Revise for Readers

Follow a proposal from first plan to stronger draft.

9-10.WHST.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 Jules's original claim and revised request. Number the feedback Jules receives in the order it appears, then circle one change that helps the librarian judge the proposal.

A Quiet Table Proposal

(1) Jules wanted to persuade the school librarian to set aside one quiet table during lunch. Before drafting, Jules wrote the audience at the top of a page: a librarian who must balance quiet study with group work. Jules's notes listed two observations from twenty-minute visits: fourteen conversations audible from a study table on Tuesday at lunch, and five on Thursday before school. The counts seemed useful, but the visits happened at different times. Jules planned a short proposal with the problem first, evidence second, and a practical trial last. That order would let the librarian see both the need and a manageable response.

(2) The first draft claimed, "Lunch is three times louder than the morning, so the library must ban talking." Jules's partner challenged both parts of that sentence. The counts recorded conversations, not volume, and a lunch visit could not be fairly compared with a visit before school. A ban would also disrupt students who needed to work together. Jules rewrote the sentence as a request: "In one twenty-minute lunch visit, I heard fourteen conversations from a study table. Could we try marking one table for quiet study at lunch for two weeks?" The new version kept useful evidence without asking for a library-wide rule.

(3) Jules then asked the librarian to read the proposal. She said a trial would be easier to judge if it had a way to measure its effect. Jules added a plan to count conversations heard from the same table during two lunch periods before the trial and two during it. The proposal also invited students to report whether they could study there. Finally, a spelling tool flagged "quite table," which Jules changed to "quiet table." The tool caught a surface error, but people helped Jules fix the larger problems: an unsupported comparison and a plan without a test.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did Jules plan to put the problem before the evidence and the trial?

2. Identify two problems Jules's partner found in the first draft. How does the revised request address one of them?

3. What did Jules add after the librarian's feedback, and how would it help her judge the trial?

4. Which change strengthened the proposal's main idea more: rewriting the first claim or fixing “quite table”? Use the passage to explain.

3 YOUR TURN

Your own words

Choose a school issue other than library noise. In 80 to 105 words, name a specific audience and purpose, write one draft sentence, imagine useful feedback from a peer or adult, then rewrite the sentence and explain why your revision better serves that audience.

ANSWER KEY

Revise for Readers

HIGH SCHOOL · 9-10.WHST.5

PART 1 · READ AND MARK

Underline Jules's original claim and revised request. Number the feedback Jules receives in the order it appears, then circle one change that helps the librarian judge the proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did Jules plan to put the problem before the evidence and the trial?	**That order would help the librarian understand the need before considering the evidence and a manageable response.**
2	Identify two problems Jules's partner found in the first draft. How does the revised request address one of them?	**The counts measured conversations, not volume, and the visits happened at different times. The proposed ban would also disrupt group work. The revision reports only the lunch observation and requests one quiet table instead of a library-wide ban.**
3	What did Jules add after the librarian's feedback, and how would it help her judge the trial?	**Jules added counts from lunch periods before and during the trial, plus student reports. These would give the librarian information about whether the quiet table helped.**
4	Which change strengthened the proposal's main idea more: rewriting the first claim or fixing "quite table"? Use the passage to explain.	**Rewriting the claim strengthened the main idea more. It removed an unsupported comparison and replaced a library-wide ban with a limited trial the librarian could consider. Fixing the typo improved correctness but not the proposal's reasoning.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want the cafeteria manager to consider a place for students to return unopened milk cartons. My first sentence is, "Everyone wastes milk every day, so put out a return bin." A peer might point out that I have no evidence for "everyone" and that a bin needs a plan for safe handling. I would rewrite it: "Could we explore whether unopened cartons can be collected safely before deciding on a return station?" This revision avoids an unsupported claim and asks a question the manager can investigate. I would add a count of unopened cartons from several lunch days.

Accept other passage-supported explanations of how a revision serves the librarian. For Part 3, look for a specific audience, relevant feedback, and a rewritten sentence that responds to it.