

# Revise a Library Request

Trace how a writer shapes a proposal for one decision-maker.

**11.P.EICC.4** "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Read this fictional proposal example. Underline Maya's audience and purpose. Mark one example of each writing process with P (plan), D (draft), Ev (evaluate), R (revise) or Ed (edit). A process may recur; you do not need to number every action.

### A Proposal Takes Shape

- ① When the student council asked Maya to propose an improvement for the school courtyard, she did not begin by writing full sentences. Her audience was the principal, who would need costs, safety details, and evidence that students would use the space. Her purpose was to request approval for shaded tables near the library entrance. Maya first listed what she knew: the courtyard has little shade at lunch, the entrance is monitored, and students already gather there. She also wrote questions for the facilities manager about installation, maintenance, and accessible paths. This plan kept her first draft focused on a decision rather than on every complaint about the courtyard.
- ② Her first draft opened with three sentences about how hot the pavement felt in September. During peer review, a classmate said that this description made the request sound personal and did not explain why tables were the best solution. Maya cut two sentences and moved a survey result to the opening: 82 of 120 respondents, about 68 percent, said they avoided the courtyard because of sun exposure. She added a brief budget estimate from the facilities manager and a sentence explaining that the proposed table layout would leave a clear route to the entrance. Those revisions gave the principal evidence, a cost, and a practical response to a safety concern.

- ③ Before sending the proposal, Maya reread it as the principal might. She checked whether each claim had support and whether the request appeared in the first paragraph. She replaced the vague phrase "make the courtyard better" with "approve six shaded tables," because the second phrase named an action the principal could take. Next, she checked the survey percentage against her notes, corrected the manager's name from "Ms. Ramires" to "Ms. Ramirez" after checking her email signature, and made the heading and bullet list easy to scan. Her final proposal did not include every idea from her notebook. It selected details that helped this particular reader judge the request and decide what to do next.

## 2 ANSWER WITH EVIDENCE Use the passage

- ① Who was Maya's audience, and what information did she gather because of that audience?

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- ② What peer-review feedback led Maya to revise her opening?

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- ③ Identify two revisions Maya made that improved the proposal's content or organization.

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- ④ What did Maya check during editing, and why would those checks matter to the principal?

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### 3 YOUR TURN

## Your own words

Write an 85 to 100-word email to a local library director requesting a quiet after-school study space for teens. Then add two numbered revision notes, one explaining a change you made for the director and one describing an editing check you completed. First plan and draft your email, evaluate it from the director's viewpoint, and then revise and edit. Keep both versions visible. Count the final email separately from the plan and two numbered notes. Use supported observations or clearly identify an imagined situation.

## 1. Plan

Name your audience, purpose and supporting details; label imagined observations.

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## 2. First draft

Draft your message with greeting and closing. Keep this version visible.

[illegible]

### 3. Evaluate, revise and edit

Record a strength, a gap and your planned change. Add the heading Final; write the 85-100-word email. Revise and check sentences, capitals and punctuation.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

#### 4. Record the changes

Write two numbered notes: 1. Explain an actual audience-focused revision. 2. Name an editing check and show one before-and-after edit.

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**PART 1 • READ AND MARK**

Read this fictional proposal example. Underline Maya's audience and purpose. Mark one example of each writing process with P (plan), D (draft), Ev (evaluate), R (revise) or Ed (edit). A process may recur; you do not need to number every action. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                | ANSWER                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Who was Maya's audience, and what information did she gather because of that audience?  | <b>Her audience was the principal. Maya gathered information about costs, safety, student use, installation, maintenance, and accessible paths.</b>                                            |
| 2 | What peer-review feedback led Maya to revise her opening?                               | <b>A classmate said the opening sounded personal and did not explain why tables were the best solution.</b>                                                                                    |
| 3 | Identify two revisions Maya made that improved the proposal's content or organization.  | <b>She cut two descriptive sentences, moved survey evidence to the opening, added a budget estimate, and explained the clear route to the entrance. Any two are acceptable.</b>                |
| 4 | What did Maya check during editing, and why would those checks matter to the principal? | <b>She checked that claims had support, verified the survey percentage, corrected a name, and made the format easy to scan. These checks make the proposal accurate, credible, and usable.</b> |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

**Plan:** Audience: library director. Purpose: request teen study space. Details: after-school hours, a one-month pilot and room-use feedback. This is an imagined library scenario.

**First draft:** Dear Director Chen, Teens need somewhere quiet. Please give us a room from 3.30 to 6 pm. The computer area is busy and we need tables. I hope you will make this change. Sincerely, Jordan

**Evaluation:** The request and hours are clear, but the director needs a way to try the idea and judge demand before changing the regular program.

**Revised email:** Dear Director Chen,

Our town library could better serve teens by reserving one quiet room for after-school study from 3:30 to 6:00 p.m. Many students need a place with reliable internet and tables before evening activities, yet the current computer area is often busy. Could the library pilot this schedule for one month and track room use? I can ask members of the school's service club to share the schedule and collect visitor feedback. This limited trial would show whether the space meets a real need before the library changes its regular program.

Sincerely, Jordan

**Two numbered notes:** 1. Audience revision: I added a one-month pilot, a room-use check and a way students could collect feedback. 2. Editing check: I checked time format, changing "3.30 to 6 pm" to "3:30 to 6:00 p.m."

The reading and sample situations, people and observations are invented classroom examples. For a real request, use observations you can support; otherwise clearly label your scenario as imagined. Assess the actual plan, draft, evaluation, revised email and both numbered notes. Count only the complete email, including greeting and closing, toward 85-100 words; notes and labels do not count. In Read and Mark, P includes listing known details/questions in paragraph 1; D is the first-draft opening in paragraph 2; Ev is peer review or rereading as the principal; R includes moving evidence and adding practical details; Ed includes verifying the percentage and correcting the manager's name in paragraph 3. Accept equivalent evidence spans. The survey count rounds to about 68 percent; it is not a real survey.