Heat Message Choices

Analyze how a safety notice reaches its readers.

10.P.ST.2.c "Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that identify the readers or situation. Circle action words, number the steps in the middle paragraph, and box words or phrases that create a serious, responsible tone.

Band Practice Heat Plan

1. HEAT PLAN FOR THURSDAY Marching band practice will begin at 6:30 a.m. Thursday because the afternoon forecast calls for dangerous heat. Bring a filled water bottle, a hat, and sunscreen. Wear the lightest uniform pieces your section leader approves. Check the band app by 5:45 a.m. for any weather update. Students who ride the late bus may arrive at the usual time and report to the auditorium. Families, please use the attendance form in the app if a student cannot come. Do not assume practice is canceled unless the director posts a message.

2. AT PRACTICE 1. Check in at the blue tent before taking out an instrument. 2. Refill your bottle at each water break. 3. Tell an adult right away if you feel dizzy, sick to your stomach, weak, or unusually tired. 4. Move with a staff member to the shaded recovery area. No student will be asked to "push through" these symptoms. A nurse or trained staff member will decide whether the student should rest, call home, or receive further care. Keep your phone available only for family contact or a director message.

3. WHAT TO DO NOW Use the morning schedule only if the director has not posted a change. Pack your water bottle tonight, then set it beside your shoes so it is hard to miss. If you notice a classmate becoming pale, confused, or unsteady, stay with that person and get an adult. Jokes about heat illness can make someone wait too long to speak. The goal is simple: arrive prepared, notice warning signs, and tell someone early. Your report could help a teammate return safely to rehearsal another day.

2 ANSWER WITH EVIDENCE

Use the passage

1. What audience and situation can you infer from the notice? Give two details from the passage that support your answer.

2. Which two details show that the author prioritizes immediate preparation or response to heat risk? Explain what each detail tells a reader to do.

3. How do the heading and numbered steps in the second paragraph help a band member who needs directions during practice?

4. How do the quotation marks around “push through” and the warning about jokes shape the notice’s tone and message?

3 YOUR TURN

Your own words

Write a 70 to 90 word notice for students attending an after-school event during an indoor air-quality alert. Include a clear heading, three numbered actions, one sentence for families or another adult, and language that makes reporting symptoms responsible rather than embarrassing.

ANSWER KEY

Heat Message Choices

GRADE 10 · 10.P.ST.2.c

PART 1 · READ AND MARK

Underline details that identify the readers or situation. Circle action words, number the steps in the middle paragraph, and box words or phrases that create a serious, responsible tone. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What audience and situation can you infer from the notice? Give two details from the passage that support your answer.	**The audience is marching band students and their families during a hot-weather practice change. Supporting details include references to section leaders, the band app, the late bus, and the attendance form.**
2	Which two details show that the author prioritizes immediate preparation or response to heat risk? Explain what each detail tells a reader to do.	**The notice tells readers to bring a filled water bottle and to tell an adult right away about symptoms. One prepares students before practice, and the other directs them to respond quickly during practice.**
3	How do the heading and numbered steps in the second paragraph help a band member who needs directions during practice?	**The heading signals that the directions apply during practice, and the numbered steps separate the response sequence so a reader can locate and follow actions quickly.**
4	How do the quotation marks around “push through” and the warning about jokes shape the notice’s tone and message?	**The quotation marks challenge pressure to ignore symptoms. The warning about jokes creates a serious, responsible tone and urges students to report concerns early.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

INDOOR AIR CHECK 1. Before debate club, look at the school app for the room assignment and alert level. 2. Bring any prescribed medication and follow the room change listed in the app. 3. Tell the adviser right away if you cough, wheeze, feel chest tightness, or become dizzy, even if symptoms seem small. Families, use the attendance portal if your student needs to leave early. Speaking up protects your health and helps adults make the room safer for everyone.

Accept supported inferences about audience, context, information choices, design, language, and tone. For the open task, accept varied alert procedures if the response meets the word count and required design, audience, and language features.