

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

- 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

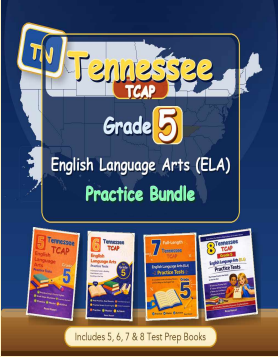
1. D	D uses a formal greeting (Dear Principal Ortiz), names the writer's role (on behalf of the fifth-grade class), and states the purpose clearly - exactly right for an email to a school leader. A is too informal. B is informal AND vague. C is formal but DEMANDING (ASAP) in a way that doesn't fit a 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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