# Write for the Moment

Match writing time to purpose and audience

**C.4.7** "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 the quick note written before recess. Circle the journal kept for two weeks. Notice how the time spent writing fits each task.

### The Bean Plant Mystery

1. On Monday, our class found tiny holes in the leaves of our bean plants. Ms. Lee asked us to keep a garden journal for two weeks. I wrote the date, drew the leaves, and described what I saw. Each afternoon, I added a few lines about changes. I did not guess what made the holes. I wanted a record our class could trust.

2. On Wednesday, I noticed a beetle on one leaf. I had only five minutes before recess, so I wrote a quick note to my partner: "Check the bean leaves near the fence. I saw a beetle there today." My note gave her a place to look, but it did not claim the beetle made every hole. She checked after lunch and added her own observation to our journal.

3. At the end of two weeks, I used our daily entries to write a one-page garden report for next year's fourth graders. My first draft listed every date, which made the main idea hard to find. I revised it to group the changes by week and added advice to look closely before guessing. Then I checked the journal to make sure the report matched what we actually saw.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What details made the quick note useful to the writer's partner that day?

2. How did writing in the journal each day help the writer make the later report?

3. How did the writer revise the report to help next year's fourth graders?

4. How were the purposes of the note and the report different?

## 3 YOUR TURN

Your own words

Choose a classroom problem other than the bean plants. Write a two-sentence note that helps a classmate act today, then write two sentences explaining what you would track for a week and what you would write for next month's students.

ANSWER KEY

# Write for the Moment

GRADE 4 · C.4.7

## PART 1 · READ AND MARK

Underline the quick note written before recess. Circle the journal kept for two weeks. Notice how the time spent writing fits each task. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What details made the quick note useful to the writer's partner that day? | **It named the bean leaves near the fence and said the writer had seen a beetle there that day.** |
| 2 | How did writing in the journal each day help the writer make the later report? | **The daily entries recorded changes over two weeks and gave the writer facts to check while writing the report.** |
| 3 | How did the writer revise the report to help next year's fourth graders? | **The writer grouped changes by week and added advice to look closely before guessing.** |
| 4 | How were the purposes of the note and the report different? | **The note helped a partner know where to look that day. The report shared observations and advice with next year's fourth graders.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Please check the animal books bin today. Three space books are mixed in there. I would record which books end up in the wrong bins each day for a week. Then I would write next month's students a sorting guide based on the mix-ups I recorded.

Accept other accurate details from the passage. For Part 3, look for a useful two-sentence note for today and a two-sentence plan that uses a week of records to write for a different audience.