

Writing With Purpose

Study how one writer adjusts time, purpose, and audience.

CCSS.ELA-Literacy.W.8.10 "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 details that show how much time Maya had for each task, and circle details that reveal each task's audience or purpose.

One Topic, Two Writing Jobs

- ① On Monday, Maya began a feature article about the school garden for the town newspaper. She planned to work on it for two weeks. First, she listed questions about where the garden's food goes and how students care for it. She interviewed the garden club adviser, checked the cafeteria's donation records, and took notes during a planting session. Her goal was to explain the garden's impact to community readers who had never visited the school.
- ② By Wednesday, Maya also needed a short message for the morning announcements. She had one class period, so she wrote three direct sentences inviting students to bring clean yogurt cups for seedlings. Because busy students would hear the message only once, she placed the collection date and room number first. After reading the draft aloud, she replaced the vague word supplies with yogurt cups. The quick message had a different purpose from the article: it asked students to take one immediate action.
- ③ Near the end of the two weeks, Maya revised the article after her teacher said that one paragraph sounded like an advertisement. Maya added a cafeteria manager's comment about using garden herbs in soup and removed a sentence that praised every project meeting. She also checked that her facts matched her notes. Before submitting the article, Maya reread it as a community reader might, asking whether a person outside the school would understand garden club terms. The finished article informed readers, while the announcement prompted participation.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name Maya's two writing tasks. For each task, state its audience and time frame.

2 Which revision made Maya's announcement more specific, and why did that revision fit the audience?

3 Describe two ways Maya revised or checked her article before submitting it.

4 How did the purpose of the announcement affect the information Maya placed first?

3 YOUR TURN _____ Your own words

Choose a school improvement, club, or event. Write a 45 to 60 word announcement for students that asks them to take one action today. Then list two steps you would take over a week to turn the topic into a 300-word article for families, including one research step and one revision step.

PART 1 • READ AND MARK

Underline details that show how much time Maya had for each task, and circle details that reveal each task's audience or purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name Maya's two writing tasks. For each task, state its audience and time frame.	Feature article: community readers of the town newspaper, completed over two weeks. Morning announcement: students, written in one class period.
2	Which revision made Maya's announcement more specific, and why did that revision fit the audience?	She replaced supplies with yogurt cups. Busy students would hear the message only once, so they needed a clear, specific item to bring.
3	Describe two ways Maya revised or checked her article before submitting it.	She added the cafeteria manager's comment, removed exaggerated praise, checked facts against her notes, and reread for terms that community readers might not understand. Any two are correct.
4	How did the purpose of the announcement affect the information Maya placed first?	Because the announcement asked students to act immediately, Maya put the collection date and room number first.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Bring a reusable water bottle to the cafeteria today and fill it at the new water station. The Environmental Club is counting plastic bottles saved during lunch. Put your name on the tally sheet beside the station before 1:00 p.m. Your count will help the club report results at Friday's assembly. 1. Research: Interview the cafeteria manager and check the club's bottle-count data over five school days. 2. Revision: Draft an article for families, then reread it to make the data, station location, and purpose clear to people who do not attend the school.

Accept varied school-related topics when the announcement is 45 to 60 words, names a student audience, and asks for a clear immediate action. The longer-writing plan should include a realistic research step and a revision step that considers family readers.