Pick Your Page

Notice how a writer chooses topics and formats for different purposes.

3.W.10 "Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the topic of each piece the writer finishes. Circle the format the writer chooses for each one.

Three Things I Wrote

1. On Monday, our class had ten minutes to write. I chose the topic of the strange footprints by our school garden. I wrote a short mystery story for my classmates. In my first draft, I said the prints came from a giant bird. Then I changed the ending: the gardener had walked through the mud in wide boots. My friends laughed at the surprise.

2. For science, I picked a question I wanted to study: How do earthworms help soil? I spent three days reading library books and taking notes. I wrote a fact sheet for second graders, using short sentences and clear headings. After my partner read it, I checked my notes and fixed a sentence that made it sound as if worms eat rocks. They do not.

3. On Saturday, I had no school assignment. I chose to write about the day my brother tried to flip a pancake and missed the pan. I made it into a funny letter for my aunt because she loves family stories. I wrote it in one sitting and mailed it that afternoon. Next week, I might turn the same memory into a longer story for myself.

2 ANSWER WITH EVIDENCE

Use the passage

1. What topic and format did the writer choose for the ten-minute writing time?

2. What did the writer do over three days to prepare the science piece, and what did the writer fix after a partner read it?

3. Who was the audience for the mystery story? Who was the audience for the fact sheet?

4. Why did the writer choose a funny letter for the aunt?

3 YOUR TURN

Your own words

Choose a topic you care about and an audience. Write four sentences as a note, a story, or a fact piece, then add one sentence telling what you would change or add if you had more time.

ANSWER KEY

Pick Your Page

GRADE 3 · 3.W.10

PART 1 · READ AND MARK

Underline the topic of each piece the writer finishes. Circle the format the writer chooses for each one. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What topic and format did the writer choose for the ten-minute writing time?	**The writer chose strange footprints by the school garden as the topic and a short mystery story as the format.**
2	What did the writer do over three days to prepare the science piece, and what did the writer fix after a partner read it?	**The writer read library books and took notes, then fixed a sentence that wrongly suggested worms eat rocks.**
3	Who was the audience for the mystery story? Who was the audience for the fact sheet?	**The mystery story was for classmates. The fact sheet was for second graders.**
4	Why did the writer choose a funny letter for the aunt?	**The writer's aunt loves family stories, and the writer wanted to tell her about the pancake mishap.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Maya, I found a tiny shell by the pond yesterday. Its edge looked like a row of little teeth. I kept it in my pocket so I could show you on Sunday. I think you will like its stripes. If I had more time, I would add a sketch of the shell to help you picture it.

For the marking job, accept the garden footprints, the earthworm question, and the pancake mishap as topics. The circled formats should be mystery story, fact sheet, and letter. For Your Turn, accept any independently chosen topic with a clear audience, one of the three formats, four sentences of writing, and a sentence about a possible change or addition.