

# Publish With Purpose

Use digital writing choices to make a guide clear and usable.

**ELA.6.C.5.2** "Use digital tools to produce writing."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** In paragraph 1, circle the word headings and the phrase bulleted list within the prose description. In paragraph 2, underline the sentence describing Priya's comment. In paragraph 3, underline the sentence describing Ana's two edits after the phone preview.

### Garden Day Guide

Ana's science club planned a Saturday workday in the school garden. Ana opened a shared document and typed a title, "Garden Day Guide." She added a short opening that told families the date, meeting place, and purpose. Next, she used headings for "Bring," "Jobs," and "Weather Plan." Under each heading, she made a bulleted list. The layout let readers find important details quickly instead of searching through one long block of full sentences alone.

Mateo added a photo of seedlings that the club had taken, then wrote a caption explaining what the plants needed. He checked that the photo was clear and small enough to fit beside the text. In the document's comment tool, Priya asked whether gloves would be provided. Ana replied, "Bring gloves if you have them," and changed the list. The group used spell check, but they also reread every sentence because spell check cannot decide whether every detail is complete or clear.

Before sharing the guide, the club tested the link to the school garden map and previewed the page on a phone. The link opened the correct map, but a long heading wrapped into three lines on the smaller screen. Ana shortened the heading and added space between sections. Finally, the group saved the file as a PDF and posted it on the school website. Their digital choices helped families read the guide on different devices and use it during the workday.

## 2 ANSWER WITH EVIDENCE \_\_\_\_\_ Use the passage

1 Which two formatting features did Ana use to organize the guide, and how did they help readers?

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**2** How did Priya use the comment tool to improve the guide?

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**3** Why did the group use both spell check and rereading?

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**4** What problem did the phone preview reveal, and what two edits did Ana make?

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### **3 YOUR TURN**

\_\_\_\_ Your own words

Required: access to a teacher-approved digital writing editor on a computer or tablet that can format headings and bullet lists and save a file. Create the announcement in that editor. The paper spaces below record your process; the saved digital document is the finished work. If a device is unavailable, complete the digital part when access is arranged.

#### **Create and format the digital draft**

Type a 45-60 word announcement, counting its title, heading and bullet items, for a fictional classroom supply drive. Choose a collection date and place. Include the purpose, a separate title, a heading, and two separate supply bullets using the editor's list tool. Record your editor and file name here.

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**Check and revise in the editor**

Reread for complete details and use spell check if available. View at a narrow window width or on a small screen to check whether the title and list remain readable. Make one useful wording or layout revision. Record the before-and-after change and why it helps.

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**Save and demonstrate**

Save, close, and reopen the document. Show your teacher the actual formatted file with its two bullet items and the revision you made. Record your final word count and how your teacher can identify the saved file. No public posting is required.

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**PART 1 • READ AND MARK**

In paragraph 1, circle the word headings and the phrase bulleted list within the prose description. In paragraph 2, underline the sentence describing Priya's comment. In paragraph 3, underline the sentence describing Ana's two edits after the phone preview. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                        | ANSWER                                                                                                                                              |
|---|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Which two formatting features did Ana use to organize the guide, and how did they help readers? | <b>She used headings and bulleted lists. They helped readers find important details quickly.</b>                                                    |
| 2 | How did Priya use the comment tool to improve the guide?                                        | <b>She asked whether gloves would be provided. Ana answered the question and changed the list to tell readers to bring gloves if they had them.</b> |
| 3 | Why did the group use both spell check and rereading?                                           | <b>Spell check can find some errors, but rereading helps writers check whether details are complete and clear.</b>                                  |
| 4 | What problem did the phone preview reveal, and what two edits did Ana make?                     | <b>The long heading wrapped into three lines on the smaller screen. Ana shortened the heading and added space between sections.</b>                 |

**PART 3 • YOUR TURN (SAMPLE ANSWER)****Classroom Supply Drive**

Help our class collect supplies for the art room. Bring donations by October 9 to Room 214.

**What to Bring**

- new crayons
- glue sticks

Your supplies will help students create projects this fall. Thank you for helping our art room stay ready for learning.

### **TEACHER ASSESSMENT NOTES**

This benchmark requires using a digital tool to produce writing. Assess the actual saved and reopened document; paper notes alone do not complete it. Provide access to an editor with heading and list formatting and arrange a later device session if needed. The teacher model shows separate title, heading and bullet items as they should appear. Count all visible announcement words toward 45-60; process records do not count. Accept any fictional date, place and appropriate supplies. Check the student's real revision and saved product rather than treating the example as proof of completion.