

Evidence With Purpose

Study how a proposal selects and connects evidence for a decision-making audience.

12.W.2.A.iii "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Selecting appropriate evidence from multiple texts to clarify ideas..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In this fictional school case, underline Maya's thesis, number the three sources she uses, and circle the counterargument. Trace how each source serves her audience and purpose.

Planning a Later Start Proposal

- ① Before drafting her proposal to the Riverton School Board, senior Maya Chen identifies her audience: board members who must weigh student health, transportation costs, and family schedules. Her purpose is to recommend that the district begin high school classes at 8:30 a.m. or later. She writes a working thesis: a later start would better match adolescent sleep needs while preserving a realistic path for district operations. To plan, Maya sorts notes from three texts into categories, health evidence, local conditions, and possible objections. That plan keeps her from treating every source as equally useful.
- ② Her first body paragraph uses the American Academy of Pediatrics policy statement, which recommends that middle and high schools start at 8:30 a.m. or later. Maya explains that this recommendation supports her claim about adolescent sleep, rather than merely dropping in a quotation. Next, she uses the district transportation director's route summary, which shows that high school buses share drivers with elementary routes. This local text helps her narrow the proposal: she asks the board to study a staggered schedule instead of promising that a change would be simple. Each source performs a distinct job in her reasoning.

- ③ Maya anticipates a counterargument: some families may worry that a later dismissal would disrupt jobs, child care, or athletics. She cites a district family survey in which respondents raised scheduling concerns, then answers carefully. Her proposal calls for a transportation and activities review before any vote, so the response recognizes a limit instead of claiming that no problems exist. During revision, a classmate notes that Maya has named the health source but not connected it clearly to her thesis. Maya adds an explanation after the evidence. During editing, she checks source titles, quotation marks around borrowed words, and transitions that show how the health, transportation, and family texts work together.

2 ANSWER WITH EVIDENCE Use the passage

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

- 2 How does the American Academy of Pediatrics statement strengthen Maya's thesis?

- 3 Why does Maya use the transportation director's route summary instead of relying only on the health source?

- 4 What counterargument does Maya address, and how does her proposed response avoid overstating her case?

3 YOUR TURN

Your own words

Plan a proposal about school water-refill stations, or choose a different school/community issue from the later-start example and supply two credible texts. Select one relevant detail from each text and explain how it supports your thesis or addresses an objection. **Text A, CDC, Water Access in Schools (paraphrase):** Drinking-water access helps students stay hydrated and offers an alternative to sugary drinks. **Text B, EPA, Waste Management Hierarchy (paraphrase):** Preventing waste includes reusing products instead of discarding them.

1. Select and connect evidence

Name each text, select a detail from it, and explain that detail's role in your reasoning.

2. Build and refine your plan

Write audience, purpose, thesis, counterargument/response, and one revision and editing action.

PART 1 • READ AND MARK

In this fictional school case, underline Maya's thesis, number the three sources she uses, and circle the counterargument. Trace how each source serves her audience and purpose. 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 audience to make?	Maya addresses the Riverton School Board. She advocates starting at 8:30 a.m. or later, with a transportation and activities review before a vote.
2	How does the American Academy of Pediatrics statement strengthen Maya's thesis?	It supports her claim that a later start better matches adolescents' sleep needs.
3	Why does Maya use the transportation director's route summary instead of relying only on the health source?	The route summary provides local operational evidence about shared bus drivers, helping her propose a staggered schedule and address feasibility.
4	What counterargument does Maya address, and how does her proposed response avoid overstating her case?	She addresses families' concerns about later dismissal affecting jobs, child care, or athletics. She calls for a transportation and activities review before a vote rather than claiming there will be no problems.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Selected evidence A: CDC explains that drinking-water access helps hydration and provides an alternative to sugary drinks. This supports making refill access convenient for students.

Selected evidence B: EPA identifies reuse as waste prevention. This supports repeated bottle use; actual waste savings depend on whether refills replace discarded bottles.

Audience and purpose: Oak Valley School Board; request an assessment of water-refill stations.

Working thesis: The board should assess adding bottle-filling stations to improve water access and encourage reuse, after checking locations and costs.

Counterargument and response: Installation may be expensive. Compare bids, existing capacity and maintenance needs before approving a purchase; neither source supplies a local price.

Revision action: I added the condition about checking locations and costs instead of promising guaranteed savings.

Editing action: I checked agency names, paraphrase attributions and punctuation.

Require actual selected evidence and an explanation of its role from at least two credible texts, followed by the complete audience/purpose/thesis/counterargument/response/revision/editing plan. A future source list alone does not complete selection. Students may use both provided paraphrases or supply two texts for another issue. The source notes support water access and reuse principles, not invented school repair counts, costs or guaranteed savings. Maya and district documents in the reading are a fictional case. Sources: <https://www.cdc.gov/school-nutrition/water-access/index.html> ; <https://www.epa.gov/smm/sustainable-materials-management-non-hazardous-materials-and-waste-management-hierarchy> ; <https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents> .