Words With a Job

Notice how word choices help different readers.

3.4.W.2 "Students will use precise vocabulary in writing for the intended mode and effect on the audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the reader named at the start of each note, then underline two words or short phrases in each note that help that reader see, do, or feel something.

Notes from the School Garden

1. Classmates, come explore our school garden on Friday! Bright yellow sunflowers stand beside the gate, and plump red tomatoes hang near the path. You may spot a striped bee buzzing over the purple flowers. Walk with us after lunch to see what our small patch has grown. Bring your curious eyes, but leave the plants in the soil so everyone can enjoy them.

2. Garden helpers, please water the tomato plants before our visit. Fill the blue watering can halfway, then pour slowly at the base of each plant. Keep the leaves dry, and check the soil with one finger. If it feels damp, move to the next plant. Place the can beside the gate when you finish. These steps help the plants stay healthy without wasting water.

3. Families, thank you for sending clean jars for our garden project. We used them to hold cut flowers on the picnic tables. Your jars turned plain tables into cheerful spots for our visitors. We will wash the jars and send them home on Monday. Because you shared what you had, everyone could enjoy a little piece of the garden, even while sitting down.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two words make the tomatoes easy for classmates to picture? What do those words tell you?

2. Which word tells garden helpers how full to fill the can? Why is it more useful than “some”?

3. Which words tell families that their jars made a difference? How might those words make families feel?

4. Why does the first note say “plump red tomatoes,” while the second says “at the base of each plant”?

3 YOUR TURN

Your own words

Write a two- or three-sentence note inviting younger students to a classroom book swap. Use at least two lively, exact words that will make them want to come.

ANSWER KEY

Words With a Job

GRADE 3 · 3.4.W.2

PART 1 · READ AND MARK

Circle the reader named at the start of each note, then underline two words or short phrases in each note that help that reader see, do, or feel something. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two words make the tomatoes easy for classmates to picture? What do those words tell you?	**"Plump" and "red" tell classmates the tomatoes look full and red.**
2	Which word tells garden helpers how full to fill the can? Why is it more useful than "some"?	**"Halfway" gives helpers a clearer amount than "some."**
3	Which words tell families that their jars made a difference? How might those words make families feel?	**"Your jars turned plain tables into cheerful spots for our visitors" shows that the jars helped. Families might feel appreciated.**
4	Why does the first note say "plump red tomatoes," while the second says "at the base of each plant"?	**"Plump red tomatoes" helps classmates picture the garden and want to visit. "At the base of each plant" tells helpers where to pour water.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Younger students, come to our book swap on Thursday! Browse stacks of colorful picture books and pick a funny story to take home. Bring one book you have finished to trade.

For the marking task, accept words or phrases that serve each note's readers, such as "striped bee," "pour slowly," and "cheerful spots." For the open task, accept two or three inviting sentences addressed to younger students with at least two specific, lively word choices.