Words That Move

Notice how a community message uses language to bring readers into action.

5.P.AC.1.b "Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline four words or phrases that make the garden sound needed or appealing, circle two phrases that tell readers what to do, and label each mark N, A, or C for need, appeal, or call to action.

A Garden for Riverside Park

1. On Saturday, the Riverside Park team will turn an empty corner near the playground into a pollinator garden. Bees, butterflies, and hummingbirds need flowers for food and shelter. Right now, the bare patch offers little shade or nectar. A garden filled with native plants can make this small space a busy stop for winged visitors.

2. Families who visit the playground can help the garden grow. Imagine children spotting a monarch butterfly resting on bright purple blooms after a game at the playground. The project needs volunteers to dig, water, and place plant labels. Even one hour of help can change a dusty corner into a living lunch spot for pollinators.

3. The team will provide tools and plants, and volunteers may work for any part of the morning. Bring a water bottle, gloves, and a grown-up if you need one. Join the planting day at 10:00 a.m. Your hands can help the park become a cooler, brighter home for people and pollinators in the warm summer months.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer describe the area as a “bare patch” and later as a “living lunch spot”? Explain how these phrases support the writer’s purpose.

2. Who is the writer trying to reach with the sentence, “Imagine children spotting a monarch butterfly”? How does the sentence affect that audience?

3. How do the phrases “Bring a water bottle, gloves” and “Join the planting day” make the message effective?

4. What does the phrase “a cooler, brighter home for people and pollinators” suggest? Why might this phrase persuade readers?

3 YOUR TURN

Your own words

Write a two-sentence invitation asking fifth graders to help with a school cleanup. Use one vivid word or phrase and one clear call to action, then add a third sentence explaining how your word choice is meant to affect fifth graders.

ANSWER KEY

Words That Move

GRADE 5 · 5.P.AC.1.b

PART 1 · READ AND MARK

Underline four words or phrases that make the garden sound needed or appealing, circle two phrases that tell readers what to do, and label each mark N, A, or C for need, appeal, or call to action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer describe the area as a "bare patch" and later as a "living lunch spot"? Explain how these phrases support the writer's purpose.	**The phrases create a strong contrast between the area now and the improved garden. This makes readers want to help change the space.**
2	Who is the writer trying to reach with the sentence, "Imagine children spotting a monarch butterfly"? How does the sentence affect that audience?	**The writer is reaching families who use the playground. The sentence helps them picture an exciting experience for children.**
3	How do the phrases "Bring a water bottle, gloves" and "Join the planting day" make the message effective?	**They give readers clear actions to take and tell them how to prepare, making it easier for readers to volunteer.**
4	What does the phrase "a cooler, brighter home for people and pollinators" suggest? Why might this phrase persuade readers?	**It suggests that the garden will benefit both people and animals. The positive description makes the project sound useful and appealing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Fifth graders, help turn our windy courtyard into a clean, welcoming place during Friday's cleanup. Bring gloves and join your class at 3:00 p.m. The word "welcoming" helps fifth graders picture a courtyard they will enjoy using.

Accept answers that identify other accurate language choices from the passage and explain a reasonable effect on families or potential volunteers. For the open task, accept varied topics if the response includes a vivid choice, a clear action, and an explanation of audience effect.