

Messages That Fit

Study how one event is shaped for different people and places.

9.C.3.C "Create media messages for diverse audiences and purposes."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or features that show who each message may reach. Circle details that tell readers what they can do or where they can get more information.

One Event, Three Messages

- ① At Harborview High, the environmental club planned a Saturday swap event where people could trade clean, usable clothing instead of throwing it away. Club members posted a vertical image on the school's hallway screens. The image showed a crowded closet beside three empty hangers. Its largest words read, "Wear It Again." Beneath them, smaller text gave the date, lunch-period collection spot, and a QR code. A bright orange arrow pointed toward the code, while the school logo sat in one lower corner. The screen appeared between daily announcements.
- ② That evening, the club sent a message through the family newsletter. It opened with a photo of a parent and teenager sorting a box of shirts at a kitchen table. The heading said, "A Simple Saturday Project." The message explained that donations would be checked for stains or tears, and it listed a morning drop-off window. Near the end, a button read "See What to Bring," followed by a link to the event page. The page included a map, clothing guidelines, and a way to ask questions. The newsletter used calm blue headings and wide spacing.
- ③ On Friday, a partner group placed a half-page flyer at the public library and recreation center. Across the top, a row of clothing icons formed the words "Swap Day, Share Style." A short paragraph described the event as a place to exchange items and meet neighbors. Instead of a QR code, the flyer printed a phone number and the library's street address. A detachable strip at the bottom repeated the date and address in large type. The flyer used black text on a pale yellow background, with no school logo. Copies were set beside checkout desks and near the center entrance.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 A student sees one of these materials during passing period and has only a few seconds to look. Which item would most likely catch the student's attention? Use two details from the passage to support your choice.

2 A caregiver wants to check clothing rules and find the event location before donating. Which source would be most useful first? Explain with details from the passage.

3 What audience need does the flyer's detachable strip likely address? Explain how the strip meets that need.

4 What shared goal can you infer across all three materials? Explain one way the hallway screen and the family newsletter make different appeals.

3 YOUR TURN _____ Your own words

Create two media messages for a school supply drive that collects new notebooks from October 3 through 7: a 20 to 30 word hallway-screen message that prompts students to donate and a 40 to 60 word family-email message that helps families plan a donation. Include the donation location, Room 214, in both messages, and add one brief design or format note for each.

PART 1 • READ AND MARK

Underline words or features that show who each message may reach. Circle details that tell readers what they can do or where they can get more information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	A student sees one of these materials during passing period and has only a few seconds to look. Which item would most likely catch the student's attention? Use two details from the passage to support your choice.	The hallway screen. Its vertical format, large slogan, bright orange arrow, QR code, and placement between announcements suit a quick glance.
2	A caregiver wants to check clothing rules and find the event location before donating. Which source would be most useful first? Explain with details from the passage.	The event page linked in the family newsletter, because it includes a map, clothing guidelines, and a way to ask questions.
3	What audience need does the flyer's detachable strip likely address? Explain how the strip meets that need.	It helps people take essential information with them. It repeats the date and address in large type.
4	What shared goal can you infer across all three materials? Explain one way the hallway screen and the family newsletter make different appeals.	All three materials seek participation in the clothing swap. The screen uses a brief slogan and clothing image for a quick school glance, while the newsletter uses a parent-teen photo and a home-project heading for family readers.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Hallway-screen text: One notebook can open a new chapter. Donate new notebooks October 3 through 7 in Room 214. Bring one from home or add one to your next shopping trip. Design note: Use a single notebook image and large date text. Family-email text: Families can help stock our student supply shelf by donating new notebooks during October 3 through 7. Please send notebooks to Room 214 with your student or deliver them to the main office. College-ruled, wide-ruled, and composition notebooks are all useful. Your donation will give classmates practical supplies for daily learning. Format note: Use clear headings and a short bulleted list of notebook types.

Accept supported inferences about audience, purpose, and design choices when students cite accurate passage details. For the open task, accept varied messages that meet both audience, purpose, length, location, and design-note requirements.