

Organizing Writing for Task and Purpose

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Strong writing FITS its task, purpose, and audience. Before drafting, ask: **What kind** of piece is this? **Who** will read it? **How** should it be organized? Different kinds use different structures and voices.

PRACTICE

Pick or write the **BEST** answer for each item.

1. You want to **CONVINCE** the PTA to fund a new playground. Which kind of writing is **BEST**?
 - A. an informative report that lists facts about playgrounds without taking a side
 - B. an opinion piece that takes a clear position and supports it with reasons
 - C. a personal narrative about the day your old playground broke
 - D. a how-to article on building a playground
2. You want to **TEACH** fifth graders about the **WATER CYCLE**. Which kind of writing is **BEST**?
 - A. an opinion piece arguing the water cycle is the most important science topic
 - B. a personal narrative about a rainy day at the beach
 - C. an informative piece organized by stages with diagrams and definitions
 - D. a fictional story narrated by a raindrop
3. You want to **SHARE A MEMORY** about your first soccer game. Which kind of writing is **BEST**?
 - A. a personal narrative with characters, setting, and dialogue
 - B. an informative report on the rules of soccer
 - C. an opinion piece arguing that soccer is the best sport
 - D. a how-to guide for kicking a ball correctly
4. An **INFORMATIVE** piece is usually **ORGANIZED** by —
 - A. the order events happened in time, from beginning to end.
 - B. an opinion stated up front, then reasons and facts.
 - C. rhyme, rhythm, and line breaks for music.
 - D. facts grouped into paragraphs by **SUBTOPIC**.



5. An OPINION piece is usually organized by —
 - A. events in time order with a problem and a resolution.
 - B. an opinion, REASONS supported by facts, and a conclusion.
 - C. step-by-step directions in numbered order.
 - D. questions and short answers, like an interview.
6. Your audience is KINDERGARTNERS. You should —
 - A. use short sentences, common words, and clear examples or pictures.
 - B. use the longest, most technical words you know so they learn faster.
 - C. skip every detail to make it shorter and shorter.
 - D. write in formal, polite language with citations.
7. Your audience is the SCHOOL BOARD. You should —
 - A. use slang and inside jokes so they sound friendly.
 - B. write only in questions so they feel involved.
 - C. use a clear, polite tone with facts and reasons to support your points.
 - D. shout every other sentence to show that you care.
8. Which is the BEST SIGN that your writing matches its task?
 - A. Your structure, voice, and details fit the kind of writing you chose.
 - B. You used as many different fonts and colors as possible.
 - C. Your piece is exactly one page long.
 - D. You included every fact you could think of, even the off-topic ones.
9. Which planning step should usually come FIRST?
 - A. editing for spelling and punctuation
 - B. choosing the font and color of the final draft
 - C. deciding your TOPIC, PURPOSE, and AUDIENCE
 - D. writing the conclusion sentence
10. Pick ONE task: (a) convince classmates to recycle, (b) teach a younger student how to brush their teeth, or (c) share a funny family memory. Name the KIND of writing and ONE feature of its organization.



Answer Keys

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| <p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations | |
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| 1. B | Persuading requires an opinion piece with a clear stance. A presents both sides without persuading. C is a story; it may include emotion but won't directly argue for funding. D explains a process; it doesn't argue for the PTA decision. |
| 2. C | Teaching content = informative writing organized by clear sections. A argues a position rather than teaching. B and D are narratives — they can teach a little but don't fit the task of explaining a process. |
| 3. A | A memory is told as a story — narrative writing. B teaches rules, C argues a position, and D explains a procedure — none of those share the personal memory itself. |
| 4. D | Informative writing groups related ideas (subtopics). A is narrative structure, B is opinion structure, and C is poetry structure. |
| 5. B | Opinion = claim + reasons + conclusion. A is narrative, C is how-to, and D is an interview structure. |
| 6. A | Match style to audience: young readers need short, clear, vivid language. B hurts comprehension, C strips out needed information, and D uses adult-formal style that won't reach kindergartners. |
| 7. C | Formal audience = formal, evidence-based tone. A is too casual, B is one-note and skips your reasoning, and D is unprofessional. |
| 8. A | Fit between style and purpose is the test of strong writing. B is decoration, C is an arbitrary length rule, and D harms focus by adding unrelated details. |
| 9. C | Plan the topic/purpose/audience BEFORE drafting — they shape everything else. A and B come at the end; D can't be written well until you know your topic and audience. |
| 10. | <p>Answer: Examples: (a) Opinion — start with a clear claim, then list reasons with facts, then a conclusion. (b) Informative/how-to — list steps in order with transition words like <i>first, next, finally</i>. (c) Narrative — beginning, middle, and end with dialogue and sensory details.</p> <p>Accept any response that pairs the task with the correct KIND (opinion / informative or how-to / narrative) AND one true structural feature. NOT acceptable: naming the wrong kind for the task, or naming a feature that doesn't apply (e.g., <i>uses rhyme</i> for an opinion piece).</p> |



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