Voices in the Rain

Track how experience shapes a public letter.

7.T.C.2 "Authors & Speakers: Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that explain what happened before or while the letter was written, and circle words or sentences that show the writer's viewpoint. These marks will help you see how circumstances and perspective shape the letter.

Letter About Route 6

(1) Last Thursday, I stood at the corner of Maple and Third for forty minutes, waiting for the bus that never came. Heavy rain had flooded the road near Pine Creek, so Route 6 was canceled without a notice at our stop. I arrived late to school, dripping wet and carrying a science project with a cracked model. As a seventh grader who rides the bus every day, I see this problem differently from adults who can drive around the closure.

(2) When the transit agency announced the cancellation online, it told riders to "plan ahead." That phrase bothered me. Planning cannot stop rain or create a car for families like mine. My mother starts work before sunrise, and my older brother takes a different bus to his job. In this letter, I am not writing as a transit expert. I am writing as someone whose school day depends on a service that can disappear before the first bell.

(3) Because the flood closed the road, I understand that drivers could not safely use it. Still, the agency could have placed paper alerts at bus stops and sent a message to schools. I want readers to picture students waiting in the rain, not just numbers on a route map. I wrote this letter the same evening because the flooded street, my damaged project, and my late arrival were still fresh in my mind. Those events made my request urgent: give riders clear backup plans.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the writer's experience as a daily bus rider influence her view of the cancellation? Use one detail from the letter.

2. What circumstances led the writer to create this letter? Name two events or conditions from the passage.

3. Why does the phrase "plan ahead" bother the writer? What does her response reveal about her perspective?

4. How does writing the letter on the same evening affect the writer's tone and request?

3 YOUR TURN

Your own words

Write a 3-sentence message from the viewpoint of a student affected by a school change, such as a new cafeteria rule or a closed library. Include the circumstance, one detail that shows the student's perspective, and a request shaped by that experience.

ANSWER KEY

Voices in the Rain

GRADE 7 · 7.T.C.2

PART 1 · READ AND MARK

Underline details that explain what happened before or while the letter was written, and circle words or sentences that show the writer's viewpoint. These marks will help you see how circumstances and perspective shape the letter. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the writer's experience as a daily bus rider influence her view of the cancellation? Use one detail from the letter.	**She sees the cancellation as a serious problem because she depends on Route 6 to get to school and cannot simply drive around the closure.**
2	What circumstances led the writer to create this letter? Name two events or conditions from the passage.	**Heavy rain flooded the road, Route 6 was canceled without notice at the stop, and the writer arrived late with a damaged science project.**
3	Why does the phrase "plan ahead" bother the writer? What does her response reveal about her perspective?	**It bothers her because planning cannot stop rain or provide a car for her family. Her response shows the perspective of a student from a family that relies on buses.**
4	How does writing the letter on the same evening affect the writer's tone and request?	**The events are still fresh in her mind, so the letter sounds urgent and asks for clear backup plans for riders.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Yesterday, the library closed during lunch because the ceiling was being repaired, and I had nowhere quiet to finish my research notes. As a student who shares a crowded home with two younger cousins, I depend on the library for a calm place to work. Please open an empty classroom at lunch until repairs are complete.

Accept responses that connect the writer's personal situation to specific language, claims, tone, or requests in the letter. For Part 3, accept any realistic school circumstance if the student clearly shows how a viewpoint shapes the message.