

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

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.

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.

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

A pretend park's craft room is closed for repairs today, but its scheduled 2:00 p.m. group activity will run in the visitor center meeting room. Write an entrance sign for arriving families and a message for camp leaders preparing their groups. Then explain how context shapes each message and how readers may respond.

1. Entrance sign

Write a brief, easy-to-scan sign that tells arriving families what changed and where and when to go. Use separate lines for details readers need quickly.

2. Message to camp leaders

Write a short message explaining the change so leaders can prepare their groups and direct families. Keep the activity's time and place consistent with your sign.

3. Compare likely responses

Explain one wording or layout choice for each audience. Predict what a family and a camp leader will understand or do, and identify a misunderstanding your details help prevent.

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

CRAFT ACTIVITY MOVED TODAY

Craft room closed for repairs.

Meet at 2:00 p.m. in the visitor center meeting room.

Message to camp leaders

Today's craft room is closed for repairs, so the 2:00 p.m. activity will take place in the visitor center meeting room. Please tell your families where to meet and bring your group to that room at the scheduled time. The activity is still happening.

Choices and responses

The sign's separate location and time line helps arriving families find the activity quickly. The leaders' message adds the reason and the action they should take before arrival. A family should go to the new room; a leader should inform the group. Both messages say the activity moved, helping prevent readers from thinking it was canceled.

TEACHER ASSESSMENT NOTES

In the fictional ranger story, connect the author's choices to the needs of each audience and the readers' responses. For the writing task, assess two distinct messages with consistent time and place, an explanation of one choice for each audience, and predicted reader understanding or action. The model shows a separate-line sign and a longer message. Accept other accurate wording and supported predictions. Students do not need to deliver the messages for this written-text task.