Draft With Purpose

Trace how a letter changes from plan to final draft.

9-12.R5 "Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's plan, circle a change that makes the request more specific, and number the peer's question and comma correction 1 and 2. Use your marks to track how the letter develops.

A Place for the Bikes

(1) Last month, our school added a bike rack beside the gym, but it fills before first bell. I wanted to ask Principal Vega for a second rack, not write a general complaint about the parking lot. Before drafting, I listed what she would need to decide: where another rack could fit, who would use it, and how I knew there was a need. On three mornings, I counted bikes locked to the fence after the rack filled: six, eight, and seven. I planned a letter that would state my request first, present these counts, and end with a practical location.

(2) My first draft began, "The parking lot is a mess, and nobody listens to students." That sentence sounded angry but gave Principal Vega no clear action to take. I moved the request to the opening and replaced the complaint with a specific claim: "Please consider adding a second bike rack near the gym entrance." In the next section, I used my counts as evidence rather than claiming that every student bikes to school. I also explained that an extra rack could keep bicycles off the fence. The order now moved from request to evidence to a possible benefit.

(3) During peer editing, Malik read my letter as if he were the principal. He wrote, "Where exactly would the rack go?" and circled a missing comma after my greeting. I checked the space near the gym and changed my vague phrase "somewhere nearby" to "along the blank wall beside the gym doors." I fixed the comma, then rewrote the letter so the location followed the counts and led into my closing request. My final paragraph read, "On three mornings, six, eight, and seven bikes were locked to the fence. A rack beside the gym doors could give those riders a place to park."

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the writer's plan fit the purpose of writing to Principal Vega? Name two details the writer planned to include.

2. Compare the first opening sentence with its revision. Why is the revised opening more focused?

3. Malik gave two kinds of feedback. Which led to a revision of the letter's content, and which led to an edit?

4. How does the final paragraph connect the writer's evidence to a possible action for Principal Vega?

3 YOUR TURN

Your own words

Choose a change you want at school. In 5 or 6 sentences, write a process note for a letter: name your audience and purpose, plan the letter's order, show a rough sentence and a more focused rewrite, then describe one possible peer suggestion, one edit, and how you would rewrite the letter to use the feedback.

ANSWER KEY

Draft With Purpose

GRADE 9 · 9-12.R5

PART 1 · READ AND MARK

Underline the writer's plan, circle a change that makes the request more specific, and number the peer's question and comma correction 1 and 2. Use your marks to track how the letter develops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the writer's plan fit the purpose of writing to Principal Vega? Name two details the writer planned to include.	**The plan supported a request for another rack by including the bike counts as evidence and a practical location for the rack.**
2	Compare the first opening sentence with its revision. Why is the revised opening more focused?	**The first opening makes a broad complaint. The revision directly asks Principal Vega to consider a second rack near the gym entrance.**
3	Malik gave two kinds of feedback. Which led to a revision of the letter's content, and which led to an edit?	**His question about the rack's location led to more specific content. The circled missing comma led to a punctuation edit.**
4	How does the final paragraph connect the writer's evidence to a possible action for Principal Vega?	**It gives the counts of bikes locked to the fence, then suggests a rack beside the gym doors as a place for those riders to park.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would ask the cafeteria manager to put a water pitcher near the lunch line so students can refill bottles. I would open with the request, explain where the pitcher could go, and close by asking for a trial week. My rough line was "Lunch is always a disaster," which hides my actual request. I would revise it to "Please try placing a water pitcher beside the lunch line for one week." A peer might ask who would refill it, and I would edit "picher" to "pitcher" in my draft. In my rewritten letter, I would address that question before the closing request by asking whether cafeteria staff could include refills in their routine.

Accept other accurate explanations that distinguish changes to content from corrections to punctuation. For the open task, look for a focused revision, a plausible peer suggestion, a specific edit, and a clear plan for using the feedback.