From Guess to Request

Trace how a writer checks, rewrites, and edits a letter.

7.W.4.a "Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two reference materials, circle the two words Maya questioned, and number the first draft and revised request 1 and 2. Use your marks to track how the writer strengthened the letter.

A Better Place to Eat

1. When I began a letter asking our principal for more shaded lunch seats, I made a quick plan. My audience was the principal, and my goal was to propose a practical change, not just complain about hot days. I listed two points: the uncovered tables felt uncomfortable in direct sun, and moving one portable canopy might help. I also wrote down what I needed to check. I could not claim that most students avoided the tables just because my friends and I did.

2. Before drafting, I checked a courtyard map to locate the uncovered tables and a facilities list to see what equipment existed. The map placed the tables beside the gym, but the list showed no spare canopy. At noon, I observed shade along the library wall. My first draft still said, 'Put a spare canopy beside the gym tables because everyone avoids them.' During peer review, Maya circled 'spare' and 'everyone.' She asked how I knew either claim was true. Her questions sent me back to my notes.

3. I tried a new approach: instead of demanding equipment the school did not list, I asked the principal to consider moving two tables near the existing shade along the library wall. My revised sentence read, 'Could we move two gym-side tables closer to the library wall so students have a shaded place to eat?' I removed 'everyone' because I had no count of students who avoided the tables. I read the whole letter again and changed 'it' to 'the tables' in my final paragraph, so the request stayed clear.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who was the writer's audience, and what goal did the writer set before drafting?

2. How did checking the facilities list reveal a problem with the first draft?

3. How did Maya's questions help the writer try a new approach?

4. Why did the writer change 'it' to 'the tables' during the final edit?

3 YOUR TURN

Your own words

Choose a school improvement other than lunch seating. Name your audience and a reference you would check, then write a draft claim and a clearer rewrite based on one specific peer suggestion.

ANSWER KEY

From Guess to Request

GRADE 7 · 7.W.4.a

PART 1 · READ AND MARK

Underline the two reference materials, circle the two words Maya questioned, and number the first draft and revised request 1 and 2. Use your marks to track how the writer strengthened the letter. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who was the writer's audience, and what goal did the writer set before drafting?	**The audience was the principal. The goal was to propose a practical change rather than complain about hot days.**
2	How did checking the facilities list reveal a problem with the first draft?	**The draft asked for a spare canopy, but the facilities list showed that no spare canopy was available.**
3	How did Maya's questions help the writer try a new approach?	**Maya questioned the unsupported claims about a spare canopy and everyone avoiding the tables. The writer instead asked about moving two tables toward shade and removed the claim about everyone.**
4	Why did the writer change 'it' to 'the tables' during the final edit?	**Naming the tables made the request clearer by showing exactly what the sentence referred to.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: principal. Reference to check: the office lost-and-found log for the number of unclaimed bottles. Draft claim: The lost-and-found needs to be better. Peer suggestion: Name the change and explain when students could use it. Rewrite: Please add a labeled lost-and-found shelf near the office so students can check it between classes.

Accept other specific school improvements when the rewrite responds to the stated peer suggestion. Students should name a relevant reference to check without presenting an unverified detail as fact.