Make the Request

Revise a request for its purpose and audience.

C.7.1.g "With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline "make things better" in Maya's first draft. Circle the sentence in her revised note that says where students would wait on rainy days, then compare the two requests.

Maya's Rainy-Day Request

1 Maya Chen wanted to write to Principal Rivera about rainy-day bus pickup. Her first draft read: "Dear Principal Rivera, Rainy days at pickup are bad. We need to make things better. Please build a shelter soon. Sincerely, Maya." Maya read it aloud to her friend Luis, who waited for the same bus. He pointed out that the principal might not know where students stood or how many were left outside the awning. Maya decided to gather details before sending her note.

2 For three rainy afternoons, Maya counted students waiting beyond the narrow awning by the bus doors. On Tuesday, she counted 28; on Thursday, she counted 24; on Friday, she counted 31. She also noticed that the cafeteria had doors near the bus lane and was empty after dismissal. Luis suggested asking for a small change the school could try before paying for construction. Maya planned to replace her broad complaint with a specific request and include the counts as evidence.

3 Maya's revised note read: "Dear Principal Rivera, On three rainy afternoons, I counted at least 24 students waiting beyond the awning by the bus doors. Could students wait in the cafeteria until their buses are called on rainy days? The cafeteria is empty after dismissal, and its doors are near the bus lane. A staff member could call each bus as it arrives. Could we try this plan for two rainy afternoons and see whether the line is easier to manage? Thank you for considering it. Sincerely, Maya Chen."

2 ANSWER WITH EVIDENCE

Use the passage

1. What does “make things better” leave unclear for Principal Rivera?

2. How do Maya’s three counts make her revised request more convincing to the principal?

3. Why would the details about the cafeteria help Principal Rivera consider Maya’s plan?

4. Why might a two-rainy-afternoon trial be easier for the principal to consider than building a shelter soon?

3 YOUR TURN

Your own words

Write a four-sentence note to your school librarian proposing a change that would help students find books. Include a problem, a workable change, and a respectful request, then label and rewrite one sentence as “Revised:” to give the librarian more useful detail.

ANSWER KEY

Make the Request

GRADE 7 · C.7.1.g

PART 1 · READ AND MARK

Underline “make things better” in Maya’s first draft. Circle the sentence in her revised note that says where students would wait on rainy days, then compare the two requests. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does “make things better” leave unclear for Principal Rivera?	**It does not say what change Maya wants the principal to make.**
2	How do Maya’s three counts make her revised request more convincing to the principal?	**They show that at least 24 students waited beyond the awning on each rainy afternoon Maya observed.**
3	Why would the details about the cafeteria help Principal Rivera consider Maya’s plan?	**The cafeteria is empty after dismissal and has doors near the bus lane, so it may be a practical waiting place.**
4	Why might a two-rainy-afternoon trial be easier for the principal to consider than building a shelter soon?	**A short trial lets the school test Maya’s idea before committing to construction.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Finding books for class projects takes too long. I often search several shelves before finding a book about my topic. Could you put small subject labels on the nonfiction shelves? Would you consider testing the labels in one section next month? Revised: Without subject labels, I often search several nonfiction shelves before finding a book about my topic.

Accept explanations that connect Maya’s revisions to information the principal needs to make a decision. In the student’s note, look for four original sentences and one labeled rewrite that adds useful detail.