Make It Flow

Revise a school proposal for clearer organization and a consistent voice.

9.2.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 one sentence that fits better in another paragraph, circle a transition that interrupts the flow, and number three consecutive sentences that begin the same way.

An Umbrella Lending Shelf

1 Last October, a hard rain began just before dismissal at our school. Students crowded under the narrow entrance roof, watching water run across the sidewalk. Some had umbrellas, but others faced a long walk home with only a sweatshirt. We could set up a small umbrella lending shelf. Students could borrow an umbrella at dismissal and return it the next school day. The plan would not stop the rain, but it would give more students a dry trip to the bus stop or home. A simple sign could explain the borrowing rule.

2 To begin, our student council could collect sturdy used umbrellas from families who no longer need them. Volunteers could check each one for broken ribs or sharp tips before placing it on the shelf. Anyway, a checkout sheet would help us track which umbrellas are out and when they come back. Each Friday, two volunteers could count the returns and set aside any damaged umbrellas. The shelf would hold only clean, working umbrellas, so nobody would have to guess whether one is safe to use. A clear routine would make the project easier to manage throughout the rainy season.

3 The lending shelf could help in ways beyond a single rainy afternoon. We can make borrowing simple. We can make returns simple. We can make rainy days less stressful. You might even call this totally epic, but the real benefit is practical: students could get home with drier books and clothes. The shelf would stand beside the main office, where students already gather before dismissal. If we try the plan for one month, our council can check the checkout sheet and decide whether the shelf is worth keeping. That small test would turn a good idea into a workable school routine.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence in paragraph 3 belongs in paragraph 2? Explain where you would place it and why.

2. What could replace "Anyway" in paragraph 2 to connect the checkout sheet to the project's routine?

3. Rewrite the three consecutive "We can" sentences as one sentence that keeps all three ideas.

4. Which sentence shifts the proposal's point of view and tone? Rewrite it to match the rest of the proposal.

3 YOUR TURN

Your own words

Write a revised version of paragraph 3 in 80 to 105 words. Remove the sentence that belongs in paragraph 2, vary the repeated sentence openings, and keep a measured first-person plural voice.

ANSWER KEY

Make It Flow

GRADE 9 · 9.2.W.3

PART 1 · READ AND MARK

Underline one sentence that fits better in another paragraph, circle a transition that interrupts the flow, and number three consecutive sentences that begin the same way. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 3 belongs in paragraph 2? Explain where you would place it and why.	**Move "The shelf would stand beside the main office, where students already gather before dismissal" into paragraph 2, after the sentence about checking umbrellas. It describes how the shelf would be set up, which fits that paragraph's plan.**
2	What could replace "Anyway" in paragraph 2 to connect the checkout sheet to the project's routine?	**"To track loans" connects the checkout sheet to the need to manage borrowed umbrellas.**
3	Rewrite the three consecutive "We can" sentences as one sentence that keeps all three ideas.	**By making borrowing and returns simple, we can make rainy days less stressful.**
4	Which sentence shifts the proposal's point of view and tone? Rewrite it to match the rest of the proposal.	**"You might even call this totally epic, but the real benefit is practical: students could get home with drier books and clothes." Revise to: "We see a practical benefit: students could get home with drier books and clothes."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The lending shelf could help in ways beyond a single rainy afternoon. By making borrowing and returns simple, we can make rainy days less stressful. We also expect a practical benefit: students could get home with drier books and clothes. If we try the plan for one month, our council can check the checkout sheet and decide whether the shelf is worth keeping. That small test would show whether we can maintain the routine and whether students find it useful during the rainy season.

Accept other placements in paragraph 2 that keep the setup details together. Revisions may differ if they preserve the passage's ideas and improve organization, flow, sentence variety, and voice.