Words for Worms

Revise a message, then share it with its readers.

4.2.W.4 "Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the one sentence in each paragraph that tells exactly what Mina changed in her note, and circle every mention of "second graders" to track who receives her writing.

Mina's Garden Note

1. Mina wanted second graders to help protect the worms in the school garden. She planned to read a short note to their class, then post the final copy by the garden gate. Her first draft said, "Worms are important. Be nice to them." Her friend pointed out that "be nice" did not tell readers what to do. Mina replaced it with, "Leave worms in the soil so they stay safe."

2. At the class visit, Mina read her finished note aloud to the second graders. One child asked, "What if a worm is on the path?" Mina had not thought about that. She changed her note to say, "If you find a worm on the path, ask an adult to move it to the soil." Before printing a new copy, she read the new words aloud to check that they made sense.

3. The next day, Mina checked the note again before making a garden copy. She noticed that "ask an adult" might leave readers wondering which adult to find. Mina replaced "ask an adult" with "ask the teacher on garden duty." She printed her final note and posted it at the garden gate for the second graders. Later, a child pointed to the note and called the teacher over when a worm appeared on the path.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did Mina change “be nice to them” before reading her note to the class?

2. What did a reader ask when Mina read her note aloud, and what did Mina add to answer?

3. Why did Mina change “ask an adult” before posting the garden copy?

4. How did Mina share her writing with second graders at two different times?

3 YOUR TURN

Your own words

Ask a classmate who uses the classroom supply shelf what they need to know about using it. Write a two-sentence note that answers them, improve one detail after rereading, then read your final note aloud to that classmate.

ANSWER KEY

Words for Worms

GRADE 4 · 4.2.W.4

PART 1 · READ AND MARK

Underline the one sentence in each paragraph that tells exactly what Mina changed in her note, and circle every mention of “second graders” to track who receives her writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did Mina change “be nice to them” before reading her note to the class?	**Her friend pointed out that those words did not tell readers what to do.**
2	What did a reader ask when Mina read her note aloud, and what did Mina add to answer?	**A child asked what to do if a worm was on the path. Mina added a direction to ask an adult to move it to the soil.**
3	Why did Mina change “ask an adult” before posting the garden copy?	**Readers might not know which adult to find, so Mina named the teacher on garden duty.**
4	How did Mina share her writing with second graders at two different times?	**She read a finished note aloud to their class, then posted a revised final copy at the garden gate.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Put the cap back on each glue stick so it does not dry out. Return the glue stick to the supply shelf when you finish.

Accept notes that answer the classmate's question with two useful sentences. Check for a visible pencil change and observe that the student reads the final note to the classmate.