

Proposal Power

Trace how a clear proposal connects a claim, evidence, and practical response.

9.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: Using transitions, precise vocabulary..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each transition, circle three precise terms, and number the sentences that give evidence or address a concern so you can trace how the proposal is organized.

A Later First Bell

- ① Dear Principal Nguyen, our school should move the first bell from 7:25 to 8:30 next year. This change would serve students who arrive exhausted and begin demanding classes before they are fully alert. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later because teenagers' sleep cycles shift later during puberty. Therefore, a later schedule is not simply a preference. It is a practical response to adolescent biology and to the concentration students need in class each morning.
- ② First, the district's own attendance records could show whether early starts increase tardiness during the winter months. In addition, teachers could compare first-period participation before and after a pilot schedule. These local measures matter because they would show how our students respond, rather than relying only on national recommendations. However, transportation must be planned carefully. Bus routes, athletic practices, and family pickup times would need adjustment. A planning committee with students, drivers, and caregivers could identify conflicts early and publish a clear schedule before summer begins.

- ③ Finally, the proposal should be revised after the committee reviews cost estimates and route changes. A clear final draft would state the request, explain the evidence, and answer the transportation concern in that order. Short sentences can emphasize the central claim. Longer sentences can connect research, local data, and practical details. After editing for accurate times, consistent terms, and respectful tone, the writer can send the proposal to the principal and school board. A thoughtful structure helps decision makers see both the benefit and the plan for carrying it out.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Who is the intended audience, and what action does the writer want that audience to take?

- 2 How does the transition word "However" change the focus of paragraph 2?

- 3 What two local measures does the writer propose, and how would they strengthen the proposal?

- 4 According to paragraph 3, how can short and longer sentences work together in a final draft?

3

YOUR TURN

Your own words

Plan your audience, claim and evidence, then draft and revise a 90-110-word proposal to a school decision-maker about a practical change. Include two supporting details, a transition introducing a concern and response, precise vocabulary, and short and longer sentences. Edit conventions. Exclude planning notes from the word count; label invented observations Imagined scenario.

1. Plan your proposal

Name your audience, claim, two details and a concern/response.

2. Draft, revise and edit

Write 90-110 words. Check the claim against your details, sentence variety and punctuation.

PART 1 • READ AND MARK

Underline each transition, circle three precise terms, and number the sentences that give evidence or address a concern so you can trace how the proposal is organized. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the intended audience, and what action does the writer want that audience to take?	The proposal addresses Principal Nguyen and later names the school board as an additional recipient. It requests moving the first bell from 7:25 to 8:30 next year.
2	How does the transition word “However” change the focus of paragraph 2?	It shifts from evidence supporting a later start to the transportation concern that must be addressed.
3	What two local measures does the writer propose, and how would they strengthen the proposal?	The writer proposes reviewing attendance records and comparing first-period participation before and after a pilot schedule. These measures would show how the school’s own students respond.
4	According to paragraph 3, how can short and longer sentences work together in a final draft?	Short sentences can emphasize the central claim, while longer sentences can connect research, local data, and practical details.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Scenario: Imagined scenario: the school observations below are invented for this example.

Plan: Audience: principal. Claim: add a covered rack. Details: bikes against railings and a crowded walkway. Concern: cost and maintenance. Response: request estimates and consider funding.

Revised proposal: Dear Principal Soto, the school should install a covered bicycle rack beside the east entrance. Currently, students leave bikes against railings, where rain can damage chains and seats. First, a sheltered rack would protect equipment and keep the walkway clear for arriving students. It would also provide a visible place for campus staff to check bicycles. However, the project would require funding and maintenance. The school could request a price estimate from local suppliers and ask the parent council to consider a small grant. This would make bicycle parking more orderly. Please add the rack to next semester's facilities plan.

Review note: I checked that the parking benefit follows from the supporting details, then checked sentence variety and punctuation.

Require all original proposal elements and 90-110 body words, excluding the plan. Invented observations must be labeled. The model supports equipment protection and clearer bicycle parking, not an unsupported improvement in commuting safety. It combines short concluding sentences with longer evidence/reasoning sentences. Principal Nguyen is the addressed reader; paragraph 3 also names the school board. Background: <https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents> .