Claim to Change

Study how a writer shapes a proposal for decision makers.

9.W.2.A.i "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing)..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states Lena's position. Circle two details that show she considered what decision makers need, then number your two circles 1 and 2.

A Practical Proposal

(1) Before writing about Riverbend High's proposed later start time, Lena studies the board agenda and the district's attendance data. She notices that board members must weigh student well-being, bus routes, and costs. On a planning page, she lists sleep research, the current 7:20 a.m. bell, and a possible pilot schedule. She crosses out complaints about homework because they would not help officials compare options. Her notes shape the opening sentence of her letter. Riverbend High should begin classes thirty minutes later next year, using a one-semester pilot to measure attendance and transportation effects.

(2) In her first draft, Lena opens by recognizing the board's responsibility to keep routes dependable and spending responsible. Then she explains that adolescents often need more sleep than their schedules allow, linking that concern to tardiness and classroom attention. She places the pilot idea beside the claim so the proposal sounds practical rather than costly or sudden. A chart from the district, showing more late arrivals during the earliest first periods, gives the board a local fact to consider. Instead of saying the change will solve every problem, she asks the board to review pilot results before making a permanent decision.

(3) During revision, Lena rereads the letter from a board member's point of view. She moves the schedule details after the claim, so readers can understand her position before weighing the evidence. She replaces the vague phrase "a better morning" with "a later start that protects instructional time," which names a concern officials can evaluate. Next, she checks whether each paragraph supports the same proposal. During editing, she corrects a date, verifies the chart citation, and removes a repeated word. Her final letter keeps a respectful tone, presents a limited request, and gives decision makers a way to judge its results.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence states Lena's clearest position? Copy it exactly.

2. Who are the likely readers of Lena's letter, and what action does she want them to consider?

3. What local fact does Lena use in the middle paragraph to support her proposal?

4. Name one revision action and one editing action Lena takes. How are the two actions different?

3 YOUR TURN

Your own words

Choose one realistic school change and make a mini plan that names your audience, purpose, and two useful details. Then write a four- or five-sentence proposal with a clear position, followed by one revision note and one editing note.

ANSWER KEY

Claim to Change

GRADE 9 · 9.W.2.A.i

PART 1 · READ AND MARK

Underline the sentence that states Lena's position. Circle two details that show she considered what decision makers need, then number your two circles 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence states Lena's clearest position? Copy it exactly.	**Riverbend High should begin classes thirty minutes later next year, using a one-semester pilot to measure attendance and transportation effects.**
2	Who are the likely readers of Lena's letter, and what action does she want them to consider?	**The likely readers are Riverbend school board members. She wants them to consider a one-semester pilot of a start time that is thirty minutes later.**
3	What local fact does Lena use in the middle paragraph to support her proposal?	**A district chart shows more late arrivals during the earliest first periods.**
4	Name one revision action and one editing action Lena takes. How are the two actions different?	**Revision example: She moves schedule details after the claim. Editing example: She corrects a date. Revision improves ideas or organization, while editing corrects errors and accuracy.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: the principal. Purpose: request shaded picnic tables. Details: students eat outside at lunch; tables could be placed near the existing courtyard. Draft: Our school should add two shaded picnic tables beside the courtyard this spring. Students who eat outside at lunch need a cooler place during warm weather. Because the tables would use an existing paved area, installation would not require a new eating space. Please ask the facilities team to price two durable tables and report the cost. Revision note: I moved the request to the first sentence and added the location and cost concern. Editing note: I changed "table's" to "tables" and checked the capitalization of spring.

Accept equivalent identifications of the board as the audience and the later-start pilot as the requested action. In Part 3, accept varied school topics if the response includes a specific audience, a clear position, relevant support, and distinct revision and editing notes.