Writing on Schedule

Compare quick writing with longer writing projects.

CCSS.ELA-Literacy.W.6.10 "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 names of the two finished pieces that took less than a day. Circle the names of the two finished projects that took several days.

Maya Writes for Different Needs

1. On Monday, Maya's science class tested water from a nearby stream. Before leaving the lab, Maya spent fifteen minutes writing a field-note entry for her teacher. She listed the test results, described the cloudy water, and recorded one question to investigate. That same evening, she wrote a short message to her family asking them to save clean jars for the next test. Both pieces were finished quickly because they shared immediate information with specific readers in mind.

2. Over the next two weeks, Maya developed a report for her class about the stream results. She read articles from the city water department, compared them with the class data, and kept source notes. After drafting, she checked whether each claim matched a source and reorganized two sections. Her partner read the report and pointed out a confusing chart caption. Maya revised the caption and added a sentence explaining what the chart showed. The longer schedule gave her time to research, reflect, and revise.

3. Later, the local library invited students to share stream-safety ideas at a family event. Maya planned a three-minute speech for visitors, a project that took five days. She chose plain words, practiced aloud, and changed her opening after her teacher said it did not explain the topic soon enough. On the event day, Maya used her report's research but spoke in a friendlier style than she used for classmates. Her speech asked families to keep litter out of storm drains.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two writing pieces did Maya complete in less than a day?

2. What did Maya do during the two weeks she worked on her report that she could not fit into a quick writing task? Give two examples.

3. Why did Maya choose plain words and a friendlier style for her speech?

4. How did the purpose of Maya's message to her family differ from the purpose of her report?

3 YOUR TURN

Your own words

Choose a school or community topic. Write a two-sentence message you could finish in one sitting for a specific audience and purpose, then write a four-day plan for a longer piece on the same topic that names its audience, purpose, and a research, reflection, or revision action.

ANSWER KEY

Writing on Schedule

GRADE 6 · W.6.10

PART 1 · READ AND MARK

Underline the names of the two finished pieces that took less than a day. Circle the names of the two finished projects that took several days. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two writing pieces did Maya complete in less than a day?	**Her field-note entry for her teacher and her message to her family.**
2	What did Maya do during the two weeks she worked on her report that she could not fit into a quick writing task? Give two examples.	**She researched city water department articles, compared sources with class data, checked claims, reorganized sections, got partner feedback, and revised the chart caption. Any two.**
3	Why did Maya choose plain words and a friendlier style for her speech?	**She was speaking to visitors and families at a library event, rather than writing a report for her classmates.**
4	How did the purpose of Maya's message to her family differ from the purpose of her report?	**The message asked her family to save clean jars for the next test. The report shared information about the stream results with her class.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Message to students: Bring reusable water bottles to Friday's field day. They will help us reduce plastic waste. Four-day plan for a letter to the principal: Day 1, survey students about bottle-filling stations. Day 2, research prices and locations. Day 3, draft a letter explaining why the stations would help. Day 4, ask a classmate to read it, then revise unclear parts. Audience: the principal. Purpose: request another bottle-filling station.

Accept equivalent descriptions of the quick and extended tasks, audiences, purposes, and writing actions from the passage. For the open task, accept a clear short message plus a realistic four-day plan that identifies an audience, purpose, and at least one research, reflection, or revision action.