Make the Case

Trace how a writer strengthens a request for its reader

9-10.W.5 "Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's first request and the sentences she writes to replace it. Circle the survey detail, then mark Imani's feedback with F and Maya's agreement edit with E to trace how the email changes.

A Request Worth Considering

1. At Cedar Ridge High, Maya wanted the principal to keep the library open after school. Her first email began, "The library should stay open later. Students need it." Maya knew what she wanted, but her request gave the principal no schedule to consider and no reason to choose library hours over other needs. She planned to ask for a short trial, not a permanent change. Before rewriting, she checked the current closing time, 3:15 p.m., and reviewed a student council survey. Of 48 students who answered, 31 said they wanted a quiet place to study after school.

2. Maya asked her classmate Imani to read the email as if she were the principal. Imani wrote, "Which day? How many weeks? Who would supervise?" Maya did not claim that the survey represented every student. Instead, she rewrote the request: "Could we try keeping the library open until 4:30 p.m. on Tuesdays for six weeks? In a student council survey, 31 of 48 respondents said they wanted a quiet place to study after school." The new version gives the principal a limited decision to consider and evidence about the students who answered, rather than a broad claim about the whole school.

3. Imani's last question made Maya reconsider the plan, not just its wording. She added, "Before approving a trial, could you check whether a staff member can supervise the library on Tuesdays?" This sentence does not pretend that supervision is already arranged. Maya then edited a line in her explanation, changing "students needs a quiet space" to "students need a quiet space." Correcting agreement made the email easier to read, but it did not solve the larger problem in her first draft. The schedule, survey detail, and supervision question did that work for the principal who would decide.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why would Maya's first request be difficult for the principal to act on?

2. How does Maya use the survey without claiming it represents the whole school?

3. Which part of Imani's feedback leads Maya to add a question about supervision? Why does that addition strengthen the request?

4. How is Maya's agreement edit different from her changes to the schedule and survey detail?

3 YOUR TURN

Your own words

Choose a school improvement other than library hours and name a decision-maker. Write a two-sentence first draft, then label and write a three-sentence revision that adds a concrete reason and addresses one likely concern.

Make the Case

PART 1 · READ AND MARK

Underline Maya's first request and the sentences she writes to replace it. Circle the survey detail, then mark Imani's feedback with F and Maya's agreement edit with E to trace how the email changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why would Maya's first request be difficult for the principal to act on?	**It asks for later hours but gives no proposed schedule or evidence to help the principal decide.**
2	How does Maya use the survey without claiming it represents the whole school?	**She names the student council survey and reports that 31 of its 48 respondents wanted a quiet place to study after school.**
3	Which part of Imani's feedback leads Maya to add a question about supervision? Why does that addition strengthen the request?	**Imani asks who would supervise. Maya's added question acknowledges that staffing must be checked before the principal approves a trial.**
4	How is Maya's agreement edit different from her changes to the schedule and survey detail?	**Changing "students needs" to "students need" fixes grammar. Adding a schedule and survey detail changes the substance of the request for the principal.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: Principal Chen, we need another bike rack. Bikes are crowding the walkway.
Revision: Principal Chen, please consider adding a bike rack near the gym entrance. Bikes locked to the nearby fence narrow the walkway students use to reach the gym. Before choosing a location, could the facilities team check that a new rack would leave the walkway clear?

Accept other passage-based explanations that distinguish changes to the request from correction of its grammar. For Part 3, look for two draft sentences and three revised sentences addressed to a decision-maker, with a concrete reason and a response to a likely concern.