Keep the Draft Moving

Mark the passage, then type your responses in one sitting. Use the lines for notes.

6-8.WHST.6.c "Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline actions that help the writer keep typing, and circle actions she saves for a final check so you can see the difference between drafting and editing.

From Pavement to Creek

1. For my science explanation, I follow rainwater from the school path to a creek. After a storm, water runs across the pavement and through a grate. In our town, pipes below that grate carry the water to a nearby creek. Before typing, I write three words on a note card: pavement, grate, creek. I name my computer file and set a 20-minute timer. With the order in front of me, I can begin a full paragraph instead of stopping to decide what comes next.

2. I type the first sentence without trying to make it perfect. My fingers stay on the keyboard as I turn each note-card word into a clear sentence. When I cannot remember the name for the drainage system below the street, I type [check pipe term] and keep moving. I do not open a new page to look it up yet. Soon I have a complete draft that explains how water travels. The small bracketed note marks a place to fix later, not a reason to stop writing now.

3. With five minutes left, I read the paragraph aloud from the screen. I hear that I used the word *water* too often, so I replace one use with *rainwater*. I check my bracketed note and change it to *storm drain*. Then I correct a misspelled word and save the file again. I have written and revised one complete explanation in the same sitting. The timer did not make me type faster; it helped me keep drafting until I had something worth checking.

2 ANSWER WITH EVIDENCE

Use the passage

1. Type one sentence naming two things the writer does before drafting and explaining how one helps her keep typing.

2. Type two connected sentences explaining the rainwater's route. Use all three note-card words.

3. Type one sentence explaining why the writer types [check pipe term] instead of opening a new page.

4. Type one or two sentences naming everything the writer does during her final check, including what she does after correcting the draft.

3 YOUR TURN

Your own words

Choose a familiar process other than rainwater runoff. In one sitting, type a 70- to 90-word paragraph explaining its steps in order, read it aloud, make one useful edit, and save it. Add one sentence stating the edit you made.

ANSWER KEY

Keep the Draft Moving

GRADES 6-8 · 6-8.WHST.6.c

PART 1 · READ AND MARK

Underline actions that help the writer keep typing, and circle actions she saves for a final check so you can see the difference between drafting and editing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Type one sentence naming two things the writer does before drafting and explaining how one helps her keep typing.	**She writes three words on a note card and names her file before drafting; the note card keeps her from stopping to decide what comes next.**
2	Type two connected sentences explaining the rainwater's route. Use all three note-card words.	**Rainwater runs across the pavement and through a grate. Pipes below the grate carry it to a nearby creek.**
3	Type one sentence explaining why the writer types [check pipe term] instead of opening a new page.	**The bracketed note lets her keep drafting and return to the missing term during her final check.**
4	Type one or two sentences naming everything the writer does during her final check, including what she does after correcting the draft.	**She reads the paragraph aloud, replaces one use of *water* with *rainwater*, and changes her bracketed note to *storm drain*. She corrects a misspelled word and saves the file again.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To pack my bag for school, I first check tomorrow's class list instead of guessing which books I need. I put the heaviest books near the back panel so the bag sits close to my body. Next, I slide my notebook into a folder to keep loose pages from folding. I place my pencil case in a small pocket where I can find it quickly. Finally, I zip every pocket and set the bag beside the door so I can pick it up in the morning.
Edit note: After reading aloud, I changed “stuff” to “books” to name the items clearly.

Accept accurate paraphrases; the final-check answer should include reading aloud, replacing a repeated word, resolving the bracketed note, correcting spelling, and saving again. The student's typed paragraph should be 70 to 90 words about a different process, with a separate sentence describing an edit.