From Plan to Pilot

Trace how a writer shapes a message for a decision maker.

10.P.EICC.4 "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle only the five **bold** process words, then number them 1 through 5 in the order Jordan used them. Do not mark any unbolded details.

A Focused Request

1. Before writing to the principal, Jordan **planned** a proposal for a quiet study room in the library. Jordan identified the audience as school leaders, the purpose as requesting a one-month pilot, and the needed details as a location, a schedule, and a way to measure use. Because the principal has limited time, Jordan chose a direct email rather than a long report. The plan also listed two questions to answer: Who could supervise the room, and how would students reserve a seat? This planning kept the message focused on a realistic decision.

2. Jordan **drafted** an email that opened with a description of noisy lunch periods and ended by requesting a pilot. To **evaluate** that draft, Jordan asked the librarian to read it as a busy decision maker. The librarian said the request was buried and asked for evidence that a quiet room would be used. Jordan compared the draft with the plan and agreed. A short student survey, completed by 46 students, showed that 31 respondents would use a quiet space at least once a week. This response gave Jordan useful evidence, but it also revealed that the main request needed a clearer place.

3. Jordan **revised** the email by placing the pilot request in the opening sentence and adding the survey result after it. The revised version proposed the unused conference corner from 12:10 to 12:35, with library staff recording daily attendance. Jordan then **edited** the final message. Jordan checked that the subject line named the request, changed vague wording such as "a lot of students" to "31 of 46 respondents," and corrected punctuation. The final email was concise enough for the principal to scan, yet specific enough to support a decision about the pilot.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Jordan adapt the planned message to the principal as the audience?

2. What did the librarian's feedback help Jordan notice during evaluation?

3. Describe two changes Jordan made during revision and explain how they improved the email.

4. Name one editing action Jordan took. Why is it editing rather than revising?

3 YOUR TURN

Your own words

Choose one practical improvement for your school, and write one planning sentence that names your audience, purpose, and two supporting details. Then write an 80-100 word email to a school leader that makes a clear request and uses a specific fact or observation. Review the email for that leader's needs, edit it for correctness, and include one underlined sentence you revised for clarity.

From Plan to Pilot

PART 1 · READ AND MARK

Circle only the five **bold** process words, then number them 1 through 5 in the order Jordan used them. Do not mark any unbolded details. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Jordan adapt the planned message to the principal as the audience?	**Jordan chose a direct email rather than a long report because the principal has limited time.**
2	What did the librarian's feedback help Jordan notice during evaluation?	**The librarian said the request was buried and that the email needed evidence that students would use a quiet room.**
3	Describe two changes Jordan made during revision and explain how they improved the email.	**Jordan moved the pilot request to the opening sentence and added the survey result. These changes made the request clearer and supported it with evidence.**
4	Name one editing action Jordan took. Why is it editing rather than revising?	**Jordan corrected punctuation, checked the subject line, or replaced vague wording with a precise number. These are edits because they improve correctness or word choice rather than reorganizing the message's main ideas.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: My audience is the assistant principal, my purpose is to request a water bottle filling station, and my supporting details are long fountain lines and reusable bottles. Dear Ms. Lee, Students often wait at the single water fountain near the gym after PE. I request a bottle-filling station beside the gym because it would shorten lines and help students refill reusable bottles. During three lunch periods, I counted 18 students waiting there at one time. The station could serve athletes, club members, and students headed to afternoon classes. Could the school ask the facilities team for a cost estimate and possible installation date? Thank you for considering this practical change. Sincerely, Maya

Accept answers that accurately connect Jordan's choices to audience, purpose, evaluation, revision, or editing. For the open response, accept varied school improvements when the planning sentence, email length, clear request, specific support, and underlined revised sentence are present.