Make the Case

Revise a request with its reader in mind.

C.8.2.h "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 two choices in the first draft that may not persuade the principal, then circle two details in the revised message that better serve that reader. Draw an arrow from one plan in paragraph 2 to where it appears in paragraph 3.

A Better Request

1. Here is my first draft to the principal: "Our school needs a better way to return library books. It is annoying to walk across the building, and everybody is tired of it. Put a bin somewhere near lunch so we can drop books in on the way out. This is a really easy fix, so it should happen right away. Students are busy, and you probably know how that feels. Please make the change soon. Thanks." I wrote it quickly after carrying three books through the lunch line.

2. Before sending the note, I asked a classmate to read it as if she were the principal. She circled "everybody" because I could not prove that claim, and she underlined "somewhere" because it left the location unclear. I also noticed that my order sounded like a demand, not a request. The principal would need to consider staff time and missing books, not just my convenience. I planned to name one location, propose a short trial, and ask the librarian to approve the idea first.

3. Dear Principal Chen, Could we try a library book return bin beside the cafeteria exit for two weeks? Last Tuesday, I saw four students carry library books through lunch because the library was closed at that time. A bin could give students a place to leave books without adding another stop to their day. If the librarian agrees, we could use an existing bin, and student volunteers could help check it after lunch. Would you be willing to discuss a trial with the librarian? Thank you, Maya

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two phrases in the first draft might weaken Maya's request to the principal? Explain why.

2. How does the revised message make Maya's request more specific? Give two details.

3. Which observation does Maya add to the revised message, and how does it support her purpose?

4. Which concern from paragraph 2 does the revised message address by mentioning an existing bin and volunteers? Which concern remains unanswered?

3 YOUR TURN

Your own words

Write a four- or five-sentence request to your principal about a different school change. Name the change and its location, include one specific observation, suggest a short trial, and show that you have considered what school staff would need to do.

ANSWER KEY

Make the Case

GRADE 8 · C.8.2.h

PART 1 · READ AND MARK

Underline two choices in the first draft that may not persuade the principal, then circle two details in the revised message that better serve that reader. Draw an arrow from one plan in paragraph 2 to where it appears in paragraph 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two phrases in the first draft might weaken Maya's request to the principal? Explain why.	**"Everybody is tired of it" is an unsupported claim. "A really easy fix" dismisses the time and resources the change might require.**
2	How does the revised message make Maya's request more specific? Give two details.	**It names the cafeteria exit as the bin's location and proposes a two-week trial.**
3	Which observation does Maya add to the revised message, and how does it support her purpose?	**She saw four students carry library books through lunch while the library was closed. This gives the principal a concrete reason to consider another return location.**
4	Which concern from paragraph 2 does the revised message address by mentioning an existing bin and volunteers? Which concern remains unanswered?	**It addresses the resources and staff time the plan might require. It does not explain how the school would prevent books from going missing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

During homeroom, I have seen classmates lose time looking for a pencil. Could we try a labeled pencil cup on the homeroom supply shelf for one week? Students could return borrowed pencils before the bell, and we could use pencils already in the room. If the teacher agrees, a student helper could count them at the end of each day. Would you support this small trial?

Accept other passage-supported explanations of how Maya's revisions address the principal's needs. For the open task, look for four or five sentences that include every requested element and make a respectful, workable request.