Words That Watch

Notice how word choices turn data into a message.

6.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 three word choices that help the school weather station seem useful, familiar, or shared. In the margin, label each one U, F, or S to show its effect on readers.

A Rooftop Weather Station

1. On the roof of Jefferson Middle School, a small weather station clicks awake before first period. Its instruments measure temperature, rainfall, wind speed, and air pressure. Each afternoon, the data appear on a screen near the cafeteria. Students pause to see whether the air is cooling or whether last night's storm dropped enough rain to fill a bucket. The station does not predict every shower perfectly, but it turns the sky from a distant mystery into information students can investigate.

2. When the display shows rising wind speeds, science teacher Ms. Chen asks students to picture the gusts tugging at a kite string. The phrase helps younger visitors connect a number on a screen to a feeling they know. A label beside the rain gauge reads, "Every drop has a story." That playful line invites people to wonder where rainwater travels after it lands on pavement, grass, or roofs. The station's signs use familiar images so busy students will stop, look, and ask questions.

3. Not all of the station's language is playful. A poster near the exit says, "Check the wind before you bike home." The direct command is meant for students who may ride after school, and it gives the data an immediate use. Another poster calls the station "our rooftop lookout." By using the word "our," the writer includes the whole school community. By calling the station a lookout, the poster suggests watchfulness and care, helping readers see the equipment as a shared tool rather than a pile of machines.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the phrase “tugging at a kite string” help younger visitors understand rising wind speeds?

2. What effect does the label “Every drop has a story” have on readers?

3. Who is the target audience for “Check the wind before you bike home,” and how does the command support the poster’s purpose?

4. How do the words “our rooftop lookout” help the writer present the weather station as important to the school?

3 YOUR TURN

Your own words

Write a three-sentence poster for a school compost bin. Include a direct command in the first sentence and a vivid comparison in the second sentence. In the third sentence, explain how your word choices could affect students and support your purpose.

ANSWER KEY

Words That Watch

GRADE 6 · 6.P.AC.1.b

PART 1 · READ AND MARK

Underline three word choices that help the school weather station seem useful, familiar, or shared. In the margin, label each one U, F, or S to show its effect on readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the phrase "tugging at a kite string" help younger visitors understand rising wind speeds?	**It connects a wind-speed number to the familiar feeling of a kite string being pulled.**
2	What effect does the label "Every drop has a story" have on readers?	**It makes rainfall sound interesting and invites readers to wonder where rainwater goes.**
3	Who is the target audience for "Check the wind before you bike home," and how does the command support the poster's purpose?	**The audience is students who bike after school. The command gives them a clear, immediate way to use the wind data.**
4	How do the words "our rooftop lookout" help the writer present the weather station as important to the school?	**"Our" includes the school community, and "lookout" suggests watchfulness and care. Together, the words make the station seem like a shared, useful tool.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Sort your lunch scraps into the compost bin. Our bin is a tiny earth factory, turning peels into soil for the garden. "Sort" gives students a clear action, and "earth factory" makes compost sound useful and interesting.

Accept answers that identify a specific word or phrase and explain a reasonable effect on the intended readers. For Part 3, accept varied school topics if the response includes a command, a comparison, and an explanation of audience effect and purpose.