Bridge, Audience, Purpose

Trace how context changes a writer's choices and readers' interpretations.

10.P.ST.1.c "Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline clues that reveal Lena's audience or purpose, and circle the writing choices she makes because of those clues. These marks will help you trace how context shapes each version and its readers' responses.

Two Stories of a Bridge

1. At Harborview High, student reporter Lena was assigned to explain the town's plan to replace an aging footbridge near the school. Her first audience was the school newspaper's students and families, many of whom crossed the bridge each day. She opened with a description of a rainy morning, when students crowded onto the narrow walkway. Then she used short paragraphs, defined the term "load limit," and quoted a senior who used the bridge. Lena wanted readers to picture why the issue mattered before they considered construction details.

2. Later, Lena prepared a three-minute statement for a city council meeting. Council members had already read engineering reports, while some residents worried that a closure would block access to stores. Because this audience needed to weigh options, Lena removed the rainy-morning opening and organized her statement around costs, safety inspections, and a possible detour. She named the report that recommended replacement and asked the council to publish a clear construction schedule. Her calmer, more formal tone signaled that she expected listeners to compare evidence and make a public decision.

3. After the meeting, Lena posted both pieces online, along with a note explaining their different purposes. Several students commented that the newspaper article made them notice the bridge's daily crowding. A shop owner, however, shared the council statement because its schedule request addressed her concern about deliveries during a closure. One reader criticized the newspaper article for giving too little space to the project's cost, yet Lena had made that choice for readers who were new to the issue. The differing responses showed that readers interpreted each version through their own needs and knowledge.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two facts about Lena's school-newspaper audience shaped her opening and her explanation of "load limit"?

2. Why did Lena remove the rainy-morning opening from her city council statement?

3. How did the students' response differ from the shop owner's response, and what concern shaped each response?

4. How does the criticism about project costs show that a reader's context can shape interpretation?

3 YOUR TURN

Your own words

Choose a school or community issue. In exactly 3 sentences, explain how you would shape one message for people unfamiliar with the issue and another for people who must make a decision, then predict one response from each audience.

ANSWER KEY

Bridge, Audience, Purpose

GRADE 10 · 10.P.ST.1.c

PART 1 · READ AND MARK

Underline clues that reveal Lena's audience or purpose, and circle the writing choices she makes because of those clues. These marks will help you trace how context shapes each version and its readers' responses. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two facts about Lena's school-newspaper audience shaped her opening and her explanation of "load limit"?	**Her audience included students and families who used the bridge daily and readers who may not know construction terms. She used a familiar rainy-morning scene and defined "load limit."**
2	Why did Lena remove the rainy-morning opening from her city council statement?	**Council members and residents needed to weigh practical options, so Lena focused on costs, safety, and the detour instead of an introductory scene.**
3	How did the students' response differ from the shop owner's response, and what concern shaped each response?	**Students noticed the bridge's daily crowding, while the shop owner valued the schedule request because she was concerned about deliveries during a closure.**
4	How does the criticism about project costs show that a reader's context can shape interpretation?	**The reader focused on costs, but Lena had limited that detail because her newspaper audience was new to the issue and first needed an accessible introduction.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To explain a proposed later bus route to students who are unfamiliar with it, I would begin with a brief example of a missed after-school ride and define the new route. For the transportation committee, I would use a formal tone and include ridership numbers, costs, and pickup times so members can compare the plan. Students may focus on whether they can stay for clubs, while committee members may question whether enough riders would use the route.

Accept responses that connect specific audience knowledge, needs, or roles to specific author choices and likely interpretations. For the open task, accept varied issues if the response has exactly three sentences and addresses both audiences and both predicted responses.