The Revision Table

Trace how order and voice shape a draft.

10.2.W.3 "Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the paragraphs in the clearest time order, circle a transition that misstates the sequence, and underline one sentence whose point of view or tone breaks the student-organizer voice.

The Fix-It Table: A Draft

(1) After the first Fix-It Table, three repaired backpacks returned to the hallway instead of being discarded. We heard students ask whether the table would open again. We posted a sign inviting them to bring torn fabric the next Friday. We also wrote down which supplies ran low, especially sturdy thread and spare buttons. The sign went up beside the library door, where students could find it without interrupting class. One backpack owner said her repaired pocket stayed closed during the walk home. This response gave our team a reason to make the table a regular event, not a one-day experiment.

(2) Two weeks earlier, our student council had noticed students carrying backpacks with torn pockets. We asked permission to use a library table for simple repairs, then posted a notice explaining what our volunteers could do. We chose sewing jobs we could complete with basic supplies, such as closing small tears and replacing loose buttons on pockets. A volunteer brought needles and thread, while the librarian found a container for scraps. We labeled the container so sharp tools would not be mixed with fabric. By Thursday morning, our team had a repair station and a short list of jobs we could handle.

(3) However, on Thursday afternoon, four students brought backpacks to the library. We stitched three torn pockets while the fourth bag needed a new zipper, a job beyond our supplies. You could see the line curl past the return desk as classmates watched the stitching. The whole thing was totally awesome, and everybody was obsessed with our little station. One volunteer measured the torn fabric; another stitched it while the owners waited. The student with the zipper problem left with a list of local repair shops, but we did not promise a fix we could not make. We packed up the needles before the library closed.

2 ANSWER WITH EVIDENCE

Use the passage

1. In what order should the three paragraphs appear to show planning, the event, and its results? Give the current paragraph numbers.

2. What should replace "However" at the start of paragraph 3 to show the sequence accurately? Explain why.

3. Combine the two sentences beginning "We heard" and "We posted" into one sentence with a different opening. Keep both ideas.

4. Rewrite the two sentences beginning "You could see" and "The whole thing" to keep the organizers' point of view and a measured tone.

3 YOUR TURN

Your own words

Write a 6- to 8-sentence paragraph about planning and running a student-led book exchange, followed by what happened afterward. Use chronological order, two clear time transitions, varied sentence beginnings, a consistent first-person plural point of view, and a measured tone.

ANSWER KEY

The Revision Table

GRADE 10 · 10.2.W.3

PART 1 · READ AND MARK

Number the paragraphs in the clearest time order, circle a transition that misstates the sequence, and underline one sentence whose point of view or tone breaks the student-organizer voice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In what order should the three paragraphs appear to show planning, the event, and its results? Give the current paragraph numbers.	**2, 3, 1.**
2	What should replace "However" at the start of paragraph 3 to show the sequence accurately? Explain why.	**"Later that Thursday" fits because the event follows the Thursday morning preparations rather than contrasting with them.**
3	Combine the two sentences beginning "We heard" and "We posted" into one sentence with a different opening. Keep both ideas.	**After we heard students ask whether the table would open again, we posted a sign inviting them to bring torn fabric the next Friday.**
4	Rewrite the two sentences beginning "You could see" and "The whole thing" to keep the organizers' point of view and a measured tone.	**We saw the line curl past the return desk as classmates watched the stitching. We were pleased that so many students showed interest in the station.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, we asked the librarian whether we could set up a book exchange near the entrance. After receiving permission, we sorted donated books by genre and made signs for each shelf. We also checked that every book was in readable condition. On Friday, we opened the exchange during lunch. As students browsed, we answered questions and straightened the crowded shelves. By the end of lunch, students had exchanged twenty books and asked us to include more mysteries next time. We saved those requests so we could plan the next exchange.

Accept other transitions and rewrites that preserve the draft's facts while improving sequence, sentence variety, point of view, or tone. For Your Turn, look for a clear progression from planning through the event to its result.