

Links, Replies, Voices

Connect texts, exchange perspectives, and respond as writer and reader.

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 This school case is fictional. Underline what each text contributes to the discussion. Circle a response that changes someone's thinking. Number a connection within the exchange, between texts, and beyond them.

A Conversation About Reading

- ① Mina's class was considering a lunchtime reading circle. A draft notice said, "Bring a book and read your favorite passage aloud." A student survey summary reported that twelve respondents wanted to recommend books, while eight preferred listening before speaking. Mina noticed a tension between the notice and the survey: an invitation that required everyone to perform might leave out willing listeners. She wrote to the student council editor asking for a version that welcomed both roles. The survey described respondents' preferences; it did not establish what every student wanted or how many would attend.
- ② The editor replied that the notice needed to stay brief so students could understand it while passing the bulletin board. Mina connected that concern to a class discussion about useful directions: a short text can still make choices clear. She suggested replacing the opening with "Bring a book to recommend, or come ready to listen." The editor accepted the change but asked how the group would handle a reader who wanted to join later. Mina answered that the notice could invite questions before the first meeting instead of promising a rule the group had not agreed on.

- ③ The revised notice kept the original idea of sharing books while offering different ways to participate. Mina then asked a classmate who usually listened during discussions to read it. The classmate said the choice felt welcoming but wanted to know where questions should go. Mina and the editor added the student council's classroom message box as the contact point. Each participant acted as both author and audience: they interpreted someone else's text, explained a concern, and responded with a change. Their exchange connected two school texts to a classroom idea and a reader's experience.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What tension does Mina identify between the draft notice and survey summary?

- 2 How does Mina connect the editor's concern with the classroom discussion?

- 3 How does the classmate's response change the notice?

- 4 Choose one person and explain how that person acts as both author and audience.

3 YOUR TURN

Your own words

Work with a partner. Write a 70-90-word message to the student council editor about improving the reading-circle notice. Connect the notice and survey to a relevant experience or future effect. Exchange messages, respond as readers, and write a follow-up that uses your partner's response. Swap roles so both partners author and respond.

Write the first message

Use both school texts described in the passage. Explain a connection and invite a response. Write 70-90 words; do not claim the survey represents all students.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Read and reply

Exchange messages. Write a two-sentence reply on your partner's sheet: explain one connection you understood and ask one useful question. Return the sheets.

Respond as the author

Read the reply on your sheet. Write two sentences answering the question and explaining how it affects your idea. The reply and follow-up are outside the first message's word count.

PART 1 • READ AND MARK

This school case is fictional. Underline what each text contributes to the discussion. Circle a response that changes someone's thinking. Number a connection within the exchange, between texts, and beyond them. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What tension does Mina identify between the draft notice and survey summary?	The notice requires reading aloud, while some survey respondents prefer listening first. The survey suggests offering both roles rather than assuming every interested student wants to perform.
2	How does Mina connect the editor's concern with the classroom discussion?	The editor wants a brief notice; the classroom discussion suggests clear choices can fit a short text. Mina proposes a concise opening that welcomes recommending or listening.
3	How does the classmate's response change the notice?	The classmate asks where questions should go. Mina and the editor add the student council's classroom message box as a contact point.
4	Choose one person and explain how that person acts as both author and audience.	For example, Mina reads the notice, survey and replies as an audience, then writes suggestions and answers concerns as an author. Accept another supported example.

PART 3 · YOUR TURN (SAMPLE ANSWER)

First message: Editor, please keep both recommending and listening in the reading-circle notice. The original notice asks everyone to read aloud, but the survey includes eight respondents who prefer listening first. These texts suggest different entry points into the same activity. I sometimes listen before deciding what to contribute, so the revised choice could help someone like me take part. Could the notice also tell readers where to ask questions before they decide whether to attend?

Reader reply: Your experience helps explain why listening can be a way into the activity. How could the notice identify a contact without becoming much longer?

Author follow-up: We could add “Questions: student council classroom message box.” Your question helps me turn a general invitation into a short, usable contact line.

Observe both partners reading and responding, not just inviting a future exchange. The first-message paragraph alone must be 70-90 words; labels, reply and follow-up are excluded. Accept purposeful connections and different supported suggestions. The survey reports twelve and eight respondents’ preferences, not attendance predictions. A teacher may act as partner when needed.