Make the Note Clear

See how a plan and feedback improve a message.

W.3.5 "With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the place and time in Nia's plan that her first draft leaves out, circle two words in the draft that need editing, and number the two sentences in her finished note.

Nia's Book Swap Note

1. Nia wanted to invite families to a book swap. She planned her note before writing it. At the swap, each child would bring one book they had read and choose a different book to take home. Nia wrote three facts on a scrap of paper: the swap would be in the school library, it would start at 10 o'clock on Saturday, and families should bring a book.

2. Her first draft said, "familys can bring books on saturday. It will be fun." Nia read it to her friend Leo. "Where do we go?" he asked. "What time does it start?" He also wondered what would happen to the books. Nia looked at her plan again. She had left out the place, the time, and the chance to take home another book.

3. Nia used Leo's questions to rewrite the note. Her teacher helped her change "familys" to "Families" and "saturday" to "Saturday." The finished note said, "Families can bring one book they have read to the school library on Saturday at 10 o'clock. Each child can choose a different book to take home." Now families would know what to bring, where to go, and when to arrive.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which place and start time from Nia's plan did she leave out of her first draft?

2. How did Nia use Leo's question about the books to improve her second sentence?

3. Write the corrected forms of the two words you circled in the first draft.

4. Why is “one book they have read” more helpful than “books” for families getting ready?

3 YOUR TURN

Your own words

Plan a class game day note by listing where, when, and what to bring, then write a two-sentence draft. Ask a partner what is missing, and write a revised two-sentence note with correct capitals and end marks.

ANSWER KEY

Make the Note Clear

GRADE 3 · W.3.5

PART 1 · READ AND MARK

Underline the place and time in Nia's plan that her first draft leaves out, circle two words in the draft that need editing, and number the two sentences in her finished note. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which place and start time from Nia's plan did she leave out of her first draft?	**The school library and 10 o'clock.**
2	How did Nia use Leo's question about the books to improve her second sentence?	**She added that each child could choose a different book to take home.**
3	Write the corrected forms of the two words you circled in the first draft.	**Families; Saturday.**
4	Why is “one book they have read” more helpful than “books” for families getting ready?	**It tells families how many books to bring and which kind of book to choose.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Room 3, Friday at 2:00, bring a board game.
Draft: come to game day. bring a game.
Partner's tip: Add the place and time.
Revised: Come to room 3 on Friday at 2:00 for game day. Bring a board game to share.

Accept answers that identify the missing place and start time, explain the useful book detail, and correct both draft words. For Part 3, look for a plan, a two-sentence draft, a partner suggestion, and a clearer two-sentence note with correct capitals and end marks.