Proposal With Purpose

Trace how a speaker builds a clear, evidence-based proposal.

9-10SL4 "Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's main claim, circle each specific piece of evidence, and put a star beside the response to a concern. These marks show how the proposal is organized to persuade the school board.

A Practical Cover

1. Members of the school board, our campus should install a covered bike rack beside the main entrance. The current rack holds bicycles, but it leaves riders and equipment exposed to rain. A roofed rack would make cycling to school more practical in wet weather and would show that the school supports students who choose an active way to travel. I am not asking for a large construction project. I am proposing a simple metal canopy over the rack we already use, with a clear path to the doors.

2. During the first two weeks of April, I counted the bicycles at the rack before first period. On four rainy mornings, an average of six bikes were parked there, compared with an average of fifteen on four dry mornings. This count does not prove that rain is the only reason students avoid biking, but it shows that weather may affect the rack's use. I also spoke with eight student riders. Five said they had arrived with wet seats or backpacks after leaving their bikes outside during rain. These observations support a practical solution, not a guess.

3. Some people may worry about cost or about blocking the entrance. Those concerns deserve a careful response. The school could request price estimates for a small canopy before choosing a design, and the canopy could be placed behind the existing rack, away from the walking route. Because the project uses the current location, it would not require a new parking area. A covered rack is a limited improvement with a clear purpose: it protects parked bicycles from rain and may help more students view biking as a reliable option. I ask the board to explore this proposal.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the speaker's central claim?

2. Identify two specific pieces of evidence the speaker uses to show that rain affects bike-rack use.

3. Why does the speaker say that the bike count does not prove rain is the only reason students avoid biking?

4. How does the third paragraph respond logically to concerns about cost and blocking the entrance?

3 YOUR TURN

Your own words

Write a 90-110-word proposal to your principal for a different modest campus improvement. State a clear claim, use two specific pieces of relevant evidence, and respond to one reasonable concern in a formal tone. Then present the proposal aloud to a partner acting as the principal. Ask the listener to identify your claim, evidence and response to the concern, and comment on clarity, organization and audience fit. Record feedback separately and revise or clarify an unclear point. Use honest observations or checked evidence for real claims; teacher support is welcome.

ANSWER KEY

Proposal With Purpose

HIGH SCHOOL · 9-10SL4

PART 1 · READ AND MARK

Underline the speaker's main claim, circle each specific piece of evidence, and put a star beside the response to a concern. These marks show how the proposal is organized to persuade the school board. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's central claim?	**The school should install a covered bike rack beside the main entrance.**
2	Identify two specific pieces of evidence the speaker uses to show that rain affects bike-rack use.	**On rainy mornings, an average of six bikes were parked at the rack, compared with fifteen on dry mornings. Five of eight student riders said they had arrived with wet seats or backpacks after leaving bikes outside in rain.**
3	Why does the speaker say that the bike count does not prove rain is the only reason students avoid biking?	**The speaker acknowledges that other reasons may affect whether students bike. The count only shows that weather may affect the rack's use.**
4	How does the third paragraph respond logically to concerns about cost and blocking the entrance?	**It suggests requesting price estimates before selecting a design to address cost. It also suggests placing the canopy behind the existing rack, away from the walking route, to avoid blocking the entrance.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Lee, the library should add four quiet study tables near the back wall. At lunch, I observed every existing table filled on three days, and several students worked on the floor. In a survey of twenty students in my English class, sixteen said they sometimes leave the library because they cannot find a workspace. More tables would give students a place to read, write, and meet briefly without using hallway floors. Although the library has limited space, the tables could replace two unused display shelves near the back. This small change would make the library more useful during busy periods.

Accept equivalent wording for Questions 1-4 when it accurately identifies the claim, evidence, limitation, and responses to concerns. For Your Turn, accept proposals that are 90-110 words and include a clear claim, two relevant specific details, and a logical response to a concern. Observe actual presentation to the audience role, checking clear, concise, logical development and appropriate style, plus the listener's evidence check. A written proposal alone is insufficient. The sample school observations and survey are fictional model evidence, not facts about the learner's school. Keep the 90–110-word range for the proposal; feedback is separate.