Seed Swap Shuffle

Revise a story for clearer order and wording.

5.2.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 Ms. Ortiz's request, Maya's packet placement, and the leftover count in the order they happened. Then underline the "it" before "was already full" and circle the start of "We made room" to mark two places for a second revision pass.

The Seed Swap

1. On Friday, our class held a seed swap in the library. I taped labels to three boxes: beans, sunflowers, and herbs. Before anyone brought seeds, Ms. Ortiz had asked us to write each plant's name on its packet. Students arrived with seeds from home and sorted their packets into the boxes. When the swap ended, Ms. Ortiz counted the leftover packets. She planned to save them for the school garden.

2. Eli handed Maya a packet of basil seeds. She set it near the herb box, but it was already full. That made the line slow. A few students waited behind them with packets in their hands. We made room by moving the extra herb packets to a second box. Later, I chose a sunflower packet to take home. The new box had no label yet, so two students looked inside before choosing seeds.

3. After the swap, we cleaned the tables and carried the boxes back to our room. Our teacher wrote the number of leftover packets on the board. The next morning, our class sorted those packets for the school garden. We put the basil seeds in one cup and the bean seeds in another. At last, we had a place for every packet. Some packets would be planted in spring.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which happened first: Ms. Ortiz's request about packet names or students sorting packets into boxes? How can you tell?

2. In the sentence about Maya, which "it" could you replace to make the full box clear? Write the sentence with that change.

3. What transition could you add before "We made room" to show why the students moved the packets?

4. Which two sentences at the end of paragraph 1 would fit better at the start of paragraph 3? Explain why.

3 YOUR TURN

Your own words

Write a three-sentence first draft about setting up a class book display, including one detail that needs clearer wording or a better place. Then rewrite it in four sentences: check the order first, and check your nouns and transitions on a second pass.

ANSWER KEY

Seed Swap Shuffle

GRADE 5 · 5.2.W.2

PART 1 · READ AND MARK

Number Ms. Ortiz's request, Maya's packet placement, and the leftover count in the order they happened. Then underline the "it" before "was already full" and circle the start of "We made room" to mark two places for a second revision pass. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which happened first: Ms. Ortiz's request about packet names or students sorting packets into boxes? How can you tell?	**Ms. Ortiz's request happened first. The passage says she made it before anyone brought seeds.**
2	In the sentence about Maya, which "it" could you replace to make the full box clear? Write the sentence with that change.	**Replace the second "it": "She set it near the herb box, but the herb box was already full."**
3	What transition could you add before "We made room" to show why the students moved the packets?	**"To keep the line moving," fits because students were waiting after the herb box filled up.**
4	Which two sentences at the end of paragraph 1 would fit better at the start of paragraph 3? Explain why.	**Move the sentences about Ms. Ortiz counting the leftover packets and saving them for the garden. They describe what happened after the swap, like the events in paragraph 3.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: We put the books on the table. It was too small. First, we chose books about space.
Revised: First, we chose books about space for our class display. Next, we put the books on a small table. The table was too small for all the books. So we moved some books to a shelf beside the table.

Accept transitions that connect the waiting students to the need for more space. For the open task, look for a three-sentence draft and a four-sentence revision with clearer order, a specific noun, and a useful transition.