

Two Writing Clocks

Match your writing process to the task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.10 "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 tasks, purposes, and audiences."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action Mara took for the two-week proposal, and circle each action she took for the news update during one class period. Number the revision actions in the order they occurred to track how her process changed with the time available.

Mara Writes for Two Audiences

- ① On Monday, Mara noticed that the bike racks outside her high school were full before first period. She decided to write about the problem in two different ways because each task had a different purpose. For the student news site, she needed a brief update that could help classmates find temporary parking that day. For the principal, she planned a researched proposal about adding racks. Mara wrote both pieces, but she did not use the same schedule, sources, or revision process. Her choices show why writers match their time and methods to the task and audience.
- ② During one class period, Mara drafted the news update. Because the deadline was that afternoon, she chose a clear headline and included the temporary-parking location near the first sentence. Those choices would let hurried students find the main information quickly. She interviewed two cyclists and counted open spaces at a nearby lot to make the update accurate, not because the deadline required those steps. Before posting, she reread the update once, corrected a misspelled street name, and checked that the location was clear. She did not ask classmates to review a full draft or gather more sources; those steps would not fit her immediate purpose.
- ③ Over the next two weeks, Mara developed the proposal for the principal. She read the district's bicycle-parking guidelines, compared prices from three rack suppliers, and recorded where students locked bikes when racks were full. After organizing her notes, she drafted a claim that the school should add covered racks near the science wing. Her environmental science teacher asked whether the proposal considered drainage and accessibility. Mara researched both concerns, revised her claim, and added a cost table. Two days later, she read the draft aloud, cut repeated details, and asked a peer to check whether the request sounded respectful and practical for a school leader.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What were Mara’s two writing tasks, and who was the audience for each one?

2 Which two choices does the passage say Mara made because the news update was due that afternoon?

3 Give two steps Mara used on the proposal that show she had time to research, reflect, or revise over several days.

4 Which final check focused on the proposal’s audience, and what did it check?

3 YOUR TURN _____ Your own words

Choose one school issue. In a single sitting, write a 45-to-60-word update for students, then create a four-step, two-week plan for a researched proposal about the same issue to a school administrator that includes sources, feedback, and revision.

PART 1 • READ AND MARK

Underline each action Mara took for the two-week proposal, and circle each action she took for the news update during one class period. Number the revision actions in the order they occurred to track how her process changed with the time available. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What were Mara's two writing tasks, and who was the audience for each one?	She wrote a news update for classmates using the student news site and a researched proposal for the principal.
2	Which two choices does the passage say Mara made because the news update was due that afternoon?	She chose a clear headline and placed the temporary-parking location near the first sentence.
3	Give two steps Mara used on the proposal that show she had time to research, reflect, or revise over several days.	Answers may include reading district guidelines, comparing supplier prices, recording bike locations, researching drainage and accessibility, revising her claim, adding a cost table, reading aloud, cutting repeated details, or asking a peer to review the draft.
4	Which final check focused on the proposal's audience, and what did it check?	Mara asked a peer to check whether the request sounded respectful and practical for a school leader.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Student Update, 52 words: The courtyard cleanup begins at 3:15 p.m. Thursday near the east entrance. Bring gloves if you have them, and meet the environmental club by the flagpole. The club will provide bags and assign teams to nearby paths. Use the marked recycling bins for cans and bottles. The event ends at 4:00 p.m. Two-Week Proposal Plan: 1. Ask the custodian for data on courtyard litter and recycling pickup. 2. Read district recycling rules and compare prices for covered bins. 3. Draft a proposal to the assistant principal, then ask an environmental club member whether it is clear and respectful. 4. Revise the request using the feedback, add a cost chart, and reread it before sending.

Accept accurate paraphrases supported by the passage. For the open task, check that the short update fits the word range and student audience, while the proposal plan includes research, feedback, and a revision step for an administrator.