

# Revise a Study Space Proposal

Track how a writer plans, improves, and edits for a real audience.

**9.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 school proposal. Underline one phrase for each process that shows Maya planning, drafting, evaluating, revising, or editing, and label it P, D, Ev, R, or Ed. Circle details that show how she shaped the proposal for the principal.

### A Proposal Takes Shape

- ① After noticing long lunch lines at the only water fountain, Maya decided to write a proposal to the principal for a bottle-refill station. Before drafting, she listed her purpose: persuade the principal to consider a practical change. She considered her audience, too. The principal would need reliable facts, a clear cost concern, and a plan for maintenance, not only Maya's opinion. Maya interviewed the custodian, counted students waiting during two lunch periods, and checked the district's facilities page. Her notes showed that the old fountain worked but did not refill bottles quickly. She grouped her notes under need, benefits, cost, and upkeep.
- ② Her first draft began, "Our school needs a new fountain because students are thirsty." When Maya reread it, she saw that the sentence sounded broad and gave the principal little reason to act. She asked two classmates to read the proposal as if they were school leaders. One said the request needed a specific benefit. The other asked how the station would be kept clean. Maya revised the opening to name the lunch-line problem and added the custodian's explanation that existing nightly cleaning could include the new station. She cut a repeated claim about plastic waste and moved her strongest evidence into the first paragraph.

- ③ Next, Maya edited rather than changing her ideas again. She checked that each statistic had a source, replaced "a bunch of students" with "students waiting during lunch," and changed the fragment "Because bottles take longer to fill." to "Bottles take longer to fill than cups." She read the proposal aloud and found one confusing transition, so she added "As a result" to show how shorter lines could support students carrying reusable bottles. Finally, she gave the principal a one-page proposal with a subject line, a brief request, and contact information. The principal did not approve the station immediately, but asked Maya to compare two possible locations. Maya planned to add that information before sending a revised version to the facilities committee.

**2 ANSWER WITH EVIDENCE**

Use the passage

- ① How did Maya's purpose and audience affect the notes she gathered before drafting?

- ② What did Maya learn when she evaluated her first draft? Give two details from her rereading or classmates' feedback.

- ③ Identify two revisions Maya made after receiving feedback. Explain how each revision made the proposal more useful to the principal.

- ④ Name two editing actions Maya took in paragraph 3. What did those actions improve?

### 3 YOUR TURN

## Your own words

Write an 80 to 100 word email to the school librarian proposing one practical improvement to the study space. Include one concrete observation, a feasible action, and a courteous request, then add one bracketed revision note that names a change you would make for clarity or audience. First plan, draft and evaluate your email, then produce a revised and edited version. Keep both versions visible and record one completed edit. The required bracketed note names a possible further revision after this work. Use supported observations or clearly label an imagined scenario.

## 1. Plan

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

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## 2. First draft

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

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.

### 3. Evaluate, revise and edit

Record a strength, a gap and your planned change. Add the heading Final; write the 80-100-word email. Revise and check sentences, capitals and punctuation.

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

Show one completed convention edit. Then add the required bracketed note naming a further change you would make for clarity or audience.

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**PART 1 • READ AND MARK**

Read this fictional school proposal. Underline one phrase for each process that shows Maya planning, drafting, evaluating, revising, or editing, and label it P, D, Ev, R, or Ed. Circle details that show how she shaped the proposal for the principal. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                             | ANSWER                                                                                                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How did Maya's purpose and audience affect the notes she gathered before drafting?                                                   | <b>She gathered reliable facts about need, cost, and upkeep because the principal would need practical evidence, not only her opinion.</b>                                                                                                |
| 2 | What did Maya learn when she evaluated her first draft? Give two details from her rereading or classmates' feedback.                 | <b>She saw that the opening was too broad and gave little reason to act. Her classmates said the proposal needed a specific benefit and information about cleaning.</b>                                                                   |
| 3 | Identify two revisions Maya made after receiving feedback. Explain how each revision made the proposal more useful to the principal. | <b>She named the lunch-line problem in the opening, which made the need specific. She added the custodian's cleaning information, which addressed upkeep. Accept cutting repetition or moving strongest evidence as another revision.</b> |
| 4 | Name two editing actions Maya took in paragraph 3. What did those actions improve?                                                   | <b>She checked sources, replaced informal words, corrected a fragment, and added a clearer transition. These actions improved accuracy, precision, correctness, or clarity.</b>                                                           |

### PART 3 · YOUR TURN (SAMPLE ANSWER)

**Plan:** Audience: librarian. Purpose: request a quiet study area. Observation: printer-area conversations interrupt reading. Action: review the back wall for tables and a sign. This is an imagined observation.

**First draft:** Dear Ms. Ortiz, The printer area is noisy and students move away. Please put two tables at the back wall. Because students need a quiet place. A sign might help. I can ask students about it. Sincerely, Jordan

**Evaluation:** The need and action are clear, but the librarian must check the available room and walkway. One sentence is a fragment.

**Revised email (89 words):** Dear Ms. Ortiz,

During seventh period, I noticed that students near the printer often move away because nearby conversations make reading difficult. Could the library place two small study tables along the back wall and post a Quiet Study sign there? This change could give students a dependable place to read or finish assignments. Before moving furniture, could you check that the area has enough room and keeps the walkway clear? I would be glad to help ask students which times a quiet area is most needed.

Sincerely, Jordan

**Completed edit:** I replaced "Because students need a quiet place." with the complete sentence beginning "This change could give students..."

**Further revision note:** [I would replace "enough room" with the measured usable area after checking the space with the librarian.]

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 actual planning, first draft, evaluation, revised email and a completed edit, followed by the bracketed possible-next-revision note. A future change alone does not show that revision already occurred. Count the complete final email including greeting and closing, excluding labels and records. Read and Mark: P includes purpose/audience and grouped notes in paragraph 1; D is the quoted first opening; Ev is rereading and classmates' questions in paragraph 2; R includes the specific need, cleaning details and reordered evidence; Ed includes source checks, precise wording, fragment correction and transition in paragraph 3. Accept equivalent evidence spans.