Reader Ready Signs

Notice how a writer changes a message for the people who will read it.

3.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 choices Ms. Ortiz made for her readers. Circle two details that show how visitors responded to the sign.

A Sign for the Seedlings

1. On Saturday, the town library planned a seed planting day. Ms. Ortiz needed a sign for the children's room. Many visitors would be young children who were learning to read. She chose large letters, short sentences, and a picture of a sunflower. Her sign said, "Plant a seed! Watch it grow!" She placed it beside the picture books, where children and caregivers would see it.

2. Some older students saw a first draft. It said, "Germination activity, 10:00 a.m., bring a container." They asked what germination meant and did not know which container to bring. Ms. Ortiz changed the sign. She wrote, "Seed Day, 10 o'clock," and drew a cup with soil. She added, "Bring a clean yogurt cup." These choices helped readers understand what to do.

3. At the event, children pointed to the sunflower and found the table. Several brought yogurt cups. One child read "Plant a seed" aloud to his grandmother. The librarian noticed that the simple words and picture gave visitors helpful clues. Because Ms. Ortiz thought about who would read the sign and where they would see it, more people could join the activity.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who did Ms. Ortiz expect to read the sign, and how did that affect her first choices?

2. How did the older students' response to the first draft change Ms. Ortiz's sign?

3. Why did Ms. Ortiz put the sign beside the picture books?

4. What are two details that show visitors responded to the sign?

3 YOUR TURN

Your own words

Write one sentence for a school clean-up notice for first graders and one sentence for adult volunteers. Then write one sentence explaining how you changed your words or details for the two groups.

ANSWER KEY

Reader Ready Signs

GRADE 3 · 3.P.ST.1.c

PART 1 · READ AND MARK

Underline two choices Ms. Ortiz made for her readers. Circle two details that show how visitors responded to the sign. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who did Ms. Ortiz expect to read the sign, and how did that affect her first choices?	**She expected young children who were learning to read, so she used large letters, short sentences, and a sunflower picture.**
2	How did the older students' response to the first draft change Ms. Ortiz's sign?	**They did not understand "germination" or what container to bring, so she used simpler words and drew a cup with soil.**
3	Why did Ms. Ortiz put the sign beside the picture books?	**Children and caregivers would see it there.**
4	What are two details that show visitors responded to the sign?	**Children pointed to the sunflower and found the table, and several visitors brought yogurt cups. A child also read the sign aloud.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First Graders: Pick up paper near the playground at 9 o'clock! Adult Volunteers: Please meet by the main gate at 9:00 a.m. to collect gloves and trash bags. I used short, easy words for first graders and gave adults more details about supplies.

Accept any underlined author choices and circled audience responses that are supported by the passage. For Part 3, accept two clearly different notices and an explanation that connects the wording or details to each audience.