Two Writing Clocks

Match writing time, purpose, and audience

C.8.7 "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 one detail that shows writing done in a short time and one that shows writing developed over several days. Circle words that show who each piece was written for.

A Note and a Proposal

1 On Monday morning, our courtyard's raised beds were full of dry soil and empty snack wrappers. I wanted our school to start a lunch-hour garden crew. Before homeroom, I sent the custodian a quick note: "Could our crew use the outdoor faucet on Fridays? We would clean up afterward." I had only five minutes, so I kept the request short and named the detail he needed to answer. He replied that the faucet was available, but the walkway had to stay clear.

2 That evening, I opened a document for the principal. A request to approve a garden crew needed more than a question about water. I drafted a paragraph explaining that students could pull weeds, collect litter, and record which plants survived. On Wednesday, I asked two classmates to read it. One circled "every student will help" and wrote, "How do you know?" I replaced that claim with "students who sign up can help." I also added a Friday schedule so the principal could see when supervision was needed.

3 On Thursday, I reread the document aloud and noticed that I had asked for tools without saying where they would go. I added a plan to store gloves and hand trowels in the locked shed, then checked that the request matched our actual supplies. On Friday, I sent the principal a one-page proposal with a clear request: approve a four-week trial crew. She agreed to discuss it at the next staff meeting. My short note solved one practical question; my longer draft made a case for a school decision.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer ask the custodian about the faucet instead of sending the whole garden plan?

2. Write the revised version of “every student will help.” Why is it a stronger claim for the principal?

3. Name two steps the writer took on different days to develop the proposal. What did each step add for the principal?

4. Which request belongs in the final proposal rather than the quick note? How is its purpose different?

3 YOUR TURN

Your own words

Choose a school change other than a garden crew. In one paragraph, start with a two-sentence quick message to someone who can answer a practical question, then explain what you would add or revise on two different days for a longer request to a different audience.

ANSWER KEY

Two Writing Clocks

GRADE 8 · C.8.7

PART 1 · READ AND MARK

Underline one detail that shows writing done in a short time and one that shows writing developed over several days. Circle words that show who each piece was written for. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the writer ask the custodian about the faucet instead of sending the whole garden plan?	**The writer had five minutes and needed the custodian to answer one practical question about water.**
2	Write the revised version of "every student will help." Why is it a stronger claim for the principal?	**"Students who sign up can help." It does not promise that every student will participate.**
3	Name two steps the writer took on different days to develop the proposal. What did each step add for the principal?	**On Wednesday, the writer added a Friday schedule to show when supervision was needed. On Thursday, the writer added a tool-storage plan to explain where supplies would go.**
4	Which request belongs in the final proposal rather than the quick note? How is its purpose different?	**The request to approve a four-week trial crew belongs in the proposal. It asks for a school decision, while the note asks whether the crew can use the faucet.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Hi, cafeteria manager, could our class set up a reusable-bottle refill station near the lunchroom? Please tell us whether there is room beside the water fountain. On Tuesday, I would survey students about how often they refill bottles and add the results to a proposal for the principal. On Thursday, I would revise the proposal to include a location and a plan for keeping the floor dry. The quick message asks about space; the longer proposal asks the principal to approve the station.

For the marking job, accept details such as "Before homeroom" or "five minutes" for short-time writing and the Wednesday through Friday work for extended writing. For the open task, look for a two-sentence message, a different audience for the longer request, and specific work on two different days.