Revise for Readers

Trace how feedback and editing strengthen a request.

8.W.5 "Develop and strengthen writing as needed. Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. Focus on how well purpose and audience have been addressed..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the first opening and its revision, then circle and number two other changes made because of feedback or a tool check to trace how the writer adjusts the letter for its readers.

A Quiet Table

(1) Our school library gets crowded after lunch, and some students need a quiet place to finish work. I wanted to persuade our principal to reserve one table for silent study. My first draft began, "The library is always chaos, and nobody can concentrate." I suggested putting a sign on the table, but I did not say when the rule would apply. A friend said that "always chaos" sounded unfair to students who enjoy talking in the library. She asked whether the principal could enforce a rule with no set hours.

(2) I revised the opening to say, "During the twenty minutes before buses leave, students looking for quiet often find every library table in use." This sentence names the students I hope to help without blaming anyone else. I changed my request to "Please reserve the table by the windows for silent study from 3:00 to 3:20." My friend then pointed out that students might not know whether they could still borrow books. I added, "The rest of the library would stay open for reading, borrowing, and conversation."

(3) Before sending the letter, I used a grammar tool and read the draft aloud. The tool flagged "principle," so I changed it to "principal," the word for a school leader. Reading aloud helped me spot a long sentence, so I split it in two. My final closing reads, "Could we try this plan for two weeks? After that, students and library staff could share what worked." A short trial gives the principal a way to test the idea rather than commit to a permanent change.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why would the first opening be less effective for the principal than the revised opening?

2. How does naming one table and the hours 3:00 to 3:20 strengthen the request?

3. What new concern did the friend raise, and what sentence did the writer add to address it?

4. Which word did the writer change after the tool check, and why is the new word right for this letter?

3 YOUR TURN

Your own words

A classmate plans to email the assistant principal about crowded hallways: “The hall is a total mess. Fix it.” Rewrite the message in 3 to 4 sentences with a specific, respectful request for safer passing periods, then add one sentence naming a change you made for that reader.

Revise for Readers

PART 1 · READ AND MARK

Underline the first opening and its revision, then circle and number two other changes made because of feedback or a tool check to trace how the writer adjusts the letter for its readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why would the first opening be less effective for the principal than the revised opening?	**The first opening calls the library "always chaos," which could sound unfair. The revision identifies students who need quiet and describes the problem more precisely.**
2	How does naming one table and the hours 3:00 to 3:20 strengthen the request?	**Those details tell the principal exactly where and when the writer wants the rule to apply.**
3	What new concern did the friend raise, and what sentence did the writer add to address it?	**The friend wondered whether students could still borrow books. The writer added that the rest of the library would stay open for reading, borrowing, and conversation.**
4	Which word did the writer change after the tool check, and why is the new word right for this letter?	**The writer changed "principle" to "principal" because the letter addresses the leader of the school.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Could we mark a walking lane near the gym doors during passing periods? Students sometimes stop there to talk, leaving less space for others to walk through. A marked lane could help everyone move safely without banning conversations. I replaced "total mess" with a specific concern so my request sounds respectful and useful to the assistant principal.

Accept other passage-supported explanations of how the revisions help the principal understand or consider the request. For Part 3, look for a specific proposal, a respectful tone, and an accurate explanation of one audience-focused change.