 47 student crossings in 20 minutes, showing use during that interval and a reason to investigate. It is not a count of unique daily users or proof of a particular engineering solution. The planning brief about turning traffic is another relevant detail.
3	What effect does the concrete image of a student holding a trumpet case create, and how does the draft keep that image separate from technical evidence?	The imagined student makes the concern concrete and invites empathy. The draft identifies the scene as something to picture, labels the case fictional and says the observations are not a complete safety assessment.
4	How does the final paragraph move from a practical request to a broader appeal?	It moves from an agenda item and staff report to a broader appeal for concern beyond the school doors, evidence-based decisions and public participation.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative planning notes: Use 51 of 68 surveyed juniors and 24 occupied library seats at the observation time on four of five days. These are a limited survey and snapshots, not a schoolwide census or continuous occupancy record.

Possible email: Dear Principal Alvarez,

Please ask staff to evaluate Room 214 for a one-month quiet study pilot during lunch next semester. In the fictional planning record, 51 of 68 surveyed juniors wanted a dependable quiet workspace. The library's 24 study seats were occupied at the observation time on four of five lunch days. Together, these details suggest a need worth investigating, although they do not measure demand throughout every lunch or represent every student.

Picture a student finally finding a table where a scholarship draft can stay open without competing conversation. A quiet space should offer more than an empty room; it needs a workable plan. Room 214 is unscheduled during lunch, but that does not establish that supervision or suitable access is available. Please have staff check those conditions and estimate costs before approving the pilot. If it proceeds, sign-in records and student feedback could help you judge whether the space serves its purpose. This is a request to test an idea responsibly, not a claim that its benefits are already proven.

Sincerely, A student

Both settings and all local records are fictional. Count only the email body against 150–180 words; the two model paragraphs form one body. Accept varied wording and organization with at least two notes, a concrete image, a contrast and a direct request suited to the principal. Library occupancy is a snapshot on each observed day, not proof of continuous fullness. The junior survey is not a schoolwide census. An unscheduled room does not imply approved staffing or suitability. Grade craft without rewarding invented observations or guarantees. In the council model, 47 crossings need not mean 47 unique daily users, and the request is for assessment rather than an unverified engineering prescription.