

Writing Clock Choices

Match your writing time to the job.

CCSS.ELA-Literacy.W.5.10 "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 Number the three writing tasks, circle each task's audience, and underline words that tell how long Jay spent on it. Your marks will show how writers match their time and choices to a task, purpose, and audience.

Jay Plans His Writing

- ① On Monday, Jay noticed plastic wrappers near the creek behind his school. He needed a quick message for students who would join a cleanup on Friday. In one sitting, he wrote a 48-word announcement for the morning bulletin. He used clear facts, the meeting time, and a friendly tone because busy students and families would hear it.
- ② Jay also planned a longer piece for the town library's website. Over two weeks, he read city recycling rules, interviewed a park worker, and took notes during the cleanup. He sorted his notes by topic, checked facts with his sources, and revised his draft twice. His final article explained how litter can reach streams and listed actions local readers could take.
- ③ Afterward, Jay chose another short writing task. In ten minutes, he made labels for three bins at the cleanup site. Each label named what belonged inside and used only a few words, so volunteers could sort items quickly. Jay learned that writers do not always need the same amount of time. They choose a schedule, details, and style that fit the task, purpose, and audience.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which writing task did Jay finish in one sitting, and who would hear it?

2 Name two things Jay did over two weeks to prepare or improve his library website article.

3 How did Jay's bin labels differ from his final article in time and detail?

4 What three things did Jay learn that writers choose to fit a task, purpose, and audience?

3 YOUR TURN _____ Your own words

Choose a real school or community topic. In one sitting, write a 35 to 50 word message for a specific audience, then make a three-step plan for a longer piece you would research and revise over several days. Name the audience and purpose for both pieces.

PART 1 • READ AND MARK

Number the three writing tasks, circle each task's audience, and underline words that tell how long Jay spent on it. Your marks will show how writers match their time and choices to a task, purpose, and audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which writing task did Jay finish in one sitting, and who would hear it?	He wrote a morning-bulletin announcement. Students and families would hear it.
2	Name two things Jay did over two weeks to prepare or improve his library website article.	He read city recycling rules, interviewed a park worker, took notes, sorted notes, checked facts, and revised twice. Accept any two.
3	How did Jay's bin labels differ from his final article in time and detail?	He made the labels in ten minutes with only a few words. He spent two weeks researching and revising the detailed article.
4	What three things did Jay learn that writers choose to fit a task, purpose, and audience?	A schedule, details, and style.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Quick message, audience: fifth-grade students. Purpose: invite helpers. Bring a reusable water bottle to Field Day on Thursday. Refill it at the drinking stations instead of using disposable cups. Fewer cups mean less trash on the field. Meet your class at 9:00 with your labeled bottle. Longer piece, audience: families. Purpose: explain our school's water-saving project. 1. Interview the custodian and read the school's water bill data. 2. Draft an article with facts, student quotes, and water-saving tips. 3. Check facts, ask a classmate for feedback, and revise before posting it in the newsletter.

Accept answers that correctly connect a writing task with its time frame, purpose, audience, and appropriate writing choices. For Part 3, accept varied topics if the short message is 35 to 50 words and the longer-piece plan includes research and revision.