From Draft to Finish

See how planning, feedback, revision, and editing shape a clear article.

ELA.5.C.1.5 "Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each place where Maya changes or adds to her writing. Circle the words that show who gave feedback or support and why.

The Rain Barrel Article

1. Maya planned a short article for the school website about the garden club's new rain barrel. First, she listed her purpose: explain how the barrel saves water. Next, she wrote three facts from an interview with the club adviser and chose a photo. Her first draft said that the barrel "collects rain for the garden." She left space in her notebook for comments.

2. During a partner conference, Jordan said readers might wonder where the water goes after a storm. He also suggested explaining the word spigot. Maya revised her draft by adding, "A spigot is a small faucet near the bottom of the barrel." She added that club members fill watering cans from the spigot. These changes gave readers clearer details, not just corrected spelling.

3. Before publishing, Maya read the article aloud to her adviser. The adviser asked Maya to check whether the barrel could hold 50 gallons. Maya confirmed the number on the manufacturer's label and included it in her final draft. Then she edited by changing "garden club" to "Garden Club," fixing a missing comma, and checking that each sentence ended with correct punctuation.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are two actions Maya took to plan her article before drafting?

2. What feedback did Jordan give, and what did Maya add because of it?

3. What shows that Maya's added spigot information was a revision, not only an edit?

4. How did Maya use her adviser's support before publishing, and name two edits she made?

3 YOUR TURN

Your own words

Choose a familiar school topic and set a purpose for a short paragraph. On extra paper, plan two useful details and draft the paragraph. Ask a peer for one clarity suggestion and an adult to help check wording, sentence punctuation and any factual detail needing verification. Actually improve or confirm the draft with that support. Then write exactly three sentences below: state your purpose and planning, name the real feedback and exact wording you changed or checked, and explain how the resulting wording helps readers. You may instead use a real recently revised draft and identify its checked or changed wording. Keep the draft available for your teacher.

ANSWER KEY # From Draft to Finish

GRADE 5 · ELA.5.C.1.5

PART 1 · READ AND MARK

Underline each place where Maya changes or adds to her writing. Circle the words that show who gave feedback or support and why. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are two actions Maya took to plan her article before drafting?	**She listed her purpose and gathered facts from an interview with the club adviser.**
2	What feedback did Jordan give, and what did Maya add because of it?	**Jordan said readers might wonder where the water goes and suggested explaining "spigot." Maya defined a spigot and explained that members fill watering cans from it.**
3	What shows that Maya's added spigot information was a revision, not only an edit?	**She added clearer details for readers instead of only correcting spelling or punctuation.**
4	How did Maya use her adviser's support before publishing, and name two edits she made?	**She checked the barrel's 50-gallon capacity on the manufacturer's label. She capitalized "Garden Club" and fixed a missing comma.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I wanted new classmates to find the book return spot, so I planned the location and the action. My partner asked where the bin was, and I changed "Put it there" to "Put your book in the blue bin beside the library desk." My teacher helped check the location and the capital letter and final period, and the specific wording now tells readers exactly where to go.

Keep all equivalent source answers. Provide paper and brief peer/adult support, or use a genuine prior revised draft. Check the actual available writing and its identified improved or verified wording, not only a hypothetical process account. The three-sentence reflection should connect purpose/planning, real feedback and a checked or changed phrase to reader clarity. No forced error or separate complete new writing cycle is required.