Draft Under Repair

Follow a writer's revisions from first draft to final read.

12.2.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 Underline each change the writer makes to the draft, and circle words that show how a problem leads to a revision.

Finding the Shape of a Story

1 At our neighborhood tool library, a borrowed wrench can save someone a trip to the store. My first draft began with a long inventory of sockets, clamps, and drill bits. Only in its final lines did I explain why the shelves mattered: residents could borrow tools for small home repairs. I moved that purpose to the opening, then kept one concrete detail, a drawer of mismatched screwdrivers, to give the scene texture. Now readers know what is at stake before they meet the clutter. Changing the order also showed me which details deserved space.

2 Next, I wrote about the drawers. My draft jumped from a volunteer hunting for a missing wrench to a plan for printed labels, so the plan seemed arbitrary. I added a bridge: "Because volunteers lose time searching, each drawer needs a clear label." Those labels would show what belongs in each drawer and help staff notice missing tools. I also replaced three clipped sentences, "The room is busy. Tools move. People wait," with one sentence that connects the actions: "While tools move between borrowers, volunteers struggle to keep the crowded room organized." The longer sentence slows the pace where the problem needs explanation.

3 On a later read, I caught a different problem. Most of the piece used "I" to describe my reporting, but one line suddenly instructed readers, "You should stop leaving tools anywhere." That accusation made borrowers sound careless, although I had not observed anyone ignoring a rule. I revised it to "I watched volunteers return each tool to its labeled drawer," keeping the reporting voice and describing what I could verify. Then I reread the opening and removed a joke about a runaway hammer; its playful tone no longer fit the practical account. Revision sent me back to the beginning, not just forward to the last line.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does moving the tool library's purpose to the opening help readers understand the remaining details?

2. How does the added sentence beginning “Because volunteers lose time searching” connect the problem to the plan? Include both ways the labels would help.

3. What changes when the writer replaces three clipped sentences with one longer sentence?

4. How do the two changes in the final paragraph keep the account's point of view and tone consistent?

3 YOUR TURN

Your own words

Write an 85 to 105 word paragraph about a real or imagined school event. Reread and revise it before writing your final version so it opens with a clear focus, uses a transition to connect ideas, varies sentence length, and keeps a consistent tone and point of view.

ANSWER KEY

Draft Under Repair

GRADE 12 · 12.2.W.3

PART 1 · READ AND MARK

Underline each change the writer makes to the draft, and circle words that show how a problem leads to a revision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does moving the tool library's purpose to the opening help readers understand the remaining details?	**Readers learn why the shelves matter before encountering the clutter. The drawer of mismatched screwdrivers then adds a concrete detail without obscuring that purpose.**
2	How does the added sentence beginning "Because volunteers lose time searching" connect the problem to the plan? Include both ways the labels would help.	**It makes the time lost searching a reason for adding labels. The labels would show what belongs in each drawer and help staff notice missing tools.**
3	What changes when the writer replaces three clipped sentences with one longer sentence?	**The longer sentence connects tools moving between borrowers with the volunteers' difficulty keeping the room organized. It also slows the pace to explain the problem.**
4	How do the two changes in the final paragraph keep the account's point of view and tone consistent?	**Replacing the instruction to "you" with an observation by "I" restores the first-person reporting voice and avoids an unsupported accusation. Removing the joke keeps the tone practical.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the school poetry reading, I learned how much a small technical problem can change an evening. Just before the first student stepped onto the stage, the microphone stopped working. For a moment, the room went quiet. Because the audience could not hear from the back, I carried a spare microphone from the sound desk to the stage. The student tested it with one line, and the listeners near the doors nodded. After that brief pause, the reading continued, and I paid closer attention to the people whose work kept it running.

Accept other explanations supported by the passage. For the original paragraph, look for a clear opening focus, a meaningful transition, sentence variety, and consistent tone and point of view.