Readers First

Publish clear writing for real readers.

3.11.E "publish written work for appropriate audiences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that tell who will read the map. Circle changes or publishing choices that help those readers use it.

The Playground Map

1. Ready for Recess? The Student Council is sharing a new Playground Map for students in grades 2 through 4. The map shows where to find the jump-rope bin, the quiet bench, and the four-square court. We used short labels and bright symbols so readers can spot places quickly. A large title tells what the page is about before students begin reading.

2. Before publishing, we checked every label, fixed spelling, and made sure the print was large enough to read. We asked two third graders to look at the map. They found the quiet bench but could not find the water fountain. We added a blue fountain symbol and a label. Their feedback helped us make the final map clearer for its readers.

3. The finished map will appear in the weekly school newsletter and on a bulletin board near the playground door. Families can see the newsletter, and students can use the board during recess. We included the date, May 8, and the name of the Student Council. These details help readers know that the map is current and who made it.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the main audience for the Playground Map?

2. What did the writers do before publishing to make the map easy to read? Give two actions.

3. What change did the writers make after third graders could not find the water fountain?

4. Why will the map be published in both the newsletter and on the bulletin board?

3 YOUR TURN

Your own words

Write a 40 to 60 word notice for students in your grade about a school event or helpful resource. Give it a clear title, include needed details, use short readable sentences, and name one place where you would publish it. With your teacher, publish the finished notice by giving it to a classmate in your grade or displaying it in an approved classroom place. Record who can read it and where you shared it.

Readers First

PART 1 · READ AND MARK

Underline words that tell who will read the map. Circle changes or publishing choices that help those readers use it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the main audience for the Playground Map?	**Students in grades 2 through 4.**
2	What did the writers do before publishing to make the map easy to read? Give two actions.	**They checked labels, fixed spelling, and made sure the print was large enough to read. Any two.**
3	What change did the writers make after third graders could not find the water fountain?	**They added a blue fountain symbol and a label.**
4	Why will the map be published in both the newsletter and on the bulletin board?	**Families can see the newsletter, and students can use the bulletin board during recess.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Book Swap on Friday

Third graders, bring one book you have finished to Room 12 on Friday, October 4, before school. Choose a different book to take home. Write your name inside the book you bring. I would publish this notice in the third-grade hallway and in the class newsletter.

Publication record example: I gave my finished notice to a third-grade classmate. The classmate could read the event, room, date, and book instructions.

Accept notices that clearly fit a named school audience and include a useful title, readable wording, and needed event or resource details. Students should name a sensible place to publish the notice for that audience. Before this task, arrange a classroom display or peer readership channel. Observe the actual sharing/display and check the learner's publication record; naming a future place alone is not completion.