

Make the Case

Study how a writer organizes a clear request for a decision-maker.

10.W.2.A.ii “Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Introducing and developing central idea(s)...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In this fictional proposal, underline the central idea. Beside paragraph 1 write Request, beside paragraph 2 write Support, and beside paragraph 3 write Process and next step. Underline a sentence in each paragraph that connects to the central idea.

A Bike-Repair Station Proposal

- ① Dear Principal Alvarez, Our school should create a small bike-repair station beside the west entrance. I am writing because students who bike to school sometimes arrive with flat tires, loose chains, or brakes that need quick attention. A station with a pump, basic tools, and a posted safety guide would help riders solve minor problems before class. It would also show that the school supports safe, affordable transportation. I know you must consider cost and supervision, so I have included a practical plan that addresses both concerns.
- ② First, the station would meet a clear need. During a five-day count at the bike racks, I recorded 38 bicycles, and six riders said they had walked a damaged bike home this semester. Second, the cost can remain limited. A local cycling shop has offered to donate used hand tools, while the student council could fund a weatherproof pump and metal tool cabinet. The cabinet could be locked, and the front-office staff could check out a key during the school day. These details make the project safer and more manageable than leaving tools outside.
- ③ To prepare this proposal, I first listed the concerns a principal might have, then grouped my ideas into need, cost, and safety. In an early draft, I placed the donation information before explaining the problem, but that order made the request less clear. I revised the draft so the evidence of need comes first and the solution follows. Finally, I checked that each paragraph supports the same central idea and corrected spelling and punctuation. Please consider approving a one-month trial of the station, followed by a review of its use and maintenance.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the intended audience, and what does the writer want that audience to do?

2 What is the central idea of the proposal?

3 What three concerns does paragraph 2 address, and in what order?

4 What revision did the writer make to improve the draft, and why did it make the proposal clearer?

3 YOUR TURN Your own words

Choose a school improvement. Plan a one-sentence central idea and three-part outline. Draft a three-paragraph email to a specific school audience asking for action. Revise for unity; edit spelling and punctuation. For invented details, write Imagined scenario above the draft.

1. Central idea and outline

Name the audience, write your one-sentence central idea, and outline the role of each of three paragraphs.

2. Draft and improve the email

Include an appropriate greeting and request. Use three paragraphs separated by blank lines; connect every paragraph to the central idea. Revise directly on your draft and edit spelling and punctuation. A second full copy is not required.

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.

PART 1 • READ AND MARK

In this fictional proposal, underline the central idea. Beside paragraph 1 write Request, beside paragraph 2 write Support, and beside paragraph 3 write Process and next step. Underline a sentence in each paragraph that connects to the central idea. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the intended audience, and what does the writer want that audience to do?	The audience is Principal Alvarez. The writer wants the principal to approve a one-month trial of a bike-repair station.
2	What is the central idea of the proposal?	The school should create a small bike-repair station beside the west entrance.
3	What three concerns does paragraph 2 address, and in what order?	It addresses need first, cost second, and safety last.
4	What revision did the writer make to improve the draft, and why did it make the proposal clearer?	The writer moved the donation information after the explanation of the problem. This puts evidence of need before the solution, creating a clearer logical sequence.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Scenario: Imagined scenario: all local observations below are invented for this writing example.

Plan: Audience: Principal Chen. Central idea: Our school should install a water-refill station near the gym. Outline: 1, explain the need; 2, benefits and cost planning; 3, request a feasibility study.

Revised draft: Dear Principal Chen, our school should install a water-refill station near the gym. Students leave practices thirsty, and the nearest fountain is often crowded. A station would give athletes and activity groups another place to fill reusable bottles.

Students who refill bottles could use fewer disposable containers. Before choosing equipment, the school should compare prices and maintenance needs. Staff would need a cleaning schedule and a way to report problems, so the station remains useful after installation.

Please ask the facilities team to study possible locations and costs this semester. That information would help the school decide whether a station fits its budget before next year's sports season. Thank you for considering this request.

Review note: I placed the need before the cost discussion so the email explains why the project matters. I checked paragraph focus, sentence endings and the apostrophe in year's.

Local school situations and sample observations are invented classroom examples. Label imagined observations; do not present them as collected research. Accept equivalent passage answers. Require the central idea and three-part outline, followed by a three-paragraph email with a specific audience/action and a unified sequence. Students may revise directly on the draft; look for purposeful corrections and edited conventions.