

Park It Smart

Study how a proposal uses evidence, comparison, and response to concerns.

9.T.T.2 "Expository Techniques: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two pieces of evidence, circle the sentence that names a possible concern, and put a star beside the writer's direct request. These choices show how the writer builds a persuasive proposal for a decision maker.

A Case for Covered Bike Racks

- ① Each morning, bicycles lean against the fence outside Riverview High, where rain leaves seats wet and chain locks tangled. In a September survey of 126 students, 41 said they would bike to school more often if they had a secure, covered place to park. The school should install two covered bike racks near the main entrance. This change would not simply make the entrance look neater. It would give students who already own bicycles a practical way to choose a ride that does not require a family car or a ride-share trip.
- ② Survey responses also show why location matters. Of the students who reported biking at least once a week, 18 described avoiding the current fence because a bicycle can be scratched, soaked, or difficult to unlock in a crowd. Covered racks would work like the protected drop-off area: both give students a safer, more orderly arrival. Some leaders may worry that racks would take space from cars. Yet two racks holding about 20 bicycles would fit along the wide sidewalk beside the entrance, not in the parking lot. The proposal protects space while improving access.
- ③ Riverview can test the idea without committing to a large project. The school could lease or purchase two racks for one semester, then compare the number of bicycles parked near the entrance before and after installation. A student volunteer team could record counts during the first ten minutes of the day, giving administrators clear results rather than guesses. If use remains low, the racks could be moved to another campus entrance. If use rises, the school would have evidence for adding more. The principal should ask the facilities office for prices and a spring installation plan.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How does the concrete description in the first sentence help the writer's proposal appeal to the principal?

- 2 Choose one survey result from the passage. Explain how it supports the proposal for covered bike racks.

- 3 What concern does the writer acknowledge in paragraph 2, and how does the writer answer that concern?

- 4 How does the one-semester test in paragraph 3 make the request more persuasive to school leaders?

3 YOUR TURN Your own words

Write a 90- to 120-word proposal to a school decision maker about one practical improvement. Use a concrete detail or example, one accurate piece of numerical evidence from an observation or survey, a sentence that addresses a likely concern, and a clear request.

PART 1 • READ AND MARK

Underline two pieces of evidence, circle the sentence that names a possible concern, and put a star beside the writer's direct request. These choices show how the writer builds a persuasive proposal for a decision maker. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the concrete description in the first sentence help the writer's proposal appeal to the principal?	It helps the principal picture the current problem, including wet seats and tangled locks, so the need for covered racks feels immediate and practical.
2	Choose one survey result from the passage. Explain how it supports the proposal for covered bike racks.	The result that 41 of 126 students would bike more often with secure, covered parking supports the claim that racks could encourage more students to bicycle.
3	What concern does the writer acknowledge in paragraph 2, and how does the writer answer that concern?	The writer acknowledges that racks might take space from cars, then explains that two racks could fit on the wide sidewalk rather than in the parking lot.
4	How does the one-semester test in paragraph 3 make the request more persuasive to school leaders?	It lowers the risk of the decision because leaders can collect bicycle counts, move the racks if use is low, and use the results before expanding the project.

PART 3 • YOUR TURN (SAMPLE ANSWER)

After afternoon practice, students crowd around the single fountain by the gym, and some leave without drinking water. In a three-day count, I saw 47 students wait in line during the ten minutes after practice. A refill station would let students fill bottles quickly and could reduce plastic bottle waste. The school may worry about the cost and the need to maintain another fixture. However, a station near existing plumbing would be easier to install than one in a new location. Please ask the facilities team to price one refill station for the gym hallway.

Accept evidence-based explanations that connect a technique to its effect on the principal or other school leaders. For the writing task, accept different topics when the response includes all required techniques and a clear purpose.