

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 Practice Request for Shade at Recess

This is a fictional practice letter. 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.

In a Green Team survey, 42 of 60 students surveyed 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. The team hopes more shade would make the area more welcoming. Staff would need to judge a suitable location and design.

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 an initial two-paragraph draft to your principal requesting a quiet reading corner for indoor recess in the cafeteria. Combine useful information from the fictional notes below, choose words for this audience and include a vivid comparison or image and a clear request for action.

1. Shape the opening paragraph

Practice notes: the cafeteria is noisy during indoor recess; 18 of 25 students in one class poll said they would use a reading corner; an unused bookcase is available; students can donate books. Introduce your purpose and use a useful detail in your opening paragraph.

2. Develop the second paragraph

Continue the same letter. Use another note to develop the idea and ask for a practical next step. Across both paragraphs, include a vivid comparison or image that suits the principal and keeps factual claims accurate.

3. Check the draft's choices

Underline your vivid language. Explain how it supports your purpose for the principal. Check that you used at least two notes, connected your ideas and limited the poll claim to the surveyed class.

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 buzzes like a busy station during indoor recess. Please consider a quiet reading corner for students who want another choice. In our class poll, 18 of 25 students said they would use it.

The unused bookcase could hold books students donate, giving readers an easy place to choose a story. Could our class meet with you to discuss a suitable location and a routine that keeps it quieter? We could help label the shelves and explain the routine to classmates.

Craft check

"Buzzes like a busy station" helps the principal picture the noise and understand the reason for a quieter choice. The draft combines the class poll, available bookcase and possible donations without claiming the whole school was surveyed.

TEACHER ASSESSMENT NOTES

The passage, planning notes, poll counts and model are fictional practice material. Interpret 42 of 60 and 18 of 25 only within their stated surveyed groups. The two-paragraph model combines information, a purposeful comparison and a practical request without promising a noise-free space. Students construct an initial draft, not just list future writing choices. Assess coherent ideas and word/craft choices for this audience; exact model wording is unnecessary. Two separate writing sections preserve the required paragraphs and sufficient handwriting space.