Make the Case

Revise a request for its purpose and audience

W.9-10.5 "Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details in Maya's revised letter that help the principal evaluate her request. Circle one idea from her first draft that distracts from that purpose.

A Letter Worth Rewriting

1. At Cedar High, the library closes at 3:15, but the activity bus leaves at 4:30. Maya wants the principal to keep the library open until the bus arrives twice a week. Her first draft begins, "The library should stay open longer. Lots of students need it. After school is boring when there is nowhere to go." She adds a sentence about her favorite novels and another about the broken vending machine. Maya reads the draft aloud and notices that it sounds like a complaint about free time, not a request for a quiet place to study.

2. Before rewriting, Maya asks two students who ride the activity bus what happens between dismissal and pickup. One says the cafeteria is open but noisy; the other says she needs a table to finish assignments before going home to care for her brother. Maya decides that these details matter more to the principal than her opinion of the vending machine. She crosses out the unrelated sentences and plans a specific proposal: open the library on Tuesdays and Thursdays until 4:30. She also checks the school schedule so her letter will not claim that students have no place to wait.

3. Her revised paragraph reads, "Could the library remain open until 4:30 on Tuesdays and Thursdays for students waiting for the activity bus? The cafeteria is available, but its noise can make homework difficult. A quiet table would help students finish work before family responsibilities begin at home. A two-day trial would let the school see how many students use the space." Maya changes "kids" to "students" in a later sentence and fixes a missing question mark. Those edits make the letter clearer, but the new evidence and practical proposal do more to help her reach the principal.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which idea in Maya's first draft makes her request sound like a complaint about free time? What purpose should the letter focus on instead?

2. How does Maya use what she learns from the two bus riders to make her letter more useful to the principal?

3. Why is Maya's proposed two-day trial more useful to the principal than her first request to stay open "longer"?

4. Maya also changes "kids" to "students" and fixes a question mark. Why do the larger revisions matter more for this letter?

3 YOUR TURN

Your own words

Imagine your first draft to the cafeteria manager says, "The lunch line is annoying. Fix it." Rewrite it as a 65 to 85 word paragraph requesting one practical change to the lunch line. Give a specific reason the manager could use to judge the request, and use a respectful tone.

ANSWER KEY

Make the Case

HIGH SCHOOL · W.9-10.5

PART 1 · READ AND MARK

Underline two details in Maya's revised letter that help the principal evaluate her request. Circle one idea from her first draft that distracts from that purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which idea in Maya's first draft makes her request sound like a complaint about free time? What purpose should the letter focus on instead?	**"After school is boring" shifts the focus to free time. The letter should focus on students' need for a quiet place to study while waiting for the activity bus.**
2	How does Maya use what she learns from the two bus riders to make her letter more useful to the principal?	**She explains that the cafeteria is noisy and that some students need to finish assignments before family responsibilities begin at home. These details show why library access would help.**
3	Why is Maya's proposed two-day trial more useful to the principal than her first request to stay open "longer"?	**It names specific days and a closing time, and it gives the school a way to see how many students use the library.**
4	Maya also changes "kids" to "students" and fixes a question mark. Why do the larger revisions matter more for this letter?	**The word choice and punctuation edits improve clarity, but the evidence and specific proposal help the principal understand the need and decide whether to try Maya's plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Could you try placing a sign at the start of the lunch line that lists the day's meal choices? Students now reach the serving station before they know what is available, so some stop to decide while others wait behind them. A sign might help students choose before reaching the counter and keep the line moving. Would you consider testing it for one week and asking the serving staff whether the line moves more smoothly?

Accept different marked details or explanations when students connect them to the principal's decision. For Part 3, look for one feasible request, a specific reason, and a respectful paragraph of 65 to 85 words.