One Puddle, Many Pages

Choose a writing task to fit its time, purpose, and audience

6.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 a short writing task, circle two actions the writer took across several days, and number two choices the writer made about topic, format, or audience.

The Puddle by the Garden

1 On Monday, a puddle covered the path beside our school garden. I had ten minutes before class, so I opened my notebook and wrote a quick question: "Where does this water go?" I added what I could see: wet soil near the fence, dry soil by the gate, and a drain full of leaves. This note was for me, not a report. Writing fast helped me save details before I forgot them. I chose the puddle as my topic because I pass it every morning.

2 That week, our science class needed short explanations for a display about rain on campus. I decided to write an informational paragraph for students who use the garden path. On Tuesday, I read a school maintenance guide about drains and checked my notes after another rain. On Wednesday, I drafted, "The drain cannot swallow all the water." My partner said "swallow" sounded like a story, not a science explanation. On Thursday, I revised the line to "Leaves blocked the drain, so water remained on the path."

3 On Friday, I wanted to write for fun instead of for the display. I chose a four-panel comic about a leaf that thinks it is the captain of the puddle. My first caption was too long to fit in one panel, so I shortened it during lunch. The comic used the same rainy path, but its purpose and audience were different: I wrote it to amuse my younger brother. Next week, I may turn my notebook questions into a letter asking the principal how the drains are cleaned.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer make a quick notebook note instead of writing a report on Monday?

2. Which two actions show that the science paragraph took several days to write?

3. How did the writer revise one sentence to better fit the science display?

4. How did the comic and the science paragraph use the same topic for different audiences and purposes?

3 YOUR TURN

Your own words

Choose a topic from your own life. In four sentences, describe a quick writing task and a longer writing project about it, naming each format, audience, and purpose, plus one way you would research or revise the longer project.

ANSWER KEY

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GRADE 6 · 6.W.10

PART 1 · READ AND MARK

Underline a short writing task, circle two actions the writer took across several days, and number two choices the writer made about topic, format, or audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the writer make a quick notebook note instead of writing a report on Monday?	**The writer had only ten minutes and wanted to save observations before forgetting them. The note was for the writer, not an audience expecting a report.**
2	Which two actions show that the science paragraph took several days to write?	**On Tuesday, the writer read a guide and checked notes after rain. On Wednesday and Thursday, the writer drafted and revised the paragraph.**
3	How did the writer revise one sentence to better fit the science display?	**The writer replaced "The drain cannot swallow all the water" with "Leaves blocked the drain, so water remained on the path." The new sentence explains the observation without story-like wording.**
4	How did the comic and the science paragraph use the same topic for different audiences and purposes?	**Both used the rainy garden path. The informational paragraph explained the puddle to students who use the path, while the comic was meant to amuse the writer's younger brother.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I choose the stray cats I see near my apartment as my topic. Today I will write a short observation note for myself to record where the cats rest. Over a week, I will make an informational flyer for neighbors about safe ways to help outdoor cats. I will check advice from a local animal shelter and revise any claim I cannot verify.

Accept different marked examples if they clearly show a short task, actions spread across days, and the writer's choices. For Part 3, look for a self-selected topic, two distinct formats with audiences and purposes, and a research or revision step for the longer project.