# The Frog Draft

Follow a writer from plan to finished story

**3.W.5** "Develop and strengthen writing as needed, with guidance and support from peers, adults, and digital tools by planning, drafting, revising, and editing."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline one step in Maya's plan, circle what Luis asks her to add, and write 1 beside Maya's first draft and 2 beside her revised draft. These marks will help you see how her writing changes.

### Maya's Frog Story

1. Maya wanted to write about the day her class found a tiny frog near the school garden. Before drafting, she made a quick plan: first, the class heard a sound; next, they searched under leaves; last, they watched the frog hop away. Her first draft said, "We heard a noise. We saw a frog. It went away." Maya read her draft to her partner, Luis.

2. Luis said he could not picture the frog or tell where it went. He asked Maya to add what the class saw and heard. Maya kept the order from her plan but revised her draft: "A tiny green frog peeped under the wet leaves. We spotted it beside a rock. Then it hopped into the tall grass." Now a reader could follow the frog's path.

3. As Maya copied her revised story, she wrote "hoppped" instead of "hopped" in the last sentence. She checked the word and fixed it. Her teacher asked her to read the ending aloud. Maya noticed that she had not said how she felt, so she added, "I wished I could see it again." She shared the finished story with Luis, who could now picture the scene.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya use two steps from her plan in her revised draft?

2. What did Luis want Maya to add? Name one detail she added to help.

3. Which sentence in the revised draft helps you picture where the frog went better than "It went away"?

4. Which word did Maya fix while copying her story? Write the correct spelling.

## 3 YOUR TURN

Your own words

Plan a short story about finding a lost object. Write three short plan notes, a two-sentence draft, and one suggestion from a partner or teacher. Then write a revised two-sentence version that uses the suggestion, and check its spelling.

**ANSWER KEY**

# The Frog Draft

**GRADE 3 · 3.W.5**

## PART 1 · READ AND MARK

Underline one step in Maya's plan, circle what Luis asks her to add, and write 1 beside Maya's first draft and 2 beside her revised draft. These marks will help you see how her writing changes. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How did Maya use two steps from her plan in her revised draft? | **The frog's peep matches the sound in her plan, and its hop into the grass matches the plan's ending.** |
| 2 | What did Luis want Maya to add? Name one detail she added to help. | **Luis wanted details about what the class saw and heard. Maya added that the tiny green frog peeped under wet leaves.** |
| 3 | Which sentence in the revised draft helps you picture where the frog went better than "It went away"? | **"Then it hopped into the tall grass."** |
| 4 | Which word did Maya fix while copying her story? Write the correct spelling. | **She changed "hoppped" to "hopped."** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: My mitten is missing; I look near the swings; I find it under a bench.
Draft: I lost my mitten. I found it.
Suggestion from partner: Tell where you looked.
Revision: I searched beside the swings for my red mitten. At last, I found it under a bench.

Accept different plan steps or revised details when the student connects them accurately to the passage. For Your Turn, look for three plan notes, a two-sentence draft, a suggestion, and a correctly spelled two-sentence revision that uses the suggestion.