Message Match

Shape claims, evidence, and reasoning for a specific audience.

8.C.3.B "Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the Green Team's main claim, circle each finding that supports it, and number two details that were changed for a particular audience. These marks show how the team matched its messages to readers and viewers.

One Claim, Two Messages

1. After noticing long lines at the single water fountain near the gym, the Green Team gathered information before making a request. For five school days, members counted students waiting during lunch and recorded the longest line, which reached 18 students. They also surveyed 125 students. Ninety-one respondents said they would refill a bottle more often if a bottle-filling station were nearby. The team used these findings to form one claim: the school should add a bottle-filling station in the gym hallway.

2. To reach the principal, the team published a formal proposal in the school's shared planning folder and sent its link by email. The proposal led with the claim, then showed the line-count chart and survey results. It explained that a station near the gym could reduce crowding at the old fountain because students would have a second place to get water. The writers also asked the principal to consider installation cost, maintenance needs, and hallway space. This audience needed evidence and practical details before making a decision.

3. For students, the Green Team made a bright digital poster for the cafeteria screen. Its headline said, "A refill station can make lunch lines shorter." Instead of repeating every survey number, the poster used one large fact, "91 of 125 students want to refill more often," and invited students to add comments before the next council meeting. The different version matched its audience: students needed a quick reason to participate, while the principal needed fuller evidence to judge the request. Both messages kept the same claim and used the team's findings honestly.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim did the Green Team make? Give two findings from the passage that support the claim.

2. How does the formal proposal explain that a bottle-filling station could solve the line problem?

3. Name one way the team published its message for the principal. Why was the proposal's evidence a good match for that audience?

4. Why did the student poster use one large survey fact instead of repeating all of the proposal's evidence?

3 YOUR TURN

Your own words

Choose one school improvement you want the principal to consider. Draft a 70-90-word message you would publish in the principal's shared planning folder, including a clear claim, two relevant findings, and reasoning that connects the findings to your claim.

ANSWER KEY

Message Match

GRADE 8 · 8.C.3.B

PART 1 · READ AND MARK

Underline the Green Team's main claim, circle each finding that supports it, and number two details that were changed for a particular audience. These marks show how the team matched its messages to readers and viewers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim did the Green Team make? Give two findings from the passage that support the claim.	**The school should add a bottle-filling station in the gym hallway. Supporting findings include that the longest lunch line reached 18 students and that 91 of 125 surveyed students said they would refill a bottle more often if a station were nearby.**
2	How does the formal proposal explain that a bottle-filling station could solve the line problem?	**It explains that a station near the gym would give students a second place to get water, which could reduce crowding at the old fountain.**
3	Name one way the team published its message for the principal. Why was the proposal's evidence a good match for that audience?	**The team put the formal proposal in the school's shared planning folder and sent its link by email. The principal needed evidence, such as the line-count chart and survey results, to make a decision.**
4	Why did the student poster use one large survey fact instead of repeating all of the proposal's evidence?	**Students needed a quick reason to participate, while the principal needed fuller evidence to judge the request.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To: Principal Chen, I am submitting this proposal through the school's shared planning folder. Our school should add a covered bike rack near the main entrance. During a three-day count, 42 bicycles were locked to fences or railings, and 67 students said rain keeps them from biking. A rack would give riders a safe, dry place to park, so more students could choose bicycles. Please review the entrance space and maintenance needs before deciding.

Accept equivalent claims, evidence, and reasoning that accurately reflect the passage. For the open task, accept varied school issues and publish formats when the response clearly addresses the principal, uses two relevant findings, and explains how the findings support the claim.