

Later Transfer: evidence paragraph

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Name / local code: _____ Date: _____ Response mode: _____ Supports used: _____

Original fictional source · G6W01-TEXT-TRANSFER-W

An Ending Left Open

Hana wrote a story in which a boy waited outside a neighbor's door with a parcel. In the last sentence, the door began to open. Hana wanted readers to wonder who would appear.

When Jules read the draft, he asked why the boy had not left the parcel on the step. Hana checked the middle of the story. It said that rain was falling but did not explain what was inside the parcel. Mina suggested ending with the neighbor taking it. Hana tried that ending, then set it aside. "That tells who appears, but it does not explain the wait," she said.

Hana added an earlier sentence saying that the parcel held paper drawings. She also changed a middle sentence so that the boy looked at the wet step before holding the parcel under his coat. She left the door beginning to open in the final sentence.

Jules read again. He said the boy seemed to be keeping the drawings out of the rain, though he still did not know who would open the door. Mina now gave the same reason for the wait. Hana kept the two new clues. Those two readers understood the wait; the story does not report what other readers thought.

G6W01-TASK-LATER-TRANSFER-W

How did Hana make the reason for waiting clearer while keeping her ending open?

Write one focused paragraph answering the question. Use at least two accurate, relevant details from this source, quote briefly or paraphrase precisely, and explain how the details support your claim. Organize the ideas so a reader can follow them, and end by completing your answer. Reasoning may connect details together; no fixed sentence formula is required. Keep claims within the story.

Use these full-width lines, type in the editable file, or continue on labeled paper. Keep your own claim, evidence and wording choices. Reading aloud, oral rehearsal or dictation may be arranged with your teacher; record the mode and help used.

Later Transfer: writing space

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Response to G6W01-TASK-LATER-TRANSFER-W

Optional plan: claim / two relevant details / how they support the claim. These notes do not replace the paragraph.

Your complete evidence paragraph

[illegible]

Later Transfer: meaning-preserving revision

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Original fictional draft · G6W01-TEXT-TRANSFER-R

The Lending Shelf

The club lent puzzles from a low shelf and kept return dates on a card. It was above it. The dates were readable there, but the smallest puzzle boxes covered them when they were stacked. Mei laid them side by side. Afterward, members could read the dates without moving a box. The puzzles stayed on the low shelf. The card still showed Monday as the return day.

Task conditions: intended meaning

Intended meaning to preserve: the return-date card was above the low puzzle shelf. Its dates were readable in that position, but stacked smallest puzzle boxes covered the dates. Mei laid those smallest boxes side by side. Afterward, members could read the dates without moving a box. The puzzles stayed on the low shelf, and the card still showed Monday as the return day. Keep both the readable position and the temporary obstruction; do not change the return day or add a result.

G6W01-TASK-LATER-TRANSFER-R

Rewrite the whole draft for clear references and connected ideas. Preserve every stated fact and result in the intended-meaning box. Use readable wording; clear pronouns and varied sentence order are allowed. Add no new event, cause or result. Then explain one meaningful change and what it helps the reader understand. Punctuation alone is not the revision target.

Your complete revised draft

Later Transfer: explain and check the revision

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Revision explanation for G6W01-TASK-LATER-TRANSFER-R

Name at least one meaningful change. Quote or describe the old/new wording, and explain what the reader can understand more clearly.

Fact/result self-check

Compare your revision with the intended-meaning box. Record any fact or result you restored, or explain how your revision kept them all.

Use these full-width lines, type in the editable file, or continue on labeled paper. Keep your own claim, evidence and wording choices. Reading aloud, oral rehearsal or dictation may be arranged with your teacher; record the mode and help used.