Make Writing Stronger

Follow a plan through revision and editing

W.4.5 "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 4)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Nia's three planned details, number the two additions she made after Leo's question, and circle the corrected words that show her capitalization edit.

Nia's Reading Corner Letter

1. Nia wanted to ask her principal for a quiet reading corner in the school hallway. Before writing, she listed three ideas: a shelf for books, two chairs, and a sign asking people to speak softly. Her first draft said, "We need a reading place. It would be nice." Nia liked her idea, but she knew those two sentences did not explain how the corner would work.

2. Nia showed her draft to Leo, a classmate. He asked, "Where would the books come from?" Nia checked her plan and added a detail about the shelf. She changed her first sentence to, "A small shelf in the hallway could hold books that students bring from home." She also added that the chairs would give readers a place to sit during indoor recess.

3. Next, Ms. Chen read Nia's new draft. She noticed that Nia had written "indoor Recess" with a capital R. Nia changed it to "indoor recess" because recess is not a name. She read her letter aloud and put a period after the last sentence. Now her letter gave the principal a clear plan and used correct capitalization and end punctuation.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which detail from Nia's plan does she not use in the revisions described?

2. How did Nia revise her first sentence to answer Leo's question?

3. What did Nia add about the chairs to help the principal picture the reading corner?

4. What capitalization edit did Nia make, and why?

3 YOUR TURN

Your own words

Plan a classroom improvement by naming one goal, then write a three-sentence draft about it. Write a question a classmate might ask, rewrite one draft sentence to answer it, and show one capitalization or punctuation edit by naming the original and corrected forms.

ANSWER KEY

Make Writing Stronger

GRADE 4 · W.4.5

PART 1 · READ AND MARK

Underline Nia's three planned details, number the two additions she made after Leo's question, and circle the corrected words that show her capitalization edit. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which detail from Nia's plan does she not use in the revisions described?	**The sign asking people to speak softly.**
2	How did Nia revise her first sentence to answer Leo's question?	**She explained that students could bring books from home to put on the shelf.**
3	What did Nia add about the chairs to help the principal picture the reading corner?	**She added that readers could sit in the chairs during indoor recess.**
4	What capitalization edit did Nia make, and why?	**She changed "indoor Recess" to "indoor recess" because recess is not a name.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Goal: Make a class supply station.
Draft: Our pencils get lost. a basket by the door could hold spare pencils. Students could return them after class.
Classmate's question: Who will fill the basket?
Revised sentence: A basket by the door could hold spare pencils that our class collects each Monday.
Edit: Change "a basket" to "A basket" at the start of the second sentence.

Accept any classroom improvement with a named goal, a three-sentence draft, a relevant peer question, a revised sentence that addresses it, and a specific, correct capitalization or punctuation edit.