Publish With Proof

Model how links, citations, and feedback strengthen online writing.

CCSS.ELA-Literacy.W.7.6 "Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every linked source name and each part of a source note. Circle actions that show writers collaborating or responding to readers, then number the circled actions in order to show how online writing improves.

A Garden Article Goes Online

(1) For our class website, I wrote a short article about choosing native plants for the school garden. Before drafting, I opened the National Wildlife Federation page "Native Plant Finder" and searched our ZIP code. The site listed plants that support local butterflies and birds. In my article, I linked the words Native Plant Finder to that page. At the end, I added a source note: National Wildlife Federation, "Native Plant Finder," accessed May 8, 2026, nwf.org/NativePlantFinder.

(2) Next, Maya and I used comments in our shared document to revise the draft together. Maya wrote, "Can we explain why native plants help wildlife?" I replied with a sentence about caterpillars needing certain host plants, then added a second link to the National Audubon Society's native plants guide. We used Suggesting mode so each change showed up before publishing. After we agreed on the wording, we accepted the changes and posted the article to the class website.

(3) Publishing did not end our work. On the website, we added a comment box and invited classmates to ask questions or suggest plants. Jordan suggested including plants that bloom in different seasons. We thanked Jordan, checked the idea against the garden plan, and added a chart with spring, summer, and fall choices. We also kept a list of our two sources so readers could open the links and see where our information came from. Clear links, source notes, and respectful comments helped readers trust and improve our writing.

2 ANSWER WITH EVIDENCE

Use the passage

1. What words did the writer link in paragraph 1, and where do those words lead readers?

2. List the four parts of the source note in paragraph 1.

3. What two tools or features did Maya and the writer use to revise together before publishing?

4. How did the writers respond to Jordan's online suggestion?

3 YOUR TURN

Your own words

Write a 60-80-word post you could publish on a class website about one school improvement. Include linked source words in brackets, a source note with an organization, title, and URL, plus one question that asks classmates for feedback. Then use a teacher-approved shared document or class platform to produce the post digitally. Open and check a relevant teacher-approved source, insert a working link and source note, and share the post with a classroom reader. Receive and answer one comment. Keep the post and exchange for the teacher; assisted device use is welcome, and public posting is not required.

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PART 1 · READ AND MARK

Underline every linked source name and each part of a source note. Circle actions that show writers collaborating or responding to readers, then number the circled actions in order to show how online writing improves. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What words did the writer link in paragraph 1, and where do those words lead readers?	**The writer linked "Native Plant Finder," which leads readers to the National Wildlife Federation page.**
2	List the four parts of the source note in paragraph 1.	**The organization, the source title, the access date, and the web address.**
3	What two tools or features did Maya and the writer use to revise together before publishing?	**They used comments in a shared document and Suggesting mode.**
4	How did the writers respond to Jordan's online suggestion?	**They thanked Jordan, checked the idea against the garden plan, and added a chart with plants for spring, summer, and fall.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school can reduce lunchroom waste by placing a recycling bin beside the trash bin and labeling it clearly. The [EPA's Recycling Basics](https://www.epa.gov/recycle/recycling-basics) page explains that recycling turns collected materials into new products. Source: U.S. Environmental Protection Agency, "Recycling Basics," https://www.epa.gov/recycle/recycling-basics. I will post our class results after one week of collection. What bin labels would make recycling easier for students?

Accept equivalent descriptions of the links, citation parts, collaboration tools, and response to Jordan. For Your Turn, check that the post is 60-80 words and includes a usable link, complete source note, and a question inviting class feedback. Inspect the actual digital post, working source link and source note, classroom sharing and received comment/reply. A paper draft or future plan alone is incomplete. Support shared-device access and a supervised classroom audience.