From Notes to Action

Choose writing forms that fit your purpose, audience, and time.

9-10.WHST.10 "Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's choices of topic or format, circle each intended audience, and number the research, drafting, and revision steps in order. Use your marks to track how the writing changes over time.

The Bus Stop Drafts

1 On Monday, I missed the bus because I stopped to count the people waiting in the narrow strip of shade beside our school. That evening, I chose the bus stop as the subject of a ten-minute journal entry. I wrote for myself, not for a grade: "At three o'clock, six students squeezed under a tree while the bench sat in full sun." The scene bothered me, but the entry gave me a starting point, not a finished argument. The next day, I decided to investigate whether a shade structure might help people who wait there.

2 For my environmental science class, I turned that question into a two-week research project. First, I recorded where the shadow fell at the stop on four clear afternoons and noted the time of each observation. I also looked up the city's rules for placing structures near sidewalks. After comparing my notes with those rules, I drafted a one-page proposal for our science teacher, who would judge whether my evidence supported my idea. The first draft claimed that a roof would keep everyone cool. My notes could not prove that claim, so I revised it to say a roof might provide more shade.

3 On a Friday after the project, our neighborhood association asked for student comments about the stop. I had twenty minutes, so I wrote a brief email for its members rather than sending my class proposal. I kept the observation about the crowded tree, explained that my research was still limited, and asked whom to contact about possible changes. Before sending it, I replaced "your stop is unsafe" with "could we discuss adding shade?" because I had not studied safety. I still keep my journal entry. Its vivid detail helps me notice what a formal proposal can leave out.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer choose a journal entry first instead of a proposal? Explain how its audience and purpose fit that choice.

2. How did the two-week project change the writer's format and audience? Name one research step the writer took before drafting.

3. What claim did the writer revise in the proposal, and why did the evidence call for that change?

4. Why did the writer choose an email for the neighborhood association? How did the writer adjust its language for that audience?

3 YOUR TURN

Your own words

Choose a local issue or question that interests you other than bus-stop shade. In 80 to 105 words, describe a quick piece you would write for yourself and a longer research-based piece for a different audience, naming each format, its purpose, one research step, and a specific revision you might make after checking evidence.

ANSWER KEY

From Notes to Action

HIGH SCHOOL · 9-10.WHST.10

PART 1 · READ AND MARK

Underline the writer's choices of topic or format, circle each intended audience, and number the research, drafting, and revision steps in order. Use your marks to track how the writing changes over 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 journal entry first instead of a proposal? Explain how its audience and purpose fit that choice.	**The writer wrote for themself to capture a scene and begin exploring an idea, not to present a finished argument.**
2	How did the two-week project change the writer's format and audience? Name one research step the writer took before drafting.	**The writer drafted a one-page proposal for a science teacher. Before drafting, the writer observed shadows on four afternoons and looked up city rules.**
3	What claim did the writer revise in the proposal, and why did the evidence call for that change?	**The writer changed the claim that a roof would keep everyone cool to the more limited claim that it might provide more shade, because the notes could not prove the first claim.**
4	Why did the writer choose an email for the neighborhood association? How did the writer adjust its language for that audience?	**With twenty minutes to respond, the writer chose a brief email for association members. The writer replaced an unsupported safety accusation with a request to discuss adding shade.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to know why the creek behind our school floods after storms. In a five-minute notebook entry for myself, I would describe the muddy path and record questions worth investigating. Over three weeks, I would write an explanatory article for the school newspaper so students can understand possible causes. I would compare rainfall records with observations of the creek after storms and interview a local watershed worker. If my draft said a blocked drain caused every flood, I would revise that claim unless the records and interview supported it.

Accept varied topics and formats if the response distinguishes a quick personal piece from a longer research-based piece for another audience. The proposed revision should respond to evidence, not merely change wording.