From Draft to Detail

Notice how a writer uses feedback to improve a draft.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three parts of the writer's plan, circle one detail added to the revised beginning, and cross out the word Jo helped correct to track how the writing improved.

The Library Garden Story

1. On Saturday, I helped plant a small garden outside our library. Before writing about it for our class newsletter, I made a plan: tell why we planted, show one problem, and end with what changed. My first draft began, "We planted seeds. The ground was hard. We finished." I read it to my partner, Jo. She said readers might wonder why the ground was hard.

2. Jo suggested adding what we noticed and did. I remembered that rain had packed the soil into clumps. I revised my beginning: "We planted flowers to bring more bees near the library. After the rain, the soil felt as hard as a brick. We broke the clumps with hand tools before we planted." Now the problem and our response were easier to picture.

3. Then Jo spotted a mistake in my new ending: "The flowers grows near the steps." I changed "grows" to "grow" because "flowers" names more than one flower. My final ending said, "Weeks later, purple blooms opened near the library steps. Bees visited them while students waited for their rides." I checked my plan again. The ending showed what changed, and the finished piece was ready for the newsletter.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which part of the plan does the revised beginning cover that the first draft leaves out?

2. What did Jo wonder about the first draft? Which detail helps answer her question?

3. Which sentence in the revised beginning shows how the writers handled the hard soil?

4. What word did the writer change while editing the ending? Why?

3 YOUR TURN

Your own words

Plan a beginning and ending for a small problem you solved, then write and label a two-sentence Draft. Imagine a reader asks for a missing detail, then write and label a two-sentence Revision that adds that detail and fixes any verb errors.

ANSWER KEY

From Draft to Detail

GRADE 4 · 4.W.5

PART 1 · READ AND MARK

Underline the three parts of the writer's plan, circle one detail added to the revised beginning, and cross out the word Jo helped correct to track how the writing improved. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which part of the plan does the revised beginning cover that the first draft leaves out?	**It tells why they planted: to bring more bees near the library.**
2	What did Jo wonder about the first draft? Which detail helps answer her question?	**Jo wondered why the ground was hard. Rain had packed the soil into clumps.**
3	Which sentence in the revised beginning shows how the writers handled the hard soil?	**"We broke the clumps with hand tools before we planted."**
4	What word did the writer change while editing the ending? Why?	**The writer changed "grows" to "grow" because "flowers" means more than one flower.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Draft: Our paper airplane fly into a puddle. We made another one.
Revision: Our paper airplane flew into a puddle beside the playground fence. We folded a new airplane from a clean sheet of paper.

For Part 1, accept any specific detail added in the revised beginning, such as the rain or the hand tools. For Part 3, look for two labeled versions of two sentences each, a useful added detail, and correct verb forms in the revision.