Writing With Time

Notice how writers adjust their work for time, purpose, and audience.

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 phrases that tell how much time Maya has, and circle words that identify her audience, so you can see why she changes her writing choices.

Maya Chooses Her Approach

1. On Monday, Maya's science teacher asked the class to explain why a school garden needs pollinators. For a quick exit ticket, Maya had ten minutes. She wrote three clear sentences for her teacher, using a fact from class notes. She chose simple words and checked that her explanation answered the question. The purpose was to show what she understood before class ended. She did not need a title, examples, or a polished opening because the audience was one teacher.

2. That evening, Maya began a different task, an article for the neighborhood newsletter about planting flowers for bees. She spent several days gathering reliable sources, taking notes, and deciding which details local families would need. After drafting, she reread the article, moved a confusing sentence, and added an example about native plants. Her first draft was not final. Maya asked her older brother to read it, considered his question about watering, and revised the ending before she sent the article to the editor.

3. On Friday, the principal requested a short announcement for students about a library book swap. Maya had one class period to write it. She used a friendly tone, included the date and location, and told students what to bring. Unlike the article, the announcement did not explain pollinators or cite sources. Its job was to give busy students useful information quickly. Maya adjusted her choices because each writing task had a different time frame, purpose, and audience.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the time Maya had for the exit ticket differ from the time she had for the newsletter article? Include one revision step she used for the article.

2. Who was the audience for Maya's newsletter article? Name two choices she made to help that audience.

3. What information did Maya include in the book-swap announcement, and why did that information fit its purpose?

4. Why did Maya not use the same approach for the book-swap announcement that she used for the newsletter article?

3 YOUR TURN

Your own words

Write a 70-100 word notice for a specific school audience that you could complete in one sitting. In your final sentence, name one revision you would make if you expanded the notice into an article developed over several days.

ANSWER KEY

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GRADE 7 · WHST.6-8.10

PART 1 · READ AND MARK

Underline phrases that tell how much time Maya has, and circle words that identify her audience, so you can see why she changes her writing choices. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the time Maya had for the exit ticket differ from the time she had for the newsletter article? Include one revision step she used for the article.	**The exit ticket took ten minutes, while the article took several days. For the article, Maya reread it, moved a confusing sentence, added an example, got feedback, and revised the ending.**
2	Who was the audience for Maya's newsletter article? Name two choices she made to help that audience.	**The audience was local families. Maya decided which details they would need, added an example about native plants, and considered a question about watering.**
3	What information did Maya include in the book-swap announcement, and why did that information fit its purpose?	**She included the date, location, and what students should bring. The announcement needed to give busy students useful information quickly.**
4	Why did Maya not use the same approach for the book-swap announcement that she used for the newsletter article?	**The announcement was for students and had to be written in one class period to share quick information. The article was for local families, took several days, and needed research and revision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students who walk to school, use the east gate this week because crews are repairing the sidewalk near Pine Street. The gate opens at 7:35, and staff members will be there to help. Leave home a few minutes early so you can arrive before first period. This quick notice helps walkers reach school safely. If I developed this notice into a longer article over several days, I would add details from the construction supervisor and revise the directions after checking them.

Accept answers that accurately connect Maya's choices to time frame, purpose, and audience. For the open response, accept any clear school notice of 70-100 words with a specific audience and a final sentence that names a sensible revision for a longer article.