Words That Work

Writing for different readers and time frames

C.5.7 "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 two places that show writing finished in a short time. Circle details that show how the letter developed over several days.

The Garden Club Writer

1. On Monday, our class noticed that the school garden's watering cans were missing. I had five minutes to write a note for the morning announcements: "Please return the green watering cans to the garden shed by Friday." My goal was to help students return them quickly. Before lunch, I wrote my gardening partner a reminder: "Bring your gloves tomorrow so we can pull weeds."

2. That afternoon, I began a longer project: a letter asking the principal for a locked storage box. First, I listed what had happened and why the garden club needed safe storage. On Tuesday, I drafted the letter. On Wednesday, I asked two club members to read it. One said the principal would need a reason to spend money, so I added that missing cans could leave seedlings without water.

3. On Thursday, I reread my draft with the principal in mind. I cut a joke about runaway cans because it hid my main request. I added this sentence instead: "A locked box near the shed would keep our tools together and ready for use." On Friday, I checked the letter for clear sentences and signed it as garden club secretary. A quick note had shared news; a week's work made a case.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two pieces of writing did the writer finish in a short time? Who was each for?

2. Name two steps the writer took on different days to develop the letter.

3. Why did the writer replace the joke with a sentence about a locked box?

4. How were the purposes of the announcements note and the letter different?

3 YOUR TURN

Your own words

Choose a real issue in your school or neighborhood. Write a two-sentence message you could finish today for one audience, then describe a longer piece you would develop over several days for a different audience, including its purpose and two steps you would take on different days.

ANSWER KEY

Words That Work

GRADE 5 · C.5.7

PART 1 · READ AND MARK

Underline the two places that show writing finished in a short time. Circle details that show how the letter developed over several days. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two pieces of writing did the writer finish in a short time? Who was each for?	**The morning-announcements note was for students, and the reminder was for the writer's gardening partner.**
2	Name two steps the writer took on different days to develop the letter.	**For example, the writer drafted the letter on Tuesday and asked club members to read it on Wednesday.**
3	Why did the writer replace the joke with a sentence about a locked box?	**The joke hid the request. The new sentence told the principal what the club wanted and how the box would help.**
4	How were the purposes of the announcements note and the letter different?	**The note asked students to return the cans quickly. The letter tried to persuade the principal to provide a locked storage box.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Please put borrowed playground balls back in the equipment bin after recess. The next class needs them, too. For the principal, I would write a letter asking for a second bin near the far gate so returning balls is easier. On Monday, I would count how many balls are left outside. On Tuesday, I would draft the letter using that number as evidence.

For the marking job, accept the five-minute announcements note and the reminder written before lunch as short-time writing. Accept dated planning, drafting, feedback, revision, and checking as evidence of extended writing.