Whose View Counts

Use clues to identify who is speaking and why.

4.P.ST.2.b "Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline clues that show who the writer is and who the writer is addressing. Circle words or sentences that reveal the writer's point of view and the situation that caused the writer to write.

A Cooler Recess

1. As a fourth-grade Garden Club member, I spend recess near the blacktop. On sunny days, the slide and benches become hot, and many students crowd under one small tree. Last Tuesday, our class used a thermometer to check the bench seat. It was 118 degrees Fahrenheit at noon, much warmer than the air. The reading surprised us.

2. I am writing to our principal because a few shade sails could make recess safer and more comfortable. Shade sails are strong pieces of cloth stretched above a play area. They can block much of the sun while leaving room for games. I think the school should add them near the slide and the blacktop before next summer.

3. Some adults may worry about cost, so the school could begin with one sail and ask the parent group for help. Our playground is a place for everyone, including students who get too hot during active games. If we plan now, we can test the shade next year and decide whether to add more. I hope the principal will consider this practical change.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who likely wrote this text? What clue helps you know?

2. Who is the writer's main audience? What words show this?

3. What recess problem gives the writer a reason to write? Use one detail from the text.

4. What is the writer's point of view about shade sails? Give two details that support it.

3 YOUR TURN

Your own words

Write a three-sentence note to a specific school audience asking for one change to improve rainy-day recess. Make your point of view clear, include a detail that shows why this audience should care, and end with a respectful request.

ANSWER KEY

Whose View Counts

GRADE 4 · 4.P.ST.2.b

PART 1 · READ AND MARK

Underline clues that show who the writer is and who the writer is addressing. Circle words or sentences that reveal the writer's point of view and the situation that caused the writer to write. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who likely wrote this text? What clue helps you know?	**A fourth-grade Garden Club member wrote it. The writer says, "As a fourth-grade Garden Club member."**
2	Who is the writer's main audience? What words show this?	**The main audience is the principal. The writer says, "I am writing to our principal."**
3	What recess problem gives the writer a reason to write? Use one detail from the text.	**The playground has too little shade and gets very hot. For example, the bench seat was 118 degrees Fahrenheit, and students crowded under one small tree.**
4	What is the writer's point of view about shade sails? Give two details that support it.	**The writer thinks the school should add shade sails. They would make recess safer and more comfortable, block much of the sun, and help students who get too hot.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Principal Ortiz, I think our school should add a board-game cart for rainy-day recess because the cafeteria gets noisy when everyone waits with nothing to do. A cart with cards, puzzles, and simple games would give students quieter choices and help teachers supervise small groups. Please consider asking the parent group to donate games this fall.

Accept reasonable inferences about the writer, audience, context, and point of view when students support them with passage details. For the note, accept any specific school audience, clear requested change, relevant reason, and respectful request.