Make the Case

Trace how a writer turns a broad complaint into a focused request.

9-10.W.4.a "Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try 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 Underline the sentence that names Mara's audience and purpose, circle the two reference materials, and write 1 and 2 beside the first and revised requests so you can track her changes.

A Request Worth Considering

1. At Harbor High, Mara wanted the principal to fund a cover for the bicycle racks. Her first draft began, "Everyone's bike gets soaked, and nobody wants to ride to school anymore." The sentence sounded urgent, but it assumed that every rider had the same experience. It also asked for no clear action. Mara's audience was the principal, and her purpose was to request funding for a cover over one rack near the main entrance. A principal choosing among repair requests would need a specific proposal backed by information, not a claim about every student who rides a bike.

2. Before revising, Mara checked the school's facilities inventory, which listed three uncovered bicycle racks by the main entrance. She also read the student council's October meeting notes, where several riders had asked for a dry place to park. These references helped her narrow the request to one rack rather than promise a fix for every rider. The notes did not count how many students stopped cycling because of rain, so Mara removed that claim. She kept details she could support: riders had raised the issue with student council, and the racks at that entrance had no cover.

3. Mara rewrote her request: "Please consider adding a cover to one bicycle rack near the main entrance. The facilities inventory lists three uncovered racks there, and the student council's October notes record requests for dry parking." In a later edit, she changed "at this point in time" to "now" and cut a sentence about her own wet shoes. Those edits made the proposal easier to follow without changing its central point. Her new version did not claim that a cover would solve every problem. It gave the principal a manageable action, a location, and two sources to check.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which claim in Mara's first draft did she need to remove, and why could her references not support it?

2. How does requesting a cover for one rack make Mara's proposal better suited to her audience?

3. Which reference could the principal check for the number of uncovered racks, and which could confirm riders' requests?

4. Why was cutting the sentence about Mara's wet shoes a useful edit for this request?

3 YOUR TURN

Your own words

Write one rough sentence asking your principal for a quieter study space at lunch. Then rewrite it as two sentences that name one specific change and a school reference material you would check before making a factual claim. Do not invent findings.

ANSWER KEY

Make the Case

HIGH SCHOOL · 9-10.W.4.a

PART 1 · READ AND MARK

Underline the sentence that names Mara's audience and purpose, circle the two reference materials, and write 1 and 2 beside the first and revised requests so you can track her changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which claim in Mara's first draft did she need to remove, and why could her references not support it?	**She needed to remove the claim that nobody wanted to ride anymore. Her references did not count students who had stopped cycling because of rain.**
2	How does requesting a cover for one rack make Mara's proposal better suited to her audience?	**It gives the principal a specific, manageable action to consider among other repair requests.**
3	Which reference could the principal check for the number of uncovered racks, and which could confirm riders' requests?	**The facilities inventory lists the uncovered racks. The student council's October meeting notes record riders' requests.**
4	Why was cutting the sentence about Mara's wet shoes a useful edit for this request?	**It kept the request focused on an action and supporting information rather than Mara's personal experience.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Lunch is too loud, and nobody can study. Please consider opening a supervised quiet room during lunch for students who need a place to study. I would check the library's lunch-hour sign-in records, if available, before estimating how many students might use it.

Accept responses that identify the unsupported claim and explain how the references or edits improve the request for the principal. In Part 3, look for a specific revised request and a reference the student would check, not an invented result.