Float, Sink, Revise

Notice how order and clear details guide a reader.

3.2.W.2 "Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the three main stages, one in each paragraph, in the order they happen. Circle the words or phrases that help you follow that order.

Two Foil Boats

1. On Friday, our class tested tiny boats in a tub of water. First, we tore a square of foil for each team. We folded up all four edges to make a shallow tray. The corners needed tight folds, or water could slip inside. Before testing, we guessed how many pennies each boat could hold. I wrote our guess on a scrap of paper.

2. Next, we set the foil boat gently on the water. We put one penny in the center, then added more, one at a time. Each penny made the boat sit lower. When one edge dipped under the water, our boat sank. The eighth penny made it sink, so our first boat held seven pennies. We wrote down that result.

3. After that, we tried a new shape with another square of foil. We made a wider bottom and folded the sides higher. This time, we spread the pennies across the bottom instead of stacking them in the center. Our new boat held eleven pennies before it sank. We recorded both results and talked about why changing the shape might have helped.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the sentence about guessing how many pennies the boat could hold belong before the boat sinks, not after?

2. Why does the paragraph about testing the first boat come right after the paragraph about making it?

3. What does “After that” connect in the last paragraph? Name an event before it and an event after it.

4. Rewrite “We recorded both results” so a reader knows exactly what the two results were.

3 YOUR TURN

Your own words

Write four sentences explaining how you would get ready for a rainy walk, with the steps in order. Reread your writing and improve any unclear step before you finish; use at least two time-order words.

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PART 1 · READ AND MARK

Number the three main stages, one in each paragraph, in the order they happen. Circle the words or phrases that help you follow that order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the sentence about guessing how many pennies the boat could hold belong before the boat sinks, not after?	**The class made its guess before testing the boat. The boat sank during the test.**
2	Why does the paragraph about testing the first boat come right after the paragraph about making it?	**The class had to make the boat before putting it in water and testing it.**
3	What does “After that” connect in the last paragraph? Name an event before it and an event after it.	**It connects the first boat test to making and testing a new boat shape.**
4	Rewrite “We recorded both results” so a reader knows exactly what the two results were.	**We recorded that the first boat held seven pennies and the new boat held eleven pennies.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, I check the weather before I leave. Next, I put on my raincoat and boots. Then I tuck a dry pair of socks into my bag. Last, I open my umbrella outside so the floor stays dry.

For the marking job, accept a 1, 2, and 3 on the paragraphs in order, with time-order language such as “First,” “Next,” and “After that” circled. For Your Turn, accept four clear steps in logical order with at least two time-order words.