Messages Change Shape

Context shapes an author's audience, purpose, and message choices.

5.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 words that tell who each message is for, circle details that show why it was written, and number the email, poster, and article 1, 2, and 3.

Rainy-Day Recess Messages

1. On Tuesday, Pine Hill's playground closed after heavy rain left puddles near the swings. The principal sent families an email before school. It explained that students would have indoor recess for two days and asked adults to send boots later in the week. The email used calm, clear words because families needed quick information and safety details.

2. At lunchtime, fifth grader Mila made a bright poster for students. It said, “Indoor Recess Today, Choose a Game or Book!” She taped it beside the cafeteria doors, where children would see it. Her purpose was to help students know what to expect and feel ready for a different recess. The short, cheerful message fit busy readers.

3. That evening, the student news team wrote a website article about the change. The article described why rain can make play areas unsafe and quoted the principal's plan. Its audience included students, families, and staff who wanted fuller details. Unlike Mila's poster, the article gave explanations because readers had more time and might wonder why the decision was made.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the context of the principal's email affect its audience and purpose? Use two details from the passage.

2. How did Mila change her message to fit students who would see it near the cafeteria?

3. Why did the student news team include an explanation of unsafe play areas in its website article?

4. Compare Mila's poster and the website article. How did their audiences lead the authors to make different choices?

3 YOUR TURN

Your own words

Imagine that a wind advisory moves recess indoors. Write a one-sentence cafeteria sign for students and a two-sentence email for families. Each message must explain the change, but use details and a tone that fit its audience.

ANSWER KEY

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GRADE 5 · 5.P.ST.1.b

PART 1 · READ AND MARK

Underline words that tell who each message is for, circle details that show why it was written, and number the email, poster, and article 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the context of the principal's email affect its audience and purpose? Use two details from the passage.	**Because it was sent before school after rain closed the playground, the email gave families quick safety information and asked them to plan for boots.**
2	How did Mila change her message to fit students who would see it near the cafeteria?	**She used a short, cheerful poster that told students what to do during indoor recess, because busy students would see it at lunchtime.**
3	Why did the student news team include an explanation of unsafe play areas in its website article?	**The article was for students, families, and staff who had more time and might wonder why the recess decision was made.**
4	Compare Mila's poster and the website article. How did their audiences lead the authors to make different choices?	**Mila used a quick, cheerful message for students, while the news team gave fuller explanations for students, families, and staff.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Cafeteria sign: Because strong winds make outdoor play unsafe, recess is indoors today, so choose a book or quiet game. Email to families: Because of a wind advisory, students will have indoor recess today. We will check conditions tomorrow and send an update before school.

Accept answers that identify an audience, a purpose, and a passage detail showing how the context shaped the message. For Part 3, accept varied messages if the student sign is brief and student-focused while the family email gives fuller information.