

Shade at Pickup

Study how a focused proposal is planned and polished.

10.W.2.A.vi “Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Elaborating ideas clearly through intentional word choice and varied sentence structure.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline three precise words that make the proposal specific, circle one sentence of five words or fewer and one sentence of fifteen words or more, and number each paragraph that names a planning, revising, or editing step.

A Canopy for the Bus Zone

- ① Dear Principal Alvarez, students who wait for the west bus after school need a safer place to stand. In August and September, the sidewalk beside the buses has no shade, and the afternoon sun reflects off the pavement. A covered waiting area would protect students from direct sun and light rain while they wait for rides. I am asking you to consider one small canopy near the existing loading zone. This change would not solve every transportation problem, but it would make a difficult part of the day more manageable for many students.
- ② First, our student council could measure the available space and ask the transportation supervisor where buses must turn. Those details would help the school choose a canopy that does not block traffic or emergency access. The project could begin with a simple, durable structure, not an expensive redesign of the whole lot. Its roof could cast shade during the busiest pickup time. The canopy could also give students a dry spot during sudden showers. Because the loading zone already has a paved walkway, workers would not need to create a new path from the building.
- ③ Before sending this request, I would revise it for a busy administrator. I would replace vague words such as nice with precise words such as durable, shaded, and paved. I would also keep the tone respectful, since the goal is cooperation rather than complaint. Some sentences are brief. Others explain how the proposal could work and why it matters. Finally, I would check spelling, punctuation, and the names of school locations. A clear request, supported by practical details, gives Principal Alvarez information she can use when she discusses next year's facilities budget.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the writer addressing, and what action does the writer want that person to consider?

2 What two planning actions does the writer suggest before choosing a canopy, and what problem would those actions help prevent?

3 How would replacing the word "nice" with words such as "durable," "shaded," and "paved" make the request stronger for the principal?

4 Copy the four-word sentence. Then copy the sentence that begins with "Because." How does using both sentence lengths help the proposal?

3 YOUR TURN _____ Your own words

Choose one small improvement for your school. Plan by writing three notes, your decision-maker audience, your purpose, and two practical details. Then write a 110-140-word message asking for the change. Use at least three precise words, one sentence of five words or fewer, and one sentence that begins with "Because." Show one revision in brackets, using [old word -> precise word].

PART 1 • READ AND MARK

Underline three precise words that make the proposal specific, circle one sentence of five words or fewer and one sentence of fifteen words or more, and number each paragraph that names a planning, revising, or editing step. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the writer addressing, and what action does the writer want that person to consider?	The writer is addressing Principal Alvarez and wants her to consider installing a small canopy near the bus loading zone.
2	What two planning actions does the writer suggest before choosing a canopy, and what problem would those actions help prevent?	The student council could measure the space and ask the transportation supervisor where buses turn. These actions would help prevent the canopy from blocking traffic or emergency access.
3	How would replacing the word "nice" with words such as "durable," "shaded," and "paved" make the request stronger for the principal?	The precise words show the exact qualities and conditions the writer means, giving the principal practical details instead of a vague description.
4	Copy the four-word sentence. Then copy the sentence that begins with "Because." How does using both sentence lengths help the proposal?	"Some sentences are brief." "Because the loading zone already has a paved walkway, workers would not need to create a new path from the building." The brief sentence creates emphasis, while the longer sentence explains a practical reason for the proposal.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: Ms. Chen, activities director Purpose: Request a refill station near the gym Details: Long practices and existing hallway plumbing Dear Ms. Chen, Please consider installing a water-bottle refill station in the hallway outside the gym. Athletes, dancers, and students in PE use that hallway throughout the day, yet the nearby fountain has only a low stream. This is a practical improvement. Because practices often run into the evening, students need a reliable place to refill bottles without leaving the athletic area. A [good -> durable] refill station with a counter that shows saved plastic bottles would serve teams and visitors. The hallway already has plumbing for the fountain, so installation may require less work than creating a new water line. Could you ask the facilities team to estimate the cost and location? This change would support hydration and reduce disposable bottle waste.

Accept equivalent descriptions of the audience, purpose, planning, and sentence effects when students support their answers with passage details. For the open task, look for an identifiable audience and purpose, practical details, intentional vocabulary, varied sentence lengths, and a visible revision.