

Draft With Purpose

Study how a proposal uses evidence, word choice, and imagery for a specific reader.

5.P.EICC.4.e “Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline information that supports the request. Circle phrases that help the principal picture the problem or act on the plan.

A Request for Shade at Recess

- ① Dear Principal Ramos, Our playground is full of energy at recess, but the blacktop can feel like a skillet under the afternoon sun. I am writing for the Green Team to ask for two shade sails near the basketball hoops. This change would give students a cooler place to rest, talk, and wait for a turn to play.
- ② In a Green Team survey, 42 of 60 students said they avoid the hoops area when it is sunny. On warm days during lunch, we watched several students stand against the building's narrow strip of shade. Shade sails would not stop games. Instead, they could make the busy court safer and more welcoming for everyone.
- ③ Please consider adding shade sails before next spring. The Green Team can share survey results, help choose colors, and make posters that explain the new space. Picture a recess where a student can shoot baskets, take a water break, and return to the game without searching for a sliver of shade. Thank you for considering this plan.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the writer's audience, and what is the writer asking that person to do?

2 What two pieces of information does the writer use to support the request?

3 What does the comparison "like a skillet" help the principal understand?

4 How does the last paragraph make it easier for the principal to act on the idea?

3 YOUR TURN _____ Your own words

Write a two-paragraph draft to your principal asking for a quiet reading corner in the cafeteria. Use these planning notes: the cafeteria gets loud after lunch, 18 of 25 students in a class poll said they would use the corner during indoor recess, an unused bookcase stands near the windows, and students can donate books. Include at least two details from the notes, one vivid comparison or image, and a clear request for action.

PART 1 • READ AND MARK

Underline information that supports the request. Circle phrases that help the principal picture the problem or act on the plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the writer's audience, and what is the writer asking that person to do?	The audience is Principal Ramos. The writer asks the principal to add two shade sails near the basketball hoops.
2	What two pieces of information does the writer use to support the request?	The survey found that 42 of 60 students avoid the hoops area when it is sunny, and the Green Team observed students standing in the building's narrow shade.
3	What does the comparison "like a skillet" help the principal understand?	It helps the principal picture how hot the blacktop feels in the afternoon sun.
4	How does the last paragraph make it easier for the principal to act on the idea?	It asks for the shade sails before next spring and explains that the Green Team can share results, choose colors, and make posters.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Ramos, Our cafeteria gets loud after lunch. In our class poll, 18 of 25 students said they would use a quiet reading corner during indoor recess. The unused bookcase near the windows could hold donated books and give readers a calm spot away from the clatter of trays. Please let our class create this corner before winter. We can collect books, label the shelves, and make a sign that explains how to use the space. A small reading corner could be an island of calm in a noisy room.

Accept answers that identify the audience, purpose, supporting information, and effects of the writer's craft choices. For the open response, accept varied drafts that use the provided notes accurately, address the principal, include a vivid image, and make a clear request.