

Writing for Task, Purpose, and Audience

Name: _____

Date: _____

Score: ____ / 10



Quick Review

Focus on matching style and organization to task, purpose, and audience. Strong test answers are precise, purposeful, and supported by the wording of the task.

PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

- Which choice BEST demonstrates matching style and organization to task, purpose, and audience?
 - A science explanation uses jokes and slang in every sentence.
 - A letter to the principal uses respectful tone, a clear request, and evidence about how the change would help students.
 - A formal report begins with Yo, listen to this.
 - A personal narrative lists statistics but no events.
- Which revision best applies matching style and organization to task, purpose, and audience?
Original: We need more recycling bins because this is ridiculous.
 - Our school should add recycling bins near the cafeteria because most lunch waste is produced there.
 - We need more recycling bins because this is ridiculous.
 - A science explanation uses jokes and slang in every sentence.
 - A formal report begins with Yo, listen to this.
- A student is working on this task: A student is writing to city council about a crosswalk. Which choice would be MOST effective?
 - A science explanation uses jokes and slang in every sentence.
 - A formal report begins with Yo, listen to this.
 - Use formal language, a specific request, and local safety evidence.
 - A personal narrative lists statistics but no events.
- Which explanation best describes why the stronger choice works?
 - It is longer than the other choices, so it must be better.
 - It uses complicated words even if they do not fit.
 - It avoids evidence so the reader can decide alone.
 - It is specific, relevant to the task, and controlled by matching style and organization to task, purpose, and audience.



- 5. Which next step would most strengthen the student's work?
 - A. Add an unrelated personal story.
 - B. Check whether the tone fits an official audience.
 - C. Replace precise words with vague ones.
 - D. Remove the clearest evidence.
- 6. Which mistake should the student avoid?
 - A. Using the same style for every assignment.
 - B. Checking that each choice fits the audience.
 - C. Using evidence that directly supports the point.
 - D. Rereading the sentence after revising it.
- 7. Which answer is too vague to earn full credit?
 - A. It works because it applies matching style and organization to task, purpose, and audience to the exact task.
 - B. It is stronger because the evidence is relevant and sufficient.
 - C. It is better because it sounds good.
 - D. It improves clarity without changing the meaning.
- 8. Which habit best supports accuracy on this type of question?
 - A. Choose the first familiar word.
 - B. Ignore the audience and purpose.
 - C. Pick the longest answer every time.
 - D. Read the whole sentence or task before choosing an answer.

9. Describe how audience changes the tone of a request.

10. Revise one informal sentence into a formal sentence for a school board letter.



Answer Keys

| | |
|---|--|
| <p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input 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 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 type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" 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. B | The correct choice demonstrates matching style and organization to task, purpose, and audience clearly and precisely. |
| 2. A | The revision improves the original while preserving its intended meaning. |
| 3. C | The correct choice fits the task and gives the writer or speaker a concrete move to make. |
| 4. D | Length and difficult vocabulary do not make an answer strong; relevance and control do. |
| 5. B | The best next step improves clarity, support, or control of the skill. |
| 6. A | The correct answer names a common error that weakens this skill. |
| 7. C | A test response must explain the reason, not merely praise the answer. |
| 8. D | Careful reading prevents attractive but wrong choices. |
| 9. | Answer: Strong answers should explicitly use matching style and organization to task, purpose, and audience, stay specific, and explain the reason for the choice. Use exact wording from the text or task, then explain your reasoning. |
| 10. | Answer: Strong answers should include a corrected example or explanation that preserves meaning while improving matching style and organization to task, purpose, and audience. Use exact wording from the text or task, then explain your reasoning. |



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