Another Open Door

Study how a writer blends different kinds of writing for one reader.

12.3.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 one narrative moment, circle two practical details, and number two claims or requests aimed at persuading the principal. Notice how these choices work together in one proposal.

A Quieter Place for Lunch

1 At 12:10, the cafeteria sounded like a subway platform. I watched Maya hold her lunch tray beside the crowded tables, then turn toward the hallway, where eating is not allowed. She was not asking for silence or special treatment, just a seat where she could talk without shouting. Principal Rivera, I am writing because our school could offer that choice without closing the cafeteria or asking anyone to eat alone. One lunch period in a quieter room would give students like Maya a place to eat and still be part of school life.

2 The library's meeting room could host a pilot during the second lunch period for four weeks. Students would bring their own lunches, sign in at the door, and leave the room clean before the next group arrives. A staff member could oversee the room if the duty schedule permits, so the plan would not assume an extra employee is available. This room has tables, a door, and space for conversation at a normal volume. It would be an alternative to the cafeteria, not a replacement for it.

3 Some students may worry that a quieter lunch room would split friends into groups or turn conversation into a rule violation. The pilot should allow friends to sit together and speak normally, while asking them to keep music off and voices low enough for nearby tables to talk. After four weeks, the school could ask students who used either space whether the option helped and whether supervision was manageable. When Maya reaches the hallway tomorrow, I hope she sees another open door instead. Please approve a four-week trial, then decide whether the room should stay open.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening moment with Maya help make the writer's case to the principal?

2. Which two details explain how the proposed room would operate, and how do they make the request more convincing?

3. How does the writer respond to a possible concern about the quieter room while still arguing for it?

4. How do the final two sentences combine a student moment with a request directed at the principal?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 100 words to a school decision-maker proposing a different, feasible change to a shared school space. Include a brief student moment, two concrete details explaining how your plan would work, and a reason to approve it.

ANSWER KEY

Another Open Door

GRADE 12 · 12.3.W.4

PART 1 · READ AND MARK

Underline one narrative moment, circle two practical details, and number two claims or requests aimed at persuading the principal. Notice how these choices work together in one proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the opening moment with Maya help make the writer's case to the principal?	**Maya's search for a place to eat shows the need for another lunch option through a specific student's experience.**
2	Which two details explain how the proposed room would operate, and how do they make the request more convincing?	**Students would sign in and clean the room before the next group arrives. These details show the principal how the trial could be managed.**
3	How does the writer respond to a possible concern about the quieter room while still arguing for it?	**The writer acknowledges that friends might be separated or conversation restricted, then explains that friends could sit together and talk at a reasonable volume.**
4	How do the final two sentences combine a student moment with a request directed at the principal?	**The writer returns to Maya's search for a place to eat, then asks the principal to approve a four-week trial and evaluate it afterward.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Yesterday, I watched a classmate search three drawers for a clean paintbrush while the rest of us began sketching. Principal Rivera, please approve a labeled supply station in the art room so students can find and return shared tools quickly. The art teacher could set aside one existing shelf for brushes, rulers, and scissors, with a label for each container. At cleanup, students would return tools to the matching container, and the teacher could check the shelf before the next class. This small change would protect work time without requiring new equipment.

Accept other passage-supported choices for the markings and questions. For the original paragraph, look for a student moment, two workable details, and a persuasive reason addressed to a school decision-maker.