

Voices Build Change

Trace how speakers use evidence and audience needs to extend a conversation.

10.P.EICC.2 “Engagement & Intention: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each sentence in which a speaker responds to another person’s concern, circle each reference to a source or observation, and number the moments where a speaker turns those ideas into a next step.

A Conversation About Bus Stops

- ① At a model town library forum, tenth grader Maya addressed the transit board about uncovered bus stops. “I know the board must balance many needs,” she said, “but students wait in rain and summer heat.” Maya held up the district’s 2025 travel survey, which reported that 38 percent of high school riders walked or took buses to school. She then connected that number to a photo essay made by her journalism class. “These images show where people stand beside busy roads,” Maya explained. “Could the board study shelters at the three stops students use most?”
- ② Board member Luis Chen answered Maya rather than simply thanking her. “Your survey figure shows why this issue reaches beyond one class,” he said. “The photo essay also helps us see conditions that a chart cannot show.” He added a connection to the board’s current capital plan, a public document that lists sidewalk repairs but no new shelters for the coming year. “Before we change that plan,” Chen said, “we need stop-by-stop ridership counts and comments from riders who use wheelchairs, strollers, or mobility aids.” He invited Maya’s class to collect comments at different times of day.
- ③ Maya’s class accepted the invitation, but their follow-up message also set limits on their role. “We can gather rider comments, not promise a particular decision,” the students wrote. They quoted Chen’s request for varied access needs and added a link to the capital plan so readers could check its timeline. Next, they connected the local project to an article about how public meetings can exclude people who cannot attend. They offered paper comment cards at the library and an online form. By addressing the board’s evidence request while widening the audience, the students turned a speech into an ongoing exchange.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Maya shape her opening comments for the transit board as her audience?

2 How do the travel survey and the photo essay serve different purposes in Maya's message?

3 What concern does Chen raise, and how does Maya's class respond to it in its follow-up message?

4 How does the article about public meetings change the class's plan for sharing comments?

3 YOUR TURN _____ Your own words

Write a 120-150-word exchange between a student and a decision-maker about a school or community issue. Include one connection to a text or data source and one connection to a perspective or need beyond the immediate group, have one speaker respond directly to the other, and propose a next step.

PART 1 • READ AND MARK

Underline each sentence in which a speaker responds to another person's concern, circle each reference to a source or observation, and number the moments where a speaker turns those ideas into a next step. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Maya shape her opening comments for the transit board as her audience?	She recognizes that the board must balance many needs, then uses survey data, a photo essay, and a specific request for a shelter study.
2	How do the travel survey and the photo essay serve different purposes in Maya's message?	The survey shows how many high school riders walk or take buses, while the photo essay shows the conditions people face at bus stops.
3	What concern does Chen raise, and how does Maya's class respond to it in its follow-up message?	Chen asks for ridership counts and comments from riders with varied access needs. The class plans to gather rider comments and quotes his request in its message.
4	How does the article about public meetings change the class's plan for sharing comments?	It leads the class to widen access by offering paper comment cards at the library and an online form for people who cannot attend a meeting.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Student: The cafeteria should add a clearly labeled compost bin. Our school's waste audit says food scraps fill several trash bags after lunch, so this is not only a concern for the environmental club. Could the facilities team test one bin near the tray return?

Facilities Director: Your audit gives us a reason to examine the idea, but I also need to know whether students can sort waste correctly during a crowded lunch period. What evidence could address that concern? Student: We can observe the bin for one week and ask custodians which items are misplaced. I also read a city guide explaining that signs with pictures help people who are still learning English. We will make picture labels and invite cafeteria staff to review them before the team decides whether to expand the program.

Accept answers that identify specific evidence, audience concerns, and connections among the survey, photo essay, capital plan, or article. For Part 3, accept varied issues and sources if the exchange includes a direct response, a connection beyond the immediate group, and a realistic next step.