

Shape a School Proposal

Trace how a writer adapts a civic proposal through revision and editing.

12.P.EICC.4 "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional civic proposal. Underline audience and purpose. Mark one example each: P (plan), D (draft), Ev (evaluate), R (revise), Ed (edit). Processes may recur; you need not number every action.

From Complaint to Proposal

- ① On Monday, I planned a two-minute statement for the school board about the bus stop outside Cedar Avenue. My first notes complained, "Cars move too fast." To give board members details they could act on, I recorded crossing times on three mornings, checked the posted speed limit and identified who controls the curb. I wanted the board to ask the transportation office and city engineer to consider a marked crosswalk and temporary crossing guard.
- ② I drafted a formal opening and read it to a classmate acting as a board member. She said my request arrived too late, after several statistics. During evaluation, I also noticed that I assumed the board knew the location and confused city and district responsibilities. I moved the request first, named the intersection and separated the agencies' jobs. I kept relevant evidence: the speed limit, observed crossings and missing painted lines. These revisions made the statement easier to follow.
- ③ Before submitting, I cut repeated traffic descriptions, replaced "fix this now" with a feasible joint-review request and added a response deadline. Then I edited: I verified "Cedar Avenue" against the observation log, changed "Before deciding please review the log." to "Before deciding, please review the log." and replaced "Sep. 8" with "September 8" for consistent dates. The tone remained urgent but invited action. If the board wanted more evidence, I could develop a longer letter with the observation log attached. Process choices change with the situation.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How did the writer's planning turn a complaint into a proposal suited to the school board? Use two details from the first paragraph.

- 2** What feedback and evaluation led the writer to revise the organization of the draft?

- 3** Choose one revision from the final paragraph and explain how it better fits the writer's audience or purpose.

- 4** What edits did the writer make after revising, and how would the text change if the board wanted more evidence?

3 YOUR TURN

Your own words

Plan and write a 90 to 110 word email to a school administrator proposing one realistic improvement at school. Include a specific request, one relevant reason, and a formal closing. After drafting, revise for precision and underline one request or reason you added during revision. Keep your plan and first draft visible. Evaluate the draft for the administrator's needs, then write a separate revised and edited email. Underline the added request or reason in that final email and record one convention edit. Use supported observations or label an imagined scenario.

1. Plan

Name your audience, purpose and supporting details; label imagined observations.

2. First draft

Draft your message with greeting and closing. Keep this version visible.

[illegible]

3. Evaluate, revise and edit

Record a strength, a gap and your planned change. Add the heading Final; write the 90-110-word email, including the greeting and formal closing. Revise and check sentences, capitals and punctuation. Underline one request or reason added during revision.

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.

4. Record the changes

Identify the request or reason you underlined and explain its value to the administrator. Show one before-and-after convention edit.

PART 1 • READ AND MARK

Read this fictional civic proposal. Underline audience and purpose. Mark one example each: P (plan), D (draft), Ev (evaluate), R (revise), Ed (edit). Processes may recur; you need not number every action. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the writer's planning turn a complaint into a proposal suited to the school board? Use two details from the first paragraph.	The writer gathered action-ready details, including crossing times, the speed limit, and curb control, then made a request the board could direct to the transportation office and city engineer.
2	What feedback and evaluation led the writer to revise the organization of the draft?	A classmate said the request came too late. The writer also noticed that the board might not know the location, so the writer moved the request to the first sentence and named the intersection.
3	Choose one revision from the final paragraph and explain how it better fits the writer's audience or purpose.	Accept a supported example, such as changing "fix this now" to a feasible request for a joint review because the board can act on a specific, realistic request.
4	What edits did the writer make after revising, and how would the text change if the board wanted more evidence?	The writer verified the street name, corrected a comma, and made dates consistent. If more evidence is needed, the writer would create a longer letter and attach the observation log.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Purpose: request a bike-rack cover. Reason: rain exposure. Feasible action: facilities review. The school and observation are imagined.

First draft: Dear Principal Morales, The bike rack needs a roof. Rain falls on our bikes. Please build one before winter. i can share photographs and count bicycles. Sincerely, Jordan Lee

Evaluation: The purpose is clear, but build one skips the principal's need to know whether the site and cost work. I will request a review and explain why it should come before construction.

Revised email (98 words): Dear Principal Morales,

I am writing to request a cover for the existing bike rack near the east entrance. On rainy mornings, students park their bicycles without any overhead shelter. A cover could help keep rain off the parked bicycles and make arriving by bike more convenient. Could the facilities team review the available space, drainage and cost before the winter weather begins? I can share photographs and a count of bicycles parked there after first period. A site review would help the school decide whether this improvement is practical before it commits to construction.

Sincerely, Jordan Lee

Change record: I added the underlined reason for a site review so the principal can judge practicality. I changed the lowercase "i" before "can share" to "I" when checking sentence capitals.

The reading and sample situations, people and observations are invented classroom examples. For a real request, use observations you can support; otherwise clearly label your scenario as imagined. Require the plan, visible first draft, evaluation, revised email and convention-edit record. The final email has the request, reason, formal closing and an underlined addition. Count the complete final email including greeting and closing, excluding stage labels and notes. Read and Mark: P includes identifying the audience, purpose and needed observations in paragraph 1; D is the formal opening in paragraph 2; Ev is the classmate's response and the writer's recognition of missing context; R includes moving the request and separating agency roles; Ed is the verified name, visible comma change and consistent date in paragraph 3. Accept equivalent spans; five process categories may recur.