Words for Readers

Choose writing forms and modes to fit a reader and purpose

5.8.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 purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each intended reader, circle each kind of writing, and number the writing modes in the order the writer uses them.

Three Ways to Write

1. On Saturday, our school garden held a seed swap. I had ten minutes to make three short signs for visiting families. I wrote each sign by hand in large print letters so people could read it while walking past. One sign said, "Take one packet of beans. Leave a packet if you can." Signs, not a long letter, gave busy visitors quick directions.

2. After the swap, I wanted to thank Ms. Chen, who had spent the morning sorting seeds. I had about fifteen quiet minutes, so I wrote her a short thank-you note in cursive. She had told me she enjoys handwritten letters. I described how she helped a shy child find sunflower seeds, then signed my name. A quick sign would not have felt personal enough.

3. That evening, I spent thirty minutes typing an email to our principal. I wanted permission to put a covered seed box near the garden gate. Unlike a sign or thank-you note, this request needed details: where the box would go, who would check it, and how its lid would keep packets dry. Typing let me move sentences around as I shaped three clear paragraphs for one busy reader.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did hand-printed signs fit the visiting families better than a long letter?

2. Why did the writer choose a cursive thank-you note for Ms. Chen instead of a sign?

3. Why was typing a three-paragraph email useful for the request to the principal?

4. How did the time and length of the first and last writing tasks fit their different purposes?

3 YOUR TURN

Your own words

Spend eight minutes writing a four-sentence message to a reader outside the school garden. Choose a genre that fits your purpose and write in print or cursive, then add one sentence naming your reader, purpose, genre, and mode and explaining why they fit.

ANSWER KEY

Words for Readers

GRADE 5 · 5.8.W

PART 1 · READ AND MARK

Underline each intended reader, circle each kind of writing, and number the writing modes in the order the writer uses them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did hand-printed signs fit the visiting families better than a long letter?	**The families needed quick directions they could read while walking past. Large print letters on short signs made that possible.**
2	Why did the writer choose a cursive thank-you note for Ms. Chen instead of a sign?	**The writer wanted to thank Ms. Chen personally, and Ms. Chen enjoys handwritten letters.**
3	Why was typing a three-paragraph email useful for the request to the principal?	**The request needed several details, and typing let the writer move sentences around to make the paragraphs clear.**
4	How did the time and length of the first and last writing tasks fit their different purposes?	**The writer spent ten minutes on three short signs to give quick directions. The writer spent thirty minutes on a three-paragraph email to explain a request for permission.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Leo, come to the kitchen at four on Sunday for a puzzle party. I will put the big puzzle on the table. We can build the edges first and share a snack. Please tell me if you want to join. I wrote this invitation in print to invite my younger brother Leo because he can read print easily.

For Part 3, accept any four-sentence message followed by one sentence that identifies the reader, purpose, genre, and print or cursive mode and explains how the choices fit. The student should write the message in the mode named.