# Message Match

Study how one finding becomes messages for two audiences.

**6.C.3.B** "Craft and publish audience-specific media messages that present claims and findings in a logical sequence."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each claim, circle each survey finding, and number 1, 2, and 3 beside the claim, finding, and action step in the two media messages.

### One Finding, Two Messages

1. At Lincoln Middle School, the Green Team surveyed 180 students about reusable water bottles. The results showed that 126 students brought a bottle on most days, but many said they could not refill it easily. The team wanted to persuade students to use fewer disposable bottles. Before making media messages, members chose their audience. They decided that students needed a quick message during lunch, while families needed details they could read at home. The same finding could support both messages, but the wording and format had to fit each audience.

2. For the lunch-screen slide, the team used a bold photo of a crowded trash bin and the headline, "Bring a bottle. Refill it. Cut plastic waste." Beneath the headline, one short line stated, "Our survey found that 126 of 180 students already bring bottles most days." A final line told students where to act: "Use the refill station beside the cafeteria." The slide placed the claim first, the survey finding next, and the action step last. This sequence let busy students understand the message quickly.

3. The family email opened with the claim that refill stations can help the school reduce disposable bottle use. Next, it explained the survey result and noted that students asked for easier refilling. Then it gave practical details: the station is beside the cafeteria, and students may bring a clean reusable bottle. The email ended by asking families to discuss bottle routines at home. Unlike the slide, the email used complete sentences and more explanation because families might want context before deciding how to help.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the audience for the lunch-screen slide? Give one detail that shows how the slide fits that audience.

2. What claim does the lunch-screen slide make?

3. What is the order of ideas in the lunch-screen slide?

4. Why does the family email use more explanation than the lunch-screen slide?

## 3 YOUR TURN

Your own words

Create a four-line lunch-screen message for students about adding shaded outdoor seating. Use this finding: In a survey of 120 students, 84 said they would use a shaded outdoor seating area. Put a clear claim first, the finding next, and a specific action last.

ANSWER KEY

# Message Match

GRADE 6 · 6.C.3.B

## PART 1 · READ AND MARK

Underline each claim, circle each survey finding, and number 1, 2, and 3 beside the claim, finding, and action step in the two media messages. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Who is the audience for the lunch-screen slide? Give one detail that shows how the slide fits that audience. | **The audience is students. The slide uses short lines and is meant for busy students during lunch.** |
| 2 | What claim does the lunch-screen slide make? | **Students should bring a bottle, refill it, and cut plastic waste.** |
| 3 | What is the order of ideas in the lunch-screen slide? | **First comes the claim, next comes the survey finding, and last comes the action step.** |
| 4 | Why does the family email use more explanation than the lunch-screen slide? | **Families might want context before deciding how to help.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Shade the courtyard so more students can enjoy lunch outside. In our survey, 84 of 120 students said they would use shaded seating. A cooler space could make outdoor lunch more comfortable. Tell the student council you support a shade canopy.

Accept wording that clearly targets students, uses the given survey finding accurately, and follows a logical claim, finding, and action sequence. The final line should name a specific action students can take.