Plan for Readers

Notice how a writer chooses a text plan for a specific audience.

6.P.EICC.4.b "Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the purpose and audience, underline the genre, writing modes, and structures Maya selects, and number the three direction steps 1, 2, and 3. These marks show how a writer plans text for particular readers.

A Guide for the Cafeteria

(1) At Riverside Middle School, the garden club wants more students to save lunch scraps for the compost bin. Before writing, Maya thinks about her purpose: persuade classmates to sort scraps correctly. Her audience is busy sixth graders who may not know what compost is. A long research report would not meet their needs. Maya chooses a one-page cafeteria guide with a bold heading, short sections, and pictures beside each bin. The guide can be read quickly while students carry their trays.

(2) To make the guide useful, Maya plans two writing modes. First, a brief explanation will tell what composting does: it turns food scraps into material that can enrich soil. Next, a set of directions will show students how to act. She will organize the directions in time order: look at the item, choose the correct bin, and place the item inside. A small chart will compare common items, such as apple cores and plastic wrappers. This structure helps readers make a fast decision at lunch.

(3) Maya does not put every fact about composting in the guide. Her classmates need clear choices more than details about microbes or city waste rules. She saves those topics for a longer article on the garden club website, where interested readers can learn more. Before printing the guide, Maya asks two students to read it during lunch. Their comments show that the chart needs larger labels. She revises the chart, then places the guide near the tray-return area, where its format and order match the readers' situation.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is Maya's audience, and what is her purpose for writing?

2. Why does Maya choose a one-page cafeteria guide instead of a long research report?

3. What two writing modes does Maya plan, and how will she organize the directions?

4. Why does Maya save information about microbes and city waste rules for the garden club website?

3 YOUR TURN

Your own words

Plan a text that would help students prepare for a fire drill. In 4 to 6 sentences, name your audience and purpose, choose a genre, name at least two writing modes, and explain how you will organize the text to meet readers' needs.

ANSWER KEY

Plan for Readers

GRADE 6 · 6.P.EICC.4.b

PART 1 · READ AND MARK

Circle the purpose and audience, underline the genre, writing modes, and structures Maya selects, and number the three direction steps 1, 2, and 3. These marks show how a writer plans text for particular readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is Maya's audience, and what is her purpose for writing?	**Her audience is busy sixth graders, and her purpose is to persuade them to sort lunch scraps correctly.**
2	Why does Maya choose a one-page cafeteria guide instead of a long research report?	**Students need information they can read quickly while carrying their lunch trays.**
3	What two writing modes does Maya plan, and how will she organize the directions?	**She plans an explanation and directions. She will organize the directions in time order.**
4	Why does Maya save information about microbes and city waste rules for the garden club website?	**Her classmates need clear sorting choices at lunch, while interested readers can find more detailed information on the website.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My audience is students who may be in different parts of the school when an alarm sounds. My purpose is to explain how they can leave safely and quickly. I will create a one-page safety guide that uses explanation and directions. It will begin with a short heading, then list steps in time order, followed by a simple map of exit routes, so students can find the information fast.

Accept equivalent descriptions of Maya's genre, modes, and structures when they are supported by the passage. For the open task, accept varied topics and plans if the response clearly connects audience and purpose to appropriate genre, modes, and organization.