

# Words for Whom

Trace how situation, audience, and purpose shape a news story.

**9.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 four words, phrases, or details that show Lena adjusting the article for its situation or readers. Circle two details that show how readers responded or what they expected.

### Reporting a Proposed Rule

- ① At Harborview High, the student newspaper planned a story about a proposed rule that would limit phone use during the school day. Reporter Lena Ortiz first interviewed students who used phones to coordinate rides, jobs, and family responsibilities. She also spoke with teachers who said constant notifications interrupted discussions. Because the policy had not yet been approved, Lena avoided writing that phones “would be banned.” Instead, she explained what the proposal said, named the people who supported and questioned it, and included the date of the public school board meeting. Her goal was to give readers enough information to form their own views.
- ② Before publication, Lena considered who would read the paper. Many students would skim the article between classes, while parents and staff might read it online at night. She used a clear headline, “Phone Rule Proposal Heads to Board,” rather than a dramatic claim. Near the beginning, she summarized the rule in plain language. Later, she placed longer quotations from a sophomore and a science teacher beside a small chart showing meeting times and ways to comment. These choices made the article easy to scan, but they also signaled that the issue affected several groups. Readers could recognize their concerns without being told which side to choose.
- ③ After the story appeared, its audience responded in different ways. In comments on the newspaper website, several students thanked Lena for explaining how to speak at the meeting, since they had assumed the decision was final. One parent wrote that the student quotation helped her understand why some families wanted exceptions. A teacher shared the article with colleagues because the chart saved them time. However, a few readers complained that Lena had not announced a position. They expected an editorial, not a news report. Their response showed that readers bring their own purposes and expectations to a text, even when an author carefully explains the situation.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** Why did Lena avoid writing that phones would be banned? How did the policy's status shape her wording?

**2** Identify two choices Lena made for readers who might skim the article. Explain how each choice fits that reading context.

**3** How did the website comments show that the article changed some students' understanding of their role in the issue?

**4** Why might some readers complain that Lena did not announce a position, even though that matched Lena's goal?

**3 YOUR TURN** \_\_\_\_\_ Your own words

Write 4 to 5 sentences for a school newsletter inviting families to an evening student art show. Use choices that fit families who may be busy and unfamiliar with the event, then identify two choices you made and explain how each may shape readers' response.

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**PART 1 • READ AND MARK**

Underline four words, phrases, or details that show Lena adjusting the article for its situation or readers. Circle two details that show how readers responded or what they expected. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                  | ANSWER                                                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Why did Lena avoid writing that phones would be banned? How did the policy's status shape her wording?                    | <b>The policy had not been approved, so Lena described it as a proposal instead of presenting a ban as final.</b>                                            |
| 2 | Identify two choices Lena made for readers who might skim the article. Explain how each choice fits that reading context. | <b>She used a clear headline and summarized the rule near the beginning in plain language. These choices help busy readers quickly understand the topic.</b> |
| 3 | How did the website comments show that the article changed some students' understanding of their role in the issue?       | <b>Some students learned that the decision was not final and that they could speak at the school board meeting.</b>                                          |
| 4 | Why might some readers complain that Lena did not announce a position, even though that matched Lena's goal?              | <b>Those readers expected an editorial with an opinion, while Lena wrote a news report meant to give information without choosing a side.</b>                |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Families are invited to the Student Art Show on Thursday, May 14, from 6:00 to 7:30 p.m. in the cafeteria. Stop by anytime to see student work, meet the artists, and enjoy free cookies. I put the date, time, and place first so busy families can quickly decide whether they can attend. I also used "stop by anytime" to show that visitors do not need to stay for the full event, which may make attendance feel easier.

Accept answers that identify specific author choices and connect them to the article's situation, intended readers, or reader reactions. For the open task, accept varied announcements if the student clearly explains two purposeful choices and likely audience responses.