

Words for the Moment

Notice how audience and setting shape a message.

5.P.ST.1.c "Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two details that show why Lila wrote differently for each audience. Circle details that show how the readers responded to her messages.

A Ranger's Two Messages

- ① On Saturday morning, Ranger Lila noticed dark clouds moving toward Harbor Park. A school group was expected to explore the shore at noon. Lila wrote a short notice for the park entrance: "Shore trail closed today. Strong waves may reach the path. Meet at the visitor center at 12:00." She used large letters and direct directions because families would read it quickly outdoors.
- ② Later, Lila sent a message to the teachers leading the group. It explained that wind and high water could make the shore unsafe, and it listed indoor activities at the visitor center. The message used complete sentences and more details because teachers needed to adjust their plans. After reading it, they moved their tide-pool lesson indoors and told students what to bring.
- ③ At noon, some children first thought the trip had been canceled when they saw the entrance notice. At the visitor center, the teachers explained the longer message and the new plan. The children understood that the shore visit was postponed, not canceled. Lila's word choices and details changed with the place, time, and readers. Those choices shaped how each group understood the news.

2 ANSWER WITH EVIDENCE Use the passage

1 How did the outdoor setting and the families reading quickly affect Lila's entrance notice?

2 Why did Lila include more details in the message to the teachers than in the entrance notice?

3 Why did some children first think the trip was canceled?

4 How did the teachers' response help the children understand the news differently?

3 YOUR TURN Your own words

Imagine a trail is closed because of lightning. Write a two-sentence entrance sign for visitors and a two-sentence message for camp leaders. Then write one sentence explaining how the audience changed your word choices or details.

PART 1 • READ AND MARK

Underline two details that show why Lila wrote differently for each audience. Circle details that show how the readers responded to her messages. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the outdoor setting and the families reading quickly affect Lila's entrance notice?	She used large letters and direct directions in a short notice so families could read it quickly outdoors.
2	Why did Lila include more details in the message to the teachers than in the entrance notice?	Teachers needed details about the unsafe conditions and indoor activities so they could adjust their plans.
3	Why did some children first think the trip was canceled?	They saw only the short entrance notice, which said the shore trail was closed and directed people to the visitor center.
4	How did the teachers' response help the children understand the news differently?	The teachers explained the longer message and new plan, so the children understood that the shore visit was postponed, not canceled.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Entrance Sign: Trail closed now. Lightning is nearby, so wait in the visitor center. Camp Leader Message: Keep your group in the visitor center until the storm passes. Check with a ranger at 2:00 for an update and a safe activity. The sign gives fast directions to visitors, while the message gives leaders details for guiding a group.

Accept answers that connect Lila's choices to the audience, setting, time, or purpose, and connect readers' actions or understanding to the message they received. For Part 3, accept two clearly different messages and an explanation of why each audience needs different wording or details.