Words With Wheels

See how a writer blends details, facts, and appeals to move an audience.

6.P.AC.2.a "Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one literary detail that creates a picture or feeling, circle one fact or explanation, and number two rhetorical moves, such as a direct request, a question, or an appeal to values. Use your marks to notice how the writer makes the message convincing.

A Safer Maple Street

(1) Each morning, a yellow river of umbrellas flows past Maple Street as students hurry toward Riverbend Middle School. Last October, I watched my little brother freeze at the corner while cars rushed through a long green light. He gripped my sleeve until the crossing guard raised a hand. No child should have to choose between arriving on time and feeling safe. The intersection needs a painted crosswalk, a shorter signal cycle, and signs that remind drivers to slow down.

(2) Maple Street carries buses, delivery vans, and hundreds of family cars during the school rush. Our student survey found that 68 of 90 walkers have seen a driver turn without stopping fully at the corner. A crosswalk gives walkers a clear place to cross, and a shorter signal cycle reduces the time they wait near traffic. These changes are practical. The city already schedules street work nearby this spring, so workers could add the paint and signs during that project.

(3) People who plan our streets can make this corner safer before another frightening morning occurs. Please place the crosswalk and signs on the spring work list, then adjust the signal before next school year. Imagine watching a child step off the curb as an engine roars closer. You have the power to replace that fear with a safe, visible path. We, the students and families who use Maple Street, are ready to help share the new safety rules.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer trying to influence? Give two clues from the passage that show this target audience.

2. What specific action does the writer want the audience to take?

3. Copy one literary detail from the passage. What picture or feeling does it create for the audience?

4. Choose one expository detail and one rhetorical move from the passage. Explain how the two choices work together to support the writer's request.

3 YOUR TURN

Your own words

Write one 65 to 85 word paragraph to your principal asking for one improvement at school. Include a literary detail, a fact or explanation, and two rhetorical choices, such as a direct request, a question, or an appeal to what students need.

ANSWER KEY

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GRADE 6 · 6.P.AC.2.a

PART 1 · READ AND MARK

Underline one literary detail that creates a picture or feeling, circle one fact or explanation, and number two rhetorical moves, such as a direct request, a question, or an appeal to values. Use your marks to notice how the writer makes the message convincing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the writer trying to influence? Give two clues from the passage that show this target audience.	**The writer is trying to influence city street planners or officials. Clues include "People who plan our streets," the request to add items to the spring work list, and "You have the power."**
2	What specific action does the writer want the audience to take?	**Add a painted crosswalk and signs at the intersection, and adjust the signal cycle before the next school year.**
3	Copy one literary detail from the passage. What picture or feeling does it create for the audience?	**Answers may include "a yellow river of umbrellas" or the image of the little brother freezing at the corner. These details create a vivid picture and make readers feel concern for children walking near traffic.**
4	Choose one expository detail and one rhetorical move from the passage. Explain how the two choices work together to support the writer's request.	**The survey result, "68 of 90 walkers," gives evidence that the problem is common. The direct request, "Please place the crosswalk and signs," tells officials exactly what to do, so the evidence supports a clear action.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Diaz, please add a water-bottle refill station near the gym. At lunch, the line at the single fountain curls like a snake, and students sometimes leave before filling their bottles. Drinking water helps the body regulate temperature, especially after exercise. Why should athletes begin class thirsty? A refill station would give students a quicker choice than buying disposable bottles. Put this improvement in next year's budget so our school can keep students ready to learn.

Accept target-audience answers that identify city officials, transportation planners, or people who make street-safety decisions. For the open response, look for a clear audience and purpose plus an integrated literary detail, an explanatory or factual detail, and at least two rhetorical choices.