One Puddle, Many Words

Choose writing forms to fit different purposes and audiences.

7.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 five-minute notebook note, circle two details showing work over time, and number two choices of writing format made for different purposes or audiences.

The Courtyard Puddle

1 Monday, on my way to the school library, I stepped around a puddle that covered half the courtyard path. I chose to write about it because students in a hurry kept splashing one another. During a five-minute break, I jotted this in my notebook: "The puddle spreads past the third brick. Two students walk onto the grass to get around it." That quick note was for me, not the principal. I wanted to keep the exact details before I forgot them.

2 Over the next two weeks, I visited the path after three rainy days and recorded where the water stood. I also read a city guide about rainwater, which explained that hard surfaces can send water toward lower spots. My notes did not prove why this puddle formed, so I crossed out an early claim: "A broken drain causes the problem." Instead, I wrote, "Water gathered beside the path after each rain I observed." This longer project took more than a quick notebook entry because I needed reliable details.

3 I decided a short email would reach the principal faster than a report. My first draft began, "Fix the drain now!" After checking my notes, I revised it: "Could someone check the courtyard path? After three rainy days, I saw water covering part of it, and students stepped onto the grass to pass." I kept the question polite because I wanted the principal to investigate, not feel blamed. Later, for my own amusement, I wrote a tiny poem about shoes dodging the water. The same topic gave me two different reasons to write.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer choose a quick notebook note instead of writing to the principal right away?

2. What work took place over two weeks, and how did it change the writer's claim?

3. Why did the writer choose an email for the principal but a poem for personal amusement?

4. How did the writer revise the email to better fit its audience and purpose?

3 YOUR TURN

Your own words

Choose a small problem or curiosity you noticed at school or home. Write a two-sentence quick note about what you observed, then write two or three sentences describing a longer writing project you would choose, including its format, audience, purpose, and one detail you would check before revising.

ANSWER KEY

One Puddle, Many Words

GRADE 7 · 7.W.10

PART 1 · READ AND MARK

Underline the five-minute notebook note, circle two details showing work over time, and number two choices of writing format made for different purposes or audiences. 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 quick notebook note instead of writing to the principal right away?	**The writer wanted to save exact details about the puddle before forgetting them. The note was for the writer's own use.**
2	What work took place over two weeks, and how did it change the writer's claim?	**The writer observed the path after three rainy days and read a city guide. Because those details did not prove a broken drain caused the puddle, the writer replaced that claim with a statement about what was observed.**
3	Why did the writer choose an email for the principal but a poem for personal amusement?	**The email could quickly ask the principal to investigate the path. The poem let the writer write about the same topic for enjoyment.**
4	How did the writer revise the email to better fit its audience and purpose?	**The writer replaced a demand and an unsupported claim about a drain with a polite request and observed details, so the principal could investigate without being blamed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The cafeteria line reached the doors on Tuesday. I counted twelve students still waiting when the bell rang. Over the next week, I would write a short report for the student council about how the line moves during lunch. I want the council to see whether a small change could help students get their meals on time. Before revising, I would time the line on several days and check the lunch schedule so I do not blame the wrong cause.

Accept other passage-supported explanations of the writer's choices. For Part 3, look for a two-sentence observation and a distinct longer project with a chosen format, audience, purpose, and detail to check.