

Reading Corner Campaign

Choose words, images and delivery for your audience.

4.P.CP.2.b "Integrate modes and genres most appropriate to purpose and audience. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the letter and illustrated flyer. With a partner, take turns reading the announcement aloud. For each message, name the audience and requested action. Discuss how its form and mode suit that audience.

Three Messages for a Pretend Reading Project

Request letter

Dear Principal Lee,

May our class create a reading corner beside the classroom window? We would use a book basket and cushions and keep the walkway clear. Please meet with our class on Monday to discuss permission and suitable materials.

Thank you, Fourth-Grade Class

Spoken announcement script

Attention, fourth graders! Help choose books for our new reading corner. Tell our class librarian one book you recommend by Friday, and explain why classmates might enjoy it. Your ideas can help us build a collection we want to read.

Family flyer: Share a Story!

Families, bring a gently used book your family has finished to our classroom by Thursday. We will place suitable donated books in our pretend reading corner.

Picture students finding a new favorite story!

Questions? Ask our class teacher. Donations are optional; every student may use the reading corner.



Help readers find their next book

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Why does a request letter fit the message to Principal Lee?

2 How does hearing the announcement aloud help its student audience? Name one detail listeners need.

3 How do the family flyer's book picture and written details work together?

4 How do the requested actions differ for the principal, students and families?

3 YOUR TURN _____ Your own words

Choose a pretend school improvement. Create a two-sentence spoken announcement for students and a short illustrated flyer for families. Give each audience a useful action. Deliver the announcement to a partner, show the flyer and explain why the chosen modes fit.

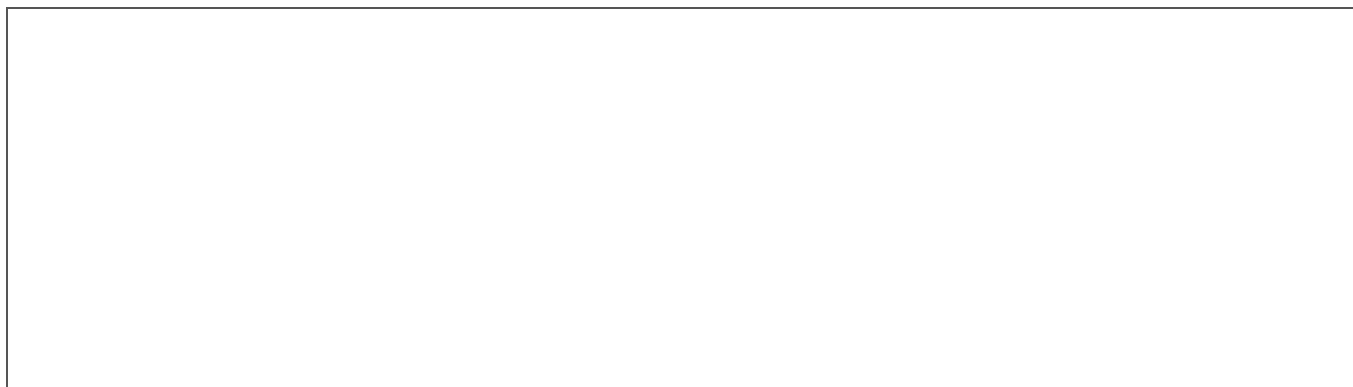
1. Speak to students

Write two sentences giving students an action and useful details. Read them aloud clearly to your partner as a morning announcement.

2. Show families a flyer

Draw a helpful picture. Below it, write a heading, caption and two-sentence family message with an action and useful details. Show your partner and explain why speech suits students and the illustrated flyer suits families.

Your family-flyer picture



PART 1 • READ AND MARK

Read the letter and illustrated flyer. With a partner, take turns reading the announcement aloud. For each message, name the audience and requested action. Discuss how its form and mode suit that audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why does a request letter fit the message to Principal Lee?	The principal can discuss permission. A letter gives a clear request and details about placement and keeping the walkway clear.
2	How does hearing the announcement aloud help its student audience? Name one detail listeners need.	A spoken announcement can reach classmates together. They need the action of recommending a book, the Friday deadline, or whom to tell.
3	How do the family flyer's book picture and written details work together?	The picture quickly signals books and reading; the words explain what to donate, where and when. Together they make the purpose and action clear.
4	How do the requested actions differ for the principal, students and families?	The principal is asked to discuss permission; students recommend books; families may donate books.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Spoken announcement: classroom book display

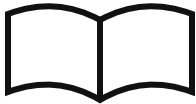
Students, recommend one book for our classroom display by telling the class librarian on Friday. Explain why other students might enjoy it.

Family flyer: Help Books Stand Tall!

Families, please send a spare book stand to our classroom by Thursday if you have one to lend. We will use it to display student-recommended books and return it after two weeks.

Mode choices

I read the announcement aloud so classmates heard the request together. I showed the flyer so families could keep its deadline and action in view; its book image made the subject clear.



Display a book for classmates to discover

TEACHER ASSESSMENT NOTES

All source messages and events are pretend practice examples. The actual source flyer and model include book drawings with captions; no absent attachment or form is referenced. Have partners actually hear the announcement and view the flyer. The student must produce a two-sentence announcement, a family flyer with actual image/caption and an audience-specific action, and an oral explanation of the mode choices. A written script without delivery or a caption without an image is incomplete. The teacher model's final paragraph reports the delivery and explanation to demonstrate the full process. Accept other coherent school improvements and appropriate visual designs. Evaluate audience, purpose and mode together.