Notice the Difference

Follow a writer from first draft to final notice

6.W.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 the planning, first-draft, and revising steps 1, 2, and 3 in the passage, then circle the spelling correction to track how the notice improves.

A Notice for Newcomers

1 On Monday, I volunteered to write a notice for our school's seed swap. I planned by listing what readers would need: the day, the place, and what to bring. Then I wrote a first draft: "Come to the seed swap soon. Bring stuff and meet people." I liked its friendly sound, but I had left my list on the corner of my desk. When I reread the draft, I noticed that someone new to the swap would not know when to arrive or what "stuff" meant.

2 A classmate read my draft and asked, "Is this for people who already know about the swap?" Her question made me try a new approach. Instead of opening with a general invitation, I decided to start with a question a newcomer might ask. I checked the event note: the swap was Thursday at 3:30 p.m. in the library. I wrote a new version with those details and changed "stuff" to a description of the packets. This time, a reader could make a plan.

3 My revised notice read, "New to the seed swap? Join us Thursday at 3:30 p.m. in the library. Bring seed packets labled with each plant's name." Before posting it, I read each word slowly. I fixed "labled" to "labeled," a spelling edit that did not change my message. The final notice used the corrected word. It gave readers a friendly opening, a clear time and place, and a useful instruction. My first draft was shorter, but the new version better answered a visitor's questions.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two details from the writer's planning list were missing from the first draft?

2. How did the classmate's question change the writer's approach to the opening?

3. How did revising “Bring stuff” help a new visitor prepare?

4. Which change was an editing change rather than a revision? Explain how you know.

3 YOUR TURN

Your own words

Your class is hosting a board game afternoon. Write a two-sentence first draft of an invitation, then rewrite it in two or three sentences for a new student who needs to know when, where, and what to bring. Invent reasonable details, and correct one spelling or punctuation mistake as you rewrite.

ANSWER KEY

Notice the Difference

GRADE 6 · 6.W.5.a

PART 1 · READ AND MARK

Number the planning, first-draft, and revising steps 1, 2, and 3 in the passage, then circle the spelling correction to track how the notice improves. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two details from the writer's planning list were missing from the first draft?	**Any two of these: the day, the place, or a clear description of what to bring.**
2	How did the classmate's question change the writer's approach to the opening?	**The writer replaced a general invitation with a question aimed at someone new to the swap.**
3	How did revising “Bring stuff” help a new visitor prepare?	**The revised notice says to bring seed packets labeled with each plant's name, so the visitor knows what to bring.**
4	Which change was an editing change rather than a revision? Explain how you know.	**Changing “labled” to “labeled” was editing because it corrected spelling without changing the message.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: Come to the game afternoon on Friday. It will be fun, and you can bring a freind.

Rewrite: New to our game afternoon? Meet us Friday at 3:30 p.m. in Room 12, and bring a board game if you have one. You can come without a game and join a table with a friend.

For Part 3, accept invented event details if the rewrite clearly adds a time, place, and what to bring. Look for a two-sentence first draft, a two- or three-sentence rewrite, and a visible spelling or punctuation correction.