Signs That Work

Revise a message for its readers and purpose

C.6.2.h "With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two parts of Maya's first sign that might confuse busy students. Circle two details in her new sign that help them use the right bins.

A Better Sign for Lunch

1. Maya had a job: write a short sign for students who throw away lunch scraps in the cafeteria. Her goal was to help them put fruit peels in the compost bin instead of the trash. She first wrote, "Composting is an environmentally responsible waste management practice. Organic materials should be placed in their appropriate receptacle." The words sounded formal, but the sign did not name a fruit peel or tell readers which bin to use. A hurried student might read it and still toss a peel in the trash.

2. Maya asked two classmates to read her draft while they stood by the cafeteria doors. One said, "I would not stop to figure out what 'organic materials' means." The other pointed out that napkins were not allowed in their school's compost bin, but the sign never said so. Maya made a plan: use everyday words, name the correct bin, and add a quick reminder about napkins. She decided not to add a long explanation of how compost forms because students would have only a few seconds to read.

3. Her new sign read, "Have an orange or banana peel? Put the peel in the green compost bin. Put napkins in the trash." Maya placed the directions near the start so students could spot them quickly. She kept the bin's color because the cafeteria had several bins side by side. When her classmates read the new version, both could say where a peel and a napkin belonged. Maya checked the words one last time and fixed a missing period before she posted the sign.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who will read Maya's sign, and what does she want them to do?

2. Why did Maya leave out a long explanation of how compost forms?

3. Name two changes Maya made to help students use the bins correctly.

4. A classmate suggests removing the word “green” from the new sign. Should Maya make that edit? Use a passage detail to explain.

3 YOUR TURN

Your own words

The library wants third graders to bring one book they no longer read to a book swap at the library on Friday and choose a different book. Rewrite this draft for them in three sentences: “Surplus reading materials should be relocated to the designated exchange area.” Then add one sentence explaining a change you made for your audience.

ANSWER KEY

Signs That Work

GRADE 6 · C.6.2.h

PART 1 · READ AND MARK

Underline two parts of Maya's first sign that might confuse busy students. Circle two details in her new sign that help them use the right bins. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who will read Maya's sign, and what does she want them to do?	**Students in the cafeteria will read it. Maya wants them to put fruit peels in the compost bin instead of the trash.**
2	Why did Maya leave out a long explanation of how compost forms?	**Students would have only a few seconds to read the sign, so a long explanation would not help them act quickly.**
3	Name two changes Maya made to help students use the bins correctly.	**She named the green compost bin for peels and told students to put napkins in the trash.**
4	A classmate suggests removing the word “green” from the new sign. Should Maya make that edit? Use a passage detail to explain.	**No. Several bins stand side by side, so “green” helps students find the compost bin quickly.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Have a book you no longer read? Bring it to the library book swap on Friday. You can choose a different book to take home. I used familiar words and added the day and place so third graders know what to do.

Accept other supported judgments about removing “green” if students explain how the edit would affect readers. For the open task, look for three clear sentences addressed to third graders and one sentence explaining an audience-focused change.