A Case for Water

Read a model request that blends story, explanation, and argument.

9.3.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 the proposed change, and label the writer's request and one reason for it with 1 and 2 to see how each part helps address the principal.

A Station by the Gym

1 Dear Principal Rivera, after Tuesday's basketball practice, I stood by the gym doors watching Maya shake the last drops from her bottle. The nearest working water fountain was across the crowded lobby, so she joined a line while her ride waited outside. I had brought a second bottle, but it was empty too. That small delay made me notice a bigger problem: students leaving the gym often have to choose between searching for water and catching their rides. I am writing to ask for a bottle-filling station beside the gym entrance.

2 A bottle-filling station sends water into a reusable bottle through a separate spout. Unlike a standard drinking fountain, it lets someone fill a bottle without holding it at an angle under a small stream. Placing one near the gym would serve students during practices, games, and physical education classes. The station would need a suitable water connection and a plan for cleaning and repairs. Before making a purchase, the school could ask facilities staff to check the site and compare installation costs. A short student survey could show when and how often students need water there.

3 I know the school cannot approve every useful purchase. Still, this one deserves a close look because it addresses a daily need in a place where students exercise. If the station proves too expensive this year, repairing the current fountain or improving access to another one could be a first step. Please ask the facilities team for an estimate and discuss the options at the next school planning meeting. Maya's wait was brief, but a reliable way to refill bottles would help students spend less time searching for water and more time getting home safely.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the moment with Maya help the writer make a case to the principal?

2. Which detail explains how a bottle-filling station differs from a standard fountain? Why is that detail useful in this request?

3. What concern does the writer acknowledge, and what alternative does the writer offer?

4. Why does the writer pair a facilities check with a request for a planning meeting?

3 YOUR TURN

Your own words

Write a 5 to 7 sentence paragraph to your principal proposing a change to the school day that would help students. Include a brief real or imagined moment, a practical detail about how the change could work, and a claim supported by a reason or a response to a concern.

ANSWER KEY # A Case for Water

GRADE 9 · 9.3.W.4

PART 1 · READ AND MARK

Underline a moment that tells a story, circle two details that explain the proposed change, and label the writer's request and one reason for it with 1 and 2 to see how each part helps address the principal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the moment with Maya help the writer make a case to the principal?	**Maya's wait makes the problem concrete by showing a student trying to get water while her ride waits outside.**
2	Which detail explains how a bottle-filling station differs from a standard fountain? Why is that detail useful in this request?	**Its separate spout lets students fill bottles without angling them under a small stream. This helps the principal understand what the proposed station would do.**
3	What concern does the writer acknowledge, and what alternative does the writer offer?	**The writer acknowledges that the school cannot approve every purchase and suggests repairing the current fountain or improving access to another one if a station costs too much.**
4	Why does the writer pair a facilities check with a request for a planning meeting?	**The check would provide practical information about the site and costs, while the meeting request gives the principal a specific next step for considering the proposal.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Principal Rivera, yesterday I reached my first class just as the bell rang because the main stairwell was crowded. I had entered the building on time, but I lost minutes waiting for a safe path upstairs. Please consider opening classroom doors five minutes earlier in the morning. Teachers could try this for two weeks and record how many students arrive before the bell. I know teachers need preparation time, so the trial could start with volunteers. This test would show whether earlier access helps students settle in without changing the start of class.

Accept different marked passages when they serve the stated narrative, informative, or argumentative purpose. For the open response, look for all three modes working together in a proposal suited to a principal.