Creek Cleanup Revision

Notice how precise language and connections shape a clear model report.

8.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 Underline the words or phrases that move the reader to a new time, step, or idea, circle three precise detail words, and number two sentences that begin in different ways.

A Creek Gets Attention

1 On Saturday morning, volunteers met beside Willow Creek, a stream that runs behind Eastview Middle School. Recent storms had swept plastic bottles, snack wrappers, and broken branches into a bend near the footbridge. The group first sorted the trash into bags, then pulled loose branches from the shallow water. By noon, the creek bank looked safer for walkers and for the turtles that rest on its muddy edge. The work also revealed how quickly litter can travel after rain.

2 To prevent the same problem next month, the volunteers looked upstream for places where trash could enter the water. They found an uncovered bin near the bus stop and a storm drain blocked by leaves. The students reported both problems to the city's environmental office. In response, a maintenance crew cleared the drain, and the store owner placed a lid on the bin. These small changes matter because clean water depends on many people making careful choices.

3 Meanwhile, science classes began visiting the creek once a week to record what they observed. One team measured water temperature, while another listed insects living beneath flat stones. Their notes will help the school compare the creek's condition over time. The project is not a one-day rescue; it is an ongoing study and responsibility. When students see a clear stream, they can connect their Saturday effort to healthier habitats beyond the nearby school grounds each day.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 2, what two specific problem sites did the volunteers find? Explain why naming them is clearer than writing "two problems."

2. What does the phrase "These small changes" refer to in paragraph 2?

3. Compare the beginning of "The group first sorted..." in paragraph 1 with the beginning of "When students see..." in paragraph 3. How are the sentence openings different?

4. What transition begins paragraph 3? What change in focus does it signal?

3 YOUR TURN

Your own words

Rewrite this vague draft as a 5-sentence paragraph of 70 to 90 words: "The cafeteria has too much waste. Students are doing things. It will be better." Add at least two concrete details, a transition at the start of one sentence, and one compound or complex sentence.

ANSWER KEY

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GRADE 8 · 8.W.3.A

PART 1 · READ AND MARK

Underline the words or phrases that move the reader to a new time, step, or idea, circle three precise detail words, and number two sentences that begin in different ways. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 2, what two specific problem sites did the volunteers find? Explain why naming them is clearer than writing "two problems."	**They found an uncovered bin near the bus stop and a storm drain blocked by leaves. These details identify the exact places and conditions that needed attention.**
2	What does the phrase "These small changes" refer to in paragraph 2?	**It refers to the maintenance crew clearing the storm drain and the store owner putting a lid on the bin.**
3	Compare the beginning of "The group first sorted..." in paragraph 1 with the beginning of "When students see..." in paragraph 3. How are the sentence openings different?	**The first sentence begins with the subject, "The group." The later sentence begins with a dependent time clause, "When students see a clear stream," which varies the sentence pattern.**
4	What transition begins paragraph 3? What change in focus does it signal?	**"Meanwhile" begins paragraph 3. It signals a shift from solving sources of litter to science classes observing and studying the creek.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

After lunch, the cafeteria team weighed three bags of unopened food and empty containers. First, students placed whole fruit in a share basket beside the serving line. The kitchen manager donated safe leftovers to a local pantry, while custodians collected clean paper for recycling. As a result, the school sent fewer bags to the dumpster that week. This plan shows that careful sorting can reduce waste and help neighbors at the same time.

Accept equivalent descriptions of the specific sites, referents, sentence structures, and transition purpose. For Part 3, accept varied topics and wording when the response has five sentences, 70 to 90 words, concrete details, a sentence-opening transition, and a compound or complex sentence.