

Write With a Plan

Find the writer's purpose, goal, and reader.

5.P.EICC.4.a "Establish a purpose and goals for writing and identify a target audience. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In this fictional letter, circle the greeting that names the audience. Star the opening request in paragraph 1 and the sentence in paragraph 3 that gives the approval deadline. Underline one detail that would matter to this reader.

A Request for a Refill Station

- ① Dear Principal Ramos, our fifth-grade class would like to ask for a water refill station near the playground. At lunch and recess, the current fountain often has a long line. Some students finish playing thirsty because they do not have time to walk to the hall fountain. A nearby station would help students refill bottles quickly and return to class ready to learn.
- ② Last Friday, our class watched the playground fountain for ten minutes after recess began. Twelve students waited in line, and three left before getting a drink. We are sharing these observations so you can see the problem clearly. A refill station could shorten the line, support students who carry reusable bottles, and reduce the need for single-use plastic bottles.
- ③ Because you make decisions about school equipment, we included a clear request, observations, and benefits for students. We hope you will approve one refill station before the weather gets warmer in spring. If the school needs help, our class can make signs that show students how to use it and keep the area clean. Thank you for considering our idea.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Who is the target audience for this message? What clue tells you?

2 What is the writer's main purpose for writing this message?

3 What specific goal does the writer hope to reach, and by when?

4 Name two observations that support the request. How could they matter to the principal?

3 YOUR TURN _____ Your own words

Choose a school improvement. First make a plan: name the adult reader, your purpose, and one specific goal with a deadline. Then write a four-sentence message using that plan and two details relevant to your reader.

1. Plan for your reader

Write the audience, purpose, and specific goal with a deadline. Explain briefly why this adult is a suitable reader.

2. Write your message

Write four sentences. Address your reader, make your request and goal clear, and include two relevant details. Your situation may be invented; do not present invented observations as real research.

PART 1 • READ AND MARK

In this fictional letter, circle the greeting that names the audience. Star the opening request in paragraph 1 and the sentence in paragraph 3 that gives the approval deadline. Underline one detail that would matter to this reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the target audience for this message? What clue tells you?	The audience is Principal Ramos. The greeting names the principal, and paragraph 3 says the principal makes decisions about school equipment.
2	What is the writer's main purpose for writing this message?	The writer wants to persuade Principal Ramos to approve a water refill station near the playground.
3	What specific goal does the writer hope to reach, and by when?	The writer hopes to have one refill station approved before the weather gets warmer in spring.
4	Name two observations that support the request. How could they matter to the principal?	Twelve students waited and three left without a drink during the ten-minute observation. These suggest that access to water is a problem. Also accept the long line or students lacking time to reach the hall fountain. Predicted benefits are proposals, not measured results.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Possible plan: Audience: the school librarian, who manages returns. Purpose: request a book-return bin. Goal: place one near the bus entrance before the next library checkout. This is an invented example.

Possible four-sentence message: Dear School Librarian, please consider a book-return bin near the bus entrance. Students entering there must carry their returns to the library, and some may forget during a busy morning. A bin on their route could make returns easier. Could we try one before the next library checkout?

TEACHER ASSESSMENT NOTES

Accept supported audience, purpose and goal descriptions. The starred targets are the opening request and the sentence beginning We hope. The student plan and message must agree; assess a suitable reader, clear purpose, specific goal/deadline, four sentences and two relevant details. Other reasonable school improvements are valid.