Messages in Smoke

Infer how setting, timing, and readers shape each message.

10.P.ST.1.b "Consider how context impacts the purposes of the author and the audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that show who each message is likely for. Circle details that show what the writer needs readers to know or do, then number the messages 1 to 3 from most public to most specialized.

One Smoky Monday

1 On Monday morning, smoke from a distant wildfire drifted over Pine Ridge. At 6:15 a.m., Principal Elena Ruiz placed a notice in the school's online portal: "The air quality index is 168. Outdoor recess, sports practice, and field trips are canceled today. Students who use inhalers should keep them nearby." The notice also listed the morning bus schedule and said that dismissal would occur at the usual time. By 7:00, several adults had used the portal's translation button, and the office phone was busy with questions about after-school pickup.

2 At 8:30, the county health department posted a square graphic on its social media accounts. A color bar showed that an index from 151 to 200 is unhealthy, while a caption advised people to move strenuous activity indoors and to watch for coughing or shortness of breath. The post included versions in English, Spanish, and Vietnamese. It ended with a web link to a longer page about clean-air rooms, masks, and local clinics. Comments beneath the graphic asked whether older relatives and toddlers should attend an afternoon street festival.

3 Before noon, Parks Department director Malik Owens sent a different message through the city's employee system. "Set up the recreation center gym as a cooling and clean-air room by 1:00," it read. "Place the portable air filters near the entrance, record the number of visitors, and call the supply office if masks run low." The message named three staff members who had keys to the building and attached a shift chart. It did not explain air-quality categories or include the public clinic link. At 1:15, a maintenance crew unlocked the gym and rolled filters into place.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is most likely to use Principal Ruiz's notice? Give two details from the passage that support your answer.

2. What result does the county health department most likely want from its social media post? Use details from the post to explain.

3. How do the health department's posting choices show that it expects a broad audience? Identify two choices and explain what each suggests.

4. How does the same smoky-day context lead to different content in Ruiz's notice and Owens's message?

3 YOUR TURN

Your own words

A water main break has led to a city do-not-use-water advisory. Write two messages, each 35 to 50 words, one for students and one for restaurant owners. Add one sentence explaining how the different audiences changed your choices.

ANSWER KEY

Messages in Smoke

GRADE 10 · 10.P.ST.1.b

PART 1 · READ AND MARK

Underline details that show who each message is likely for. Circle details that show what the writer needs readers to know or do, then number the messages 1 to 3 from most public to most specialized. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is most likely to use Principal Ruiz's notice? Give two details from the passage that support your answer.	**Families connected to the school, especially caregivers. The notice gives bus and dismissal information, and adults use the translation button and call about pickup.**
2	What result does the county health department most likely want from its social media post? Use details from the post to explain.	**It wants community members to reduce smoke exposure and seek more information or care when needed. It advises moving strenuous activity indoors, watching symptoms, and using links to clinics and clean-air rooms.**
3	How do the health department's posting choices show that it expects a broad audience? Identify two choices and explain what each suggests.	**Posting on social media can reach many community members quickly, and offering English, Spanish, and Vietnamese versions reaches people who use different languages.**
4	How does the same smoky-day context lead to different content in Ruiz's notice and Owens's message?	**Ruiz's notice focuses on school routines and student health, such as recess, buses, and inhalers. Owens's message gives workers specific setup duties, such as filters, visitor counts, keys, and shifts.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students: The drinking fountains are off today because a water main broke nearby. Bring a filled bottle if you can. Cafeteria staff will provide sealed water at lunch, and classes will stay in the main building until the repair crew finishes. Restaurant owners: Do not use tap water for cooking, ice, or dishwashing while the do-not-use advisory remains active. Check the health department website at noon for testing updates. Keep bottled water ready and follow posted health instructions before reopening food service. The student message gives simple school-day directions, while the restaurant message names tasks that could affect safe food service.

Accept other supported inferences about audience and purpose when students cite relevant details from the passage. For Part 3, accept messages that accurately respond to the advisory and clearly adapt information, tone, or actions for each audience.