Message Under Pressure

Track how audience needs shape a public notice.

12.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 details about the audience or situation, circle each choice Ortiz makes, and number the audience responses that lead to a later revision.

A Notice for Many Riders

1 When Harbor City Transit Authority planned to close the East Line for six weekends, communications officer Lena Ortiz faced a tense context. The line served a hospital, a community college, and a stadium, so riders had different concerns. Early social-media posts focused on construction noise and used technical terms such as "signal modernization." Comments quickly asked whether night-shift workers could still reach the hospital. Ortiz recognized that a notice written only for engineers would not answer the public's immediate questions. She also knew that a vague message could make riders suspect the agency was hiding delays.

2 She revised the notice for the agency's website and posters at stations. Instead of opening with the project's budget or equipment, she began with dates, affected stops, and a map of replacement buses. A short heading, "Hospital Access After 10 p.m.," appeared near the top. Ortiz kept one technical sentence because reporters and neighborhood advocates needed to evaluate the agency's explanation, but she defined the term in plain language. She added a phone number staffed overnight and acknowledged that transfers might add twenty minutes. These choices made the agency sound accountable rather than promotional.

3 Riders did not all respond alike. A student newspaper praised the map and posted the closure dates in its event calendar. Hospital employees shared the overnight phone number in a private staff group, showing that the heading had reached a high-stakes audience. Some stadium visitors still complained online, largely because the notice did not compare bus travel times with train travel after games. At the next public meeting, Ortiz said the comments revealed another audience need. For the final version, she added a game-night travel chart. Her revision treated audience response as evidence, not as a vote on whether repairs were necessary.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which audience concern showed Ortiz that technical language alone would not work?

2. Identify two choices Ortiz made in the revised notice. Explain the audience need that each choice addressed.

3. Why did Ortiz keep one technical sentence but define it in plain language?

4. How did stadium visitors' response shape the final version of the notice? What does this revision show about Ortiz's use of audience response?

3 YOUR TURN

Your own words

Imagine that your school must close its library for three afternoons during exam week because of a ceiling repair. Write a 100 to 130 word announcement for students that makes at least three audience-aware choices. Then add two sentences explaining how the context shaped your choices and how you expect students to respond.

ANSWER KEY

Message Under Pressure

GRADE 12 · 12.P.ST.1.c

PART 1 · READ AND MARK

Underline details about the audience or situation, circle each choice Ortiz makes, and number the audience responses that lead to a later revision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which audience concern showed Ortiz that technical language alone would not work?	**Comments asked whether night-shift workers could still reach the hospital.**
2	Identify two choices Ortiz made in the revised notice. Explain the audience need that each choice addressed.	**She put dates, affected stops, and a replacement-bus map first to answer riders' immediate travel questions. She added a hospital-access heading and an overnight phone number for hospital workers, especially night-shift employees.**
3	Why did Ortiz keep one technical sentence but define it in plain language?	**Reporters and neighborhood advocates needed the technical explanation to assess the agency, while other readers needed a clear definition.**
4	How did stadium visitors' response shape the final version of the notice? What does this revision show about Ortiz's use of audience response?	**She added a game-night travel chart because visitors wanted a comparison of bus and train travel after games. The revision shows that she used audience response as evidence of an unmet need.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Library Closure During Exam Week The library will close at 3:15 p.m. on Tuesday, Wednesday, and Thursday, May 12 through 14, while workers repair a damaged ceiling near the study rooms. Classes may still use the library before 3:15 p.m. Students who need a quiet place after school can use Room 214 until 5:30 p.m.; school laptops, chargers, and printed research materials will be available there. The digital catalog and databases will remain open from home. If you have a book due during the closure, return it Friday without a late fee. Ask the librarian before Tuesday if you need a reserved book or accessibility support. Because the closure occurs during exam week, the announcement gives dates, an alternate study space, and research access near the beginning. Students who need resources after school should know where to go and should be less likely to miss deadlines.

Accept responses that accurately connect a detail of the situation or audience to a specific author decision and an audience response. For the open task, look for a clear announcement, at least three choices suited to students during exam week, and two sentences that explain the choices and predicted response.