

Flyer Fix-Up

Trace how a writer plans, improves, and edits for readers.

3.P.EICC.4 "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the words that name Maya's five writing steps, then number them 1 through 5 in order to show how she improved her flyer for students.

Maya Makes a Flyer

- ① When Maya learned that the school library needed help sorting donated books, she decided to make a flyer. Her purpose was to invite third graders to help after school. First, she planned by listing the important details: Tuesday, 3:15 to 4:00, the library, and an adult needed at pickup. She chose a cheerful title because her audience was students.
- ② Her first draft said, "Book Helpers! Come to the library Tuesday after school. We need you!" Maya reread it and asked, "Can a student tell when to come, where to go, and what to bring?" She noticed that the draft did not tell students the ending time or that an adult had to pick them up. She also thought the words "We need you" sounded too serious.
- ③ Next, Maya revised her flyer: "Library Book Helpers. Tuesday, 3:15 to 4:00. Meet in the library to sort donated books. Ask an adult to pick you up at 4:00." She added "Bring your curiosity!" to make the invitation friendly. Last, she edited by checking capital letters, punctuation, and the spelling of library. Then she showed the flyer to her teacher before hanging it up.

2 ANSWER WITH EVIDENCE Use the passage

1 What was Maya's purpose, and who was her audience?

2 How did Maya plan her flyer before she wrote the first draft?

3 What did Maya notice was missing when she reread her first draft?

4 What did Maya check during editing?

3 YOUR TURN Your own words

Write a three-sentence flyer inviting third graders to a school activity. Include who, what, when, where, and a friendly phrase. Then add a fourth sentence telling one revision or edit you made after rereading.

PART 1 • READ AND MARK

Underline the words that name Maya's five writing steps, then number them 1 through 5 in order to show how she improved her flyer for students. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was Maya's purpose, and who was her audience?	Her purpose was to invite third graders to help sort donated books. Her audience was third-grade students.
2	How did Maya plan her flyer before she wrote the first draft?	She listed the date and time, the library, and the adult pickup detail.
3	What did Maya notice was missing when she reread her first draft?	The ending time and the fact that an adult had to pick students up were missing.
4	What did Maya check during editing?	She checked capital letters, punctuation, and the spelling of library.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Third Graders, join Garden Club on Thursday from 3:15 to 4:00 in the school garden. We will plant sunflower seeds, so bring a water bottle. Bring your curiosity! After rereading, I added the time so students would know when the club meets.

Accept flyers with a clear audience, activity, time, place, and friendly language. The final sentence should name a reasonable revision or editing action connected to rereading.