Routes and Reasons

Trace how context shapes a public comment.

9.P.ST.2.b "Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that reveal who the writer is and what situation led to the comment. Circle clues about the intended audience, then number three sentences that most clearly show the writer's point of view.

More Than a Route

1. I am writing to the Northside Transit Board before its Thursday vote on the proposed Route 14 cuts. I am a tenth-grade student at Harbor High, but I also ride this bus with my eight-year-old brother after school. Our family has one car, which my mother uses for her evening shift. When Route 14 is late or crowded, my brother and I wait beside a four-lane road with no bench or shelter. For us, the bus is not a backup plan. It is the link between school, home, groceries, and my mother's job.

2. Board members may see a spreadsheet showing lower ridership after 7:00 p.m. That number matters, and the system must use public money carefully. Still, a count taken after many students and workers have already reached home cannot show who loses access when service ends earlier. The board should keep hourly evening trips and add a shelter at the Oak Street stop instead of cutting the route. These changes would cost money, but they would protect riders who cannot choose a different way to travel. A transit system should be judged by whom it connects, not only by how full each bus appears.

3. Some people who speak at this hearing may own cars or live near frequent service. I ask them to imagine reaching a night class, a pharmacy, or a shift change after the last Route 14 bus has gone. Riders like my family are often absent from planning meetings because work, childcare, and long trips leave little extra time. That absence should not be mistaken for agreement. By preserving evening service, the board would listen to residents whose schedules are least visible in a ridership report. I urge you to revise the proposal before Thursday's vote.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's role, and which personal experience most directly shapes the writer's view of Route 14?

2. What decision is the writer responding to, and what does the writer want the board to do instead?

3. Who is the immediate audience for this comment? Give two details from the passage that show this audience.

4. State the writer's central point of view. How does the writer recognize another concern while still supporting that view?

3 YOUR TURN

Your own words

Choose a school or community decision that affects students. Write a three- or four-sentence public comment to a specific audience that identifies your role, states your point of view, includes one concrete detail from your perspective, recognizes one concern, and proposes a response.

ANSWER KEY

Routes and Reasons

GRADE 9 · 9.P.ST.2.b

PART 1 · READ AND MARK

Underline words or phrases that reveal who the writer is and what situation led to the comment. Circle clues about the intended audience, then number three sentences that most clearly show the writer's point of view. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's role, and which personal experience most directly shapes the writer's view of Route 14?	**The writer is a tenth-grade student who rides Route 14 with an eight-year-old brother. The family has one car, used by the writer's mother for her evening shift.**
2	What decision is the writer responding to, and what does the writer want the board to do instead?	**The board is considering cuts to Route 14. The writer wants it to keep hourly evening trips and add a shelter at the Oak Street stop.**
3	Who is the immediate audience for this comment? Give two details from the passage that show this audience.	**The immediate audience is the Northside Transit Board. The writer addresses "Board members" and refers to the board's Thursday vote and the public hearing.**
4	State the writer's central point of view. How does the writer recognize another concern while still supporting that view?	**The writer believes evening Route 14 service should be preserved because it is essential for riders without other transportation. The writer admits that public money must be used carefully and that the changes would cost money.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To the School Board, I am Jordan Alvarez, a ninth-grade drummer who stays after school for band rehearsal. Moving the last activity bus to 4:30 would leave students like me waiting nearly an hour for a ride home. I understand that the district must control fuel costs, but it could keep one 5:30 bus on rehearsal days. That choice would support students who participate in school programs but do not have a family car available.

Accept equivalent answers that identify the transit board as the audience and connect the writer's perspective to family transportation needs. For the open response, look for a clear audience, a distinct role or experience, a stated position, a relevant concern, and a workable proposal.