# Rethink the Courtyard

Reorganize a draft so its ideas build on one another.

**12.2.W.2** "Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Number the paragraphs in the order that best develops the problem, a proposed solution, and a way to test it. Underline one sentence in each paragraph that supports your choice.

### A Draft for a Cooler Courtyard

1. One response would replace a narrow strip of pavement along the courtyard's edge with a shallow planted bed and two small shade trees. The strip currently has no seating, so the change would not remove a place where students gather. The bed could collect some rain that now runs toward the building's doors, while the trees would eventually shade nearby benches. Yet new trees need water and care before their canopies grow wide. The proposal therefore includes a summer watering schedule and temporary fabric shade over the benches, which can be removed as the trees mature.

2. Before changing the courtyard, the student council could ask the facilities staff to record surface temperatures on three clear afternoons, once on the open pavement and once on pavement beneath the existing covered walkway. Students could also count how many people use the benches at lunch and ask whether heat affects where they sit. After the temporary shade goes up, the same counts and temperature readings could be repeated at similar times and under similar weather conditions. These comparisons would not prove how much shade mature trees will provide, but they would show whether the short-term change makes the benches more usable.

3. At lunch, the courtyard looks like an obvious place to meet, but students often crowd under the covered walkway instead of using its exposed benches. The pavement and benches sit in direct sunlight for much of the school day, and the exposed surfaces can become uncomfortably hot. After heavy rain, water also flows across the pavement toward doors that open into the building. These conditions create two related problems: the courtyard offers little relief on warm days, and its runoff has no nearby planted area to soak into. Any proposal for the space should address both concerns without eliminating a useful gathering spot.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which paragraph should come first? Explain how its details prepare the reader for the proposal.

2. Which paragraph should come second? Explain how it responds to both problems introduced in the first paragraph.

3. Why should the paragraph about temperatures and bench use come last rather than before the proposal?

4. Find a phrase in the testing paragraph that refers back to a proposed change. What change does it refer to?

## 3 YOUR TURN

Your own words

Students waiting at a hallway water fountain are blocking a classroom doorway between classes. Write one paragraph of 85 to 110 words that develops the problem, proposes a feasible change, and explains how to test whether the change works. Arrange those parts in a logical order and use a transition to link the proposal to the test.

ANSWER KEY

# Rethink the Courtyard

GRADE 12 · 12.2.W.2

## PART 1 · READ AND MARK

Number the paragraphs in the order that best develops the problem, a proposed solution, and a way to test it. Underline one sentence in each paragraph that supports your choice. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which paragraph should come first? Explain how its details prepare the reader for the proposal. | **Paragraph 3 should come first. It establishes that the benches get hot and rainwater flows toward the doors, giving the proposal two problems to address.** |
| 2 | Which paragraph should come second? Explain how it responds to both problems introduced in the first paragraph. | **Paragraph 1 should come second. Its planted bed could collect some runoff, and its trees and temporary shade could make the benches more comfortable.** |
| 3 | Why should the paragraph about temperatures and bench use come last rather than before the proposal? | **Paragraph 2 describes checks to make before and after the temporary shade goes up. Readers need to know about the proposed shade before they can understand what the later measurements test.** |
| 4 | Find a phrase in the testing paragraph that refers back to a proposed change. What change does it refer to? | **The phrase "After the temporary shade goes up" refers to the proposed fabric shade over the benches.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Between classes, students waiting at the hallway water fountain often block the classroom doorway. The crowd delays students entering class and leaves little room for anyone using a mobility aid. The school could mark a waiting area in a nearby alcove and place a sign directing students to line up there, while keeping the route to the fountain clear. To test this change, staff could count how often the doorway is blocked during five passing periods before the markings appear and five afterward. They should compare periods at similar times of day, since crowd size changes across the schedule.

For the marking job, accept paragraph numbers 2, 3, 1 in printed order, with an underlined sentence in each that supports its role. For the writing task, accept other feasible changes and tests if the paragraph develops all three parts in a logical order.