

From Need to Action

Trace how a proposal builds a focused case for a decision.

11.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: Organizing claims, counterclaims..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the main claim, circle each evidence detail, and label the counterclaim C and its response R. Your marks should show how the proposal develops one focused request.

Proposal for an Outdoor Study Area

- ① Our school should create a shaded outdoor study area beside the library before next spring. At lunch, the library's tables are often full, while the paved space outside remains mostly empty because it has no shade or seating. A covered area with durable tables would give students a quiet place to read, meet with tutors, or finish assignments. This proposal asks the council to approve a small project that turns an overlooked space into a useful academic resource without requiring construction of a new building.
- ② Student surveys can guide the design. In a poll of 214 juniors and seniors conducted by the student council in October, 163 respondents said they would use outdoor seating at least weekly if shade were available. The project can also support tutoring, since peer tutors currently compete for library tables after school. Some council members may worry that the area would become noisy or costly to maintain. However, locating it beside the library, posting quiet-use expectations, and choosing metal tables bolted to the pavement would limit both problems.
- ③ Approval this winter would allow the facilities team to install the shade structure during the February break, when the area is less busy. The student council could raise part of the cost through its winter book drive and report progress at monthly council meetings. I ask the Site Council to vote on a design limit of \$8,000 and authorize facilities staff to request three bids. A clear decision now would let students use the space when warmer weather returns and would make the library's learning environment extend beyond its walls.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the proposal's audience, and what action does the writer want that audience to take?

2 Identify two evidence details that support the claim in paragraph 2. Explain how each detail supports the project.

3 What counterclaim does the writer address, and how does the writer respond to it?

4 Why does paragraph 3 come after the evidence and counterclaim response? Cite two details that make the proposal's request practical.

3 YOUR TURN Your own words

Write a three-paragraph proposal of 130 to 160 words to your school transportation director advocating one change to arrival or dismissal. State a claim, use two specific pieces of evidence, address one reasonable counterclaim, and end with a practical request.

PART 1 • READ AND MARK

Underline the main claim, circle each evidence detail, and label the counterclaim C and its response R. Your marks should show how the proposal develops one focused request. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the proposal's audience, and what action does the writer want that audience to take?	The audience is the School Site Council, and the writer wants it to approve the outdoor study area project, set an \$8,000 design limit, and authorize staff to request three bids.
2	Identify two evidence details that support the claim in paragraph 2. Explain how each detail supports the project.	The poll shows that 163 of 214 surveyed students would use shaded outdoor seating weekly, showing likely demand. Peer tutors compete for library tables, showing that students need additional study space.
3	What counterclaim does the writer address, and how does the writer respond to it?	The writer addresses concerns that the area could be noisy or expensive to maintain. The response proposes a library-side location, quiet-use expectations, and durable metal tables bolted to the pavement.
4	Why does paragraph 3 come after the evidence and counterclaim response? Cite two details that make the proposal's request practical.	After establishing the need and addressing concerns, paragraph 3 explains how the project could happen. It gives a February installation time, a possible fundraising source, an \$8,000 limit, and a plan to request three bids.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Director Chen, our school should open the east gate for walkers and cyclists for twenty minutes after dismissal. A five-day count by the environmental club found that 96 students leave through the crowded main gate each afternoon, even though the east path leads directly to the crosswalk. Opening that gate would spread foot traffic and shorten the line near buses. Some staff may worry that a second exit would require more supervision. Yet the gate is beside the security office, and one rotating staff member could monitor it during the same twenty-minute period. The school already assigns teachers to the main gate then. Please approve a two-week trial beginning in April. The club can count students at both gates and collect reports about bus delays. If the trial reduces crowding without safety problems, the school can add the east-gate duty to next year's dismissal schedule.

Accept equivalent descriptions of the audience, claim, evidence, counterclaim, and response when they are supported by the passage. For the open response, accept varied school transportation proposals that maintain a logical sequence from claim and evidence to counterclaim, response, and practical request.