

Structure That Persuades

Organize an influential recommendation from opening viewpoint to final action.

12.T.SS.1.d “Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional planning brief. Mark the audience's decision, useful evidence and constraints. Use the evidence to create an organized persuasive text.

Planning brief: covered bicycle parking

- ① The principal is deciding whether to investigate a covered bicycle parking area. In this fictional school, the current outdoor rack holds thirty bicycles and has no roof. On three rainy mornings, a student team counted eighteen, twenty-two and twenty bicycles at the rack. The team photographed wet seats on all three mornings. The observations show use during those mornings, not how many students would start cycling if a shelter were built.
- ② A location beside the main entrance would keep the racks easy to find, but a shelter must leave the marked pedestrian route clear. A facilities note says that construction costs and maintenance needs have not yet been estimated. The principal can authorize staff to gather estimates and consult students before a funding decision. No budget or construction date has been approved. Do not invent prices, guarantees or additional survey results.
- ③ Write to persuade the principal to authorize this investigation. An influential introduction guides the focus and establishes a viewpoint. Position facts, reasons, explanations or descriptions where they will shape this audience's response. For example, evidence of current use can establish a need before the text addresses feasibility. A compelling conclusion does more than repeat: it connects the benefit to an action the principal can take. Choose your own sequence and justify it.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What decision can the principal make now, and what decision would be premature?

2 What can the rainy-morning counts support, and what can they not establish?

3 Choose one constraint. Explain where you would place it to influence the principal's response.

3 YOUR TURN _____ Your own words

Create your own recommendation using only this fictional brief for factual claims. A clear purpose and deliberate structure matter more than a fixed paragraph formula.

1. Design the organization

Plan an opening viewpoint, at least two specific supports, where to address one constraint, and a concluding action. Explain why that sequence fits the principal's decision.

2. Write the recommendation

Write about 150-200 words. Guide the focus in the introduction, position facts and explanations strategically, address the constraint, and close with a compelling, feasible call to action.

3. Test one structural choice

Underline your viewpoint and box the requested action in your draft. Explain how the placement of one support shapes audience reception. Revise a transition or move a sentence if the sequence weakens your purpose; otherwise justify retaining it.

PART 1 • READ AND MARK

Read the fictional planning brief. Mark the audience's decision, useful evidence and constraints. Use the evidence to create an organized persuasive text. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What decision can the principal make now, and what decision would be premature?	The principal can authorize estimates and student consultation. Approving a funded construction schedule would be premature because costs, maintenance and funding are unresolved.
2	What can the rainy-morning counts support, and what can they not establish?	They show that eighteen to twenty-two bicycles were present on the three observed rainy mornings. They do not prove future demand or that a roof would cause more students to cycle.
3	Choose one constraint. Explain where you would place it to influence the principal's response.	Accept a deliberate choice, such as addressing the clear pedestrian route after evidence of need to show feasibility, or explaining unresolved costs near the opening to justify seeking estimates before a funding decision.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Please authorize an investigation of covered bicycle parking near our main entrance. Students already use the uncovered rack in wet weather, and a carefully planned shelter could make that choice more practical without committing the school to construction now.

On three rainy mornings, the student team counted eighteen, twenty-two and twenty bicycles and photographed wet seats. Those observations establish an existing inconvenience, even though they do not predict how many additional students would cycle. A roof could protect parked bicycles from direct rain, giving current riders a more useful place to leave them.

Before any funding decision, staff should estimate construction and maintenance needs and check that the pedestrian route remains clear. Placing the shelter near the entrance would keep it easy to find, but convenience should not obstruct people walking into school.

Authorize estimates and student consultation as the next step. This limited action would turn an appealing idea into a proposal the school can judge responsibly, with evidence about costs, access and student needs.

The model begins with the limited authorization sought, uses observed need before explaining the benefit, addresses feasibility before the conclusion, and closes with a concrete next step. Accept different deliberate structures and defensible viewpoints within the assignment. Check that introductions guide focus and promote a viewpoint, supports are strategically positioned and explained, and conclusions compel a feasible action. Do not reward unsupported predictions or an exact paragraph count. All school facts are explicitly fictional.