Polish Together

Plan, revise, and publish for a real audience.

ELA.9.C.5.2 "Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that identify the guide's audience. Then number three actions the team took to make the shared guide clear and publication-ready for that audience.

A Guide Families Can Use

1. When the student media team prepared a digital guide for families attending ninth-grade orientation, they began by agreeing on their audience. Families needed practical information before arriving at school, so the team chose a calm, welcoming tone and short sections. In a shared online document, Maya drafted the introduction while Jordan checked dates, room numbers, and links. Their classmates used comments to ask questions instead of rewriting someone else's work without explanation. The team also used version history to compare changes and restore a sentence when an edit accidentally removed important information.

2. Before publishing, the team changed the guide's heading style so readers could scan the schedule quickly. They replaced a crowded paragraph with a bulleted list of parking directions, check-in steps, and contact options. Because some families would read on phones, the team tested the links and checked that the text was easy to view without side-to-side scrolling. A peer reviewer noticed that "you" sometimes meant students and sometimes meant adults. The writers revised those lines to name "students" or "family members," making each instruction clear to its intended reader.

3. After the final review, the team used the platform's sharing settings to give the principal viewing access and the editors commenting access. They accepted only revisions that matched the guide's purpose, then completed a final check for spelling, consistent fonts, working links, and accurate details. The group exported the document as a PDF so its layout would stay stable when families opened or printed it. The published guide included a brief welcome, a schedule, and a map link, but it did not include private student information. Working together online helped the team create one polished document rather than several conflicting copies.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who was the guide's audience, and what did that audience need before arriving at school?

2. Identify two online collaboration tools the team used. How did each tool support the team's work?

3. Why did the writers replace unclear uses of "you" with "students" or "family members"?

4. Why did the team export the guide as a PDF after completing its final check?

3 YOUR TURN

Your own words

With two or three classmates, use an online collaborative platform to create a 90 to 120 word announcement for families about a school event. Use comments or version history to revise it, set appropriate sharing access, and export the final publication-ready announcement as a PDF; include a title, event details, one clear action for families, and contact information.

ANSWER KEY

Polish Together

GRADE 9 · ELA.9.C.5.2

PART 1 · READ AND MARK

Underline words that identify the guide's audience. Then number three actions the team took to make the shared guide clear and publication-ready for that audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who was the guide's audience, and what did that audience need before arriving at school?	**The audience was families attending ninth-grade orientation. They needed practical information before arriving at school.**
2	Identify two online collaboration tools the team used. How did each tool support the team's work?	**The team used comments to ask questions about changes and version history to compare changes or restore deleted information.**
3	Why did the writers replace unclear uses of "you" with "students" or "family members"?	**They wanted each instruction to be clear about which reader it addressed.**
4	Why did the team export the guide as a PDF after completing its final check?	**A PDF helps the layout stay stable when families open or print the guide.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Family Science Night Families are invited to Family Science Night on Thursday, October 15, from 6:00 to 7:30 p.m. in the Riverside High School cafeteria. Ninth-grade students will demonstrate short investigations in biology, chemistry, and engineering. Arrive by 6:00 p.m. to receive a map and choose two demonstration stations. Adults should remain with younger children during activities. Free parking is available in the east lot, and the accessible entrance is beside the cafeteria doors. The event is free, and no registration is required. Bring curiosity. Email science@riversidehs.edu with questions or accessibility needs.

Accept answers that identify the audience, audience-focused revisions, collaboration tools, final quality checks, and the reason for exporting as a PDF. For Part 3, accept announcements that meet the word range and content requirements and are supported by evidence of shared-platform revision and a final PDF export.