

From Draft to Post

Track how purpose and audience guide revision.

10.P.EICC.4 “Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB As you read, underline details that show Maya planning, drafting, evaluating, revising, or editing. Circle words or phrases that reveal her audience or purpose, so you can see why she changes the post.

A Post That Works

- ① When the Eastside Community Garden needed Saturday volunteers, Maya decided to write a short post for the school’s student portal. Before drafting, she listed her purpose, to recruit students, and her audience, busy teenagers who might not know the garden. She gathered dependable details from the garden coordinator: volunteers would meet at 9:00 a.m., bring a water bottle, and help spread mulch and plant seedlings. Her first draft opened with a long explanation of soil health. It included every fact she had collected, but its main request appeared near the end.
- ② To evaluate the draft, Maya read it as if she were a student skimming between classes. She noticed that the opening did not tell readers why their help mattered or how much time the work would take. During revision, she cut the soil paragraph, moved the invitation to the first sentence, and added that the shift would last two hours. She also changed “participate in horticultural maintenance” to “help the garden grow.” These choices changed the message’s clarity and focus, not just its spelling. Maya asked a classmate to read the new version and point out any confusing information.
- ③ After her classmate said the meeting place was unclear, Maya added “at the tool shed beside the basketball courts.” Then she edited the post sentence by sentence. She checked that 9:00 a.m. used the same format as the two-hour time estimate, corrected a missing comma after “Saturday,” and made sure the link led to the sign-up form. Finally, she reread the post on a phone, where many students would see it. The finished version was brief, specific, and easy to scan: it explained the benefit, named the task, and gave readers a clear way to join.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did Maya decide about her audience and purpose before she drafted the post?

2 What two problems did Maya notice when she evaluated her first draft?

3 Name two revision choices Maya made. How did those choices make the post more useful for readers?

4 How did feedback and final editing improve Maya's post?

3 YOUR TURN _____ Your own words

Choose a real or imagined school activity. Write a 70-90 word portal post that asks busy students to join. After the post, add three labeled notes, Plan, Revise, and Edit, with 10-20 words in each note explaining choices you made.

PART 1 • READ AND MARK

As you read, underline details that show Maya planning, drafting, evaluating, revising, or editing. Circle words or phrases that reveal her audience or purpose, so you can see why she changes the post. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Maya decide about her audience and purpose before she drafted the post?	Her audience was busy students who might not know the garden, and her purpose was to recruit them as volunteers.
2	What two problems did Maya notice when she evaluated her first draft?	The opening did not explain why students' help mattered, and it did not say how long the work would take.
3	Name two revision choices Maya made. How did those choices make the post more useful for readers?	She moved the invitation to the first sentence, added the two-hour length, cut the soil explanation, and simplified formal wording. These changes made the post clearer, more focused, and easier to scan.
4	How did feedback and final editing improve Maya's post?	A classmate identified the unclear meeting place, so Maya added the tool shed location. She also checked time format, punctuation, the sign-up link, and how the post looked on a phone.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Give a favorite story a second life at the Fall Book Swap. Bring one or two clean, gently used books to the library on October 15, between 3:15 and 4:00 p.m. Student volunteers will sort donations and help visitors find new reads. You can earn service hours while making the swap welcoming. Sign up by Tuesday using the QR code outside the library doors. No registration fee is required, and every participant may choose a book. Plan: I aimed at students who want service hours or books and placed the key time early. Revise: I replaced a vague invitation with specific tasks, times, benefits, and a sign-up deadline. Edit: I checked capitalization, punctuation, time format, and the wording on the QR code location.

Accept equivalent evidence-based answers for Parts 1 and 2. For Part 3, accept a 70-90 word post with a clear audience, purpose, useful details, and three labeled 10-20 word process notes that describe planning, revision, and editing.