

Structure Drives Decisions

Analyze how a proposal is arranged for decision makers.

9.T.SS.1.a "Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional proposal. Number its three paragraphs, underline each paragraph's main job, and circle the final request. Evaluate how the order helps the Transit Board make a decision.

A Request for Shaded Bus Stops

- ① Members of the Lakeview Transit Board, our student advisory group asks you to consider shade shelters at three busy stops near Central High School. In this fictional city, riders currently wait beside a sign and bench without a roof. Students and other passengers have asked for relief from direct sun and light rain. Because the board decides how transit improvement funds are spent, our proposal begins with the problem riders face and the decision that falls within your authority.
- ② Next, we propose a roofed shelter beside the boarding area at each stop. A covered waiting space could offer shade without changing bus routes. However, the location and design have not been approved. Staff would need to check wheelchair access, boarding clearance, sight lines, utilities, and installation costs. Naming these checks separates a promising idea from a verified plan. The proposal gives the board a specific option to investigate without claiming that the option already meets every requirement.
- ③ Finally, please place the proposal on the October facilities agenda and request a staff report on the three sites. The report should identify feasible locations, expected costs, and any access problems before the board votes on funding. If a site cannot accommodate a shelter, staff should explain why and identify an alternative for review. Beginning with the need, then describing the idea and its limits, makes this final request a decision the board can reasonably take now.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Describe the organizational sequence across the three paragraphs. Why does this order serve the Transit Board?

- 2** How does placing the required checks beside the shelter idea in paragraph 2 help this audience evaluate the proposal?

- 3** Would moving the final request to the very beginning strengthen or weaken the proposal for busy board members? Defend your judgment with a detail about the order.

- 4** Which phrase in paragraph 1 establishes the board as the audience with authority to act? Explain its contribution to the opening.

3 YOUR TURN

Your own words

Write a 90-120-word request to a principal in a fictional school. Use three visibly separate short paragraphs: (1) a need and who it affects, (2) a proposed improvement and a practical detail or check, and (3) a specific decision and next step. Keep proposed benefits distinct from facts that still need checking.

A three-paragraph request

Use these lines for all three paragraphs. Leave a blank line between paragraphs. The 90-120-word limit applies to the complete request.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this fictional proposal. Number its three paragraphs, underline each paragraph's main job, and circle the final request. Evaluate how the order helps the Transit Board make a decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Describe the organizational sequence across the three paragraphs. Why does this order serve the Transit Board?	The proposal moves from the need and board authority to a possible solution and required checks, then to an immediate decision. The board receives context before considering an option and a report request it can act on.
2	How does placing the required checks beside the shelter idea in paragraph 2 help this audience evaluate the proposal?	It lets board members assess the idea alongside what remains unknown. Access, utilities and cost are presented as issues to investigate, not proven benefits. This supports an informed decision.
3	Would moving the final request to the very beginning strengthen or weaken the proposal for busy board members? Defend your judgment with a detail about the order.	Either judgment is valid with reasoning. Leading with the request could help busy members identify the decision quickly, followed by its basis. Keeping it last lets the need, proposed shelters and unresolved checks establish why a staff report is the appropriate next step.
4	Which phrase in paragraph 1 establishes the board as the audience with authority to act? Explain its contribution to the opening.	The board decides how transit improvement funds are spent. That establishes why the need and proposal belong before this audience, connecting the opening problem to its role.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Ortiz, students waiting for late rides at our fictional school gather in crowded hallways. They need a quiet place to finish homework while they wait.

A supervised study room could help. Room 214 already has tables, but staff would need to check its afternoon schedule and available supervision before promising access. Using an existing room might simplify the plan.

Please ask an assistant principal to review room availability and staffing costs this month. Then bring those findings to the student council for feedback before deciding whether to open the room. This review would turn a useful idea into a plan the school can evaluate.

Judge analysis of organization and its effect on this decision-making audience, rather than treating one order as universally best. The transfer model has three actual paragraphs. Accept other fictional improvements when the 90-120-word request has a need, proposed plan, practical check, and clear decision step. Do not require students to invent real findings.