Messages That Matter

Trace how a writer listens to a reader and connects ideas.

3.P.EICC.2 "Engagement & Intention: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that shows Inez changed her note after hearing a reader. Circle the words that connect the note to the worm book, and write a 1 beside the words that connect the idea to your own lunch.

A Note Gets Better

1. On Monday, the third-grade garden club posted a note by the cafeteria door. "Please save clean fruit peels for our compost bin," wrote club member Inez. "Compost helps make soil rich for our vegetable beds." The note included a drawing of an apple core and a small bin. Inez wanted students to understand what to save and why the club needed it.

2. At lunch, Jalen read the note and asked, "Can we put sandwich wrappers in the bin too?" Inez answered, "No. Wrappers are not food, and they will not break down into soil." Jalen connected the note to a library book about worms that turn old leaves into compost. His question helped Inez see that the note needed a clearer example of what does not belong.

3. On Tuesday, Inez revised the note. She added, "Put fruit peels, vegetable scraps, and eggshells in the bin. Keep wrappers, plastic forks, and juice boxes out." She also wrote, "Think about the trash from your lunch. What could help our garden instead?" Students could use the note, the worm book, and their own lunch choices to decide how to help.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Jalen's question help Inez as a writer?

2. What connection does Jalen make between the garden club note and another text?

3. Name two details Inez added that help readers know what to do.

4. How does Inez's final question connect the note to students' lives?

3 YOUR TURN

Your own words

Write a three-sentence note for students about saving water at school. Include one clear action, one detail that connects to another text you have read or seen, and one question that connects the idea to the reader's life. Share the completed note with a partner or teacher. Have that reader answer your life-connection question or ask a relevant question about the note. Respond as the author, connecting your answer to the note, another text, or experience. Do this aloud or in writing; below your note, record the reader’s response and your follow-up.

ANSWER KEY

Messages That Matter

GRADE 3 · 3.P.EICC.2

PART 1 · READ AND MARK

Underline the sentence that shows Inez changed her note after hearing a reader. Circle the words that connect the note to the worm book, and write a 1 beside the words that connect the idea to your own lunch. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Jalen's question help Inez as a writer?	**It helped Inez see that readers needed a clearer example of what does not belong in the compost bin.**
2	What connection does Jalen make between the garden club note and another text?	**He connects the note to a library book about worms turning old leaves into compost.**
3	Name two details Inez added that help readers know what to do.	**She listed items to put in the bin, such as fruit peels, and items to keep out, such as wrappers.**
4	How does Inez's final question connect the note to students' lives?	**It asks students to think about the trash from their own lunches and what could help the garden.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Turn off the faucet while you soap your hands. Our science article explained that clean water must be treated before it reaches our taps. What could you do at school to keep water from running when no one needs it?

Reader: I could turn off the tap while I rub soap on my hands.
Author: That follows my note's action; I can try it too when I wash my hands at school.

Accept answers that identify how the reader's question led Inez to revise her message and that explain the text-to-text or text-to-life connections. For the open task, accept any accurate three-sentence note with an action, a connection to another text, and a question for readers. Verify an actual reader response and author follow-up, spoken or written, connected to the note and a text or experience. The note remains three sentences; the separately labeled exchange record is additional. Observe the exchange or read the actual exchanged messages, not a fictional dialogue alone.