Seats, Stories, Signals

Study how a guide welcomes a new audience.

10.P.AC.2 "Writing like a Reader: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two phrases that anticipate a first-time visitor's uncertainty, circle two direct directions, and number one sentence that invites personal interpretation. These choices reveal how the writer shapes the guide for new theatergoers.

Before the First Curtain

1. Your first live play may feel less like watching a movie and more like entering someone else's workspace. The lobby hums, programs rustle, and the lights may dim before you find every answer. That is normal. Arrive ten minutes early, silence your phone, and read the short cast list while you wait. You do not need to know theater vocabulary to belong in the seat. The actors cannot pause for a notification, but they can feel an audience's attention. Your quiet focus becomes part of the performance.

2. Once the show begins, let the story reach you before deciding whether you like it. A costume, a pause, or a repeated prop can carry meaning, so notice patterns rather than searching for one correct reaction. If a scene confuses you, stay with it. Later scenes often add context, and the program may name the setting or time period. Save comments for intermission or after the curtain call, when you can test an idea with a friend. Listening closely first gives your own response more evidence.

3. Afterward, talk about a moment that stayed with you, even if you cannot explain it completely. Start with a detail: the blue light during the argument, the actor's long silence, or the sound that returned near the end. Then describe what that detail made you wonder or feel. This approach leaves room for different viewpoints while keeping the conversation specific. A live play does not ask every audience member to agree. It asks each person to notice, interpret, and respond with care, knowing that other people in the room may have seen the same moment differently.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the most likely audience for this guide? Use two details from the passage to support your answer.

2. How do the sensory details in paragraph 1 and the sentence “That is normal” shape a new audience member’s experience?

3. Why does the writer use direct directions such as “Arrive ten minutes early,” “silence your phone,” and “Save comments for intermission”?

4. How do the ideas “one correct reaction” in paragraph 2 and “different viewpoints” in paragraph 3 support the writer’s purpose?

3 YOUR TURN

Your own words

Write a 90 to 120 word guide for ninth graders attending a school board meeting for the first time. Include one concrete detail they may notice, two helpful actions, and a reason careful listening matters.

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PART 1 · READ AND MARK

Underline two phrases that anticipate a first-time visitor's uncertainty, circle two direct directions, and number one sentence that invites personal interpretation. These choices reveal how the writer shapes the guide for new theatergoers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the most likely audience for this guide? Use two details from the passage to support your answer.	**The audience is first-time live-theater attendees. The guide says, "Your first live play" and explains that readers do not need theater vocabulary to belong in the seat.**
2	How do the sensory details in paragraph 1 and the sentence "That is normal" shape a new audience member's experience?	**They prepare readers for unfamiliar sights and sounds, such as the humming lobby and dimming lights, while reassuring them that feeling unsure is normal.**
3	Why does the writer use direct directions such as "Arrive ten minutes early," "silence your phone," and "Save comments for intermission"?	**The directions give inexperienced audience members clear, practical steps for theater etiquette and protecting the shared performance.**
4	How do the ideas "one correct reaction" in paragraph 2 and "different viewpoints" in paragraph 3 support the writer's purpose?	**They assure readers that they may form their own interpretations, while encouraging them to support those interpretations with specific details and respect others' views.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

When you enter the board meeting, you may see microphones, nameplates, and adults carrying thick packets. You are there to listen and learn, not to already understand every agenda item. Choose a seat, silence your phone, and pick up an agenda if one is available. If public comment is open and you plan to speak, write one clear point and check the meeting's time limit first. During debate, take notes on claims that matter to you. Afterward, use those notes to ask a teacher or family member questions. Careful listening helps your voice become more informed.

Accept supported responses that identify first-time theatergoers and explain how specific craft choices make that audience feel prepared, included, and able to respond thoughtfully. For the writing task, accept varied contexts and wording if the response meets the length and content requirements and clearly considers the audience's experience.