

Revision With Purpose

Study how a writer reshapes a proposal for a decision-making audience.

CCSS.ELA-Literacy.W.9-10.5 "Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This proposal and its local observations are fictional. Underline sentences describing revisions to ideas or organization for the council audience. In the final paragraph, circle wording describing the replacement of repeated words, label checking, comma correction and pronoun clarification.

A Proposal Takes Shape

- ① Before presenting a proposal about shaded bus stops, Lena studied her audience: city council members who would weigh cost, safety, and public benefit. Her first draft opened with a long memory about waiting in summer heat. During planning, she listed her purpose: to persuade council members to fund shade structures at the busiest stops. She also gathered transit data and photographed two unshaded stops near the high school. When she reread the draft, Lena realized that the personal memory took up more space than the evidence her audience would need.
- ② To revise, Lena cut most of the memory and began with a claim that named the request. She placed the transit data in a small chart and explained that shade could reduce riders' exposure to direct sunlight while they waited. Because the council would need a practical plan, she added an estimated cost, a proposed location list, and a sentence explaining that the structures could be installed in stages. She kept one brief detail from her experience, not as proof, but to show why the issue mattered to students who ride the bus.

- ③ Finally, Lena read the revised proposal aloud and noticed that one paragraph repeated the word "important" three times. She replaced two repeats with precise descriptions of safety and heat exposure. She checked that every chart label matched the numbers in the text. She changed "Before voting the council needs a cost estimate." to "Before voting, the council needs a cost estimate." She replaced an unclear "They" with "The transportation committee." Her final version used a formal, direct tone. By reshaping the proposal before polishing sentences, Lena made the council's decision, rather than her first draft, the center of the writing.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What purpose and audience did Lena identify during planning?

- ② Which part of Lena's first draft did she reduce, and why was reducing it a useful revision?

- ③ Name two additions Lena made because the council needed a practical plan.

- ④ Why did Lena reshape the proposal before polishing individual sentences?

3 YOUR TURN

Your own words

Choose a school change you want a principal to consider. Write a 90- to 120-word revised opening for a formal proposal that includes a clear request, two relevant details, and a practical next step. Add one sentence that names an editing check you used. Plan for your principal, write a first draft, and then revise and edit it. Keep the first draft visible. Count only the revised proposal opening toward 90-120 words; write the editing-check sentence separately. Use supported observations or clearly label a hypothetical situation.

1. Plan

Name your purpose and audience. Plan your request, two relevant details and a practical next step.

2. First draft

Draft the proposal opening. Leave this version visible so a reader can compare it with your revision.

[illegible]

3. Revised and edited opening

Write 90-120 words that prioritize what the principal needs to decide. Improve the ideas or organization, then edit conventions and clarity.

4. Editing check

Add the required sentence naming a specific editing check you used. Show the before-and-after wording for one edit.

PART 1 • READ AND MARK

This proposal and its local observations are fictional. Underline sentences describing revisions to ideas or organization for the council audience. In the final paragraph, circle wording describing the replacement of repeated words, label checking, comma correction and pronoun clarification. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What purpose and audience did Lena identify during planning?	Her purpose was to persuade city council members to fund shade structures at busy bus stops.
2	Which part of Lena's first draft did she reduce, and why was reducing it a useful revision?	She cut most of her personal memory because the council needed evidence more than a long personal story.
3	Name two additions Lena made because the council needed a practical plan.	Any two: an estimated cost, a proposed location list, or a plan to install the structures in stages.
4	Why did Lena reshape the proposal before polishing individual sentences?	She needed to focus first on the information and organization that would help the council make a decision.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Purpose: request a practical investigation. Details: a ready-to-serve menu and movable equipment. Next step: staff review followed by a trial.

First draft: Lunch would be better with another cart. Waiting is frustrating. The school should buy a cart and serve sandwiches and fruit from it. Students might finish lunch sooner, and a movable cart could be put away after lunch. We should try it soon. The principal should ask staff about space they can check whether the plan will work.

Revised opening (98 words): Our school should investigate adding a serving cart during lunch to reduce waiting at the cafeteria counter. A cart could offer ready-to-serve sandwiches and fruit, giving students another place to collect a meal. It could also be moved when the room is needed for other activities. Before purchasing equipment, the principal should ask cafeteria staff about food handling, staffing and available space. Students could record waiting times at both serving points during a two-week trial. The school could then compare those observations with earlier waiting times and decide whether the cart offers enough benefit to justify its cost.

Editing check: I checked sentence boundaries, replacing "The principal should ask staff about space they can check whether the plan will work" with "Before purchasing equipment, the principal should ask cafeteria staff about food handling, staffing and available space."

Accept equivalent explanations that connect Lena's choices to the council's need for evidence, costs, safety, and a workable plan. For the open response, look for the required length, a principal-focused proposal, relevant details, a practical next step, and a specific editing check. Assess the actual plan, first draft and revised opening; the word revised alone does not prove revision. Count 90-120 words in the opening only, excluding its label, plan, first draft and separate editing-check sentence. The model replaces an immediate purchase demand with a staff review and trial; its editing record replaces two clauses joined without punctuation with one clear sentence. Local situations are hypothetical, and proposed observations are not collected results. Read and Mark guide: underline paragraph 2 sentences about cutting the personal memory, leading with the request, presenting the data, adding costs and locations, or keeping only a brief personal detail. Circle paragraph 3 wording about replacing repeated words, checking chart labels, adding the comma after Before voting and naming The transportation committee. Accept equivalent evidence spans.