

Writing Into Dialogue

Trace how a writer connects evidence, texts, and a public audience.

11.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 two places where the writer responds to the library board's needs or concerns. Circle each connection to another text, source, or larger civic issue, then number the circles in the order they appear.

A Collection That Invites Conversation

- ① To the Riverton Library Board, I support using part of next year's youth budget for a graphic-novel and manga collection chosen with teens. In our student survey, 68 of 90 respondents said they visit the library after school, but many wrote that they cannot find books that match their interests. Those comments matter because the library serves readers, not just catalog categories. I am not asking the board to replace classic literature. I am asking it to add formats that invite more students into sustained reading and discussion.
- ② Some board members may worry that popular series will crowd out challenging books. That concern deserves an answer. In Gene Luen Yang's *American Born Chinese*, shifting art styles help readers trace identity, stereotype, and belonging, subjects that also appear in novels taught in English classes. The format does not make the ideas simple. During our book-club meeting, Jordan compared a panel from Yang's book with a scene from *The House on Mango Street*, noticing how both use images of home to show exclusion. A collection can create such cross-text conversations.
- ③ Riverton can begin with a small, accountable step: reserve funds for fifty teen-selected titles, then ask participants to review the choices at a public meeting six months later. This plan answers the survey's request while giving the board evidence for its next decision. It also connects the library to a wider civic question, who gets to shape public spaces and whose reading experiences count. Board members, please treat teen readers as partners in that question. Approve the pilot, publish the list of titles, and invite us to explain what each book opens up for our community.

2 ANSWER WITH EVIDENCE _____ Use the passage

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

2 How does the writer use the student survey to make a connection with the audience's responsibilities?

3 What concern does the writer acknowledge in paragraph 2, and how does the writer answer it?

4 Explain how the final paragraph connects the library proposal to an issue beyond the collection itself.

3 YOUR TURN _____ Your own words

Write a 120 to 150 word email to a school or community decision-maker proposing one change. Address the audience directly, connect your proposal to one text or source and one larger issue, and respond to one reasonable concern the audience may have.

PART 1 • READ AND MARK

Underline two places where the writer responds to the library board's needs or concerns. Circle each connection to another text, source, or larger civic issue, then number the circles in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the writer's audience, and what action does the writer want that audience to take?	The audience is the Riverton Library Board. The writer wants it to fund a teen-selected graphic-novel and manga collection, beginning with a pilot.
2	How does the writer use the student survey to make a connection with the audience's responsibilities?	The survey shows that many teen library users cannot find books matching their interests. The writer connects that evidence to the board's responsibility to serve readers.
3	What concern does the writer acknowledge in paragraph 2, and how does the writer answer it?	The writer acknowledges that popular series might crowd out challenging books. The writer answers by showing that <i>American Born Chinese</i> explores complex ideas and can support discussion with other literature.
4	Explain how the final paragraph connects the library proposal to an issue beyond the collection itself.	It connects the proposal to the civic issue of who gets to shape public spaces and whose reading experiences count.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Alvarez, I ask you to install a filtered water-refill station near the gym. During our environmental club's five-day waste audit, we counted 214 empty plastic bottles in the gym and cafeteria bins. That local evidence connects to the documentary *The Story of Plastic*, which shows that convenience can hide a product's long path after use. A refill station would not solve plastic waste alone, but it would give students a daily alternative. I understand that installation costs money and requires maintenance. Could the school compare prices, seek a community grant, and publish the estimate? This decision also concerns fairness: students should be able to refill a bottle without buying a drink. Please discuss a pilot station at the next student council meeting.

Accept equivalent explanations that identify the board as the audience, the collection pilot as the request, and the writer's intentional use of evidence and connections. For the open response, accept varied proposals if they meet the word count and clearly address an audience, source or text, broader issue, and likely concern.