

Writing Time Choices

Notice how writers match time, purpose, and audience.

CCSS.ELA-Literacy.W.3.10 "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the one phrase in each paragraph that states the length of Maya's writing job, not a deadline or an event that happened before it. Circle the audience named in each paragraph, then write 1 beside each job finished in one sitting or one class period and 2 beside the job that lasted several days.

Maya Chooses Her Writing Time

- ① Before recess, Maya wrote a short note for her classmates. She wanted them to return borrowed pencils to the supply cup. She finished the note in one sitting because the class needed the message that day. Maya used a clear title and two simple sentences. To sound friendly, she chose kind words and told readers exactly what to do.
- ② For a science report, Maya studied how bean plants grow. Across five days, she read a library book, watched seedlings in the classroom, and wrote notes. She drafted three paragraphs for her teacher, then reread her draft, checked the facts in her notes, and revised a confusing sentence. This longer job gave Maya time to research, reflect, and revise.
- ③ After the report, Maya made a sign for garden club members. The sign explained where to put watering cans after work time. She planned, wrote, and checked the sign during one class period. Because the readers might be carrying tools, Maya used large letters and short steps. She read it once more before hanging it near the garden shed.

2 ANSWER WITH EVIDENCE Use the passage

1 Which writing job lasted several days? Name two things Maya did during that time.

2 What did Maya do after drafting her science report that shows revision?

3 Why did Maya write the note in one sitting?

4 How did Maya change her garden sign for its audience?

3 YOUR TURN Your own words

Choose a real school need and write a three-sentence note for a specific audience in one sitting. Tomorrow, reread it, make at least one change that makes it clearer for that audience, and write your revised three-sentence note below.

PART 1 • READ AND MARK

Underline the one phrase in each paragraph that states the length of Maya's writing job, not a deadline or an event that happened before it. Circle the audience named in each paragraph, then write 1 beside each job finished in one sitting or one class period and 2 beside the job that lasted several days. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which writing job lasted several days? Name two things Maya did during that time.	The science report lasted several days. Maya read a library book, watched seedlings, and wrote notes.
2	What did Maya do after drafting her science report that shows revision?	She reread her draft, checked facts in her notes, and revised a confusing sentence.
3	Why did Maya write the note in one sitting?	Her classmates needed the message that day.
4	How did Maya change her garden sign for its audience?	She used large letters and short steps because garden club members might be carrying tools.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Draft: Dear lunch helpers, put the clean trays on the shelf. Put forks and spoons in the blue bin. Please work quickly.
Revised: Dear lunch helpers, stack the clean trays on the shelf beside the sink. Put forks and spoons in the blue bin.
Do these jobs after the last lunch group leaves.

Accept the duration phrases "in one sitting," "Across five days," and "during one class period," with audiences classmates, teacher, and garden club members. For the open task, accept any appropriate three-sentence draft and revised note with a specific audience and a meaningful clarity change.