# Make It Clear

Use feedback to strengthen a first draft.

**C.4.3.g** "With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two vague parts of the first draft, then circle the details that replace them in the new note.

### A Note for a Garden

1. Our class wanted a small garden near the playground. Before writing to Principal Chen, I made a plan: ask for permission, explain why the garden would help, and say how we would care for it. Then I wrote this draft: "Can we have a garden? It would be nice. we could plants stuff. Please let us do it." I thought my plan was clear, but the note left out most of my ideas.

2. I asked Maya to read my draft. She asked, "What would you plant, and who would water it?" Her questions showed me that "stuff" was too vague. Mr. Ortiz, our teacher, said to name a place and explain how the garden would help. He also circled "we could plants" and helped me change it to "We could plant." I used their comments to rewrite the note.

3. Here is my new note: "Dear Principal Chen, may our class grow a garden beside the playground? We could plant beans and sunflowers there. Watching them grow would help us learn how plants change over time. Our class could take turns watering the garden each morning. Please let us try it this spring." Maya said she could now picture the garden. I checked the capitals and read every sentence again before sharing it.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which part of the writer's plan is missing from the first draft? Name one and tell what the plan called for.

2. Which word in the first draft did Maya's question help the writer replace? What did the writer use instead?

3. What place did the writer add after Mr. Ortiz read the draft? How does that detail make the request clearer?

4. What editing change did Mr. Ortiz help the writer make? Find the corrected words in the new note.

## 3 YOUR TURN

Your own words

Revise the draft "Our school needs a new place to sit. It would be good." using a peer's questions: "Where, why, and for whom?" Write three or four sentences requesting a bench, then follow an adult's tip to check capitals and end marks.

ANSWER KEY

# Make It Clear

GRADE 4 · C.4.3.g

## PART 1 · READ AND MARK

Underline two vague parts of the first draft, then circle the details that replace them in the new note. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which part of the writer's plan is missing from the first draft? Name one and tell what the plan called for. | **The first draft does not say how the class would care for the garden, though the plan called for that information.** |
| 2 | Which word in the first draft did Maya's question help the writer replace? What did the writer use instead? | **The writer replaced "stuff" with "beans and sunflowers."** |
| 3 | What place did the writer add after Mr. Ortiz read the draft? How does that detail make the request clearer? | **The writer added "beside the playground," so Principal Chen knows where the garden would go.** |
| 4 | What editing change did Mr. Ortiz help the writer make? Find the corrected words in the new note. | **He helped change "we could plants" to "We could plant." The new note says, "We could plant beans and sunflowers there."** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Could we put a bench beside the school library? Students waiting for a ride could sit there after school. The bench would give them a comfortable place to wait.

For the marking job, accept vague wording such as "nice" or "stuff" paired with a clearer reason or plant names in the new note. For Your Turn, accept any three or four correctly punctuated sentences that request a bench and explain where it would go, why it would help, and who would use it.