Readers Shape Revisions

Follow a guide from first draft to its next version.

5.2.W.4 "Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the three moments when feedback leads the writer to change or plan to change the guide. Circle the words that show how the finished guide reached its readers.

A Guide That Kept Growing

1. I wrote a short guide for second graders who visit our school garden. My first draft said, "Stay on the path and watch the plants." At a practice reading, my partner asked which path I meant. I walked to the garden and noticed two paths. I changed my guide to say, "Follow the stone path beside the fence." Now a new visitor could find it.

2. Next, I read the guide aloud to two second graders. One stopped at the word "seedling." She understood that it meant a young plant only after I explained it. I kept the word but added "a baby plant" right after it. Then I checked the spelling and read every line aloud again. My teacher helped me make clean copies for the garden gate.

3. On Friday, I placed the final copies at the gate with the garden club's permission. A second grader used a copy to lead her class to the stone path. She asked where to put fallen leaves. My guide did not say, so I wrote down her question. Before printing a new version, I planned to ask the garden club about its leaf pile and add the correct direction.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the partner's question help the writer notice, and how did the writer change the guide?

2. Why did the writer add "a baby plant" after "seedling" instead of leaving the first draft as it was?

3. After revising the guide, what did the writer do to prepare it for second graders, and how did the guide reach them?

4. A reader asked about fallen leaves after the guide was posted. What will the writer do before publishing a new version?

3 YOUR TURN

Your own words

Write a four-sentence final draft of a message to people at your school about a change you want. Add two sentences naming feedback you sought or would seek, a revision that fits that feedback, where you would publish your message with permission, and how readers' responses could guide another version.

ANSWER KEY

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GRADE 5 · 5.2.W.4

PART 1 · READ AND MARK

Number the three moments when feedback leads the writer to change or plan to change the guide. Circle the words that show how the finished guide reached its readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the partner's question help the writer notice, and how did the writer change the guide?	**The partner's question helped the writer notice that there were two paths. The writer named the stone path beside the fence.**
2	Why did the writer add "a baby plant" after "seedling" instead of leaving the first draft as it was?	**A second grader did not understand "seedling" until the writer explained it. The added words make the meaning clear to young readers.**
3	After revising the guide, what did the writer do to prepare it for second graders, and how did the guide reach them?	**The writer checked the spelling, read every line aloud, made clean copies with the teacher's help, and placed them at the garden gate with permission.**
4	A reader asked about fallen leaves after the guide was posted. What will the writer do before publishing a new version?	**The writer will ask the garden club about its leaf pile and add the correct direction to the guide.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students who use the library, please help make a quiet reading corner near the back shelf. You could read there during free time without hearing a nearby game. A small sign would show where quiet reading begins. Please tell the student council if this space would help you. A classmate told me my draft needed a location, so I added "near the back shelf," checked the copy, and would post it on the library board with permission. If readers suggested a better location, I would revise my message and post a new copy.

Accept different messages if the four-sentence draft addresses a real school audience. The two added sentences should connect feedback to a specific revision, name a suitable place to publish with permission, and explain how reader responses could lead to another version.