

Writing for the Moment

Notice how time, purpose, and audience shape a writer's choices.

CCSS.ELA-Literacy.WHST.6-8.10 “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 details that show how much time Maya has for each writing task. Circle words or phrases that show how her purpose or audience changes what she writes.

Maya Writes About the Creek

- ① On Monday, Maya spent fifteen minutes writing a quick update for her science group. She wrote, “The creek behind school looks cloudy after rain. We should test it on Wednesday.” Her purpose was to help teammates prepare for one field visit, so she used short, direct sentences. She did not stop to explain every detail. Before class ended, she reread the update, checked the meeting date, and posted it on the group’s online page that afternoon.
- ② Over the next two weeks, Maya turned the group’s findings into a report for the town library’s youth science display. She gathered notes, made a chart of water tests, and drafted an introduction. After her teacher said that the first draft did not explain why cloudy water matters, Maya added information about soil washing into streams. She also replaced the word bad with clearer details about how sediment can affect plants and animals. Her revised report gave visitors enough background to understand the chart.
- ③ On Friday, Maya wrote again about the creek, but this time she had only ten minutes. The principal had asked students to suggest topics for a school assembly. Maya wrote a polite email proposing a five-minute presentation about runoff and stream care. She included the date of the field visit and asked whether the science group could show its chart. Because the principal needed a clear request, Maya left out most test results. She planned to save those details for the longer report, where readers would have more time.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which writing task did Maya complete in a short time frame? Give one detail that shows how much time she had.

- 2 What longer writing task did Maya complete, and how long did she work on it?

- 3 Name two changes Maya made after getting feedback on her report.

- 4 Why did Maya leave out most test results from her email but include more background in her library report?

3 YOUR TURN Your own words

Choose a school or community topic. Write a 35 to 50 word message you could finish in 10 minutes for a specific audience and purpose, then write a 60 to 80 word plan for a longer piece on the same topic that names its audience, purpose, research or reflection step, and one revision you would make.

PART 1 • READ AND MARK

Underline details that show how much time Maya has for each writing task. Circle words or phrases that show how her purpose or audience changes what she writes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which writing task did Maya complete in a short time frame? Give one detail that shows how much time she had.	Maya's quick update for her science group, written in fifteen minutes. Her email to the principal was also a short task, written in ten minutes.
2	What longer writing task did Maya complete, and how long did she work on it?	She completed a report for the town library's youth science display over the next two weeks.
3	Name two changes Maya made after getting feedback on her report.	She added information about soil washing into streams, and she replaced the word bad with specific details about sediment affecting plants and animals.
4	Why did Maya leave out most test results from her email but include more background in her library report?	The principal needed a clear request, while library visitors needed enough background to understand the chart.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Quick message: To the cafeteria manager: Could the lunch menu list which meals contain beans? Our health class is comparing protein sources next Tuesday, and a clear list would help us collect accurate information quickly. Thank you for considering this request. Longer piece plan: My audience is students and families who read the school newsletter. My purpose is to explain how plant-based lunches can provide protein and to help readers choose meals. I will interview the cafeteria manager, check nutrition information from reliable sources, and reflect on which facts readers may question. After drafting, I will revise by adding a table that compares protein amounts in two lunch choices and by defining any science words.

Accept responses that accurately identify the time frame, audience, purpose, and writing choices described in the passage. For Part 3, accept varied topics if the short message fits its audience and purpose and the longer plan includes all required elements.