

Courtyard Revision Lab

Revise a complete draft for clarity, precise language and connected ideas.

7.W.3.A "Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional reporting packet. In Draft paragraph 2, circle two vague phrases and underline its repeated sentence opening. In the reporting notes, star two details that could make those phrases more precise. Work only with the supplied facts.

A Courtyard Ready for Readers

Paragraph 1: Keep this opening

At Riverbend Middle School, the courtyard outside the library had become hard to use. Cracked pots blocked a bench, and weeds filled the two planting beds. Students wanted a place to read outdoors, so the principal approved a cleanup. The library club volunteered to prepare the courtyard before Friday's reading lunch.

Draft paragraph 2: Revise this paragraph

The students did things in the courtyard. They got the things away. They did stuff to the beds. They made it look different. They finished. It was good.

Reporting notes: Facts you may use

On Thursday, club members carried the cracked pots to the school's collection area. They pulled weeds from both planting beds and spread fresh mulch. They wiped the bench and tested that its seat was dry. By Friday, the path to the bench was clear. At reading lunch, students sat on the bench and read. Do not add purchases, new plants or events that these notes do not report.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What must the beginning of paragraph 2 connect to in paragraph 1? Suggest a transition that makes the relationship clear.

- 2 Replace "They got the things away" with a clearer sentence using the notes. Explain one improvement.

- 3 Choose any two precise action verbs from the reporting notes. Explain what each helps a reader picture.

- 4 Compare these possible revision sentences: "The path was clear." "After the path was cleared, students sat on the bench and read during Friday's lunch." How would using both sentence lengths help a reader?

3 YOUR TURN _____ Your own words

Revise Draft paragraph 2 for the school newspaper. Keep paragraph 1 as supplied. Use the reporting notes to make the work and result clear. Link your paragraph to the opening, choose at least two precise action verbs and vary sentence openings and lengths for a purpose. Do not just copy the notes as a list. Then explain how your revisions help a reader.

Plan substantive changes

Identify a vague phrase to clarify, a repeated opening to change and the connection your transition should express.

Write your revised paragraph 2

Develop the cleanup and its result using only the packet facts. Combine related actions when useful, and let a shorter sentence emphasize a result.

Explain and check

Quote a before-and-after change that improves clarity or word choice. Explain your transition and why you used different sentence lengths. Check that your paragraph follows paragraph 1 and preserves the facts.

PART 1 • READ AND MARK

Read this fictional reporting packet. In Draft paragraph 2, circle two vague phrases and underline its repeated sentence opening. In the reporting notes, star two details that could make those phrases more precise. Work only with the supplied facts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What must the beginning of paragraph 2 connect to in paragraph 1? Suggest a transition that makes the relationship clear.	It should connect the approved cleanup and the club's promise to the work they did. For example: "To prepare for Friday's reading lunch, the club..." Accept another accurate link between plan and action.
2	Replace "They got the things away" with a clearer sentence using the notes. Explain one improvement.	Club members carried the cracked pots to the school's collection area. Naming the objects and destination removes vague "things" and "away"; "carried" gives a precise action.
3	Choose any two precise action verbs from the reporting notes. Explain what each helps a reader picture.	Examples: carried shows moving pots; pulled shows removing weeds; spread shows distributing mulch; wiped shows cleaning the bench; tested shows checking dryness. Accept any two accurate explanations.
4	Compare these possible revision sentences: "The path was clear." "After the path was cleared, students sat on the bench and read during Friday's lunch." How would using both sentence lengths help a reader?	The short sentence emphasizes the result of the cleanup. The longer sentence links the cleared path to its later use without implying that the students who read were the workers. Length should serve meaning; simply making every sentence longer is not the goal.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible revision plan

Replace things with cracked pots and name the destination. Replace repeated They openings with a purpose phrase and a time phrase. Connect the club's planned cleanup to Thursday's actions.

Revised paragraph 2

To prepare for Friday's reading lunch, club members carried the cracked pots to the collection area on Thursday. They pulled weeds from both beds and spread fresh mulch. Club members also wiped the bench and checked that its seat was dry. By Friday, the path was clear. During Friday's reading lunch, students sat on the bench and read.

Explanation of choices

"They got the things away" becomes a sentence naming club members, cracked pots, their destination and the day. Carried, pulled and spread specify actions. The opening purpose phrase links paragraph 2 to the planned reading lunch in paragraph 1. The longer first sentence connects purpose and action; the shorter "By Friday, the path was clear" emphasizes the result before the final sentence shows its use.

TEACHER ASSESSMENT NOTES

Annotation examples: circle did things, got the things away, did stuff, different or good; underline repeated They. Star notes that supply actual objects, actions or results. Accept different accurate revisions that preserve the notes, connect to the supplied opening and develop a coherent paragraph. Sentence variety includes beginnings and structure, not a fixed sentence count. Use the explanation to assess whether changes improve clarity, word choice and relationships rather than only mechanics.