A Plan That Grows

Read a model letter, then write for a new audience.

5.W.4 "Produce clear and coherent writing with suitable tone/voice in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Write O beside the paragraph that opens the request, P beside the paragraph that explains the plan, and C beside the paragraph that closes the letter. Underline the main request and circle two details that make the plan clear for the principal.

A Seed Library for Our School

1. Dear Principal Rivera, Our fifth-grade class would like to create a small seed library in the school office. A seed library lets people take a packet of seeds and leave a packet for someone else. This would give families a simple way to try growing herbs or flowers at home. We are asking your permission to use one shelf near the office door.

2. We would keep the shelf neat by placing seeds in labeled envelopes and sorting them into two small bins, flowers and herbs. Each envelope would name the plant and suggest a planting season for our area. Student volunteers could check the bins every Friday and remove torn packets. Families could take one packet at a time, so more people have a chance to participate.

3. If you approve the idea, we can bring the bins to your office for a quick check before anything goes on the shelf. We will also make a short sign that explains how the seed library works. Would you be willing to meet with two students next week to discuss it? Thank you for considering a project that could help our school community grow something new. Sincerely, The Fifth-Grade Garden Team

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the letter written for? What detail shows the writers considered that reader?

2. What is the main request? Why do the writers explain a seed library before making that request?

3. Which two details in the second paragraph make the plan seem manageable for the principal?

4. Copy one phrase that shows a respectful tone. Why does that tone fit this reader?

3 YOUR TURN

Your own words

Imagine your class will hold a puzzle exchange on Friday. Write one paragraph of 5 to 6 sentences for classmates that explains how to join, gives at least two steps in order, and ends with a friendly invitation.

ANSWER KEY

A Plan That Grows

GRADE 5 · 5.W.4

PART 1 · READ AND MARK

Write O beside the paragraph that opens the request, P beside the paragraph that explains the plan, and C beside the paragraph that closes the letter. Underline the main request and circle two details that make the plan clear for the principal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the letter written for? What detail shows the writers considered that reader?	**It is written for Principal Rivera. The writers ask permission to use an office shelf and offer to bring the bins for a check.**
2	What is the main request? Why do the writers explain a seed library before making that request?	**They ask to use an office shelf for a seed library. The explanation helps the principal understand what would go on the shelf.**
3	Which two details in the second paragraph make the plan seem manageable for the principal?	**The seeds would be sorted into two labeled bins, and student volunteers would check them every Friday.**
4	Copy one phrase that shows a respectful tone. Why does that tone fit this reader?	**"Would you be willing" is respectful because the writers are asking the principal for permission.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class is having a puzzle exchange on Friday during lunch. Bring one complete puzzle in a bag. First, place your puzzle on the table by the door. Next, choose a different puzzle and tell the helper which one you picked. Come trade with us and find a new challenge!

For the marking job, accept O, P, and C on paragraphs one, two, and three, respectively. Accept other passage-supported details or respectful phrases in the short answers.