

Flyer Fix-Up

Trace how a writer plans, improves, and edits for readers.

3.P.EICC.4 "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional flyer example. Underline the five writing-step words: planned, drafted, evaluated, revised and edited. Number those words 1 through 5 in the order Maya uses the steps.

Maya Makes a Flyer

- ① When Maya learned that the school library needed help sorting donated books, she decided to make a flyer. Her purpose was to invite third graders to help after school. First, she planned by listing the important details: Tuesday, 3:15 to 4:00, the library, and an adult needed at pickup. She chose a cheerful title because her audience was students.
- ② She drafted a first flyer: "Book Helpers! Come to the library Tuesday after school. We need you!" Maya evaluated it by rereading and asking, "Can a student tell when to come, where to go, and what to bring?" She noticed that the draft did not tell students the ending time or that an adult had to pick them up. She also thought the words "We need you" sounded too serious.
- ③ Next, Maya revised her flyer: "Library Book Helpers. Tuesday, 3:15 to 4:00. Meet in the library to sort donated books. Ask an adult to pick you up at 4:00." She added "Bring your curiosity!" to make the invitation friendly. Last, she edited by checking capitals and end marks. She corrected "library" to "library." Then she showed the flyer to her teacher before hanging it up.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What was Maya's purpose, and who was her audience?

2 How did Maya plan her flyer before she wrote the first draft?

3 What did Maya notice was missing when she reread her first draft?

4 What did Maya check during editing?

3 YOUR TURN

____ Your own words

Write a three-sentence flyer inviting third graders to a school activity. Include who, what, when, where, and a friendly phrase. Then add a fourth sentence telling one revision or edit you made after rereading. Use the four spaces below to plan, draft, evaluate, revise and edit. Keep the first draft visible. Write the final three-sentence flyer separately from the fourth sentence about your change.

1. Plan and first draft

List who, what, when and where. Then add the heading Draft and write your first three-sentence flyer.

2. Evaluate

Reread as a third grader. Name one detail readers still need or one way to make the invitation friendlier.

3. Revise and edit

Write the final three-sentence flyer. Make your planned improvement. Check capitals, spelling and end marks.

4. Fourth sentence

Write one more sentence telling the revision or edit you made after rereading. This sentence is separate from the flyer.

PART 1 • READ AND MARK

Read this fictional flyer example. Underline the five writing-step words: planned, drafted, evaluated, revised and edited. Number those words 1 through 5 in the order Maya uses the steps. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was Maya's purpose, and who was her audience?	Her purpose was to invite third graders to help sort donated books. Her audience was third-grade students.
2	How did Maya plan her flyer before she wrote the first draft?	She listed the date and time, the library, and the adult pickup detail.
3	What did Maya notice was missing when she reread her first draft?	The ending time and the fact that an adult had to pick students up were missing.
4	What did Maya check during editing?	She checked capital letters, punctuation, and the spelling of library.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Who: third graders. What: Garden Club. When: Thursday, 3:15 to 4:00. Where: school garden.

First draft: Third graders, join garden Club on Thursday in the school garden. We will plant sunflower seeds, so bring a water bottle. Bring your curiosity!

Evaluation: The invitation sounds friendly, but it needs the starting and ending times.

Revised flyer: Third graders, join Garden Club on Thursday from 3:15 to 4:00 in the school garden. We will plant sunflower seeds, so bring a water bottle. Bring your curiosity!

Fourth sentence: After rereading, I added both times and changed garden Club to Garden Club.

Require the child's own plan, visible first draft, evaluation, final three-sentence flyer and separate fourth sentence naming a change. Check who, what, when, where, friendly wording and conventions. The model adds times and corrects a club-name capital; both changes are visible. Read and Mark: planned is in paragraph 1; drafted and evaluated are in paragraph 2; revised and edited are in paragraph 3. The reading's intermediate library is an intentional error corrected during editing. Activities, schedules and people are invented examples.