

Plan, Prove, Review

Analyze how a proposal is organized for a decision-making audience.

12.T.SS.1.a “Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional proposal. Beside each numbered paragraph, write a two- or three-word label naming its job. Circle two details chosen to address the school board’s concerns, then evaluate how the order helps that audience decide.

A Measured Request

- ① To the Riverton School Board: I ask you to approve a six-month pilot that opens the high school library until 7:00 p.m. on Tuesdays and Thursdays. Many students stay after classes for athletics, work shifts, or transportation, yet they lose access to printers, databases, and a quiet place to study when the library closes at 3:30. This proposal is not simply a request for longer hours. It is a limited test designed to show whether evening access helps students complete research and get academic support without creating an open-ended expense.
- ② First, the pilot uses resources the school already has. Two staff members can rotate one evening duty each week, and the existing security desk remains staffed until 7:30 for activities. Second, the board can judge results with clear measures rather than promises. Students would sign in, and the library would track printer use, tutoring visits, and the number of research consultations. A brief survey at the end of each month would ask whether the hours fit students’ schedules. These details address the board’s likely concerns about staffing, safety, cost, and evidence.

- ③ Approval now would allow the six-month pilot to run from October through March, beginning when seniors prepare college and scholarship applications. The principal could report attendance and costs at the January board meeting as an interim check, then present a final review in March. The board could adjust the trial at the interim check and decide after the final review whether to continue the hours. This timeline prevents the program from becoming permanent without review. I therefore request a vote at the next meeting. By starting with two evenings, measuring use, and setting review dates, the board can support students while retaining control of public funds.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① How does paragraph 1 introduce the request in a way that suits the school board audience?

- ② How does the “First” and “Second” sequence in paragraph 2 make the proposal more effective for its audience?

- ③ How do the January interim check and March final review help the proposal serve its decision-making audience?

- ④ Which paragraph most directly addresses the board’s operational concerns, and what two concerns does it address?

3 YOUR TURN

Your own words

Write a three-paragraph proposal totaling 90–120 words to a school decision-maker requesting one practical change. Paragraph 1 states a need and request; paragraph 2 addresses feasibility or evidence; paragraph 3 gives a specific action and review timeline. Your school situation may be invented. Use actual paragraph breaks.

Paragraph 1: Need and request

Address a decision-maker and explain what change you want and why it matters. The total for all three paragraphs is 90–120 words.

Paragraph 2: Feasibility or evidence

Address the audience's practical concerns. Distinguish a planned check from a fact already established.

Paragraph 3: Action and review

Request a specific next action and state when and how the result should be reviewed.

PART 1 • READ AND MARK

Read the fictional proposal. Beside each numbered paragraph, write a two- or three-word label naming its job. Circle two details chosen to address the school board's concerns, then evaluate how the order helps that audience decide. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 1 introduce the request in a way that suits the school board audience?	It directly asks the board to approve a six-month pilot and frames the plan as limited rather than an open-ended expense.
2	How does the "First" and "Second" sequence in paragraph 2 make the proposal more effective for its audience?	It first shows that the plan can use existing resources, then provides measurable results, addressing feasibility before evidence.
3	How do the January interim check and March final review help the proposal serve its decision-making audience?	They give the board an early chance to adjust the six-month trial and a final point to decide whether the hours should continue, using attendance and cost evidence.
4	Which paragraph most directly addresses the board's operational concerns, and what two concerns does it address?	Paragraph 2. It addresses staffing, safety, cost, and evidence, including any two of these concerns.

PART 3 · YOUR TURN (SAMPLE ANSWER)

To the principal: please consider a refillable-water station beside the gym. Students in physical education need water between classes, but the nearest fountain is across the building. A closer station could make reusable bottles more practical.

Before installation, the facilities manager should check plumbing access and obtain two cost estimates. Those checks would establish feasibility rather than assume it. A pilot could track maintenance requests and collect monthly user feedback.

Please place the proposal on the next facilities agenda. If the checks support installation, begin a one-semester pilot in January and review costs, reliability and feedback in May before deciding whether to continue.

Accept equivalent accounts of each source paragraph's function when linked to audience and purpose. October through March is a six-month trial; January is explicitly an interim check, not its completion. The open model has three visibly separated paragraphs totaling 90–120 words, with need/request, feasibility/evidence and action/review in order. Its plumbing check is proposed rather than asserted as already established. The student may invent a school situation but should explain how structure helps a decision-maker. Do not accept a single paragraph merely because it contains three topics.