# Words for Readers

Choose writing that fits its reader and purpose.

**4.8.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 the writing mode in each paragraph, underline its audience, and box its writing time. Notice how those choices fit each writing job.

### Three Ways to Share Seeds

1. At recess, I noticed that younger students kept walking past our class seed swap. I spent eight minutes writing a sign in large, neat print. Its headline said, "Take a Seed, Leave a Seed." I chose a sign because students needed to understand it while moving down the hall. Large printed letters were easy to read from several steps away.

2. That evening, I wanted to tell my grandfather how the seed swap worked. I spent eighteen minutes writing him a letter in cursive. He enjoys reading my cursive and keeps my letters in a kitchen drawer. I described how students traded sunflower seeds for bean seeds and asked what he might grow. A personal letter gave me room to share news and ask a question.

3. The next morning, our teacher asked me to explain how to plant the extra seeds. I spent twenty-five minutes writing and revising typed directions for my classmates. I listed each step on its own line and checked the order: fill a cup with soil, add a seed, and water lightly. Typing let me move a step when I noticed it was out of place. My classmates could follow the steps without asking me.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer use large print for the sign?

2. Why did a cursive letter fit the writer's grandfather?

3. How did typing help the writer prepare directions for classmates?

4. Which writing job took the most time? Why did that kind of writing fit its audience?

## 3 YOUR TURN

Your own words

Imagine your class will have a game day next Friday. Choose someone to tell, then write a three-sentence invitation or notice in print or cursive; label your audience, purpose, genre, and mode.

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## PART 1 · READ AND MARK

Circle the writing mode in each paragraph, underline its audience, and box its writing time. Notice how those choices fit each writing job. 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 print for the sign? | **Younger students needed to read the sign while walking past it, and large print was easy to see from several steps away.** |
| 2 | Why did a cursive letter fit the writer's grandfather? | **He enjoys reading the writer's cursive and keeps the letters. A letter also gave the writer room to share news and ask him a question.** |
| 3 | How did typing help the writer prepare directions for classmates? | **Typing let the writer move a step that was out of place so classmates could follow the directions.** |
| 4 | Which writing job took the most time? Why did that kind of writing fit its audience? | **The typed directions took twenty-five minutes, the most time. Step-by-step directions helped classmates plant seeds without asking the writer.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: my uncle
Purpose: invite him to game day
Genre: invitation
Mode: print
Dear Uncle Max, our class will have a game day next Friday. Please visit our classroom and play a board game with me. I hope you can come.

Accept either print or cursive if the student uses the labeled mode. The three-sentence message should fit the chosen audience, purpose, and genre.