# Words for Readers

Notice how an explanation fits its audience.

**6.W.2.f** "Establish and maintain a writing style appropriate to the purpose and audience."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two phrases that speak to students at school, circle a term the writer explains, and number two sentences that use a calm, helpful tone.

### A Garden for Rain

1. If you walk past a school courtyard after a storm, you might notice a shallow patch of plants beside the walkway. It is a rain garden, a planted dip that catches water flowing off hard surfaces. That flowing water is called runoff. On pavement, runoff can race toward a drain, carrying bits of soil and litter with it. In the rain garden, water spreads out and sinks into the ground more slowly. The garden does not make rain disappear; it gives water another place to go.

2. Rain gardens hold plants that can handle both wet days and dry spells. Their roots help keep soil in place while water moves through it. Small stones may line the edge where water enters, so rushing water does not wash soil away. A rain garden is not meant to stay full like a pond. Once the rain stops, the water should drain instead of standing for days. Where water drains poorly, adults need to choose a different location or change the design.

3. At school, you can observe a rain garden without stepping into it. After a shower, look for water entering from the walkway, then check later to see whether the puddles have shrunk. Stay on the path so the soil and young plants are not pressed down. If you spot a wrapper near the garden, tell an adult before reaching into the planting area. Watching the garden over several storms can show how its plants and soil help manage water right where the rain falls.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Who is this passage mainly written for? Give two clues from the writing that show how it fits those readers.

2. How does the writer make the word *runoff* clear for these readers? Use words from the passage in your answer.

3. Find one instruction in the last paragraph that sounds calm and helpful. How does that tone fit the passage's purpose?

4. Why would "This garden is the most epic puddle on Earth!" clash with the passage's style? Use a phrase from the passage as evidence.

## 3 YOUR TURN

Your own words

Write four or five sentences for new classmates explaining how to care for a borrowed classroom book. Use a calm, helpful style, and explain any special term you include.

**ANSWER KEY** # Words for Readers

**GRADE 6 · 6.W.2.f**

## PART 1 · READ AND MARK

Underline two phrases that speak to students at school, circle a term the writer explains, and number two sentences that use a calm, helpful tone. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Who is this passage mainly written for? Give two clues from the writing that show how it fits those readers. | **It is written for students. The writer says "you" and describes places students might know, such as a school courtyard and walkway.** |
| 2 | How does the writer make the word *runoff* clear for these readers? Use words from the passage in your answer. | **The writer first describes "water flowing off hard surfaces," then calls that flowing water runoff.** |
| 3 | Find one instruction in the last paragraph that sounds calm and helpful. How does that tone fit the passage's purpose? | **"Stay on the path so the soil and young plants are not pressed down" gives a clear reason for an action, helping students observe the garden without harming it.** |
| 4 | Why would "This garden is the most epic puddle on Earth!" clash with the passage's style? Use a phrase from the passage as evidence. | **The sentence uses slang and exaggeration. The passage uses precise explanations, such as "a planted dip that catches water flowing off hard surfaces."** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

If you borrow a classroom book, keep it in a dry place so its pages stay flat. Use a bookmark instead of folding a corner to save your place. Ask your teacher for the return date, the day you need to bring the book back. If a page tears, tell the teacher rather than trying to fix it with tape. These small steps help the next reader enjoy the book.

Accept other quoted phrases that support an explanation of the passage's audience or calm, informative style. For Part 3, look for four or five clear sentences that give useful information to new classmates without slang or exaggeration.