

One Topic, Three Voices

Match length, details, and tone to a specific audience and purpose.

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 Underline words that show who will read or hear each piece, circle each piece's purpose, and number the three pieces from shortest to longest. These marks show how Maya changes her writing for different situations.

Writing for the Refill Station

- ① At Harborview High, Maya wanted students to use the new water refill station outside the gym. She did not begin with one large piece of writing. For the daily announcements, she drafted a brief message for students hurrying to first period: "Bring your reusable bottle to the gym hallway and fill it at the new station." The sentence gives one action and one location. It leaves out the station's cost, installation, and environmental benefits because listeners need useful information quickly before class begins each morning.
- ② Next, Maya wrote a longer post for the school website. Her audience included families and community members who might not see the announcements. She explained that the station provides chilled, filtered water and was purchased through a student council fundraiser. She also noted that refill stations can reduce the number of single-use plastic bottles students buy or throw away. This version still uses plain language, but it adds background and a reason the change matters. Readers have more time to consider the information, so Maya can develop her idea with supporting details.
- ③ Finally, Maya sent a detailed 218-word letter to the principal after several students reported that the station was often blocked by sports bags. In a respectful tone, she described the problem, explained how it affected students between classes, and requested a floor sign and a clear path. She included two observations from lunch duty and suggested that the athletic department remind teams to store bags elsewhere. Unlike the announcement, the letter anticipates a decision maker's questions and offers a practical solution. Maya chose its length, evidence, and formal tone to persuade an adult who could act.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Why does Maya leave out background details in the daily announcement?

2 How does the school website post change for its audience of families and community members?

3 Name one detail that makes Maya’s letter persuasive to the principal. Explain why it fits that audience.

4 Put Maya’s three pieces in order from shortest to longest. Then describe one change Maya makes as the pieces become longer.

3 YOUR TURN _____ Your own words

Your school plans a quiet outdoor study area beside the library. Write a 25- to 35-word announcement inviting students to an after-school planning meeting, then write a 90- to 110-word email to the principal requesting permission for the area.

PART 1 • READ AND MARK

Underline words that show who will read or hear each piece, circle each piece's purpose, and number the three pieces from shortest to longest. These marks show how Maya changes her writing for different situations. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why does Maya leave out background details in the daily announcement?	Students hear it before class and need a quick, useful action and location.
2	How does the school website post change for its audience of families and community members?	It adds background about the fundraiser, filtered water, and reduced plastic-bottle waste because those readers may not hear announcements and have time for more information.
3	Name one detail that makes Maya's letter persuasive to the principal. Explain why it fits that audience.	Maya includes lunch-duty observations and a practical solution, which give the principal evidence and an action the school can take.
4	Put Maya's three pieces in order from shortest to longest. Then describe one change Maya makes as the pieces become longer.	Daily announcement, school website post, principal letter. As the pieces become longer, Maya adds background, evidence, and solutions.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Announcement: Students interested in an outdoor study area, meet Thursday at 3:15 after school in the library makerspace. Bring one idea for seating, shade, or quiet-use rules. Email: Dear Principal Chen, I am requesting permission to create a small outdoor study area beside the library. During lunch and after school, the library often has limited quiet seating, especially when clubs meet there. Two picnic tables with shade umbrellas could give students a calm place to read, review notes, or work with one partner. The area would need posted quiet-use rules and a schedule for custodial care. A student committee can survey users and help keep the space orderly. May we present a plan, cost estimate, and possible funding ideas at next month's leadership meeting? Sincerely, Jordan Lee

Accept paraphrased responses that accurately identify Maya's audience, purpose, and choices in length, detail, or tone. For Part 3, accept varied ideas if the announcement meets the word range and gives meeting information, while the email meets its word range and makes a specific, supported request.