

From Draft to Share

See how a writer shapes a message for readers.

4.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 Underline details Lina planned for her readers. Then circle one sentence that shows each step, planning, drafting, revising, and editing, and number your circles 1 through 4 in order.

Lina's Garden Announcement

- ① Lina needed to write a short announcement for families about the school garden cleanup. First, she planned by listing what families would need to know: the date, the time, the meeting place, and supplies. Because busy adults would read it, she chose clear, friendly words. Her plan helped her focus on one purpose, inviting families to help.
- ② Next, Lina drafted: "Come help in the garden on Saturday." She read the draft as if she were a parent. It did not tell when to arrive or what to bring, so she revised it. She added, "Meet at 9:00 a.m. by the library. Bring gloves and a water bottle." These details made the announcement more useful for its audience.
- ③ Before sharing the announcement, Lina edited it. She checked that Saturday began with a capital letter and that each sentence ended with correct punctuation. She also changed "bring gloves" to "Bring gloves" so the sentence began correctly. Finally, she asked her brother to read it. His questions helped her notice that the location was clear, so she kept that detail.

2 ANSWER WITH EVIDENCE Use the passage

1 Who was Lina writing for, and what was her purpose?

2 What are two details Lina added when she revised her draft?

3 What change did Lina make while editing?

4 How did Lina use her brother to evaluate her announcement?

3 YOUR TURN Your own words

Choose a school event and name its audience and purpose. Write a three-sentence announcement, revise by adding one detail that helps readers, put a star beside that detail, and edit capitals and end punctuation.

PART 1 • READ AND MARK

Underline details Lina planned for her readers. Then circle one sentence that shows each step, planning, drafting, revising, and editing, and number your circles 1 through 4 in order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who was Lina writing for, and what was her purpose?	She was writing for families, and her purpose was to invite them to help with the school garden cleanup.
2	What are two details Lina added when she revised her draft?	She added the 9:00 a.m. meeting time and the meeting place by the library.
3	What change did Lina make while editing?	She changed "bring gloves" to "Bring gloves" so the sentence began with a capital letter.
4	How did Lina use her brother to evaluate her announcement?	She asked him to read it, and his questions helped her check that the location was clear.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: Grade 4 students Purpose: Invite students to a book swap Bring a book you have finished to Room 12 on Thursday. Choose a different book to take home. *The swap begins at 3:15 p.m., so come after packing your backpack.*

Accept answers that identify the audience, purpose, and writing-process steps using passage details. For the open task, accept any appropriate school event with a named audience and purpose, three complete sentences, a starred useful detail, and correct capitals and end punctuation.