From Draft to Evidence

Trace how a science explanation changes during writing.

6-8.WHST.5.a "Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number Lina's planning, drafting, revising, and editing steps in order. Underline a detail she adds to make her explanation stronger.

Where Did the Puddle Go?

1. On Monday, Lina noticed two puddles beside the school garden after a morning shower. By lunch, one had vanished, while the puddle under a bench remained. Her science class had to explain what might cause water to disappear from pavement. Before writing, Lina made a plan: state a claim, use her observation as evidence, and explain how sunlight can help water evaporate. She could not tell whether some water had drained through cracks in the pavement, so she planned to avoid claiming that evaporation explained every drop.

2. Her first draft said, "The sun swallowed the puddle, so shade keeps water forever." Lina liked the lively image, but she saw two problems when she reread it. Sunlight does not literally swallow water, and a shaded puddle can also evaporate. She underlined "swallowed" and "forever," then wrote a note in the margin: "Explain what happens to the water; avoid an absolute claim." Next, she checked her plan. The draft mentioned the sun but left out her observation of the puddle under the bench.

3. Lina rewrote the explanation: "The puddle in the sunny spot disappeared before the puddle under the bench. Sunlight can warm the water, helping some of it evaporate into the air." She added "some" because her observation could not prove where every bit of water went. Finally, she edited the new sentences for spelling and punctuation and read them aloud to check that the cause and evidence connected. Her finished explanation was less dramatic than her first draft, but readers could test its claim against what she observed.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Lina use her plan to decide what to add when she rewrote her explanation?

2. Why did Lina mark “swallowed” and “forever” for revision?

3. Why did Lina use “some” instead of claiming that all the puddle water evaporated?

4. What did Lina do after rewriting to edit her sentences and check their meaning?

3 YOUR TURN

Your own words

Choose a science observation or historical event other than the puddle. Label a plan with a claim and one detail, write a one-sentence draft, then rewrite it as two sentences that explain the detail more clearly.

ANSWER KEY

From Draft to Evidence

GRADES 6-8 · 6-8.WHST.5.a

PART 1 · READ AND MARK

Number Lina's planning, drafting, revising, and editing steps in order. Underline a detail she adds to make her explanation stronger. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Lina use her plan to decide what to add when she rewrote her explanation?	**Her plan called for evidence and an explanation. She added the observation about the puddle under the bench and explained that sunlight can help water evaporate.**
2	Why did Lina mark “swallowed” and “forever” for revision?	**The sun does not literally swallow water, and shade does not keep water from evaporating forever.**
3	Why did Lina use “some” instead of claiming that all the puddle water evaporated?	**Her observation did not show where every bit of water went. Some might have drained through cracks.**
4	What did Lina do after rewriting to edit her sentences and check their meaning?	**She checked spelling and punctuation, then read the sentences aloud to see whether the cause and evidence connected.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Claim: A magnet can attract steel. Detail: A steel paper clip moves across a desk toward a magnet.
Draft: A magnet pulls a paper clip.
Rewrite: A steel paper clip can move toward a magnet without touching it. The clip moves because steel contains iron, a material that magnets attract.

Accept answers that identify the writing choices shown in the passage. For Your Turn, look for a claim and detail in the plan, a one-sentence draft, and a two-sentence rewrite that uses the detail to improve the explanation.