

Voices Build Plans

Trace how an author connects evidence, readers, and community voices.

8.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 each phrase that connects one idea or source to another, and write 1, 2, or 3 beside it: 1 for a connection within Maya's proposal, 2 for a connection to another text or source, and 3 for a connection to a community voice or experience. These marks show how Maya writes and responds for different readers.

A Bus Plan Grows

- ① In the school newspaper, Maya published a column asking for a later activity bus. She opened with a scene from her own walk home after robotics practice, then connected that scene to a transportation survey completed by 146 students. "A ride should not depend on whether a family owns a car," she wrote. Maya included the number because readers might see her experience as only one student's problem. She ended by asking families, drivers, and students to share what happens after clubs end.
- ② The next day, the newspaper posted two responses. A bus driver explained that route changes require enough riders and staff time. A parent replied that the column reminded her of an article about students missing tutoring because they could not get home afterward. Instead of treating those comments as attacks, Maya quoted both ideas in a follow-up post. She wrote that the survey showed need, while the driver's response explained a limit. Then she asked readers to consider a trial route on the three busiest club days.
- ③ At the next student council meeting, Maya read the follow-up post aloud and invited the driver and parent to speak. Their conversation changed the proposal: students would sign up for a two-week trial, giving the transportation office a clearer rider count. Maya later linked the newspaper column, the survey, and the meeting notes in one online update. By showing where each idea came from, she helped different readers see how personal stories, research, and community voices could work together.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did Maya connect her personal experience to broader evidence, and why did she make that connection?

2 What connection did the parent make between Maya's column and another text?

3 How did Maya use the bus driver's response in her follow-up post?

4 How did the meeting conversation change the proposal, and what did Maya's online update help readers understand?

3 YOUR TURN _____ Your own words

Write a 6 to 8 sentence school-news update about a change students want. Name your audience, connect a personal observation to a source such as a survey, article, or interview, include a response from another community member, and explain how that response changes or improves the idea.

PART 1 • READ AND MARK

Underline each phrase that connects one idea or source to another, and write 1, 2, or 3 beside it: 1 for a connection within Maya's proposal, 2 for a connection to another text or source, and 3 for a connection to a community voice or experience. These marks show how Maya writes and responds for different readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did Maya connect her personal experience to broader evidence, and why did she make that connection?	She connected her walk home after robotics practice to the survey of 146 students to show that transportation was not only her personal problem.
2	What connection did the parent make between Maya's column and another text?	The parent connected the column to an article about students missing tutoring because they could not get home afterward.
3	How did Maya use the bus driver's response in her follow-up post?	She used it to explain that a route change needs enough riders and staff time, then proposed a trial route on the three busiest club days.
4	How did the meeting conversation change the proposal, and what did Maya's online update help readers understand?	The proposal became a two-week sign-up trial to give the transportation office a clearer rider count. The update showed how the column, survey, and meeting notes contributed to the plan.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To students and families, I am writing about adding water refill stations near the gym. After volleyball practice, I watched students wait in line at one fountain, which made me think about our health class article on drinking water during exercise. In a poll of 82 students, 61 said they refill bottles after sports. Coach Reed responded that a new station would need regular cleaning, not just installation. Her point changed our request: we now propose a station near the gym and a rotating student team to report problems. This plan connects what students experience, what we learned in class, and the staff member who would help maintain the space.

Accept accurate paraphrases that identify the relevant connection and explain its purpose. For the open response, accept varied topics if the student clearly addresses an audience, uses a source, includes another voice, and shows how that voice shapes the proposal.