# Who Wants What?

Read three sources about a library decision.

**7.P.2.2.A** "Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** In each source, underline a clue to the writer, circle a clue to the intended readers, and put a star beside a sentence that shows the writer's purpose or possible bias.

### A Vote on Library Hours

1. Source A, director's report to the council, June 3. During a four-week trial in May, the library stayed open until 8 p.m. on Tuesdays instead of closing at 6 p.m. Staff counted 34 visits between 6 and 8 across the four Tuesdays. Extra staffing cost $320. These numbers show that some residents used the later hours, but the count does not tell us why they came. I recommend another trial before the council votes on whether to extend evening hours every week. That would give us more evidence about demand.

2. Source B, flyer handed out outside the library, June 10. Our town already spends plenty on the library. The director's report says the trial cost $320 for only 34 evening visits. That is about $9.40 per visit, money better spent repairing the sidewalk outside my grocery store. At the June 18 budget hearing, I will ask the council to keep the 6 p.m. closing time. Bring this flyer to the hearing if you agree. I have not asked those visitors whether the later time helped them.

3. Source C, letter published in the neighborhood newsletter, June 12. I am a seventh grader whose bus gets home after the library closes at 6 p.m. Last month, I used the Tuesday trial to print a science project at 7 p.m. The director counted 34 evening visits in four weeks, and I think more students would come if the hours were regular. The $320 staffing cost is real, but it does not show what those visits were worth to families. Newsletter readers, please ask the council to fund later hours.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What decision was Source A written to inform? What detail suggests its writer wants more evidence before that decision?

2. Who most likely wrote Source B, and who is meant to read it? Give a clue for each.

3. Who is Source C trying to persuade, and what does the writer want those readers to do? Why is the council not the direct audience?

4. How might the personal interests of the writers of Sources B and C affect the evidence each stresses? Use one detail from each source.

## 3 YOUR TURN

Your own words

Write a four-sentence letter from a parent to the council before its vote. Use one accurate fact from Source A to argue for a decision about library hours, and include a personal stake that could make the writer biased.

ANSWER KEY

# Who Wants What?

GRADE 7 · 7.P.2.2.A

## PART 1 · READ AND MARK

In each source, underline a clue to the writer, circle a clue to the intended readers, and put a star beside a sentence that shows the writer's purpose or possible bias. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What decision was Source A written to inform? What detail suggests its writer wants more evidence before that decision? | **It informs the council's vote on extending evening hours every week. The director recommends another trial because the visit count does not show why people came.** |
| 2 | Who most likely wrote Source B, and who is meant to read it? Give a clue for each. | **A grocery store owner wrote it, shown by 'my grocery store.' It targets people who might attend the budget hearing, shown by 'Bring this flyer to the hearing.'** |
| 3 | Who is Source C trying to persuade, and what does the writer want those readers to do? Why is the council not the direct audience? | **The audience is neighborhood newsletter readers. The writer asks them to contact the council about funding later hours. The letter addresses the readers and asks them to approach the council.** |
| 4 | How might the personal interests of the writers of Sources B and C affect the evidence each stresses? Use one detail from each source. | **The store owner favors spending on a sidewalk outside the store, so the flyer stresses the $320 cost. The student used the library at 7 p.m., so the letter stresses what later hours can mean to families.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear council members, I am a parent writing before your vote on library hours. The director recorded 34 visits between 6 and 8 p.m. during four trial Tuesdays. Please continue the Tuesday late hours so I can take my child to the library after my shift. My family would benefit, so I may give less weight to the extra $320 staffing cost.

Accept reasonable inferences supported by clues in the sources. For Source C, the direct audience is newsletter readers who can contact the council, not the council itself.