Writing on Schedule

A model for matching writing plans to time, purpose, and audience.

CCSS.ELA-Literacy.W.7.10 "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 actions Jada takes for the same-day website update. Circle the actions she takes for the multi-day feature, then number the circled actions in the order she does them.

Jada's Two Deadlines

(1) On Monday, Jada joined the school newspaper team to report on the new bike racks near the gym. Her editor asked for a brief news update for the website by the end of the day. Jada walked outside during lunch, counted the racks, and wrote down two student comments. She drafted 120 words in one sitting. Before posting, she checked the number of racks with the assistant principal and replaced an opinion word, amazing, with a clear detail about how many bicycles could fit.

(2) Later that week, Jada began a longer feature about whether students had safe routes to school. The print edition would reach students, families, and city leaders, so she planned several days of work. First, she read the town's traffic report and interviewed a crossing guard. Then, she compared her notes and noticed that one source did not explain how many students walked. She added a question to her next interview rather than guessing. Her notebook held dates and source names.

(3) After writing a first draft, Jada read it aloud and found that her opening focused too much on her own bike ride. She cut that section because readers needed information about several routes. Her editor suggested a map caption and a sentence explaining where the traffic data came from. Jada revised the draft, checked each quotation against her notes, and asked a classmate whether the order made sense. On Friday, she submitted the feature with a source list. The quick website update and the feature used different schedules, evidence, and revision steps.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which writing task did Jada complete in one sitting, and what deadline made that schedule necessary?

2. Who was the audience for Jada's longer feature, and why did that task need several days of work?

3. What did Jada do when she noticed that one source did not explain how many students walked? Why was this a better choice than guessing?

4. Compare one revision step for the website update with one revision step for the longer feature.

3 YOUR TURN

Your own words

Choose a school or community topic. In 100 to 130 words, plan one same-day piece and one multi-day piece, naming each piece's audience, purpose, work steps, and revision choices.

ANSWER KEY

Writing on Schedule

GRADE 7 · W.7.10

PART 1 · READ AND MARK

Underline the actions Jada takes for the same-day website update. Circle the actions she takes for the multi-day feature, then number the circled actions in the order she does them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which writing task did Jada complete in one sitting, and what deadline made that schedule necessary?	**She completed the brief website update in one sitting because it was due by the end of the day.**
2	Who was the audience for Jada's longer feature, and why did that task need several days of work?	**The audience was students, families, and city leaders. The feature needed research, interviews, note comparison, drafting, and revision over several days.**
3	What did Jada do when she noticed that one source did not explain how many students walked? Why was this a better choice than guessing?	**She added a question to her next interview. This gave her a way to find accurate information instead of making up an answer.**
4	Compare one revision step for the website update with one revision step for the longer feature.	**For the update, Jada checked the rack number and replaced an opinion word with a detail. For the feature, she cut an unhelpful opening, checked quotations, and asked a classmate about the order.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Same-day piece: I will write a 150-word library announcement for students about the new graphic novel display. My purpose is to tell students where it is and when they can borrow books. During study hall, I will confirm the dates and shelf location with the librarian, draft the announcement, and check that every detail is clear. Multi-day piece: I will write a feature for families about the library's reading challenge. Over three days, I will interview the librarian and two readers, examine challenge rules, and organize my notes. After drafting, I will remove repeated ideas, verify quotations, and ask my teacher whether the explanation is easy to follow.

Accept answers that identify the passage evidence and explain how time, purpose, audience, research, or revision shaped Jada's choices. For the open response, accept varied topics if both plans include a clear audience, purpose, timeline, work steps, and revision choices.