Words That Work

Choose writing modes and genres for different readers

10.8.W "Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage. Underline one detail in each paragraph that shows how the writing fits its audience or purpose, and circle each phrase that tells you whether the writer used pencil, hand printing, or typing.

One Leak, Three Ways to Write

1. Tuesday, 12:20 p.m. I wrote these field notes in pencil while standing outside the cafeteria: "Water gathers under the bottle-filling station. Three students stepped around the wet tile during one lunch period. The stream stopped after I pushed the button again, but drops kept falling." I left space for another observation because a single lunch period would not show whether the leak happens every day. In my notebook, speed mattered more than polished sentences. I could check the exact time later, but I did not want to trust my memory about the puddle or the button.

2. That afternoon, I typed an email to Ms. Vega, the school facilities manager. Its subject line read, "Leak at cafeteria bottle station." In the message I wrote: "At 12:20 p.m. today, I saw water collecting on the tile beneath the station. The spout continued to drip after use. Could someone inspect it before tomorrow's lunch? I can show you the location." I reread the email before sending it, removing my first guess that the pipe was broken. I had seen a drip, not a damaged pipe. The email kept the observation but left the diagnosis to someone who could inspect the equipment.

3. Before lunch on Wednesday, I printed a short notice by hand for students: "Wet tile near the bottle station. Please take another route and tell the office if you see more water." I placed it on the nearby wall, not on the machine, so people could read it before reaching the puddle. For the student bulletin, I typed a separate sentence: "The cafeteria bottle station has a reported leak; use the station near the gym today." I included the second location only after the office confirmed that station was open. The notice guided people nearby; the bulletin reached students who had not arrived yet.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did pencil field notes suit the writer's purpose at the cafeteria?

2. Why did the writer remove the guess about a broken pipe from the email to Ms. Vega?

3. How did the placement and wording of the hand-printed notice serve students near the station?

4. Why did the writer use both a hand-printed notice and a typed bulletin instead of only one message?

3 YOUR TURN

Your own words

Choose a different school problem or opportunity. In 70 to 100 words, write a brief message to a decision-maker and a brief notice to students. Label each audience and the mode you would use, then make the two messages serve different purposes.

ANSWER KEY

Words That Work

GRADE 10 · 10.8.W

PART 1 · READ AND MARK

Read the passage. Underline one detail in each paragraph that shows how the writing fits its audience or purpose, and circle each phrase that tells you whether the writer used pencil, hand printing, or typing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did pencil field notes suit the writer's purpose at the cafeteria?	**The writer needed to record observations quickly at the station rather than rely on memory.**
2	Why did the writer remove the guess about a broken pipe from the email to Ms. Vega?	**The writer had observed a drip but had not seen a broken pipe. The email gave the facilities manager evidence to inspect rather than an unsupported diagnosis.**
3	How did the placement and wording of the hand-printed notice serve students near the station?	**Students could read it before reaching the wet tile, and it told them to take another route and report more water.**
4	Why did the writer use both a hand-printed notice and a typed bulletin instead of only one message?	**The nearby notice guided students approaching the puddle, while the bulletin reached students before they arrived and gave them another station to use.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: librarian. Mode: typing. Email: The library's quiet tables fill before the final bell, and students working alone often leave without a seat. Could we try reserving one table for individual study for a week? I can help count how many students use it. Audience: students. Mode: hand printing. Notice: Need a quiet place to work? One library table may be set aside for individual study next week if the librarian approves. Ask at the desk for the current seating plan.

For the marking job, accept details that connect each piece of writing to its readers or purpose. For Your Turn, look for two distinct audiences, labeled modes, and wording that suits each purpose.