Words for Whom?

One proposal, three audiences

9.4.W.2 "Students will select language to create a specific effect in writing according to purpose and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one phrase in each message that fits its audience, then write in the margin the effect you think that phrase is meant to have.

A Garden for the Puddle

1. To Principal Reyes: Last week's storm left a wide puddle beside the east entrance, where students had to step into the drive to avoid wet shoes. I propose a rain garden in that low spot, if a site check shows that water can drain there safely. A rain garden is a shallow planted area that holds some runoff while it sinks into the soil. Before any digging, we could ask the facilities team to check underground lines and estimate maintenance needs. A small trial area would let us measure whether the puddle shrinks after future storms.

2. To my classmates: You know that puddle by the east entrance, the one that turns the sidewalk into a shoe-soaking obstacle course? Imagine walking past it and seeing purple flowers and busy bees instead. A rain garden could replace part of the soggy patch with plants that can handle periods of wet soil. We could help choose plants suited to our area and make small signs naming them. This would not be a magic sponge, and storms might still leave water behind. But wouldn't it be better to test an idea we helped build than to complain about wet sneakers?

3. To the facilities team: You already have a full schedule, so this plan needs to save trouble rather than add another weekly chore. We are not asking you to dig a garden or promise to care for it alone. If the principal approves a trial, could you tell us where runoff collects and which areas must stay clear for mowing and access? Student volunteers could help weed and record puddle size, while an adult would review any work involving tools. Your knowledge of the grounds would help us choose a spot that works for the people who maintain it.

2 ANSWER WITH EVIDENCE

Use the passage

1. In the message to Principal Reyes, how does the sentence beginning “A small trial area” make the proposal more persuasive to the principal?

2. In the message to classmates, what effect does “shoe-soaking obstacle course” create, and why might that effect appeal to classmates?

3. In the message to the facilities team, what effect does the opening sentence about their “full schedule” have on that audience?

4. Compare “check underground lines and estimate maintenance needs” in the principal's message with “purple flowers and busy bees” in the classmates' message. How does each choice suit its audience?

3 YOUR TURN

Your own words

Your school is considering a student-run book swap. Write two sentences to the principal that make the idea seem practical, then two sentences to classmates that make them curious to join. Label each audience.

ANSWER KEY

Words for Whom?

GRADE 9 · 9.4.W.2

PART 1 · READ AND MARK

Underline one phrase in each message that fits its audience, then write in the margin the effect you think that phrase is meant to have. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In the message to Principal Reyes, how does the sentence beginning "A small trial area" make the proposal more persuasive to the principal?	**It presents the garden as a limited test with a result the school can measure, making the proposal seem practical rather than risky.**
2	In the message to classmates, what effect does "shoe-soaking obstacle course" create, and why might that effect appeal to classmates?	**The playful phrase makes a familiar puddle sound funny and frustrating, drawing classmates into a problem they recognize.**
3	In the message to the facilities team, what effect does the opening sentence about their "full schedule" have on that audience?	**It shows respect for the team's workload and signals that the writer has considered the extra work the plan might create.**
4	Compare "check underground lines and estimate maintenance needs" in the principal's message with "purple flowers and busy bees" in the classmates' message. How does each choice suit its audience?	**The first phrase addresses the principal's likely concerns about safety and upkeep. The second helps classmates picture an appealing change to a place they use.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal: A student-run book swap could give unused books new readers without requiring the school to buy them. We could begin with a one-day trial and ask volunteers to sort and display the books.
Classmates: Got a book gathering dust on your shelf? Bring it to our swap and leave with a story you have not met yet.

For the marking job, accept different underlined phrases when students explain an effect that fits the stated audience. For the writing task, look for two sentences per audience and a clear shift from practical language to language that sparks interest.