Does It Work?

Use goals and feedback to judge a draft.

4.P.EICC.4.f "Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that help readers attend Jada's planting day, and circle each change she made after self-review or feedback.

Jada's Garden Flyer

1. Jada wrote a flyer for the school garden club. Her purpose was to invite fourth graders to a Saturday planting day. Her goal was for readers to know when and where to come, what to bring, and why the work mattered. She wrote a friendly title, but her first draft said only, "Help our garden grow!" It did not give enough details.

2. Jada read the flyer aloud and used a checklist. She noticed that "Saturday" was not a date, and "the garden" was not a clear location. Her friend Malik said that some students might not know what tools they needed. Jada decided the flyer did not yet match her goal. She added, "Saturday, May 18, 9:00 a.m. to 11:00 a.m., behind the library. Bring gloves and a water bottle."

3. Before printing the flyer, Jada asked her teacher for feedback. The teacher liked the clear time and place. She suggested adding a reason that could interest students. Jada added, "Plant flowers, pull weeds, and help pollinators find food." After that change, Jada checked her goal again. The flyer now invited students and gave them the details and reason they needed.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Jada's purpose for writing the flyer, and what did she want readers to know?

2. What did Jada notice during her self-review that showed the first flyer did not meet her goal?

3. What feedback did Malik give, and how did Jada respond to it?

4. Did Jada's final flyer match her purpose and goals? Use two details from the passage to explain.

3 YOUR TURN

Your own words

Write a two-sentence announcement inviting classmates to a school event. Then write two sentences that name one piece of feedback, explain whether your announcement meets its goal, and tell one change you would make.

ANSWER KEY

Does It Work?

GRADE 4 · 4.P.EICC.4.f

PART 1 · READ AND MARK

Underline details that help readers attend Jada's planting day, and circle each change she made after self-review or feedback. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Jada's purpose for writing the flyer, and what did she want readers to know?	**Her purpose was to invite fourth graders to a planting day. She wanted them to know when and where to come, what to bring, and why the work mattered.**
2	What did Jada notice during her self-review that showed the first flyer did not meet her goal?	**It did not give a date or a clear location.**
3	What feedback did Malik give, and how did Jada respond to it?	**Malik said students might not know what tools they needed. Jada added that readers should bring gloves and a water bottle.**
4	Did Jada's final flyer match her purpose and goals? Use two details from the passage to explain.	**Yes. It invited students and included a date, time, location, items to bring, and a reason to help in the garden.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Join the Puzzle Swap on Thursday, October 10, from 3:15 to 4:00 p.m. in Room 12. Bring one complete puzzle. A classmate said the announcement did not explain what students would do with a puzzle. I would add, "Trade your puzzle for a different one," so readers understand the event.

Accept answers that connect Jada's purpose and goals to specific details, feedback, or revisions in the passage. For the open task, accept a clear event announcement plus an evaluation that uses feedback and names a useful revision.