A Case for Change

How a proposal blends story, explanation, and argument

10.3.W.4 "Students will blend narrative, informative, and argumentative writing to suit their audience and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a brief story moment, circle an explanation of the proposed trial, and number two reasons for approving it. Notice how each part helps the speaker address the school board.

More Time at the Library

1 Members of the school board, last Tuesday I watched Maya rush into our library just after the final bell. She opened her laptop, found a quiet table, and began revising a science presentation. Fifteen minutes later, the librarian announced closing time. Maya packed up before she could rehearse a single slide. Her crowded apartment gives her little room to practice aloud, she told me. I cannot claim every student faces Maya's problem, but her hurried exit shows what our current schedule can cost: uninterrupted time to work.

2 At our school, the final bell rings at 3:15 p.m., and the library closes at 3:30. I propose a six-week trial that keeps it open until 5:00 on Tuesdays and Thursdays. Students could use existing tables, books, and computers, while the librarian records how many students stay each day. The trial would need a staff member on duty and a clear plan for closing the building safely. Those costs should be reviewed before any permanent change. A short trial would give the board local evidence instead of asking it to rely on one student's story.

3 Please approve the trial rather than reject longer hours because of unanswered questions. A predictable quiet space would give students like Maya time to finish work, and attendance records would show whether enough students use it to justify the expense. Some families may worry that a later closing time means students must stay after school. Participation would be optional; the proposal changes access, not expectations. If the trial draws few students or strains staffing, the board can end it. If it works, you can make a decision backed by both student experience and measurable use.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Maya's brief story help the speaker make a case to the school board without claiming that all students have the same problem?

2. Choose two details that explain how the trial would work. Why might the board need those details before deciding?

3. The speaker gives both a student-centered reason and a decision-making reason for the trial. What are they, and how do they work together?

4. How does the speaker answer a possible family concern, and why does that response fit the speaker's purpose?

3 YOUR TURN

Your own words

Write a 90 to 110 word message to your principal proposing a student-run lunchtime book swap. Blend a brief story moment, an explanation of how the swap would work, and a reason to approve it; address one possible concern.

ANSWER KEY

A Case for Change

GRADE 10 · 10.3.W.4

PART 1 · READ AND MARK

Underline a brief story moment, circle an explanation of the proposed trial, and number two reasons for approving it. Notice how each part helps the speaker address the school board. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Maya's brief story help the speaker make a case to the school board without claiming that all students have the same problem?	**It gives the board a concrete example of lost work time, while the speaker explicitly says Maya's experience may not represent every student.**
2	Choose two details that explain how the trial would work. Why might the board need those details before deciding?	**The library would stay open until 5:00 on Tuesdays and Thursdays for six weeks, and the librarian would record attendance. These details help the board judge the trial's scope and whether students use it.**
3	The speaker gives both a student-centered reason and a decision-making reason for the trial. What are they, and how do they work together?	**Later hours would give students quiet time to work, while attendance records would help the board decide whether continued hours justify the expense. Together, the reasons address student needs and the board's responsibility for resources.**
4	How does the speaker answer a possible family concern, and why does that response fit the speaker's purpose?	**The speaker says staying late would be optional, not required. Answering the concern makes approval of the trial seem less risky.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Chen, yesterday I saw a student finish a novel at lunch and ask three classmates if they had another book to lend. Imagine finding a new story without spending money or leaving campus. I propose a student-run book swap at one cafeteria table each Friday for a four-week trial. Students could bring books they are ready to share and take one home; volunteers would sort books and count exchanges. You might worry about books left behind. We could store extras in one labeled box and donate unclaimed copies after the trial. Please approve the trial so we can test whether students use it.

Accept different passage details when students explain how the story, practical information, or reasons serve the board audience. For the original message, look for all three writing modes, a response to a concern, and a clear request to the principal.