A Better Request

Follow a writer's choices from plan to final draft.

7.W.5.a "Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one planning choice and circle two changes the writer makes to the draft. Number the original request 1 and the new request 2 to track how the writer improves the email.

The Bus Stop Email

1 Our class wanted a safer place to wait for the bus on rainy days. Water collected beside the curb, and students stepped into the street to avoid it. I decided to write an email asking the principal to move the waiting area under the library awning. Before drafting, I listed what I had seen, who would read the email, and what change I wanted. My first opening was, "The bus area is bad." It showed my opinion, but it did not give the principal a reason to keep reading.

2 When I reread the draft, I noticed that I had saved the strongest detail for the end. I moved the sentence about students stepping into the street to the opening. Then I replaced "The bus area is bad" with "On rainy mornings students step into the street to get around a puddle at the bus curb." That revision gave the problem a clear location and showed why it mattered. I also cut a sentence about my wet sneakers because it distracted from the safety concern.

3 I reread my new draft and found a missing comma after "rainy mornings." I also changed "their" to "there" in a sentence about where students could stand. Next, I asked a classmate to read the email as if she were the principal. She asked how the bus driver would see students beneath the awning. I had not considered that problem, so I tried a new approach: I asked for a painted waiting line away from the puddle instead. My final email kept the safety detail but offered a more practical request.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three things did the writer list before drafting the email?

2. What detail did the writer move to the opening, and how did that move strengthen the email?

3. What two edits did the writer make when rereading the new draft?

4. What concern led the writer to try a new approach, and what request replaced the original one?

3 YOUR TURN

Your own words

Choose a school problem other than the bus area. Write one sentence from a first draft of a request to solve it, rewrite that sentence with a specific detail, and add one sentence explaining why your revision is stronger.

ANSWER KEY

A Better Request

GRADE 7 · 7.W.5.a

PART 1 · READ AND MARK

Underline one planning choice and circle two changes the writer makes to the draft. Number the original request 1 and the new request 2 to track how the writer improves the email. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three things did the writer list before drafting the email?	**The writer listed what they had seen, who would read the email, and what change they wanted.**
2	What detail did the writer move to the opening, and how did that move strengthen the email?	**The writer moved the detail about students stepping into the street. It showed why the puddle was a safety concern.**
3	What two edits did the writer make when rereading the new draft?	**The writer added a comma after "rainy mornings" and changed "their" to "there."**
4	What concern led the writer to try a new approach, and what request replaced the original one?	**A classmate asked how the bus driver would see students under the awning. The writer requested a painted waiting line away from the puddle instead.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Draft: Please fix the cafeteria. Rewrite: Please add a tray-return spot near the cafeteria exit so students do not block the doorway. The revision names a specific change and explains the problem it would solve.

Accept different wording when answers identify the writer's planning, revisions, edits, and changed request accurately. In Part 3, look for a specific revised request and an explanation tied to that revision.