

From Draft to Readers

Follow a writer as she types, shares, revises, and publishes online.

CCSS.ELA-Literacy.W.4.6 "With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action Maya takes to create, improve, share, or respond to writing online. Number the actions in the order they happen to show the publishing process.

Maya Shares a Garden Story

- ① For the school website, Maya wrote a short article about the new butterfly garden. She opened a document, typed her draft, and gave it a clear title. During one class period, she kept typing until she had filled a whole page. Maya used the keyboard's shift key for capital letters and reread each sentence before saving her work.
- ② Next, Maya shared the document with her partner, Leo, using the class writing site. Leo added a comment: "Could you tell where the garden is?" Maya replied that it was beside the playground. She added that detail to her article and fixed a misspelled word that Leo noticed. Their teacher checked that the article was ready to share online.
- ③ After the teacher approved it, Maya posted the article on the school website. She chose a photo of the garden and wrote a caption that named the flowers. Two classmates left polite comments with questions about the plants. Maya answered their questions with facts from the garden club. Publishing let more readers learn about the garden, and the comments helped Maya plan her next article.

2 ANSWER WITH EVIDENCE Use the passage

1 What did Maya do during one class period that showed she could keep typing for a long time?

2 What question did Leo ask, and how did Maya use his feedback?

3 What technology did Maya use to work with Leo, and what did Leo add there?

4 How did Maya interact with readers after she posted her article?

3 YOUR TURN Your own words

In a document, type a 70-90 word website update about a real school place or event in one sitting. Share it with a classmate or teacher for one helpful comment, revise one detail, publish it where your teacher chooses, and end with a sentence telling what you changed after feedback.

PART 1 • READ AND MARK

Underline each action Maya takes to create, improve, share, or respond to writing online. Number the actions in the order they happen to show the publishing process. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Maya do during one class period that showed she could keep typing for a long time?	She kept typing until she had filled a whole page.
2	What question did Leo ask, and how did Maya use his feedback?	Leo asked where the garden was. Maya added that it was beside the playground and fixed a misspelled word he noticed.
3	What technology did Maya use to work with Leo, and what did Leo add there?	She used the class writing site, and Leo added a comment.
4	How did Maya interact with readers after she posted her article?	She answered classmates' questions with facts from the garden club, and their comments helped her plan her next article.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Thursday, our school art show will open in the cafeteria at 5:30 p.m. Students will display paintings, clay animals, and collages they made this spring. Families can walk through the displays and vote for a favorite piece. The art club will sell bookmarks to raise money for new supplies. I shared this update with Jordan, then posted the revised version on our class site. Jordan asked me to add the time, so I added 5:30 p.m.

Accept equivalent descriptions of Maya's typing, sharing, revising, publishing, and responding actions. For the open task, accept a 70-90 word update that is typed, includes a clear topic and details, and names one revision made after feedback.