Writing With Purpose

Match your writing process to time, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.10 "Write routinely over extended time frames (time for 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 each writing task, circle its audience, and put a 1 beside a time-frame clue, a 2 beside a purpose clue, and a 3 beside a revision clue. These marks show how writers adapt their work for different situations.

Lena's Writing Week

1. On Monday, Lena learned that the city council would consider a proposal to add shaded bus shelters near her school. During study hall, she wrote a 115-word announcement for members of the Student Transit Club. Its purpose was to tell them about Thursday's meeting and ask them to bring one observation from their bus stop. She drafted, checked the meeting time against the council agenda, and posted the announcement before the bell. The quick piece needed clear facts and a direct request because busy club members would read it on their phones.

2. Over the next two weeks, Lena developed a 900-word evidence brief for the city council's transportation committee. She collected bus arrival times from twelve students and compared them with the district's published start times. Her first draft argued that shelters could reduce exposure to rain and summer heat while students waited. After her teacher questioned an unsupported cost claim, Lena removed it and added a source for local weather data. In a second draft, she organized the evidence under headings and explained what action she wanted the committee to consider.

3. On Friday, after the committee meeting, Lena spent twenty minutes writing a 250-word reflection for her English teacher and classmates, who would read it during portfolio peer review. Instead of trying to persuade officials, she explained how her evidence brief changed after feedback and identified one question she still had about costs. The next day, she reread the reflection, replaced a vague sentence with a specific example, and submitted it with the brief. By choosing a time frame, purpose, and audience for each piece, Lena made different writing decisions without treating every task as the same kind of assignment.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which piece did Lena finish in a single sitting? State its audience and purpose.

2. Name two ways Lena revised or improved her evidence brief during the two-week process.

3. Why did Lena make the announcement clear and direct? Use the passage to explain how the audience affected her choices.

4. Who was the stated audience for Lena's reflection, and when would they read it?

3 YOUR TURN

Your own words

Choose a school issue other than transportation. Write 55 to 70 words total: first, create a same-day message to a named audience with a clear purpose; then, in a final sentence, plan a longer piece by naming its audience, purpose, research or feedback step, and revision step.

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PART 1 · READ AND MARK

Underline each writing task, circle its audience, and put a 1 beside a time-frame clue, a 2 beside a purpose clue, and a 3 beside a revision clue. These marks show how writers adapt their work for different situations. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which piece did Lena finish in a single sitting? State its audience and purpose.	**The 115-word announcement. Its audience was Student Transit Club members, and its purpose was to tell them about Thursday's meeting and ask them to bring a bus-stop observation.**
2	Name two ways Lena revised or improved her evidence brief during the two-week process.	**She removed an unsupported cost claim, added a source for local weather data, organized evidence under headings, and clarified the action she wanted the committee to consider.**
3	Why did Lena make the announcement clear and direct? Use the passage to explain how the audience affected her choices.	**Busy club members would read the announcement on their phones, so it needed clear facts and a direct request.**
4	Who was the stated audience for Lena's reflection, and when would they read it?	**Her English teacher and classmates would read it during portfolio peer review.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students who use the library after school, please complete the quiet-space survey by Wednesday. Your responses will help the Library Advisory Team decide where to add study tables. Over the next week, I will write a proposal for the principal to recommend more study tables, use survey results, ask the librarian for feedback, and revise my evidence and recommendation.

For question 2, accept any two. Accept varied school issues if the response is 55 to 70 words and includes both a short message and a longer writing plan. The longer plan must name an audience and purpose and include a research or feedback step plus a revision step.