Words With Purpose

Students choose words and writing types that fit a listener and a reason.

1.P.AC.2.a "Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)"

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A WORD

a	**Once**	**Which**	**Under**
b	**loves**	**needs**	**best**
c	**Monday**	**helpful**	**quickly**

2 MATCH THE WRITING

kids	**opinion**
families	**story**
principal	**facts**

ANSWER KEY

Words With Purpose

GRADE 1 · 1.P.AC.2.a

HOW TO RUN THIS PAGE

Read each message and its choices aloud while students look at the large words. In this sheet, the skill looks like choosing a story, true-information, or opinion element that fits who will hear the writing and why it is being shared.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CHOOSE A WORD

SAY "Listen to each writing job and the three words. Circle the word that helps the writing fit the listener and the reason for writing."

ROW	SAY	STUDENTS CIRCLE
a	You want to entertain kindergarten children with a make-believe tiny-door story. Complete the familiar beginning ___ upon a time. Hear Once, Which, Under. Which word completes it?	**Once**
b	Families need true information about a class plant. The message says, "The plant ___ water." Hear the words: loves, needs, best. Which word makes the message true and clear?	**needs**
c	You recommend a reading corner to the principal. Complete I think a reading corner is ___ because it gives us a quiet reading place. Hear Monday, helpful, quickly. Which word makes a clear recommendation?	**helpful**

PART 2 · MATCH THE WRITING

SAY "Look at the audience words on the left and the writing kinds on the right. For kids, you want to entertain them with an imagined moon trip. For families, you want to explain true hand-washing steps. For the principal, you want to share what you think about a reading corner. Draw a line from each audience to the writing kind that fits. Choose kids or principal. Make a two-sentence message: tell a tiny-door story for kids, or give your opinion about the reading corner and a reason for the principal. Say it while I record your exact words, or write it yourself. Explain how your story or opinion helps that audience."

- **kids** matches **story**
- **families** matches **facts**
- **principal** matches **opinion**

WHAT TO ACCEPT

Part 1 circles: Once, needs, helpful. Part 2 matches kids to story, families to facts, and principal to opinion. Also accept the learner's recorded or written two-sentence message using a story element for kids, or an opinion plus a reason for the principal, and an audience-fit explanation. Accept varied relevant messages. Once uniquely completes Once upon a time; helpful completes the clear reading-corner recommendation. Marks alone are preparation.