One Event, Three Lenses

How purpose shapes what a text includes.

10.T.C.1.a "Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline phrases that show why each text was written, circle details chosen to serve that purpose, and write T, P, or D beside each paragraph for technical, personal, or disciplinary.

Three Records of a Storm

1. Storm Operations Notice, Harbor Point Emergency Office: A hurricane warning is in effect from 6:00 p.m. Tuesday until further notice. Forecast models place the strongest winds near Harbor Point between midnight and 5:00 a.m., with possible storm surge of three to five feet above ground level in low streets. Residents in Zones A and B must leave by 8:00 p.m. Use Route 17 north, because Bay Road may flood before midnight. The notice lists shelter locations, evacuation times, and radio frequencies so residents and responders can make quick, safe decisions.

2. Journal entry, Maya Ortiz, age sixteen: I watched my father tape plywood over our windows while rain slapped the porch roof. Before we left, I carried my grandmother's photo album to the car, even though Dad said to pack only essentials. At the shelter, people spoke quietly and checked their phones. I felt embarrassed when I cried, then relieved when our neighbor arrived safely. Writing this helps me hold onto what the storm felt like from inside our house, not just what happened on a weather map.

3. From a local history exhibit: Harbor Point has rebuilt after several severe storms, but the 1938 New England hurricane changed how the town planned for risk. Newspaper photographs show boats pushed onto downtown streets, while town meeting records describe damaged docks and lost power. Historians compare these sources with tide data and later maps to reconstruct both the storm's effects and the community's response. The exhibit does not tell visitors where to shelter today. Instead, it connects evidence from the past to a larger question: how do coastal communities remember disasters and change their decisions afterward?

2 ANSWER WITH EVIDENCE

Use the passage

1. Which paragraph is meant to guide immediate safety actions? State its purpose and cite two details that support your answer.

2. How does the journal writer choose details differently from the operations notice? What does this difference show about the journal's purpose?

3. What kinds of evidence do historians combine in the exhibit, and what do they use that evidence to understand?

4. Why should a current Harbor Point resident not use the history exhibit as an evacuation guide? Use evidence from the paragraph.

3 YOUR TURN

Your own words

Choose a familiar event, such as a school concert, a power outage, or a sports game. Write a 65-85 word text about it for a technical, personal, or disciplinary purpose, then add one sentence that names your purpose and audience and points to two choices you made.

ANSWER KEY

One Event, Three Lenses

GRADE 10 · 10.T.C.1.a

PART 1 · READ AND MARK

Underline phrases that show why each text was written, circle details chosen to serve that purpose, and write T, P, or D beside each paragraph for technical, personal, or disciplinary. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which paragraph is meant to guide immediate safety actions? State its purpose and cite two details that support your answer.	**Paragraph 1. Its technical purpose is to help residents and responders make safe decisions. Details include the 8:00 p.m. evacuation deadline, Route 17 north, shelter locations, and radio frequencies.**
2	How does the journal writer choose details differently from the operations notice? What does this difference show about the journal's purpose?	**The journal includes personal observations and feelings, such as carrying a photo album, crying, and feeling relieved. Its purpose is to preserve a person's experience of the storm, not to give instructions.**
3	What kinds of evidence do historians combine in the exhibit, and what do they use that evidence to understand?	**They combine newspaper photographs, town meeting records, tide data, and later maps. They use the evidence to reconstruct the storm's effects and the community's response.**
4	Why should a current Harbor Point resident not use the history exhibit as an evacuation guide? Use evidence from the paragraph.	**The exhibit is designed to connect past evidence to a larger question about how communities remember and change after disasters. It specifically says that it does not tell visitors where to shelter today.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Robotics Tournament Operations Notice: Teams must check in at the east gym doors between 7:15 and 7:45 a.m. Place labeled toolboxes along the marked wall, not near the competition tables. Captains will receive match schedules at the registration desk. If a robot battery swells or leaks, notify an adult supervisor immediately and move away from the charging area. These procedures reduce delays and protect participants during setup. My technical purpose is to help team captains and participants prepare safely, so I use exact times and safety directions.

Accept other well-supported interpretations when students identify a text's purpose and connect it to specific details or choices. For Part 3, check that the student maintains one clear purpose, addresses an appropriate audience, and explains two purposeful writing choices.