One Event, Two Voices

Study how audience shapes details, organization, and style.

CCSS.ELA-Literacy.CCRA.W.4 "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details meant mainly for the principal, circle details meant mainly for students, and number the main parts of each message in order. Notice how Maya changes her writing for each reader.

Maya Plans a Seed Swap

1. Maya's class wants to hold a lunchtime seed swap so students can trade extra packets from home gardens. Before writing, Maya lists what each reader needs. The principal must decide whether to approve the event. Students need to know whether they want to attend. Maya chooses a formal email for the principal and a bright half-page flyer for students. She keeps both pieces focused on one event, but she does not use the same details or voice.

2. In her email, Maya begins, "Dear Principal Ortiz," and names the request in the first sentence: permission to use the courtyard on April 18. Next, she gives the schedule, 12:10 to 12:35, and explains that two adult volunteers will supervise the tables. She ends by asking for a reply by Friday. The email has a subject line, "Request for Seed Swap Approval," and uses complete sentences. Maya puts the request before the schedule and the schedule before the closing question.

3. Her flyer starts with a large heading, "SEED SWAP: BRING ONE, TAKE ONE!" Under it, Maya puts "Thursday, April 18, Courtyard, 12:10 to 12:35." She adds, "Trade sealed seed packets" and "No seeds? Come look!" The flyer does not mention approval or adult supervision. Instead of a greeting and closing request, it uses short phrases, an exclamation point, and a question. The words are arranged in short lines, with the heading at the top and the rule near the bottom.

2 ANSWER WITH EVIDENCE

Use the passage

1. Maya wants the principal to understand her plan quickly. How does the order of the email support that goal?

2. Choose one detail from the email that would be unnecessary on the flyer. Then choose one flyer feature that would be less suitable in the email. Explain your choices.

3. Compare "Request for Seed Swap Approval" with "SEED SWAP: BRING ONE, TAKE ONE!" What does each phrase show about the voice Maya chose?

4. A student is walking past the flyer and has only a few seconds to read it. Which design choices make the flyer useful for that reader, and why?

3 YOUR TURN

Your own words

Choose a school event, such as a game club, book drive, or art show. Write a three-sentence email asking an adult to approve or help with the event, then write a flyer with a heading and two or three short lines for students.

ANSWER KEY

One Event, Two Voices

GRADES K-12 · CCRA.W.4

PART 1 · READ AND MARK

Underline details meant mainly for the principal, circle details meant mainly for students, and number the main parts of each message in order. Notice how Maya changes her writing for each reader. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Maya wants the principal to understand her plan quickly. How does the order of the email support that goal?	**It gives the request first, follows with the schedule and supervision details, and ends with the needed reply. The principal sees the purpose, decision details, and next step in a logical order.**
2	Choose one detail from the email that would be unnecessary on the flyer. Then choose one flyer feature that would be less suitable in the email. Explain your choices.	**Answers may name adult supervision or the reply-by-Friday request as unnecessary for the flyer, and short phrases, an exclamation point, or "No seeds? Come look!" as less suitable for the formal email.**
3	Compare "Request for Seed Swap Approval" with "SEED SWAP: BRING ONE, TAKE ONE!" What does each phrase show about the voice Maya chose?	**The email phrase is formal and specific because it asks an adult to approve something. The flyer phrase is energetic and inviting because it is meant to catch students' attention.**
4	A student is walking past the flyer and has only a few seconds to read it. Which design choices make the flyer useful for that reader, and why?	**The large heading, short lines, and grouped date, place, and time make key information easy to scan quickly. The simple rule also tells the student what to bring or do.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Email Subject: Request to Use the Library for Puzzle Club Dear Ms. Chen, May our class use the library for Puzzle Club on Tuesday, May 7, from 3:15 to 3:45? Ms. Rivera will supervise, and we will return the tables to their places. Please let me know by Monday. Flyer PUZZLE CLUB Tuesday, May 7, Library, 3:15 to 3:45 Bring a puzzle or solve one with us!

Accept answers that use accurate evidence from the passage and explain how a choice fits the reader, purpose, or task. For the open response, look for different details, organization, and style in the adult email and student flyer.