

One Issue, Three Voices

Notice how purpose and audience shape a writer's choices.

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 Underline one phrase in each paragraph that reveals its audience or purpose, then circle two words or phrases in each paragraph that shape its 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. At 7:20 a.m., the westbound bus left 18 percent of waiting passengers at Maple Avenue because every seat and standing space was occupied. 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 notice 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 most likely written for? Give two details that make that audience clear.

2 How does paragraph 2 establish a respectful but urgent relationship with its reader? Cite two wording choices.

3 Identify one difference between the voice or vocabulary of paragraph 1 and paragraph 3. Explain the effect of that difference.

4 What distinct purpose does each paragraph serve in relation to the Maple Avenue stop?

3 YOUR TURN _____ Your own words

Write a 120-150-word public comment addressed to school board members about a campus issue. Blend an evidence-based recommendation with a brief personal observation, using a formal, solution-focused tone for the recommendation and a more personal voice for the observation.

PART 1 • READ AND MARK

Underline one phrase in each paragraph that reveals its audience or purpose, then circle two words or phrases in each paragraph that shape its 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 most likely written for? Give two details that make that audience clear.	It is written for transit planners or city budget decision makers. It includes rider-count data, a specific annual cost, and effects on parking, jobs, and late arrivals.
2	How does paragraph 2 establish a respectful but urgent relationship with its reader? Cite two wording choices.	It addresses "Director Alvarez," uses the polite question "Could your department," and sets a specific deadline of November 15 while requesting action.
3	Identify one difference between the voice or vocabulary of paragraph 1 and paragraph 3. Explain the effect of that difference.	Paragraph 1 uses formal, numerical language such as "1,840 riders" and "\$46,000 annually," which sounds analytical. Paragraph 3 uses personal imagery such as "a sigh of brakes" and "gray water," which creates a reflective, human perspective.
4	What distinct purpose does each paragraph serve in relation to the Maple Avenue stop?	Paragraph 1 recommends an added morning bus trip using data. Paragraph 2 requests a shelter or timeline from the transit department. Paragraph 3 reflects on a personal observation that shows why a shelter matters.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Board Members, I recommend adding two covered bike racks near the east entrance before next fall. On most mornings, the existing rack is full by 7:35, and bicycles are locked to the fence or left beside the library steps. A second rack would protect property, keep walkways clear, and support students who cannot drive. Last October, I arrived after a storm and found my bike tipped into a puddle, its chain packed with wet leaves. I was late to first period because I had to clean it with tissues from my backpack. Covered racks will not solve every transportation problem, but they offer a practical improvement that students can see and use each day. It would also show that the district values safe, low-cost travel.

Accept answers that identify audience, purpose, and tone with relevant textual evidence. For the open response, accept varied campus issues if the writing meets the word range and clearly shifts between a formal recommendation and a personal observation.