Four Better Choices

Follow a writer's decisions from draft to revision

C.8.3.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 Number Nia's four changes 1 to 4 in the passage. Underline the feedback, evidence, or writing problem connected to each change.

A Letter About Bike Racks

(1) At first, Nia's letter to the principal opened, 'Our bike racks are a disaster.' It began with a request for more spaces, then finally explained the problem. Her partner asked what problem the new rack would solve. Nia made her first change in the plan: she put the space shortage before the request. For her second change, she replaced 'Everyone bikes to school' with a detail from her count: on Wednesday, 27 bikes were parked at school, but the racks had only 20 spaces.

(2) Nia's partner thought the opening sounded angry, even though the letter asked for help. For her third change, Nia tried a new approach and rewrote the opening as a question: 'Where can students put their bikes when every rack is full?' The question invited the principal to picture the problem instead of reacting to an insult. Before sharing the letter, Nia spotted a sentence that read, 'The racks near the gym is full by first bell.' Her fourth change was an edit: she changed 'is' to 'are' so the verb agreed with 'racks.'

(3) After those four changes, Nia read the letter aloud to her partner. The order now led from the shortage to the request, and the count gave the principal a reason to consider it. Nia noticed that the question at the start fit the respectful tone she wanted. Her partner could explain the request without guessing what 'disaster' meant. Nia kept both versions of the opening in her notes so she could see how her approach had shifted. The letter was ready for the principal to read.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did Nia put the space shortage before her request?

2. How does Nia's count strengthen the letter more than 'Everyone bikes to school'?

3. Why did Nia rewrite the opening as a question?

4. What did Nia edit in the sentence about the racks, and why?

3 YOUR TURN

Your own words

Write a two-sentence draft requesting one realistic change at your school. Then write a revised two-sentence version with a more specific detail and a different opening, followed by one sentence explaining both changes.

ANSWER KEY

Four Better Choices

GRADE 8 · C.8.3.g

PART 1 · READ AND MARK

Number Nia's four changes 1 to 4 in the passage. Underline the feedback, evidence, or writing problem connected to each change. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did Nia put the space shortage before her request?	**Her partner could not tell what problem the new rack would solve. Explaining the shortage first makes the request clearer.**
2	How does Nia's count strengthen the letter more than 'Everyone bikes to school'?	**The count shows 27 bikes at school and only 20 rack spaces. It gives specific evidence of a shortage instead of making an unsupported claim about everyone.**
3	Why did Nia rewrite the opening as a question?	**Her partner thought the original opening sounded angry. The question helps the principal picture the problem without starting with an insult.**
4	What did Nia edit in the sentence about the racks, and why?	**She changed 'is' to 'are' because the plural subject 'racks' needs a plural verb.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Draft: Please add a bench near the bus stop. The wait is uncomfortable.
Revision: Where can students sit while waiting for the afternoon bus? After school, students stand beside the bus stop for ten minutes, so a bench there would give them a place to rest.
Explanation: I replaced a vague complaint with a time detail and used a question to focus the reader on the need.

Accept different requests and opening styles in Part 3. The revision must include a more specific detail, and the explanation must identify both changes.