Words for Whom

Notice how a writer changes mode, length, and genre for different readers.

6.8.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 Underline the intended audience for each piece Nia writes, circle its writing mode, and number the pieces from shortest writing time to longest writing time. Use your marks to compare her choices.

Three Ways to Share Seeds

1. At lunch, Nia found three packets of bean seeds on the classroom shelf. Her science club wanted to share them before planting day on Friday. She had two minutes before the bell, so she printed a quick note for classmates who would pass the shelf: "Want to grow beans? Take one packet and sign your name here." She used large print because the note needed to be read from a few steps away. It gave students one clear action without making them stop for a long explanation.

2. That evening, Nia spent ten minutes typing an email to the school principal. She wanted permission to put a seed-sharing basket near the main entrance, where families could find it after school. Her email said, "Dear Principal Chen, Our science club has extra bean seeds. May we place a labeled basket by the main entrance for one week? We will refill it each morning and remove it next Friday. Families can take one packet to try growing beans at home. Thank you for considering our request. Nia."

3. On Saturday, Nia wrote in cursive in her personal notebook for fifteen minutes. She was writing for herself, not asking anyone to do anything. "My little brother put one bean into a paper cup today. He checked the soil twice before lunch, even though he had just planted it. I laughed, then caught myself looking, too. I hope we remember how curious we felt before the first green shoot appeared." Her notebook entry kept a small moment that a public sign or formal email would leave out.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who was the printed note meant for, and why did Nia use large print?

2. Who was meant to read the typed email, and what did Nia want that reader to do?

3. Compare the time Nia spent on the note and the email. What information did the longer piece include that the note did not?

4. Who was the notebook entry for, and how was its purpose different from the note's purpose?

3 YOUR TURN

Your own words

Choose a classroom task other than sharing seeds, then spend two minutes printing a one-sentence reminder for a classmate. Spend six minutes writing a four-sentence letter to a school adult requesting help with the same task, and label whether you chose print or cursive for the letter.

ANSWER KEY

Words for Whom

GRADE 6 · 6.8.W

PART 1 · READ AND MARK

Underline the intended audience for each piece Nia writes, circle its writing mode, and number the pieces from shortest writing time to longest writing time. Use your marks to compare her choices. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who was the printed note meant for, and why did Nia use large print?	**It was for classmates passing the shelf. Large print made it readable from a few steps away.**
2	Who was meant to read the typed email, and what did Nia want that reader to do?	**The school principal was meant to read it. Nia wanted permission to place a seed-sharing basket near the main entrance.**
3	Compare the time Nia spent on the note and the email. What information did the longer piece include that the note did not?	**She spent two minutes on the note and ten minutes on the email. The email explained where the basket would go, how long it would stay, and how the club would care for it.**
4	Who was the notebook entry for, and how was its purpose different from the note's purpose?	**The entry was for Nia herself and saved a memory. The note was for classmates and asked them to take a packet and sign their names.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Reminder for a classmate: Please bring a book on Thursday for our classroom book swap.
Letter, mode: print
Dear Ms. Lee,
Could you lend our class two empty boxes for Thursday's book swap? We need one box for books to donate and one for books to take home. I can collect the boxes from the office before lunch. Thank you for helping us keep the books organized.
Sam

Accept any classroom task other than sharing seeds. The reminder should be one sentence for a classmate, and the letter should be four sentences requesting a school adult's help with the same task; students may label the letter print or cursive.