Words for Readers

Choose how to write for an audience and purpose.

3.8.W "Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle who each piece of writing is for, and underline the writing mode chosen for it.

Three Ways to Share

1. On Friday, our class opened a tiny seed swap. I made a sign for students walking past our door. In large, clear print, I wrote, "Trade a seed. Take a seed. Ask before you touch the plants." A sign must be quick to read, so I spent five minutes choosing short words. I taped it beside the seed jars.

2. Next, I typed a message for families. It said, "Our seed swap is open after school on Friday. Please bring seeds in a labeled envelope if you want to trade." I checked the day and time before sending it. Families needed enough detail to plan a visit. This longer message took about fifteen minutes to write and fix.

3. After the swap, I wrote a diary entry for myself. I chose cursive because I like how it feels when I write a story. I wrote, "Maya traded sunflower seeds for beans. I felt proud when she grinned." I spent ten quiet minutes adding what I saw and how I felt. My diary entry could be longer than the sign because nobody had to read it while walking by.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer use large, clear print and short words on the sign?

2. How do the details in the typed message help its audience?

3. Why could the diary entry be longer than the sign? Think about who would read each one.

4. Which piece took the most time to write, and what did the writer do to make it useful for its readers?

3 YOUR TURN

Your own words

Your class will hold a book swap next week. Draft a sign you would print for students, a message you would type for families, or a diary entry you would write in cursive for yourself. Then explain in one sentence why your choice fits its reader.

ANSWER KEY

Words for Readers

GRADE 3 · 3.8.W

PART 1 · READ AND MARK

Circle who each piece of writing is for, and underline the writing mode chosen for it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the writer use large, clear print and short words on the sign?	**Students walking past the door needed to read the sign quickly.**
2	How do the details in the typed message help its audience?	**The day, time, and request for seeds in a labeled envelope help families plan a visit.**
3	Why could the diary entry be longer than the sign? Think about who would read each one.	**The diary was for the writer, who could take time to read about the swap. Students walking past needed a quick sign.**
4	Which piece took the most time to write, and what did the writer do to make it useful for its readers?	**The typed message took about fifteen minutes. The writer checked the day and time so families could plan a visit.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

BOOK SWAP NEXT WEEK! Bring a book you are ready to share. Choose a new book to take home. I chose a sign in large print because students walking past can read it quickly.

Accept responses that connect a writing choice to its audience and purpose. For Part 3, the draft should suit one of the three choices, and the explanation should name why it suits its reader.