From Note to Proposal

How writing changes across time, purpose, and audience

11-12.WHST.10 "Write routinely and independently over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that describes the five-minute field note, circle two research actions completed over two weeks, and number the first draft claim and its revised replacement 1 and 2. Use your marks to trace how the writer's evidence changed.

The Puddle at the East Entrance

1 Monday, 3:20 p.m. After rain, I stopped beside the east entrance of our school. Water had pooled where the sidewalk meets a strip of bare soil. For five minutes, I wrote a field note for myself: "Puddle at east entrance; students step into the grass to pass. Water may be flowing off the roof, but I cannot tell from here." That quick note preserved what I saw while separating an observation from a guess. I ended with a question: Would a planted rain garden nearby reduce the water that collects on this path?

2 Over the next two weeks, I returned after three storms and checked a city stormwater guide and a school site plan. The guide explained that a rain garden is a shallow planted area that can collect runoff and let some water soak into the soil. The site plan showed a drain near the east entrance, but not where its water goes. In a research log, I recorded each visit, noted that the puddle appeared twice, and listed what remained unknown. My first draft claimed the roof caused the puddle; my notes did not support that claim.

3 On Friday, I revised my one-page proposal for the facilities team, who could inspect drainage but needed a practical reason to spend time on it. I replaced "The roof sends water onto the path" with "Water collected at the east entrance after two of three observed storms." I suggested checking the drain and the ground slope before choosing a rain garden. I also added a short reflection for my research log: revising felt less dramatic than making a bold claim, but it made the proposal more useful. The field note took minutes; the proposal depended on repeated visits, research, and revision.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the five-minute field note record, and what did the writer leave uncertain?

2. Name two actions the writer took over the next two weeks. How did they serve a different purpose from the field note?

3. How did the research log lead the writer to revise the first draft claim? Include the revised wording in your answer.

4. How did writing for the facilities team shape the action proposed on Friday?

3 YOUR TURN

Your own words

Choose a school or community issue other than puddles or drainage. In 70 to 100 words, plan a short writing task you could do today and a research-and-revision task lasting at least a week. Name your final audience, explain how you would write for them, and distinguish what you know from what you still need to find out.

ANSWER KEY

From Note to Proposal

HIGH SCHOOL · 11-12.WHST.10

PART 1 · READ AND MARK

Underline the sentence that describes the five-minute field note, circle two research actions completed over two weeks, and number the first draft claim and its revised replacement 1 and 2. Use your marks to trace how the writer's evidence changed. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the five-minute field note record, and what did the writer leave uncertain?	**It recorded the puddle and students stepping into the grass. The writer was unsure whether water came from the roof.**
2	Name two actions the writer took over the next two weeks. How did they serve a different purpose from the field note?	**The writer returned after three storms and checked a stormwater guide. These actions gathered evidence for a proposal, while the field note captured an initial observation.**
3	How did the research log lead the writer to revise the first draft claim? Include the revised wording in your answer.	**The log showed a puddle after two of three storms but did not establish its cause. The writer replaced the roof claim with "Water collected at the east entrance after two of three observed storms."**
4	How did writing for the facilities team shape the action proposed on Friday?	**Because the facilities team could inspect drainage, the writer suggested checking the drain and ground slope before choosing a rain garden.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Today I would spend ten minutes writing a private observation log about unopened food left on cafeteria trays. I have noticed it twice, but I have not counted items. Over two weeks, I would record counts on several lunch days and ask cafeteria staff what happens to leftovers. I would draft a one-page recommendation, then revise it if the counts challenge my first idea. For the cafeteria manager, I would use measured totals and propose a small trial of different portion options rather than write a complaint.

Accept other passage-supported details in the short answers. For the open task, look for distinct short- and extended-time-frame writing, a revision plan, a named audience, and a clear separation between known and needed evidence.