Make Your Case

Read a letter, then write a clear request for a reader.

3.W.4 "Produce clear and coherent writing, with guidance and support, in which the development and organization are appropriate to task, purpose, and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the paragraphs 1, 2, and 3. Underline the writer's request, and circle two details that could help the principal decide.

A Place for Lost Things

1. Dear Principal Lee, I am writing to ask for a lost-and-found shelf near the front office. Last week, I saw three jackets on a bench by the gym. A student looking for a blue jacket did not know where to search. When coats and hats end up in different places, finding them can take a long time. One shelf could give everyone a clear place to look.

2. The shelf could have three labeled bins: coats, hats, and other items. A student who finds a mitten could place it in the right bin. At the end of each school day, a helper could carry things from the gym to the shelf. Families could check the shelf when they come to the office. These steps would keep the area neat and easy to use.

3. Would you please consider trying the shelf for one month? We could start with bins the school already has, so we would not need to buy new ones. I could make signs with large letters that younger students can read. After a month, we could see whether students find their things more easily. Thank you for thinking about this idea and helping us care for our school.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the writer ask Principal Lee to do? Where in the letter does the writer first make this request?

2. Name two details in the second paragraph that show how the shelf would work.

3. Why does the writer tell the principal that the school could use bins it already has?

4. How does the last paragraph help the principal decide what to do next?

3 YOUR TURN

Your own words

Write one paragraph to your school librarian asking for one new kind of book for the school library. State your request, give two reasons it would help students, and end with a polite next step for the librarian.

ANSWER KEY

Make Your Case

GRADE 3 · 3.W.4

PART 1 · READ AND MARK

Number the paragraphs 1, 2, and 3. Underline the writer's request, and circle two details that could help the principal decide. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the writer ask Principal Lee to do? Where in the letter does the writer first make this request?	**The writer asks for a lost-and-found shelf near the front office. The request first appears in the opening paragraph.**
2	Name two details in the second paragraph that show how the shelf would work.	**The shelf would have labeled bins, and a helper could bring found items from the gym each day.**
3	Why does the writer tell the principal that the school could use bins it already has?	**It shows that the school could try the idea without buying new bins.**
4	How does the last paragraph help the principal decide what to do next?	**It asks the principal to try the shelf for one month and then see whether students find their things more easily.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Ms. Rivera, could our school library get more books about ocean animals? Many students want to learn how sea creatures find food. These books could also help us choose topics for our animal reports. Could you please look for an ocean animal book when you pick new books? Thank you for considering my idea.

For the marking job, accept the request in paragraph 1 and any two details that could help the principal decide, such as the labeled bins or the one-month trial. For the writing task, look for a clear request, two student-focused reasons, and a polite next step.