

Publish With Purpose

Use digital writing choices to make a guide clear and usable.

ELA.6.C.5.2 “Use digital tools to produce writing.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action the club takes with a digital tool. Number the actions in the order they happen to see how digital choices improve a finished piece of writing.

Garden Day Guide

- ① Ana’s science club planned a Saturday workday in the school garden. Ana opened a shared document and typed a title, “Garden Day Guide.” She added a short opening that told families the date, meeting place, and purpose. Next, she used headings for “Bring,” “Jobs,” and “Weather Plan.” Under each heading, she made a bulleted list. The layout let readers find important details quickly instead of searching through one long block of full sentences alone.
- ② Mateo added a photo of seedlings that the club had taken, then wrote a caption explaining what the plants needed. He checked that the photo was clear and small enough to fit beside the text. In the document’s comment tool, Priya asked whether gloves would be provided. Ana replied, “Bring gloves if you have them,” and changed the list. The group used spell check, but they also reread every sentence because spell check cannot decide whether every detail is complete or clear.
- ③ Before sharing the guide, the club tested the link to the school garden map and previewed the page on a phone. The link opened the correct map, but a long heading wrapped into three lines on the smaller screen. Ana shortened the heading and added space between sections. Finally, the group saved the file as a PDF and posted it on the school website. Their digital choices helped families read the guide on different devices and use it during the workday.

2 ANSWER WITH EVIDENCE Use the passage

1 Which two formatting features did Ana use to organize the guide, and how did they help readers?

2 How did Priya use the comment tool to improve the guide?

3 Why did the group use both spell check and rereading?

4 What problem did the phone preview reveal, and what two edits did Ana make?

3 YOUR TURN Your own words

Create a 45 to 60 word announcement in a digital document for a classroom supply drive. Include a clear title, date, location, and purpose, plus a heading and a bulleted list with two supplies. Choose a layout that is easy to read on a phone.

PART 1 • READ AND MARK

Underline each action the club takes with a digital tool. Number the actions in the order they happen to see how digital choices improve a finished piece of writing. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two formatting features did Ana use to organize the guide, and how did they help readers?	She used headings and bulleted lists. They helped readers find important details quickly.
2	How did Priya use the comment tool to improve the guide?	She asked whether gloves would be provided. Ana answered the question and changed the list to tell readers to bring gloves if they had them.
3	Why did the group use both spell check and rereading?	Spell check can find some errors, but rereading helps writers check whether details are complete and clear.
4	What problem did the phone preview reveal, and what two edits did Ana make?	The long heading wrapped into three lines on the smaller screen. Ana shortened the heading and added space between sections.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Classroom Supply Drive Help our class collect supplies for the art room. Bring donations by Friday, October 9, to Room 214. What to Bring • new crayons • glue sticks Your supplies will help students create projects this fall. Thank you for helping our art room stay ready for learning.

Accept equivalent descriptions of the digital tools and their effects if they match the passage. For the open task, accept any 45 to 60 word digital announcement with all required information, a heading, two bulleted supplies, and a phone-friendly layout.