

# 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.

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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.

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## Answer Keys

- 1  A  B  C  D
- 2  A  B  C  D
- 3  A  B  C  D
- 4  A  B  C  D
- 5  A  B  C  D

- 6  A  B  C  D
- 7  A  B  C  D
- 8  A  B  C  D
- 9
- 10

### Explanations

<b>1. D</b>	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.
<b>2. B</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.
<b>3. A</b>	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.
<b>4. C</b>	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.
<b>5. D</b>	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.
<b>6. B</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.
<b>7. A</b>	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.
<b>8. C</b>	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).
<b>9.</b>	<b>Answer:</b> 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.

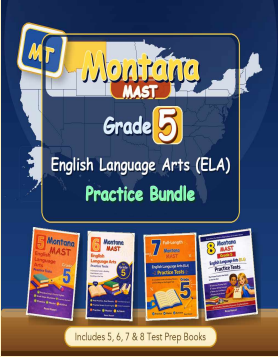


10.

**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?  
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.



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