

A Proposal That Works

Read how a writer uses reasons and evidence to guide a school decision.

4.P.EICC.2.e "Consume and produce texts in order to solve problems or influence decisions. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle the writer's main request, underline facts or observations that support it, and number the reasons the change would help. These details show how the writer tries to influence a decision.

A Cooler Recess Spot

Our school could add a small shaded seating area near the playground. At recess, some students sit on the hot sidewalk because the benches fill quickly. A shade sail and two benches would give more students a cool place to read, talk, or rest. The area could be placed beside the fence, where it would not block games or walking paths.

Last month, the student council counted the seats during five recesses. Every seat was taken on four days, and 18 students stood or sat on the ground each time. The council also asked the custodian about care. He said the grounds crew could empty a nearby trash can during its usual rounds. This plan would not require a new daily job.

Principal Lee, please approve the shaded seating area before spring. The Student Council can use money from its school-improvement fund to buy the shade sail and benches. This change would help students who need a quiet, cooler spot at recess, while keeping the playground open for games. Please let the council present the final price and location at next week's meeting.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What decision does the writer want Principal Lee to make?

2 What two observations show that more seating is needed?

3 How does the writer answer a possible concern about caring for the new area?

4 Which reason explains how the plan would help students without taking away space for play?

3 YOUR TURN

Your own words

Write a three-paragraph proposal for a pretend school change. Address a decision-maker. Include a clear request, two reasons, one specific observation and an answer to a possible concern. Use the three spaces as one complete note.

1. Request

Name the decision-maker and state the change you want.

2. Reasons and evidence

Give two reasons the change helps and a specific observation from your pretend situation.

3. Concern and closing

Answer a possible concern and end with a clear request for action.

PART 1 • READ AND MARK

Circle the writer's main request, underline facts or observations that support it, and number the reasons the change would help. These details show how the writer tries to influence a decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What decision does the writer want Principal Lee to make?	Approve a shaded seating area near the playground before spring.
2	What two observations show that more seating is needed?	Seats were taken on four of five recess days, and 18 students stood or sat on the ground each time.
3	How does the writer answer a possible concern about caring for the new area?	The grounds crew could empty a nearby trash can during its usual rounds, so no new daily job is needed.
4	Which reason explains how the plan would help students without taking away space for play?	It would give students a quiet, cooler spot while keeping the playground open for games.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Ortiz, please add a shelf of board games to the library for rainy-day recess.

During last Thursday's indoor recess, 12 students in my class had no game to choose. Games would give students a calm activity and help them practice taking turns.

Games cost money, but families could donate ones they no longer use. Please consider adding this shelf before the next rainy season.

TEACHER ASSESSMENT NOTES

The source proposal and teacher model are fictional school examples. Accept equivalent passage answers supported by the text. The student writes one complete note in three paragraphs, including all requested persuasive parts. The middle model paragraph gives an observation and two reasons; the final paragraph answers the cost concern and closes with a request. Different pretend changes and observations are welcome. If adapting this task to a real proposal, students must use real observations rather than present invented counts as facts. Assess persuasive content and organization without a rigid word limit.