Words for the Moment

Notice how a message changes with its audience.

4-5.R6 "Assess the formality of occasions in order to speak or write using appropriate language and tone."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the words that show who receives each message, and underline one phrase in each message that fits that audience.

Pots for the Herb Garden

1. On Monday, Leo needed pots for the class herb garden. He sent his friend Mia a quick message: "Hey, Mia! Got any clean, empty plastic pots at home? Bring one tomorrow if you can. Thanks!" Mia already knew about the garden project. Leo did not need to explain every detail to her, and he chose words he would use in a friendly chat.

2. Later, Leo wrote to the principal: "Dear Principal Chen, May our class place a collection box near the office for clean, empty plastic pots? We will use them to grow herbs. We will check the box each afternoon and keep the hallway clear. Thank you for considering our request. Sincerely, Leo." He wanted permission to use a shared space, so his message included a clear plan.

3. On Friday, Leo made a short announcement over the school speaker: "Good morning, students and teachers. Our class is collecting clean, empty plastic pots for our herb garden. If you have one to share, please bring it to the box near the office by Tuesday. Thank you for your help." Principal Chen agreed. Leo spoke to people he knew and people he did not know, so he gave clear directions everyone could follow.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which words in Leo's message to Mia sound like a chat with a friend? Give two examples.

2. Why does Leo use more formal words when writing to Principal Chen? Give one phrase from his request as evidence.

3. Why does Leo give more details in the school announcement than in his message to Mia? Use a detail from the announcement.

4. How do Leo's words of thanks change from his message to Mia to his request to Principal Chen? Why does the change fit?

3 YOUR TURN

Your own words

You lost your water bottle at school. Write a two-sentence message to a friend asking for help, then a two-sentence message to the school secretary asking for help. Choose words that fit each reader.

ANSWER KEY

Words for the Moment

GRADE 4 · 4-5.R6

PART 1 · READ AND MARK

Circle the words that show who receives each message, and underline one phrase in each message that fits that audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which words in Leo's message to Mia sound like a chat with a friend? Give two examples.	**"Hey, Mia!" and "Got any" sound casual and fit a message to a friend.**
2	Why does Leo use more formal words when writing to Principal Chen? Give one phrase from his request as evidence.	**Leo is asking the principal for permission to use a shared school space. "Thank you for considering our request" shows a respectful tone.**
3	Why does Leo give more details in the school announcement than in his message to Mia? Use a detail from the announcement.	**Some listeners may not know about the project. Leo tells them to bring a pot "to the box near the office by Tuesday."**
4	How do Leo's words of thanks change from his message to Mia to his request to Principal Chen? Why does the change fit?	**Leo writes "Thanks!" to Mia but "Thank you for considering our request" to the principal. The longer, more formal thanks fits a request for permission.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Hey, Sam, did you see my blue water bottle after lunch? Can you help me look near our table?
Dear Ms. Rivera, I lost my blue water bottle in the lunchroom today. Could you please tell me if anyone has turned it in?

For the marking job, accept phrases that suit each audience, such as "Got any," "May our class," and "Good morning, students and teachers." For Part 3, look for two sentences in each message, a casual tone for the friend, and a polite, more formal tone for the secretary.