

Reading the Room

Analyze how purpose and audience shape notices, editorials and planning briefs.

12.T.C.1 "Purposes & Audiences: Analyze the impact of purpose and audience on a wide variety of texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB These three short texts are fictional classroom cases. Mark a word, detail or structural choice in each that reveals its audience and purpose. Compare the effects of those choices rather than only naming the audiences.

Three Messages by the Water

- ① **1. Resident notice:** The harbor building will test its alert system Tuesday at 10 a.m. The scheduled test lasts three minutes and requires no evacuation. Instructions will be announced in English and Spanish. If you need help receiving the test, contact the building office by Monday to discuss available access arrangements. The office is open from 8 a.m. to 6 p.m. Keep the blue information card delivered to each apartment. This announcement concerns the scheduled test only; follow official instructions if an actual emergency occurs.
- ② **2. Student editorial:** After the storm, wrappers dotted the ground beside our track. What should our school's outdoor space say about us? Before we accept another paved corner, let us ask whether a rain garden belongs in the courtyard plan. Imagine a living classroom instead of another blank strip. We do not yet know the site's suitability or the project's cost, but that is a reason to seek an assessment, not to stay silent. Add your name to the student request form by Friday so the planning committee hears that students want this option considered.
- ③ **3. Capital planning brief:** The preliminary options are a concrete wall estimated at \$2.4 million and a restored marsh with a raised entrance estimated at \$2.7 million. These fictional planning estimates are not construction bids. The board needs an engineering review of suitability and storm performance, plus long-term maintenance estimates for both options. A possible grant could offset part of the second option's cost, but funding has not been awarded. Please authorize a feasibility study this quarter so staff can assess the options before the December grant deadline. This request commits to studying alternatives, not to selecting a final design.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do the notice's organization and access details serve its audience and purpose? Use two examples.

2 Explain how the editorial's pronouns, question or image seeks to influence students. Use two textual details.

3 Compare the notice and planning brief. How does their different purpose affect the information each emphasizes?

4 Why are the qualifications in the planning brief useful to its audience? Explain two of them.

3 YOUR TURN

Your own words

Using the fictional courtyard notes below, write a 70-90-word message for a specific audience. Then write exactly two additional sentences explaining how two choices in your message fit that audience and purpose. Keep the explanation separate from the message.

1. Write the message

Fictional notes: a September 3 photo log shows a missing plank on each of two courtyard benches; a maintenance meeting is Friday; repair costs and dates are unknown. Choose the student council, principal or facilities office as your audience. Write a 70–90-word message with a request suited to that audience’s role. Label any additional imagined context as fictional.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

2. Explain the choices

In exactly two additional sentences, explain how two specific choices in your message fit its audience and purpose. The explanation is outside the message's word range.

PART 1 • READ AND MARK

These three short texts are fictional classroom cases. Mark a word, detail or structural choice in each that reveals its audience and purpose. Compare the effects of those choices rather than only naming the audiences. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the notice's organization and access details serve its audience and purpose? Use two examples.	The notice addresses residents who need to understand a scheduled test. It gives time/duration and the no-evacuation scope early, then offers language information, an office assistance route and a reminder card so varied residents can prepare.
2	Explain how the editorial's pronouns, question or image seeks to influence students. Use two textual details.	"Our" and "us" create shared responsibility; the question connects outdoor space with school identity; the living-classroom image invites students to imagine an alternative. The form and Friday deadline channel that engagement into a request.
3	Compare the notice and planning brief. How does their different purpose affect the information each emphasizes?	The notice emphasizes immediate logistics and access for residents preparing for a test. The brief emphasizes estimates, unresolved evidence and decision timing for a board considering a feasibility study.
4	Why are the qualifications in the planning brief useful to its audience? Explain two of them.	Examples: preliminary estimates are not bids, so the board should not treat them as final prices; suitability/performance and maintenance need review, so neither design is proved best; a possible grant is not awarded money, so it cannot be counted as secured funding.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible message: Members of the student council, please collect student comments about courtyard seating before Friday's maintenance meeting. The fictional September 3 photo log shows a missing plank on each of two benches, but it does not describe every seat or tell us repair costs. Ask classmates which locations they use and what they have noticed. Send a summary to the facilities office for assessment, keeping observations separate from assumptions about repairs. This gives students a clear way to contribute before decisions are made.

Two-sentence explanation: I give student representatives a comment-collection task because they can gather classmates' experiences but cannot approve repairs. I separate the limited photo evidence from unknown costs so their request informs the facilities office without claiming technical authority.

Count only the message body against 70-90 words; the two explanation sentences are additional. Assess how the student links two actual language, evidence or action choices to the chosen audience and purpose. The model addresses student council representatives, assigns a relevant information-gathering role and preserves the photo log's limited scope. All local texts, costs, events and records are fictional. The editorial proposes investigating an option, not a guaranteed environmental outcome. The brief leaves engineering performance, maintenance and grant funding unresolved. This sheet compares three genres; a broader course should also examine longer and literary texts. No absent photograph, budget document or engineering diagram is needed.