One Table, Three Texts

Choose writing formats for different purposes and audiences

8.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 or question the writer chooses for each piece, circle each writing format, and label each piece S for a short writing time or L for a longer one.

The Lost-and-Found Table

1. On Monday, I noticed a red mitten on our school's lost-and-found table. I chose it as the subject of a quick journal entry because I like inventing stories about ordinary objects. In ten minutes, I wrote, 'The mitten waited for a hand that knew its way home.' My only reader was me, so I could try a strange image without explaining it. The entry did not solve the missing-mitten mystery. It gave me a topic I cared about and a reason to keep writing.

2. Later, in civics class, I chose a different question about the same table: How could more lost items get back to their owners? My audience would be the student council, so a story about one mitten would not be enough. Over a week, I counted items on the table after school on three days and asked the office secretary how students claim them. I drafted a short report that separated what I observed from what the secretary told me. That way, readers could tell where each detail came from.

3. At first, my report suggested that students check the table more often. After rereading my notes, I revised that advice: many students walked past the table without noticing its small sign. I proposed a larger sign, but I did not claim it would work without testing it. On Friday, I also wrote a two-sentence announcement for homeroom teachers to read aloud that morning. It told students where to look for missing belongings. The report took days because it needed evidence and revision; the announcement took minutes because its job was immediate.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer choose a journal entry about the mitten, and who was meant to read it?

2. How did the writer prepare the weeklong civics report for the student council?

3. What advice did the writer revise in the report, and what led to that change?

4. Why did the writer use a short announcement on Friday instead of writing another report?

3 YOUR TURN

Your own words

Choose a topic that interests you and write a two-sentence message about it for an audience you name. Then, in two or three sentences, describe a longer piece on that topic, including its format, audience, and one research or revision step you would take over several days.

ANSWER KEY

One Table, Three Texts

GRADE 8 · 8.W.10

PART 1 · READ AND MARK

Underline the topic or question the writer chooses for each piece, circle each writing format, and label each piece S for a short writing time or L for a longer one. 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 journal entry about the mitten, and who was meant to read it?	**The writer enjoys inventing stories about ordinary objects and wrote the entry for a personal journal. The only intended reader was the writer.**
2	How did the writer prepare the weeklong civics report for the student council?	**The writer counted items on three days, asked the office secretary about claims, and kept observations separate from the secretary's information.**
3	What advice did the writer revise in the report, and what led to that change?	**After rereading notes that students passed the table without noticing its small sign, the writer changed the advice from checking the table more often to proposing a larger sign.**
4	Why did the writer use a short announcement on Friday instead of writing another report?	**The announcement could quickly tell students where to look for missing belongings. A report took days because it needed evidence and revision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Garden club members, please help water the seedlings on Friday. Meet by the back doors after school if you can help. Over the next week, I would write a report for our principal about whether a rain barrel could help the garden. I would ask the club how much water it uses and check local rules for collecting rainwater. After drafting, I would revise my recommendation to match the evidence.

Accept different topics and formats when the two-sentence message names its audience and the longer-piece plan identifies a format, audience, and research or revision step. For the marking job, the journal entry and announcement are short-time pieces, while the report is the longer-time piece.