

Make It Clear

Study how a writer plans, revises, edits, and rewrites a museum label.

CCSS.ELA-Literacy.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 Read this fictional museum example. Underline evidence of planning or revising, circle descriptions of editing corrections, and write 1 beside planning, 2 beside revising, 3 beside editing and 4 beside the new question opening that shows rewriting.

A Better Museum Label

- ① At Harbor Museum, Mia planned a label for a display of seed jars. She looked at the object notes and chose her main idea: families saved seeds to plant food the next year. An educator helped her check details about beans, corn, and paper labels. Then her first draft said, "Old jars hold seeds. People used them long ago."
- ② Next, Mia revised the label to put the main idea first. She replaced the vague phrase old jars with the more exact phrase jars of saved seeds. She added that dry seeds were stored in clean jars, then planted when spring arrived. Her new draft helped visitors understand both what the jars held and why families kept them.
- ③ Before printing, Mia edited for conventions. She changed the title "seeds for spring" to "Seeds for spring." She changed "In spring families planted the seeds." to "In spring, families planted the seeds." She also checked that each sentence ended with punctuation. Finally, she asked a classmate whether the label was easy to follow. The classmate suggested a question as the opening, so Mia rewrote the first sentence: "Why did families save seeds?"

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What main idea did Mia choose during planning?

2 Which revision made the words old jars more exact?

3 Name two conventions Mia checked or corrected before printing.

4 What new approach did Mia try after talking with her classmate?

3 YOUR TURN

Your own words

Write a two-sentence revised museum label about the seed jars. Use at least two facts from the passage, begin with a question, and include a comma after an opening word or phrase. First plan and draft your label. Get a suggestion from a peer and guidance from an adult, then revise and edit it. Keep your first draft visible and explain a change. The final label must still have exactly two sentences.

1. Plan and first draft

Write your audience and two facts. Then add the heading Draft and write your first two-sentence label.

2. Peer and adult feedback

Ask a peer what a visitor needs to understand. Ask an adult to help check your facts and conventions. Record one suggestion from each.

3. Revised and edited label

Use the feedback to improve your label. Begin with a question and check the comma after an opening word or phrase.

4. Change record

Show one before-and-after change and explain how it helps the visitor. Name an editing check you made with the adult.

PART 1 • READ AND MARK

Read this fictional museum example. Underline evidence of planning or revising, circle descriptions of editing corrections, and write 1 beside planning, 2 beside revising, 3 beside editing and 4 beside the new question opening that shows rewriting. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What main idea did Mia choose during planning?	Families saved seeds to plant food the next year.
2	Which revision made the words old jars more exact?	She changed old jars to jars of saved seeds.
3	Name two conventions Mia checked or corrected before printing.	She fixed a missing capital letter, added a comma after opening words, and checked end punctuation. Any two are correct.
4	What new approach did Mia try after talking with her classmate?	She rewrote the first sentence as a question.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: museum visitors. Facts: families kept bean and corn seeds in clean jars and planted them in spring.

First draft: Why did families save seeds? In spring they used them.

Peer feedback: Tell visitors what kind of seeds families saved and why.

Adult guidance: Check the comma after In spring and make the last sentence clear.

Revised label: Why did families save dry bean and corn seeds in clean jars? In spring, they planted the seeds to grow food.

Change record: I changed "used them" to "planted the seeds to grow food" to explain the purpose. With adult guidance, I checked opening phrases and added a comma after "In spring."

Require the student's plan, first draft, actual peer suggestion and adult guidance, revised two-sentence label and change record. The final label must use two passage facts, begin with a question and include the required comma. The fictional model shows possible feedback; students must obtain their own. Read and Mark guide: in paragraph 1, underline the chosen main idea and mark planning as 1. In paragraph 2, underline the description of moving the main idea first or making jar details exact and mark revising as 2. In paragraph 3, circle the title-capital and comma changes and mark editing as 3; mark the new question opening as rewriting, 4. Accept equivalent spans of evidence.