

Build the Case

Trace how a proposal connects evidence to a request.

9.W.2.A.iii “Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: Using transitions, precise vocabulary...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the transition words or phrases, then write C beside the main claim, E beside each piece of evidence, and R beside the final recommendation to see how the writer builds a case for the board.

A Better Bus Loop

- ① To the Riverton School Board, I urge you to fund a shaded seating area beside the east bus loop. This project would serve students who wait outside during dismissal, especially when buses arrive at different times. Currently, many students stand along a narrow strip of pavement with no shelter from sun or rain. A covered area with benches would create a safer, calmer place to wait. Because the board decides how facilities funds are spent, this proposal focuses on a practical improvement the district can complete before next fall.
- ② First, a one-week observation shows why the space is needed. During five dismissal periods, the student council counted 46 to 61 students waiting near the east loop each day. On two rainy afternoons, several students squeezed beneath the small entrance awning, while others remained exposed. These counts do not prove that every student needs a seat. However, they show that the current waiting area cannot comfortably hold the group. In addition, benches would give students with heavy backpacks or temporary injuries a stable place to rest. The proposed shelter addresses both crowding and weather.
- ③ Some may argue that a shelter would cost too much or require space needed for buses. Yet the project can remain modest: the district could install a roofed structure along the existing fence, away from traffic lanes, and use durable metal benches. Before approving a final design, staff should confirm sightlines and drainage. Therefore, I ask the board to request a cost estimate and include the project in its next facilities discussion. A small, well-placed shelter will not solve every dismissal problem. Nevertheless, it will give waiting students a defined space and show that the district has responded to clear evidence.

2 ANSWER WITH EVIDENCE _____ Use the passage

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

2 How does the sentence beginning with "Because the board decides" help the writer match the proposal to the audience?

3 Identify one numerical piece of evidence from paragraph 2. What claim does it support?

4 How do "However" in paragraph 2 and "Therefore" in paragraph 3 help organize the proposal?

3 YOUR TURN _____ Your own words

Choose a school improvement other than the bus-loop shelter. Make a brief plan naming your audience, claim, and two supporting details, then write a revised 90-110 word proposal paragraph that uses at least two transitions, precise vocabulary, and different sentence lengths.

PART 1 • READ AND MARK

Underline the transition words or phrases, then write C beside the main claim, E beside each piece of evidence, and R beside the final recommendation to see how the writer builds a case for the board. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the audience, and what action does the writer want that audience to take?	The audience is the Riverton School Board, and the writer wants it to fund a shaded seating area beside the east bus loop.
2	How does the sentence beginning with “Because the board decides” help the writer match the proposal to the audience?	It explains that the board controls facilities funding, so the proposal focuses on a practical project the district can complete.
3	Identify one numerical piece of evidence from paragraph 2. What claim does it support?	The student council counted 46 to 61 students waiting near the east loop each day. This supports the claim that the current waiting area is crowded and needs improvement.
4	How do “However” in paragraph 2 and “Therefore” in paragraph 3 help organize the proposal?	“However” acknowledges that the counts do not prove every student needs a seat, then shows the area still cannot hold the group. “Therefore” moves from the reasons to the writer’s request for a cost estimate and discussion.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Audience: Principal Chen. Claim: Add a bottle-filling station near the gym. Details: The current fountain has slow flow, and athletes need water after practice. Draft: Principal Chen, please approve a bottle-filling station outside the gym. After practice, athletes and PE classes often crowd around the single drinking fountain. Its slow flow creates a line that can last through the passing period. In addition, students carrying reusable bottles cannot fill them quickly before heading to class. A filtered station would reduce the bottleneck and give students reliable access to water. Although installation has a cost, placing the unit beside existing plumbing could limit construction. Therefore, include this practical upgrade in the next building-maintenance plan for students and staff.

Accept equivalent explanations that accurately connect the passage’s evidence, transitions, audience, and recommendation. For the open task, accept varied school improvements if the plan and final paragraph have a clear audience, claim, supporting details, cohesive transitions, precise vocabulary, and sentence variety.