

From Draft to Display

Trace how a writer uses planning, feedback, revision, and editing.

ELA.6.C.1.5 "Improve writing by planning, revising, and editing, considering feedback from adults and peers."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional school-exhibit example. Underline Maya's planning decisions, circle the feedback she receives, and put a star beside each revision or editing change. This will show how a writer moves from a plan to a stronger final draft.

The Tide Pool Sign

- ① Before Maya made a sign for the school's tide pool exhibit, she planned her message. She listed her audience, younger visitors, and her purpose, to explain why tide pools need care. Then she sketched three sections: what lives there, why animals are fragile, and how visitors can help. Her first draft said, "Tide pools are cool. Do not touch stuff." Maya knew the words were too vague, but the plan gave her a clear place to begin.
- ② During a peer review, Jordan read Maya's draft and asked, "Which animals should visitors protect, and what should they do instead of touching?" He also pointed out that "stuff" did not name anything. Maya wrote his questions in her notes. Her teacher suggested adding one fact from the aquarium guide and checking whether each section matched her purpose. Neither reviewer rewrote the sign for Maya. Their feedback helped her notice places where a reader might need clearer information.
- ③ On her next draft, Maya replaced the vague sentence with, "Look at sea stars and small crabs without lifting them from the water." She added that tide-pool animals can dry out when they are removed from their wet homes. Finally, she edited for conventions. She corrected "animlas" to "animals." She changed "For example small crabs can dry out." to "For example, small crabs can dry out." She changed the heading "tide pool care" to "Tide Pool Care." Maya compared the revised sign with her plan and decided it now gave visitors a specific, useful action.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What two planning decisions did Maya make before she wrote her first draft?

2 What feedback did Jordan give Maya, and which revision in the final paragraph responds to it?

3 How did Maya use her teacher's feedback? Give two actions from the final paragraph.

4 Name two editing changes Maya made. How are these different from her revision about tide-pool animals?

3 YOUR TURN

Your own words

Plan a four-sentence announcement for younger students about protecting a school garden. Write a draft, get one comment from a peer and one from an adult, then write a revised version and list one editing change you made. Record both comments and consider each when revising. Explain which suggestions you used and why; keep the first draft visible. Your final announcement still has exactly four sentences.

1. Plan and first draft

Name the younger audience and your purpose. Then add the heading Draft and write your four-sentence first draft.

2. Peer and adult feedback

Ask a peer and an adult to read your draft. Record one comment from each. Decide how each comment could help your audience.

3. Revised and edited announcement

Write four sentences that tell younger students how to protect the garden. Consider both comments and edit conventions.

4. Decisions and editing change

Explain how you used or considered each comment. Show the before-and-after wording for one editing change.

PART 1 • READ AND MARK

Read this fictional school-exhibit example. Underline Maya's planning decisions, circle the feedback she receives, and put a star beside each revision or editing change. This will show how a writer moves from a plan to a stronger final draft. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two planning decisions did Maya make before she wrote her first draft?	Any two: she chose younger visitors as her audience; she chose explaining tide-pool care as her purpose; she planned three sections for the sign.
2	What feedback did Jordan give Maya, and which revision in the final paragraph responds to it?	Jordan said that "stuff" was unclear and asked Maya to name animals and actions. Maya named sea stars and small crabs and told visitors not to lift them from the water.
3	How did Maya use her teacher's feedback? Give two actions from the final paragraph.	She added a fact about tide-pool animals drying out, and she compared the revised sign with her plan to check its purpose.
4	Name two editing changes Maya made. How are these different from her revision about tide-pool animals?	She corrected a misspelled word, added a comma, and checked capital letters. Editing fixes conventions, while her revision added clearer information and a specific action for readers.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: younger students. Purpose: explain how to protect the school garden.

First draft: Our school garden has new plants. Dont step on them. Put snack wrappers in a trash can not in the garden. We need to protect it.

Peer feedback: Tell readers where they should walk.

Adult feedback: Use specific words for younger readers and check the punctuation in the trash-can sentence.

Revised announcement: Our school garden has new plants that need room to grow. Please stay on the path so you do not step on the plants. Put snack wrappers in a trash can, not in the garden beds. These actions keep the garden healthy for everyone.

Decisions and edit: I used the peer comment by naming the path. I used the adult comment by naming garden beds and changing "trash can not in the garden" to "trash can, not in the garden beds."

Require the actual plan, four-sentence first draft, comments from BOTH a peer and an adult, a revised four-sentence announcement and explanation of how both comments were considered, plus a specific convention edit. Students may thoughtfully decline a suggestion and explain why; copying fictional feedback is insufficient. The model corrects Dont by rewriting that sentence and demonstrates the comma edit. Tidepool background: National Park Service, Tidepools (nps.gov/places/tidepools-rocky-intertidal.htm), asks visitors to leave animals where they are; exhibit and guide are fictional. Read and Mark guide: underline the audience, purpose or three-section plan in paragraph 1; circle the peer's questions and teacher's suggestions in paragraph 2; star the clearer action, added fact and visible spelling, comma and heading changes in paragraph 3. Accept equivalent evidence spans. For question 1, any two stated planning decisions are valid.