Choices That Reach

Analyze how a writer shapes a message for student readers.

9.P.ST.2.c "Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details chosen for ninth graders, circle one word or phrase that makes the message direct or memorable, and write 1 or 2 beside two design choices that make the information easy to use.

Mapping Heat on Campus

1 At 2:15 on a cloudless May afternoon, the blacktop beside our school can feel much hotter than the air. Dark pavement absorbs sunlight, while trees cool nearby spaces by providing shade and releasing water vapor. That difference matters when students wait for buses, practice sports, or cross the parking lot. This article asks ninth graders to notice where heat builds on campus. Your observations can help the student council propose shade structures, water stations, and safer walking routes before next summer.

2 Start with three places: (1) the bus loop, where students stand in afternoon sun, (2) the south entrance, where families arrive for games, and (3) the courtyard, where lunch tables sit under limited shade. A simple campus map will be posted outside the library and online. On the map, add a dot to a spot that feels hottest and write the time of day. No special equipment is needed. Even a two-minute observation during dismissal can reveal a pattern that a single temperature reading might miss.

3 Why use a map instead of a long report? A map lets busy students see the problem at a glance and add their own evidence. Notice the contrast: a shaded bench can be comfortable, while an unshaded metal bench may become too hot to sit on. The goal is not to blame the school. It is to turn everyday experiences into clear evidence for a practical request. If many dots cluster in one area, the council can show decision-makers exactly where a tree, canopy, or drinking fountain would help most.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the main audience for this article, and what does the writer want that audience to do?

2. Which information does the writer highlight in the second paragraph, and why would it matter to the intended audience?

3. How do the numbered locations and the map directions make the text accessible for busy student readers?

4. Identify one craft technique in the third paragraph and explain its effect on the reader.

3 YOUR TURN

Your own words

Write a 70- to 90-word notice for ninth graders before a cafeteria waste audit. Include a short title, a direct address, one accurate reason for sorting waste, two numbered steps, and either a contrast or a question.

ANSWER KEY

Choices That Reach

GRADE 9 · 9.P.ST.2.c

PART 1 · READ AND MARK

Underline two details chosen for ninth graders, circle one word or phrase that makes the message direct or memorable, and write 1 or 2 beside two design choices that make the information easy to use. 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 this article, and what does the writer want that audience to do?	**The main audience is ninth graders. The writer wants them to identify hot spots on campus and add observations to a map.**
2	Which information does the writer highlight in the second paragraph, and why would it matter to the intended audience?	**The writer highlights three familiar campus locations and gives simple map directions. This helps students notice heat in places they use during buses, lunch, and school events.**
3	How do the numbered locations and the map directions make the text accessible for busy student readers?	**The numbered locations organize the task into clear places to check, and the brief directions tell students exactly what to do without needing special equipment.**
4	Identify one craft technique in the third paragraph and explain its effect on the reader.	**The writer uses the question, "Why use a map instead of a long report?" to introduce a comparison and focus readers on why a map is a practical tool. The contrast between shaded and unshaded benches also makes the heat problem concrete.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Sort Lunch Smarter Before Friday's cafeteria waste audit, you can help our school learn what it throws away. Put recyclable bottles and cans in the blue bin, not the trash, so they can be processed into new materials. Follow two quick steps: 1. Empty leftover food into the compost container. 2. Place clean containers in recycling. A tossed bottle disappears from view, but it does not stop using resources. Can you sort your tray before the bell?

Accept answers that connect a specific choice in the passage to ninth-grade readers, the campus heat context, or the goal of collecting usable evidence. For the writing task, accept varied topics and wording if the response meets the stated audience, design, language, and length requirements.