The Quiet Corner Case

Use clues to identify a writer's purpose and judge how well the message works.

7.P.ST.2.a "Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or sentences that show who is speaking and who is being addressed. Circle details that reveal the writer's purpose or persuade the reader, then number three details that show the situation or context.

Proposal for a Library Quiet Corner

1 Dear Principal Rivera, Our Student Council is asking you to approve a pilot Quiet Corner in the library. During lunch, many students want a calm place to read, finish homework, or take a break from crowded spaces. In a February survey, 186 students responded, and 139 said they would use a quiet area at least once a week. We believe one unused study table could become a useful space without changing the library's main purpose for everyone.

2 To start, we need only a table sign, two desk lamps, and a simple set of rules. The council can create the sign and collect donated books, so the school would need to provide the lamps and allow the table to be used. We suggest testing the Quiet Corner for four weeks in April. Library staff could count visitors and note whether students follow the rules. At the end of the trial, you could decide whether to continue, revise, or remove the space.

3 We know that the library already serves classes and students who need computer access. For that reason, the Quiet Corner would use one table near the windows and would stay open only during lunch and after school. Its rules would ask students to use quiet voices, return materials, and leave seats for other readers. This small trial gives you a low-cost way to respond to student feedback while protecting the library's existing work. Please approve the April pilot at your next planning meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who wrote this proposal, and who is its intended audience? Use evidence from the passage.

2. What situation or context led the council to write this proposal? Give two details from the passage.

3. What is the council's main purpose? What specific action do they want Principal Rivera to take?

4. How well does the proposal achieve its purpose? Name two details that make it more convincing and explain why they help.

3 YOUR TURN

Your own words

Choose a small improvement for your school. Write a 70-90 word message to a specific school decision-maker that states what you want them to do, gives two details that fit the audience and situation, and addresses one concern the reader may have.

ANSWER KEY

The Quiet Corner Case

GRADE 7 · 7.P.ST.2.a

PART 1 · READ AND MARK

Underline words or sentences that show who is speaking and who is being addressed. Circle details that reveal the writer's purpose or persuade the reader, then number three details that show the situation or context. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who wrote this proposal, and who is its intended audience? Use evidence from the passage.	**The Student Council wrote it for Principal Rivera, shown by the greeting and the use of "Our Student Council."**
2	What situation or context led the council to write this proposal? Give two details from the passage.	**Students want a calm space during lunch, and 139 of 186 survey respondents said they would use one at least weekly. The council is also asking for a four-week April trial before a decision is made.**
3	What is the council's main purpose? What specific action do they want Principal Rivera to take?	**The council wants to persuade Principal Rivera to approve a four-week April pilot of a Quiet Corner in the library.**
4	How well does the proposal achieve its purpose? Name two details that make it more convincing and explain why they help.	**It is likely convincing because the survey provides evidence of student interest, and the low-cost four-week trial makes the request practical and less risky. The proposal also addresses concerns about classes and computer access.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Ms. Chen, our activities director, please add a late bus on Tuesdays for students who stay for clubs. Several clubs end at 4:15, but some students cannot attend because their families cannot pick them up. A bus with the usual after-school route could help students join robotics, art, and tutoring. I know transportation costs matter, so the school could first test the route for one month and count riders. Please discuss this idea with the transportation office.

Accept equivalent answers that identify the Student Council as the author, Principal Rivera as the audience, and approval of the April pilot as the purpose. For the open response, look for a clear decision-maker, a specific request, relevant support, and a response to a realistic concern.