Purpose to Proposal

Trace how a writer plans, supports, and improves a proposal.

9.W.2.A.iv "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Using background knowledge to expand ideas and add depth..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that show Maya's audience and purpose, circle each reference material, and number the places that show planning, drafting, revising, and editing from 1 to 4. These marks show how a writer shapes a proposal for a decision maker.

A Proposal With a Purpose

(1) Maya's environmental club wanted the principal to approve a shaded bike rack near the school's east entrance. Rather than begin with a draft, she identified her audience and purpose. The principal would need a practical, respectful proposal that explained how the rack supported student safety and daily routines. Maya listed questions her proposal should answer: Where could the rack fit? How many bicycles might it hold? What would installation cost? She planned a clear introduction, evidence paragraphs, and a closing request for a meeting with the principal.

(2) Before researching, Maya used background knowledge from arriving at school. She had seen bicycles locked to fences and noticed that afternoon sun made the east entrance uncomfortable. These observations gave her starting ideas, but she did not treat them as proof. To add depth, she checked the school map for available space, read the district facilities page for installation rules, and asked the transportation office for counts from a recent student travel survey. She recorded each source beside the fact it supported. The survey showed that 46 students regularly bicycled to school, a detail that made her proposal more precise.

(3) Maya drafted a proposal that opened with the travel-survey result, then explained how a rack near the east entrance could reduce crowding at fences. In revision, she reread the draft as the principal might read it. She moved the cost question before the closing request because a decision maker would need budget information earlier. She cut a paragraph about her favorite bicycle trail because it did not serve the purpose. Finally, she edited for complete sentences, accurate source names, punctuation, and spelling. Her final request asked the principal to schedule a short planning meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who was Maya's audience, what was her purpose, and why did that audience need a practical proposal?

2. Which two observations came from Maya's background knowledge, and why did she not use them as proof?

3. Name two reference materials Maya used. What fact from the travel survey made her proposal more precise?

4. Describe two revision choices Maya made. How did those choices help her proposal fit its purpose?

3 YOUR TURN

Your own words

Choose a realistic school improvement. Write a 90-120 word mini-proposal to a specific decision maker that includes a planning note naming your audience and purpose, one background-knowledge observation, a fact you need to verify in a named reference, and a revision/editing note.

ANSWER KEY

Purpose to Proposal

GRADE 9 · 9.W.2.A.iv

PART 1 · READ AND MARK

Underline details that show Maya's audience and purpose, circle each reference material, and number the places that show planning, drafting, revising, and editing from 1 to 4. These marks show how a writer shapes a proposal for a decision maker. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who was Maya's audience, what was her purpose, and why did that audience need a practical proposal?	**Her audience was the principal. Her purpose was to gain approval for a shaded bike rack, and the principal needed practical information about safety, routines, space, capacity, and cost to make a decision.**
2	Which two observations came from Maya's background knowledge, and why did she not use them as proof?	**She had seen bicycles locked to fences and noticed afternoon sun at the east entrance. She used these as starting ideas, not proof, because she needed researched evidence to support the proposal.**
3	Name two reference materials Maya used. What fact from the travel survey made her proposal more precise?	**She used the school map, the district facilities page, and the transportation office's student travel survey. The survey showed that 46 students regularly bicycled to school.**
4	Describe two revision choices Maya made. How did those choices help her proposal fit its purpose?	**She moved the cost question earlier and cut the paragraph about her favorite bicycle trail. These choices gave the principal needed budget information sooner and removed information unrelated to approving the rack.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Planning: My audience is Principal Chen, and my purpose is to request a clearly labeled compost bin beside the cafeteria tray return. From eating lunch there, I know students often throw fruit peels and napkins into the same trash can because bins are hard to identify. I would use the U.S. Environmental Protection Agency's composting webpage to check which cafeteria scraps can be composted safely. Draft: Please let the student council test labeled bins for two weeks and measure the amount collected. Revision and editing: I moved the request to the end, removed an unrelated lunch-menu opinion, and checked spelling, punctuation, and the agency's name.

Accept reasonable school improvements and decision makers if the response clearly identifies audience and purpose, uses an observation, names an appropriate source for verification, and includes revision and editing steps. The proposal should be 90-120 words and should organize information for its stated audience.