

# Build a Strong Case

See how relevant evidence follows a clear proposal plan.

**10.P.EICC.4.d** "Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Number the paragraphs 1, 2, and 3 to show the proposal's organization plan, underline details that most strongly support adding stations, and circle the sentence that explains the plan's impact.

### A Refill Station Proposal

- ① Riverton High should add two water-refill stations near the gym and cafeteria. During lunch, students often wait at the one fountain in the main hall, and many buy single-use bottles instead. The school already has filtered water lines in both areas, so installation would not require new plumbing routes. A focused upgrade would solve a daily access problem while using spaces the school already maintains. It would also serve teams after practice, when the main hall is crowded and lockers are closed for the day.
- ② Evidence from a March waste audit shows why the upgrade matters. For ten school days, student volunteers counted 418 empty plastic water bottles in cafeteria and gym recycling bins, an average of nearly 42 bottles each day. The count does not include bottles tossed into trash cans, so it likely understates the total. In a brief survey of 126 students, 74 said they would refill a reusable bottle more often if a station were closer to lunch or practice. These details connect the access problem to a measurable, preventable source of waste.
- ③ To carry out the plan, the principal could request prices for two stations, choose a vendor, and use the school's facilities budget for installation before fall sports begin. The student council could post signs showing where to refill bottles and track bottle-bin totals for one month before and after the stations open. This sequence keeps the proposal practical because each step has a responsible group and a clear time. By shortening lines, supporting reusable bottles, and measuring results, the plan offers an immediate benefit and evidence for deciding whether to add more stations later.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** How does the writer organize the proposal from paragraph 1 through paragraph 3?

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**2** Which detail in paragraph 1 makes adding refill stations more feasible, and why is it useful?

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**3** Which survey result in paragraph 2 most directly supports the claim that nearby stations would change student behavior? Explain.

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**4** What two parts of paragraph 3 make it possible to judge whether the plan should grow later?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Choose a school improvement and write a three-paragraph mini-proposal. Organize it as a need and solution, two relevant evidence details, and a practical action plan that explains how the school could measure its impact.

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**PART 1 • READ AND MARK**

Number the paragraphs 1, 2, and 3 to show the proposal's organization plan, underline details that most strongly support adding stations, and circle the sentence that explains the plan's impact. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                         | ANSWER                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How does the writer organize the proposal from paragraph 1 through paragraph 3?                                                  | <b>Paragraph 1 introduces the access problem and a feasible solution. Paragraph 2 provides supporting evidence. Paragraph 3 gives action steps, responsible groups, and expected results.</b>               |
| 2 | Which detail in paragraph 1 makes adding refill stations more feasible, and why is it useful?                                    | <b>The school already has filtered water lines in both areas. This suggests the stations can be installed without creating new plumbing routes.</b>                                                         |
| 3 | Which survey result in paragraph 2 most directly supports the claim that nearby stations would change student behavior? Explain. | <b>Seventy-four of 126 students said they would refill a reusable bottle more often if a station were closer to lunch or practice. This directly connects station location to more reusable-bottle use.</b> |
| 4 | What two parts of paragraph 3 make it possible to judge whether the plan should grow later?                                      | <b>The student council will track bottle-bin totals before and after the stations open, and the results will be used to decide whether to add more stations.</b>                                            |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Our school should replace any remaining incandescent hallway bulbs with LED bulbs. This targeted change would improve lighting while focusing money on fixtures that use the most electricity. According to U.S. Department of Energy guidance, LED bulbs use at least 75 percent less energy and can last up to 25 times longer than incandescent bulbs. Those two facts make energy use and replacement frequency more relevant than opinions about which bulb looks brighter. First, the facilities manager can list the remaining incandescent fixtures and compare LED prices. Next, the school can replace bulbs during scheduled maintenance and record electricity use and bulb purchases for six months. The results would show whether expanding the change to other areas would save money and reduce maintenance.

Accept equivalent descriptions of the passage's problem, evidence, action, and impact sequence. For Part 3, look for evidence that clearly supports the stated solution, plus steps, responsible people or groups, and a way to measure results.