

One Idea, Three Readers

See how wording shifts with readers and goals.

10.P.ST.2 "Author, Audience, & Purpose: Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline clues that reveal each paragraph's intended audience, then circle words or details the writer uses to move that audience toward an action.

Refill Station Messages

- ① To the School Board: Our campus can reduce the number of single-use plastic bottles placed in trash bins on campus by installing two bottle-filling stations near the gym and cafeteria. Each station connects to the building's existing water line, so the project does not require bottled-water deliveries. The facilities manager estimates installation and filter replacement will cost \$4,800 in the first year. Approving the project this spring would allow work to occur during summer break, avoiding disruptions to classes. Please place the proposal on the April agenda.
- ② Students, picture leaving practice with an empty bottle and quickly finding cold water beside the gym when you need it instead of a vending machine. The Green Team is asking you to complete a one-minute survey about two proposed refill stations. Scan the QR code on cafeteria tables before Friday, then tell us where lines form or where a station would help most. Your answers will guide the location choices. Bring a reusable bottle on Earth Day, when the team will display survey results and demonstrate how the stations work.
- ③ Families, the proposed refill stations could make it easier for students to refill bottles during sports, rehearsals, and long school days. Before the board votes, the Green Team will host a fifteen-minute information session in the library at 6:30 p.m. next Tuesday. A translator will be available, and a livestream link will appear in the weekly email for people who cannot attend. At the session, families can ask about installation costs, filters, and access for wheelchair users. Send any questions in advance through the school parent portal.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Who is the main audience for paragraph 1? Give two details that show how the writer addresses that audience.

- 2 How does the purpose of paragraph 1 differ from the purpose of paragraph 2? Name one strategy used in each paragraph.

- 3 How does paragraph 3 accommodate family members who may face barriers to attending the information session?

- 4 Choose one detail from paragraph 2 and explain why it is suited to a student audience.

3 YOUR TURN Your own words

Write two messages about creating a quiet study zone in an unused library corner. Write 45 to 60 words to the principal requesting approval and 45 to 60 words to students inviting feedback. In each message, state your purpose and use at least two choices that fit its audience.

PART 1 • READ AND MARK

Underline clues that reveal each paragraph's intended audience, then circle words or details the writer uses to move that audience toward an action. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the main audience for paragraph 1? Give two details that show how the writer addresses that audience.	The school board. The writer gives a first-year cost, explains the summer installation timeline, and asks for the proposal to be placed on the April agenda.
2	How does the purpose of paragraph 1 differ from the purpose of paragraph 2? Name one strategy used in each paragraph.	Paragraph 1 seeks board approval, using cost and scheduling details. Paragraph 2 seeks student survey participation, using direct address, a QR code, and a Friday deadline.
3	How does paragraph 3 accommodate family members who may face barriers to attending the information session?	It offers a translator, a livestream link for people who cannot attend, and a way to send questions through the parent portal.
4	Choose one detail from paragraph 2 and explain why it is suited to a student audience.	Answers may include the QR code on cafeteria tables, the direct use of "you," the brief survey, or the Earth Day demonstration. These details make the requested action convenient and relevant for students.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To Principal: Principal Alvarez, I request approval to turn the unused library corner near the windows into a quiet study zone. Four desks, two lamps, and a posted silent-work sign would support students who need focused space. The librarian can monitor the area during existing hours. Please add this low-cost plan to next month's leadership meeting. To Students: Students, help design a quiet study zone in the library. Would you use desks near windows, lamps for reading, or a sign that asks people to work silently? Share your choice on the library's quick poll by Thursday. Your ideas will help the student council decide what the space needs before it opens.

Accept reasonable audience claims when students support them with specific wording or details from the passage. In Part 3, look for different tone, evidence, organization, or calls to action that clearly fit the principal and student audiences.