# From Vague to Clear

Track how a writer strengthens a request.

**C.7.3.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 vague first sentence, write 1 beside her revised opening, and write 2 beside her rewritten ending. Circle the sentence with the verb error to compare rewriting with editing.

### A Better Place for the Cart

1 Maya wanted to persuade the school librarian to move the book return cart. At lunch, students lined up to return books, and the cart stood in the narrow aisle between two shelves. Before drafting, Maya wrote three notes: name the problem, suggest a place for the cart, and explain why that place would help. Her first sentence read, "The return cart is in a bad spot, and it should go somewhere better." The sentence stated an opinion, but it gave the librarian little to act on.

2 Maya asked Eli to read her draft as if he were the librarian. Eli wrote, "Where would you put the cart, and how would that help?" Maya replaced her opening with, "At lunch, students returning books crowd the aisle between the shelves. Moving the return cart beside the front desk would give them a place to line up without blocking that aisle." She also cut a sentence about the library's colorful posters because it did not support her request. The new opening named a location and connected it to a problem.

3 Then Maya checked whether her ending matched her purpose. Her draft ended, "Libraries have lots of books, and reading is fun." She rewrote it: "Could we try placing the cart beside the front desk for one week and see whether the aisle stays clear?" This ending asked for a small test instead of drifting to a new topic. Finally, she caught the sentence "Students waits near the shelves" in her notes and changed "waits" to "wait." The rewritten ending improved her message; the verb change corrected an error.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya's planning notes guide the changes to her opening?

2. What did Eli ask Maya to clarify? How did her revision answer him?

3. Why did cutting the sentence about colorful posters strengthen Maya's request?

4. How did rewriting the ending improve Maya's message? How was that change different from changing "waits" to "wait"?

## 3 YOUR TURN

Your own words

Choose a problem in a shared space at school other than the library. Write a one-sentence plan naming your reader and goal, a vague first request, and a revised two-sentence request that names a specific change and explains how it would help.

# From Vague to Clear



## PART 1 · READ AND MARK

Underline Maya's vague first sentence, write 1 beside her revised opening, and write 2 beside her rewritten ending. Circle the sentence with the verb error to compare rewriting with editing. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How did Maya's planning notes guide the changes to her opening? | **She named the crowded aisle, proposed moving the cart beside the front desk, and explained how that move could keep the aisle clear.** |
| 2 | What did Eli ask Maya to clarify? How did her revision answer him? | **Eli asked where the cart should go and how that would help. Maya named a spot beside the front desk and explained that students could line up without blocking the aisle.** |
| 3 | Why did cutting the sentence about colorful posters strengthen Maya's request? | **The posters did not relate to moving the cart or clearing the aisle, so the sentence distracted from her request.** |
| 4 | How did rewriting the ending improve Maya's message? How was that change different from changing "waits" to "wait"? | **The new ending asked the librarian to test a specific change for one week. Changing "waits" to "wait" corrected a verb error without changing the idea.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: I want the principal to make the cafeteria tray return area less crowded. Draft: Please fix the tray area because it is bad. Revision: Put a second tray bin near the cafeteria exit so students can use two return spots. This would shorten the line that forms beside the tables.

Accept different wording when answers identify the same planning, revision, and editing choices. For Your Turn, look for a named reader and goal, a deliberately vague draft, and a two-sentence revision with a specific change and a reason it would help.