

From Draft to Readers

Type a full page, collaborate online, revise, and publish.

CCSS.ELA-Literacy.W.4.6 "With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline how Maya uses technology. Circle the feedback that changes her writing.

Maya Shares a Garden Story

- ① For the school website, Maya wrote about the new butterfly garden. Her teacher helped her plan and set up a document with normal page settings. In one sitting, Maya typed at least one full page of her own writing. She used the keyboard for capitals, spaces, and punctuation, then saved her draft.
- ② Next, Maya shared the document with Leo through the class writing site. Leo commented, "Could you tell where the garden is?" Maya replied to his comment and added that it was beside the playground. She also read Leo's draft and gave him a useful suggestion. Each writer revised before asking the teacher to check the work.
- ③ After the teacher approved her revised article, Maya published it on the class website for classmates to read. She answered a reader's question online. Her saved draft, comments, revision, and published article showed the steps she had completed.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What did Maya type in one sitting?

- ② How did Leo help Maya improve her article?

3 How did Maya help Leo?

4 Which came first: revision or publication? What shows this?

3 YOUR TURN

Your own words

With adult guidance, create an article about a real school place or event for your class website. Use a computer with a keyboard, an Internet connection, and the document/commenting and publishing tools your teacher chooses. Complete the three stages below. Your digital article is the main product; these lines record the process.

1. Type one full page in one sitting

Plan your topic and details with your teacher before typing. Use letter-size pages, 1-inch margins, 12-point type, and double spacing. In one sitting, use the keyboard to type at least one full page of your own article, with a beginning, details, and an ending. Fill the page with meaningful writing, not blank lines or enlarged type. Save this draft. Record its title, start/end times, page count, and teacher initials below.

2. Collaborate, then revise

Share your saved draft with a partner using the class online tool. Read each other's drafts. Each writer gives one specific, helpful comment and replies to the comment received. Revise your article using useful feedback; save the revised version. Record your partner's comment, your reply, and the change you made below.

3. Publish and respond

Ask your teacher to review your revision. Publish the approved article to the class website or teacher-selected online space where classmates can read it. Read a classmate's article and leave a relevant comment; reply to a comment on yours. Submit your draft, feedback, revision, and publication. Record the publication location and your exchange with a reader below.

PART 1 • READ AND MARK

Underline how Maya uses technology. Circle the feedback that changes her writing. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Maya type in one sitting?	At least one full page of her own writing.
2	How did Leo help Maya improve her article?	He asked where the garden was; she added that it was beside the playground.
3	How did Maya help Leo?	She read his draft and gave him a useful suggestion.
4	Which came first: revision or publication? What shows this?	Revision came first. Each writer revised, then the teacher checked the work; Maya published her revised article after approval.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Process example (the article excerpt below is not a full-page submission): I typed my full draft in one sitting and saved it. Jordan asked, 'What time does the art show open?' I replied that I would check the school announcement. After checking, I added the opening time. My teacher reviewed the revision; then I published it on our class site. A reader asked where to find the sculptures, and I replied that they would be on the center tables.

Revised article excerpt: On Thursday, our school art show opens in the cafeteria at 5:30 p.m. Families can see paintings, clay animals, and collages. Sculptures will be on the center tables, and drawings will hang along the walls.

Teacher evidence: the full saved typed page, observed single sitting, reciprocal online draft comments and replies, saved revision, approved published article, and reader exchange are required. This process example and short excerpt do not replace those products.

Before typing, provide planning help and demonstrate saving, sharing, comments, and publishing. Observe the single sitting and confirm at least one full page at the stated normal settings; do not accept a 70-90 word update as a substitute. Check keyboard use, meaningful organization/details, reciprocal online collaboration, a useful revision made before publication, and an actual reader exchange. Allow adult support. Keep this worksheet separate from the digital article; its printed page count is not the keyboarding requirement.