Messages That Fit

Track how audience and situation shape a message.

6.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 one detail in each paragraph that shows an author changed a message for its audience or reading situation. Number the details 1, 2, and 3.

Three Ways to Share News

1. On Monday, the city library discovered that its book return slot would be closed for repairs for three days. Librarian Ms. Chen needed to tell many people quickly. She wrote a notice for the library's front door: "Book return closed through Thursday. Please bring items inside." The notice used large, dark letters and a short sentence. People walking past the door had only a few seconds to read it, and they mainly needed to know what to do before entering.

2. That afternoon, Ms. Chen posted a longer message on the library website. Online readers could pause and use links, so she added the repair dates, the indoor return desk's hours, and a map of its location. She also explained that no late fees would be charged during the closure. This audience included caregivers planning trips and people who could not visit that day. For them, details reduced confusion and helped them decide whether to make a special trip.

3. At the same time, a student volunteer created a post for the library's social media account. The post began, "Quick update for readers," and showed a photo of the indoor desk with an arrow. It asked followers to share the post with friends. The volunteer expected many viewers to see the message on phones while scrolling. A friendly opening and an image could catch attention, while the sharing request could spread the news. Each message gave the same basic information, but its author made different choices because the situation and audience changed.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the audience at the library door shape Ms. Chen's choices for the notice?

2. Why did the website message include the return desk's hours and a map?

3. What choices in the social media post could cause viewers to pay attention and spread the news?

4. Compare the website message and the social media post. How did each author shape the message for a different audience response?

3 YOUR TURN

Your own words

Imagine that a school water fountain is closed for one day. Write exactly three sentences for a hallway sign. Use two choices that fit students walking by, then explain how those choices may affect readers.

ANSWER KEY

Messages That Fit

GRADE 6 · 6.P.ST.1.c

PART 1 · READ AND MARK

Underline one detail in each paragraph that shows an author changed a message for its audience or reading situation. Number the details 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 audience at the library door shape Ms. Chen's choices for the notice?	**Because people were walking by and had only seconds to read, she used large, dark letters and a short sentence that told them what to do.**
2	Why did the website message include the return desk's hours and a map?	**Its audience included caregivers planning trips and people who could not visit that day, so they needed details to plan.**
3	What choices in the social media post could cause viewers to pay attention and spread the news?	**A friendly opening and a photo with an arrow could catch attention, and asking followers to share could spread the post.**
4	Compare the website message and the social media post. How did each author shape the message for a different audience response?	**The website gave detailed information to help readers plan a trip. The social media post used a quick, visual message and a sharing request to catch scrolling viewers and spread the news.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Water Fountain Closed Today. Use the bottle-filling station by the gym. Large, brief words help students walking by quickly find another place to get water.

Accept responses that identify specific message choices and connect them to the intended audience, situation, or likely response. For Part 3, the sign should have exactly three sentences, include at least two fitting choices, and explain their effect on readers.