

Make It Clear

Study how a writer plans, revises, edits, and rewrites a museum label.

CCSS.ELA-Literacy.W.5.5 "With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline evidence of planning or revising, circle editing corrections, and number the writer's steps in order from 1 to 4. These changes show how Mia made her writing clearer for visitors.

A Better Museum Label

- ① At Harbor Museum, Mia wrote a label for a display of seed jars. Her first draft said, "Old jars hold seeds. People used them long ago." During planning, she looked at the object notes and chose her main idea: families saved seeds to plant food the next year. She listed details about beans, corn, and paper labels.
- ② Next, Mia revised the label to put the main idea first. She replaced the vague word old with the more exact phrase saved seed jars. She added that dry seeds were stored in clean jars, then planted when spring arrived. Her new draft helped visitors understand both what the jars held and why families kept them.
- ③ Before printing, Mia edited for conventions. She changed a missing capital letter in the title and added a comma after the opening words In spring. She also checked that each sentence ended with punctuation. Finally, she asked a classmate whether the label was easy to follow. The classmate suggested a question as the opening, so Mia rewrote the first sentence: "Why did families save seeds?"

2 ANSWER WITH EVIDENCE Use the passage

1 What main idea did Mia choose during planning?

2 Which revision made the words old jars more exact?

3 Name two conventions Mia checked or corrected before printing.

4 What new approach did Mia try after talking with her classmate?

3 YOUR TURN Your own words

Write a two-sentence revised museum label about the seed jars. Use at least two facts from the passage, begin with a question, and include a comma after an opening word or phrase.

PART 1 • READ AND MARK

Underline evidence of planning or revising, circle editing corrections, and number the writer's steps in order from 1 to 4. These changes show how Mia made her writing clearer for visitors. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What main idea did Mia choose during planning?	Families saved seeds to plant food the next year.
2	Which revision made the words old jars more exact?	She changed old jars to saved seed jars.
3	Name two conventions Mia checked or corrected before printing.	She fixed a missing capital letter, added a comma after opening words, and checked end punctuation. Any two are correct.
4	What new approach did Mia try after talking with her classmate?	She rewrote the first sentence as a question.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Why did families save dry bean and corn seeds in clean jars? In spring, they planted the seeds to grow food.

Accept accurate annotations that identify planning, revising, editing, and the classmate's suggested new approach in order. For the writing task, accept any two factual details from the passage, a question as the first sentence, and correct comma use after an opening word or phrase.