One Event, Two Messages

Notice how audience and setting guide writing choices.

4.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 details that show why Maya changed each message, circle the words or features she chose for the poster or email, and write 1 beside each audience response.

Seeds for Everyone

1. At Maple Street Market, Maya helped plan a Saturday seed swap. The town library asked her to make a poster for families who visited after school. She used a bright picture of a sunflower, large letters, and the words, "Bring a packet, take a packet." She included the time, place, and a note that every seed was free.

2. The next day, Maya wrote a short message for the gardening club's email. Club members already knew how swaps worked, so she skipped the picture and explained that they could bring labeled seeds and share planting tips. She also asked volunteers to arrive thirty minutes early. Her choices changed because the email readers needed details that busy library visitors did not.

3. On Saturday, several children pointed to the sunflower poster and asked parents to visit the library table. They understood they could trade seeds without money. The club members read the email before the event. Because they saw the early-arrival request, two volunteers came early to set up jars and labels. The same event received different responses because each message fit its readers and setting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who was the poster written for, and where would those readers see it?

2. Why did Maya use a sunflower picture, large letters, and a short trading phrase on the poster?

3. What information did Maya include in the gardening club email that she did not need on the poster? Why did she include it?

4. How did the poster readers respond differently from the email readers?

3 YOUR TURN

Your own words

Choose a school event. Write one 20-to-30-word message for younger students and one 20-to-30-word message for adult volunteers, then add one sentence explaining a choice you changed for the different audiences.

ANSWER KEY

One Event, Two Messages

GRADE 4 · 4.P.ST.1.c

PART 1 · READ AND MARK

Underline details that show why Maya changed each message, circle the words or features she chose for the poster or email, and write 1 beside each audience response. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who was the poster written for, and where would those readers see it?	**It was written for families visiting the library after school.**
2	Why did Maya use a sunflower picture, large letters, and a short trading phrase on the poster?	**Those choices could help busy families and children notice and quickly understand the event.**
3	What information did Maya include in the gardening club email that she did not need on the poster? Why did she include it?	**She included labeled seeds, planting tips, and an early-arrival request because club members needed more detailed information, including volunteer directions.**
4	How did the poster readers respond differently from the email readers?	**Children pointed to the poster and asked parents to visit the table, while two club volunteers arrived early to set up.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Younger students: Come to the book fair at lunch on Thursday. Bring your class's wish list and look for the blue dinosaur sign. Adult volunteers: Please arrive at 11:30 on Thursday to help students choose books, handle payments, and restock tables during the lunch book fair. I used a colorful sign clue for younger students, but I gave adults setup duties and an arrival time.

Accept answers that connect Maya's writing choices to the needs of families, children, club members, or volunteers. For Part 3, accept different events and wording when each message fits its stated audience and the explanation names a meaningful changed choice.