

# What Each Version Includes

Use written reporting and a spoken invitation to make different information choices.

**11.P.AC.3.b** "Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Work in pairs, one packet each. All records below are complete classroom fiction. Read the report in paragraph 2 silently. Then take turns delivering paragraph 3 aloud to each other with its cues. Underline shared facts and circle information only one version includes.

### An Archive Proposal, Still Undecided

- ① **Shared record.** A library is considering a Saturday session at which residents could describe the history of a personal photograph. The board has not approved the proposal or assigned a date. A volunteer has offered to lead one session. There is no survey of likely attendance. The board invites written comments at the library desk by May 20 before making a decision. The report and invitation below use these same fictional facts for different purposes.
- ② **Written news brief.** The library board is considering a Saturday photograph-history session after a volunteer offered to lead it. The proposal remains unapproved, and no date has been set. Residents may leave written comments at the library desk by May 20 before the board decides. No attendance survey is available. The next step is to gather comments, so the proposal should not yet be treated as an event announcement.
- ③ **Spoken invitation script.** [Pause after the question.] What story might a photograph in your home help someone understand? A volunteer has offered to lead one Saturday session about personal photographs at the library. It is only a proposal; the board has not approved it or chosen a date. [Emphasize the action.] Leave a written comment at the library desk by May 20. Tell the board what you would hope to share, or what concerns you have. [Pause for a response.]

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

- 1** How does the report's inclusion of the missing attendance survey serve a different purpose from the invitation's opening question?

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- 2** The invitation omits the survey detail. Does that omission make it inaccurate? Identify what it must still make clear.

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- 3** Describe one cue you actually heard in your partner's delivery. How did it affect what information you noticed?

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- 4** Complete after Your Turn: explain one information choice that differs between your texts and why it fits the mode or genre. Add your listener's account of the requested action and one delivery effect.

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**3 YOUR TURN**

Your own words

Use only the shared record to create two finished texts: a 45-60-word news brief for a reader who wants the proposal's status, and a 45-60-word spoken invitation encouraging a comment. Preserve pending approval, the unset event date and the exact comment deadline/place in both. Deliver the invitation to your partner, then return to question 4.

**1. Write the news brief**

Use informative language. Select information that helps readers assess what is known and still undecided. Write 45-60 words, excluding a heading.

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**2. Write and deliver the invitation**

Write 45-60 spoken words, excluding labels and bracketed cues. Include a question or direct invitation suited to a listener. Add one pause or emphasis cue, then actually deliver it. Switch roles, then complete question 4.

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**PART 1 • READ AND MARK**

Work in pairs, one packet each. All records below are complete classroom fiction. Read the report in paragraph 2 silently. Then take turns delivering paragraph 3 aloud to each other with its cues. Underline shared facts and circle information only one version includes. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                                                                                                 | ANSWER                                                                                                                                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How does the report's inclusion of the missing attendance survey serve a different purpose from the invitation's opening question?                                                                       | <b>The report informs readers of an evidence limit relevant to a pending decision. The invitation asks for personal possibilities to engage a listener and encourage a comment; it does not claim those possibilities have already occurred.</b>                                                                                            |
| 2 | The invitation omits the survey detail. Does that omission make it inaccurate? Identify what it must still make clear.                                                                                   | <b>Omitting a detail is not automatically inaccurate. It must preserve the unapproved status, unset date and actual comment process. It must not imply proven popularity or a scheduled event.</b>                                                                                                                                          |
| 3 | Describe one cue you actually heard in your partner's delivery. How did it affect what information you noticed?                                                                                          | <b>Accept a specific observed pause or emphasis and its effect on that listener. A written stage direction alone does not establish what the partner actually did.</b>                                                                                                                                                                      |
| 4 | Complete after Your Turn: explain one information choice that differs between your texts and why it fits the mode or genre. Add your listener's account of the requested action and one delivery effect. | <b>Accept an audience-based reason for a real difference in the student's finished texts, plus the actual listener's account of the comment request and an observed delivery effect. For example, a report can foreground the missing survey while a spoken invitation opens with a personal question. Do not accept invented feedback.</b> |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

**Possible news brief:** The library board is considering a Saturday photograph-history session led by a volunteer. Approval and an event date remain undecided, and there is no survey of likely attendance. Residents can leave written comments at the library desk by May 20 before the board makes its decision.

**Possible spoken invitation:** What might your photograph add to a shared history? A volunteer has offered to lead a Saturday session at the library, but it has no approval or event date yet. Leave written comments at the library desk by May 20. Share your hopes or concerns before the board decides.

**Possible explanation:** The report includes the missing survey to mark an evidence limit. The invitation uses a personal question to invite participation. Pause after that question and emphasize the comment deadline when delivering it. Those are proposed delivery choices; the student's record must describe what their real listener heard and understood.

### **TEACHER ASSESSMENT NOTES**

Require both finished texts and the actual spoken invitation. Count each 45-60-word body separately; exclude headings and stage directions. Both must keep approval pending, the event date unset, and comments at the library desk by May 20. Purposeful omission is acceptable when it does not mislead. Do not require all news or invitations to follow a fixed list of content conventions. Assess whether the student's selection serves this audience and purpose. All source messages are printed, and the oral mode is enacted in class; no missing recording or outside historical research is needed.