

Bells, Sleep, Decisions

Track how a public comment blends story, evidence, and a proposal.

10.P.CP.2.b "Integrate modes and genres most appropriate to purpose and audience. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one example of narrative, circle one statement of expert guidance, and number the requests in paragraph 3. Categories may overlap. Use these marks to explain how a public comment combines modes for its audience.

Public Comment: A Classroom Simulation

- ① Members of the School Board, at 6:40 each morning, I watch students step off buses with eyes fixed on the ground. Last Tuesday, my lab partner fell asleep while we were setting up an experiment. He later told me that he had worked late and still needed to catch the early bus. This invented scene illustrates one concern; it does not prove that every student is sleep deprived. A schedule can affect whether students arrive ready to participate. Please consider both students' experiences and broader evidence.
- ② The American Academy of Pediatrics' HealthyChildren website advises 8-10 hours of sleep nightly for teens. Its article also explains that adolescents' natural sleep timing shifts later. Those points support investigating schedules; they do not prove that changing our bell will make every student sleep more. A later start could remove one barrier, while jobs, travel and evening routines still matter. Expert guidance and a local trial serve different purposes: one describes a general need, while the other can test a particular proposal.
- ③ I ask the board to test an 8:30 a.m. start time for one school year and publish attendance, tardiness, and transportation results each quarter. A pilot would let families, drivers, and staff identify problems before the district makes a permanent change. The reported results would inform a discussion of local effects, without proving that students slept longer. Please schedule community listening sessions before the vote, including one in the evening for working families. By studying the results and hearing from the people affected, the board can make a decision that is practical as well as humane.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Who is the audience? List ALL three actions requested in paragraph 3, including the details that make each action specific.

- 2** How does the brief story in paragraph 1 support the writer's purpose?

- 3** Why is the sleep recommendation in paragraph 2 an effective choice for this audience?

- 4** What features of paragraph 3 make it fit the genre of a public comment to a decision-making board?

3 YOUR TURN

Your own words

Write a 100-130-word email to your principal proposing a voluntary, teacher-supervised walking club. Combine a brief invented or real observed moment, an accurate paraphrase of the CDC fact below and a feasible request. Label an invented observation as hypothetical. Count the subject, greeting and sign-off as words. Then explain your mode and genre choices.

1. Compose the email

CDC fact: physical activity benefits children's attention and memory. Source: CDC, Health Benefits of Physical Activity for Children (2026), cdc.gov/physical-activity-basics/health-benefits/children.html.

Attribute the fact, without promising that one club guarantees better grades. Include a subject, greeting, workable schedule and a request the principal can act on.

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.

2. Explain the integration

Identify your narrative moment, evidence-based explanation and persuasive request. Explain why the email genre and these combined modes suit this principal and purpose. Check the word count and source accuracy.

PART 1 • READ AND MARK

Underline one example of narrative, circle one statement of expert guidance, and number the requests in paragraph 3. Categories may overlap. Use these marks to explain how a public comment combines modes for its audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the audience? List ALL three actions requested in paragraph 3, including the details that make each action specific.	School Board: test an 8:30 a.m. start for one school year; publish attendance, tardiness and transportation results each quarter; hold community listening sessions before the vote, including an evening session for working families.
2	How does the brief story in paragraph 1 support the writer's purpose?	The invented scene makes the concern concrete and human, helping the board consider student experiences. It is an illustration, not evidence that all students are affected.
3	Why is the sleep recommendation in paragraph 2 an effective choice for this audience?	The AAP guidance supplies expert background about teen sleep needs and timing. The passage distinguishes general guidance from evidence about whether this district's particular plan will work.
4	What features of paragraph 3 make it fit the genre of a public comment to a decision-making board?	It makes a clear, workable request, suggests a pilot and measurable results, and considers families, drivers, staff, and community input.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Subject: A Walking Club Trial

Dear Principal Ortiz,

Imagine students arriving early and waiting quietly in the hallway for class. A voluntary walking club could offer an active option during that time. The CDC identifies benefits of physical activity for children's attention and memory; a short club cannot promise those benefits for every participant. Could we try a teacher-supervised walk on the track from 7:35 to 7:50 on Tuesdays and Thursdays for one month, if that fits our bell schedule? Students could join at their own pace and return before class. Please help us find a willing supervisor and review the plan. We would track attendance and student feedback before seeking an extension.

Sincerely, Jordan

Explanation: The hypothetical opening supplies a narrative moment; the attributed CDC statement offers explanation; the trial request persuades. A concise email lets the principal review logistics and respond. The email is 115 words including its subject, greeting and sign-off; this explanation is outside the email.

Accept equivalent mode labels and complete requests supported by the source. Email: 100-130 words including subject, greeting and sign-off, excluding the separate explanation. Require accurate attribution, appropriately limited claims, a narrative moment and feasible request. Sleep source: AAP HealthyChildren, How to Help Your Teen Succeed in School, [healthychildren.org/English/ages-stages/teen/school/Pages/Helping-Your-Teen-Succeed-In-School.aspx](https://www.healthychildren.org/English/ages-stages/teen/school/Pages/Helping-Your-Teen-Succeed-In-School.aspx). CDC source is supplied with the writing stage. Both sources checked 2026-09-11.