

Producing Clear and Coherent Writing for Task and Audience

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Strong writers **MATCH** their writing to the **TASK** (what they're being asked to do), the **PURPOSE** (why they're writing), and the **AUDIENCE** (who will read it). The right tone, format, and structure depend on these three things. A formal letter to a principal does not sound like a text to a friend.

PART 1 — READ

Read the passage. Then answer the questions.

Three writing situations

SITUATION A - Mia is writing an **EMAIL** to her school's principal to ask permission for the fifth-grade class to start a recycling program in every classroom.

SITUATION B - Jordan is writing a **SHORT REPORT** for science class explaining how the water cycle works. The teacher will grade it.

SITUATION C - Sam is writing a **CAPTION** for a class podcast post about a field trip to the planetarium. Other students at the school will read it.

PART 2 — PRACTICE

Read each writing situation and choose the **BEST** option.

- For **SITUATION A** (email to the principal), which **OPENING** is **BEST** matched to the audience?
 - yo Mr. P quick favor real fast
 - Hey there, just a heads up about a thing the fifth grade wants to do!!!
 - I am writing to tell you about a recycling idea we have, and we need an answer ASAP.
 - Dear Principal Ortiz, I am writing on behalf of the fifth-grade class to request permission to start a classroom recycling program.
- For **SITUATION B** (science report), which sentence has the **BEST** tone for the task?
 - The water cycle is super cool and I love it sooo much, you guys.
 - Water moves through three main stages: evaporation, condensation, and precipitation.
 - I think the water cycle is just totally amazing, and that's pretty much the truth!
 - Honestly, the water cycle is something I never even thought about until last week.



3. For SITUATION C (podcast caption for classmates), which caption BEST matches the audience and purpose?
- A. Field trip = AWESOME. Stars, planets, dome, the works. Listen for our top 3 surprises!
 - B. Pursuant to our recent academic excursion, students engaged with celestial phenomena.
 - C. On 11/4 the 5th grade visited the planetarium for educational purposes per the curriculum.
 - D. I personally feel that the field trip was a moderately enjoyable experience overall.
4. Mia (Situation A) ends her email with the line below. Which version is BEST for her audience?
- A. Hit me back when you can. Peace.
 - B. Thanks dude, hope to hear yes!!! :)
 - C. Thank you for considering our request. We would be glad to share more details if that would help.
 - D. If you decide no, I am going to be very mad about it, FYI.
5. Jordan (Situation B) wrote: *I think evaporation is when water turns into a gas because it gets hot or whatever.* Which revision is BEST for the SCIENCE REPORT task?
- A. Evaporation is when water turns into a gas because it gets hot or whatever, in my opinion.
 - B. Evaporation, like, totally makes water disappear into the air, basically, kind of.
 - C. Evaporation: water then gas. That is what it is. The end.
 - D. Evaporation is the process by which water absorbs heat from the sun and changes from a liquid into water vapor (a gas).
6. Sam (Situation C) wants to add a hashtag to the podcast caption. Which choice BEST fits the task and audience?
- A. #OfficialFifthGradeAcademicExcursionDocumentation
 - B. #PlanetariumPodcast
 - C. #please_listen_or_else
 - D. #thursdayfeelings
7. Which writing situation would BEST be done as a FORMAL LETTER, not a text message?
- A. Asking the city librarian to invite an author to speak to your class.
 - B. Reminding your sister to feed the cat before dinner.
 - C. Telling a friend you'll meet them at the bike rack after school.
 - D. Letting your mom know you finished your math homework.
8. Read this sentence Jordan wrote: *The water cycle, you know, is like, kind of a really big deal for the planet, basically.* Why is this WRONG for a graded science report?
- A. The sentence is too long for a science report.
 - B. The sentence is missing a question mark at the end.
 - C. The sentence uses informal fillers (you know, like, kind of, basically) that don't fit the formal task.
 - D. The sentence does not use the word water.



9. You are writing a THANK-YOU NOTE to a guest speaker who visited your class. Write ONE OPENING line that fits the task, purpose, and audience.

10. Now write the SAME message as a quick TEXT to a friend who also met the speaker. Use a tone that fits a text between friends - but stay polite.



Answer Keys

<p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>2 <input type="radio"/> A <input checked="" type="radio"/> B <input 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 checked="" type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p>	<p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p>
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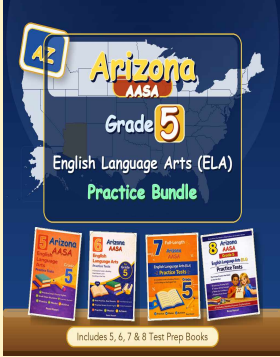
Explanations	
1. D	D uses a formal greeting (Dear Principal Ortiz), names the writer's role (on behalf of the fifth-grade class), and states the purpose clearly - exactly right for an email to a school leader. A is too informal. B is informal AND vague. C is formal but DEMANDING (ASAP) in a way that doesn't fit a request to an authority.
2. B	B uses a neutral, informative tone with domain-specific vocabulary (evaporation, condensation, precipitation) - perfect for a science report being graded. A and C use slang and personal opinion. D is an off-topic personal aside.
3. A	A matches a friendly podcast caption written for other STUDENTS: short, energetic, and it tells the audience what to listen for. B uses overly formal language for a peer audience. C reads like a permission slip. D is flat and distant for a podcast.
4. C	C is polite and professional, offers more information, and respects the principal's authority to decide. A and B are too informal. D is rude and damages the request before it's even answered.
5. D	D removes informal hedges (I think, or whatever), names the process precisely, explains the cause, and uses domain words (water vapor) - right for a science report. A keeps the slang. B piles on filler. C is too brief and casual.
6. B	B is short, on-topic, and tells the audience what the post is about - exactly the job of a podcast hashtag. A is unwieldy and overly formal. C is rude/threatening. D is unrelated.
7. A	A involves a formal request to a community professional you may not know personally - a letter shows respect and gives the librarian a clear, written record. B, C, and D are quick, casual messages between people who already know each other.
8. C	C names the actual problem: the sentence is FORMAT-mismatched - informal fillers don't belong in a graded science explanation. A is wrong (the sentence isn't long, just filler-heavy). B is irrelevant - it isn't a question. D is false (it does say water).
9.	Answer: Examples: (1) Dear Dr. Lin, thank you for visiting our class on Tuesday to talk about your work as a marine biologist. (2) Dear Officer Reyes, on behalf of Room 14, I want to thank you for spending your morning answering our questions. (3) Dear Ms. Becker, thank you for sharing your career as a children's book illustrator with our fifth grade. Accept any single opening line that (a) uses a formal greeting (Dear ____), (b) names the speaker, and (c) thanks them for a SPECIFIC visit or topic. NOT acceptable: Hey, Yo, or a generic opening with no specific reference to the speaker or topic.



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| 10. | <p>Answer: Examples: (1) Wasn't Dr. Lin awesome today? I can't believe she actually swims with sharks. (2) Officer Reyes was so nice - I'm gonna write him a card later. (3) Ms. Becker's drawings were unreal. Did you grab her bookmark?</p> <p>Accept any short, friendly message that (a) keeps the same TOPIC as item 9 and (b) shifts to a casual, friend-to-friend tone (contractions, informal phrasing). NOT acceptable: a message identical to item 9 (no audience shift), or a message that becomes rude/disrespectful to the speaker.</p> |
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