Two Ways to Help

Write for different readers and time frames

C.6.7 "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 sentence in Monday's notice that gives classmates their main job, circle the greeting that names the letter's reader, and number the three letter-writing steps in the middle paragraph.

From Notice to Letter

1. On Monday, I had five minutes to write a notice for our classmates: "Our garden needs a hand! Rain has washed soil onto the path beside the sixth-grade beds. Meet us there at lunch on Tuesday to move the loose soil back and sweep the path. Bring a small hand broom if you have one. You can help even if you have never gardened before." I taped the notice near the cafeteria, where classmates would see it before lunch. Its short sentences gave busy readers a clear job and meeting time.

2. That evening, I began a longer letter to Principal Chen about keeping the path clear after future storms. First, I walked past the beds and wrote down where water crossed the path. Next, I drafted a letter that said, "Please fix our muddy mess." My science partner pointed out that this sounded vague and blamed someone without offering a plan. Finally, I revised the letter to describe what I had seen and suggest a way to keep soil in the beds. I sent the finished letter on Friday after several days of work.

3. Dear Principal Chen, Rainwater has carried soil from our sixth-grade garden beds onto the path near the cafeteria. On Monday, I saw a strip of loose soil across the walkway after the morning rain. Students can sweep it away, but another storm may bring more. Could our school place a low border around the beds to help hold the soil in place? Our garden club can help spread the soil back into the beds and keep the path clear. Thank you for considering a plan that students can help carry out. Sincerely, Maya

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Monday's notice help classmates who have only a moment to read it? Give two details from the notice.

2. What three steps did Maya take to develop her longer letter before sending it? Why did she change the first draft?

3. What does Maya ask classmates to do, and what does she ask Principal Chen to consider? Explain why the requests differ.

4. Compare "Please fix our muddy mess" with a sentence from Maya's final letter. What makes the final wording more useful to Principal Chen?

3 YOUR TURN

Your own words

Choose a school problem different from the muddy path. Write a two-sentence notice asking students to act today, then write a three-sentence draft to a school adult that gives evidence, suggests a lasting solution, and names one step you will take before revising it later this week.

ANSWER KEY

Two Ways to Help

GRADE 6 · C.6.7

PART 1 · READ AND MARK

Underline the sentence in Monday's notice that gives classmates their main job, circle the greeting that names the letter's reader, and number the three letter-writing steps in the middle paragraph. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Monday's notice help classmates who have only a moment to read it? Give two details from the notice.	**It gives a meeting time, lunch on Tuesday, and a clear job, moving soil back and sweeping the path.**
2	What three steps did Maya take to develop her longer letter before sending it? Why did she change the first draft?	**She observed where water crossed the path, drafted the letter, and revised it. She changed the draft because her partner said it was vague and offered no plan.**
3	What does Maya ask classmates to do, and what does she ask Principal Chen to consider? Explain why the requests differ.	**She asks classmates to move soil and sweep the path at lunch. She asks Principal Chen to consider a border around the beds. Students can help right away, while the principal can consider a longer-term change.**
4	Compare "Please fix our muddy mess" with a sentence from Maya's final letter. What makes the final wording more useful to Principal Chen?	**The final letter asks about placing a low border around the beds. Unlike the draft, it gives Principal Chen a specific plan to consider.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Notice to students: Some lunch trays are left on tables after lunch. Please carry your tray to the collection cart before you leave today.
Draft to cafeteria manager: I counted twelve trays left on tables after Tuesday's lunch. Could we put a sign beside the exit reminding students to return their trays? On Thursday, I will count trays again and ask a lunch aide for feedback before revising this note.

Accept other relevant passage details in the short answers. For the open task, look for two sentences aimed at students and three aimed at a school adult, with evidence, a lasting proposal, and a specific plan to revisit the draft.