Listen Before Sharing

Evaluate audio messages during a school disruption.

12.DL.16 "Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one audible delivery choice for each message, circle its source or evidence cues, and number the three messages from most to least useful for a student deciding what to do this morning.

Three Messages Before School

1. At fictional Harborview High, a water main break has shut off drinking fountains for one school day. At 6:40 a.m., the district posts a 45-second audio alert for families and students. A steady voice says, "Classes will meet today. Bring a filled bottle. Sealed water will be available in the cafeteria." The speaker pauses after each instruction, then repeats the time of the next update, 10 a.m. The post appears on the district's verified account and links to a dated notice from the local water utility. Its calm delivery suits a morning when listeners need practical directions quickly.

2. At 7:05 a.m., a student shares a 20-second voice clip on a public video app. Over a fast drumbeat, an excited narrator says, "All the school water is contaminated! Stay home!" The narrator gives no name, test result, or source, and the clip ends before explaining whether classes are canceled. Its urgent tone may grab attention, especially among students scrolling before the bus arrives. Yet a water main break does not, by itself, establish contamination. The clip's sweeping claim and missing evidence make it a poor basis for deciding whether to attend school.

3. At 7:30 a.m., the student-run radio channel releases a two-minute interview with the district facilities director. The host asks whether the break affects sinks as well as fountains. The director says maintenance has closed the fountains but has not confirmed a problem with sink water; until the utility reports back, students should use sealed water at school. The host identifies the guest by name and role, mentions when the interview was recorded, and directs listeners to the district notice. Unlike the alert, this segment leaves room for uncertainty. It may help curious students evaluate rumors, although listeners in a rush may prefer the shorter alert.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the district alert's pauses and repeated update time serve its audience and purpose?

2. How might the voice clip's drumbeat and excited voice affect students before the bus arrives? Why does that effect not make the clip trustworthy?

3. Which is more credible on the question of sink water, the voice clip or the radio interview? Support your judgment with two details.

4. For a student with little time before school, which is more effective, the district alert or the radio interview? Explain how its length and content fit that occasion.

3 YOUR TURN

Your own words

A student council must post a 30-second audio message because the library will close at 3 p.m. today after a power outage. In one paragraph, recommend an audience, a purpose, two specific sound or delivery choices, and a way to verify the claim; explain why your choices fit the occasion.

ANSWER KEY

Listen Before Sharing

GRADE 12 · 12.DL.16

PART 1 · READ AND MARK

Underline one audible delivery choice for each message, circle its source or evidence cues, and number the three messages from most to least useful for a student deciding what to do this morning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the district alert's pauses and repeated update time serve its audience and purpose?	**They help families and students catch instructions and know when to expect more information during a rushed morning.**
2	How might the voice clip's drumbeat and excited voice affect students before the bus arrives? Why does that effect not make the clip trustworthy?	**The sounds may seize students' attention and make the claim feel urgent, but the unnamed narrator provides no test result or source.**
3	Which is more credible on the question of sink water, the voice clip or the radio interview? Support your judgment with two details.	**The interview is more credible: it identifies the district facilities director and acknowledges that a problem with sink water has not been confirmed. The voice clip provides no source or test result.**
4	For a student with little time before school, which is more effective, the district alert or the radio interview? Explain how its length and content fit that occasion.	**The district alert is more effective for a student in a rush because it gives brief, direct instructions about attending school, bringing a bottle, and finding sealed water. Accept the interview if the student explains how its detail helps that audience make a sound decision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The message should address students who planned to study after school and tell them to make other plans. A student speaker should use a steady voice, not a dramatic soundtrack, so the closing time is easy to hear without suggesting danger. The speaker should pause after "3 p.m." and repeat it once because students may listen while walking between classes. Before posting, the council should confirm the closing with the librarian and link to the school's dated notice. Those checks make the message more credible than an unsourced hallway rumor.

Accept supported rankings in the marking task. For the open task, look for an audience and purpose, two justified audible choices, and a specific credibility check.