

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 Read the fictional reporting example. 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 a four- or five-sentence newsletter announcement inviting busy families to an evening student art show. Then separately explain two choices and their likely effects on readers. Use an imagined school and clearly identify the announcement as a practice example.

1. Newsletter announcement

Write four or five complete sentences. Include the date, time, location and what visitors can expect. Make the invitation easy for families unfamiliar with the event to understand.

2. Explain your choices

In two or three additional sentences, identify two specific choices in your announcement and explain how each fits the reading context and may affect readers. These sentences are separate from the announcement.

PART 1 • READ AND MARK

Read the fictional reporting example. 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?	The policy had not been approved, so Lena described it as a proposal instead of presenting a ban as final.
2	Identify two choices Lena made for readers who might skim the article. Explain how each choice fits that reading context.	A clear headline identifies the topic; an early plain-language summary gives the essentials. Also accept the meeting/comment chart because it organizes practical information for quick scanning. Explain two choices.
3	How did the website comments show that the article changed some students' understanding of their role in the issue?	Some students learned that the decision was not final and that they could speak at the school board meeting.
4	Why might some readers complain that Lena did not announce a position, even though that matched Lena's goal?	Those readers expected an editorial with an opinion, while Lena wrote a news report meant to give information without choosing a side.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Practice announcement for an imagined event - four sentences: Families are invited to the Student Art Show on May 14, from six to seven thirty in the evening, in the Harborview High cafeteria. Students will display paintings, photographs, and sculptures. Visitors may arrive at any point during the event and stay as long as their schedules allow. Come meet the student artists and ask about how they made their work.

Separate explanation: I put the date, time, and place first so busy readers can find the practical details quickly. I explained that visitors can come for part of the event, which may make the invitation more workable for families with other commitments.

Check four or five announcement sentences, followed by a separate explanation connecting two choices to context and likely audience responses. The model has four announcement sentences and two explanation sentences. Accept varied defensible choices; a described chart in the reading is narrative evidence and is not a missing student-use asset.