

Words With Purpose

Track how a writer plans, revises, and edits for a clear, vivid flyer.

7.W.2.A.v "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Developing voice and tone by using language that provides vivid and precise vocabulary to..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In this fictional example, underline two details from Maya's planning in paragraph 1 and circle two vivid phrases in paragraph 2. In paragraph 3, label vivid invitation 1, date 2, time 3, meeting place 4 and supply list 5 to show the flyer order.

A Flyer Takes Shape

- ① On Monday, the Eco Club needed a flyer inviting students to a Saturday creek cleanup. Maya began by planning. In a notebook, she listed the audience, the time, the meeting place, and reasons the creek mattered. She chose a clear goal: persuade students to bring gloves and help. Beside her list, she collected sensory details from last week's walk, including silver minnows flashing near reeds and a plastic bag snagged on a muddy branch nearby.
- ② Her first draft said, "Come clean the creek. It is dirty, and we need help." During revision, Maya noticed that the words dirty and help were vague. She replaced them with a sharper picture: "Join us as we pull bottle caps, tangled wrappers, and other litter from Cedar Creek." She also changed the opening to "Step into the cool morning air and protect the creek that winds behind our school." The revised language sounded urgent but welcoming, not scolding.
- ③ Before printing the flyer, Maya checked its organization and edited it. She placed the vivid invitation first, followed with the date, time, meeting place, and supply list. Then she corrected "Saterday" to "Saturday" and edited "On Saturday bring gloves" to "On Saturday, bring gloves." She also checked every sentence ending. Her final version gave readers a reason to care, clear details for joining, and a voice that matched a community project. The flyer was ready to share with classmates.

2 ANSWER WITH EVIDENCE Use the passage

1 What kinds of information did Maya include in her plan before drafting? Name two.

2 Copy one phrase from the revised flyer that gives readers a vivid, precise picture.

3 How did Maya make her flyer sound inviting instead of scolding? Use one change from the passage in your answer.

4 What order did Maya use for the final flyer, and what did she check while editing?

3 YOUR TURN Your own words

Make three short planning notes for a flyer about a school book drive: audience, purpose, and important details. Then draft a two-paragraph flyer totaling 75-100 words that uses an inviting voice, at least two vivid or precise details, and clear information about how to join. Revise one word choice for tone or precision, then edit the draft. Record the change and an editing check. Event details may be imagined.

1. Plan the invitation

Name the audience, purpose and important event details.

2. Draft, revise and edit

Write two short paragraphs totaling 75-100 words. Leave a blank line between them. Invite readers, give joining details, and use two vivid or precise details. Revise directly on this draft, then check spelling, capitals and punctuation.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

3. Record your work

Quote the original and revised word choice. Name an editing correction or convention you checked.

PART 1 • READ AND MARK

In this fictional example, underline two details from Maya's planning in paragraph 1 and circle two vivid phrases in paragraph 2. In paragraph 3, label vivid invitation 1, date 2, time 3, meeting place 4 and supply list 5 to show the flyer order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What kinds of information did Maya include in her plan before drafting? Name two.	Any two: the audience, time, meeting place, reasons the creek mattered, a goal to persuade students, or sensory details from the walk.
2	Copy one phrase from the revised flyer that gives readers a vivid, precise picture.	Accept "bottle caps, tangled wrappers, and other litter" or "the cool morning air" or "the creek that winds behind our school."
3	How did Maya make her flyer sound inviting instead of scolding? Use one change from the passage in your answer.	She used welcoming, active language, such as "Step into the cool morning air," instead of only saying the creek was dirty and needed help.
4	What order did Maya use for the final flyer, and what did she check while editing?	She placed the vivid invitation first, then the date, time, meeting place and supply list. She corrected spelling, added a comma after an introductory time phrase and checked sentence endings.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: students. Purpose: collect books for a community center. Details: Thursday before first period, school library, clean gently used books. This is an imagined event.

Revised draft: Open a new chapter for another reader. Our book drive will stock the small shelves at Maple Street Community Center with gently used novels, comics and picture books. Your donation could bring a new adventure to a child after school.

On Thursday, bring a clean book to the school library before first period. Check that its pages are complete, then tuck it into your backpack tonight. Volunteers will sort the books by reading level. Join us and help another reader discover a favorite story.

Revision made: I replaced "some stuff to read" with "gently used novels, comics and picture books" for a precise, inviting description.

Editing check: I corrected "thursday" to "Thursday" and checked the comma after the opening time phrase.

The school scenarios and sample local observations are invented classroom examples. Students may use supported real observations or label imagined ones. Accept two relevant planning details and two vivid phrases. The five markable phrases are in the second sentence of paragraph 3. Require three planning notes, two visible flyer paragraphs totaling 75-100 words, an inviting voice, at least two vivid/precise details, and clear joining information. The final word count excludes plan and change notes. Assess an actual word-choice revision and editing check; direct draft corrections are sufficient.