

Before the Vote

Trace how a public message builds its case.

11.P.ST.2.a “Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline clues that reveal the author, circle clues that identify the audience, and number three details the writer uses to persuade readers. These marks will help you determine the letter's purpose and judge how well it meets that purpose.

Public Comment on Library Hours

- ① This is an invented public-comment letter for analysis. To the members of the Riverton City Council: As president of the Eastside Neighborhood Association, I am asking you to keep the Maple Street branch library open for evening hours. Next month, the council will vote on a budget that would end hours after 6:00 p.m. at three branches. On Eastside, many residents finish work after that time. They use the library's computers to apply for jobs, complete online forms, and help children with homework. A building that closes before its neighbors arrive cannot fully serve its neighborhood.
- ② Council members may reasonably need to reduce costs, and the association supports careful budgeting. Yet cutting the only after-work hours shifts the burden onto people with the fewest flexible options. A recent sign-in tally at Maple Street showed that nearly half of weekday visitors arrived between 5:00 and 7:00 p.m. Rather than eliminate those hours, the council could test a six-month schedule, track attendance, and review the results publicly. This limited trial would give officials evidence before making a permanent decision, while preserving access for residents who rely on the branch.

- ③ On October 14, the council will hold a public hearing at 7:00 p.m. in City Hall and stream it online. I urge council members to approve the trial, and I ask Eastside residents to share brief testimony about how evening library access affects their families. Personal accounts will show what a budget chart cannot: whether a student can research after practice or a parent can submit an application after a shift. The proposed trial is practical, reversible, and fair. It deserves a careful vote instead of a quick closure.

2 ANSWER WITH EVIDENCE Use the passage

- ① Who most likely wrote this letter? Cite one detail that supports your answer.

- ② Who is the letter's main audience? Give two clues from the passage that reveal this audience.

- ③ Does the 5:00–7:00 p.m. tally tell the council how many visitors arrive after 6:00 p.m.? Explain what it does and does not establish.

- ④ Evaluate how well the letter serves its purpose for this council audience. Explain one strength and one evidence limitation. Do not assume the council has already been persuaded.

3 YOUR TURN

Your own words

Write a message to Principal Chen using this invented situation: the school may close its courtyard at lunch because of litter. In a five-day club count, courtyard bins were full by noon on four days; cafeteria bins still had space. Begin with a recipient line. Establish your role, purpose and recommendation. Use the count accurately, explain its limits, and propose a practical trial. Then evaluate how one choice in your message may help persuade the principal.

Construct your message

Write a complete message using the practice facts. Do not invent costs or claim the count proves why students litter.

Evaluate a choice

Explain how one choice suits the principal and your purpose. Distinguish a likely effect from a known response.

PART 1 • READ AND MARK

Underline clues that reveal the author, circle clues that identify the audience, and number three details the writer uses to persuade readers. These marks will help you determine the letter's purpose and judge how well it meets that purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who most likely wrote this letter? Cite one detail that supports your answer.	The president of the Eastside Neighborhood Association wrote it. The opening identifies the writer as the association's president.
2	Who is the letter's main audience? Give two clues from the passage that reveal this audience.	The main audience is the Riverton City Council. The letter opens with "To the members of the Riverton City Council," and it asks council members to approve a trial before their budget vote.
3	Does the 5:00–7:00 p.m. tally tell the council how many visitors arrive after 6:00 p.m.? Explain what it does and does not establish.	No. It combines arrivals before and after 6:00 p.m., so it cannot isolate the arrivals affected by the proposed cutoff. It shows use during the combined period. The council needs separate arrival times and information about people already inside after 6:00.
4	Evaluate how well the letter serves its purpose for this council audience. Explain one strength and one evidence limitation. Do not assume the council has already been persuaded.	The letter offers a limited trial and acknowledges budgeting concerns, making a practical appeal for evening access. But the combined 5–7 tally does not isolate after-6 use, and no trial cost is supplied. These gaps limit its case; the text does not report how council members actually respond.

PART 3 · YOUR TURN (SAMPLE ANSWER)

To: Principal Chen

As an environmental club member, I ask you to keep the courtyard open while testing an extra midday bin collection. In our five-day count, courtyard bins were full by noon on four days while cafeteria bins still had space. This suggests a capacity problem, but it does not prove full bins caused the litter. Try an extra collection for one month if the staffing cost is workable. Record bin fullness and litter before and during the trial, then review the results before deciding about closure.

A limited trial acknowledges the principal's need to control litter and costs. That choice may make the request more persuasive, but we would need the principal's response to know whether it succeeds.

TEACHER ASSESSMENT NOTES

The source letter and school practice facts are invented. Keep the source's weak 5–7 p.m. tally visible so students can evaluate its limits; do not treat it as after-6 demand. A visitor arriving earlier may remain after 6, so separate arrival times alone do not measure everyone affected. Accept supported evaluations and different feasible school trials. The student's role and recommendation may vary, but the supplied count must remain accurate. Cost, causal effects and audience response are unknown. The complete model includes a recipient line, message and separate evaluation; no arbitrary word range is imposed.