Seeds and Signals

Choose writing modes and genres for different readers

12.8.W "Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the mode and genre named at the start of each paragraph. Underline one phrase in each paragraph that fits its audience and purpose.

Three Messages for a Seed Swap

1. **Typed email to the library director:** Could the library host a one-day seed swap next Saturday? Neighbors could bring extra vegetable or flower seeds in labeled envelopes and take home a different kind. I can recruit two volunteers and prepare a short instruction sheet, so staff would not need to sort packets. We would need one table near the entrance and permission to post a notice at the desk. If the library cannot spare that space, I can ask the community center instead. Please let me know by Wednesday whether this plan would work.

2. **Cursive note to my neighbor Mrs. Lin:** You mentioned that your sunflowers left you with more seeds than you can plant. If you would like to share them, I am planning a seed swap at the library next Saturday, pending the director's approval. Please put any seeds you bring in an envelope marked with the plant name and the year you collected them. No need to make a special trip; I can pick the envelope up when I walk past your porch on Friday. If the location changes, I will check with you first.

3. **Printed instructions for swap volunteers:** If the director approves the event, set one table near the entrance. Put a blank envelope and a pen beside the donated packets. Ask each visitor to write the plant name and collection year on any packet they bring. Do not guess the contents of an unlabeled packet; keep it off the swap table. Invite visitors to take only the seeds they expect to plant. At closing time, place leftover packets in the storage box and wipe the table. Tell library staff if any supplies run low.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does a typed email suit the writer's purpose with the library director? Use one detail from the email.

2. What makes the cursive note a better fit for Mrs. Lin than a general notice? Cite a detail from the note.

3. How does the printed instruction sheet serve volunteers? Name two directions they can follow during the event.

4. The email and instruction sheet both mention a table near the entrance. How does the writer use that detail differently for each audience?

3 YOUR TURN

Your own words

Plan a lunchtime book exchange at your school. Draft a typed email requesting the principal's permission and a printed instruction card for student helpers, then add a brief note after each draft explaining why its mode and genre fit its audience and purpose. Write 80 to 110 words total.

ANSWER KEY

Seeds and Signals

GRADE 12 · 12.8.W

PART 1 · READ AND MARK

Circle the mode and genre named at the start of each paragraph. Underline one phrase in each paragraph that fits its audience and purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does a typed email suit the writer's purpose with the library director? Use one detail from the email.	**The writer needs the director's permission and a reply by Wednesday. A typed email lets the writer send the request and receive a timely response.**
2	What makes the cursive note a better fit for Mrs. Lin than a general notice? Cite a detail from the note.	**It addresses Mrs. Lin personally, refers to her sunflowers, and offers to pick up her envelope from her porch.**
3	How does the printed instruction sheet serve volunteers? Name two directions they can follow during the event.	**Volunteers can set out a blank envelope and pen, and they can keep unlabeled packets off the swap table. The printed sheet gives them steps to consult as they work.**
4	The email and instruction sheet both mention a table near the entrance. How does the writer use that detail differently for each audience?	**The email asks the director for permission to use the table. The instruction sheet tells volunteers where to set it if the event is approved.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Typed email to the principal: May our class run a lunchtime book exchange in the cafeteria next Thursday? Students could bring a book they have finished and choose another. Two classmates will supervise the table and collect leftover books for the classroom shelf. Could you approve the space by Monday?
Mode note: Typing lets me send a formal request and receive a reply.
Printed instruction card for helpers: Sort the books by genre. Check that each student leaves a book before taking one. At the bell, stack the leftovers on the cart.
Mode note: Print gives both helpers the same steps to follow.

Accept other passage details that explain how a mode or genre serves its intended reader. For the original task, look for two distinct, audience-appropriate drafts and a reason for each choice.