From Draft to Reader

Track how a writer shapes a notice for a specific audience.

7.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 the details Maya used to plan, circle each change she made to improve the draft, and number the three editing changes 1, 2, and 3.

A Notice That Works

1. When Maya joined the River Clean-Up Club, she needed a notice that would bring seventh graders to Saturday's event. Before drafting, she listed her purpose, audience, and key facts: meet at 9:00 a.m. by the library, bring a refillable water bottle, and wear closed-toe shoes. She decided that students would read the notice quickly between classes. Her plan was a bold heading, short sections, and a friendly but clear tone. She also checked the club leader's date and meeting place before writing.

2. Her first draft began, "There is going to be a clean-up, and people should come because litter is bad." Maya read it aloud and noticed that it did not name the place, time, or action she wanted readers to take. She revised the opening to say, "Help clean the riverbank this Saturday, April 18, at 9:00 a.m." Then she moved the supply details into a short list so readers could find them. A classmate said the heading sounded dull, so Maya changed it to "Make the River Shine."

3. Next, Maya evaluated the whole notice from a student's point of view. Could someone tell what to do in ten seconds? She added "Sign up in Room 204 by Friday" and included the club's contact email for questions. During editing, she corrected a misspelled word, changed "its" to "it's" where she meant "it is," and made capitalization consistent. She printed the final notice only after comparing it with her plan. The notice invited readers to act and gave them the information needed to join.

2 ANSWER WITH EVIDENCE

Use the passage

1. What planning choice did Maya make because students would read the notice quickly between classes?

2. Name two problems Maya noticed in her first draft that the revised opening fixed.

3. How did the classmate's feedback lead Maya to revise the notice?

4. Give one editing change and one revision change Maya made. Explain the difference between them.

3 YOUR TURN

Your own words

Choose a real or imagined school event. Write a 70 to 90 word final notice for seventh graders with a heading, what the event is, when and where it happens, and an action readers can take. Plan for quick readers, then draft, reread, revise for missing information, and edit capitalization, spelling, and punctuation.

ANSWER KEY

From Draft to Reader

GRADE 7 · 7.P.EICC.4

PART 1 · READ AND MARK

Underline the details Maya used to plan, circle each change she made to improve the draft, and number the three editing changes 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What planning choice did Maya make because students would read the notice quickly between classes?	**She planned to use a bold heading, short sections, and a friendly but clear tone.**
2	Name two problems Maya noticed in her first draft that the revised opening fixed.	**The first draft did not name the place, time, or action for readers to take. Any two are acceptable.**
3	How did the classmate's feedback lead Maya to revise the notice?	**The classmate said the heading sounded dull, so Maya changed it to "Make the River Shine."**
4	Give one editing change and one revision change Maya made. Explain the difference between them.	**An editing change was correcting a misspelled word, changing "its" to "it's," or making capitalization consistent. A revision change was adding needed information, improving the opening, moving supply details into a list, or changing the heading. Editing corrects conventions, while revision improves ideas, organization, or clarity.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

BOOK SWAP AT LUNCH Bring one book you have finished, and choose another book to enjoy at home. The seventh-grade book swap will happen Tuesday, October 6, from 12:10 to 12:35 p.m. in the library's meeting corner. Books should be clean and appropriate for middle school readers. You may participate even if you do not bring a book. Stop by the library desk before Monday to sign up or ask Ms. Chen a question.

Accept answers that accurately distinguish planning, revision, and editing using evidence from the passage. For the notice, accept varied events and wording if the response fits the audience, includes all required details, and is 70 to 90 words.