

Speak to the Board

Analyze how a public comment blends evidence, imagery, and persuasion.

11.P.AC.2.a “Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one concrete story or image, circle facts or plan details, and number each rhetorical question or direct call to action. Use your marks to notice how the speaker persuades the school board.

Public Comment: Later Library Hours

- ① Members of the school board, imagine leaving rehearsal at 6:00 p.m. with a research paper due tomorrow and no quiet place to work. Last winter, I watched two classmates spread notebooks across the floor outside our locked library, using phone flashlights to finish a lab report. Our library is more than a room of shelves. It is the only reliable study space for students whose homes are crowded, noisy, or without internet. I ask you to fund a three-month pilot that keeps the library open until 7:30 on Tuesdays and Thursdays.
- ② Some may worry that later hours would cost too much or serve too few students. The proposed pilot answers both concerns. According to the student council's March survey, 184 students said they would use after-school library time at least twice a month, and 67 said they lack dependable internet at home. The plan uses the existing library staff schedule, with one paid evening supervisor and student volunteers who shelve books, welcome younger students, and record attendance. At the end of three months, the board can review attendance, costs, and students' work habits before deciding whether to continue.
- ③ Board members, this is a modest experiment, not a blank check. A library open two extra evenings can turn the hour between dismissal and dinner into an hour of reading, revising, and asking for help. What message do we send when the building that holds our books closes before many students can use them? Approve the pilot at your April meeting, publish its results in July, and let evidence guide the next step. Give students a lighted table, a working computer, and time. In return, we will bring our questions, our effort, and our finished work.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the speaker combine the story about classmates outside the library with the claim that the library is a reliable study space? Explain the effect on the school board.

2 Which two details in paragraph 2 respond to concerns that later hours would serve too few students or cost too much?

3 What rhetorical question does the speaker ask in paragraph 3, and how does it support the speaker's purpose?

4 Who is the target audience, and what is the speaker trying to persuade that audience to do? Give two choices from the passage that are tailored to that audience.

3 YOUR TURN _____ Your own words

Write a 90 to 120 word public comment to Principal Ortega urging approval of a water refill station beside the gym. Use these facts: the gym wing has one fountain for 540 students, and the nurse recorded 38 heat-related visits after fall practices. Include a brief concrete image or anecdote, both facts, one rhetorical question, and a direct call to action.

PART 1 • READ AND MARK

Underline one concrete story or image, circle facts or plan details, and number each rhetorical question or direct call to action. Use your marks to notice how the speaker persuades the school board. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the speaker combine the story about classmates outside the library with the claim that the library is a reliable study space? Explain the effect on the school board.	The story creates a vivid, human example of students needing a place to work, while the claim explains the larger problem. Together, they make the request feel urgent and meaningful.
2	Which two details in paragraph 2 respond to concerns that later hours would serve too few students or cost too much?	The March survey reports that 184 students would use the time at least twice a month, and the plan requires only one paid evening supervisor while student volunteers help with tasks.
3	What rhetorical question does the speaker ask in paragraph 3, and how does it support the speaker's purpose?	The speaker asks, "What message do we send when the building that holds our books closes before many students can use them?" It pressures board members to consider whether early closing matches the school's responsibility to students.
4	Who is the target audience, and what is the speaker trying to persuade that audience to do? Give two choices from the passage that are tailored to that audience.	The audience is the school board, and the speaker wants it to approve a three-month later-hours pilot. Tailored choices include addressing "Members of the school board" and proposing a review of attendance, costs, and work habits before continuing the program.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal Ortega, after practice, I watched teammates line up at the single gym-wing fountain while the final bus pulled away. Our gym wing has one fountain for 540 students, and the nurse recorded 38 heat-related visits after fall practices. Those numbers show a practical need, not a luxury. How can athletes recover safely when a quick drink becomes a long wait? Please approve a refill station beside the gym before spring sports begin. It would give students faster access to water, reduce the need for disposable bottles, and show that our school treats student health as a daily responsibility.

Accept equivalent explanations that connect a literary detail, factual support, and rhetorical choices to the board audience and the purpose of approving the pilot. For Part 3, accept varied positions and wording if the response is 90 to 120 words and includes the required facts, anecdote or image, rhetorical question, and call to action.