Write for the Room

Notice how a writer shapes a proposal for decision-makers and affected riders.

11.P.AC.2 "Writing like a Reader: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three details that show what the writer thinks Transit Board members need to consider, and circle three details that show what Route 14 riders experience. These choices reveal how the writer shapes the proposal for its audience and purpose.

A Later Ride for Route 14

1. Transit Board Members, when Route 14 ends at 9:15 p.m., the platform does not empty. It becomes a row of people checking phones, weighing expensive rideshares, and watching the clock before a midnight shift. At last Thursday's meeting, you asked for evidence before extending service. I am writing as a hospital food-service worker who uses this route four nights a week, and as someone who has tracked what happens after the final bus leaves for the past three months. Those notes show a predictable, preventable gap for workers.

2. My log records 46 riders left behind during twelve late shifts, including nursing assistants, grocery clerks, and students leaving evening labs. This is not a survey of every passenger, but it shows a pattern worth testing. A 10:15 p.m. trip would connect with the hospital's shift change and the last eastbound train. Rather than add buses all evening, the board could pilot one later trip for eight weeks, publish ridership results, and compare its cost with existing demand-response rides that are often arranged after a rider is stranded.

3. Please place this proposal on next month's agenda and invite Route 14 riders to speak before the vote. Board members must balance a limited budget, so I have offered a small, measurable step instead of a promise that ignores cost. For riders, one dependable connection can mean arriving at work rested, avoiding a long walk, or getting home safely. The pilot gives you data, while giving the people already waiting at 9:15 a practical chance to be counted and heard in the decision before service changes.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer's primary audience? Give two details from paragraph 1 that show the writer is addressing that audience.

2. How does paragraph 2 make the proposal more useful to Transit Board members than a paragraph made only of personal complaints would be?

3. Which sentence in paragraph 3 acknowledges a likely concern of the board, and what concern does it address?

4. How does the final sentence appeal to both the board and Route 14 riders?

3 YOUR TURN

Your own words

Write a 90-110-word proposal to your principal asking for later library hours during final-exam weeks. Include one specific concern your principal may have, one concrete detail about students' experience, and one realistic action the school could test.

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PART 1 · READ AND MARK

Underline three details that show what the writer thinks Transit Board members need to consider, and circle three details that show what Route 14 riders experience. These choices reveal how the writer shapes the proposal for its audience and purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the writer's primary audience? Give two details from paragraph 1 that show the writer is addressing that audience.	**The primary audience is the Transit Board. The direct address, "Transit Board Members," and the reference to the board asking for evidence at last Thursday's meeting show this.**
2	How does paragraph 2 make the proposal more useful to Transit Board members than a paragraph made only of personal complaints would be?	**It provides limited evidence from a rider log, admits the log is not a full survey, and proposes an eight-week pilot with ridership and cost results.**
3	Which sentence in paragraph 3 acknowledges a likely concern of the board, and what concern does it address?	**"Board members must balance a limited budget, so I have offered a small, measurable step instead of a promise that ignores cost." It addresses the board's budget responsibility.**
4	How does the final sentence appeal to both the board and Route 14 riders?	**It offers the board data from the pilot and offers riders a chance to be counted and heard before service changes.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Alvarez, during the two weeks before final exams, the library closes at 4:00 p.m., just as many students finish sports practices, jobs, or bus rides home. Extending library hours until 6:00 p.m. on four study days would give students a quiet place to use databases, meet with classmates, and ask the librarian for research help. I know staffing and security matter, so the school could begin with Tuesdays and Thursdays, require students to sign in, and review attendance after the first week. This limited trial would show whether later hours serve enough students to justify continuing them.

Accept answers that identify specific audience-aware craft choices and explain their effect using evidence from the passage. For the writing task, accept varied proposals if they meet the word count and clearly adapt details, tone, and actions to the principal's perspective.