Tools for Change

Study how a proposal blends story, explanation, and argument.

11.3.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 moment that tells a story, circle two details that explain how the proposal would work, and number the writer's claim 1 and one supporting reason 2. Use your marks to see how the writer addresses the school board.

A Tool Shelf for Students

1 At 7:20 on a rainy Tuesday, I stood beside my bike with a loose front wheel. The missing wrench was the real problem. My first class started in forty minutes, and the nearest hardware store was across town. A custodian lent me a wrench, and I tightened the wheel before the bell. That small rescue made me wonder how many students face a similar obstacle without someone nearby who owns the right tool. School board members, I ask you to consider a student tool-lending shelf in our library.

2 Under a one-semester pilot, the library could lend basic hand tools, such as screwdrivers, adjustable wrenches, and measuring tapes. Students would check out a tool with a school ID and return it within two school days, just as they return library books. A librarian could record loans in the existing checkout system, while a student committee could inspect tools for damage each Friday. The shelf would not include blades, power tools, or equipment that requires training. Before any purchases, the committee could survey students about which tools they would actually borrow, then request prices for the most common choices.

3 A shelf this small will not repair every bike or fix every household problem, but it could remove one avoidable barrier to getting started. A student who can borrow a measuring tape can plan a project without buying a tool for one brief task. Some board members may worry that tools will disappear; a two-day loan record and a limited pilot would let us track losses before expanding the program. Please approve the survey and a modest pilot budget, then review the checkout records at semester's end. We should test a practical idea before deciding that students must solve every small problem alone.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening story help the writer make a case to the school board?

2. Which two details explain how the shelf would operate, and why would those details matter to the board?

3. How does the writer use a detail about the pilot to answer a possible objection?

4. What would the proposal lose if the writer ended with another bike story instead of the current final request? Refer to a detail in the ending.

3 YOUR TURN

Your own words

Write one paragraph of 85 to 110 words persuading classmates to support a different practical change at school. Include a brief moment from a story, at least two details explaining how your idea would work, a clear claim with a reason, and a specific request to your classmates.

ANSWER KEY

Tools for Change

GRADE 11 · 11.3.W.4

PART 1 · READ AND MARK

Underline a moment that tells a story, circle two details that explain how the proposal would work, and number the writer's claim 1 and one supporting reason 2. Use your marks to see how the writer addresses 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 opening story help the writer make a case to the school board?	**The loose wheel and missing wrench show a concrete problem a tool-lending shelf could help students solve.**
2	Which two details explain how the shelf would operate, and why would those details matter to the board?	**Students would use school IDs and return tools within two school days. Loan records and Friday inspections would help the board assess how the pilot is managed.**
3	How does the writer use a detail about the pilot to answer a possible objection?	**The writer acknowledges that tools might disappear, then argues that loan records during a limited pilot would let the school track losses.**
4	What would the proposal lose if the writer ended with another bike story instead of the current final request? Refer to a detail in the ending.	**It would lose a specific decision for the board to make: approve a survey and pilot budget, then review checkout records at semester's end.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Yesterday, I watched a classmate erase the same algebra problem three times as lunch ended. She had a question, but her bus leaves before the after-school help session. Let's start a peer tutoring table during lunch twice a week. Volunteers could sign up for twenty-minute shifts, and students could bring one question at a time. Some of us want lunch to stay social, so the table could use a quiet corner rather than take over the room. Join a two-week trial: a few minutes of shared knowledge could keep a confusing problem from becoming a missed assignment.

Accept different marked passages and explanations when students accurately identify how the story, operating details, and argument serve the board audience. For the open response, check that all requested elements appear in one 85-to-110-word paragraph addressed to classmates.