Words That Work

Choose a writing mode and genre for each audience.

9.8.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 each piece of writing the organizer quotes. Circle the writing mode used for each one, and number the time spent on it so you can see how the choices fit the task.

One Fair, Four Messages

1. On Monday, our school's bike racks held three bicycles with loose chains and one with a flat tire. I wanted to organize a free bike check station at Friday's fall fair. First, I typed a short proposal to Principal Chen: "May we use two tables beside the gym from 3:30 to 5:00? Volunteers will check brakes and inflate tires, but we will not replace parts." I spent twenty minutes revising it because the principal needed a clear schedule and limits before approving the space. A typed email made the details easy to search, forward, and answer.

2. After the principal agreed, I hand-printed six flyers for students passing the bike racks. Each began, "Bike need a check? Stop by the gym Friday, 3:30 to 5:00." I used thick, separate letters so someone walking past could read the time without stopping. That took twelve minutes. Then I typed a two-sentence version for the school's online bulletin, where students could reread the details later. The flyer asked a quick question to catch attention. The bulletin version gave the full location and explained that bike checks were free.

3. Before Friday, I typed a checklist for volunteers: "Ask the rider's permission. Check tire pressure. If a brake cable is damaged, refer the rider to a repair shop." The list took fifteen minutes because a rushed instruction could confuse someone working with tools. I also spent five minutes writing a cursive thank-you card to Ms. Ruiz, who had donated pumps. Unlike the checklist, the card named a person and a specific kindness: "Your pumps will help our neighbors ride home safely." I could have typed it, but a handwritten card felt more personal for a gift.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the organizer spend twenty minutes revising the typed email to Principal Chen? Give two details the principal needed.

2. How did the hand-printed flyer and typed bulletin version serve students in different situations?

3. Why did the organizer type the volunteer checklist but write Ms. Ruiz's card in cursive?

4. The checklist took fifteen minutes, while the card took five. How did each task's purpose affect the time spent on it?

3 YOUR TURN

Your own words

Plan a lunchtime book swap at your school. In one paragraph of 85 to 110 words, include a short sample from each of two different genres for two different audiences, state whether you would hand-print, write in cursive, or type each one, give a realistic time for each, and explain how each choice suits its audience and purpose.

ANSWER KEY

Words That Work

GRADE 9 · 9.8.W

PART 1 · READ AND MARK

Underline each piece of writing the organizer quotes. Circle the writing mode used for each one, and number the time spent on it so you can see how the choices fit the task. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the organizer spend twenty minutes revising the typed email to Principal Chen? Give two details the principal needed.	**The principal needed the proposed schedule and limits on what volunteers would do before approving the space.**
2	How did the hand-printed flyer and typed bulletin version serve students in different situations?	**The flyer used a quick question and large letters to catch students walking past. The bulletin version gave fuller details that students could reread later.**
3	Why did the organizer type the volunteer checklist but write Ms. Ruiz's card in cursive?	**Volunteers needed clear instructions for working with tools. The cursive card made a personal thank-you for Ms. Ruiz's gift.**
4	The checklist took fifteen minutes, while the card took five. How did each task's purpose affect the time spent on it?	**The organizer took longer on the checklist to avoid confusing safety instructions. The shorter card needed to name Ms. Ruiz's specific kindness and thank her.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would type a brief email to our librarian and spend twenty minutes checking the details. It would begin, "Could we use the library entryway for a book swap on Thursday at lunch? Students would leave books on labeled tables." The librarian needs a clear request that can be forwarded to staff. Then I would spend ten minutes hand-printing a hallway poster for students: "Bring a book. Take a book. Thursday at lunch, library entryway!" Large, separate letters would catch people walking by, and the short invitation tells them what to bring and where to go.

Accept reasonable explanations grounded in the passage. For Part 3, look for two distinct audiences and genres, two stated writing modes, realistic times, and sample wording suited to each purpose.