One Puddle, Three Ways

Choose a writing format to fit a purpose and audience

5.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 the writer chooses, circle each writing format she uses, and write S beside writing she finishes quickly or L beside writing she works on over several days. These marks will help you compare her choices.

Writing About the Puddle

1. On Monday, I chose a topic no one assigned: the puddle that forms beside our playground gate. At recess, I watched sneakers leap over it and wrote a short poem in my notebook. I wanted to remember the splash and the silver reflection, not explain where the water came from. Since the poem was for me, I used playful words and finished it before the bell.

2. Later, my class began a project about places where rain collects at school. I kept my puddle topic, but a poem would not help classmates understand the problem. Over five days, I checked the spot after each rain, measured its width with a ruler, and read about how water moves across pavement. I drafted a report, then changed a sentence that made a guess sound like a fact.

3. On Friday, I wrote a short letter to our principal using facts from my report. I explained that the puddle blocks part of the gate and asked whether the school could look at the drainage there. I left out the poem's sound words because the letter's job was to make a clear request. Next week, I plan to reread my report and add any new measurements.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why was a poem a good choice for the writer's first purpose and audience?

2. Why did the writer work on the report over five days instead of finishing it at recess?

3. What did the writer change when she revised her report, and how did that help its readers?

4. How did the writer change her writing for the principal compared with the poem for herself?

3 YOUR TURN

Your own words

Choose your own topic, audience, purpose, and writing format, then write a short piece in that format. Under it, state whether you would finish this piece today or return to it over several days, and explain why.

ANSWER KEY

One Puddle, Three Ways

GRADE 5 · 5.W.10

PART 1 · READ AND MARK

Underline the topic the writer chooses, circle each writing format she uses, and write S beside writing she finishes quickly or L beside writing she works on over several days. These marks will help you compare her choices. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why was a poem a good choice for the writer's first purpose and audience?	**She wrote for herself to remember the splash and reflection, so playful words fit better than an explanation.**
2	Why did the writer work on the report over five days instead of finishing it at recess?	**Her classmates needed an explanation, so she checked the puddle after rain, measured it, and read about water moving across pavement.**
3	What did the writer change when she revised her report, and how did that help its readers?	**She changed a sentence that presented a guess as a fact, helping classmates tell what she knew from what she was unsure about.**
4	How did the writer change her writing for the principal compared with the poem for herself?	**She used facts and a clear request in the letter instead of playful sound words, because she wanted the principal to consider the drainage.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Topic: The stairwell plants
Audience: My neighbor
Purpose: Ask for help watering them
Format: Note
Dear Ms. Chen,
Would you help water the stairwell plants on Tuesdays? I can water them on Fridays. Together, we can keep the leaves from drying out.
From, Luis
Time frame: Today, because this short note needs only one clear request.

Accept different topics and formats if the piece fits the student's stated audience and purpose. The time-frame explanation should fit the work the student chose.