

Revision With Purpose

Study how a writer reshapes a letter for its reader.

CCSS.ELA-Literacy.WHST.9-10.5 “Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In paragraph 2, underline and number exactly three textual revisions Maya made to her letter, counting a revision only when she changes its content, wording, or evidence, not when she plans or edits mechanics.

A Letter That Works

- ① Maya’s first draft of a letter asked the principal to extend library hours during exam week. She wrote, “The library should stay open later because students need it.” When she reread the sentence, she noticed that her purpose was to persuade the principal, not simply state an opinion. Her audience would need clear evidence and a practical request. Maya planned to add information from the librarian, then chose to focus her letter on two evenings when many students already remain on campus for tutoring sessions.
- ② Her revised opening named the request: “Please keep the library open until 6:00 p.m. on Tuesdays and Thursdays during the two weeks before final exams.” She replaced the vague phrase “students need it” with a fact from the librarian: 47 students used after-school tutoring last Thursday, and tutoring ended at 5:30. Maya also cut a paragraph about her favorite novels. It showed enthusiasm, but it did not help the principal decide whether later hours were feasible. These textual changes made the letter shorter and more useful.
- ③ Before sending the letter, Maya asked a classmate to read it as if she were the principal. The classmate understood the schedule but wondered how the school would supervise students after regular closing time. Maya tried a new approach: instead of making a general claim about safety, she added, “The tutoring coordinator can sign students in and out until 6:00 p.m.” Finally, she edited the letter, correcting a misspelled weekday and checking the librarian’s number. Her final version matched its purpose, audience, and available evidence.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is Maya’s purpose, and what does she decide the principal needs from her letter?

2 Choose two of the three revisions in paragraph 2. For each one, explain what Maya changed and how it makes the letter more useful to the principal.

3 Why is cutting the paragraph about favorite novels more significant at this stage than correcting a misspelled weekday?

4 What concern does Maya’s classmate raise, and how does Maya’s new sentence respond to it?

3 YOUR TURN _____ Your own words

Rewrite this draft for the activities director: “Students need a better place to study after school.” Write 80 to 100 words. Make a specific request, use this fact as evidence, “28 students waited for seats in the cafeteria last Wednesday,” and address one practical concern about supervision, cost, or space.

PART 1 • READ AND MARK

In paragraph 2, underline and number exactly three textual revisions Maya made to her letter, counting a revision only when she changes its content, wording, or evidence, not when she plans or edits mechanics. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is Maya's purpose, and what does she decide the principal needs from her letter?	Her purpose is to persuade the principal to extend library hours. She decides the principal needs clear evidence and a practical request.
2	Choose two of the three revisions in paragraph 2. For each one, explain what Maya changed and how it makes the letter more useful to the principal.	Accept any two: she gives exact hours and days, which makes the request clear; she replaces a vague claim with tutoring data, which provides evidence; she cuts the paragraph about favorite novels, which removes information unrelated to feasibility.
3	Why is cutting the paragraph about favorite novels more significant at this stage than correcting a misspelled weekday?	The novels paragraph does not help the principal decide whether later hours are feasible, so cutting it improves the letter's focus. Correcting spelling is important editing, but it does not strengthen the main argument as much.
4	What concern does Maya's classmate raise, and how does Maya's new sentence respond to it?	The classmate asks how students would be supervised after regular closing time. Maya responds by proposing that the tutoring coordinator sign students in and out until 6:00 p.m.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Please reserve an available room as a quiet study room from 3:15 to 4:30 p.m. on Tuesdays and Thursdays. Last Wednesday, 28 students waited for seats in the cafeteria. This fact shows that some students need a place to work after school. To address supervision, open the room only when a teacher or approved staff member is available. The limited schedule makes the request practical because it uses an available room rather than asking the school to create a new space.

For the open response, accept 80 to 100 words that make a specific request, accurately use the cafeteria fact, and address supervision, cost, or space. Students may propose different schedules, rooms, and practical solutions.