

Write, Return, Improve

Grades 6-8 practice: a quick notice and a researched article.

CCSS.ELA-Literacy.CCRA.W.10 "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This grades 6-8 activity applies the K-12 anchor standard in the header. In paragraph 1, circle phrases naming Maya's notice-writing actions. In paragraphs 2-3, underline phrases naming her research, drafting, feedback and revision actions.

Maya Writes About a Book Swap

- ① Maya wrote a three-sentence notice for students about a school book swap. During one sitting, she checked the meeting details with the organizer, named the place and time, and explained what students should bring. She reread the notice and corrected the room number before showing it to her teacher.
- ② For an article explaining the swap to families, Maya worked on several days. She read the organizer's event log and interviewed a volunteer. The log reported how many books arrived; the interview explained how books were sorted. Maya recorded each source's creator and date, then drafted three paragraphs using both sources.
- ③ On a later day, Maya asked a partner to read the article as a family member. The partner could not tell whether families had to buy books. Maya returned to her interview notes, added the volunteer's explanation that the swap was free, and moved it near the beginning. Her revision answered a reader's real question.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What immediate information did students need, and what error did Maya fix?

2 What different information came from the event log and the interview?

3 What did Maya add after feedback, and why did that help families?

3 YOUR TURN

Your own words

Choose a school or community project. In one sitting, write a three-sentence notice for students. Across at least three separate days, research, draft and revise a 140-180-word article explaining the project to families. Keep both versions. Repeat the cycle later with a new task and audience.

1. One sitting: three-sentence notice

Record today's date and start/finish time. Write three sentences giving students useful immediate information. Check the details with a source and make a quick edit. Use real details, or label the whole notice as an imagined example.

2. Day 1: gather and think

Use two actual sources: documents, interviews or observations. Record each creator, title or topic, date, and location or URL. Note a useful finding from each and one question or limitation. Date this work; set your next work date. Your teacher can provide sources. Attach extra notes if needed.

3. Day 2 or later: first article draft

Date this session. Write 140-180 words in several paragraphs for families. Explain the project, use and name both sources, and answer a likely reader question. Keep this draft. Do not invent research findings; return to your sources when a detail is missing.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. Day 3 or later: revise and reflect

Date this later session. Ask a peer for feedback or reread as a family member. Check your sources and write the full revised 140-180-word article below. Then add two separate sentences: describe one meaningful change and compare this process with the quick notice. Submit notice, sources, both drafts and reflection.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

This grades 6-8 activity applies the K-12 anchor standard in the header. In paragraph 1, circle phrases naming Maya's notice-writing actions. In paragraphs 2-3, underline phrases naming her research, drafting, feedback and revision actions. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What immediate information did students need, and what error did Maya fix?	They needed the meeting place and time and what to bring. Maya corrected the room number.
2	What different information came from the event log and the interview?	The log reported how many books arrived; the volunteer explained how books were sorted.
3	What did Maya add after feedback, and why did that help families?	She added that the swap was free near the beginning, answering whether families had to buy books.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Teacher model: Invented project and records; students use actual research. The draft below is an excerpt, not a complete student submission.

Notice (Monday, 10:00-10:15): The Book Swap team meets Thursday at lunch in Room 12. Bring one book you are ready to share and check that your name is not written inside. Volunteers will explain how to choose a replacement book.

Monday source notes: Case A: Chen, event log, May 2, class folder: forty donations, eighteen selections. Case B: Luis, volunteer interview, May 3, class folder: volunteers sort by interests and help visitors; remaining books available next day; no charge. Limitation: one event. Next session Wednesday.

Wednesday draft excerpt: Families buy books at the swap. Everyone loves the event, and all donated books are taken immediately.

Revised article (Friday): The school book swap helps families pass along books that students have finished reading. Families do not need to buy books to join. At the event, volunteers sort donated books by broad reading interests and help visitors look for something they would enjoy.

Two invented classroom records show how one swap worked. Organizer Chen's event log lists forty donated books and eighteen books selected during the first afternoon. Volunteer Luis explains in a later interview that the remaining books stayed available the next day. The log records one event, so it does not show how popular every future swap will be.

Visitors can ask a volunteer where to place a donation and how to find a replacement. Luis says there is no charge. Families who cannot attend the first afternoon can ask about the later session. Clear directions and a free exchange may make participation easier, but organizers would need more feedback to learn what else families need.

Separate reflection: I corrected the cost and availability claims using both records and removed an unsupported claim about everyone. Returning later allowed source checking and reader-focused revision; the notice needed quick, accurate directions.

TEACHER ASSESSMENT NOTES

Designed for grades 6-8; the header shows the K-12 anchor standard's scope. Require three notice sentences, two actual attributable sources, full 140-180-word first and revised articles, three separate work dates, and two reflection sentences outside the article count. Check source use, audience and meaningful revision. Repeat with another task, purpose and audience to build routine writing.