Plans on Paper

Trace choices that guide real readers.

9.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 details that reveal what readers may need or worry about. Circle language that directs an action, and number 1, 2, and 3 beside three details that make participation easier.

After the Final Bell

1 On Thursday, the auditorium lights will stay on after the final bell. At the doorway, a table will hold index cards, colored tape, and small wooden pieces. Choose a card that names a neighborhood problem, such as a dark bus stop or an overflowing trash bin. Then build a quick model, sketch a sign, or record a thirty-second audio message. Adults from the city planning office will move among the tables, asking what would make each idea work on an actual street. You may work alone, bring a friend, or join a table that has an empty chair.

2 The first twenty minutes are for trying materials, not for presenting polished solutions. If drawing feels difficult, use arrows and labels. If speaking to a group feels uncomfortable, place your idea in the box by the stage, and a volunteer can read it without naming you. A snack cart will be near the back wall, and buses leave from the usual stops at 8:15. Before you go, put one star beside an idea you would want to see outside your home, school, or workplace. The cards and models will be displayed at Saturday's street fair.

3 At the end of the evening, each table will hand in a card with a name or email only if the writer wants a reply. The planning office will sort suggestions into three groups: changes that can happen soon, ideas needing more study, and concerns that should be sent to another city department. A large map near the exit will show which streets are already scheduled for construction this year. Look for a blue sticker if you want to talk with a planner about a particular block. The event is free, and all supplies are provided. Doors close at 8:00, so arrive early enough to make something worth sharing.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the most likely audience for this text? Use two details from the passage to support your inference.

2. What does the writer most likely want readers to do after reading this text? Cite two details that support your answer.

3. How do the choices for drawing, labeling, speaking, or using the idea box accommodate the likely audience?

4. Why does the writer include details about the cost, supplies, buses, and closing time? Explain how these details support the writer's purpose.

3 YOUR TURN

Your own words

Choose a specific audience for a 55-70-word announcement inviting people to a school or community idea-sharing event. First name the audience in a separate sentence, then write the announcement using at least two details or language choices that fit that audience and make a clear action likely.

ANSWER KEY

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GRADE 9 · 9.P.ST.2

PART 1 · READ AND MARK

Underline details that reveal what readers may need or worry about. Circle language that directs an action, and number 1, 2, and 3 beside three details that make participation easier. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the most likely audience for this text? Use two details from the passage to support your inference.	**People who live, study, or work near the neighborhood and have ideas about local problems. Details may include references to home, school, workplace, particular blocks, city streets, and buses.**
2	What does the writer most likely want readers to do after reading this text? Cite two details that support your answer.	**The writer wants readers to attend and share ideas for improving local places. Support may include the invitation to build, sketch, or record an idea and the request to star an idea or hand in a card.**
3	How do the choices for drawing, labeling, speaking, or using the idea box accommodate the likely audience?	**They let people with different skills and comfort levels contribute, including readers who do not feel confident drawing or speaking publicly.**
4	Why does the writer include details about the cost, supplies, buses, and closing time? Explain how these details support the writer's purpose.	**These details remove practical barriers and help readers plan how to participate, making attendance and contribution more likely.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My audience is students who use the city bus after school. Bring a photo or quick sketch of a bus-stop problem to Room 214 on Tuesday at 3:15. You can work with a friend, add your idea anonymously, or record it on a tablet. Transit staff will review the suggestions, and late buses will leave from the front entrance at 4:30. Pick up a snack when you arrive.

For Question 1, accept a supported inference such as local residents, students, workers, or other people affected by neighborhood conditions. For the open task, accept varied events and audiences when the announcement is 55-70 words, names an audience separately, states a clear action, and uses at least two audience-aware choices.