

From Draft to Finish

See how planning, feedback, revision, and editing shape a clear article.

ELA.5.C.1.5 “Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each place where Maya changes or adds to her writing. Circle the words that show who gave feedback or support and why.

The Rain Barrel Article

- ① Maya planned a short article for the school website about the garden club’s new rain barrel. First, she listed her purpose: explain how the barrel saves water. Next, she wrote three facts from an interview with the club adviser and chose a photo. Her first draft said that the barrel “collects rain for the garden.” She left space in her notebook for comments.
- ② During a partner conference, Jordan said readers might wonder where the water goes after a storm. He also suggested explaining the word spigot. Maya revised her draft by adding, “A spigot is a small faucet near the bottom of the barrel.” She added that club members fill watering cans from the spigot. These changes gave readers clearer details, not just corrected spelling.
- ③ Before publishing, Maya read the article aloud to her adviser. The adviser asked Maya to check whether the barrel could hold 50 gallons. Maya confirmed the number on the manufacturer’s label and included it in her final draft. Then she edited by changing “garden club” to “Garden Club,” fixing a missing comma, and checking that each sentence ended with correct punctuation.

2 ANSWER WITH EVIDENCE Use the passage

1 What are two actions Maya took to plan her article before drafting?

2 What feedback did Jordan give, and what did Maya add because of it?

3 What shows that Maya's added spigot information was a revision, not only an edit?

4 How did Maya use her adviser's support before publishing, and name two edits she made?

3 YOUR TURN Your own words

Choose a topic you know well. Write a three-sentence mini-process: tell your purpose and two planning steps, describe one peer suggestion and a meaningful revision, then name one adult-supported fact check and two edits.

PART 1 • READ AND MARK

Underline each place where Maya changes or adds to her writing. Circle the words that show who gave feedback or support and why. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What are two actions Maya took to plan her article before drafting?	She listed her purpose and gathered facts from an interview with the club adviser.
2	What feedback did Jordan give, and what did Maya add because of it?	Jordan said readers might wonder where the water goes and suggested explaining "spigot." Maya defined a spigot and explained that members fill watering cans from it.
3	What shows that Maya's added spigot information was a revision, not only an edit?	She added clearer details for readers instead of only correcting spelling or punctuation.
4	How did Maya use her adviser's support before publishing, and name two edits she made?	She checked the barrel's 50-gallon capacity on the manufacturer's label. She capitalized "Garden Club" and fixed a missing comma.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My purpose is to explain how our class compost bin works, so I listed questions for the custodian and made a fact chart. A partner asked me to tell what goes into the bin, so I added examples such as fruit peels and dry leaves. My teacher helped me check the bin's collection day, and I edited a capital letter and a missing period.

Accept equivalent wording for answers drawn from the passage. For the open response, accept varied topics if the student includes planning, peer feedback with a revision, adult-supported fact checking, and two edits.