

Bells, Sleep, Decisions

Track how a public comment blends story, evidence, and a proposal.

10.P.CP.2.b “Integrate modes and genres most appropriate to purpose and audience. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentences that use a personal story, circle the evidence-based statements, and number the sentences that make or explain a request, so you can see how this public comment reaches a school board.

Public Comment to the School Board

- ① Members of the School Board, at 6:40 each morning, I watch students step off buses with backpacks half-zipped and eyes fixed on the ground. Last Tuesday, my lab partner fell asleep while we were setting up a chemistry experiment. He was not careless, he had worked until midnight after an evening shift and still needed to catch the early bus. That moment matters because a schedule is not just a list of bells. It shapes whether students arrive ready to learn, participate safely, and stay awake during demanding classes.
- ② The American Academy of Pediatrics recommends that teenagers ages 13 to 18 sleep 8 to 10 hours each night. Yet an early first bell can force students who travel far, work after school, or care for family members to wake before they have rested enough. Sleep supports attention, memory, and emotional regulation, all skills used in classrooms. A later start will not solve every sleep problem, but it can remove one barrier created by the school schedule. This evidence is why the issue deserves a careful, public decision rather than a quick opinion.
- ③ I ask the board to test an 8:30 a.m. start time for one school year and publish attendance, tardiness, and transportation results each quarter. A pilot would let families, drivers, and staff identify problems before the district makes a permanent change. It would also show whether students use the added time for sleep. Please schedule community listening sessions before the vote, including one in the evening for working families. By studying the results and hearing from the people affected, the board can make a decision that is practical as well as humane.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the writer addressing, and what specific action does the writer ask that audience to take?

2 How does the brief story in paragraph 1 support the writer's purpose?

3 Why is the sleep recommendation in paragraph 2 an effective choice for this audience?

4 What features of paragraph 3 make it fit the genre of a public comment to a decision-making board?

3 YOUR TURN Your own words

Write a 100-130-word email to your principal proposing a before-school walking club. Blend a brief observed moment, this fact used accurately, "Regular physical activity can improve thinking, memory, and academic performance among school-aged children and adolescents," and a specific, workable request.

PART 1 • READ AND MARK

Underline the sentences that use a personal story, circle the evidence-based statements, and number the sentences that make or explain a request, so you can see how this public comment reaches a school board. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the writer addressing, and what specific action does the writer ask that audience to take?	The writer addresses the School Board and asks it to test an 8:30 a.m. start time for one school year.
2	How does the brief story in paragraph 1 support the writer's purpose?	It gives the board a concrete example of how an early schedule can leave students tired and affect safe, ready learning.
3	Why is the sleep recommendation in paragraph 2 an effective choice for this audience?	It provides expert evidence for the board to consider when making a public policy decision, rather than relying only on opinion.
4	What features of paragraph 3 make it fit the genre of a public comment to a decision-making board?	It makes a clear, workable request, suggests a pilot and measurable results, and considers families, drivers, staff, and community input.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Ortiz, during exam week, I saw students arrive early and sit silently in the hallway, scrolling on their phones while they waited for class. A voluntary walking club could give students a calmer, more active way to begin the day. The CDC reports that regular physical activity can improve thinking, memory, and academic performance among school-aged children and adolescents. Please allow a teacher-supervised club to meet on the track from 7:35 to 7:55 twice a week. Students could sign in, walk at their own pace, and return before first period. This low-cost pilot would let our school measure interest and attendance before expanding the program.

Accept equivalent descriptions of the modes, such as narrative, evidence-based explanation, and persuasive proposal. For the email, accept responses from 100 to 130 words that suit a principal, include all required elements, and make a feasible request.