Fix the Trail

Revise a draft for clear order and details.

4.2.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 Circle words that show when events happen. Underline the sentence that interrupts the order, then draw an arrow to where it belongs.

Our Chalk Trail

1. On Monday, our class planned a chalk trail for the first graders. We wanted each stop to give them a small task. First, we walked around the playground and chose three safe spots: the bench, the big oak tree, and the gate. Then we drew a map on scrap paper. Our teacher reminded us to keep the trail away from the basketball court.

2. On Tuesday, we carried colored chalk outside. At the bench, we drew three shapes for children to name. Next, we marked a winding line to the oak tree and wrote, "Count five leaves." Their teacher thanked us for the clear directions. Near the gate, we drew a giant star to show where the trail ended. A strong wind blew chalk dust into our faces.

3. Before inviting anyone, we tested the trail ourselves. We noticed that the line near the oak tree stopped too soon. We added two arrows so visitors would know where to go next. After lunch, the first graders came outside. They named the shapes and counted the leaves. One child said the arrows helped her find the gate without asking for directions.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence in paragraph 2 should move to paragraph 3? Where in paragraph 3 does it belong?

2. What word could you add before “Near the gate” to show that the gate is the last stop? Explain your choice.

3. Which detail in paragraph 2 could you remove to keep the focus on making the trail? Why?

4. Combine the two sentences about the line stopping and the arrows. Make it clear why the class added the arrows.

3 YOUR TURN

Your own words

Write four sentences about preparing for a real or imagined class event. Reread your draft and replace any vague words with clear details before you finish. Use at least two words or phrases that show the order of events.

ANSWER KEY

Fix the Trail

GRADE 4 · 4.2.W.2

PART 1 · READ AND MARK

Circle words that show when events happen. Underline the sentence that interrupts the order, then draw an arrow to where it belongs. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 2 should move to paragraph 3? Where in paragraph 3 does it belong?	**Move "Their teacher thanked us for the clear directions" to the end of paragraph 3, after the first graders follow the trail.**
2	What word could you add before "Near the gate" to show that the gate is the last stop? Explain your choice.	**Add "Finally" because the gate comes after the bench and the oak tree.**
3	Which detail in paragraph 2 could you remove to keep the focus on making the trail? Why?	**Remove the sentence about wind blowing chalk dust into their faces. It does not help explain how they made the trail.**
4	Combine the two sentences about the line stopping and the arrows. Make it clear why the class added the arrows.	**Because the line near the oak tree stopped too soon, we added two arrows to guide visitors toward the gate.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, our class cleared the tables for the art show. Next, we placed each painting on a stand with its artist's name below it. Before visitors arrived, we checked that no paintings blocked the doorway. Finally, we opened the room and guided families around the displays.

Accept other sensible placements for the moved sentence after the first graders visit the trail. For the open task, look for four ordered sentences, at least two time-order phrases, and specific details.