

Draft, Test, Publish

Turn event facts into two texts your classmates can use.

6.10 "Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark the event facts in A and reader priorities in B. Circle the deliberate errors in C; they are editing practice, not new event information.

A Club-Sampler Writing Packet

A. Club-sampler note: Sixth graders can try chess, drawing and puzzles in the cafeteria on Wednesday from 3:15 to 4:00 p.m. The event is free and no registration is needed. Students may try any of the three stations. Family pickup is at the east gate at 4:00. These are invented event facts for this writing task.

B. Reader feedback: Eight students volunteered ideas for an invitation. Five wanted the activities named early. Three wanted the ending time and pickup place easy to find. Their suggestions are useful planning evidence, but do not represent all sixth graders. Decide how to organize a text that helps classmates choose whether to attend.

C. Editing practice, not additional event facts: "Because the box of pencils are ready the helpers opens the room." "The students which lead the games explains rules, however their going too speak quietly." "neither the club leader nor the helpers was late on wednesday."

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Choose a genre, audience and purpose for a text using A-B. Explain why the genre fits.

- 2** Choose two essential facts from A and one reader priority from B. Explain how they should affect your plan.

- 3** Rewrite all three sentences in C with correct grammar, capitalization and punctuation.

- 4** Explain an agreement correction, a relative-pronoun correction and a commonly confused-word correction you made.

3 YOUR TURN _____ Your own words

Use A-B to plan a useful text for classmates. Write an initial 100-120-word draft in two paragraphs, get actual peer feedback, and write a complete revised and edited 100-120-word version. Create a separate 30-40-word notice inviting readers to your finished text. Publish both to real classroom readers. Counts exclude titles and process notes.

Plan with a reader

Discuss A-B with a partner. Record your genre, audience, purpose, opening and order of details. Explain how a reader priority affected your choice; revisit the plan if feedback suggests a better structure.

Write the first draft

Write 100-120 words in two coherent paragraphs. Include a clear opening, connected facts, transitions and a conclusion. Use A accurately and B thoughtfully. Keep this complete draft for comparison.

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Revise and edit the complete text

Get a partner's strength and suggested improvement. Rewrite 100-120 words. Revise clarity, development, order, style, word choice and sentence variety. Edit complete complex sentences, tense, agreement across phrases, relative pronouns, conjunctive adverbs, subordinating/correlative conjunctions, capitals, commas, spelling and confused words. Remove fragments, run-ons and comma splices.

[illegible]

Publish two texts

Write a 30-40-word notice inviting classmates to read your final text. Share both legible products with the teacher and a classmate. Record the reader, feedback and one substantive revision; revise again if needed.

PART 1 • READ AND MARK

Mark the event facts in A and reader priorities in B. Circle the deliberate errors in C; they are editing practice, not new event information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Choose a genre, audience and purpose for a text using A-B. Explain why the genre fits.	An informative invitation for sixth graders fits the purpose of helping classmates decide whether to attend and plan their visit. Accept another useful genre with a clear rationale.
2	Choose two essential facts from A and one reader priority from B. Explain how they should affect your plan.	Accept accurate details such as Wednesday, cafeteria, 3:15-4:00, free/no registration, station choices or east-gate pickup. Name a B priority: activities early or ending/pickup easy to find. Do not generalize eight volunteers to all students.
3	Rewrite all three sentences in C with correct grammar, capitalization and punctuation.	Because the box of pencils is ready, the helpers open the room. The students who lead the games explain rules; however, they're going to speak quietly. Neither the club leader nor the helpers were late on Wednesday. Accept equivalent correct boundaries; in the last sentence the nearer plural subject helpers takes were.
4	Explain an agreement correction, a relative-pronoun correction and a commonly confused-word correction you made.	Box, not pencils, controls singular is; students/helpers take plural verbs. Who refers to people in the relative clause. They're means they are, and to introduces speak; their shows possession and too means also or excessively. Accept one correct example in each requested category.

PART 3 · YOUR TURN (SAMPLE ANSWER)**Planning and feedback record**

Illustrative record: My partner and I planned an informative invitation for sixth graders, activities first. The partner suggested a more engaging opening and smoother sentences after reading my draft.

Initial draft: invitation

Sixth graders can try chess, drawing and puzzles at a club sampler on Wednesday. It happens in the cafeteria from 3:15 to 4:00 p.m. The event is free. You do not need to register. You can try any of the three stations. Family pickup is at the east gate at 4:00.

The sampler gives classmates a chance to try different activities. The note lists three choices, so you can choose something familiar or explore another interest. Remember the ending time and pickup place when you make plans. The activities and practical details can help you decide whether to attend. Come ready to try a station that interests you.

Revised and edited invitation

Would you like to try chess, drawing or puzzles? Sixth graders can explore any of these three stations at Wednesday's club sampler. Join us in the cafeteria from 3:15 to 4:00 p.m. Because the event is free and no registration is needed, you can make your choice without signing up beforehand.

You may choose either a familiar activity or something new. Students who enjoy different activities can each find a station to try. However, everyone should plan for the same ending time: family pickup is at the east gate at 4:00. Check that detail when arranging your afternoon. Bring your curiosity and use the sampler to explore an interest.

Second text: reading notice

Sixth graders: read our club-sampler invitation for Wednesday's free chess, drawing and puzzle activities. Check the cafeteria location, times and east-gate pickup. Tell our class whether the invitation gives you the details you need.

Publication and response

Illustrative record: My teacher and classmate read both final texts. The classmate found pickup information easily. I improved the opening and combined short sentences.

TEACHER ASSESSMENT NOTES

Required: a partner, teacher, pencils and one copy each. Assess actual planning, draft, feedback, revision, editing, notice and sharing. Check named conventions where relevant, including capitals in proper names, abbreviations, initials, acronyms and organizations. Accept suitable genres preserving source facts. Model records are illustrative; observe real participation.