Who Is Listening?

Use clues in an argument to identify its intended reader.

5.9.E.iii "identifying the intended audience or reader; and"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that show who the writer wants to read this argument. Circle one detail that tells why this reader can make the requested change.

A Better Bike Rack

1. Dear Principal Alvarez, our school should add a covered bike rack near the front entrance. Many students ride to school, but rain can soak their seats and backpacks during the day. A roof over the rack would protect belongings and make biking a more practical choice for families who live nearby. It would also keep the sidewalk less crowded at dismissal.

2. You can help make this change possible by including a bike-rack cost in next year's school budget. A simple metal rack with a cover is smaller and less costly than building a new parking area. Because you guide building plans and spending, you can decide whether this project moves forward for students and their families.

3. Students, families, and teachers can share their ideas, but the final decision belongs to the people who manage our campus. Principal Alvarez, please ask the facilities team to study a covered rack and report the price. This small improvement could support safe, active trips to school without taking space from classrooms or the playground at all.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the primary intended reader of this argument?

2. What are two details that show the writer is speaking to this reader?

3. Why does the writer discuss the school budget, building plans, and spending?

4. Which groups can share ideas but are not the main intended reader? How do you know?

3 YOUR TURN

Your own words

Write a three-sentence argument asking a school decision maker for one change. Name the reader and include two details that show why this reader can act on your request.

ANSWER KEY

Who Is Listening?

GRADE 5 · TEKS 5.9.E.iii

PART 1 · READ AND MARK

Underline two details that show who the writer wants to read this argument. Circle one detail that tells why this reader can make the requested change. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the primary intended reader of this argument?	**Principal Alvarez.**
2	What are two details that show the writer is speaking to this reader?	**The argument begins with "Dear Principal Alvarez" and later says, "Principal Alvarez, please ask the facilities team."**
3	Why does the writer discuss the school budget, building plans, and spending?	**These details show that Principal Alvarez has the power to approve or move the project forward.**
4	Which groups can share ideas but are not the main intended reader? How do you know?	**Students, families, and teachers can share ideas. They are not the main reader because the writer directly asks Principal Alvarez to act.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear School Board Members, please fund a water bottle filling station near the gym. You vote on district spending and approve large equipment purchases, so you can include this item in the next budget. The station would help students refill bottles after exercise and reduce plastic waste.

Accept Principal Alvarez as the primary reader, and accept school decision makers or campus managers as a broader audience when supported by passage evidence. For Part 3, accept any reasonable school change if the response clearly names a decision maker and gives two audience-specific reasons that person or group can act.