

Light, Links, Voices

Trace how a writer connects evidence, readers, and community concerns.

9.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 words that show who the writer is addressing or what the writer wants the audience to do. Circle details that connect the letter to another text, a community experience, or a future perspective, then number the circles in the order they appear.

A Brighter View of Darkness

- ① Dear Riverbend City Council, I am writing as a student who walks home from the library after evening meetings. On Maple Street, several unshielded lamps shine into drivers' eyes and bedroom windows while the sidewalk still has dark patches. I support safer streets, but brighter bulbs are not the only answer. Fixtures that aim light downward can help people see the ground without sending as much light sideways or upward. My purpose is to ask the council to include shielded fixtures in its upcoming streetlight plan.
- ② In the council's draft plan, the goal is to replace aging lamps and lower electricity use. That goal connects to an article our science class read from the International Dark-Sky Association, which explains that wasted upward light creates skyglow and can hide stars. The two texts do not make the same argument. The plan focuses on cost and maintenance, while the article focuses on where light travels. Reading them together suggests one practical choice: use efficient bulbs inside fixtures that direct light where it is needed. This connection matters because it answers both concerns instead of treating them as rivals.
- ③ Council members may wonder whether residents will accept a change that looks less bright from a distance. To address that concern, I would invite neighbors to test one shielded block and share observations about glare, visibility, and nighttime comfort. Their responses would become part of the conversation, not an afterthought. I also think of my younger cousin, who is learning to identify constellations. A streetlight decision reaches beyond a budget document because it shapes what families can notice outdoors. By connecting technical evidence, local experience, and a future reader's perspective, the council can make a decision that people understand and discuss.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the writer’s audience, and what specific action does the writer ask that audience to take?

2 How does the council’s draft plan differ from the International Dark-Sky Association article?

3 How does the writer’s suggested choice of efficient bulbs in shielded fixtures connect the concerns in both texts?

4 How would the writer’s proposed neighborhood test make residents part of a dialogue about the streetlights?

3 YOUR TURN _____ Your own words

Write a 90 to 120 word message to a school decision-maker about a change you think the school should consider. State your purpose, connect your idea to a text or source and to people’s experiences or future impact, and include one sentence that invites a response from others.

PART 1 • READ AND MARK

Underline words that show who the writer is addressing or what the writer wants the audience to do. Circle details that connect the letter to another text, a community experience, or a future perspective, then number the circles in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the writer's audience, and what specific action does the writer ask that audience to take?	The audience is the Riverbend City Council, and the writer asks it to include shielded fixtures in the upcoming streetlight plan.
2	How does the council's draft plan differ from the International Dark-Sky Association article?	The plan focuses on replacing aging lamps, cost, maintenance, and electricity use. The article focuses on where light travels and the effects of wasted upward light.
3	How does the writer's suggested choice of efficient bulbs in shielded fixtures connect the concerns in both texts?	It can lower electricity use while directing light where it is needed and reducing wasted upward or sideways light.
4	How would the writer's proposed neighborhood test make residents part of a dialogue about the streetlights?	Neighbors would test a shielded block and share observations about glare, visibility, and nighttime comfort, so their responses would help shape the conversation.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Chen, I am asking the school board to consider an 8:30 a.m. start time for high school. An American Academy of Pediatrics policy statement recommends that middle and high schools begin at 8:30 or later because teenagers' sleep schedules shift later. This idea connects with my experience on the 6:20 bus, when students often try to finish homework while exhausted. A later start could affect practices and bus routes, so I want to hear families' concerns as well. Could the school survey students, caregivers, and coaches before making a decision?

Accept equivalent descriptions of the writer's audience, purpose, and connections among the draft plan, the article, and community perspectives. For Part 3, accept varied school topics if the response addresses a real audience, makes purposeful connections, and invites dialogue.