Make Your Case

Read a proposal shaped for its purpose and audience.

9-10.W.4 "Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience. (Grade-band specific expectations for writing types are defined in standards 1–3 above.)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's request, number two practical details that support it, and circle one phrase that keeps the tone respectful toward the principal.

A Quieter Start

1. Dear Principal Rivera, the ten minutes before first bell can be the loudest part of my day. Students who arrive early often wait in the crowded main hallway, where it is difficult to review notes or finish a conversation with a teacher. I am writing to request a four-week trial of a quiet study space in Room 104 from 7:35 to 7:55 a.m. This would give students a calm place to sit, think clearly, and prepare for class without asking the whole school to change its morning routine.

2. The trial could begin with two mornings each week, so the school can see whether students use the room before committing to a daily schedule. Students would sign in, silence their phones, and use the time for reading, homework, or planning. If a staff member is already assigned morning hallway duty near Room 104, perhaps that person could supervise the room instead, if the duty schedule allows it. I realize supervision cannot simply be added to someone's workload. A small, limited trial would let you check the staffing and demand before making a longer commitment.

3. At the end of four weeks, the sign-in sheet could show how many students attended, while a brief question on the school website could gather their feedback. You could also ask the supervising staff member whether the space stayed quiet and manageable. If the trial creates extra work or attracts few students, it could end without disrupting other programs. If it helps, the school could consider another month or an additional morning. Would you be willing to discuss a possible schedule with the staff who manage morning supervision? Thank you for considering a practical way to help students start the day ready to learn.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the intended audience, and what action does the writer want that person to consider?

2. How does the hallway description help the writer make the request?

3. Why does the writer explain how the trial could be evaluated before asking to discuss a schedule?

4. Choose one phrase that shows respect for the principal's responsibilities. Explain how its tone fits this audience.

3 YOUR TURN

Your own words

Write one paragraph to ninth-grade classmates proposing a specific way to reduce lunchtime food waste. Make a clear request, include two workable details, address one likely concern, and use a tone that fits your peers.

Make Your Case

PART 1 · READ AND MARK

Underline the writer's request, number two practical details that support it, and circle one phrase that keeps the tone respectful toward the principal. 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 action does the writer want that person to consider?	**The audience is Principal Rivera. The writer wants the principal to consider a four-week trial of a quiet morning study space in Room 104.**
2	How does the hallway description help the writer make the request?	**It shows why students need another place to prepare for class: the crowded hallway makes quiet work difficult.**
3	Why does the writer explain how the trial could be evaluated before asking to discuss a schedule?	**The evaluation plan shows that the proposal is limited and can be judged before the school makes a longer commitment. That makes the final request more practical.**
4	Choose one phrase that shows respect for the principal's responsibilities. Explain how its tone fits this audience.	**"I realize supervision cannot simply be added to someone's workload" acknowledges a staffing concern rather than assuming the principal can make an easy change.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Ever notice how many unopened snacks end up in the lunch trash? Let's ask the cafeteria to try a share shelf for unopened, shelf-stable food, if school rules allow it. We could put a labeled bin near the lunch exit and post a list of foods the school permits. Student volunteers could check the bin after lunch and take approved items to a collection point chosen by the cafeteria. Worried it might get messy? Keeping liquids and opened food out would make sorting easier. Ask the student council to explore the idea this week so useful food gets another chance.

For the marking task, accept either operational details or evaluation details as support for the request. In Part 3, accept different feasible proposals if the paragraph has a clear request, two relevant details, an addressed concern, and a peer-appropriate tone.