

From Notes to Voice

Track how planning, revision, and editing shape a clear voice.

7.W.2.A.v "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Developing voice and tone by using language that provides vivid and precise vocabulary to..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the words or phrases that create a vivid, precise picture. Number 1, 2, 3, and 4 beside details that show planning, drafting, revising, and editing, in that order.

Lena's Monarch Article

- ① Before writing her article about monarch butterflies, Lena made a plan. She listed three sections: the butterfly's journey, the dangers it faces, and ways people can help. At the community garden, she watched a monarch fold its orange-and-black wings on a milkweed leaf. In her notes, she recorded exact details, including the plant's narrow leaves and the butterfly's slow, careful movement. Her plan gave each paragraph one clear purpose, so her ideas would not flutter in every direction.
- ② Her first draft explained that monarchs migrate thousands of miles, but its opening sounded flat: "Monarchs are interesting insects." During revision, Lena replaced it with "At dawn, a monarch lifts from the milkweed like a scrap of stained glass caught by the wind." She also moved her strongest observation to the beginning. The new opening created a curious, respectful tone and led naturally into facts about migration. Lena kept her sentences focused on the article's purpose, which was to show why monarchs need safe places to feed and lay eggs.
- ③ Finally, Lena edited the article. She checked that each paragraph stayed on its topic and that transitions connected the sections. She corrected a sentence that said monarchs "flies" to Mexico, changing the verb to "fly." She also checked the spelling of "migration" and added commas where they helped readers follow a list. After editing, she reread the whole piece aloud. The article now moved from an image in the garden to facts about a long journey, then ended with practical actions readers could take.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What three sections did Lena list in her plan?

2 Which opening uses more vivid and precise language? Copy two details from that opening that create a clear image.

3 How did Lena revise the organization of her article, and how did the new order help readers?

4 What grammar change did Lena make while editing, and why was the change correct?

3 YOUR TURN _____ Your own words

Choose a local animal or plant. Make a two-part plan, then write a 120-160-word informational piece in two paragraphs that uses at least three vivid, precise words; revise one flat sentence by writing an improved version beneath your piece, then edit spelling, punctuation, and verbs.

PART 1 • READ AND MARK

Underline the words or phrases that create a vivid, precise picture. Number 1, 2, 3, and 4 beside details that show planning, drafting, revising, and editing, in that order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What three sections did Lena list in her plan?	The butterfly's journey, the dangers it faces, and ways people can help.
2	Which opening uses more vivid and precise language? Copy two details from that opening that create a clear image.	The revised opening. Possible details: "At dawn," "lifts from the milkweed," "a scrap of stained glass," and "caught by the wind."
3	How did Lena revise the organization of her article, and how did the new order help readers?	She moved her strongest observation to the beginning. The image drew readers in and led naturally into facts about migration.
4	What grammar change did Lena make while editing, and why was the change correct?	She changed "monarchs flies" to "monarchs fly" because the plural subject "monarchs" needs the verb "fly."

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: 1. Explain how eastern gray squirrels find and store food. 2. Explain how squirrels help oak trees and why habitat matters. On a crisp October morning, an eastern gray squirrel races along an oak branch, using its bushy tail for balance. Its sharp claws grip the rough bark as it searches for acorns. The squirrel carries a nut to the ground, digs a small hole, and covers its cache with loose soil. Later, it may find the acorn by using its strong sense of smell. Gray squirrels help oak trees in an unexpected way. Some buried acorns are never recovered, so they can sprout into seedlings when sunlight and water are available. However, squirrels need connected trees and safe nesting spaces to thrive. Protecting wooded parks preserves the food and shelter these quick, watchful animals use each day. A neighborhood with healthy oaks can support squirrels while also giving people shade and places to observe wildlife. Flat sentence: Squirrels are animals. Improved sentence: Quick, watchful squirrels use sharp claws and a bushy tail to move safely through oak trees.

Accept other correctly marked vivid phrases and process details when students can explain their choices. For Part 3, accept any accurate local organism, a clear two-part plan, two organized paragraphs of 120-160 words, at least three vivid, precise words, one meaningful revision, and correct basic editing.