

Clear Writing for Task, Purpose, and Audience

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Strong writers MATCH writing to (a) the TASK (what is being asked), (b) the PURPOSE (why they are writing - to argue, inform, narrate), and (c) the AUDIENCE (who will read it). Tone, vocabulary, and structure all shift with these three factors. A letter to a city council member does not sound like a group chat to a teammate.

PART 1 — READ

Read the passage. Then answer the questions.

Three writing situations

SITUATION A - Lila is writing a FORMAL EMAIL to her town's mayor to ask that a crosswalk be added in front of her middle school.

SITUATION B - Marcus is writing a LAB REPORT for science class explaining what his class learned from a five-day plant-growth experiment. The teacher will grade it.

SITUATION C - Priya is writing a POST for her class blog about a field trip to a local farm. Other sixth graders will read it.

PART 2 — PRACTICE

Read each writing situation and choose the BEST option.

- For SITUATION A (email to the mayor), which OPENING is BEST matched to the task and audience?
 - yo mayor u gotta hear this real quick about the school
 - Hey, just a heads up about a thing we need at school, thanks!!!
 - Dear Mayor Chen, I am writing on behalf of the sixth-grade class at Lincoln Middle School to request that the city add a marked crosswalk in front of our building on Elm Avenue.
 - I want a crosswalk and I want it ASAP or there will be problems.
- For SITUATION B (lab report), which sentence has the BEST tone for the task?
 - My plants were super cool and totally amazing because I love science so much you guys.
 - Plants in the dark group grew an average of 1.2 cm over five days, while plants in the lighted group grew an average of 3.8 cm.
 - Honestly, my plants were a mess and I don't even know what happened with them.
 - I personally feel that plants are kind of just whatever, but they were okay this week I guess.



3. For SITUATION C (class blog for sixth graders), which version BEST matches the audience and purpose?
- A. Pursuant to our recent agricultural excursion, students engaged with bovine and equine specimens.
 - B. On 10/22 students in Mr. Park's sixth grade visited a farm per district curriculum guidelines.
 - C. We just got back from Maple Hill Farm, and let me tell you - the cows were friendlier than my cousin and the goats absolutely tried to eat my hoodie. Read on for our top three field-trip surprises.
 - D. I personally consider the field trip to have been a moderately satisfactory educational experience overall.
4. Lila (Situation A) wants to CLOSE her email. Which version is BEST for her audience?
- A. holler back when u can - peace
 - B. Thx mayor!!! tell me yes pls :)
 - C. Thank you for considering our request. I would be happy to share photos of the intersection at dismissal if that would be useful to you.
 - D. If you say no I am going to write a really angry letter to the newspaper.
5. Marcus (Situation B) wrote: *I think photosynthesis is like when plants kinda turn light into food or whatever.* Which revision is BEST for the SCIENCE LAB REPORT task?
- A. Photosynthesis is like when plants kinda turn light into food or whatever, but only sometimes.
 - B. Photosynthesis is just totally how plants eat sunshine, basically, you know what I mean.
 - C. Plants do this photosynthesis thing where they get food from the sun and that is just how it works.
 - D. Photosynthesis is the process by which plants use light energy to convert carbon dioxide and water into glucose and oxygen.
6. Priya (Situation C) wants to add a HASHTAG to the blog post. Which choice BEST fits the task and audience?
- A. #OfficialSixthGradeAgriculturalEducationFieldTripDocumentation
 - B. #MapleHillFieldTrip
 - C. #read_or_else_seriously_read_it
 - D. #whateverbye
7. Which writing situation BEST calls for a FORMAL LETTER, not a quick text message?
- A. Reminding your sister to bring the science folder home from her locker.
 - B. Asking a local museum's education director to lead a virtual visit for your sixth-grade class.
 - C. Telling a friend you'll meet them by the bike rack after school.
 - D. Asking your dad if he picked up milk on the way home.



8. Read this sentence Marcus wrote in his lab report: *So basically, like, the plants in the light group, you know, totally grew way more than the dark ones, kind of.* Why does this sentence FAIL the task?

- A. The sentence is missing a question mark at the end.
- B. The sentence is missing the word *plants*.
- C. The sentence uses informal fillers (so basically, like, you know, kind of) that don't fit the formal, factual tone a lab report requires.
- D. The sentence is too short to count for the lab report.

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

10. Now write the SAME thank-you as a quick TEXT to a classmate who also met the speaker. Use a tone that fits friend-to-friend texting - but stay polite about the speaker.



Answer Keys

<p>1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input 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 type="radio"/> A <input type="radio"/> B <input checked="" 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 type="radio"/> A <input checked="" 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. C	C uses a formal greeting (Dear Mayor Chen), names the writer's role (on behalf of the sixth-grade class), and clearly states the request - perfect for a letter to an elected official. A is far too casual. B is informal AND vague. D is formal in length but demanding/threatening, which is wrong tone for an authority.
2. B	B uses a neutral, factual, measurement-rich sentence with precise numbers and a clear comparison - exactly right for a graded lab report. A uses slang and gushing language. C is informal and dismissive. D adds personal opinion that doesn't belong in a lab report.
3. C	C matches a friendly blog written by and for OTHER STUDENTS: lively, specific details, a small joke, and a clear preview of what's coming. A is overly formal Latinate vocabulary. B reads like an official record. D is flat and dry for a blog audience.
4. C	C is polite, offers helpful follow-up information (photos of the intersection), and respects the mayor's authority to decide. A and B are far too informal. D is rude and undermines the request before any decision is made.
5. D	D removes informal hedges (the slang words <i>kinda</i> , or <i>whatever</i> , and the personal opener) and names the process precisely using domain-specific vocabulary (light energy, carbon dioxide, glucose) - exactly right for a graded lab report. A keeps the slang. B piles on filler. C remains vague.
6. B	B is short, on-topic, and names the trip - exactly the job of a blog hashtag. A is unwieldy and reads like a filename. C is rude and pushy. D is unrelated to the topic.
7. B	B involves a formal request to a community professional you don't know personally. A letter shows respect, creates a written record, and is easier to forward to coworkers. A, C, and D are short messages between people who already know each other and need a quick answer.
8. C	C identifies the real problem: a lab report requires measurement and neutral phrasing, and the sentence is choked with informal fillers. A is irrelevant - the sentence isn't a question. B is false. D is the opposite of true.
9.	Answer: Examples: (1) Dear Dr. Mensah, thank you for visiting our sixth-grade science class on Tuesday to share your research on coral reefs. (2) Dear Officer Diaz, on behalf of Room 12, I would like to thank you for spending your morning answering our questions about traffic safety. (3) Dear Ms. Kapoor, thank you for taking the time to talk with our class about your career as a graphic novelist. 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: an informal greeting (Hey, Yo, Hi), a generic opening with no specific reference to the speaker or topic, or a closing line in place of an opening.



10.

Answer: Examples: (1) Dr. Mensah was unreal today - I had no idea coral was an animal!
(2) Officer Diaz was so chill. I'm gonna write him a card later, you in?
(3) Ms. Kapoor's drawings were wild. Did you grab one of her bookmarks before they ran out?
Accept any short, friendly message that (a) keeps the same TOPIC as item 9 and (b) shifts to a casual, peer-to-peer tone (contractions, informal phrasing, friendly questions). NOT acceptable: a message identical to item 9 (no audience shift), a message that becomes rude or disrespectful toward the speaker, or a message that abandons the topic.



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