Make Your Case

Follow a writer's choices from plan to final draft.

C.6.3.g "With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's first draft sentence and circle her revised request. Number the paragraphs 1 to 3 to show where she plans, revises, and edits.

A Note That Changed Course

1 At lunch, the cafeteria buzzed with voices and scraping chairs. Maya wanted a quiet place to read, so she planned a note to the principal asking for library access. Her first idea was to list everything she disliked about the cafeteria. Before drafting, she checked two facts: the librarian could supervise on Tuesdays and Thursdays, and 18 of 24 students in her class said they would use a quiet lunch space. Maya wrote her goal at the top of her page: ask for a two-day trial, not a daily change.

2 Her first draft began, "The library should be open because lunch is too loud." Maya reread it and noticed a problem: the sentence named a complaint but gave the principal no clear plan. She tried a new approach, putting the request first and using her notes as support. Her revised sentence read, "Could we try opening the library for quiet reading at lunch on Tuesdays and Thursdays? Eighteen of 24 students in my class said they would use it." Now the principal could picture a small test instead of guessing what Maya wanted.

3 Maya read the whole note aloud. One line said, "Students needs a quiet place to read." She changed "needs" to "need" so the verb matched the plural subject, "Students." She also cut a repeated sentence about cafeteria noise. In her final paragraph, she offered to ask classmates to follow library rules and leave the tables clean. The note no longer sounded like a list of complaints. It made a limited request, backed it with information, and showed how students could help make the trial work.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two facts from Maya's notes would you keep to support her request? Explain how each helps.

2. How does Maya's revised request give the principal a clearer plan than her first draft?

3. What word does Maya change while editing, and what does that change fix?

4. Maya first considered listing cafeteria complaints. What approach does she use instead, and why does it better fit her goal?

3 YOUR TURN

Your own words

Choose a practical change for your school. Write a first-draft request, rewrite it to name a small trial or clear step, then explain one change you made and why.

ANSWER KEY

Make Your Case

PART 1 · READ AND MARK

Underline Maya's first draft sentence and circle her revised request. Number the paragraphs 1 to 3 to show where she plans, revises, and edits. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two facts from Maya's notes would you keep to support her request? Explain how each helps.	**The librarian can supervise on Tuesdays and Thursdays, so those days are possible. Eighteen of 24 classmates want a quiet lunch space, showing interest in the trial.**
2	How does Maya's revised request give the principal a clearer plan than her first draft?	**It asks for quiet reading in the library at lunch on Tuesdays and Thursdays instead of only saying lunch is too loud.**
3	What word does Maya change while editing, and what does that change fix?	**She changes "needs" to "need" so the verb agrees with the plural subject "Students."**
4	Maya first considered listing cafeteria complaints. What approach does she use instead, and why does it better fit her goal?	**She proposes a two-day trial supported by her notes and offers student help. This gives the principal a specific request to consider.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: We should have more plants. Revised request: Could our class try caring for two potted plants in our classroom for one month? I added a time limit and a plan for who would care for the plants so the request is easier to consider.

Accept answers that identify passage-supported planning, revision, and editing choices. For Your Turn, look for a practical request that becomes more specific and an explanation tied to the writer's change.