

Draft to Decision

Track how a writer shapes a message for a real audience.

8.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 Number four details in the passage: write 1 beside planning, 2 beside drafting, 3 beside revising, and 4 beside editing. This will show how Maya shaped her letter for its purpose and audience.

A Request for Shade

- ① Maya decided to ask the principal for more shaded lunch tables. Before writing, she listed her purpose, persuade the principal to fund two tables, and her audience, an administrator who needed clear facts. She interviewed the cafeteria manager, counted crowded sunny seats during three lunches, and checked table prices on the district-approved supply site. Her plan included a respectful opening, evidence in the middle, and a specific request at the end. These notes kept her first draft focused.
- ② In her draft, Maya wrote, "The principal should help us get shade because lunch is too hot." A classmate said the claim sounded reasonable but did not show how many students were affected or what the tables would cost. Maya revised the body by adding her count, 46 students standing in direct sun on one day, and a price of \$380 per table. She also changed "help us get shade" to "approve \$760 for two shaded tables." The revised request gave the principal useful details for making a decision.
- ③ Before sending the letter, Maya read it aloud and used a checklist. She corrected a missing comma after "During lunch," changed "table's" to "tables," and checked that the total cost matched the two listed prices. Then she asked her teacher whether the tone was respectful. The teacher suggested replacing "You must fix this" with "Please consider this request." Maya made that final revision because a firm demand could make her audience less willing to listen. Her finished letter matched her purpose, audience, and evidence.

2 ANSWER WITH EVIDENCE Use the passage

1 What audience and purpose did Maya identify before she drafted her letter?

2 What problem did Maya's classmate notice in the first draft, and how did Maya revise the letter to fix it?

3 Name one editing change and one revision Maya made near the end of the process.

4 How did Maya evaluate whether her final letter was accurate and appropriate for the principal? Give two actions from the passage.

3 YOUR TURN Your own words

Choose one practical improvement for your school. First, make a three-item plan naming your audience, purpose, and two pieces of evidence you could use; then draft an 80-100 word email to the principal that makes a respectful, specific request, includes both details, and ends with a clear next step. Add a "Revision note" after your email that names one change you made for the audience or purpose, and an "Edit note" that names one correction you checked.

PART 1 • READ AND MARK

Number four details in the passage: write 1 beside planning, 2 beside drafting, 3 beside revising, and 4 beside editing. This will show how Maya shaped her letter for its purpose and audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What audience and purpose did Maya identify before she drafted her letter?	Her audience was the principal, and her purpose was to persuade the principal to fund two shaded lunch tables.
2	What problem did Maya's classmate notice in the first draft, and how did Maya revise the letter to fix it?	The classmate said the draft did not show how many students were affected or the cost. Maya added that 46 students stood in direct sun and that each table cost \$380.
3	Name one editing change and one revision Maya made near the end of the process.	An editing change was correcting "table's" to "tables" or adding a comma after "During lunch." A revision was changing "You must fix this" to "Please consider this request."
4	How did Maya evaluate whether her final letter was accurate and appropriate for the principal? Give two actions from the passage.	She read the letter aloud, used a checklist, checked that the total cost was correct, and asked her teacher whether the tone was respectful. Any two actions are correct.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Audience: Principal Ortiz Purpose: Request a water refill station near the gym. Evidence: 31 students waited at the fountain during four lunch periods; 68 of 80 surveyed students said they would refill reusable bottles. Dear Principal Ortiz, I am writing to request a water refill station near the gym. During four lunch periods, our health club counted 31 students waiting at the single fountain. In a survey of 80 students, 68 said they would refill reusable bottles if a station were nearby. A refill station could shorten the line and reduce disposable bottle use. Please consider adding this item to next year's equipment budget and telling students when a decision is made. Sincerely, Jordan Revision note: I changed "You need to install a station" to "Please consider adding this item" so the request sounded respectful. Edit note: I changed "bottle's" to "bottles."

Accept answers that accurately identify planning, drafting, evaluating, revising, and editing details from the passage. For the open task, accept varied school improvements if the response includes a complete plan, an 80-100 word audience-aware email with two concrete details, and both required notes.