

Evidence With Purpose

Study how a proposal selects and connects evidence for a decision-making audience.

12.W.2.A.iii “Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Selecting appropriate evidence from multiple texts to clarify ideas...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline Maya’s working thesis, number the three source texts she uses, and circle the sentence that introduces a counterargument. Your marks should show how her evidence, audience, and purpose shape the proposal.

Planning a Later Start Proposal

- ① Before drafting her proposal to the Riverton School Board, senior Maya Chen identifies her audience: board members who must weigh student health, transportation costs, and family schedules. Her purpose is to recommend that the district begin high school classes at 8:30 a.m. or later. She writes a working thesis: a later start would better match adolescent sleep needs while preserving a realistic path for district operations. To plan, Maya sorts notes from three texts into categories, health evidence, local conditions, and possible objections. That plan keeps her from treating every source as equally useful.
- ② Her first body paragraph uses the American Academy of Pediatrics policy statement, which recommends that middle and high schools start at 8:30 a.m. or later. Maya explains that this recommendation supports her claim about adolescent sleep, rather than merely dropping in a quotation. Next, she uses the district transportation director’s route summary, which shows that high school buses share drivers with elementary routes. This local text helps her narrow the proposal: she asks the board to study a staggered schedule instead of promising that a change would be simple. Each source performs a distinct job in her reasoning.
- ③ Maya anticipates a counterargument: some families may worry that a later dismissal would disrupt jobs, child care, or athletics. She cites a district family survey in which respondents raised scheduling concerns, then answers carefully. Her proposal calls for a transportation and activities review before any vote, so the response recognizes a limit instead of claiming that no problems exist. During revision, a classmate notes that Maya has named the health source but not connected it clearly to her thesis. Maya adds an explanation after the evidence. During editing, she checks source titles, quotation marks around borrowed words, and transitions that show how the health, transportation, and family texts work together.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is Maya's audience, and what decision does she want that audience to make?

2 How does the American Academy of Pediatrics statement strengthen Maya's thesis?

3 Why does Maya use the transportation director's route summary instead of relying only on the health source?

4 What counterargument does Maya address, and how does her proposed response avoid overstating her case?

3 YOUR TURN _____ Your own words

Choose a different school or community issue and plan a brief proposal for a specific decision-making audience. Write an audience, purpose, working thesis, evidence plan using at least two credible texts, a counterargument with a response, and one revision action and editing action.

PART 1 • READ AND MARK

Underline Maya's working thesis, number the three source texts she uses, and circle the sentence that introduces a counterargument. Your marks should show how her evidence, audience, and purpose shape the proposal. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is Maya's audience, and what decision does she want that audience to make?	Her audience is the Riverton School Board. She wants the board to support starting high school classes at 8:30 a.m. or later.
2	How does the American Academy of Pediatrics statement strengthen Maya's thesis?	It supports her claim that a later start better matches adolescents' sleep needs.
3	Why does Maya use the transportation director's route summary instead of relying only on the health source?	The route summary provides local operational evidence about shared bus drivers, helping her propose a staggered schedule and address feasibility.
4	What counterargument does Maya address, and how does her proposed response avoid overstating her case?	She addresses families' concerns about later dismissal affecting jobs, child care, or athletics. She calls for a transportation and activities review before a vote rather than claiming there will be no problems.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: Oak Valley School Board. Purpose: support installing bottle-filling stations in the oldest hallway. Thesis: The board should fund two stations because students need reliable access to water and the current fountains require repeated repairs. Evidence plan: I will use the school's maintenance log to document repair calls and a CDC school-health resource to explain why drinking-water access matters. Counterargument: The board may cite installation cost. I will acknowledge that cost and propose comparing bids with projected repair savings. Revision: I will explain how each source advances my claim. Editing: I will verify dates, spell source names correctly, and check quotation marks.

Accept answers that accurately connect Maya's selected evidence to her audience, thesis, counterargument, or revision process. For the open task, accept varied issues and positions when the student identifies a real audience, assigns distinct purposes to at least two credible texts, and includes both revision and editing actions.