

One Issue, Three Voices

Blend evidence and reflection, then adapt your message for a new audience.

12.W.1.C “Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB These three texts describe a fictional transit system. Underline a phrase in each that signals its audience or purpose. Circle two choices in each that shape voice or tone.

Maple Avenue Stop

- ① Riverbend Transit’s Route 6 carried an average of 1,840 riders each weekday during the spring count, including students traveling to Central High and workers bound for the medical district. During that count, observers found that the 7:20 a.m. westbound bus left an average of 18 percent of waiting passengers at Maple Avenue because it was full. Adding one trip between 7:00 and 8:00 a.m. would cost an estimated \$46,000 annually. That expense could reduce late arrivals, ease crowding, and connect residents to jobs without requiring additional parking downtown during peak hours.
- ② Dear Director Alvarez, I am writing on behalf of the Central High Student Council to ask for a temporary shelter at the Maple Avenue stop before winter. Each morning, dozens of students wait there beside a four-lane road, often in rain or below-freezing temperatures. Several riders use wheelchairs or carry instruments, so moving to a distant stop is not practical. Could your department install a covered bench or share a timeline for doing so by November 15? We would welcome a meeting with your staff and can provide student observations from the morning commute. Sincerely, Maya Chen, Student Council President

- ③ At Maple Avenue, the bus arrives with a sigh of brakes, and the crowd folds toward its doors. I used to treat that wait as dead time, staring at the cracked sidewalk and checking my phone. Then, during a hard rain, I watched a ninth grader hold a notebook over her violin case while cars sent gray water toward the curb. When the bus finally appeared, strangers shifted their bags and made room for her. Since then, I have noticed how a small shelter could protect more than dry sleeves; it could make the stop feel like a place where people are expected.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Who is paragraph 1 likely written for? Cite two details that support your inference.

- ② How do two wording choices make paragraph 2 respectful but urgent?

- ③ Compare the voice of paragraphs 1 and 3. Explain how one choice from each serves its purpose.

3 YOUR TURN

Your own words

Write as a student in the fictional Maple Avenue scenario. Use only its supplied facts; keep estimates and possibilities qualified. You will write a developed comment and a shorter message about the same issue.

Public comment, then class note

First 15 lines: address Director Alvarez in two paragraphs. Recommend an added trip, a shelter, or an investigation of both. Blend two supplied details with reflection on paragraph 3; make a respectful, specific request. Last eight lines: write a three-sentence newsletter note for classmates, keeping key facts, using a conversational voice, and inviting a response. Then explain one audience-based vocabulary or tone change.

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

PART 1 • READ AND MARK

These three texts describe a fictional transit system. Underline a phrase in each that signals its audience or purpose. Circle two choices in each that shape voice or tone. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is paragraph 1 likely written for? Cite two details that support your inference.	Transit planners or budget decision makers: rider counts, the estimated annual cost, and possible effects on crowding and access suit that audience.
2	How do two wording choices make paragraph 2 respectful but urgent?	The greeting addresses Director Alvarez respectfully; "Could your department" is polite, while "before winter" or "by November 15" makes the request urgent.
3	Compare the voice of paragraphs 1 and 3. Explain how one choice from each serves its purpose.	Numerical detail such as "1,840 riders" supports an analytical recommendation. Imagery such as "a sigh of brakes" or "gray water" creates a personal reflection on the experience of waiting.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Director Alvarez, please investigate a shelter at Maple Avenue while assessing the proposed morning trip. Observers found that the full 7:20 bus left an average of 18 percent of waiting riders behind during the spring count. An added trip might ease crowding, but its estimated \$46,000 annual cost requires review. That estimate concerns bus service, not a shelter. Please share the cost and feasibility of a covered bench by November 15.

The account of a ninth grader shielding her violin case from rain shows what waiting can feel like. Strangers shifted their bags to make room when the bus arrived. A shelter could extend that small gesture of welcome to the stop itself. A student meeting with your staff could bring these experiences into the planning discussion.

Newsletter note: Waiting in the rain at Maple Avenue is rough, especially with an instrument to protect. We are asking the transit director to investigate a covered bench and share its cost and feasibility by November 15. Tell the student council what you have noticed at the stop so we can bring those observations to the meeting.

Adaptation: "Waiting ... is rough" makes the note conversational for classmates. The formal comment uses "please investigate" to request a decision from an official; the shorter note invites students to contribute observations.

TEACHER ASSESSMENT NOTES

Assess both actual texts, not just audience analysis. The developed comment must blend a reasoned recommendation with reflection; the short note must adapt vocabulary or tone for classmates without changing facts. Do not require a fixed word count. The spring percentage is an observed average, and \$46,000 is an estimated annual bus-trip cost, not a shelter quote. All people, observations, and figures belong to a fictional classroom scenario. Accept either recommendation if qualified and supported.