A Writer's Choices

Notice how purpose and audience shape a writing plan.

4.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 each writing topic, circle each writing format, and number the four days spent on the garden report in order. Use your marks to track how the writer chooses a format and uses writing time.

Three Ways I Write

1. On Tuesday, our class watched a snail crawl across damp cardboard. I had six minutes to write for my science partner, who had missed the observation. I chose a short field-note list: "Shell tilted. Feelers reached forward. A shiny trail followed." I kept the notes plain so my partner could picture what I saw. There was no time to polish every word.

2. That same week, I wanted to find out why our school garden flooded after rain. I chose that topic for a report to the garden club. On Wednesday, I asked the caretaker where water collected. On Thursday, I read a library book about soil and added notes. On Friday, I drafted a paragraph. The next Monday, I moved my clearest fact to the start and fixed a confusing sentence.

3. At home, I wanted to write just for fun. I chose a comic script about a snail that mistakes a dropped mitten for a mountain. My little brother would be the first reader, so I added a silly line he could read aloud: "This mountain smells like socks!" I wrote the first scene in ten minutes. The next evening, I changed the ending because he guessed the surprise too soon.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer choose a field-note list for the science partner?

2. Which two steps show that the garden report took more than one day to write?

3. What did the writer change on Monday, and how might that help the garden club read the report?

4. How did the writer make the comic script fun for its first reader?

3 YOUR TURN

Your own words

Choose a topic that interests you but is not in the passage. Write 4 to 5 sentences naming your format, purpose, audience, and whether you will write in one short sitting or across several days. Explain why that time plan fits your task.

ANSWER KEY

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GRADE 4 · 4.W.10

PART 1 · READ AND MARK

Underline each writing topic, circle each writing format, and number the four days spent on the garden report in order. Use your marks to track how the writer chooses a format and uses writing time. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the writer choose a field-note list for the science partner?	**The writer had only six minutes and wanted the partner to picture the observation clearly.**
2	Which two steps show that the garden report took more than one day to write?	**Accept any two steps from different days, such as reading about soil on Thursday and drafting on Friday.**
3	What did the writer change on Monday, and how might that help the garden club read the report?	**The writer moved the clearest fact to the start and fixed a confusing sentence, making the report easier to understand.**
4	How did the writer make the comic script fun for its first reader?	**The writer added a silly line the little brother could read aloud and changed an ending he guessed too soon.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to write about the basketball shots I practice after school. I will make a how-to guide to help my younger neighbor learn to aim. I will jot down steps today, then test them with her tomorrow. On the third day, I will change any steps she finds confusing. I need several days to check whether my directions work.

Accept other passage-supported explanations in Part 2. For Part 3, look for an original topic, a format, a purpose, an audience, and a time plan with a reason.