

From Draft to Share

See how a writer shapes a message for readers.

4.P.EICC.4 "Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional announcement example. Underline details Lina planned for her readers. Mark one example of each step with P (plan), D (draft), Ev (evaluate), R (revise) or Ed (edit). Use the words that show what she did.

Lina's Garden Announcement

- ① Lina needed to write a short announcement for families about the school garden cleanup. First, she planned by listing what families would need to know: the date, the time, the meeting place, and supplies. Because busy adults would read it, she chose clear, friendly words. Her plan helped her focus on one purpose, inviting families to help.
- ② Next, Lina drafted: "Come help in the garden on Saturday." She evaluated the draft by reading as if she were a parent. It did not tell when to arrive or what to bring, so she revised it. She added, "Meet at 9:00 a.m. by the library. bring gloves and a water bottle." These details made the announcement more useful for its audience.
- ③ Before sharing the announcement, Lina edited it. She checked that Saturday began with a capital letter and that each sentence ended with correct punctuation. She also changed "bring gloves" to "Bring gloves" so the sentence began correctly. Finally, she asked her brother to read it. His questions helped her notice that the location was clear, so she kept that detail.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Who was Lina writing for, and what was her purpose?

2 What are two details Lina added when she revised her draft?

3 What change did Lina make while editing?

4 How did Lina use her brother to evaluate her announcement?

3 YOUR TURN

Your own words

Choose a school event and name its audience and purpose. Write a three-sentence announcement, revise by adding one detail that helps readers, put a star beside that detail, and edit capitals and end punctuation. Keep the plan and first draft visible. Evaluate whether a reader has the needed details, then write a separate final three-sentence announcement with the added detail starred. Record one before-and-after edit.

1. Plan and first draft

Name the event, audience, purpose and needed details. Then add the heading Draft and write your first three-sentence announcement.

2. Evaluate

Read as your audience. Name one useful detail the draft is missing and explain why readers need it.

3. Revise and edit

Write three final sentences. Add the detail and draw a star beside it. Check capitals and end marks.

4. Editing record

Show one before-and-after capital or punctuation edit. Keep your draft so a reader can see the change.

PART 1 • READ AND MARK

Read this fictional announcement example. Underline details Lina planned for her readers. Mark one example of each step with P (plan), D (draft), Ev (evaluate), R (revise) or Ed (edit). Use the words that show what she did. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who was Lina writing for, and what was her purpose?	She was writing for families, and her purpose was to invite them to help with the school garden cleanup.
2	What are two details Lina added when she revised her draft?	She added the 9:00 a.m. meeting time and the meeting place by the library.
3	What change did Lina make while editing?	She changed "bring gloves" to "Bring gloves" so the sentence began with a capital letter.
4	How did Lina use her brother to evaluate her announcement?	She asked him to read it, and his questions helped her check that the location was clear.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Event: book swap. Audience: Grade 4 students. Purpose: invite students to exchange books. Details: Room 12, Thursday, 3:15 in the afternoon, bring a finished book.

First draft: Bring a book you have finished to Room 12 on Thursday. choose a different book to take home. Come after packing your backpack.

Evaluation: The room and day are clear, but students need an exact starting time.

Revised announcement: Bring a book you have finished to Room 12 on Thursday. Choose a different book to take home. *The swap begins at 3:15 in the afternoon, so come after packing your backpack.*

Editing record: I changed "choose" at the start of the second sentence to "Choose."

Assess the plan, visible draft, audience-based evaluation, three-sentence final announcement, starred addition and edit record. Asterisks beside the model's added third sentence stand for the student's star; the words are part of the final announcement. Read and Mark: P is the detail list in paragraph 1; D is the short first draft in paragraph 2; Ev is rereading as a parent or the brother's check; R is adding time/place/supplies; Ed is changing bring gloves to Bring gloves in paragraph 3. The intermediate lowercase bring is intentional. Accept equivalent evidence spans. People, events and schedules are invented.