# Whose Route Matters?

Read how audience and context shape a public position.

**12.P.ST.2.b** "Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the writer's claims about the Green Link. Circle words or phrases that reveal the writer's audience, role, or local context, then use your marks to explain the writer's point of view.

### Public Comment on the Green Link

1. Members of the Riverton City Council, I volunteer at the Eastside Library, two blocks from the abandoned freight corridor. Each afternoon, I watch students cross four lanes of traffic to reach the library, the recreation center, or the bus stop. The proposed Green Link would turn the corridor into a paved walking and biking route. I support the project because it would connect places young people already use, not because a trail would make our neighborhood fashionable. A safe route could give teenagers more independence and make short trips possible without asking an adult for a ride.

2. Still, approval should include protections that match Eastside residents' needs. The council should require lighting, snow removal, and entrances near the library and bus stop before celebrating ribbon cuttings. It should also publish a construction schedule in English, Spanish, and Somali, the languages many nearby families use. These requests are not attempts to delay the Green Link. They are conditions for making a public investment usable after dark, during winter, and by residents who may not attend council meetings. A project designed only around weekend visitors would repeat the neglect the Eastside has experienced for years.

3. Some speakers may argue that the city should spend every available dollar on roads instead. Their concern about limited funds is reasonable, especially while potholes damage buses and cars. Yet the Green Link is transportation infrastructure, not a decorative extra. It can reduce dangerous crossings and extend access to existing services. I ask the council to fund the route, then measure whether crossings become safer and whether library and recreation-center visits increase. By setting public goals and reporting the results, the council can show taxpayers that Eastside safety, rather than publicity, guided its decision.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer's likely audience? Identify two details that show the writer is addressing that audience.

2. State the writer's point of view on the Green Link. How does the phrase “not because a trail would make our neighborhood fashionable” clarify that view?

3. How does the writer's role and local context shape the requests in paragraph 2? Use two specific requests in your answer.

4. Why does the writer acknowledge concerns about road funding before arguing for the Green Link? Explain how this choice fits the audience.

## 3 YOUR TURN

Your own words

Write a 90 to 110 word public comment to a school board about turning an unused lawn into an outdoor classroom. Establish a clear point of view shaped by a specific role or local concern, include at least two relevant details, and acknowledge one reasonable concern before responding to it.

ANSWER KEY

# Whose Route Matters?

GRADE 12 · 12.P.ST.2.b

## PART 1 · READ AND MARK

Underline the writer's claims about the Green Link. Circle words or phrases that reveal the writer's audience, role, or local context, then use your marks to explain the writer's point of view. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Who is the writer's likely audience? Identify two details that show the writer is addressing that audience. | **The audience is the Riverton City Council. The writer directly addresses "Members of the Riverton City Council" and asks the council to require protections, publish information, fund the route, and report results.** |
| 2 | State the writer's point of view on the Green Link. How does the phrase "not because a trail would make our neighborhood fashionable" clarify that view? | **The writer supports the Green Link as safe, useful transportation for Eastside residents, especially young people. The phrase rejects image or trendiness as the reason for support.** |
| 3 | How does the writer's role and local context shape the requests in paragraph 2? Use two specific requests in your answer. | **As an Eastside Library volunteer who sees students crossing traffic, the writer focuses on everyday access and safety. The requests for lighting, snow removal, entrances near the library and bus stop, and multilingual schedules reflect nearby residents' needs.** |
| 4 | Why does the writer acknowledge concerns about road funding before arguing for the Green Link? Explain how this choice fits the audience. | **The writer recognizes taxpayers' and council members' concerns about limited money, then argues that the Green Link is transportation infrastructure. This makes the position sound practical and accountable to public spending concerns.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Members of the Harbor School Board, I supervise the cafeteria garden, where students now crowd around three raised beds during science classes. I support using the unused south lawn for an outdoor classroom, but only if the plan includes shade and wheelchair-accessible paths. Families are right to ask about maintenance costs. Still, a covered teaching area would let classes collect weather data, test soil, and eat outdoors without crossing the busy parking lot. Publish the maintenance budget and reserve volunteer days for families. Those steps would make this a working learning space, not a photo opportunity.

Accept equivalent statements of the writer's audience, perspective, and purpose when supported by passage details. For the open response, look for a distinct perspective connected to role, audience, and context, rather than a general opinion alone.