

Words That Move

Blend a vivid moment, useful facts and persuasive reasoning.

7.P.AC.2.a "Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a literary detail that helps you imagine the writer's experience. Box an explanatory fact or process. Circle a rhetorical appeal to the principal's responsibilities or values. Explain how these elements work together to support a specific request.

A Lunch Study Space: Fictional Student Proposal

Dear Principal Chen: At lunch, I balanced my notebook beside a rattling tray while conversation rolled over me like a wave. I wanted to finish one paragraph, but I kept losing my place. Our school needs a quiet option for students who want to read or work during lunch. Please consider a supervised four-week trial in Room 214.

Room 214 already has tables and chairs. Our student council proposes a limit of twenty students, a sign-in sheet and posted quiet-work expectations. The principal would need to confirm an available adult supervisor before the trial could begin. Council members could record attendance and gather feedback during the four weeks. Those records would help you decide whether the space meets a need and whether to continue it.

A school that supports different ways of learning can offer both a lively lunchroom and a quiet place to work. Not every student needs the same setting. Please approve the October trial if supervision can be arranged, and ask the office to share a sign-up form. Afterward, the council can present attendance and feedback to guide your next decision. The school, writer and proposal are invented for this practice text.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What actions does the writer ask Principal Chen to take, and what condition must be met before the trial starts?

- 2** How do the opening image and the practical details in paragraph 2 work together?

- 3** How does the final paragraph appeal to this audience without pretending the proposal suits every student?

3 YOUR TURN

Your own words

Write a proposal for a principal that integrates a brief vivid scene or image, explanatory facts or a process, and rhetorical reasoning suited to the principal's responsibilities. Make a clear request and distinguish known facts from proposed actions. Choose a real situation you know or use this fictional case: bike riders at Oak School report wet seats after rain; a covered rack near the east entrance is proposed; its cost and available space have not been checked. A student council could collect rider feedback for a month if the principal approves.

1. Plan the blend

Identify your purpose and audience. Plan a vivid opening, two useful facts or process details, and an appeal connected to the principal's responsibilities. Note what remains unknown.

2. Write the proposal

Connect the elements in paragraphs. Explain how the improvement could work, acknowledge a practical uncertainty, and close with a respectful action request. Use as much development as your reasoning needs.

3. Explain the effect

Identify one literary, one explanatory and one rhetorical element in your proposal. Explain how they work together for this audience rather than simply labeling them.

PART 1 • READ AND MARK

Underline a literary detail that helps you imagine the writer's experience. Box an explanatory fact or process. Circle a rhetorical appeal to the principal's responsibilities or values. Explain how these elements work together to support a specific request. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What actions does the writer ask Principal Chen to take, and what condition must be met before the trial starts?	Approve the October four-week trial if supervision can be arranged, and ask the office to share a sign-up form. An available adult supervisor must be confirmed before the trial begins.
2	How do the opening image and the practical details in paragraph 2 work together?	The rattling tray and wave comparison make the difficulty of concentrating vivid. The room, limit, sign-in sheet and review process explain a possible response. The experience helps the principal see the need; the details show how the proposal might work.
3	How does the final paragraph appeal to this audience without pretending the proposal suits every student?	It connects a quiet option to the principal's responsibility to support different learners. It acknowledges that some students prefer a lively lunchroom and makes a conditional, reviewable request rather than claiming one setting suits everyone.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan for the fictional bike-rack case

Purpose: ask the principal to investigate a covered rack. Opening: a rain-soaked bike seat. Explanation: reported wet seats and a month of rider feedback. Appeal: helping riders while checking cost and space before spending.

Proposal

Dear Principal: In this fictional school case, a rider wipes a wet bike seat with a sleeve before setting off home. That small, soggy moment points to a problem riders have reported after rain. Could Oak School investigate a covered rack near the east entrance?

A cover could shelter seats from much of the rain, though wind-blown rain might still reach them. Before choosing a design, we need to know the cost and whether enough space is available. With your approval, the student council could collect rider feedback for a month to help assess the need.

Students' everyday needs deserve attention, and school resources deserve careful decisions. Please ask the facilities team to check cost and space, and allow the council to collect feedback. Those steps would give you evidence before deciding whether to build.

How the elements work together

The wet-sleeve image makes a rider's experience concrete. The explanation separates the proposed cover and feedback process from facts still unknown. The appeal connects student needs with the principal's responsibility to use resources carefully. Together, they support an investigation rather than an unsupported promise.

TEACHER ASSESSMENT NOTES

Assess integration, audience and purpose: literary detail should illuminate the situation, explanation should supply useful facts or process, and rhetorical reasoning should support a specific request. Do not reward isolated feature labels without their effect. The source request has two actions and a supervision condition; the principal's gender is not specified. The model uses a labeled fictional scenario and does not invent a confirmed cost, available space or weather-proof guarantee. No word or sentence quota is required.