# From Draft to Plan

Trace how a writer strengthens a proposal.

**8.W.4.a** "Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline Mara's first draft, circle the reference details she checked, and number three details she added to make her revision more useful.

### A Place for Spare Paper

1 The student council wanted to reduce the pile of unused paper left beside the library printer. Mara planned a short proposal for a scrap-paper tray. Her first draft said, "We waste too much paper. Put a tray by the printer so people can use it again." The idea was easy to spot, but the word "too" suggested a measured problem without giving any evidence. Mara also wondered whether every sheet could safely go back into the tray. She needed a source before she could make a specific, workable request.

2 Mara checked the library's printed printer rules instead of guessing. The rules said that students may reuse pages printed on one side, but pages with names or other private information must go in the shredding bin. A librarian confirmed that a small tray could fit on the shelf beside the printer. Then Mara asked a classmate to read her draft. "Who will sort the paper?" the classmate asked. Mara decided to shift her proposal from a general complaint about waste to a plan with a clear safety step.

3 In her revision, Mara wrote, "Place a labeled tray beside the library printer for pages printed on one side. Before adding a page, check for names or other private information and use the shredding bin for those pages. A librarian can check the tray at closing time." She removed "We waste too much paper" because she had no count to support it. Finally, she read the paragraph aloud and changed "paper pages" to "pages." Her proposal now gave readers a location, a safety rule, and a person responsible.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How did the printed printer rules change what Mara included in her proposal?

2. What question did Mara's classmate ask, and how did the revision address it?

3. Why did Mara remove “We waste too much paper” instead of keeping it in her revision?

4. What did Mara change after reading her revision aloud, and how did that edit help?

## 3 YOUR TURN

Your own words

Write a two-sentence draft proposing a change to a classroom routine. Name a reference you would check and a question you would ask a peer, then rewrite your idea as a clear three-sentence paragraph that addresses a possible concern without inventing facts from the reference.

ANSWER KEY

# From Draft to Plan

GRADE 8 · 8.W.4.a

## PART 1 · READ AND MARK

Underline Mara's first draft, circle the reference details she checked, and number three details she added to make her revision more useful. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How did the printed printer rules change what Mara included in her proposal? | **She specified pages printed on one side and directed students to shred pages with private information.** |
| 2 | What question did Mara's classmate ask, and how did the revision address it? | **The classmate asked who would sort the paper. The revision assigns a librarian to check the tray at closing time.** |
| 3 | Why did Mara remove "We waste too much paper" instead of keeping it in her revision? | **She had no count to support the claim that the amount of waste was too much.** |
| 4 | What did Mara change after reading her revision aloud, and how did that edit help? | **She changed "paper pages" to "pages," removing repetition.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Draft: We need a better place for homework. Put a tray near the teacher's desk. Reference to check: the classroom procedure sheet, to see where assignments belong. Question for a peer: Would that spot crowd the walkway? Revision: If the classroom procedure sheet allows it, we could put a labeled homework tray near the teacher's desk. One tray would give students a clear place to turn in their work. Before moving anything, we should check that the tray would not crowd the walkway.

For the marking job, accept the two first-draft sentences, the printer rules and librarian's confirmation as reference details, and any three additions that clarify location, safe reuse, or responsibility. For Your Turn, accept other practical routines and references if the revision is three sentences, addresses a possible concern, and does not present unchecked information as fact.