Make the Case

Revise a request with its reader in mind

C.8.1.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 Maya's first request and her rewritten request, then circle two details in the rewrite that help the principal decide.

A Place to Read

1. Maya wants to persuade her principal to allow a quiet reading space at lunch. She writes a first draft in her notebook: "We should open the library at lunch because lots of kids want a place to sit. It would be awesome, and everyone would like it. Please say yes." Maya knows several classmates who would use the space, but she has not checked whether the library is free or who could supervise it. Before sending her note, she asks a classmate, Luis, to read it.

2. Luis reads the note as if he were the principal. He writes two questions in the margin: "When would this happen?" and "Who would watch the room?" He also points to "everyone would like it" and asks how Maya could know. Maya decides not to promise that every student will enjoy the plan. She checks the school lunch schedule and finds that Tuesdays have one lunch period. She cannot confirm whether the library is available, so she leaves that decision open instead of guessing.

3. Maya rewrites her request: "Could we try opening the library for quiet reading on Tuesdays during lunch for four weeks? If the librarian agrees and a staff member is available to supervise, we could use the books and seats already there. After four weeks, we could ask students and staff whether the space should stay open." She reads the note aloud and removes a closing line that says, "You have to do this." In its place, she writes, "Would you consider this trial?" Then she sends her note to the principal.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which claim in Maya's first draft would be hard to support? Explain why changing it makes the request more useful to the principal.

2. How does the rewrite respond to Luis's question about who would watch the room without claiming that someone has agreed to do it?

3. What timing details does Maya add, and how might they help the principal consider the request?

4. Why is the rewritten ending better suited to the principal than “You have to do this”?

3 YOUR TURN

Your own words

Revise this first draft to the principal: “Let us play music in the hallways. It would be fun for everyone.” Write a 4 to 6 sentence request that proposes a limited trial, addresses one practical concern, and explains how the school could judge whether the idea worked.

Make the Case

PART 1 · READ AND MARK

Underline Maya's first request and her rewritten request, then circle two details in the rewrite that help the principal decide. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which claim in Maya's first draft would be hard to support? Explain why changing it makes the request more useful to the principal.	**"Everyone would like it" is unsupported. The principal needs a way to find out whether the space works for students and staff, not a promise Maya cannot verify.**
2	How does the rewrite respond to Luis's question about who would watch the room without claiming that someone has agreed to do it?	**It says the trial could happen if a staff member is available to supervise.**
3	What timing details does Maya add, and how might they help the principal consider the request?	**She proposes Tuesdays during lunch for four weeks. The details give the principal a specific schedule and a limited trial to consider.**
4	Why is the rewritten ending better suited to the principal than "You have to do this"?	**"Would you consider this trial?" respectfully asks the principal to weigh the plan instead of demanding approval.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Could we try playing instrumental music at a low volume in the main hallway during Friday morning arrival for two weeks? If the hallway has speakers, a staff member could choose the music and check the volume. The music would stop before classes begin so announcements are easy to hear. We could ask teachers near the hallway whether the sound disrupted their work. If it did, we could lower the volume or end the trial.

Accept other passage-supported explanations that connect a revision to what the principal needs to decide. For the open task, look for a specific trial, a practical concern, and a way to evaluate the result.