Sentence Choices Matter

Notice how a writer uses sentences to guide readers toward an action.

4.P.AC.2.c "Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each sentence that asks readers to take an action. Circle the shortest sentence in each paragraph, and put a star beside each question. Notice how these sentence choices direct a reader's attention.

A Roof for Our Bikes

1. Picture arriving at school with your backpack dry and your shoes clean. A covered bike rack near the front door could make that happen on rainy days. Right now, students who ride bikes leave them in the open. Rain soaks seats and handlebars. Let's ask the principal for a simple roof over the rack this year.

2. Our school has many riders, from younger children to older students. A roof would protect their bikes, and it could keep the walkway less crowded because riders would have one clear parking spot. Wouldn't it be easier to find your bike after a storm? Think about the wet seat you might face tomorrow morning. Speak up. Add your name to the request.

3. We can make this change without spending much money. The principal could ask a local hardware store to donate wood or roofing sheets. Families might help build the cover during a Saturday school project. Please bring this idea to the next student council meeting. One small roof can protect many bikes. Will you help us?

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer mostly trying to reach? Use one detail from the message to support your answer.

2. What does the writer want readers to do? Name two actions from the message.

3. How does the question, “Wouldn’t it be easier to find your bike after a storm?” influence the reader?

4. Why might the writer use the short sentence “Speak up.” after longer sentences about the bike rack?

3 YOUR TURN

Your own words

Write exactly three sentences asking your classmates to support one school improvement. Include one question, one very short command, and one longer sentence that explains a reason.

ANSWER KEY

Sentence Choices Matter

GRADE 4 · 4.P.AC.2.c

PART 1 · READ AND MARK

Underline each sentence that asks readers to take an action. Circle the shortest sentence in each paragraph, and put a star beside each question. Notice how these sentence choices direct a reader's attention. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the writer mostly trying to reach? Use one detail from the message to support your answer.	**The writer is trying to reach students at the school, especially students who ride bikes. The message mentions wet bike seats and asks readers to add their names.**
2	What does the writer want readers to do? Name two actions from the message.	**The writer wants readers to add their names to the request and bring the idea to the student council meeting.**
3	How does the question, "Wouldn't it be easier to find your bike after a storm?" influence the reader?	**It gets readers to imagine a problem they may have and encourages them to agree that a covered rack would help.**
4	Why might the writer use the short sentence "Speak up." after longer sentences about the bike rack?	**The short command stands out and directly urges readers to take action.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Would you like a quiet place to read during recess? Vote today. A reading corner in the cafeteria would give students a calm spot to enjoy books while they wait for clubs or rides.

Accept any three-sentence response that clearly addresses classmates, asks for support for a school improvement, and includes a question, a very short command, and a longer reason sentence. The sentence choices should fit the purpose of influencing classmates to act.