# A Plan That Fits

Read a model message, then write for a specific audience.

**6.W.4** "Produce clear and coherent writing in which the development, organization, style, tone, and voice 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** Underline the writer's proposal, circle two phrases that speak directly to classmates, and write N, P, or I beside each paragraph to mark the need, plan, and invitation.

### A Book Swap for Our Grade

1. Dear sixth graders, think about the last book you finished and wished you could hand to someone else. It might be sitting on a shelf while another reader searches for a new story. I think our grade should start a book swap at lunch so books can keep moving without anyone spending money. This would not replace the library. It would give us another way to discover titles recommended by people we know. A book you have outgrown could be exactly what a classmate wants next.

2. Here is a simple plan. With permission, we could set a book-swap table near the cafeteria door each Friday. Bring a book you are ready to pass along, then choose another to take home. If you have no book to bring, you may still choose one; the table is for sharing, not making trades. A student volunteer could check that each book has all its pages and keep the extra books for the next week. That way, nobody has to rush to pick a title.

3. You may wonder whether the table would become a pile of torn books. We can avoid that by bringing books we would be glad to receive ourselves. We could also include a small note inside each cover explaining what kind of reader might enjoy the book, without giving away the ending. This Friday, ask your homeroom teacher whether our grade can try the swap for one month. If enough of us are interested, we can find volunteers and request a spot near the cafeteria. What title would you share first?

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Who is this message for? Give two phrases that help you identify its audience.

2. What does the writer want classmates to support? How does the opening make that proposal appealing?

3. How does the second paragraph help readers picture the plan? Name two steps it explains.

4. Why does the writer mention torn books in the final paragraph? How does the response suit the audience?

## 3 YOUR TURN

Your own words

Write a five- or six-sentence message to classmates proposing a new way to make your school more welcoming. Do not propose a book swap. Begin with a need, explain a workable plan, and end with a request your classmates can act on.

**ANSWER KEY**

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**GRADE 6 · 6.W.4**

## PART 1 · READ AND MARK

Underline the writer's proposal, circle two phrases that speak directly to classmates, and write N, P, or I beside each paragraph to mark the need, plan, and invitation. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Who is this message for? Give two phrases that help you identify its audience. | **It is for sixth graders. "Dear sixth graders" names them, and "our grade" shows that the writer is one of them.** |
| 2 | What does the writer want classmates to support? How does the opening make that proposal appealing? | **The writer wants a lunchtime book swap. The opening contrasts a finished book sitting on a shelf with a reader looking for a story.** |
| 3 | How does the second paragraph help readers picture the plan? Name two steps it explains. | **It gives practical steps: set up a table on Fridays, bring a book to pass along, choose one to take home, and have a volunteer check the books.** |
| 4 | Why does the writer mention torn books in the final paragraph? How does the response suit the audience? | **The writer addresses a possible concern about book quality and asks classmates to bring books they would want to receive. This gives classmates a fair, simple way to help.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Some classmates spend the first few minutes before school standing alone. Could we start a puzzle table in our homeroom so anyone can join in? We could ask our teacher for permission, set out one puzzle each morning, and put the pieces away before class starts. A volunteer could welcome new players and make sure everyone gets a turn. This would give us an easy way to meet someone. Would you help me ask our teacher about trying it for one week?

Accept other passage-based phrases and explanations that connect the writer's choices to purpose and audience. For the open response, look for a clear need, a feasible plan, a friendly tone, and a specific request to classmates.