A Moment Makes the Case

Use a brief scene to strengthen a persuasive proposal.

11.CL.11.a "Incorporate narrative techniques in other modes of writing as appropriate."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two moments that show a student at the fountain, then circle one sentence near each moment that connects it to the proposal.

A Better Way to Refill

1 At the end of fourth period, I reached the hallway fountain with an empty bottle and three minutes before chemistry. A student ahead of me pressed the button, waited as a thin stream filled her bottle, then stepped aside. I watched the second hand on the wall clock sweep forward while four more students joined the line. When the bell rang, my bottle was still empty. I am asking our principal to install a bottle-filling station beside the existing fountain. That small change would make it easier for students to get water between classes without choosing between a drink and being on time.

2 The line is not just a problem for students who forget to fill up earlier. Passing periods give us limited time to visit lockers, use restrooms, and reach rooms across the building. A filling station sends water directly into a bottle, so students would not need to tilt a bottle under a fountain spout. It would not solve every long line, but it could reduce the time each refill takes. Before choosing a model, the school could ask maintenance staff to check the fountain's plumbing and estimate installation costs. That step would keep the proposal grounded in what our building can support.

3 Last week, I saw a younger student at the same fountain turn away after the warning bell. He tucked his empty bottle into his backpack and hurried down the hall. That moment matters because a school resource helps no one when students cannot use it during the time they have. A station beside the fountain would preserve the current drinking option while adding a more convenient way to refill bottles. If the cost estimate is reasonable, I urge the principal to test one station near the busiest hallway and ask students whether it changes their routines.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two details in the opening scene make the need for a faster refill feel urgent? Explain their effect.

2. What does paragraph 2 explain about the proposed station that the opening scene alone cannot show?

3. How does the sentence beginning “That moment matters” turn the younger student's experience into an argument?

4. Why might the writer include a second student at the fountain instead of ending with only the writer's own experience?

3 YOUR TURN

Your own words

Write one persuasive paragraph to your principal proposing that the school library stay open for 30 minutes after classes. Begin with a brief imagined scene, explain how it supports your proposal, include one practical consideration, and end with a clear request.

ANSWER KEY

A Moment Makes the Case

GRADE 11 · 11.CL.11.a

PART 1 · READ AND MARK

Underline the two moments that show a student at the fountain, then circle one sentence near each moment that connects it to the proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two details in the opening scene make the need for a faster refill feel urgent? Explain their effect.	**The writer has only three minutes before chemistry, and four more students join the line. These details show why waiting could mean missing class or going without water.**
2	What does paragraph 2 explain about the proposed station that the opening scene alone cannot show?	**It explains how a station could shorten refills by sending water directly into bottles. It also raises a practical step, checking plumbing and costs.**
3	How does the sentence beginning “That moment matters” turn the younger student's experience into an argument?	**It connects his decision to leave with a broader problem: students cannot benefit from the fountain if they lack time to use it.**
4	Why might the writer include a second student at the fountain instead of ending with only the writer's own experience?	**The second scene suggests the problem affects other students, making the request seem less like a response to one person's inconvenience.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

When the last bell rang, I pulled out my math notes just as the library doors closed. At home, my younger siblings share the only table, so a quiet half hour at school would help me finish work before dinner. Keeping the library open for 30 minutes after classes would give students like me a place to study. The school could first ask library staff whether a short trial fits their schedules. Principal, please test the extra half hour for one month and ask students if they use it.

Accept different relevant details and interpretations when students explain how a narrated moment supports the proposal. In Part 3, look for a brief scene that serves the argument, a practical consideration, and a direct request.