Audience Word Choices

Read a community article to notice vocabulary choices for different audiences.

5.L.V.1.b "Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In each paragraph, underline one general word, circle one academic word, and write S beside one specialized word. Use the surrounding sentence to decide how each word helps communicate the idea.

A Park That Cleans Water

1. After a heavy rain, water rushes from streets into storm drains. In Riverton, that runoff once carried litter and soil toward Willow Creek. City planners proposed a rain garden beside the playground. The garden would slow the flow, let water sink into the ground, and help keep the creek clearer for fish and people nearby.

2. At a town meeting, Maya explained the plan to neighbors. She said the project could reduce pollution because plant roots filter some dirty water. Her chart compared the creek before and after storms. Then Luis, a park worker, described how volunteers would mulch the garden and remove invasive weeds. The audience asked questions about cost, safety, and upkeep.

3. One month later, the group measured the garden after another storm. They observed less muddy water entering the creek and recorded their results in a report. A student newspaper used clear, precise language: "The rain garden protects our creek." The article also invited families to join a Saturday workday. Different word choices helped each speaker share information with a specific audience.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which specialized word in paragraph 1 means water that flows over streets after rain?

2. Which academic verb in paragraph 2 tells what Maya did when she made the plan understandable to neighbors?

3. What specialized phrase in paragraph 2 names plants that do not belong and can harm a garden?

4. Which two words in paragraph 3 describe language that is easy to understand and exact?

3 YOUR TURN

Your own words

Write exactly three sentences for families about a school compost project. Use at least one general word, one academic word, and one specialized composting word. Underline each chosen word and label it G, A, or S.

ANSWER KEY

Audience Word Choices

GRADE 5 · 5.L.V.1.b

PART 1 · READ AND MARK

In each paragraph, underline one general word, circle one academic word, and write S beside one specialized word. Use the surrounding sentence to decide how each word helps communicate the idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which specialized word in paragraph 1 means water that flows over streets after rain?	**runoff**
2	Which academic verb in paragraph 2 tells what Maya did when she made the plan understandable to neighbors?	**explained**
3	What specialized phrase in paragraph 2 names plants that do not belong and can harm a garden?	**invasive weeds**
4	Which two words in paragraph 3 describe language that is easy to understand and exact?	**clear, precise**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class (G) is starting a compost bin (S) behind the cafeteria. We will investigate (A) how food scraps decompose (S) into nutrient-rich soil. Families (G) can bring fruit peels to Saturday's collection.

Accept reasonable vocabulary labels when students use the words accurately in context. The three-sentence response should fit a family audience and include at least one general, academic, and specialized word.