Write, Fix, Share

See how one writer plans, revises, and edits an article.

CCSS.ELA-Literacy.W.3.5 "With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's planning list in paragraph 1. Number the two revisions in paragraph 2, then circle the three editing changes in paragraph 3 to show how writers improve their work.

Maya's Garden Article

1. On Monday, Maya planned a short article about the school garden. She made a list: where the garden is, what grows there, and who cares for it. Then she chose a beginning that would make readers curious. Her first sentence was, "Behind our busy playground, a small garden wakes up each spring." The list helped Maya keep her ideas in order.

2. After Maya wrote her draft, she read it to Carlos. He said the article needed a fact about the plants. Maya added, "The garden has tomatoes, beans, and bright orange marigolds." Carlos also noticed that Maya wrote "kids help plants." Maya revised those words to "Students water the young plants every Friday." Her new details made the article clearer.

3. Last, Maya checked each sentence before she shared the article. She changed "our garden need water" to "Our garden needs water." She changed "beans tomatoes and squash grow here" to "Beans, tomatoes, and squash grow here." Maya changed "Who waters the garden" to "Who waters the garden?" Her checklist included capital letters, end marks, spelling, and complete sentences.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three ideas did Maya put on her planning list?

2. What detail did Maya add after Carlos said the article needed a fact about the plants?

3. How did Maya revise the vague words “kids help plants”?

4. Name the three editing changes Maya made in the last paragraph.

3 YOUR TURN

Your own words

Make a three-item plan for a four-sentence article about a place at school. Then write the article, revise one vague phrase by crossing it out and writing a clearer phrase, and edit for capital letters, punctuation, spelling, and complete sentences.

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PART 1 · READ AND MARK

Underline Maya's planning list in paragraph 1. Number the two revisions in paragraph 2, then circle the three editing changes in paragraph 3 to show how writers improve their work. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three ideas did Maya put on her planning list?	**Where the garden is, what grows there, and who cares for it.**
2	What detail did Maya add after Carlos said the article needed a fact about the plants?	**She added that the garden has tomatoes, beans, and bright orange marigolds.**
3	How did Maya revise the vague words “kids help plants”?	**She changed them to “Students water the young plants every Friday.”**
4	Name the three editing changes Maya made in the last paragraph.	**She fixed a capital letter and verb in a sentence, added commas to a list, and added a question mark.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: 1. Library location 2. Books and computers 3. Student activities

Article: Our school library is beside the office. It has shelves of books and four computers. Students read, research, and choose books to borrow. The library is a quiet place to learn.

Revision — Before: “nice place”; After: “quiet place to learn.”

Accept answers that identify the planning, revising, and editing actions in the passage. For the writing task, accept varied school places and ideas if the student includes a three-item plan, four complete sentences, a visible revision, and correct grade-level conventions.