

From Draft to Decision

Trace how a writer shapes a request for a specific audience.

12.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 Underline details that show Maya planning, getting feedback, revising, or editing. Circle words or phrases that show how she considers the transit board as her audience.

A Letter That Could Travel

- ① When the city proposed cutting late bus routes, Maya Ortiz, a senior at Riverbend High, decided to write to the transit board. Her purpose was not simply to complain. She wanted board members to retain one late route so students with jobs could get home safely. Before drafting, Maya listed what the board might need: the route number, riders' schedules, costs, and a practical alternative. She interviewed six students and checked the transit agency's public timetable. Her planning notes separated verified facts from personal experiences, helping her choose evidence that would matter to officials rather than only to classmates.
- ② Her first draft opened with three paragraphs about exhausted students, but a peer reviewer said the board would need the request sooner. Maya revised the opening to name Route 14, the 10:35 p.m. departure, and her proposal to preserve service on school nights. She moved two student quotations to the middle, where they illustrated the schedule problem after the claim. A teacher then asked whether the letter assumed every rider had a job. Maya added that some students attend rehearsals, tutoring, or evening classes. These revisions made the argument more precise and showed the board that the writer had considered several riders.
- ③ Before sending the letter, Maya read it aloud and compared each sentence with the timetable. She cut a dramatic sentence that she could not support and corrected a date that conflicted with the agency's schedule. She also changed "you are ignoring us" to "the proposed change would limit access for student riders." The new wording kept the concern firm without accusing board members, an audience she hoped would act. Maya ended by asking for a public response and offering to share her interview notes. Her final letter did not guarantee the route would remain, but its planning, feedback, revision, and editing gave her request a credible, respectful form.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did Maya plan her letter for the transit board instead of only for her classmates? Use two details from the passage.

2 What feedback did Maya receive on her first draft, and how did she revise in response?

3 Why did Maya add examples of rehearsals, tutoring, and evening classes?

4 Identify one editing change Maya made before sending the letter and explain how it strengthened her message.

3 YOUR TURN _____ Your own words

Choose a real school or community issue. Write a 120 to 150 word email to a decision-maker that states a specific request, uses one verifiable detail and one concrete example, and maintains a respectful tone. After the email, add a 15 to 25 word revision note explaining one change you made for your audience.

PART 1 • READ AND MARK

Underline details that show Maya planning, getting feedback, revising, or editing. Circle words or phrases that show how she considers the transit board as her audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did Maya plan her letter for the transit board instead of only for her classmates? Use two details from the passage.	She listed information officials might need, such as the route number, schedules, costs, and an alternative. She also interviewed students and checked the public timetable, separating verified facts from personal experiences.
2	What feedback did Maya receive on her first draft, and how did she revise in response?	A peer reviewer said the board needed the request sooner. Maya revised the opening to identify Route 14, the 10:35 p.m. departure, and her proposal.
3	Why did Maya add examples of rehearsals, tutoring, and evening classes?	A teacher noted that the letter seemed to assume every rider had a job. Maya added the examples to show that several kinds of students would be affected.
4	Identify one editing change Maya made before sending the letter and explain how it strengthened her message.	She cut a dramatic sentence she could not support or corrected a date that conflicted with the timetable. Either change made the letter more accurate and credible. She also replaced an accusation with respectful, firm wording for the board.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To: Principal Chen Subject: Extend Library Study Hours Dear Principal Chen, I am writing to request that the library remain open until 5:30 p.m. on Tuesdays and Thursdays during exam weeks. Our final bell rings at 3:05, but many students wait for rides or finish activities near 4:30. Last Thursday, I saw twelve students working in the hallway after the library closed at 4:00. A supervised study space would give them tables, reliable internet, and access to reference materials. This change would also reduce crowding in the main office, where students currently wait after dismissal. The later hours could begin as a two-week trial, using the existing after-school staff schedule if coverage is available. Please consider surveying students and librarians before setting the exam-week schedule. I would be glad to summarize student responses for you. Sincerely, Jordan Lee Revision note: I replaced "students need this" with specific times and observations because the principal needs workable evidence.

Accept varied issues and decision-makers if the email has a clear request, appropriate audience awareness, a verifiable detail, and a concrete example. The revision note should name a genuine audience-based change and contain 15 to 25 words.