

From Notes to Readers

Plan, draft, revise, edit, and publish two useful texts.

8.10 "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 facts in A and the reader priorities in B. In C, circle wording you need to edit. Keep the practice errors separate from the source facts.

A Welcome-Writing Packet

A. Welcome-office note: New-student orientation begins at 8:30 a.m. in Room 104. The office opens at 8:00 a.m. Library tours start at 9:00 and 9:30 a.m.; each tour has 12 places. Students may register online or use a printed form in the office. These are invented school records for this activity.

B. Feedback note: Six former new students volunteered comments. Four wanted the guide to state the starting room and time first. Two asked for a registration option that did not require a device. These comments describe only those six students. Use their priorities to organize a helpful text; do not claim that every student gave the same feedback.

C. Three sentences needing editing: "On thursday, the box of forms are in the office, its ready for students." "The guides, who knows the building, gives clear directions." "Their going too explain the tours." These are deliberately flawed practice sentences, not extra school facts.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Choose a genre for a short welcome text using A and B. State its audience and purpose, and explain why the genre fits.

2 Name two facts from A your text must communicate and one priority from B that should shape its organization.

- 3** Rewrite all three sentences in C using correct capitalization, agreement, sentence boundaries and commonly confused words.

- 4** Explain one agreement correction and one commonly confused-word correction you made. Name the controlling subject or intended meaning.

3 YOUR TURN _____ Your own words

Use A and B to create a useful welcome text. Plan a suitable genre, draft 100–130 words in two paragraphs, get real peer feedback, then revise and edit a complete 100–130-word final version. Create a separate 30–45-word invitation notice and share both completed texts with actual classroom readers. Counts exclude titles and process notes.

Plan with a reader

With a partner, discuss A and B. Record your genre, audience, purpose, opening detail and planned order. Use question 1, but reconsider the plan if feedback suggests a better choice.

Write the initial draft

Write 100-130 words in two coherent paragraphs, using A's facts and B's priorities. Include an opening, connected details, transitions and a conclusion. Keep this draft visible for comparison.

This image shows a single 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.

Revise and edit the full text

Ask your partner for a strength and an improvement. Write a revised 100–130-word version. Check clarity, development, order, style and sentence variety. Edit complete complex sentences, agreement (including pronouns and prepositional phrases), tense/voice, capitals, spelling and punctuation; use commas, semicolons, colons and parentheses appropriately.

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.

Publish a second text and both products

Write a 30–45-word invitation to read your guide and give feedback. Share both legible final texts with the teacher as editor and a classmate. Record your reader, actual feedback and one draft-to-final change; revise again if needed.

[illegible]

PART 1 • READ AND MARK

Mark the facts in A and the reader priorities in B. In C, circle wording you need to edit. Keep the practice errors separate from the source facts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Choose a genre for a short welcome text using A and B. State its audience and purpose, and explain why the genre fits.	An informative guide for new students fits the purpose of helping them find orientation and register. Accept another suitable genre with a clear audience/purpose explanation; a made-up story alone would not reliably communicate the required logistics.
2	Name two facts from A your text must communicate and one priority from B that should shape its organization.	Accept two accurate logistics, such as orientation at 8:30 in Room 104 and online or office-form registration. B supports placing the starting time/location first or making the paper option easy to find; the six comments do not represent every student.
3	Rewrite all three sentences in C using correct capitalization, agreement, sentence boundaries and commonly confused words.	On Thursday, the box of forms is in the office; it's ready for students. The guides, who know the building, give clear directions. They're going to explain the tours. Accept equivalent correct sentence boundaries and wording.
4	Explain one agreement correction and one commonly confused-word correction you made. Name the controlling subject or intended meaning.	Box is singular, so is agrees despite plural forms in the prepositional phrase. Guides is plural, so know and give agree. It's means it is; they're means they are; to introduces explain, while too means also or excessively. Accept any one valid agreement and one valid word-choice explanation.

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

Illustrative record: My partner and I planned an informative guide for new students, with arrival first. After drafting, my partner suggested grouping the scattered registration choices. I regrouped them and varied the sentences.

Initial draft: informative guide

New students should go to Room 104 at 8:30 a.m. for orientation. There are also library tours at 9:00 and 9:30 a.m. The office opens at 8:00 a.m. Students can register online. Students can also use a paper form in the office. Each library tour has twelve places, so students should check registration before choosing a tour.

The office note provides the times and choices. Some former new students wanted the start information first, and others wanted a paper option. This guide gives both. When you plan your morning, check the orientation time separately from the tour time. They are different activities, and the two tour times offer a choice.

Revised and edited guide

Begin your morning in Room 104: new-student orientation starts there at 8:30 a.m. If you need a printed registration form, the office opens at 8:00 a.m. You can also register online; a device is not required when you use the office form. The two registration methods give you a choice before you select a library tour.

Library tours begin at 9:00 and 9:30 a.m. Each has 12 places, so check registration before selecting a time. Keep the events distinct (orientation begins before either tour). The office note, which supplies these details, separates orientation from the library visits. This guide puts arrival information first and makes the paper option clear, following the priorities in the volunteer feedback.

Second text: invitation notice

New students: read the welcome guide before orientation at 8:30 a.m. in Room 104. Check the two library-tour times and registration choices, including the office form. Tell our class which direction could be clearer.

Publication and reader response

Illustrative record: I gave both final texts to my teacher as editor. My classmate asked whether a device was required; I showed the paper option. Record your own actual reader and feedback.

TEACHER ASSESSMENT NOTES

Required: a partner, a teacher as editor, and one worksheet per student. Assess actual planning, draft, peer feedback, substantive revision, editing, notice and sharing. Model records are illustrations. Check all named convention categories where relevant. Accept different effective genres and revisions that retain the fictional source facts.