The Swap Draft

Revise a draft so readers can follow an event clearly.

11.2.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 Circle the time cues, underline the transition that disrupts the logic, and number the paragraphs in an order that makes the event easier to follow.

A Clothing Swap at Westbrook High

1 At Westbrook High, a clothing swap began with a problem in the lost-and-found room. By October, unclaimed hoodies and jackets crowded the shelves, while students still asked where they could find warm clothes. The student council proposed a one-day exchange in the gym. Anyone could bring a clean, wearable item or take one without paying. The council received permission to use the space and asked the office to announce the event. A swap could put usable clothing back into circulation, but only if students could find what they needed without digging through piles.

2 On the day of the swap, students entered the gym during lunch. Volunteers greeted them at the door. Volunteers pointed them toward tables marked by clothing type and size. More students stopped after seeing the sign in the hallway. However, a line formed at the exchange table. One student found a raincoat that fit over her backpack straps; another picked up a sweater for a younger brother. By the end of lunch, several tables were nearly empty. The organizers set aside the remaining items for a local donation center, following the school's plan for anything left after the event.

3 The week before the swap, the council prepared for a crowd but kept the setup simple. Members asked students to wash donations and checked that each item was in good condition. They sorted coats, sweaters, and shirts into labeled boxes, then carried the boxes to the gym. They printed large signs for each category. You could see that our signs were outrageously amazing. A pair of volunteers also planned to direct visitors to the right tables. The group reserved a separate box for items needing repair, since torn clothing would not go on the swap tables.

2 ANSWER WITH EVIDENCE

Use the passage

1. What paragraph order would make the event easiest to follow? Use two time cues to explain your choice.

2. In paragraph 2, what would you put in place of “However” to connect the hallway sign to the line at the table? Explain the connection.

3. Combine the two sentences about volunteers greeting and directing students into one sentence with a different opening. Keep both actions.

4. Revise “You could see that our signs were outrageously amazing” to match the passage's third-person point of view and informative tone.

3 YOUR TURN

Your own words

Write one paragraph of five to seven sentences about a different school event, explaining its preparation and result in time order. After drafting, revise it by adding a useful transition and changing one sentence opening; underline both revised parts, and keep a third-person, informative tone.

ANSWER KEY

The Swap Draft

GRADE 11 · 11.2.W.3

PART 1 · READ AND MARK

Circle the time cues, underline the transition that disrupts the logic, and number the paragraphs in an order that makes the event easier to follow. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What paragraph order would make the event easiest to follow? Use two time cues to explain your choice.	**Paragraphs 1, 3, 2. "The week before the swap" places the preparation before "On the day of the swap."**
2	In paragraph 2, what would you put in place of "However" to connect the hallway sign to the line at the table? Explain the connection.	**"As a result" works because more students stopped after seeing the sign, and a line formed at the table.**
3	Combine the two sentences about volunteers greeting and directing students into one sentence with a different opening. Keep both actions.	**After greeting students at the door, volunteers pointed them toward tables marked by clothing type and size.**
4	Revise "You could see that our signs were outrageously amazing" to match the passage's third-person point of view and informative tone.	**The large signs clearly named each clothing category.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students at Cedar High planned a garden workday to clear a neglected courtyard. Before the workday, volunteers collected gloves and checked which tools the school could provide. They divided the courtyard into sections so each team had a manageable task. On Saturday, one group pulled weeds while another spread compost around the existing shrubs. As a result, the paths became easier to use. At the next meeting, the group recorded which areas would need regular care.

Accept other paragraph 2 transitions that accurately connect the increased number of visitors to the line. For the open task, look for time order, two underlined revisions, varied sentence openings, and consistent third-person point of view and tone.