

Shape the Message

Explain how an author changes structure to serve readers.

7.T.SS.1.a "Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline time-shift words in the opening. Box a question heading and a numbered step. Beside each section, note what it helps a prospective gardener understand or do.

From Empty Lot to Garden - an original community notice

A changed place

On Saturday morning, Maya unlocked the lot behind River Street Library. Last month, it held broken bottles and tall weeds. Now volunteers had cleared the trash, and wooden garden beds stood in rows. Maya pressed a bean seed into the soil. By noon, neighbors had planted tomatoes, basil, and sunflowers. The once-neglected lot was becoming a place to grow food and meet neighbors.

Questions from future gardeners

Can anyone use a bed? Yes. Families, classes, and neighbors may request a small bed at the library desk.

Must I be an expert? No. A volunteer teaches watering and plant care every Wednesday. The gate notice lists the time.

Who keeps the vegetables? Gardeners may take what they grow and save a few seeds for next season.

Join the next planting day

1. Sign up at the library desk with a contact adult's name.
2. Bring water, closed-toe shoes, and a hat.
3. Meet at the library gate at 9:00 a.m.
4. Choose a job after the coordinator explains the day's needs.

Weather note: If storms are expected, check the library website before leaving home. Tools and gloves are available at the gate.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Trace the opening's time shifts. Why is "strictly chronological" an incomplete description?

2 What does the shift from a scene to question-and-answer form accomplish for a hesitant newcomer?

3 How do the numbered steps and separate weather note serve a different purpose from the opening?

3 YOUR TURN _____ Your own words

Compare the existing organization with a change for a different audience. Use evidence from at least two sections; do not just name structure types.

1. Explain the existing choices

Write a paragraph explaining how the scene, Q&A, and steps work together for a neighbor considering joining. Include the opening's time shifts and two specific features or details that support your analysis.

2. Change the audience, explain the effect

A returning gardener already knows the history and mainly needs Saturday's instructions. Propose a different order or emphasis. Explain what to move, shorten, or retain and how that change serves this reader. Compare the likely effect with the original.

PART 1 • READ AND MARK

Underline time-shift words in the opening. Box a question heading and a numbered step. Beside each section, note what it helps a prospective gardener understand or do. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Trace the opening's time shifts. Why is "strictly chronological" an incomplete description?	It opens on Saturday, looks back to last month, returns to now, then advances to noon. The past-present contrast emphasizes transformation before a short forward sequence.
2	What does the shift from a scene to question-and-answer form accomplish for a hesitant newcomer?	The scene makes the change concrete; the Q&A then answers worries about eligibility and experience. This makes joining feel possible and helps readers locate practical information.
3	How do the numbered steps and separate weather note serve a different purpose from the opening?	The steps give an actionable sequence for attending; the note adds a condition to check before departure. The opening builds interest and meaning rather than providing attendance instructions.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Model comparison**

The original opens with a scene, looking back to the neglected lot before returning to the planting day. That contrast makes the change feel meaningful. Its questions answer worries about joining, and its numbered steps turn interest into action.

For a returning gardener who only needs Saturday's instructions, I would move the numbered steps and weather note first, keep the practical questions next, and shorten the scene to a closing reminder. This changes the priority from introducing a new project to helping an experienced reader prepare quickly.

TEACHER ASSESSMENT NOTES

Accept well-supported alternatives. The opening mixes a brief flashback/past-present contrast with later chronological movement; do not require or reward a strictly chronological label. Judge how each organizational choice affects meaning, audience or purpose, rather than counting feature names. The printed source and model preserve headings, Q&A fields, and separate numbered steps.