Words for the Job

Notice how a writer changes plans for different readers.

C.3.7 "Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline who each piece of writing was for, and circle the words that show how long the writer worked on it.

Writing for Our Garden

1. On Monday, our class found a sunny corner for a seed garden. I had five minutes before lunch to write the principal a note. I wrote, "May we use the patch beside the fence for a seed garden? We will pull weeds and keep the path clear." I used a polite question because the principal had to decide whether we could use that space.

2. After we got permission, I spent three afternoons writing a planting guide for second graders. My first draft said, "Put seeds in dirt." That would not help a new gardener much. I tried the steps myself and added, "Poke a hole as deep as your fingertip. Drop in one bean seed. Cover it gently." I read the guide to a second grader and changed a word she did not know.

3. On Friday, I had ten minutes to write an invitation for families. I wanted them to visit our garden on Saturday morning. I wrote, "Come see our bean garden this Saturday at 10 a.m. You can help us water the seeds." My first version forgot the time, so I added it before sending the invitation home. The note, guide, and invitation each needed different details.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer use a polite question in the note to the principal?

2. How did the writer make the planting guide more useful for second graders?

3. Why did the writer add 10 a.m. to the invitation?

4. Which piece took the most time to write? How was its job different from the invitation's job?

3 YOUR TURN

Your own words

Choose a school project other than a garden. Write a two-sentence message you could finish today for one audience, then write two sentences about a different piece you would create over several days for another audience and how you would improve it.

ANSWER KEY

Words for the Job

GRADE 3 · C.3.7

PART 1 · READ AND MARK

Underline who each piece of writing was for, and circle the words that show how long the writer worked on it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the writer use a polite question in the note to the principal?	**The principal had to decide whether the class could use the space, so the writer asked politely for permission.**
2	How did the writer make the planting guide more useful for second graders?	**The writer replaced a vague direction with clear steps, tried the steps, and changed a word a second grader did not know.**
3	Why did the writer add 10 a.m. to the invitation?	**Families needed to know when to visit the garden.**
4	Which piece took the most time to write? How was its job different from the invitation's job?	**The planting guide took three afternoons. It taught second graders how to plant seeds, while the invitation asked families to visit.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear custodian, may our class set up a lost-and-found shelf by the office? We will keep the area neat. Over three days, I would write directions for students about where to leave and look for lost items. I would test the directions with a classmate, then add any missing steps.

Accept answers that identify the reader's needs and connect them to a writing choice. For Your Turn, look for two sentences addressed to one audience and two sentences describing a longer piece for another audience, including a way to improve it.