

Words That Move

Study how a persuasive request uses planning and narrative detail.

10.W.2.A.iv “Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Embedding narrative techniques (e.g., anecdotes, dialogue...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each narrative technique, circle words that show the audience or purpose, and number the planning, drafting, revising, and editing moves in order.

A Request for Shelter

- ① To the Riverton City Council, I am writing to ask you to add a covered bus shelter at the stop beside Eastview High School. Each afternoon, students wait along a narrow sidewalk beside the four-lane road. Last Tuesday, rain drummed on my backpack while water ran into my shoes. “The bus is late again,” my friend Lena said, pulling her notebook under her jacket. A shelter would give riders a dry, visible place to wait and would make the corner safer for students, older residents, and workers.
- ② Before drafting this request, I listed my audience, purpose, and evidence. Council members must decide how to spend public money, so I chose a respectful tone and included details they could use. My first draft only said that the stop was unpleasant. I revised it after observing the corner for three afternoons and counting nineteen students who waited there during one storm. I added the brief scene from Tuesday because an anecdote lets decision makers picture the problem. I also replaced the vague word unpleasant with concrete description of the sidewalk, traffic, rain, and delayed bus.
- ③ Next, I checked whether every detail served my purpose of persuading the council to act. I cut a long complaint about wet homework because it focused too much on me. Then I edited for clear sentences, correct capitalization, and accurate wording. Instead of claiming that every rider feels unsafe, I wrote that a shelter would make waiting safer, a claim supported by the crowded sidewalk and poor weather. The finished request combines facts with a small moment of dialogue and sensory description. Those narrative choices help a public audience understand why a practical change matters.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the intended audience, and what action does the writer want that audience to take?

2 Identify one narrative detail from the request. How does that detail help the writer persuade the council?

3 What two changes did the writer make while revising the first draft, and what evidence supported those changes?

4 Why did the writer cut the complaint about wet homework and change the claim that every rider feels unsafe?

3 YOUR TURN _____ Your own words

Plan a request to your school principal for one change to a shared school space, then write a 90-120-word message for that audience. Include a clear purpose, one brief anecdote or line of dialogue, sensory description, and one specific observation; after the message, add a 10-20-word revision note that names one change you made and one editing check.

PART 1 • READ AND MARK

Underline each narrative technique, circle words that show the audience or purpose, and number the planning, drafting, revising, and editing moves in order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the intended audience, and what action does the writer want that audience to take?	The audience is the Riverton City Council, and the writer wants it to add a covered bus shelter beside Eastview High School.
2	Identify one narrative detail from the request. How does that detail help the writer persuade the council?	The Tuesday scene with rain soaking the writer's backpack, or Lena's dialogue, helps council members picture the uncomfortable and unsafe waiting conditions.
3	What two changes did the writer make while revising the first draft, and what evidence supported those changes?	The writer added the Tuesday anecdote and replaced "unpleasant" with concrete details. Observations over three afternoons and a count of nineteen waiting students supported the revision.
4	Why did the writer cut the complaint about wet homework and change the claim that every rider feels unsafe?	The homework complaint focused too much on the writer instead of the council's public concern. The writer changed the safety claim because it needed accurate wording supported by the crowded sidewalk and poor weather.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Chen, I am asking you to add two tables and brighter lamps to the library's back study area. On Thursday, I searched for a quiet seat before my chemistry quiz. "Try the floor," Mateo joked, as chairs scraped and the air smelled like dust from the crowded shelves. During the last two lunch periods, I counted twelve students sharing four seats in that corner. More tables and lamps would give students a calm place to read, revise, and complete assignments. This practical change would help the library serve students who need focused workspace during the busiest part of the day. Revision note: I added the seat count and checked capitalization in the greeting.

Accept narrative details that are accurately quoted or clearly described from the passage. For the open task, accept different school-space changes if the response addresses the principal, includes the required evidence and narrative technique, and provides a valid revision and editing note.