The Last Bell

Trace how a personal experience leads to a clear request.

C.11-12.3.f "Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the change the writer requests, number two moments in the story that make the request matter, and circle the concluding sentence that explicitly connects a narrated problem to the request.

A Letter About Library Hours

1 Dear Principal Alvarez, I am writing to ask that our school library remain open until 5 p.m. on Tuesdays and Thursdays. Last Tuesday, the final bell rang just as I began revising my history essay. At home, my two younger brothers share the kitchen table where I work, and their homework often takes over the space. I stayed in the library until its 3:30 closing time, where I could spread out my notes and check a book I needed. When the lights dimmed, I packed my papers into my backpack with my final paragraph still unfinished.

2 Outside, I sat on a bench to wait for my ride. The wind lifted one page of notes into a puddle, and I spent several minutes trying to read the blurred ink. I could have used my phone to look up the quotation again, but the book was back inside. At home, I finally found a quiet corner after dinner and finished the essay much later than I had planned. That afternoon was not a disaster. It did show me how quickly a useful place to work can disappear for a student whose study space is limited.

3 Keeping the library open two evenings each week would give students a dependable place to read, use school materials, and finish work before heading home. I know this would require staffing, so I am asking the school to consider a short trial rather than a permanent change right away. My wet notes and delayed essay are not reasons to change a schedule by themselves. They show what an early closing can mean when a student has few other quiet options. Because losing the library left me with wet notes and a delayed essay, I ask you to try a 5 p.m. closing on Tuesdays and Thursdays, then gather student feedback.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which detail from the writer's afternoon best explains why later library hours would help? Connect the detail to the request.

2. The writer says the afternoon was "not a disaster." How does that admission shape the request made in the conclusion?

3. How does the concluding sentence explicitly connect the writer's story to the requested change?

4. Why does a short trial with student feedback fit the writer's conclusion better than a demand for a permanent change?

3 YOUR TURN

Your own words

Write 70 to 95 words about a real or imagined moment when a shared school space helped or hindered someone. End by requesting one specific school change and explicitly explaining how the narrated moment supports that request.

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PART 1 · READ AND MARK

Underline the change the writer requests, number two moments in the story that make the request matter, and circle the concluding sentence that explicitly connects a narrated problem to the request. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which detail from the writer's afternoon best explains why later library hours would help? Connect the detail to the request.	**The writer had to leave the library with an essay unfinished. Later hours would have provided more time to work there.**
2	The writer says the afternoon was "not a disaster." How does that admission shape the request made in the conclusion?	**It avoids overstating one experience while still showing that early closing can create a real problem for students with limited study space.**
3	How does the concluding sentence explicitly connect the writer's story to the requested change?	**It names the wet notes and delayed essay as consequences of losing access to the library, then uses them to support trying a 5 p.m. closing.**
4	Why does a short trial with student feedback fit the writer's conclusion better than a demand for a permanent change?	**The writer acknowledges that one experience alone does not justify a permanent schedule change. A trial would test whether later hours help other students.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On Monday, I carried a stack of science notebooks down the crowded hall after lunch. A loose backpack strap caught my shoe near the gym entrance, and the notebooks slid across the floor. No one was hurt, but several students had to step around the pile while I gathered it. Backpacks left outside the gym can turn a busy doorway into an obstacle. Because that blocked doorway scattered my notebooks and slowed everyone nearby, I ask our school to add wall hooks inside the gym for students' bags.

Accept different passage details when students explain how those details support later library hours. In Part 3, look for a specific change and a conclusion that directly links it to the narrated moment.