

Planning, Revising, and Editing

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Grade 7 writers don't just polish - they sometimes TRY A NEW APPROACH when the original plan isn't working. REVISING changes what writing SAYS (cutting wordiness, sharpening claims, restructuring paragraphs, switching strategies). EDITING fixes surface mistakes (spelling, capitalization, punctuation, grammar). A new approach might mean reorganizing the order of paragraphs, changing the opening strategy, or replacing weak evidence with stronger evidence.

PART 1 — READ

Read the passage. Then answer the questions.

Student first draft - The Case for a School Recycling Program (with line numbers)

(1) Recycling at school is something everyone should do because it is just really, really good for the planet. (2) It is honestly a no-brainer. (3) Our school does not really have one right now.

(4) First of all, recycling helps the environment because it is good for the environment in many ways. (5) The environment is something we all share. (6) Recycling is part of helping the environment.

(7) Last year my older brother started a recycling club at his high school. (8) They collected aluminum cans for two months. (9) There was a pizza party at the end and the principal came.

(10) Also, a 2023 EPA report found that U.S. middle schools that adopted single-stream recycling diverted an average of 38 percent of their cafeteria waste from landfills within the first year. (11) That's a measurable result, not just a feeling.

(12) In conclusion, recycling is good and our school should do it because it is good. (13) So let's do it.

PART 2 — PRACTICE

Read each before/after revision and the student draft. Answer the questions about what improved, what is still off, and when to try a new approach.



1. Sentences (1) - (3) form a weak opening. Which REVISION BEST tries a NEW APPROACH for the introduction?
 - A. Recycling at school is honestly, like, super amazing for the planet in so many really, really cool ways!!!
 - B. Last year, our cafeteria threw away an estimated 4,800 pounds of recyclable plastic, glass, and aluminum - waste that a single-stream recycling program at our school could keep out of the landfill entirely.
 - C. Recycling is something we should do because it is good for things and the planet and stuff.
 - D. It is, in my opinion, possibly maybe kind of something we could think about doing eventually.
2. Sentences (4) - (6) repeat the same vague idea. Which REVISION BEST tries a new approach by REPLACING the paragraph with logical reasoning and a specific reason?
 - A. The environment is good because the environment is good and that is good.
 - B. Recycling reduces what schools send to landfills, lowers the demand for new raw materials, and gives students a daily, hands-on way to practice the environmental ideas they are learning in science class.
 - C. The environment is honestly just so important and amazing for everybody no matter what.
 - D. I really, really feel that the environment is something I personally like and everyone else should too.
3. Compare BEFORE: sentences (7) - (9) about the brother's club. AFTER: those sentences are CUT from the argument paragraph and replaced with sentence (10), the EPA finding. What kind of revision is this?
 - A. EDITING for punctuation only.
 - B. REVISION that tries a NEW APPROACH - the writer replaces a personal anecdote with stronger, source-based evidence that actually supports the claim.
 - C. REVISION that makes the paragraph longer just to fill space.
 - D. EDITING for spelling errors only.
4. Sentence (9) reads: *Their was a pizza party at the end and the principal came.* Which is the BEST EDIT?
 - A. There was a pizza party at the end and the principal came.
 - B. Their, was a pizza party, at the end and the principal came.
 - C. Their was a Pizza Party at the end and the Principal came.
 - D. There was a Pizza Party at the End and the Principal Came!!!
5. Sentence (11) reads: *Thats a measurable result, not just a feeling.* Which is the BEST EDIT?
 - A. Thats a measurable result, not just a feeling!!!
 - B. That's a measurable result, not just a feeling.
 - C. Thats a measurable Result, not just a feeling.
 - D. Thats, a measurable, result not just a feeling.



6. Sentences (12) - (13) end the draft flatly. Which is the BEST REVISION of the conclusion?
- A. Recycling is good and our school should do it because it is good. So lets do it. The end.
 - B. Lets just like start recycling at school I guess because honestly it would be fine probably.
 - C. Recycling is good so do it good.
 - D. Diverting 38 percent of our cafeteria waste from the landfill within a single year is not a small change - it is a measurable, achievable shift that our school can begin this fall, and the planning starts with a single bin in every classroom.
7. The writer is considering this NEW PLAN: rather than alternating personal stories and evidence, reorganize the draft so that paragraph 2 presents two PUBLISHED-EVIDENCE reasons together and paragraph 3 ACKNOWLEDGES A COUNTERCLAIM (cost) and answers it. Why is this a useful kind of NEW APPROACH?
- A. It makes the draft shorter by removing content.
 - B. It TRYING-A-NEW-APPROACH revision: restructures the draft so evidence is grouped logically AND a counterclaim is addressed - moves the piece closer to a real Grade 7 argument.
 - C. It only fixes punctuation problems and not content problems.
 - D. It hides the writer's claim so the reader has to guess at it.
8. Which option correctly identifies a revision that FIXES ONE PROBLEM but CREATES a new one?
- A. Replacing *really, really good for the planet* with a single precise claim like *diverts measurable waste from landfills* (cuts wordiness; keeps meaning).
 - B. Cutting the brother's pizza-party anecdote and replacing it with the 2023 EPA finding (replaces weak evidence with strong evidence).
 - C. Adding an apostrophe to *Thats* in sentence (11) (fixes punctuation).
 - D. Replacing *recycling is good* in sentence (12) with *recycling is good and the goodness of it is honestly really good and good for good reasons that are good* (tries to fix flatness but ADDS wordiness and repeats *good* five more times).
9. Read this sentence the writer wants to add: *A single recycling bin in every classroom would cost the district about \$4 per student per year, less than the price of one cafeteria pizza slice.* Where would it BEST fit the LOGIC of a revised draft?
- A. At the very beginning, replacing the opening fact.
 - B. Inside the brother's pizza-party anecdote, since both mention pizza.
 - C. In a NEW counterclaim paragraph that acknowledges concerns about cost and answers them with this specific, on-topic figure.
 - D. At the very end, after the call to action, as a stand-alone fact.
10. Read this sentence: *recycling is alot easier then people think and its definately worth doing.* Which version FIXES ALL FOUR surface errors (capitalization, two spellings, one apostrophe)?
- A. recycling is alot easier than people think and its definately worth doing.
 - B. Recycling is a lot easier than people think, and it's definitely worth doing.
 - C. Recycling is alot easier than people think and its definately worth doing.
 - D. recycling is a lot easier then people think and its definately worth doing!!!



Answer Keys

- 1 A B C D
- 2 A B C D
- 3 A B C D
- 4 A B C D
- 5 A B C D

- 6 A B C D
- 7 A B C D
- 8 A B C D
- 9 A B C D
- 10 A B C D

Explanations

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| 1. B | B replaces vague, feeling-based filler with a SPECIFIC, attention-grabbing fact (4,800 pounds) AND previews the proposed solution - the textbook example of trying a new opening approach. A only stacks intensifiers. C stays vague. D weakens the position with hedges. |
| 2. B | B replaces empty repetition with THREE distinct, logically connected reasons (less landfill waste, lower raw-material demand, hands-on science practice) - a true revision of the paragraph's content. A is circular. C is vague enthusiasm. D is personal opinion with no reasoning. |
| 3. B | Trying a new approach means recognizing that the original strategy (an anecdote about a sibling) doesn't support a school-policy argument, and SWAPPING it for stronger evidence (a credible study). A is wrong (no punctuation changed). C is wrong (this is about quality, not length). D is wrong (no spelling changed). |
| 4. A | A fixes the homophone error (<i>Their then There</i>) and changes nothing else - clean editing. B adds incorrect commas. C and D over-capitalize ordinary nouns and add noise without fixing the real error. |
| 5. B | B adds the missing apostrophe in the contraction <i>That's</i> and changes nothing else - the only surface fix needed. A keeps the error. C over-capitalizes. D introduces incorrect commas while leaving the apostrophe out. |
| 6. D | D restates the strongest evidence (38 percent), reaffirms the claim with force, and gives a concrete next step - exactly the work an argument conclusion should do. A just adds <i>The end</i> . B hedges with slang. C is circular and empty. |
| 7. B | B names the move: reorganizing for stronger logic AND addressing a counterclaim are real Grade 7 revision strategies, not just polish. A is wrong (the goal is logic, not length). C is wrong (no editing changes are being made). D is the opposite of the goal. |
| 8. D | D names a revision that tries to fix one problem (flatness) but introduces MORE repetition and wordiness. A, B, and C all improve the draft cleanly without creating a new problem. |
| 9. C | Cost is the most common objection to school recycling, so the figure belongs where the writer acknowledges and answers that objection. A would replace the strong opener. B is word-association, not logic. D drops a new fact after the close. |
| 10. B | B fixes ALL FOUR errors: capitalizes <i>Recycling</i> (capitalization), corrects <i>alot then a lot</i> (spelling), corrects <i>easier then easier</i> (spelling), and adds the apostrophe in <i>it's</i> . A keeps three errors. C keeps three errors. D fixes only two errors and adds unnecessary exclamation marks. |



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