

A Case for Later Hours

Connect author, audience and context to purpose and persuasive effectiveness.

12.P.ST.2.a “Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB The letter, survey and decision schedule below are fictional classroom materials. Evaluate how well the text supports its request; a persuasive letter alone does not prove that a council approved it.

A Request for Later Library Hours

- ① Members of the Riverton City Council, the Teen Advisory Board asks you to fund a six-month pilot keeping the central library open until 8 p.m. on Wednesdays instead of closing at 5 p.m. You will consider next year’s budget on May 14, so we are bringing this limited request before that decision. Some students arriving by bus have little time to use a quiet workspace before closing. A single later evening would let the library test an option before making a larger commitment.
- ② In our fictional survey of 186 students at two schools, 71 percent reported lacking a quiet place to study at home, and 64 percent said evening library access would help. These responses describe the surveyed students, not every student in Riverton, and they do not predict how many people would attend on Wednesdays. They give us a reason to investigate demand. We ask library staff to estimate staffing and operating costs and propose a way to record attendance during the pilot. Cost and demand should guide your decision together.
- ③ We recognize that later hours compete with other uses of public funds. Please consider a temporary program with published costs and attendance results, followed by a decision about whether it should continue. Visit the library at 4:45 p.m. on a school day to see how the closing time shapes an afternoon visit. That visit would add perspective, not replace systematic evidence. Before your May 14 vote, ask staff for the estimate and pilot plan. A measured trial can answer questions that enthusiasm alone cannot.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is writing, who has decision-making authority, and what does the author want that audience to do?

2 Explain how the budget timing and the limited pilot shape the letter's strategy.

3 What does the survey support, and what two conclusions would exceed it?

4 Evaluate the letter's effectiveness for the council: identify one persuasive strength and one unresolved need. Distinguish textual effectiveness from a proven outcome.

3 YOUR TURN

Your own words

Write an 80–110-word message to Principal Chen requesting an inspection and repair plan for courtyard benches. Fictional notes: a September 3 student photo log shows a missing plank on each of two benches; the school will discuss courtyard maintenance on September 20; repair costs and completion dates are unknown. Include the decision context, evidence, a specific request and a concern the principal may have. Keep the log’s scope and the unknowns clear.

Construct a purposeful request

Write the complete 80-110-word message. Use the September 20 decision context and the limited photo evidence; request an inspection and plan while acknowledging an unresolved cost or scheduling concern.

This image shows a single 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

The letter, survey and decision schedule below are fictional classroom materials. Evaluate how well the text supports its request; a persuasive letter alone does not prove that a council approved it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is writing, who has decision-making authority, and what does the author want that audience to do?	The Teen Advisory Board writes to the Riverton City Council. It wants the council to consider funding a six-month Wednesday-hours pilot after requesting a cost estimate and pilot plan.
2	Explain how the budget timing and the limited pilot shape the letter's strategy.	The May 14 budget decision gives a timely reason to write. A single later evening and six-month trial make the request bounded, addressing concerns about cost and permanent commitment.
3	What does the survey support, and what two conclusions would exceed it?	It supports an account of the surveyed students' reported needs and a reason to investigate. It does not represent every city student or predict actual Wednesday attendance.
4	Evaluate the letter's effectiveness for the council: identify one persuasive strength and one unresolved need. Distinguish textual effectiveness from a proven outcome.	A strength could be audience-specific timing, limited scope, acknowledged costs or a plan to gather results. An unresolved need is a staffing/cost estimate or observed demand. The letter may be well suited to its purpose, but no council vote or successful pilot is established.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Chen, please include the courtyard benches in the September 20 maintenance discussion. The fictional student photo log from September 3 shows a missing plank on each of two benches. Those images document visible damage, but they do not establish repair costs or the condition of every bench. Please ask facilities staff to inspect the seating and propose a repair plan with estimated costs and timing. I understand that other maintenance needs compete for funding. A staff assessment would help you compare priorities and explain the next steps before students assume a repair date has already been promised.

Count only the message body against 80–110 words. The model names the decision-maker, uses the provided context and evidence, requests an assessment/plan and acknowledges competing costs without inventing an inspection result, price or deadline. All local survey, schedule and photo-log details are fictional. Percentage results are given as reported survey figures; students are not asked to infer exact response counts. A photo log is not a complete condition or safety assessment. In the letter, distinguish the author's desired vote from an outcome and compare persuasive choices with evidence still needed. Accept varied judgments grounded in the supplied text.