Words in Motion

Choose writing forms for different readers and purposes.

11.8.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 Underline the request to staff and the warning to riders, circle each intended audience, and number the three writing modes in the order they appear. Use your marks to track how the writer changes form for a purpose.

Three Ways to Write About One Bus Stop

1. At 7:15 on a rainy Tuesday, I saw three riders arrive at the Oak Street stop after the last Route 8 bus had gone. I had five minutes before my ride arrived, so I wrote in cursive in my pocket notebook: "7:15, three people waiting; sign says 7:20, bus already gone." These quick field notes were for my later use, not for the riders or the transit office. Cursive let me keep my pen moving while I watched, but a hurried note could not explain what needed to change.

2. That evening, I spent twenty minutes typing an email to the transit office. I needed staff to check the schedule, so I led with a specific request: "Please verify the last Route 8 departure and replace the sign at Oak Street." I included the date, the stop, the time on the sign, and what I had seen, but I did not claim to know the bus's actual departure time. Typing let me rearrange the details before sending the message. Unlike my notebook entry, the email used a formal request because its readers could investigate and fix the sign.

3. The next morning, the office had not yet replied. I spent ten minutes hand-printing two notices to share with riders waiting at the stop: "Check the current Route 8 schedule before you travel. The Oak Street sign may be out of date." I kept the letters large and the message short because people would read it while standing outdoors, not sitting at a desk. The notice did not promise a new departure time or pretend the office had confirmed an error. My cursive notes preserved what I saw, my typed email asked for action, and my printed notices helped riders avoid relying on a possibly outdated sign.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer use cursive for the five-minute notebook entry instead of writing a full explanation?

2. How do the typed email's details and request suit its audience?

3. Why is the hand-printed notice shorter and less specific than the email?

4. How do the three pieces of writing serve different purposes without claiming the writer knows the bus's actual departure time?

3 YOUR TURN

Your own words

Choose a school issue other than the bus sign. In one paragraph, name two audiences, choose a different writing mode and genre for each, write one sample sentence for each audience, and explain how much time you would spend on each and why.

ANSWER KEY

Words in Motion

GRADE 11 · 11.8.W

PART 1 · READ AND MARK

Underline the request to staff and the warning to riders, circle each intended audience, and number the three writing modes in the order they appear. Use your marks to track how the writer changes form for a purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer use cursive for the five-minute notebook entry instead of writing a full explanation?	**The writer needs to record observations quickly for later use. The hurried entry is not meant to explain a solution to another reader.**
2	How do the typed email's details and request suit its audience?	**The transit office receives the date, stop, posted time, and observations, along with a request to verify the departure and replace the sign. Staff can investigate and act on those details.**
3	Why is the hand-printed notice shorter and less specific than the email?	**Riders need a quick warning they can read while standing outdoors. The writer cannot give a confirmed departure time because the office has not replied.**
4	How do the three pieces of writing serve different purposes without claiming the writer knows the bus's actual departure time?	**The cursive notes preserve an observation, the typed email asks staff to verify and fix the sign, and the hand-printed notices warn riders that the sign may be outdated. None states an actual departure time.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

When the second-floor fountain stops working, I would spend five minutes hand-printing a notice for students and twenty minutes typing an email to the facilities office. My notice would say, “This fountain is not working; please use the one near the gym.” My email would say, “Please inspect the second-floor fountain near Room 214; it made a grinding noise at 10:30, and no water came out.” The short notice helps students immediately, while the detailed email gives staff observations and a request they can act on.

Accept other supported explanations of how each mode and genre fits its audience and purpose. For Part 3, look for two distinct audiences, modes, and genres, with sample sentences and a reasoned time choice for each.