Who Gets In?

Read one proposed change through three people's eyes.

11-12.RL.10.c "Read widely to understand multiple perspectives and diverse viewpoints."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail that shapes each person's view of the theater, number the three views, and circle a moment when one person's words complicate another's.

The Doors of the Rialto

1 On the first cold night of November, the city posted a notice on the Rialto's glass doors: the empty theater might become a winter warming center. Lena, who had sold tickets there for thirty years, traced the faint outline of her father's painted stars above the balcony. She wanted the doors open again, but not if workers covered the ceiling with pipes. At the meeting, she brought a box of old programs instead of a speech. "People once came here to be together," she said. "That matters, even if the room has to change."

2 Across the aisle, seventeen-year-old Amir kept his coat zipped. The heat in his family's apartment had failed twice that month, and the bus to the nearest overnight center stopped running before his mother finished work. He heard "old programs" and imagined another delay while adults argued over paint. Still, he remembered how Lena held the door for him when he arrived late. "Can the stars stay if the heaters go under the seats?" he asked. His question sounded practical, but his hands shook as he held the microphone. He did not want anyone counting his family's bad nights aloud.

3 At the back, Rosa, a wheelchair user who cleaned the theater when it hosted weekend concerts, studied the proposed entrance. The side door had a ramp, but delivery carts often blocked it. She did not ask whether the ceiling was worth saving; she asked who would keep the ramp clear at midnight. After the meeting, Lena offered her box for a display, and Amir offered to help move chairs. Rosa looked at them both. "A door is not open just because someone unlocks it," she said. Outside, the notice fluttered against the glass while all three waited for the bus.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why might Lena and Amir react differently to the box of old programs? Use a detail about each person's experience.

2. How does Amir's question about the stars complicate his first reaction to Lena's concern?

3. What does Rosa mean when she says a door is not open just because someone unlocks it? How does her concern differ from Lena's and Amir's?

4. At the end, all three wait for the bus. What shared concern might this detail suggest, and what differences between their views remain?

3 YOUR TURN

Your own words

Write a 90 to 110 word scene about a proposed change to a different shared place. Show two people with different, reasonable views through specific details and dialogue, and end with a sentence that leaves both views in tension.

ANSWER KEY

Who Gets In?

HIGH SCHOOL · 11-12.RL.10.c

PART 1 · READ AND MARK

Underline one detail that shapes each person's view of the theater, number the three views, and circle a moment when one person's words complicate another's. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why might Lena and Amir react differently to the box of old programs? Use a detail about each person's experience.	**The programs recall Lena's years at the theater and her father's painted ceiling. To Amir, whose family needs heat and cannot reach the overnight center after his mother's shift, they suggest another delay.**
2	How does Amir's question about the stars complicate his first reaction to Lena's concern?	**Although Amir fears a delay over the ceiling, he asks whether the stars can be preserved while heaters are installed. He considers both the urgent need for warmth and what Lena values.**
3	What does Rosa mean when she says a door is not open just because someone unlocks it? How does her concern differ from Lena's and Amir's?	**Rosa means people must be able to reach and use the entrance. Unlike Lena's concern for the ceiling and Amir's concern for heat, she focuses on keeping the ramp clear, including at midnight.**
4	At the end, all three wait for the bus. What shared concern might this detail suggest, and what differences between their views remain?	**Waiting for the bus suggests that transportation matters to all three. They still bring different concerns to the theater plan: preserving its history, providing warmth, and ensuring an accessible entrance.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The pool board had posted a plan to replace Saturday lap lanes with children's lessons. June folded her work badge into her palm. She drove a night bus and counted on those quiet morning laps to ease her stiff back. Across the table, Mateo held a damp flyer from the apartment building where he taught kids to float. “They can't learn in a bathtub,” he said. June noticed that the proposed lessons ended at ten. “Could I have one lane until then?” she asked. Mateo studied the narrow blue lines on the schedule, uncertain which swimmers the water could hold.

Accept interpretations supported by specific passage details, including answers that identify other ways a character's view is complicated. For the scene, look for two distinct, credible perspectives rather than a resolved dispute.