Make the Case

Trace how feedback strengthens a request

6.W.5 "Develop and strengthen writing as needed. Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers, adults, and digital tools…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's goal and circle one suggestion from a reader. Number the first opening sentence 1 and its revised version 2 to show how the draft changed.

A Place for Returned Books

1 On Monday, our class found a stack of returned library books on the floor beside the door. I wanted to persuade the principal to put a return cart there. Before drafting, I listed what a cart could fix: books would stay off the floor, and students could drop them off on the way to class. My first sentence was, "The library is messy, and we need a cart." I liked how short it was, but it did not explain which mess I meant or why the principal should care.

2 At our writing circle, Maya said the principal might ask whether the cart would block the doorway. She suggested a narrow cart against the wall and a sign that said RETURN BOOKS. I checked the space by the door before changing my draft. Then I rewrote my opening: "A narrow return cart against the library wall could keep books off the floor without blocking the doorway." I also added a detail about students dropping off books between classes. My new opening gave the principal a clearer plan to consider.

3 Before I shared the letter, I read it aloud and noticed a sentence I had missed: "Students puts there books on the cart." I changed it to "Students put their books on the cart." The verb now agrees with the plural subject, and their shows who owns the books. My teacher suggested one more change: ask for a trial instead of demanding a permanent cart. I ended with, "Could we try the cart for two weeks and see whether it helps?" That question made my request easier to test.

2 ANSWER WITH EVIDENCE

Use the passage

1. Compare the two opening sentences. What two details make the revised opening more useful to the principal?

2. Maya suggested both a narrow cart and a sign. Which suggestion did the writer use in the revised opening, and how did it address Maya's concern?

3. The writer changed "Students puts there books on the cart." What did each of the two word changes fix?

4. How did the teacher's suggestion change the letter's final request? Explain why that revision could help the principal decide.

3 YOUR TURN

Your own words

Write a two-sentence first draft requesting one small change at school. Write one question a school adult might ask, then revise your draft into two sentences that answer it with a specific detail. Finish with one sentence naming a writing convention you checked.

ANSWER KEY

Make the Case

GRADE 6 · 6.W.5

PART 1 · READ AND MARK

Underline the writer's goal and circle one suggestion from a reader. Number the first opening sentence 1 and its revised version 2 to show how the draft changed. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Compare the two opening sentences. What two details make the revised opening more useful to the principal?	**It places a narrow cart against the library wall and explains that the cart would keep books off the floor without blocking the doorway.**
2	Maya suggested both a narrow cart and a sign. Which suggestion did the writer use in the revised opening, and how did it address Maya's concern?	**The writer used the narrow cart against the wall, which addressed the concern that a cart might block the doorway.**
3	The writer changed "Students puts there books on the cart." What did each of the two word changes fix?	**Changing puts to put made the verb agree with the plural subject Students. Changing there to their showed that the books belong to the students.**
4	How did the teacher's suggestion change the letter's final request? Explain why that revision could help the principal decide.	**The writer asked for a two-week trial instead of a permanent cart. The trial would let the principal see whether the cart helps before making a longer-term decision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: Please add hooks near our classroom. Our coats need a place.
Adult's question: Where would the hooks go?
Revision: Please add four coat hooks on the empty wall beside Room 12. Students could hang coats there instead of leaving them on the floor.
Convention check: I checked that both revised sentences end with periods.

Accept different wording when students connect a specific revision to its purpose. For Your Turn, look for a two-sentence draft, a relevant adult question, a two-sentence revision that answers it, and a named convention check.