Words With Purpose

Trace how a proposal becomes clearer for its intended audience.

11.W.2.A.v "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 purposeful and precise word choice."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that show Maya's audience and purpose, circle details that make her request precise, and number 1 through 4 beside the planning, drafting, revising, and editing moves in the order they appear.

A Proposal Takes Shape

(1) Before writing to the city transit office, Maya identified her audience: officials who decide where to improve bus stops. Her purpose was to persuade them to add a covered shelter at the stop beside Riverview High School. During planning, she listed evidence: students wait there in rain, the sidewalk has no bench, and afternoon buses often arrive after practice ends. She also considered the officials' concerns about cost and safety. Instead of beginning with a complaint, Maya outlined a respectful letter that opened with the location, explained the problem, and proposed one practical solution.

(2) In her first draft, Maya wrote, "The bus stop is bad and students hate it." When she reread the sentence, she saw that bad and hate sounded vague and emotional. She revised it to say, "More than forty students stand on an unprotected sidewalk during heavy rain after school." The new sentence gave officials a number, a condition, and a time of day. Maya replaced "put something there soon" with "install a weather-resistant shelter with a bench before the fall sports season." Those choices made her request concrete without claiming that every delay or discomfort would disappear.

(3) Before sending the letter, Maya checked whether its tone suited public officials. She changed "You need to fix this" to "I ask the transit office to consider this improvement." She then read each paragraph aloud, corrected a comma splice, and verified that the school name and bus-stop location were accurate. Her final letter ended by requesting a response about feasibility and timing. Maya's process did not guarantee a shelter, but it gave decision makers a clear reason, usable details, and a specific action to evaluate.

2 ANSWER WITH EVIDENCE

Use the passage

1. What audience and purpose did Maya identify before she began writing?

2. Name two pieces of evidence Maya gathered during planning that support her proposal.

3. Why is Maya's revised sentence about students waiting in rain more useful to her audience than her first-draft sentence?

4. What did Maya do during final editing, and how did those checks help her audience?

3 YOUR TURN

Your own words

Choose one school improvement, such as a quieter study area or a safer crosswalk. Create a mini writing-process plan that names an audience and purpose, lists two specific details, includes a three-sentence draft, shows one revision that replaces vague wording with precise wording, and names one editing check.

ANSWER KEY

Words With Purpose

GRADE 11 · 11.W.2.A.v

PART 1 · READ AND MARK

Underline words or phrases that show Maya's audience and purpose, circle details that make her request precise, and number 1 through 4 beside the planning, drafting, revising, and editing moves in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What audience and purpose did Maya identify before she began writing?	**Her audience was city transit officials who decide about bus-stop improvements. Her purpose was to persuade them to add a covered shelter near Riverview High School.**
2	Name two pieces of evidence Maya gathered during planning that support her proposal.	**Any two: students wait in rain, the sidewalk has no bench, or afternoon buses often arrive after practice ends.**
3	Why is Maya's revised sentence about students waiting in rain more useful to her audience than her first-draft sentence?	**It gives officials a specific number of students, the condition of heavy rain, and the time of day after school instead of using vague, emotional language.**
4	What did Maya do during final editing, and how did those checks help her audience?	**She read paragraphs aloud, corrected a comma splice, and verified the school name and bus-stop location. These checks made the letter clear, correct, and reliable for officials.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: the principal. Purpose: persuade her to keep the library open until 5:00 p.m. on two weekdays. Details: On a recent Thursday, 27 students remained after tutoring; the closest public library is 1.8 miles from school. Draft: Students need the library later. Please keep it open after school. This change would help many people complete assignments before late buses arrive. Revision: Replace "many people" with "students who finish tutoring, wait for late buses, or need a quiet place to research." Editing check: I would verify the distance and student count before sending the proposal.

Accept varied school-improvement topics when the response clearly identifies an audience and purpose, uses two relevant details, and includes exactly three draft sentences. The revision must replace vague language with more precise wording, and the editing check must address correctness or accuracy.