

One Change, Three Messages

See how audience and setting shape a public message.

9.T.C.1.b "Assess the impact of context and language on a text's reception by the audience. (I)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or details that respond to a specific audience's concerns. Circle the words that show how the message's tone or format changes from one setting to another.

Moving Route 6

- ① When Riverton Transit planned to move the Route 6 bus stop two blocks east, staff knew that the change would affect people differently. The stop served a clinic, an apartment building, and Central High School. A bare notice saying, "Stop relocated May 3," might be accurate, but it could leave riders confused or worried. Instead, the department prepared messages for several settings. Each message gave the same date and location, yet its tone, details, and format changed with the audience that would receive it.
- ② At the clinic, staff posted a large notice near the entrance. It read, "Beginning May 3, Route 6 will stop at Pine Street, beside the pharmacy. The new stop is level with the curb and has a bench." The notice used calm, direct sentences and included access details because some patients used wheelchairs, walkers, or were recovering from appointments. Clinic employees reported that visitors asked fewer questions after reading it. In this setting, practical information made the announcement seem considerate rather than like an inconvenience to people already managing health concerns.
- ③ Later, the department shared a post on Central High's student app: "Route 6 is moving, but your ride home is still on track. Starting May 3, meet the bus at Pine Street by the pharmacy, a two-minute walk from the old stop." The phrase "your ride home" and the quick comparison spoke to students' daily routines. At a town council meeting, however, officials used a map, ridership numbers, and the phrase "improves traffic flow near the school entrance." Council members focused on safety and congestion, not catchy wording. The same change gained support when each audience heard a version that matched its concerns.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Compare the clinic notice with the student app post. What detail in each message fits its audience, and how could that detail affect the audience's reaction?

- 2 Why could the bare notice, "Stop relocated May 3," lead to a less positive reception than the other messages?

- 3 Why did officials use a map and ridership numbers at the town council meeting instead of the student app's casual wording?

- 4 How does the passage show that the same information can be received differently in different contexts?

3 YOUR TURN Your own words

Choose a school change, such as a room closure, schedule change, or new rule. Write one announcement for students and one for families, using exactly two sentences for each, then write one sentence explaining how your language choices could affect each audience's reception.

PART 1 • READ AND MARK

Underline words or details that respond to a specific audience's concerns. Circle the words that show how the message's tone or format changes from one setting to another. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the clinic notice with the student app post. What detail in each message fits its audience, and how could that detail affect the audience's reaction?	The clinic notice mentions a level curb and bench, which can reassure patients concerned about access. The student post says "your ride home is still on track" and gives a two-minute comparison, which can make the change seem manageable to students.
2	Why could the bare notice, "Stop relocated May 3," lead to a less positive reception than the other messages?	It gives only a date and a basic change. It does not address riders' concerns about access, daily routines, safety, or traffic.
3	Why did officials use a map and ridership numbers at the town council meeting instead of the student app's casual wording?	Council members were focused on safety and congestion. Maps and ridership numbers provide evidence that can help them judge the change and view it as useful.
4	How does the passage show that the same information can be received differently in different contexts?	The Route 6 move stays the same, but clinic visitors receive access details, students receive routine-focused language, and council members receive evidence about traffic and safety. Each version addresses different concerns.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students: The library will close at 4:00 p.m. on Thursday for new carpet installation. Return books in the hallway bin, and use the study room near the gym after school. Families: On Thursday, the school library will close at 4:00 p.m. so workers can install new carpet safely. Students may return materials in the hallway bin, and supervised study space will be available near the gym. Explanation: The student version gives a direct after-school option, while the family version emphasizes safety and supervision, concerns that may make families view the closure as organized and responsible.

Accept responses that identify specific language or details and connect them to an audience concern and likely reception. In Part 3, accept varied school changes if both versions clearly adapt tone, details, or format for the named audiences.