

# Route Extend: evidence paragraph

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Name / local code: \_\_\_\_\_ Date: \_\_\_\_\_ Response mode: \_\_\_\_\_ Supports used: \_\_\_\_\_

## Original fictional source · G6W01-TEXT-PRACTICE-W

### The Sound Collection

The listening club recorded short descriptions of objects from home. Alina described a wooden spoon that her uncle had carved. She named its material, its curved handle and the tiny leaf cut into the end. Her first recording put those details close together.

Miro listened once. He remembered the spoon but could not say which part had the leaf. Alina played the recording louder. Miro still confused the handle with the end. Dev suggested background music to make it interesting.

Alina made a new recording. She slowed the sentence about the handle and left a short pause before naming the leaf at the end. She kept all three details and used no music. Miro listened once more and described the handle and leaf in their correct places. A second listener, Elif, also named the leaf's location.

The new recording was longer. The club shortened the spoken introduction so the whole collection would fit its listening period. Alina kept the slower description and pause. She had tested this description with two listeners, not with everyone who would attend.

## G6W01-TASK-ROUTE-EXTEND-W

Why did Alina keep the slower description and pause in the Sound Collection?

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. Write a supported paragraph answering the main question, then write a second short paragraph emphasizing either preservation of information or testing with listeners. Compare which evidence each emphasis needs. State one claim the passage cannot justify; the slower speech and pause were not tested separately.

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.

## Route Extend: writing space

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## Response to G6W01-TASK-ROUTE-EXTEND-W

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

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### Your complete evidence paragraph

[illegible]

Write your second paragraph and comparison on the next page.

# Extend: compare two supported emphases

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## Second paragraph with a different supported emphasis

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**Which details best support each emphasis? Name a claim the story cannot justify.**

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# Route Extend: meaning-preserving revision

## Original fictional draft · G6W01-TEXT-PRACTICE-R

### The Costume Crates

The drama group stored hats in a small crate and scarves in a tall crate. It stood behind it. The hats were easy to find, but they were hard to reach. Omar moved it beside it. The scarves were easier to reach afterward. Both crates stayed in the costume room, and the small crate kept its lid.

### Task conditions: intended meaning

Intended meaning to preserve: the tall scarf crate stood behind the small hat crate. The hats were easy to find, but the scarves were hard to reach. Omar moved the tall crate beside the small crate; the scarves were easier to reach afterward. Both crates remained in the costume room, and the small crate kept its lid. Keep every fact and result; add no cause beyond the draft.

## G6W01-TASK-ROUTE-EXTEND-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. Write two different clear revisions of the whole draft: in the second, deliberately change the opening focus, sentence order or sentence boundaries. Keep every fact/result in both. Compare a meaningful change and explain which version you prefer for a reader and why.

### Your complete revised draft

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# Route Extend: explain and check the revision

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## Revision explanation for G6W01-TASK-ROUTE-EXTEND-R

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

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## 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.

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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.

## Extend: another valid revision

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Write your second whole-draft revision. Use a different focus, order or sentence boundary, but preserve every fact and result.

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**Compare the versions: explain a deliberate change and your reader-based preference.**

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