A Principal's Decision

Notice how a writer addresses a reader's concerns.

7.W.5.b "Focus on how well purpose and audience have been addressed."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that would help the principal decide about the request, and circle one sentence that does not help much.

A Repair Station for Student Bikes

1 Dear Principal Chen, I am writing to ask whether our school could try a small bicycle repair station beside the bike rack. Last Tuesday, a loose chain kept me from riding home until my uncle picked me up. Other riders may face the same problem, even if their bikes were working when they arrived. A few basic tools could help students fix minor problems before leaving campus. I know the rack area is school property, so I would like your permission before making any plans.

2 We could begin with a four-week trial rather than a permanent setup. A locked toolbox with a pump and a few common wrenches could stay in the office until a staff member agrees to supervise its use after school. Students could sign out the tools and return them before going home. That plan would keep equipment secure and give the school a chance to see whether students use it responsibly. If the trial costs more than the school can spend, I could ask the student council to discuss fundraising.

3 My favorite bike videos show riders fixing flat tires in seconds, and I would love to film a clip of our own station someday. If you are willing to consider the trial, could we meet for ten minutes next week to discuss where the tools might be stored? I can bring a list of students who would use the station and questions about supervision. Thank you for considering a way to make the trip home easier for students who ride.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the intended reader, and what does the writer want that reader to do? Use a detail from the letter.

2. How does the writer show that the principal has a role in this decision?

3. Which two details in the second paragraph address concerns a principal might have about the station? Explain what concerns they address.

4. Which sentence in the final paragraph helps the principal decide the least? Explain why.

3 YOUR TURN

Your own words

Replace the final paragraph with three or four sentences addressed to Principal Chen. Suggest a practical next step not in the letter, explain how it would help the principal decide, and end with a clear request about the repair station.

ANSWER KEY

A Principal's Decision

GRADE 7 · 7.W.5.b

PART 1 · READ AND MARK

Underline two details that would help the principal decide about the request, and circle one sentence that does not help much. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the intended reader, and what does the writer want that reader to do? Use a detail from the letter.	**The reader is Principal Chen. The writer asks for permission to try a bicycle repair station beside the school bike rack.**
2	How does the writer show that the principal has a role in this decision?	**The writer notes that the rack area is school property and asks the principal's permission before making plans.**
3	Which two details in the second paragraph address concerns a principal might have about the station? Explain what concerns they address.	**A locked toolbox and staff supervision address security and safe use. The offer to discuss fundraising addresses cost. Accept any two supported details with matching concerns.**
4	Which sentence in the final paragraph helps the principal decide the least? Explain why.	**The sentence about favorite bike videos and filming a clip. It describes the writer's personal interest but does not help the principal judge whether the station would work at school.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Chen, I could survey students who bike to school about which small repairs they need most. Their answers would help you decide whether enough students would use a supervised station to make it worth the space. If the survey shows enough interest, would you approve a four-week trial?

Accept different underlined details if the student can explain how they help the principal decide. For the final task, look for a new feasible step, a connection to the principal's decision, and a clear request.