# Say It, Write It

Notice how a message changes for listeners and readers.

**L.3.3.b** "Recognize and observe differences between the conventions of spoken and written General American English."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline three places where Eli's spoken words sound like a chat. Circle the three sentences he writes for families about those same ideas.

### Eli's Jar Garden Notice

1. On Monday, Eli told his class about a jar garden project. He spoke without reading from a page. "Um, bring a jar, a clean jar, on Friday," he said. His classmates could hear his voice and ask questions right away. Later, Eli wrote a notice for families: "Please bring a clean jar on Friday." Both messages gave the same important detail.

2. Eli also needed each jar to have a name on it. In class, he said, "Oh, and put your name on it, okay?" He could point to a jar as he spoke, so his classmates knew what "it" meant. On the notice, he wrote, "Write your name on your jar." A reader at home would know what to label.

3. Before the bell, Eli remembered one more thing. He told the class, "We need lids, too, you know?" He then added a line to the notice: "Each jar needs a lid." Eli's spoken words sounded like a quick chat with classmates. His written words gave families clear directions they could read later. The project would start when the jars arrived.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which words about the jar does Eli repeat when speaking? How does his notice say the idea without repeating it?

2. Eli says “it” when he speaks. Why does he write “your jar” in the notice instead?

3. Which two-word phrase at the end of Eli’s spoken lid reminder does he leave out of the notice?

4. Compare the first word of Eli’s spoken jar request with the first word of his written request. Which sounds like a pause, and which gives a polite direction?

## 3 YOUR TURN

Your own words

Imagine your class needs spoons for a mixing project. Write one sentence you might say to a classmate and one sentence you would write in a note to families. Both sentences must ask for a spoon, but make the spoken one sound like a chat and the written one a clear direction.

**ANSWER KEY**

# Say It, Write It

**GRADE 3 · L.3.3.b**

## PART 1 · READ AND MARK

Underline three places where Eli's spoken words sound like a chat. Circle the three sentences he writes for families about those same ideas. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which words about the jar does Eli repeat when speaking? How does his notice say the idea without repeating it? | **He repeats "a jar" in "a jar, a clean jar." The notice says "a clean jar" once.** |
| 2 | Eli says "it" when he speaks. Why does he write "your jar" in the notice instead? | **He can point to the jar in class, but readers at home need the notice to say what to label.** |
| 3 | Which two-word phrase at the end of Eli's spoken lid reminder does he leave out of the notice? | **"You know."** |
| 4 | Compare the first word of Eli's spoken jar request with the first word of his written request. Which sounds like a pause, and which gives a polite direction? | **"Um" sounds like a pause. "Please" begins the polite written direction.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Spoken: Hey, can you bring a spoon tomorrow? Written: Please bring a spoon for our mixing project tomorrow.

Accept different spoken and written wording that asks for a spoon in both sentences. The spoken version should sound conversational, and the written version should give a clear direction.