

Write for the Moment

Trace how a writer matches time, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.10 "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 Circle each phrase that signals a short or extended time frame, and underline each phrase that identifies a writing purpose or audience. Use your marks to notice how Maya changes her writing choices for each situation.

Maya's Writing Week

- ① On Monday, Maya needs to share evidence from her environmental research with classmates before a seminar. She spends twenty minutes drafting a 180-word discussion post that names one claim, quotes a reliable source, and ends with a question. Her audience is peers who have read different articles, so she explains the source briefly instead of assuming they know it. Before posting, Maya rereads for accuracy and trims a repeated phrase. This short writing task helps her enter the next day's conversation with a clear, focused idea.
- ② For the same unit, Maya is also preparing a four-page proposal for the city parks department. Over two weeks, she gathers local data, compares possible tree-planting sites, and keeps notes about questions she still has. After her first draft, her teacher says that the cost section needs clearer evidence. Maya revises that section, checks whether each table has a caption, and asks a partner to read the proposal as a city employee would. She saves both drafts because the changes show how her thinking became more precise. The formal proposal has a different purpose and audience than the discussion post.
- ③ On the day before the proposal is due, Maya writes a short email to the parks department contact. In six sentences, she asks whether a planned construction project could affect one suggested planting site. She uses a direct subject line and includes the site name, since the recipient may not know her class project. That evening, she adds the answer, if it arrives, to her proposal notes. Maya does not try to make the email sound like a formal report. She chooses a quick format because she needs one specific fact from one specific reader.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which writing task does Maya complete in a single sitting, and how much time does she spend on it?

2 How does Maya adapt her email for its reader? Give two details from the passage.

3 What feedback does Maya receive on her proposal, and what are two actions she takes during revision?

4 Why does Maya give the discussion post and the formal proposal different amounts of time?

3 YOUR TURN _____ Your own words

Write an 80-100-word plan for two writing tasks you could complete: one in a single sitting and one over several days. For each task, name the audience, purpose, format, and time frame, and explain how you will reflect or revise before sharing it.

PART 1 • READ AND MARK

Circle each phrase that signals a short or extended time frame, and underline each phrase that identifies a writing purpose or audience. Use your marks to notice how Maya changes her writing choices for each situation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which writing task does Maya complete in a single sitting, and how much time does she spend on it?	The 180-word discussion post, which she drafts in twenty minutes.
2	How does Maya adapt her email for its reader? Give two details from the passage.	She uses a direct subject line and includes the planting site name because the contact may not know her class project.
3	What feedback does Maya receive on her proposal, and what are two actions she takes during revision?	Her teacher says the cost section needs clearer evidence. Maya revises that section, checks table captions, and asks a partner to read as a city employee would.
4	Why does Maya give the discussion post and the formal proposal different amounts of time?	The post quickly prepares her for a next-day seminar with peers, while the proposal requires data, comparisons, evidence, and revision for the city parks department.

PART 3 • YOUR TURN (SAMPLE ANSWER)

For a single-sitting task, I will spend thirty minutes writing a 200-word book-club post for my classmates. My purpose is to explain how one setting detail builds tension and invite replies with a question. For an extended task, I will create a three-page literary analysis for my teacher over ten days. I will collect quotations, draft a claim, and leave the paper overnight before revising. During revision, I will check that each paragraph explains its evidence and ask a peer whether my reasoning is clear.

Accept equivalent evidence-based answers that accurately connect each task's time frame to its purpose and audience. For the open response, check for both time frames, a named audience and purpose for each task, and a realistic reflection or revision step.