

One Event, Three Voices

Adapt a notice, reflection and request to their readers.

9.W.1.C "Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB These three pieces describe an imagined courtyard project. Underline an audience clue in each piece. Circle a detail useful for that reader.

The Courtyard Project

1. Notice to students

Bring gloves to the courtyard at 3:15 Thursday. Help the garden club plant herbs in the empty planters; beginners are welcome.

2. Lena's private journal

I had walked past those empty planters all month without wondering who could use them. Today, when Luis described the herbs his grandmother grows, the cracked soil suddenly looked like an unfinished invitation. I volunteered to organize Thursday's planting. Now I worry that I have promised more than I can manage. Who will water the herbs during summer? I want the courtyard to change, but I am beginning to understand that an enthusiastic afternoon is only a start. Tomorrow I will ask the club to help make a care schedule.

3. Letter after planting day

Dear Principal Ortiz:

Students planted four herb planters on Thursday. Thank you for lending the tools. The courtyard has no nearby water tap, so carrying water from the building takes extra time. Could the facilities team help us choose a practical watering arrangement before summer? The garden club can organize volunteers once we know how water will be supplied.

Sincerely, Lena

2 ANSWER WITH EVIDENCE Use the passage

1 Which piece is shortest, and why does that length suit its reader?

2 How does the journal's added length serve a different purpose from the notice?

3 Compare how the journal and letter handle watering. Explain the change in purpose and tone.

3 YOUR TURN Your own words

Choose a real or imagined school event. Write all three pieces about that event; keep the notice shorter than the reflection. Use the labeled spaces.

1. Notice for students

Write one or two concise sentences giving the event, time, place and action. Invite participation.

2. Private reflection

Write a longer paragraph exploring a reaction, specific moment and question or changed understanding. Imagined feelings are fine.

3. Request to an adult

Write a brief, respectful letter naming a practical need, explaining why it matters and asking for a next step. Include a greeting and closing.

PART 1 • READ AND MARK

These three pieces describe an imagined courtyard project. Underline an audience clue in each piece. Circle a detail useful for that reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which piece is shortest, and why does that length suit its reader?	The notice is shortest. Students need the time, place and action quickly, so it omits the personal exploration and detailed request.
2	How does the journal's added length serve a different purpose from the notice?	It lets Lena explore her changing view, worry about the commitment and consider a next step rather than simply invite participants.
3	Compare how the journal and letter handle watering. Explain the change in purpose and tone.	The journal explores Lena's private worry about summer care. The letter respectfully explains a practical obstacle and asks someone with authority for help.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Notice**

Bring a favorite book to Room 12 at lunch on Friday. Join the reading club's book swap and find a new story to take home.

Private reflection

I expected planning a book swap to be simple. Then a classmate asked whether students who had no book to trade could still join. I had imagined rows of interesting covers without considering who might feel left out. Her question made me rethink the word swap. I want everyone to find a story, so tomorrow I will ask the club whether donated books could make the event open to all. A welcoming poster will not be enough unless our plan is welcoming too.

Letter

Dear Ms. Ali:

Could the reading club use one library shelf for donated books before Friday's swap? Some students may not have a book to trade. Collecting donations would help us welcome them, and club members could sort the books after school. Please let us know whether the shelf near the desk is available.

Sincerely, Jordan

TEACHER ASSESSMENT NOTES

The sample event and people are imagined. Accept accurate audience/purpose comparisons and three pieces about the same event. The reflection must be longer and more exploratory than the notice; the letter needs a specific reason and respectful request. No word quota. Each piece and its model are visibly separated. For the annotation, time/action suit students, inner questions suit a journal, and a practical request suits the principal.