Drafts That Grow

Use feedback to make writing clearer and more specific.

W.5.5 "With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the four original wordings Nia changes, and circle each replacement to see how her report improves.

Nia Revises Her Bean Report

1. Nia wrote a short report about the bean plants on her classroom windowsill. Her first opening said, "Our beans are growing." A partner told her, "I cannot picture them yet." Nia watched the cups again. She changed the opening to "A pale green shoot curls above the soil in our cup." Now readers could imagine what she saw before learning how the class cared for the plants.

2. In her next sentence, Nia had written, "We took care of the beans." Her partner asked what the class actually did. Nia checked her notes and replaced that line with "Each morning, we felt the soil and moved the cups so the shoots had light." She kept the detail about checking the soil because it showed a daily action, not just a general claim about being careful.

3. Nia's first ending was "The beans were fun." Her teacher asked what the class would do next. Nia rewrote it: "On Friday, we will measure the shoots and compare their heights with Monday's measurements." She also read her whole report aloud and changed "the shoots was tall" to "the shoots were tall." Her new ending gave readers a reason to follow the project, and her final edit made the sentence agree.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Nia change her opening to help readers picture the plants?

2. What did Nia's partner want to know about caring for the beans? Which detail did Nia add in response?

3. How did the teacher's question help Nia strengthen her ending?

4. What word did Nia change when she read her report aloud, and why was that edit needed?

3 YOUR TURN

Your own words

Write a two-sentence draft about a classroom activity. Then rewrite both sentences after a classmate asks, "What did you do, and what did you notice?" Add one sentence explaining how your rewrite helps a reader.

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PART 1 · READ AND MARK

Underline the four original wordings Nia changes, and circle each replacement to see how her report improves. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Nia change her opening to help readers picture the plants?	**She replaced a general statement with a description of a pale green shoot curling above the soil.**
2	What did Nia's partner want to know about caring for the beans? Which detail did Nia add in response?	**The partner wanted to know what the class actually did. Nia added that they felt the soil each morning and moved the cups toward light.**
3	How did the teacher's question help Nia strengthen her ending?	**The teacher asked what the class would do next, so Nia ended by saying they would measure the shoots and compare their heights.**
4	What word did Nia change when she read her report aloud, and why was that edit needed?	**She changed “was” to “were” because the plural subject “shoots” takes “were.”**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: We made something in science. It worked. Rewrite: Our group folded paper into a bridge and rested it between two books. When we placed three coins in the middle, the bridge held them without bending. Explanation: I added what we built and what happened so a reader can picture our test.

Accept answers that connect each revision to the feedback or editing need stated in the passage. For Your Turn, look for a two-sentence draft, a more specific two-sentence rewrite, and one sentence explaining the change.