

From Draft to Display

Trace how a writer uses planning, feedback, revision, and editing.

ELA.6.C.1.5 “Improve writing by planning, revising, and editing, considering feedback from adults and peers.”

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya’s planning decisions, circle the feedback she receives, and put a star beside each revision or editing change. This will show how a writer moves from a plan to a stronger final draft.

The Tide Pool Sign

- ① Before Maya made a sign for the school’s tide pool exhibit, she planned her message. She listed her audience, younger visitors, and her purpose, to explain why tide pools need care. Then she sketched three sections: what lives there, why animals are fragile, and how visitors can help. Her first draft said, “Tide pools are cool. Do not touch stuff.” Maya knew the words were too vague, but the plan gave her a clear place to begin.
- ② During a peer review, Jordan read Maya’s draft and asked, “Which animals should visitors protect, and what should they do instead of touching?” He also pointed out that “stuff” did not name anything. Maya wrote his questions in her notes. Her teacher suggested adding one fact from the aquarium guide and checking whether each section matched her purpose. Neither reviewer rewrote the sign for Maya. Their feedback helped her notice places where a reader might need clearer information.
- ③ On her next draft, Maya replaced the vague sentence with, “Look at sea stars and small crabs without lifting them from the water.” She added that tide-pool animals can dry out when they are removed from their wet homes. Finally, she edited for conventions. She changed a misspelled word, added a comma after “For example,” and made sure the heading used capital letters correctly. Maya compared the revised sign with her plan and decided it now gave visitors a specific, useful action.

2 ANSWER WITH EVIDENCE Use the passage

1 What two planning decisions did Maya make before she wrote her first draft?

2 What feedback did Jordan give Maya, and which revision in the final paragraph responds to it?

3 How did Maya use her teacher's feedback? Give two actions from the final paragraph.

4 Name two editing changes Maya made. How are these different from her revision about tide-pool animals?

3 YOUR TURN Your own words

Plan a four-sentence announcement for younger students about protecting a school garden. Write a draft, get one comment from a peer or adult, then write a revised version and list one editing change you made.

PART 1 • READ AND MARK

Underline Maya's planning decisions, circle the feedback she receives, and put a star beside each revision or editing change. This will show how a writer moves from a plan to a stronger final draft. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two planning decisions did Maya make before she wrote her first draft?	She identified younger visitors as her audience and explaining tide-pool care as her purpose. She also sketched three sections for the sign.
2	What feedback did Jordan give Maya, and which revision in the final paragraph responds to it?	Jordan said that "stuff" was unclear and asked Maya to name animals and actions. Maya named sea stars and small crabs and told visitors not to lift them from the water.
3	How did Maya use her teacher's feedback? Give two actions from the final paragraph.	She added a fact about tide-pool animals drying out, and she compared the revised sign with her plan to check its purpose.
4	Name two editing changes Maya made. How are these different from her revision about tide-pool animals?	She corrected a misspelled word, added a comma, and checked capital letters. Editing fixes conventions, while her revision added clearer information and a specific action for readers.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Audience: younger students. Purpose: explain how to protect the school garden. Draft: Our school garden has new plants. Dont step on them. Put snack wrappers in a trash can not in the garden. We need to protect it. Feedback: A peer said to tell readers where they should walk. Revised announcement: Our school garden has new plants that need room to grow. Please stay on the path so you do not step on the plants. Put snack wrappers in a trash can, not in the garden beds. These actions keep the garden healthy for everyone. Editing change: I added a comma after "trash can."

Accept planning that identifies an audience and purpose, feedback from a peer or adult, and revisions that clearly respond to that feedback. The revised announcement should have four sentences and include at least one stated editing change.