

Proposal Blueprint

Trace how a writer plans, drafts, revises, and edits one focused proposal.

9.W.2.A.ii "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Establishing, supporting..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional example. Write Plan, Draft or Revise/Edit beside each paragraph to identify its main process. Underline words in each paragraph that keep the letter focused on a water-bottle filling station.

Maya's Focused Proposal

- ① Before writing to the school board, Maya identified her audience: adults who decide how school funds are used. Her purpose was to persuade them to install a water-bottle filling station near the gym. She planned one central idea: a station could reduce disposable-bottle waste and improve water access. Her evidence notes described the long line at the single fountain after practice and disposable bottles in gym trash cans. Each note supported the same proposal.
- ② Maya's draft opened with her position: the school should install the station. Next, she described the crowded fountain to establish the need for easier water access. Then she explained that students with reusable bottles could refill them instead of buying disposable ones. Finally, she requested a location near the gym. The order moved from the need to the benefit to a practical request, helping board members follow the reasoning.
- ③ During revision, Maya cut a sentence about the station's color because it did not support her purpose. After trying the bottle benefits first, she restored the problem-first order described above, placing the crowded-fountain evidence before the reusable-bottle benefits. She also replaced the vague phrase "it would be better" with "it would give students a nearby place to refill bottles." During editing, she checked capitalization, punctuation and spelling. Her final letter kept one clear central idea, relevant evidence and a specific action request.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Who is Maya's audience, and what is her purpose? Name one planning choice that fits that audience and purpose.

- 2** How does paragraph 2 organize Maya's reasons? Explain why this sequence helps a board member follow her proposal.

- 3** Which detail did Maya cut, and what organizational change did she make during revision? Explain how both choices improved unity.

- 4** Name one revision action and one editing action from paragraph 3. How do the purposes of revision and editing differ?

3 YOUR TURN

Your own words

Choose a realistic school improvement. Plan a central idea and two evidence notes. Draft exactly six numbered sentences with logically ordered evidence, explanation and an action request. Revise vague wording for precision and show Before and After. Edit capitals and punctuation. Sentences may span several writing lines. Label any evidence you invent as imagined.

1. Plan

Name the intended reader. Write the central idea and two supporting evidence notes.

2. Draft, revise and record

Write exactly six numbered sentences with evidence, explanation and an action request. Revise and edit directly on the draft. Below it, show Before and After wording and name a capitalization or punctuation check. A sentence may span several ruled lines.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this fictional example. Write Plan, Draft or Revise/Edit beside each paragraph to identify its main process. Underline words in each paragraph that keep the letter focused on a water-bottle filling station. 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 is her purpose? Name one planning choice that fits that audience and purpose.	Her audience is the school board, adults who decide how school funds are used. Her purpose is to persuade them to install a filling station. She planned a central idea and evidence about the fountain line and discarded bottles.
2	How does paragraph 2 organize Maya's reasons? Explain why this sequence helps a board member follow her proposal.	It moves from the need for easier water access, to the benefit of reusable bottles, to a practical request for a location. This order explains the problem before presenting the solution and action.
3	Which detail did Maya cut, and what organizational change did she make during revision? Explain how both choices improved unity.	She cut the station's color and restored the crowded-fountain description before reusable-bottle benefits. Removing the unrelated detail and putting the problem before the solution kept the letter focused and logical.
4	Name one revision action and one editing action from paragraph 3. How do the purposes of revision and editing differ?	A revision action was replacing a vague phrase or moving the fountain detail. An editing action was checking capitalization, punctuation, and spelling. Revision improves ideas and organization, while editing corrects conventions.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: school board. Central idea: covered bike racks. Evidence: full racks before school; wet seats after rain. Both observations are imagined.

Revised draft: 1. Our school should add covered bike racks near the main entrance. 2. First, the current racks fill before first period, so some students lock bicycles to fences. 3. In addition, rain leaves seats and handlebars wet by the end of the day. 4. Covered racks would give riders a drier place to secure bicycles. 5. This change would make parking more practical by protecting bicycles and providing designated spaces. 6. The school board should ask the facilities team to compare locations and costs.

Revision made: Before: "This change would make parking better." After: "This change would make parking more practical by protecting bicycles and providing designated spaces."

Editing check: I checked each sentence begins with a capital and ends with a period.

The school scenarios and sample local observations are invented classroom examples. Students may use supported real observations or label imagined ones. The paragraph roles are Plan, Draft and Revise/Edit. Accept relevant focusing phrases in each. Paragraph3 explains that Maya tested another order and restored the problem-first order already described in paragraph2. Require the central idea, two evidence notes and exactly six numbered sentences with relevant evidence, explanation and action. Numbered sentences are logical units, not one-sentence-per-physical-line limits. The Before/After note must show an actual precision revision consistent with the edited draft. Accept a documented convention check if no correction was needed.