Voices for Readers

How audience changes a message.

ELA.K12.EE.6.1 "Use appropriate voice and tone when speaking or writing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one phrase in each paragraph that shows the writer's tone, and circle a word or phrase that tells who the message is for. These clues show how the writer changes the message for different readers.

Creek Cleanup Messages

1. Dear Principal Ortiz, our fifth-grade class would like to hold a creek cleanup on April 18. Students have noticed snack wrappers near the trail behind the school. With your approval, we will work in teams, wear gloves, and sort the trash for proper disposal. Could the school provide bags and allow us to use the courtyard bins after the cleanup? Thank you for considering this plan.

2. Hey, Creek Crew! Meet by the garden gate at 9:00 on Saturday, April 18, to help our trail look its best. Bring a water bottle, closed-toe shoes, and a smile. We will give you gloves, bags, and a simple map of our cleanup area. Ask a grown-up to sign the permission slip, then come ready to make a real difference together.

3. Families and volunteers, please help us keep the cleanup safe and organized. Check in at the garden gate before walking to the trail. Adults should stay with their groups, and everyone should leave sharp or heavy objects where they are. Tell a teacher if you see one. At 10:30, bring filled bags to the courtyard bins and wash your hands before leaving.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the first paragraph written to? How can you tell?

2. Which two phrases in paragraph 1 make the request sound respectful? What do they show?

3. What tone does the writer use in paragraph 2? Name one detail that creates this tone.

4. Why does paragraph 3 use direct directions such as “Check in” and “Tell a teacher” instead of a playful tone?

3 YOUR TURN

Your own words

Write a 45 to 60 word message inviting your classmates to a different school activity, such as a book swap, art display, or game day. Use a friendly, welcoming voice and include at least two details your classmates need to know.

ANSWER KEY # Voices for Readers

GRADE 5 · ELA.K12.EE.6.1

PART 1 · READ AND MARK

Underline one phrase in each paragraph that shows the writer's tone, and circle a word or phrase that tells who the message is for. These clues show how the writer changes the message for different readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the first paragraph written to? How can you tell?	**It is written to Principal Ortiz. The greeting says, "Dear Principal Ortiz," and the writer asks for the principal's approval.**
2	Which two phrases in paragraph 1 make the request sound respectful? What do they show?	**Possible answers: "With your approval" and "Thank you for considering this plan." They show respect for the principal's decision.**
3	What tone does the writer use in paragraph 2? Name one detail that creates this tone.	**The tone is friendly and enthusiastic. Possible details include "Hey, Creek Crew!" or "Bring a water bottle, closed-toe shoes, and a smile."**
4	Why does paragraph 3 use direct directions such as "Check in" and "Tell a teacher" instead of a playful tone?	**The direct tone helps families and volunteers follow safety and organization rules during the cleanup.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Calling all book lovers! Bring one gently used book to the cafeteria on Thursday for our class book swap. You can trade your book for a new story, meet readers who like the same genres, and help our shelf stay full. Ask your teacher if you need a book to share.

Accept reasonable tone words supported by quoted or clearly identified passage details. For the open task, accept messages of 45 to 60 words that use a friendly voice, address classmates, and include at least two useful activity details.