

STUDENT WORKBOOK

Grade 3 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

TEKS 3.11C Revising

36 Weeks

Monday to Friday Practice

Assessment-Style Questions

INSIDE THIS WORKBOOK

Short daily revising practice built from student drafts about real passage topics, one revision skill at a time, with a Friday review of the week.

PREPARE and Clusters 1 to 8, following the Grade 3 scope and sequence

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How to Use This Workbook

Each week gives students short, daily revising practice with the same kinds of questions they will see on the state assessment. The weeks follow our Grade 3 scope and sequence in the same order as the Standards Slide Decks, and every draft is based on the low stamina passage of that week's cluster.

Day	Revision Skill	Student Draft
Monday	Adding a detail or sentence	One student draft used Monday to Thursday (Informal Practice)
Tuesday	Rearranging words, phrases, or sentences	
Wednesday	Combining two sentences	
Thursday	Deleting a detail or sentence	
Friday	Mixed revising (all four skills)	A different student draft (Formal Independent Practice)

Daily routine (about 10 minutes)

- Students read the whole draft in the box first. Each sentence is numbered, such as (1), (2), (3).
- Students read the question, return to the numbered sentences, and test each answer choice.
- Students fill in one bubble.
- Each day practices one revising skill at a time. Friday mixes all four skills from Monday to Thursday.

Read the draft a student wrote about a mystery at Poverty Point. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy wanted to solve a mystery about a shell. **(2)** She found the shell at Poverty Point. **(3)** The shell came from a coastal area far away. **(4)** Poverty Point was inland, not near the coast.

(5) Her second clue was a map that showed the distance. **(6)** The distance from the coast was with her finger traced by Emsy on the map. **(7)** A shell could not roll that far by itself. **(8)** The distance was too great.

Which sentence could BEST be added after sentence 2 to support the writer's idea?

- ☐ **(A)** Poverty Point is a very old place in Louisiana where people lived long ago.
- ☐ **(B)** Emsy liked to write things down in her notebook.
- ☐ **(C)** Shells come in many different shapes and sizes.
- ☐ **(D)** Emsy had been to the coast before with her family.

Read the draft a student wrote about a mystery at Poverty Point. Then answer the questions that follow.

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(5) Her second clue was a map that showed the distance. **(6)** The distance from the coast was with her finger traced by Emsy on the map. **(7)** A shell could not roll that far by itself. **(8)** The distance was too great.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The distance was traced by Emsy from the coast with her finger on the map.
- ☐ **(B)** Emsy traced the distance from the coast on the map with her finger.
- ☐ **(C)** With her finger, the distance from the coast was on the map traced by Emsy.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a mystery at Poverty Point. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy wanted to solve a mystery about a shell. **(2)** She found the shell at Poverty Point. **(3)** The shell came from a coastal area far away. **(4)** Poverty Point was inland, not near the coast.

(5) Her second clue was a map that showed the distance. **(6)** The distance from the coast was with her finger traced by Emsy on the map. **(7)** A shell could not roll that far by itself. **(8)** The distance was too great.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: A shell could not roll that far by itself. The distance was too great.

- ☐ **(A)** A shell could not roll that far by itself, the distance was too great.
- ☐ **(B)** A shell could not roll that far by itself because the distance was too great.
- ☐ **(C)** Although a shell could not roll that far by itself, the distance was too great.
- ☐ **(D)** A shell could not roll that far by itself when the distance was too great.

Read the draft a student wrote about a mystery at Poverty Point. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy wanted to solve a mystery about a shell. **(2)** She found the shell at Poverty Point. **(3)** The shell came from a coastal area far away. **(4)** Poverty Point was inland, not near the coast.

(5) Her second clue was a map that showed the distance. **(6)** The distance from the coast was with her finger traced by Emsy on the map. **(7)** A shell could not roll that far by itself. **(8)** The distance was too great.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 5

Read the draft a student wrote about trade at Poverty Point. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) One traveling object could be an accident. **(2)** Several objects from distant places make a pattern. **(3)** Emsy wrote a question in her notebook. **(4)** She wanted to know why people would bring things so far.

(5) I think Emsy should visit the library after school to learn even more about trading. **(6)** The answer was scarcity. **(7)** People did not always have every resource they needed where they lived. **(8)** They could trade what they had.

(9) They could get valuable goods from other places.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** She wondered why people would carry objects such a long distance.
- ☐ **(B)** Emsy always carried a pencil with her.
- ☐ **(C)** Notebooks are useful for writing down ideas.
- ☐ **(D)** Poverty Point is a popular place for students to visit on field trips.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 7

Use the draft on the front of this page to answer questions 3 and 4.

3 Where is the BEST place to move sentence 4?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 2
- ☐ (C) After sentence 3
- ☐ (D) After sentence 6

4 Which is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: They could trade what they had. They could get valuable goods from other places.

- ☐ (A) They could trade what they had, they could get valuable goods from other places.
- ☐ (B) They could trade what they had although they could get valuable goods from other places.
- ☐ (C) They could trade what they had for valuable goods from other places.
- ☐ (D) They could trade what they had and they could trade for valuable goods from other places.

Read the draft a student wrote about the mystery of the traveling shell. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy smiled and wrote her final claim. **(2)** The seashell probably reached Poverty Point through trade over a long distance. **(3)** Underneath her claim, she listed her evidence. **(4)** The shell came from the coast.

(5) Poverty Point was far inland. **(6)** People traveled along major rivers. **(7)** She wrote her evidence under her claim. **(8)** The shell was looked at again by Emsy.

(9) It was more than an object. **(10)** It was a clue from the past and a story waiting to speak.

Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ **(A)** Emsy smiled when she finished writing.
- ☐ **(B)** The shell was smooth and had pretty colors.
- ☐ **(C)** Other distant materials had been found there too.
- ☐ **(D)** Many students like to learn about shells.

Read the draft a student wrote about the mystery of the traveling shell. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy smiled and wrote her final claim. **(2)** The seashell probably reached Poverty Point through trade over a long distance. **(3)** Underneath her claim, she listed her evidence. **(4)** The shell came from the coast.

(5) Poverty Point was far inland. **(6)** People traveled along major rivers. **(7)** She wrote her evidence under her claim. **(8)** The shell was looked at again by Emsy.

(9) It was more than an object. **(10)** It was a clue from the past and a story waiting to speak.

What is the BEST way to revise sentence 8?

- ☐ **(A)** The shell was looked at again by Emsy.
- ☐ **(B)** Again by Emsy, the shell was looked at.
- ☐ **(C)** Emsy looked at the shell again.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the mystery of the traveling shell. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy smiled and wrote her final claim. **(2)** The seashell probably reached Poverty Point through trade over a long distance. **(3)** Underneath her claim, she listed her evidence. **(4)** The shell came from the coast.

(5) Poverty Point was far inland. **(6)** People traveled along major rivers. **(7)** She wrote her evidence under her claim. **(8)** The shell was looked at again by Emsy.

(9) It was more than an object. **(10)** It was a clue from the past and a story waiting to speak.

What is the most effective way to combine sentences 4 and 5?

Sentences 4 and 5 read: The shell came from the coast. Poverty Point was far inland.

- ☐ **(A)** The shell came from the coast, Poverty Point was far inland.
- ☐ **(B)** The shell came from the coast, but Poverty Point was far inland.
- ☐ **(C)** Because the shell came from the coast, Poverty Point was far inland.
- ☐ **(D)** The shell came from the coast, so Poverty Point was far inland.

Read the draft a student wrote about the mystery of the traveling shell. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy smiled and wrote her final claim. **(2)** The seashell probably reached Poverty Point through trade over a long distance. **(3)** Underneath her claim, she listed her evidence. **(4)** The shell came from the coast.

(5) Poverty Point was far inland. **(6)** People traveled along major rivers. **(7)** She wrote her evidence under her claim. **(8)** The shell was looked at again by Emsy.

(9) It was more than an object. **(10)** It was a clue from the past and a story waiting to speak.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Read the draft a student wrote about Emsy's clues at Poverty Point. Then answer the questions that follow.

The Mystery of the Traveling Shell

(1) Emsy was studying clues from Poverty Point. **(2)** Her clue that was third was even more interesting. **(3)** The map showed large rivers. **(4)** People at Poverty Point traveled along rivers.

(5) This could have helped them move from place to place. **(6)** Then Emsy found her fourth clue. **(7)** Archaeologists had discovered other materials at Poverty Point. **(8)** Copper was one of those materials.

(9) The copper also came from far away. **(10)** I think drawing maps is a fun activity for students.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** The map included the Mississippi and Ohio Rivers.
- ☐ **(B)** Emsy liked to draw maps in her notebook.
- ☐ **(C)** Rivers can be found in many parts of the world.
- ☐ **(D)** The fourth clue was about copper.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) Her third clue was even more interesting.
- ☐ (B) Her clue was third and even more interesting.
- ☐ (C) Her third clue was interesting even more.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: Archaeologists had discovered other materials at Poverty Point. Copper was one of those materials.

- ☐ (A) Archaeologists had discovered other materials at Poverty Point, including copper.
- ☐ (B) Archaeologists had discovered other materials at Poverty Point copper was one of those materials.
- ☐ (C) Archaeologists had discovered other materials at Poverty Point because copper was one of those materials.
- ☐ (D) Archaeologists had discovered other materials at Poverty Point, copper was one of those materials.

Read the draft a student wrote about recess. Then answer the questions that follow.

The Recess Question

(1) The bell rang. (2) “Recess!” Beth shouted. (3) Chairs scooted back from the desks. (4) Sneakers hurried across the floor.

(5) The playground onto Beth and her classmates spilled a moment later.

(6) The sun felt warm on Beth’s face. (7) A light wind moved through the trees beside the fence. (8) It was time for recess after the bell rang.

(9) Beth and her classmates were glad to be outside.

Which sentence could **BEST** be added after sentence 4 to support the writer’s idea?

- ☐ (A) Everyone wanted to get to the playground quickly.
- ☐ (B) The floor was covered with small tiles.
- ☐ (C) Beth liked to draw pictures of trees.
- ☐ (D) Recess is a time when students can eat lunch.

Read the draft a student wrote about recess. Then answer the questions that follow.

The Recess Question

(1) The bell rang. (2) “Recess!” Beth shouted. (3) Chairs scooted back from the desks. (4) Sneakers hurried across the floor.

(5) The playground onto Beth and her classmates spilled a moment later.

(6) The sun felt warm on Beth’s face. (7) A light wind moved through the trees beside the fence. (8) It was time for recess after the bell rang.

(9) Beth and her classmates were glad to be outside.

What is the BEST way to revise sentence 5?

- ☐ (A) A moment later, Beth and her classmates spilled onto the playground.
- ☐ (B) A moment later, the playground spilled onto Beth and her classmates.
- ☐ (C) Beth and her classmates spilled a moment later onto the playground.
- ☐ (D) No revision is needed.

Read the draft a student wrote about recess. Then answer the questions that follow.

The Recess Question

(1) The bell rang. **(2)** “Recess!” Beth shouted. **(3)** Chairs scooted back from the desks. **(4)** Sneakers hurried across the floor.

(5) The playground onto Beth and her classmates spilled a moment later.

(6) The sun felt warm on Beth’s face. **(7)** A light wind moved through the trees beside the fence. **(8)** It was time for recess after the bell rang.

(9) Beth and her classmates were glad to be outside.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The sun felt warm on Beth’s face. A light wind moved through the trees beside the fence.

- ☐ **(A)** The sun felt warm on Beth’s face, a light wind moved through the trees beside the fence.
- ☐ **(B)** The sun felt warm on Beth’s face, and a light wind moved through the trees beside the fence.
- ☐ **(C)** Although the sun felt warm on Beth’s face, a light wind moved through the trees beside the fence.
- ☐ **(D)** The sun felt warm on Beth’s face because a light wind moved through the trees beside the fence.

Read the draft a student wrote about recess. Then answer the questions that follow.

The Recess Question

(1) The bell rang. **(2)** “Recess!” Beth shouted. **(3)** Chairs scooted back from the desks. **(4)** Sneakers hurried across the floor.

(5) The playground onto Beth and her classmates spilled a moment later.

(6) The sun felt warm on Beth’s face. **(7)** A light wind moved through the trees beside the fence. **(8)** It was time for recess after the bell rang.

(9) Beth and her classmates were glad to be outside.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 5
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

Read the draft a student wrote about recess. Then answer the questions that follow.

The Recess Question

(1) On the blacktop, basketballs went bounce, bounce, bounce. (2) Near the swings, to one another students called. (3) "Push me higher!" (4) "Catch me!" (5) "Race you to the slide!" (6) Beth smiled. (7) The playground was full of happy sounds. (8) I think recess should be longer than lunch. (9) Students played together during their free time.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ (A) The student on the swing wanted to go higher.
- ☐ (B) The slide was on the playground.
- ☐ (C) Beth had a red ball.
- ☐ (D) Recess is better than math class.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 6
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) Near the swings, students called to one another.
- ☐ (B) Near the swings, to one another called students.
- ☐ (C) Near the swings, students to one another called.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: Beth smiled. The playground was full of happy sounds.

- ☐ (A) Beth smiled, the playground was full of happy sounds.
- ☐ (B) Beth smiled although the playground was full of happy sounds.
- ☐ (C) Beth smiled because the playground was full of happy sounds.
- ☐ (D) Beth smiled and Beth smiled because the playground was full of happy sounds.

Read the draft a student wrote about a recess story. Then answer the questions that follow.

The Recess Question

(1) Recess was one of Beth's favorite parts of the school day. (2) Beth ran toward the jump ropes. (3) Her friend Ava was waiting there. (4) "Want to jump?" Ava asked.

(5) "Of course!" Beth said. (6) The rope together Ava and Beth began turning.

(7) "Ready?" Ava called. (8) Their friend Max jumped into the middle.

(9) Max liked to play video games after school.

Which sentence could **BEST** be added after sentence 1 to support the writer's idea?

- ☐ (A) She always hurried outside when the bell rang.
- ☐ (B) Ava was a student in Beth's class.
- ☐ (C) Jump ropes come in many colors and sizes.
- ☐ (D) Beth liked to read books in the library.

Read the draft a student wrote about a recess story. Then answer the questions that follow.

The Recess Question

(1) Recess was one of Beth's favorite parts of the school day. **(2)** Beth ran toward the jump ropes. **(3)** Her friend Ava was waiting there. **(4)** "Want to jump?" Ava asked.

(5) "Of course!" Beth said. **(6)** The rope together Ava and Beth began turning.

(7) "Ready?" Ava called. **(8)** Their friend Max jumped into the middle.

(9) Max liked to play video games after school.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Ava and Beth began turning the rope together.
- ☐ **(B)** The rope together began turning Ava and Beth.
- ☐ **(C)** Ava and Beth together the rope began turning.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a recess story. Then answer the questions that follow.

The Recess Question

(1) Recess was one of Beth's favorite parts of the school day. **(2)** Beth ran toward the jump ropes. **(3)** Her friend Ava was waiting there. **(4)** "Want to jump?" Ava asked.

(5) "Of course!" Beth said. **(6)** The rope together Ava and Beth began turning.

(7) "Ready?" Ava called. **(8)** Their friend Max jumped into the middle.

(9) Max liked to play video games after school.

What is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: Beth ran toward the jump ropes. Her friend Ava was waiting there.

- ☐ (A) Beth ran toward the jump ropes, her friend Ava was waiting there.
- ☐ (B) Beth ran toward the jump ropes where her friend Ava was waiting.
- ☐ (C) Beth ran toward the jump ropes because her friend Ava was waiting there.
- ☐ (D) Beth ran toward the jump ropes so her friend Ava was waiting there.

Read the draft a student wrote about a recess story. Then answer the questions that follow.

The Recess Question

(1) Recess was one of Beth's favorite parts of the school day. **(2)** Beth ran toward the jump ropes. **(3)** Her friend Ava was waiting there. **(4)** "Want to jump?" Ava asked.

(5) "Of course!" Beth said. **(6)** The rope together Ava and Beth began turning.

(7) "Ready?" Ava called. **(8)** Their friend Max jumped into the middle.

(9) Max liked to play video games after school.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about recess. Then answer the questions that follow.

The Recess Question

(1) At recess, with Beth Max jumped rope. (2) "One, two, three, four!" Max counted as he jumped. (3) Max jumped higher each time the rope came around. (4) Then Beth saw someone sitting alone near the fence. (5) It was Lily. (6) Lily had joined their class only a few days earlier. (7) I think jumping rope is the best game for recess. (8) Beth stopped turning the rope.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ (A) Beth kept turning the rope while Max jumped.
- ☐ (B) Max wore a blue shirt to school.
- ☐ (C) Jump ropes come in many different colors.
- ☐ (D) Beth and Max went to the same school.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 6
- ☐ (C) Sentence 7
- ☐ (D) Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 1?

- ☐ (A) At recess, Max jumped rope with Beth.
- ☐ (B) At recess, with Beth Max jumped rope.
- ☐ (C) At recess, Max with Beth jumped rope.
- ☐ (D) At recess, Max jumped rope and Beth jumped rope with Max.

4 Which is the most effective way to combine sentences 4 and 5?

Sentences 4 and 5 read: Then Beth saw someone sitting alone near the fence. It was Lily.

- ☐ (A) Then Beth saw someone sitting alone near the fence, it was Lily.
- ☐ (B) Then Beth saw someone sitting alone near the fence because it was Lily.
- ☐ (C) Then Beth saw that Lily was sitting alone near the fence.
- ☐ (D) Then Beth saw someone sitting alone near the fence and Lily.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** After many weeks at sea, the coast of North America was reached by the Pilgrims. **(3)** The Pilgrims explored the land. **(4)** They found an area called Plymouth.

(5) Nearby were forests filled with tall trees. **(6)** The tall trees could be used to build homes and ships. **(7)** The Pilgrims needed trees to build homes and ships. **(8)** Plymouth was a good place for the Pilgrims to live.

Which sentence could BEST be added after sentence 1 to support the writer's idea?

- ☐ **(A)** They wanted to find a place where they could live and practice their beliefs freely.
- ☐ **(B)** The Atlantic Ocean is very large and deep.
- ☐ **(C)** The Pilgrims sailed on a ship.
- ☐ **(D)** Ocean travel can be slow and difficult.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** After many weeks at sea, the coast of North America was reached by the Pilgrims. **(3)** The Pilgrims explored the land. **(4)** They found an area called Plymouth.

(5) Nearby were forests filled with tall trees. **(6)** The tall trees could be used to build homes and ships. **(7)** The Pilgrims needed trees to build homes and ships. **(8)** Plymouth was a good place for the Pilgrims to live.

What is the BEST way to revise sentence 2?

- ☐ **(A)** After many weeks at sea, the Pilgrims reached the coast of North America.
- ☐ **(B)** After many weeks at sea, the coast of North America was reached by the Pilgrims.
- ☐ **(C)** The coast of North America was reached after many weeks at sea by the Pilgrims.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** After many weeks at sea, the coast of North America was reached by the Pilgrims. **(3)** The Pilgrims explored the land. **(4)** They found an area called Plymouth.

(5) Nearby were forests filled with tall trees. **(6)** The tall trees could be used to build homes and ships. **(7)** The Pilgrims needed trees to build homes and ships. **(8)** Plymouth was a good place for the Pilgrims to live.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: Nearby were forests filled with tall trees. The tall trees could be used to build homes and ships.

- ☐ **(A)** Nearby were forests filled with tall trees, the tall trees could be used to build homes and ships.
- ☐ **(B)** Nearby were forests filled with tall trees that could be used to build homes and ships.
- ☐ **(C)** Nearby were forests filled with tall trees because the tall trees could be used to build homes and ships.
- ☐ **(D)** Nearby were forests filled with tall trees when the tall trees could be used to build homes and ships.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** After many weeks at sea, the coast of North America was reached by the Pilgrims. **(3)** The Pilgrims explored the land. **(4)** They found an area called Plymouth.

(5) Nearby were forests filled with tall trees. **(6)** The tall trees could be used to build homes and ships. **(7)** The Pilgrims needed trees to build homes and ships. **(8)** Plymouth was a good place for the Pilgrims to live.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 7

Read the draft a student wrote about why the Pilgrims chose Plymouth. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) The Pilgrims needed a safe place to settle. **(2)** Their ship to anchor safely was made possible by the harbor. **(3)** There was fresh water there. **(4)** There was also land where crops could be planted.

(5) My cousin likes to visit Plymouth in the summer. **(6)** Winter was coming. **(7)** The Pilgrims needed to build shelters quickly. **(8)** They built small homes and gathered wood for fires.

(9) Soon, Plymouth became their new colony.

1 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** These resources would help the Pilgrims survive in their new home.
- ☐ **(B)** The Pilgrims felt happy about the place they found.
- ☐ **(C)** Harbors are important for many ships.
- ☐ **(D)** They had been looking for a place to settle.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) The harbor made it possible for their ship to anchor safely.
- ☐ (B) Their ship was made possible by the harbor to anchor safely.
- ☐ (C) The harbor made it possible, their ship to anchor safely.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: Winter was coming. The Pilgrims needed to build shelters quickly.

- ☐ (A) Winter was coming, the Pilgrims needed to build shelters quickly.
- ☐ (B) Because winter was coming, the Pilgrims needed to build shelters quickly.
- ☐ (C) Winter was coming because the Pilgrims needed to build shelters quickly.
- ☐ (D) Winter was coming, but the Pilgrims needed to build shelters quickly.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** They wanted to find a place to live and practice their beliefs freely. **(3)** After many weeks at sea, they reached the coast of North America. **(4)** The Pilgrims explored the land and an area called Plymouth was found by them.

(5) The area called Plymouth had nearby forests. **(6)** The trees in the nearby forest were tall. **(7)** The trees could be used to build homes and ships. **(8)** My family visited a forest near our town last year.

(9) Plymouth was a good choice for the Pilgrims.

Which sentence could BEST be added after sentence 2 to support the writer's idea?

- ☐ **(A)** They wanted to be free to worship in their own way.
- ☐ **(B)** The ocean is very deep and wide.
- ☐ **(C)** The Pilgrims looked for a place to live.
- ☐ **(D)** They were glad to be together.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** They wanted to find a place to live and practice their beliefs freely. **(3)** After many weeks at sea, they reached the coast of North America. **(4)** The Pilgrims explored the land and an area called Plymouth was found by them.

(5) The area called Plymouth had nearby forests. **(6)** The trees in the nearby forest were tall. **(7)** The trees could be used to build homes and ships. **(8)** My family visited a forest near our town last year.

(9) Plymouth was a good choice for the Pilgrims.

What is the BEST way to revise sentence 4?

- ☐ **(A)** The Pilgrims explored the land, and an area called Plymouth was found by them.
- ☐ **(B)** The Pilgrims explored the land and found an area called Plymouth.
- ☐ **(C)** An area called Plymouth was found by the Pilgrims after the land was explored.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** They wanted to find a place to live and practice their beliefs freely. **(3)** After many weeks at sea, they reached the coast of North America. **(4)** The Pilgrims explored the land and an area called Plymouth was found by them.

(5) The area called Plymouth had nearby forests. **(6)** The trees in the nearby forest were tall. **(7)** The trees could be used to build homes and ships. **(8)** My family visited a forest near our town last year.

(9) Plymouth was a good choice for the Pilgrims.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The trees in the nearby forest were tall. The trees could be used to build homes and ships.

- ☐ **(A)** The trees in the nearby forest were tall, they could be used to build homes and ships.
- ☐ **(B)** The trees in the nearby forest were tall and could be used to build homes and ships.
- ☐ **(C)** Although the trees in the nearby forest were tall, they could be used to build homes and ships.
- ☐ **(D)** The trees in the nearby forest were tall because they could be used to build homes and ships.

Read the draft a student wrote about the Pilgrims. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) In 1620, the Pilgrims sailed across the Atlantic Ocean. **(2)** They wanted to find a place to live and practice their beliefs freely. **(3)** After many weeks at sea, they reached the coast of North America. **(4)** The Pilgrims explored the land and an area called Plymouth was found by them.

(5) The area called Plymouth had nearby forests. **(6)** The trees in the nearby forest were tall. **(7)** The trees could be used to build homes and ships. **(8)** My family visited a forest near our town last year.

(9) Plymouth was a good choice for the Pilgrims.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 8

Read the draft a student wrote about why the Pilgrims chose Plymouth. Then answer the questions that follow.

The Pilgrims Chose Plymouth

(1) The Pilgrims looked for a good place to build their colony. **(2)** They found a harbor that let their ship anchor safely. **(3)** There was fresh water. **(4)** There was land where crops could be planted.

(5) They started constructing small homes. **(6)** They gathered wood for fires. **(7)** Winter was coming, and the Pilgrims needed to begin building shelters quickly. **(8)** Soon, Plymouth became the place where they settled and built their new colony.

(9) My family visited Plymouth last summer.

1 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** These resources would help the Pilgrims grow food and stay healthy.
- ☐ **(B)** The Pilgrims sailed on a ship called the Mayflower.
- ☐ **(C)** Fresh water is important for everyone.
- ☐ **(D)** The Pilgrims looked for a good place to build their colony.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 Where is the BEST place to move sentence 7?

- ☐ (A) After sentence 2
- ☐ (B) After sentence 4
- ☐ (C) After sentence 6
- ☐ (D) After sentence 8

4 Which is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: They started constructing small homes. They gathered wood for fires.

- ☐ (A) They started constructing small homes, they gathered wood for fires.
- ☐ (B) They started constructing small homes and gathered wood for fires.
- ☐ (C) They started constructing small homes because they gathered wood for fires.
- ☐ (D) They started constructing small homes. And gathered wood for fires.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops. **(3)** It was too dry to raise animals. **(4)** Running through this desert was the Nile River.

(5) The Nile River was long. **(6)** Each year, the river would rise and over its banks spill. **(7)** I would like to see the Nile River someday.

Which sentence could **BEST** be added after sentence 5 to support the writer's idea?

- ☐ (A) The Nile River was in Egypt.
- ☐ (B) It flowed from south to north.
- ☐ (C) I think rivers are fun to watch.
- ☐ (D) The desert was very hot.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops. **(3)** It was too dry to raise animals. **(4)** Running through this desert was the Nile River.

(5) The Nile River was long. **(6)** Each year, the river would rise and over its banks spill. **(7)** I would like to see the Nile River someday.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Each year, the river would rise and spill over its banks.
- ☐ **(B)** Each year, over its banks the river would rise and spill.
- ☐ **(C)** Each year, the river would spill and rise over its banks.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops. **(3)** It was too dry to raise animals. **(4)** Running through this desert was the Nile River.

(5) The Nile River was long. **(6)** Each year, the river would rise and over its banks spill. **(7)** I would like to see the Nile River someday.

What is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: In many places, the land was too dry to grow crops. It was too dry to raise animals.

- ☐ **(A)** In many places, the land was too dry to grow crops or raise animals.
- ☐ **(B)** In many places, the land was too dry to grow crops, it was too dry to raise animals.
- ☐ **(C)** In many places, the land was too dry to grow crops because it was too dry to raise animals.
- ☐ **(D)** In many places, the land was too dry to grow crops when it was too dry to raise animals.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops. **(3)** It was too dry to raise animals. **(4)** Running through this desert was the Nile River.

(5) The Nile River was long. **(6)** Each year, the river would rise and over its banks spill. **(7)** I would like to see the Nile River someday.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 7

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) The Nile River was important to the people of ancient Egypt. **(2)** Each year, the Nile flooded the land. **(3)** When the water went back down, it left behind dark, rich soil. **(4)** This soil was good for growing plants.

(5) Farmers planted crops in the soil left by the floodwaters such as wheat and barley.

(6) The river also gave people fish to eat. **(7)** It gave them water for drinking and farming. **(8)** Boats traveled up and down the Nile carrying people and goods.

(9) My cousin likes to fish at a lake near my house. **(10)** Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.

1 Which sentence could BEST be added after sentence 1 to support the writer's idea?

- ☐ (A) The river gave the people food, water, and a way to travel.
- ☐ (B) Ancient Egypt is a place that many people study today.
- ☐ (C) The Nile River is longer than some other rivers.
- ☐ (D) The people of ancient Egypt built pyramids.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 4
- ☐ (B) Sentence 5
- ☐ (C) Sentence 9
- ☐ (D) Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 5?

- ☐ (A) Farmers planted crops such as wheat and barley in the soil left by the floodwaters.
- ☐ (B) Farmers planted crops in the soil left by the floodwaters such as wheat and barley.
- ☐ (C) Farmers planted crops such as wheat and barley in the soil, left by the floodwaters.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The river also gave people fish to eat. It gave them water for drinking and farming.

- ☐ (A) The river also gave people fish to eat, it gave them water for drinking and farming.
- ☐ (B) The river also gave people fish to eat and water for drinking and farming.
- ☐ (C) The river also gave people fish to eat although it gave them water for drinking and farming.
- ☐ (D) The river also gave people fish to eat, and it also gave them water for drinking and farming.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops or raise animals. **(3)** The Nile River ran through this desert. **(4)** The Nile River was a long river.

(5) South to north flowed the Nile River. **(6)** Each year, the river would rise. **(7)** The river would spill over its banks. **(8)** The Nile River was important to ancient Egypt.

(9) People today sometimes take boat rides on rivers for fun.

Which sentence could BEST be added after sentence 8 to support the writer's idea?

- ☐ **(A)** The Nile River gave people water in a dry land.
- ☐ **(B)** The Nile River was a long river.
- ☐ **(C)** People today sometimes take boat rides on rivers for fun.
- ☐ **(D)** Ancient Egypt was mostly covered by hot, dry desert.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops or raise animals. **(3)** The Nile River ran through this desert. **(4)** The Nile River was a long river.

(5) South to north flowed the Nile River. **(6)** Each year, the river would rise. **(7)** The river would spill over its banks. **(8)** The Nile River was important to ancient Egypt.

(9) People today sometimes take boat rides on rivers for fun.

What is the BEST way to revise sentence 5?

- ☐ **(A)** The Nile River flowed from south to north.
- ☐ **(B)** The Nile River from south to north flowed.
- ☐ **(C)** South to north the Nile River was flowing.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops or raise animals. **(3)** The Nile River ran through this desert. **(4)** The Nile River was a long river.

(5) South to north flowed the Nile River. **(6)** Each year, the river would rise. **(7)** The river would spill over its banks. **(8)** The Nile River was important to ancient Egypt.

(9) People today sometimes take boat rides on rivers for fun.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: Each year, the river would rise. The river would spill over its banks.

- ☐ **(A)** Each year, the river would rise, the river would spill over its banks.
- ☐ **(B)** Each year, the river would rise and spill over its banks.
- ☐ **(C)** Although each year, the river would rise, the river would spill over its banks.
- ☐ **(D)** Each year, the river would rise when the river would spill over its banks.

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) Ancient Egypt was mostly covered by hot, dry desert. **(2)** In many places, the land was too dry to grow crops or raise animals. **(3)** The Nile River ran through this desert. **(4)** The Nile River was a long river.

(5) South to north flowed the Nile River. **(6)** Each year, the river would rise. **(7)** The river would spill over its banks. **(8)** The Nile River was important to ancient Egypt.

(9) People today sometimes take boat rides on rivers for fun.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 9
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 8

Read the draft a student wrote about life along the Nile River. Then answer the questions that follow.

Life Along the Nile River

(1) The Nile River was very important in ancient Egypt. (2) When the floodwaters went back down, they left behind dark, rich soil. (3) This soil was good for growing plants. (4) Farmers planted crops in the soil. (5) The river also provided for drinking and farming water and fish to eat. (6) Boats traveled up and down the Nile. (7) They carried people and goods. (8) Over time, towns and cities grew along the riverbanks. (9) The Nile became the center of daily life for the people of ancient Egypt. (10) I think everyone should visit Egypt to see the Nile.

1 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ (A) The soil was dark and rich.
- ☐ (B) They grew wheat and barley in the rich soil.
- ☐ (C) Farmers used tools to plant seeds.
- ☐ (D) Wheat and barley are used to make bread and cereal.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 1
- ☐ (B) Sentence 4
- ☐ (C) Sentence 10
- ☐ (D) Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 5?

- ☐ (A) The river also provided fish to eat and water for drinking and farming.
- ☐ (B) The river also provided for drinking and farming water and fish to eat.
- ☐ (C) The river also provided water and fish to eat for drinking and farming.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: Boats traveled up and down the Nile. They carried people and goods.

- ☐ (A) Boats traveled up and down the Nile, they carried people and goods.
- ☐ (B) Boats traveled up and down the Nile although they carried people and goods.
- ☐ (C) Boats traveled up and down the Nile carrying people and goods.
- ☐ (D) Boats traveled up and down the Nile and they carried people and goods.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder was a writer who shared stories about her young life on the American frontier. **(2)** She was born in 1867 in Wisconsin. **(3)** When Laura was a young girl, her family moved many times. **(4)** By wagon they traveled and in small houses on the prairie they lived.

(5) Life was often difficult, but Laura remembered many interesting adventures.

(6) As Laura grew older, she began to write about the experiences she had when she was young. **(7)** She wanted people to understand what life was like for families living long ago. **(8)** Many people like to eat apple pie.

(9) Her family looked for places to live. **(10)** They looked for places to farm.

Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ **(A)** For example, she remembered riding in a wagon to new places.
- ☐ **(B)** Laura was born in Wisconsin in 1867.
- ☐ **(C)** Many people enjoy reading about life long ago.
- ☐ **(D)** Life on the prairie was often difficult.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder was a writer who shared stories about her young life on the American frontier. **(2)** She was born in 1867 in Wisconsin. **(3)** When Laura was a young girl, her family moved many times. **(4)** By wagon they traveled and in small houses on the prairie they lived.

(5) Life was often difficult, but Laura remembered many interesting adventures.

(6) As Laura grew older, she began to write about the experiences she had when she was young. **(7)** She wanted people to understand what life was like for families living long ago. **(8)** Many people like to eat apple pie.

(9) Her family looked for places to live. **(10)** They looked for places to farm.

What is the BEST way to revise sentence 4?

- ☐ **(A)** By wagon they traveled and they lived in small houses on the prairie.
- ☐ **(B)** They traveled by wagon and lived in small houses on the prairie.
- ☐ **(C)** They lived in small houses on the prairie and by wagon they traveled.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder was a writer who shared stories about her young life on the American frontier. **(2)** She was born in 1867 in Wisconsin. **(3)** When Laura was a young girl, her family moved many times. **(4)** By wagon they traveled and in small houses on the prairie they lived.

(5) Life was often difficult, but Laura remembered many interesting adventures.

(6) As Laura grew older, she began to write about the experiences she had when she was young. **(7)** She wanted people to understand what life was like for families living long ago. **(8)** Many people like to eat apple pie.

(9) Her family looked for places to live. **(10)** They looked for places to farm.

What is the most effective way to combine sentences 9 and 10?

Sentences 9 and 10 read: Her family looked for places to live. They looked for places to farm.

- ☐ **(A)** Her family looked for places to live, they looked for places to farm.
- ☐ **(B)** Her family looked for places to live and farm.
- ☐ **(C)** Her family looked for places to live because they looked for places to farm.
- ☐ **(D)** Although her family looked for places to live, they looked for places to farm.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder was a writer who shared stories about her young life on the American frontier. **(2)** She was born in 1867 in Wisconsin. **(3)** When Laura was a young girl, her family moved many times. **(4)** By wagon they traveled and in small houses on the prairie they lived.

(5) Life was often difficult, but Laura remembered many interesting adventures.

(6) As Laura grew older, she began to write about the experiences she had when she was young. **(7)** She wanted people to understand what life was like for families living long ago. **(8)** Many people like to eat apple pie.

(9) Her family looked for places to live. **(10)** They looked for places to farm.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 8
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 7

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder became famous for writing the Little House books.

(2) Building homes, growing food, going to school, and helping neighbors, her stories described. **(3)** She also wrote about challenges families faced, such as cold winters, long journeys, and hard work. **(4)** My sister likes to draw pictures of houses.

(5) These books told stories about her life. **(6)** They also told stories about her family. **(7)** The books helped people imagine what it was like to live on the prairie many years ago.

1 Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ **(A)** Many readers enjoyed learning about Laura, her sisters, and her parents.
- ☐ **(B)** Some books have colorful covers.
- ☐ **(C)** My family watched a movie about a prairie last night.
- ☐ **(D)** The Little House books are books.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 7

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) Her stories described building homes, growing food, going to school, and helping neighbors.
- ☐ (B) Her stories described building homes and growing food, and going to school, and helping neighbors.
- ☐ (C) Building homes, growing food, going to school, and helping neighbors were described by her stories.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: These books told stories about her life. They also told stories about her family.

- ☐ (A) These books told stories about her life, they also told stories about her family.
- ☐ (B) These books told stories about her life and her family.
- ☐ (C) These books told stories about her life although they also told stories about her family.
- ☐ (D) These books told stories about her life and they also told stories about her family.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. **(2)** Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. **(3)** Her books helped readers learn about history through stories. **(4)** Today, Laura Ingalls Wilder is remembered as an important author.

(5) Her books still inspire readers and show that storytelling can keep history alive.

(6) The wide fields with words that made them easy to picture were described by Laura. **(7)** Laura wrote about farm life. **(8)** She made history come alive for readers.

(9) Laura Ingalls Wilder is an author who is remembered today.

Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** Laura Ingalls Wilder is a famous author.
- ☐ **(B)** For example, readers learned what pioneer life was like long ago.
- ☐ **(C)** Some readers like to read in a quiet room.
- ☐ **(D)** Her books are still sold in stores today.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. **(2)** Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. **(3)** Her books helped readers learn about history through stories. **(4)** Today, Laura Ingalls Wilder is remembered as an important author.

(5) Her books still inspire readers and show that storytelling can keep history alive. **(6)** The wide fields with words that made them easy to picture were described by Laura. **(7)** Laura wrote about farm life. **(8)** She made history come alive for readers.

(9) Laura Ingalls Wilder is an author who is remembered today.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The wide fields were described by Laura with words that made them easy to picture.
- ☐ **(B)** Laura described the wide fields with words that made them easy to picture.
- ☐ **(C)** With words that made them easy to picture, the wide fields were described by Laura.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. **(2)** Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. **(3)** Her books helped readers learn about history through stories. **(4)** Today, Laura Ingalls Wilder is remembered as an important author.

(5) Her books still inspire readers and show that storytelling can keep history alive. **(6)** The wide fields with words that made them easy to picture were described by Laura. **(7)** Laura wrote about farm life. **(8)** She made history come alive for readers.

(9) Laura Ingalls Wilder is an author who is remembered today.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: Laura wrote about farm life. She made history come alive for readers.

- ☐ **(A)** Laura wrote about farm life, she made history come alive for readers.
- ☐ **(B)** Laura wrote about farm life and made history come alive for readers.
- ☐ **(C)** Although Laura wrote about farm life, she made history come alive for readers.
- ☐ **(D)** Laura wrote about farm life when she made history come alive for readers.

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. **(2)** Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. **(3)** Her books helped readers learn about history through stories. **(4)** Today, Laura Ingalls Wilder is remembered as an important author.

(5) Her books still inspire readers and show that storytelling can keep history alive.

(6) The wide fields with words that made them easy to picture were described by Laura. **(7)** Laura wrote about farm life. **(8)** She made history come alive for readers.

(9) Laura Ingalls Wilder is an author who is remembered today.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 9

Read the draft a student wrote about Laura Ingalls Wilder. Then answer the questions that follow.

Laura Ingalls Wilder

(1) Laura Ingalls Wilder was a writer who shared stories about growing up on the American frontier. **(2)** In 1867 in Wisconsin, she was born. **(3)** When Laura was a little girl, her family moved many times. **(4)** They looked for places to live and farm.

(5) They traveled by wagon and lived in small houses on the prairie. **(6)** Life was often difficult. **(7)** Laura remembered many interesting adventures. **(8)** As Laura grew older, she began to write about the experiences she had as a young girl.

(9) My favorite book is about a girl who lives in a little house.

1 Which sentence could BEST be added after sentence 7 to support the writer's idea?

- ☐ (A) For example, she remembered riding in a wagon across the prairie.
- ☐ (B) Laura liked to play outside.
- ☐ (C) The prairie is a large area of flat land.
- ☐ (D) Laura was born in Wisconsin in 1867.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 3
- ☐ (B) Sentence 5
- ☐ (C) Sentence 9
- ☐ (D) Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) She was born in Wisconsin in 1867.
- ☐ (B) She was in Wisconsin in 1867 and born.
- ☐ (C) Born in 1867 in Wisconsin, she was.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: When Laura was a little girl, her family moved many times. They looked for places to live and farm.

- ☐ (A) When Laura was a little girl, her family moved many times, they looked for places to live and farm.
- ☐ (B) When Laura was a little girl, her family moved many times although they looked for places to live and farm.
- ☐ (C) When Laura was a little girl, her family moved many times as they looked for places to live and farm.
- ☐ (D) When Laura was a little girl, her family moved many times so they looked for places to live and farm.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is a Mexican American artist. **(2)** She is known for paintings that show everyday life in Mexican American families. **(3)** Garza was born in 1948 in Kingsville, Texas. **(4)** Carmen enjoyed as a young person drawing and paying attention to the special moments she shared with her family and community.

(5) Many of those memories later became ideas for her artwork. **(6)** Her paintings often show family life. **(7)** They show cooking together, celebrating holidays, and visiting neighbors. **(8)** These simple moments may seem ordinary.

(9) Garza believed they were important parts of culture and should be remembered and celebrated. **(10)** I think her paintings are the most beautiful in the world.

Which sentence could BEST be added after sentence 8 to support the writer's idea?

- ☐ **(A)** Garza was born in Texas in 1948.
- ☐ **(B)** For example, one painting shows a family making tamales during the holidays.
- ☐ **(C)** The artist used bright colors in her paintings.
- ☐ **(D)** Many people like to visit art museums.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is a Mexican American artist. **(2)** She is known for paintings that show everyday life in Mexican American families. **(3)** Garza was born in 1948 in Kingsville, Texas. **(4)** Carmen enjoyed as a young person drawing and paying attention to the special moments she shared with her family and community.

(5) Many of those memories later became ideas for her artwork. **(6)** Her paintings often show family life. **(7)** They show cooking together, celebrating holidays, and visiting neighbors. **(8)** These simple moments may seem ordinary.

(9) Garza believed they were important parts of culture and should be remembered and celebrated. **(10)** I think her paintings are the most beautiful in the world.

What is the BEST way to revise sentence 4?

- ☐ **(A)** As a young person, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community.
- ☐ **(B)** Carmen enjoyed drawing and paying attention as a young person to the special moments she shared with her family and community.
- ☐ **(C)** Drawing and paying attention to the special moments were enjoyed by Carmen as a young person with her family and community.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is a Mexican American artist. **(2)** She is known for paintings that show everyday life in Mexican American families. **(3)** Garza was born in 1948 in Kingsville, Texas. **(4)** Carmen enjoyed as a young person drawing and paying attention to the special moments she shared with her family and community.

(5) Many of those memories later became ideas for her artwork. **(6)** Her paintings often show family life. **(7)** They show cooking together, celebrating holidays, and visiting neighbors. **(8)** These simple moments may seem ordinary.

(9) Garza believed they were important parts of culture and should be remembered and celebrated. **(10)** I think her paintings are the most beautiful in the world.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: Her paintings often show family life. They show cooking together, celebrating holidays, and visiting neighbors.

- ☐ **(A)** Her paintings often show family life, they show cooking together, celebrating holidays, and visiting neighbors.
- ☐ **(B)** Her paintings often show family life, such as cooking together, celebrating holidays, and visiting neighbors.
- ☐ **(C)** Although her paintings often show family life, they show cooking together, celebrating holidays, and visiting neighbors.
- ☐ **(D)** Her paintings often show family life because they show cooking together, celebrating holidays, and visiting neighbors.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is a Mexican American artist. **(2)** She is known for paintings that show everyday life in Mexican American families. **(3)** Garza was born in 1948 in Kingsville, Texas. **(4)** Carmen enjoyed as a young person drawing and paying attention to the special moments she shared with her family and community.

(5) Many of those memories later became ideas for her artwork. **(6)** Her paintings often show family life. **(7)** They show cooking together, celebrating holidays, and visiting neighbors. **(8)** These simple moments may seem ordinary.

(9) Garza believed they were important parts of culture and should be remembered and celebrated. **(10)** I think her paintings are the most beautiful in the world.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is an artist. **(2)** Her artwork uses bright colors and clear details to tell stories. **(3)** When people look at her paintings, what the people in the picture are doing and how they feel can often be imagined by them. **(4)** In this way, Garza's art works almost like storytelling through pictures.

(5) My favorite color is bright blue. **(6)** Carmen Lomas Garza has also written and illustrated books for young readers. **(7)** Many of her books are written in both English and Spanish. **(8)** This helps more readers enjoy them.

(9) Her books and paintings help people learn about Mexican American traditions, family life, and community celebrations.

1 Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ (A) Her books often include pictures of families and community events.
- ☐ (B) The library has many books to choose from.
- ☐ (C) Many people enjoy reading books.
- ☐ (D) I like to draw pictures after school.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 5
- ☐ (C) Sentence 7
- ☐ (D) Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 3?

- ☐ (A) No revision is needed.
- ☐ (B) When people look at her paintings, what the people in the picture are doing and how they feel can often be imagined.
- ☐ (C) When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel.
- ☐ (D) When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel about the painting.

4 Which is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: Many of her books are written in both English and Spanish. This helps more readers enjoy them.

- ☐ (A) Many of her books are written in both English and Spanish, this helps more readers enjoy them.
- ☐ (B) Many of her books are written in both English and Spanish so that more readers can enjoy them.
- ☐ (C) Many of her books are written in both English and Spanish although this helps more readers enjoy them.
- ☐ (D) Many of her books are written in both English and Spanish, so more readers can enjoy.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is an artist who tells stories with pictures. **(2)** Bright colors and clear details are used by her artwork to tell stories. **(3)** When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. **(4)** Carmen Lomas Garza has also written and illustrated books for young readers.

(5) Many of her books are written in English. **(6)** Many of her books are written in Spanish. **(7)** More readers can enjoy her books. **(8)** People can buy art supplies at a store.

(9) Her books and paintings help people learn about Mexican American traditions, family life, and community celebrations.

Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** In this way, Garza's art works almost like storytelling through pictures.
- ☐ **(B)** Many people like to visit art museums on the weekend.
- ☐ **(C)** The colors in a painting can make a room look nice.
- ☐ **(D)** Carmen Lomas Garza also writes books for young readers.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is an artist who tells stories with pictures. **(2)** Bright colors and clear details are used by her artwork to tell stories. **(3)** When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. **(4)** Carmen Lomas Garza has also written and illustrated books for young readers.

(5) Many of her books are written in English. **(6)** Many of her books are written in Spanish. **(7)** More readers can enjoy her books. **(8)** People can buy art supplies at a store.

(9) Her books and paintings help people learn about Mexican American traditions, family life, and community celebrations.

What is the BEST way to revise sentence 2?

- ☐ **(A)** Her artwork uses bright colors and clear details to tell stories.
- ☐ **(B)** Bright colors and clear details are used by her artwork to tell stories.
- ☐ **(C)** To tell stories, bright colors and clear details are used by her artwork.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is an artist who tells stories with pictures. **(2)** Bright colors and clear details are used by her artwork to tell stories. **(3)** When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. **(4)** Carmen Lomas Garza has also written and illustrated books for young readers. **(5)** Many of her books are written in English. **(6)** Many of her books are written in Spanish. **(7)** More readers can enjoy her books. **(8)** People can buy art supplies at a store. **(9)** Her books and paintings help people learn about Mexican American traditions, family life, and community celebrations.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: Many of her books are written in English. Many of her books are written in Spanish.

- ☐ **(A)** Many of her books are written in English, many of her books are written in Spanish.
- ☐ **(B)** Many of her books are written in both English and Spanish.
- ☐ **(C)** Many of her books are written in English and Spanish are written.
- ☐ **(D)** Although many of her books are written in English, many of her books are written in Spanish.

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is an artist who tells stories with pictures. **(2)** Bright colors and clear details are used by her artwork to tell stories. **(3)** When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. **(4)** Carmen Lomas Garza has also written and illustrated books for young readers.

(5) Many of her books are written in English. **(6)** Many of her books are written in Spanish. **(7)** More readers can enjoy her books. **(8)** People can buy art supplies at a store.

(9) Her books and paintings help people learn about Mexican American traditions, family life, and community celebrations.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about Carmen Lomas Garza. Then answer the questions that follow.

Carmen Lomas Garza

(1) Carmen Lomas Garza is a Mexican American artist. **(2)** She was born in 1948 in Kingsville, Texas. **(3)** She is well known for creating paintings. **(4)** Her paintings show everyday life in Mexican American families.

(5) Many of those memories later became the inspiration for her artwork. **(6)** As a student, she enjoyed drawing and paying attention to special moments she shared with her family and community. **(7)** One common scene she paints is families making tamales during the holidays. **(8)** I think everyone should learn to make tamales.

(9) Garza believed these simple moments were important. **(10)** She wanted them to be remembered and celebrated.

1 Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ **(A)** For example, she remembered visiting neighbors with her family.
- ☐ **(B)** Carmen Lomas Garza was born in Texas.
- ☐ **(C)** Drawing is a fun hobby for many people.
- ☐ **(D)** Many artists use different kinds of paint.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 2
- ☐ (B) After sentence 4
- ☐ (C) After sentence 6
- ☐ (D) After sentence 9

4 Which is the most effective way to combine sentences 9 and 10?

Sentences 9 and 10 read: Garza believed these simple moments were important. She wanted them to be remembered and celebrated.

- ☐ (A) Garza believed these simple moments were important, she wanted them to be remembered and celebrated.
- ☐ (B) Garza believed these simple moments were important although she wanted them to be remembered and celebrated.
- ☐ (C) Garza believed these simple moments were important and wanted them to be remembered and celebrated.
- ☐ (D) Garza believed these simple moments were important, but she wanted them to be remembered and celebrated.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, people argued about land and belongings. (2) Their voices grew loud like clashing, noisy rings. (3) There were no clear rules to guide what should be done. (4) Many small problems quickly grew into one big problem. (5) Some people took more food while others had too little. (6) Not heard were the quiet people when strong voices won. (7) Disagreements spread like storms across the town. (8) My favorite game is tag at recess. (9) Laws help people share and solve problems fairly.

Which sentence could **BEST** be added after sentence 5 to support the writer's idea?

- ☐ (A) For example, one person might take extra food while another person got none.
- ☐ (B) Food can be cooked in many different ways.
- ☐ (C) People in the town lived in small homes.
- ☐ (D) Laws are made by leaders today.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, people argued about land and belongings. (2) Their voices grew loud like clashing, noisy rings. (3) There were no clear rules to guide what should be done. (4) Many small problems quickly grew into one big problem. (5) Some people took more food while others had too little. (6) Not heard were the quiet people when strong voices won. (7) Disagreements spread like storms across the town. (8) My favorite game is tag at recess. (9) Laws help people share and solve problems fairly.

What is the **BEST** way to revise sentence 6?

- ☐ (A) The quiet people were not heard when strong voices won.
- ☐ (B) When strong voices won, not heard were the quiet people.
- ☐ (C) The quiet people heard strong voices when they won.
- ☐ (D) No revision is needed.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, people argued about land and belongings. **(2)** Their voices grew loud like clashing, noisy rings. **(3)** There were no clear rules to guide what should be done. **(4)** Many small problems quickly grew into one big problem. **(5)** Some people took more food while others had too little. **(6)** Not heard were the quiet people when strong voices won. **(7)** Disagreements spread like storms across the town. **(8)** My favorite game is tag at recess. **(9)** Laws help people share and solve problems fairly.

What is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: There were no clear rules to guide what should be done. Many small problems quickly grew into one big problem.

- ☐ **(A)** There were no clear rules to guide what should be done, many small problems quickly grew into one big problem.
- ☐ **(B)** Because there were no clear rules to guide what should be done, many small problems quickly grew into one big problem.
- ☐ **(C)** Although there were no clear rules to guide what should be done, many small problems quickly grew into one big problem.
- ☐ **(D)** There were no clear rules to guide what should be done when many small problems quickly grew into one big problem.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, people argued about land and belongings. **(2)** Their voices grew loud like clashing, noisy rings. **(3)** There were no clear rules to guide what should be done. **(4)** Many small problems quickly grew into one big problem. **(5)** Some people took more food while others had too little. **(6)** Not heard were the quiet people when strong voices won. **(7)** Disagreements spread like storms across the town. **(8)** My favorite game is tag at recess. **(9)** Laws help people share and solve problems fairly.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 4
- ☐ (B) Sentence 6
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) In a community, people do not always agree. (2) Sometimes fairness seems to tumble down. (3) So people together came to find a way. (4) They write fair rules that everyone should obey.

(5) I think our class should have more recess time. (6) These rules are called laws. (7) Laws guide what people say and do. (8) Communities can be safer.

(9) Communities can be more fair.

1 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ (A) These rules help everyone know what is fair.
- ☐ (B) Some people like to play games after school.
- ☐ (C) Rules can be written in many different languages.
- ☐ (D) The rules should be long and hard to read.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 5
- ☐ (C) Sentence 6
- ☐ (D) Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 3?

- ☐ (A) So people came together to find a way.
- ☐ (B) So people together came to find a way.
- ☐ (C) So people came to together find a way.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: Communities can be safer. Communities can be more fair.

- ☐ (A) Communities can be safer, communities can be more fair.
- ☐ (B) Communities can be safer although communities can be more fair.
- ☐ (C) Communities can be safer and more fair.
- ☐ (D) Communities can be safer and they can be more fair.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, fairness often seemed to tumble down. **(2)** People did not always have fair rules to follow. **(3)** So people gathered and searched for a way. **(4)** They wanted to write fair rules that everyone would obey.

(5) What people say and do can by laws be guided. **(6)** Laws help communities grow more safe and true. **(7)** I like to draw pictures of my friends. **(8)** People worked together.

(9) They made laws to help everyone.

Which sentence could **BEST** be added after sentence 2 to support the writer's idea?

- ☐ **(A)** Without fair rules, some people were not treated fairly.
- ☐ **(B)** My teacher says rules are important in our classroom.
- ☐ **(C)** Fair rules are rules that are fair to everyone.
- ☐ **(D)** People in the community liked to play games together.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, fairness often seemed to tumble down. **(2)** People did not always have fair rules to follow. **(3)** So people gathered and searched for a way. **(4)** They wanted to write fair rules that everyone would obey.

(5) What people say and do can by laws be guided. **(6)** Laws help communities grow more safe and true. **(7)** I like to draw pictures of my friends. **(8)** People worked together.

(9) They made laws to help everyone.

What is the **BEST** way to revise sentence 5?

- ☐ **(A)** What people say and do can guide laws.
- ☐ **(B)** Laws can guide what people say and do.
- ☐ **(C)** What people say and do be guided can by laws.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, fairness often seemed to tumble down. **(2)** People did not always have fair rules to follow. **(3)** So people gathered and searched for a way. **(4)** They wanted to write fair rules that everyone would obey.

(5) What people say and do can by laws be guided. **(6)** Laws help communities grow more safe and true. **(7)** I like to draw pictures of my friends. **(8)** People worked together.

(9) They made laws to help everyone.

What is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: People worked together. They made laws to help everyone.

- ☐ **(A)** People worked together, they made laws to help everyone.
- ☐ **(B)** People worked together to make laws that would help everyone.
- ☐ **(C)** Although people worked together, they made laws to help everyone.
- ☐ **(D)** People worked together when they made laws to help everyone.

Read the draft a student wrote about why we need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, fairness often seemed to tumble down. **(2)** People did not always have fair rules to follow. **(3)** So people gathered and searched for a way. **(4)** They wanted to write fair rules that everyone would obey.

(5) What people say and do can by laws be guided. **(6)** Laws help communities grow more safe and true. **(7)** I like to draw pictures of my friends. **(8)** People worked together.

(9) They made laws to help everyone.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ (A) Sentence 1
- ☐ (B) Sentence 4
- ☐ (C) Sentence 7
- ☐ (D) Sentence 9

Read the draft a student wrote about why people need laws. Then answer the questions that follow.

Why We Need Laws

(1) Long ago, people had disagreements about land and belongings. (2) Their voices became loud and harsh. (3) There were no clear rules to tell people what to do. (4) Many small problems to one big problem quickly grew.

(5) Some people took more food, and others did not have enough. (6) Loud voices won, while quiet people were not heard. (7) I think everyone should learn to play a musical instrument. (8) Arguments spread through the town like a storm.

(9) Laws help keep things fair. (10) They give everyone rules to follow.

1 Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ (A) For example, one family might have plenty while another family went hungry.
- ☐ (B) Food is something that everyone needs to eat.
- ☐ (C) I like to eat lunch at school with my friends.
- ☐ (D) People also argued about land long ago.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 7
- ☐ (C) Sentence 8
- ☐ (D) Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 4?

- ☐ (A) Many small problems quickly grew into one big problem.
- ☐ (B) Many small problems quickly grew, to one big problem.
- ☐ (C) Many small problems to one big problem grew quickly.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 9 and 10?

Sentences 9 and 10 read: Laws help keep things fair. They give everyone rules to follow.

- ☐ (A) Laws help keep things fair, they give everyone rules to follow.
- ☐ (B) Laws help keep things fair although they give everyone rules to follow.
- ☐ (C) Laws help keep things fair by giving everyone rules to follow.
- ☐ (D) Laws help keep things fair, but they give everyone rules to follow.

Read the draft a student wrote about a lunchroom conversation. Then answer the questions that follow.

The Lunchroom Discoveries

(1) It is lunchtime in the school cafeteria. **(2)** Alex and Jordan are eating lunch and talking about science class. **(3)** Alex opens a milk carton and looks at the label. **(4)** Alex asks Jordan if he knows about Louis Pasteur.

(5) Jordan asks what Louis Pasteur discovered. **(6)** Louis Pasteur's discovery helped people solve a big problem with food and milk. **(7)** A long time ago, people got sick because in milk and food germs were not destroyed. **(8)** Louis Pasteur made a discovery.

(9) His discovery helped keep milk and food safe. **(10)** Jordan likes chocolate milk more than white milk.

Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** The label makes Alex remember a lesson about Louis Pasteur.
- ☐ **(B)** Jordan is eating a peanut butter sandwich.
- ☐ **(C)** The cafeteria has many tables and chairs.
- ☐ **(D)** Alex and Jordan are best friends.

Read the draft a student wrote about a lunchroom conversation. Then answer the questions that follow.

The Lunchroom Discoveries

(1) It is lunchtime in the school cafeteria. **(2)** Alex and Jordan are eating lunch and talking about science class. **(3)** Alex opens a milk carton and looks at the label. **(4)** Alex asks Jordan if he knows about Louis Pasteur.

(5) Jordan asks what Louis Pasteur discovered. **(6)** Louis Pasteur's discovery helped people solve a big problem with food and milk. **(7)** A long time ago, people got sick because in milk and food germs were not destroyed. **(8)** Louis Pasteur made a discovery.

(9) His discovery helped keep milk and food safe. **(10)** Jordan likes chocolate milk more than white milk.

What is the BEST way to revise sentence 7?

- ☐ **(A)** A long time ago, people got sick because germs in milk and food were not destroyed.
- ☐ **(B)** A long time ago, people got sick because milk and food in germs were not destroyed.
- ☐ **(C)** A long time ago, people got sick because were not destroyed germs in milk and food.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a lunchroom conversation. Then answer the questions that follow.

The Lunchroom Discoveries

(1) It is lunchtime in the school cafeteria. **(2)** Alex and Jordan are eating lunch and talking about science class. **(3)** Alex opens a milk carton and looks at the label. **(4)** Alex asks Jordan if he knows about Louis Pasteur.

(5) Jordan asks what Louis Pasteur discovered. **(6)** Louis Pasteur's discovery helped people solve a big problem with food and milk. **(7)** A long time ago, people got sick because in milk and food germs were not destroyed. **(8)** Louis Pasteur made a discovery.

(9) His discovery helped keep milk and food safe. **(10)** Jordan likes chocolate milk more than white milk.

What is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: Louis Pasteur made a discovery. His discovery helped keep milk and food safe.

- ☐ **(A)** Louis Pasteur made a discovery, his discovery helped keep milk and food safe.
- ☐ **(B)** Louis Pasteur made a discovery that helped keep milk and food safe.
- ☐ **(C)** Although Louis Pasteur made a discovery, it helped keep milk and food safe.
- ☐ **(D)** Louis Pasteur made a discovery when his discovery helped keep milk and food safe.

Read the draft a student wrote about a lunchroom conversation. Then answer the questions that follow.

The Lunchroom Discoveries

(1) It is lunchtime in the school cafeteria. **(2)** Alex and Jordan are eating lunch and talking about science class. **(3)** Alex opens a milk carton and looks at the label. **(4)** Alex asks Jordan if he knows about Louis Pasteur.

(5) Jordan asks what Louis Pasteur discovered. **(6)** Louis Pasteur's discovery helped people solve a big problem with food and milk. **(7)** A long time ago, people got sick because in milk and food germs were not destroyed. **(8)** Louis Pasteur made a discovery.

(9) His discovery helped keep milk and food safe. **(10)** Jordan likes chocolate milk more than white milk.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 6
- ☐ **(B)** Sentence 7
- ☐ **(C)** Sentence 10
- ☐ **(D)** Sentence 3

Read the draft a student wrote about a lunchroom discovery. Then answer the questions that follow.

The Lunchroom Discoveries

(1) The students sat in the lunchroom and thought about their science lesson.

(2) Their teacher had told them about Louis Pasteur. **(3)** Pasteur learned that heating liquids could kill harmful germs. **(4)** Jordan looked at the milk carton on the table.

(5) Alex said that was exactly right. **(6)** He asked if that is why milk is pasteurized now. **(7)** Jordan's favorite lunch is a turkey sandwich. **(8)** Pasteur's discovery helped people stay safe.

(9) It changed the way people prepared milk.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** This meant that heating milk could make it safer to drink.
- ☐ **(B)** Pasteur lived a long time ago.
- ☐ **(C)** Jordan liked to drink milk with his lunch.
- ☐ **(D)** Heating liquids is a science topic.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 3
- ☐ (B) After sentence 4
- ☐ (C) After sentence 6
- ☐ (D) After sentence 8

4 Which is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: Pasteur's discovery helped people stay safe. It changed the way people prepared milk.

- ☐ (A) Pasteur's discovery helped people stay safe, it changed the way people prepared milk.
- ☐ (B) Pasteur's discovery helped people stay safe although it changed the way people prepared milk.
- ☐ (C) Pasteur's discovery helped people stay safe by changing the way people prepared milk.
- ☐ (D) Pasteur's discovery helped people stay safe. It changed the way people prepared milk.

Read the draft a student wrote about a science lesson and lunchroom discoveries. Then answer the questions that follow.

The Lunchroom Discoveries

(1) In science class, the students learned about Louis Pasteur. **(2)** Pasteur found out that heating liquids can kill harmful germs. **(3)** This was a very important discovery. **(4)** Later, at lunch, the milk carton on the table was by Jordan pointed to.

(5) Jordan asked if that is why milk is pasteurized now. **(6)** Alex said yes.

(7) Pasteur's discovery helps make milk safer to drink. **(8)** The milk carton was cold from the refrigerator.

(9) The students remembered what they learned in science.

Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** The carton had the word pasteurized printed on the side.
- ☐ **(B)** Jordan likes to drink milk with lunch.
- ☐ **(C)** Science class was held in the morning.
- ☐ **(D)** Alex had a blue backpack.

Read the draft a student wrote about a science lesson and lunchroom discoveries. Then answer the questions that follow.

The Lunchroom Discoveries

(1) In science class, the students learned about Louis Pasteur. **(2)** Pasteur found out that heating liquids can kill harmful germs. **(3)** This was a very important discovery. **(4)** Later, at lunch, the milk carton on the table was by Jordan pointed to.

(5) Jordan asked if that is why milk is pasteurized now. **(6)** Alex said yes.

(7) Pasteur's discovery helps make milk safer to drink. **(8)** The milk carton was cold from the refrigerator.

(9) The students remembered what they learned in science.

What is the BEST way to revise sentence 4?

- ☐ **(A)** Later, at lunch, Jordan pointed to the milk carton on the table.
- ☐ **(B)** Later, at lunch, the milk carton on the table was pointed to by Jordan.
- ☐ **(C)** Later, at lunch, the milk carton on the table Jordan pointed to.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a science lesson and lunchroom discoveries. Then answer the questions that follow.

The Lunchroom Discoveries

(1) In science class, the students learned about Louis Pasteur. **(2)** Pasteur found out that heating liquids can kill harmful germs. **(3)** This was a very important discovery. **(4)** Later, at lunch, the milk carton on the table was by Jordan pointed to.

(5) Jordan asked if that is why milk is pasteurized now. **(6)** Alex said yes.

(7) Pasteur's discovery helps make milk safer to drink. **(8)** The milk carton was cold from the refrigerator.

(9) The students remembered what they learned in science.

What is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: Pasteur found out that heating liquids can kill harmful germs. This was a very important discovery.

- ☐ **(A)** Pasteur found out that heating liquids can kill harmful germs, this was a very important discovery.
- ☐ **(B)** Pasteur found out that heating liquids can kill harmful germs, and this was a very important discovery.
- ☐ **(C)** Although Pasteur found out that heating liquids can kill harmful germs, this was a very important discovery.
- ☐ **(D)** Pasteur found out that heating liquids can kill harmful germs when this was a very important discovery.

Read the draft a student wrote about a science lesson and lunchroom discoveries. Then answer the questions that follow.

The Lunchroom Discoveries

(1) In science class, the students learned about Louis Pasteur. **(2)** Pasteur found out that heating liquids can kill harmful germs. **(3)** This was a very important discovery. **(4)** Later, at lunch, the milk carton on the table was by Jordan pointed to.

(5) Jordan asked if that is why milk is pasteurized now. **(6)** Alex said yes.

(7) Pasteur's discovery helps make milk safer to drink. **(8)** The milk carton was cold from the refrigerator.

(9) The students remembered what they learned in science.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about a lunchroom conversation. Then answer the questions that follow.

The Lunchroom Discoveries

(1) It is lunchtime in the school cafeteria. **(2)** Alex and Jordan are eating lunch. **(3)** They are talking about something they learned in science class. **(4)** Alex opens a milk carton.

(5) At the label on the milk carton Alex looks. **(6)** Alex asks Jordan if he knew Louis Pasteur's discovery later helped people solve a huge problem with food and milk. **(7)** Jordan asks what kind of problem. **(8)** Alex says that long ago people got sick from milk and food.

(9) Jordan's favorite lunch is a turkey sandwich.

1 Which sentence could BEST be added after sentence 8 to support the writer's idea?

- ☐ **(A)** Jordan likes to drink milk with lunch.
- ☐ **(B)** Tiny germs in the milk and food were not destroyed.
- ☐ **(C)** Alex and Jordan are in the school cafeteria.
- ☐ **(D)** Science class is a good place to learn new things.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 5?

- ☐ (A) Alex looks at the label on the milk carton.
- ☐ (B) Alex at the label on the milk carton looks.
- ☐ (C) At the milk carton label Alex looks on.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: Alex and Jordan are eating lunch. They are talking about something they learned in science class.

- ☐ (A) Alex and Jordan are eating lunch, they are talking about something they learned in science class.
- ☐ (B) Alex and Jordan are eating lunch and talking about something they learned in science class.
- ☐ (C) Alex and Jordan are eating lunch because they are talking about something they learned in science class.
- ☐ (D) Alex and Jordan are eating lunch. Talking about something they learned in science class.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) Benjamin Franklin was an inventor. **(2)** He was a writer and a leader. **(3)** He liked to solve problems in new ways. **(4)** Franklin was born in Boston in 1706 and grew up curious about how things worked.

(5) Franklin was born in Boston in 1706. **(6)** He believed that learning and experimenting could help improve people's lives. **(7)** He created many inventions and ideas that helped communities. **(8)** The lightning rod one of Benjamin Franklin's most famous inventions was.

(9) During Franklin's time, lightning strikes often caused serious damage to buildings.

Which sentence could BEST be added after sentence 9 to support the writer's idea?

- ☐ **(A)** When lightning hit houses or churches, it could start fires that destroyed entire buildings.
- ☐ **(B)** Franklin was born in Boston in 1706.
- ☐ **(C)** Franklin created many inventions and ideas that helped communities.
- ☐ **(D)** Franklin believed that learning and experimenting could help improve people's lives.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) Benjamin Franklin was an inventor. **(2)** He was a writer and a leader. **(3)** He liked to solve problems in new ways. **(4)** Franklin was born in Boston in 1706 and grew up curious about how things worked.

(5) Franklin was born in Boston in 1706. **(6)** He believed that learning and experimenting could help improve people's lives. **(7)** He created many inventions and ideas that helped communities. **(8)** The lightning rod one of Benjamin Franklin's most famous inventions was.

(9) During Franklin's time, lightning strikes often caused serious damage to buildings.

What is the **BEST** way to revise sentence 8?

- ☐ **(A)** The lightning rod was one of Benjamin Franklin's most famous inventions.
- ☐ **(B)** One of Benjamin Franklin's most famous inventions the lightning rod was.
- ☐ **(C)** The lightning rod one of Benjamin Franklin's most famous inventions was.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) Benjamin Franklin was an inventor. **(2)** He was a writer and a leader. **(3)** He liked to solve problems in new ways. **(4)** Franklin was born in Boston in 1706 and grew up curious about how things worked.

(5) Franklin was born in Boston in 1706. **(6)** He believed that learning and experimenting could help improve people's lives. **(7)** He created many inventions and ideas that helped communities. **(8)** The lightning rod one of Benjamin Franklin's most famous inventions was.

(9) During Franklin's time, lightning strikes often caused serious damage to buildings.

What is the most effective way to combine sentences 1 and 2?

Sentences 1 and 2 read: Benjamin Franklin was an inventor. He was a writer and a leader.

- ☐ (A) Benjamin Franklin was an inventor, he was a writer and a leader.
- ☐ (B) Benjamin Franklin was an inventor, a writer, and a leader.
- ☐ (C) Benjamin Franklin was an inventor, but he was a writer and a leader.
- ☐ (D) Benjamin Franklin was an inventor when he was a writer and a leader.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) Benjamin Franklin was an inventor. **(2)** He was a writer and a leader. **(3)** He liked to solve problems in new ways. **(4)** Franklin was born in Boston in 1706 and grew up curious about how things worked.

(5) Franklin was born in Boston in 1706. **(6)** He believed that learning and experimenting could help improve people's lives. **(7)** He created many inventions and ideas that helped communities. **(8)** The lightning rod one of Benjamin Franklin's most famous inventions was.

(9) During Franklin's time, lightning strikes often caused serious damage to buildings.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 7

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) Benjamin Franklin wanted to learn about lightning. **(2)** People did not understand why lightning struck or how to protect their homes. **(3)** Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. **(4)** Through experiments, he learned that metal could conduct electricity.

(5) He invented the lightning rod. **(6)** The lightning rod is a metal rod placed on top of a building. **(7)** Into the ground a wire runs from the rod. **(8)** When lightning strikes the rod, the electricity travels safely through the wire.

(9) My favorite subject in school is science. **(10)** This invention helped protect homes, barns, and churches from fires caused by lightning.

1 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ (A) He realized that a metal rod could guide lightning safely into the ground.
- ☐ (B) Lightning can be dangerous during a storm.
- ☐ (C) Franklin liked to read books about many topics.
- ☐ (D) Many people today still use lightning rods.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 3
- ☐ (B) Sentence 6
- ☐ (C) Sentence 9
- ☐ (D) Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 7?

- ☐ (A) A wire runs from the rod into the ground.
- ☐ (B) Into the ground a wire runs from the rod.
- ☐ (C) A wire into the ground runs from the rod.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: *He invented the lightning rod. The lightning rod is a metal rod placed on top of a building.*

- ☐ (A) He invented the lightning rod, a metal rod placed on top of a building.
- ☐ (B) He invented the lightning rod, the lightning rod is a metal rod placed on top of a building.
- ☐ (C) He invented the lightning rod although the lightning rod is a metal rod placed on top of a building.
- ☐ (D) He invented the lightning rod and placed on top of a building.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) People did not fully understand why lightning struck or how to protect their homes. **(2)** Benjamin Franklin studied electricity. **(3)** He wondered if there was a way to guide lightning safely into the ground. **(4)** He did experiments and learned that metal can conduct electricity.

(5) Benjamin Franklin also helped write the Declaration of Independence. **(6)** He invented the lightning rod. **(7)** A lightning rod is a metal rod placed on top of a building. **(8)** It connects to a wire that runs into the ground.

(9) The electricity through the wire travels safely when lightning strikes the rod instead of damaging the building. **(10)** This invention helped protect homes, barns, and churches from fires caused by lightning.

Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** Benjamin Franklin was born in Boston, Massachusetts, in 1706.
- ☐ **(B)** Lightning can be very bright and loud during a storm.
- ☐ **(C)** This discovery showed that a metal rod could carry electricity safely away from a building.
- ☐ **(D)** Many people today still use lightning rods on their homes.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) People did not fully understand why lightning struck or how to protect their homes. (2) Benjamin Franklin studied electricity. (3) He wondered if there was a way to guide lightning safely into the ground. (4) He did experiments and learned that metal can conduct electricity.

(5) Benjamin Franklin also helped write the Declaration of Independence. (6) He invented the lightning rod. (7) A lightning rod is a metal rod placed on top of a building. (8) It connects to a wire that runs into the ground.

(9) The electricity through the wire travels safely when lightning strikes the rod instead of damaging the building. (10) This invention helped protect homes, barns, and churches from fires caused by lightning.

What is the BEST way to revise sentence 9?

- ☐ (A) When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.
- ☐ (B) The electricity travels safely through the rod when lightning strikes the wire instead of damaging the building.
- ☐ (C) The electricity through the wire travels safely instead of damaging the building when lightning strikes the rod.
- ☐ (D) No revision is needed.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) People did not fully understand why lightning struck or how to protect their homes. **(2)** Benjamin Franklin studied electricity. **(3)** He wondered if there was a way to guide lightning safely into the ground. **(4)** He did experiments and learned that metal can conduct electricity.

(5) Benjamin Franklin also helped write the Declaration of Independence. **(6)** He invented the lightning rod. **(7)** A lightning rod is a metal rod placed on top of a building. **(8)** It connects to a wire that runs into the ground.

(9) The electricity through the wire travels safely when lightning strikes the rod instead of damaging the building. **(10)** This invention helped protect homes, barns, and churches from fires caused by lightning.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: A lightning rod is a metal rod placed on top of a building. It connects to a wire that runs into the ground.

- ☐ **(A)** A lightning rod is a metal rod placed on top of a building, it connects to a wire that runs into the ground.
- ☐ **(B)** A lightning rod is a metal rod placed on top of a building, and it connects to a wire that runs into the ground.
- ☐ **(C)** A lightning rod is a metal rod placed on top of a building because it connects to a wire that runs into the ground.
- ☐ **(D)** A lightning rod is a metal rod. Placed on top of a building and connects to a wire that runs into the ground.

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) People did not fully understand why lightning struck or how to protect their homes. **(2)** Benjamin Franklin studied electricity. **(3)** He wondered if there was a way to guide lightning safely into the ground. **(4)** He did experiments and learned that metal can conduct electricity.

(5) Benjamin Franklin also helped write the Declaration of Independence. **(6)** He invented the lightning rod. **(7)** A lightning rod is a metal rod placed on top of a building. **(8)** It connects to a wire that runs into the ground.

(9) The electricity through the wire travels safely when lightning strikes the rod instead of damaging the building. **(10)** This invention helped protect homes, barns, and churches from fires caused by lightning.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 6

Read the draft a student wrote about Benjamin Franklin and electricity. Then answer the questions that follow.

Benjamin Franklin and Electricity

(1) Benjamin Franklin was an inventor, writer, and leader. **(2)** He liked to solve problems in new ways. **(3)** Franklin an inventor was who believed learning could help people. **(4)** He was born in 1706 in Boston.

(5) He grew up curious about how things worked. **(6)** Franklin wanted to protect buildings from lightning. **(7)** One of his most famous inventions was the lightning rod. **(8)** My cousin has a dog named Lightning.

(9) Lightning hit houses or churches during Franklin's time. **(10)** It could start fires that destroyed entire buildings.

1 Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ **(A)** He thought a metal rod could carry lightning safely to the ground.
- ☐ **(B)** Lightning can be scary to watch during a storm.
- ☐ **(C)** Franklin also wrote books and started a library.
- ☐ **(D)** Many people today use cell phones.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 3?

- ☐ (A) Franklin was an inventor who believed learning could help people.
- ☐ (B) Franklin an inventor who believed learning could help people was.
- ☐ (C) Franklin was an inventor who learning could help people.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 9 and 10?

Sentences 9 and 10 read: Lightning hit houses or churches during Franklin's time. It could start fires that destroyed entire buildings.

- ☐ (A) Lightning hit houses or churches during Franklin's time, it could start fires that destroyed entire buildings.
- ☐ (B) Lightning hit houses or churches during Franklin's time because it could start fires that destroyed entire buildings.
- ☐ (C) When lightning hit houses or churches during Franklin's time, it could start fires that destroyed entire buildings.
- ☐ (D) Lightning hit houses or churches during Franklin's time and could start fires.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) The Founding Fathers were leaders who helped create the United States of America. **(2)** They believed the American colonies should be free from British rule.

(3) They wanted a government that protected people's rights. **(4)** The American colonies were by Great Britain controlled during the late 1700s.

(5) Many colonists felt the British government was unfair. **(6)** It made laws and taxes without asking the colonists for their opinions. **(7)** Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem. **(8)** In 1776, some of these leaders helped write an important document called the Declaration of Independence.

(9) I think learning about history is fun.

Which sentence could **BEST** be added after sentence 8 to support the writer's idea?

- ☐ **(A)** This document explained why the colonies wanted to become a free nation.
- ☐ **(B)** The Declaration of Independence is a very important document.
- ☐ **(C)** Some documents are written by more than one person.
- ☐ **(D)** Learning about the Founding Fathers is fun.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) The Founding Fathers were leaders who helped create the United States of America. **(2)** They believed the American colonies should be free from British rule.

(3) They wanted a government that protected people's rights. **(4)** The American colonies were by Great Britain controlled during the late 1700s.

(5) Many colonists felt the British government was unfair. **(6)** It made laws and taxes without asking the colonists for their opinions. **(7)** Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem. **(8)** In 1776, some of these leaders helped write an important document called the Declaration of Independence.

(9) I think learning about history is fun.

What is the BEST way to revise sentence 4?

- ☐ **(A)** During the late 1700s, Great Britain controlled by the American colonies.
- ☐ **(B)** During the late 1700s, the American colonies were controlled by Great Britain.
- ☐ **(C)** The American colonies during the late 1700s were by Great Britain controlled.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) The Founding Fathers were leaders who helped create the United States of America. **(2)** They believed the American colonies should be free from British rule.

(3) They wanted a government that protected people's rights. **(4)** The American colonies were by Great Britain controlled during the late 1700s.

(5) Many colonists felt the British government was unfair. **(6)** It made laws and taxes without asking the colonists for their opinions. **(7)** Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem. **(8)** In 1776, some of these leaders helped write an important document called the Declaration of Independence.

(9) I think learning about history is fun.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: Many colonists felt the British government was unfair. It made laws and taxes without asking the colonists for their opinions.

- ☐ **(A)** Many colonists felt the British government was unfair, it made laws and taxes without asking the colonists for their opinions.
- ☐ **(B)** Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.
- ☐ **(C)** Although many colonists felt the British government was unfair, it made laws and taxes without asking the colonists for their opinions.
- ☐ **(D)** Many colonists felt the British government was unfair when it made laws and taxes without asking the colonists for their opinions.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) The Founding Fathers were leaders who helped create the United States of America. **(2)** They believed the American colonies should be free from British rule.

(3) They wanted a government that protected people's rights. **(4)** The American colonies were by Great Britain controlled during the late 1700s.

(5) Many colonists felt the British government was unfair. **(6)** It made laws and taxes without asking the colonists for their opinions. **(7)** Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem. **(8)** In 1776, some of these leaders helped write an important document called the Declaration of Independence.

(9) I think learning about history is fun.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) After the colonies won the American Revolution, the new country needed a strong government. **(2)** Some of the Founding Fathers met together to write the Constitution in 1787, which explained how the government of the United States would work. **(3)** The Constitution also said that people have certain rights, such as life, liberty, and the pursuit of happiness. **(4)** They wanted to create laws that were fair and protect the freedoms of the people.

(5) My cousin keeps a book about American history on his shelf. **(6)** The Founding Fathers showed leadership, courage, and determination. **(7)** They helped form a new nation. **(8)** Their ideas and hard work helped build the foundation of the United States.

(9) Their influence is still important in American government today.

1 Which sentence could BEST be added after sentence 1 to support the writer's idea?

- ☐ (A) A strong government would help the new country make laws for all the people.
- ☐ (B) The American Revolution was fought for many years.
- ☐ (C) My cousin also likes to read about presidents.
- ☐ (D) The colonies won the American Revolution.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 3
- ☐ (B) Sentence 5
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work.
- ☐ (B) Some of the Founding Fathers met together to write the Constitution, which explained how the government of the United States would work in 1787.
- ☐ (C) Some of the Founding Fathers met together in 1787, and they wrote the Constitution, which explained how the government of the United States would work.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The Founding Fathers showed leadership, courage, and determination. They helped form a new nation.

- ☐ (A) The Founding Fathers showed leadership, courage, and determination, they helped form a new nation.
- ☐ (B) The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.
- ☐ (C) The Founding Fathers showed leadership, courage, and determination although they helped form a new nation.
- ☐ (D) The Founding Fathers showed leadership, courage, and determination and they helped form a new nation.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) After the American Revolution, the new country needed a strong government. (2) Some of the Founding Fathers met in 1787 to write the Constitution. (3) The government of the United States would work as explained by the Constitution. (4) The Founding Fathers wanted to create fair laws and protect the freedoms of the people.

(5) The Constitution was a document that explained the government. (6) The Founding Fathers showed leadership. (7) They showed courage and determination as they helped form a new nation. (8) Their ideas and hard work helped build the foundation of the United States.

(9) Their influence is still important in American government today.

Which sentence could **BEST** be added after sentence 4 to support the writer's idea?

- ☐ (A) They believed people should have rights such as life, liberty, and the pursuit of happiness.
- ☐ (B) The Founding Fathers met in 1787.
- ☐ (C) The Constitution is an important document.
- ☐ (D) Many people today live in the United States.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) After the American Revolution, the new country needed a strong government. (2) Some of the Founding Fathers met in 1787 to write the Constitution. (3) The government of the United States would work was explained by the Constitution. (4) The Founding Fathers wanted to create fair laws and protect the freedoms of the people.

(5) The Constitution was a document that explained the government. (6) The Founding Fathers showed leadership. (7) They showed courage and determination as they helped form a new nation. (8) Their ideas and hard work helped build the foundation of the United States.

(9) Their influence is still important in American government today.

What is the BEST way to revise sentence 3?

- ☐ (A) The Constitution explained how the government of the United States would work.
- ☐ (B) The government of the United States explained how the Constitution would work.
- ☐ (C) The Constitution was explained by how the government of the United States would work.
- ☐ (D) No revision is needed.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) After the American Revolution, the new country needed a strong government. **(2)** Some of the Founding Fathers met in 1787 to write the Constitution. **(3)** The government of the United States would work was explained by the Constitution. **(4)** The Founding Fathers wanted to create fair laws and protect the freedoms of the people.

(5) The Constitution was a document that explained the government. **(6)** The Founding Fathers showed leadership. **(7)** They showed courage and determination as they helped form a new nation. **(8)** Their ideas and hard work helped build the foundation of the United States.

(9) Their influence is still important in American government today.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The Founding Fathers showed leadership. They showed courage and determination as they helped form a new nation.

- ☐ **(A)** The Founding Fathers showed leadership, they showed courage and determination as they helped form a new nation.
- ☐ **(B)** The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.
- ☐ **(C)** Although the Founding Fathers showed leadership and courage, they helped form a new nation with determination.
- ☐ **(D)** The Founding Fathers showed leadership. Courage and determination as they helped form a new nation.

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) After the American Revolution, the new country needed a strong government. **(2)** Some of the Founding Fathers met in 1787 to write the Constitution. **(3)** The government of the United States would work was explained by the Constitution. **(4)** The Founding Fathers wanted to create fair laws and protect the freedoms of the people.

(5) The Constitution was a document that explained the government. **(6)** The Founding Fathers showed leadership. **(7)** They showed courage and determination as they helped form a new nation. **(8)** Their ideas and hard work helped build the foundation of the United States.

(9) Their influence is still important in American government today.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 8

Read the draft a student wrote about the Founding Fathers. Then answer the questions that follow.

The Founding Fathers

(1) The Founding Fathers were a group of leaders who helped create the United States of America. **(2)** They believed the American colonies should be free from British rule.

(3) They wanted people to have a government that protected their rights. **(4)** During the late 1700s, by Great Britain the American colonies were controlled.

(5) Many colonists felt the British government was unfair. **(6)** Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem. **(7)** My cousin has a toy soldier that looks like George Washington. **(8)** In 1776, some of these leaders helped write an important document called the Declaration of Independence.

(9) This document explained why the colonies wanted to become a free nation.

1 Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ **(A)** The colonists lived in America.
- ☐ **(B)** The British government made laws and taxes without asking the colonists for their opinions.
- ☐ **(C)** George Washington was a leader of the colonies.
- ☐ **(D)** My cousin has a toy soldier that looks like George Washington.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 4?

- ☐ (A) During the late 1700s, the American colonies were controlled by Great Britain.
- ☐ (B) During the late 1700s, by Great Britain the American colonies were controlled.
- ☐ (C) During the late 1700s, the American colonies controlled Great Britain.
- ☐ (D) During the late 1700s, the American colonies were controlled.

4 Which is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: They believed the American colonies should be free from British rule. They wanted people to have a government that protected their rights.

- ☐ (A) They believed the American colonies should be free from British rule, they wanted people to have a government that protected their rights.
- ☐ (B) They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.
- ☐ (C) They believed the American colonies should be free from British rule although they wanted people to have a government that protected their rights.
- ☐ (D) They believed the American colonies should be free from British rule. They wanted people to have a government that protected their rights.

Read the draft a student wrote about Henry Ford. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford was an American engineer and businessman. **(2)** He helped change the way people traveled and worked. **(3)** Henry was born in 1863 on a farm in Michigan. **(4)** When Henry was young, he enjoyed taking machines apart to see how they worked, and he was especially interested in engines and tools. **(5)** Many hours were spent by Henry experimenting with engines when he worked as a mechanic. **(6)** At that time, most people traveled by horse and wagon. **(7)** Cars were very rare. **(8)** Cars were very expensive. **(9)** Only a few people could afford them. **(10)** Cars cost a lot of money.

Which sentence could **BEST** be added after sentence 6 to support the writer's idea?

- ☐ (A) Most people did not own cars at that time.
- ☐ (B) Henry Ford was born in Michigan in 1863.
- ☐ (C) Horses need food and water every day.
- ☐ (D) Cars today can go very fast on highways.

Read the draft a student wrote about Henry Ford. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford was an American engineer and businessman. **(2)** He helped change the way people traveled and worked. **(3)** Henry was born in 1863 on a farm in Michigan. **(4)** When Henry was young, he enjoyed taking machines apart to see how they worked, and he was especially interested in engines and tools. **(5)** Many hours were spent by Henry experimenting with engines when he worked as a mechanic. **(6)** At that time, most people traveled by horse and wagon. **(7)** Cars were very rare. **(8)** Cars were very expensive. **(9)** Only a few people could afford them. **(10)** Cars cost a lot of money.

What is the **BEST** way to revise sentence 5?

- ☐ **(A)** Many hours were spent by Henry experimenting with engines when he worked as a mechanic.
- ☐ **(B)** When Henry worked as a mechanic, he spent many hours experimenting with engines.
- ☐ **(C)** Experimenting with engines was done by Henry for many hours when he worked as a mechanic.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Henry Ford. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford was an American engineer and businessman. **(2)** He helped change the way people traveled and worked. **(3)** Henry was born in 1863 on a farm in Michigan. **(4)** When Henry was young, he enjoyed taking machines apart to see how they worked, and he was especially interested in engines and tools. **(5)** Many hours were spent by Henry experimenting with engines when he worked as a mechanic. **(6)** At that time, most people traveled by horse and wagon. **(7)** Cars were very rare. **(8)** Cars were very expensive. **(9)** Only a few people could afford them. **(10)** Cars cost a lot of money.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: Cars were very rare. Cars were very expensive.

- ☐ **(A)** Cars were very rare, cars were very expensive.
- ☐ **(B)** Cars were very rare and very expensive.
- ☐ **(C)** Cars were very rare when they were very expensive.
- ☐ **(D)** Cars were very rare. Very expensive.

Read the draft a student wrote about Henry Ford. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford was an American engineer and businessman. **(2)** He helped change the way people traveled and worked. **(3)** Henry was born in 1863 on a farm in Michigan. **(4)** When Henry was young, he enjoyed taking machines apart to see how they worked, and he was especially interested in engines and tools.

(5) Many hours were spent by Henry experimenting with engines when he worked as a mechanic. **(6)** At that time, most people traveled by horse and wagon. **(7)** Cars were very rare. **(8)** Cars were very expensive.

(9) Only a few people could afford them. **(10)** Cars cost a lot of money.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Read the draft a student wrote about Henry Ford and cars. Then answer the questions that follow.

Henry Ford: Visionary of Travel

- (1) Henry Ford believed that cars should be available for everyday families. (2) Before buying a car, many families had to preplan long trips. (3) Travel took much more time. (4) In 1903, Henry Ford the Ford Motor Company started. (5) A few years later, he created the Model T. (6) The Model T was strong, simple, and much more affordable than other cars. (7) Many families who had never owned a car before were finally able to buy one. (8) Henry Ford also introduced a new way of building cars. (9) He called it the moving assembly line. (10) My neighbor has a blue car.

1 Which sentence could BEST be added after sentence 7 to support the writer's idea?

- ☐ (A) The Model T gave these families a new way to travel.
- ☐ (B) Henry Ford started the Ford Motor Company in 1903.
- ☐ (C) Some families liked to paint their cars different colors.
- ☐ (D) Cars have four wheels and an engine.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 4
- ☐ (B) Sentence 6
- ☐ (C) Sentence 8
- ☐ (D) Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 4?

- ☐ (A) In 1903, Henry Ford the Ford Motor Company started.
- ☐ (B) In 1903, Henry Ford started the Ford Motor Company.
- ☐ (C) Henry Ford in 1903 the Ford Motor Company started.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: Before buying a car, many families had to preplan long trips. Travel took much more time.

- ☐ (A) Before buying a car, many families had to preplan long trips, travel took much more time.
- ☐ (B) Before buying a car, many families had to preplan long trips because travel took much more time.
- ☐ (C) Before buying a car, many families had to preplan long trips although travel took much more time.
- ☐ (D) Before buying a car, many families had to preplan long trips so travel took much more time.

Read the draft a student wrote about Henry Ford and how cars changed travel. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford had ideas that changed how cars were made. **(2)** Before his ideas, building a car took a long time. **(3)** In his factories, workers stayed in one place. **(4)** Parts moved down a line and were added step by step.

(5) This way of building cars made them faster and less expensive to make.

(6) Because cars cost less, more people could buy them. **(7)** Across dusty roads that connected many towns, people in cars more quickly could travel. **(8)** His new ways of building products changed transportation and industry in the United States.

(9) My uncle has a red truck that he drives to work.

Which sentence could **BEST** be added after sentence 6 to support the writer's idea?

- ☐ (A) For example, families could take trips to towns that were far from home.
- ☐ (B) Henry Ford was born in Michigan in 1863.
- ☐ (C) Cars need gas to run, and gas stations are found in many towns.
- ☐ (D) Many people today like to drive fast cars for fun.

Read the draft a student wrote about Henry Ford and how cars changed travel. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford had ideas that changed how cars were made. **(2)** Before his ideas, building a car took a long time. **(3)** In his factories, workers stayed in one place. **(4)** Parts moved down a line and were added step by step.

(5) This way of building cars made them faster and less expensive to make.

(6) Because cars cost less, more people could buy them. **(7)** Across dusty roads that connected many towns, people in cars more quickly could travel. **(8)** His new ways of building products changed transportation and industry in the United States.

(9) My uncle has a red truck that he drives to work.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Across dusty roads that connected many towns, people could in cars travel more quickly.
- ☐ **(B)** People in cars could travel more quickly across dusty roads that connected many towns.
- ☐ **(C)** More quickly across dusty roads, people in cars could travel that connected many towns.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Henry Ford and how cars changed travel. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford had ideas that changed how cars were made. **(2)** Before his ideas, building a car took a long time. **(3)** In his factories, workers stayed in one place. **(4)** Parts moved down a line and were added step by step.

(5) This way of building cars made them faster and less expensive to make.

(6) Because cars cost less, more people could buy them. **(7)** Across dusty roads that connected many towns, people in cars more quickly could travel. **(8)** His new ways of building products changed transportation and industry in the United States.

(9) My uncle has a red truck that he drives to work.

What is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: In his factories, workers stayed in one place. Parts moved down a line and were added step by step.

- ☐ **(A)** In his factories, workers stayed in one place, parts moved down a line and were added step by step.
- ☐ **(B)** In his factories, workers stayed in one place while parts moved down a line and were added step by step.
- ☐ **(C)** In his factories, workers stayed in one place because parts moved down a line and were added step by step.
- ☐ **(D)** In his factories, workers stayed in one place, and parts moved down a line. And were added step by step.

Read the draft a student wrote about Henry Ford and how cars changed travel. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford had ideas that changed how cars were made. **(2)** Before his ideas, building a car took a long time. **(3)** In his factories, workers stayed in one place. **(4)** Parts moved down a line and were added step by step.

(5) This way of building cars made them faster and less expensive to make.

(6) Because cars cost less, more people could buy them. **(7)** Across dusty roads that connected many towns, people in cars more quickly could travel. **(8)** His new ways of building products changed transportation and industry in the United States.

(9) My uncle has a red truck that he drives to work.

Which sentence should be deleted because it does not support the main idea of the draft?

☐ **(A)** Sentence 2

☐ **(B)** Sentence 5

☐ **(C)** Sentence 9

☐ **(D)** Sentence 8

Read the draft a student wrote about Henry Ford. Then answer the questions that follow.

Henry Ford: Visionary of Travel

(1) Henry Ford was an American engineer and businessman. **(2)** He helped change the way people traveled and worked. **(3)** On a farm in Michigan Henry was born in 1863. **(4)** He was interested in engines and tools.

(5) As he grew older, he worked as a mechanic. **(6)** He spent many hours experimenting with engines. **(7)** At that time, most people traveled by horse and wagon. **(8)** I think everyone should own a car.

(9) Henry Ford was an important person in history.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ (A) Henry was born in a different state.
- ☐ (B) When Henry was young, he enjoyed taking machines apart to see how they worked.
- ☐ (C) Many people today drive cars to work.
- ☐ (D) Henry Ford was an American engineer.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 5
- ☐ (C) Sentence 7
- ☐ (D) Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 3?

- ☐ (A) Henry Ford was born in 1863 on a farm in Michigan.
- ☐ (B) On a farm in Michigan, in 1863, Henry was born.
- ☐ (C) Henry was born in 1863, and he was born on a farm in Michigan.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: As he grew older, he worked as a mechanic. He spent many hours experimenting with engines.

- ☐ (A) As he grew older, he worked as a mechanic and spent many hours experimenting with engines.
- ☐ (B) As he grew older, he worked as a mechanic, he spent many hours experimenting with engines.
- ☐ (C) As he grew older, he worked as a mechanic although he spent many hours experimenting with engines.
- ☐ (D) As he grew older, he worked as a mechanic and spent many hours.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. **(2)** He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. **(3)** Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. **(4)** These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. **(6)** After college, he took a job at a retail store. **(7)** He carefully watched how customers shopped. **(8)** He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** Sam later became interested in how stores worked.
- ☐ **(B)** The extra money he earned helped his family during a hard time.
- ☐ **(C)** Many people liked to shop at stores in town.
- ☐ **(D)** He was born in 1918 in the United States.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. **(2)** He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. **(3)** Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. **(4)** These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. **(6)** After college, he took a job at a retail store. **(7)** He carefully watched how customers shopped. **(8)** He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

What is the BEST way to revise sentence 5?

- ☐ **(A)** As Sam grew older, he became very interested in how stores worked.
- ☐ **(B)** Very interested, Sam became in how stores worked as he grew older.
- ☐ **(C)** How stores worked became very interested in Sam as he grew older.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. **(2)** He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. **(3)** Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. **(4)** These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. **(6)** After college, he took a job at a retail store. **(7)** He carefully watched how customers shopped. **(8)** He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: After college, he took a job at a retail store. He carefully watched how customers shopped.

- ☐ **(A)** After college, he took a job at a retail store, he carefully watched how customers shopped.
- ☐ **(B)** After college, he took a job at a retail store and carefully watched how customers shopped.
- ☐ **(C)** After college, he took a job at a retail store because he carefully watched how customers shopped.
- ☐ **(D)** Although he carefully watched how customers shopped, after college he took a job at a retail store.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. **(2)** He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. **(3)** Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. **(4)** These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. **(6)** After college, he took a job at a retail store. **(7)** He carefully watched how customers shopped. **(8)** He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about Sam Walton and his store. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Many stores charged high prices. (2) Families with limited money often struggled to buy the things they needed. (3) Sam began to wonder if there was a better way. (4) In 1962, Sam Walton decided to try his idea and in Rogers, Arkansas opened a small store called Walmart.

(5) His plan was simple but bold. (6) He wanted to sell many different products at lower prices. (7) This would help everyday families afford them. (8) I think shopping is more fun when stores play music.

(9) At first, running the store was not easy.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ (A) He thought that lower prices could help families buy what they needed.
- ☐ (B) This was a very interesting question.
- ☐ (C) Stores have been around for a long time.
- ☐ (D) He wanted to sell only a few products.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 6
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 4?

- ☐ (A) In 1962, Sam Walton decided to try his idea and opened a small store in Rogers, Arkansas called Walmart.
- ☐ (B) In 1962, Sam Walton decided to try his idea, he opened a small store in Rogers, Arkansas called Walmart.
- ☐ (C) In 1962, Sam Walton decided to open a small store in Rogers, Arkansas called Walmart before he tried his idea.
- ☐ (D) In 1962, Sam Walton decided to try his idea and opened in Rogers, Arkansas a small store called Walmart.

4 Which is the most effective way to combine sentences 1 and 2?

Sentences 1 and 2 read: Many stores charged high prices. Families with limited money often struggled to buy the things they needed.

- ☐ (A) Many stores charged high prices, families with limited money often struggled to buy the things they needed.
- ☐ (B) Many stores charged high prices, so families with limited money often struggled to buy the things they needed.
- ☐ (C) Many stores charged high prices because families with limited money often struggled to buy the things they needed.
- ☐ (D) Many stores charged high prices although families with limited money often struggled to buy the things they needed.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
(4) Many items in one place at prices they could afford were liked by customers.
(5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company.
(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ (A) For example, families sometimes had to drive far to buy clothes and food.
- ☐ (B) Sam Walton liked to eat apples for lunch.
- ☐ (C) Walmart created jobs for millions of people.
- ☐ (D) Customers liked finding many items in one place.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
(4) Many items in one place at prices they could afford were liked by customers.
(5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company.
(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

What is the BEST way to revise sentence 4?

- ☐ (A) Many items in one place at prices they could afford were liked by customers.
- ☐ (B) Customers liked finding many items in one place at prices they could afford.
- ☐ (C) At prices they could afford, many items in one place were liked by customers.
- ☐ (D) No revision is needed.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas. (2) He also looked for ways to improve. (3) Slowly, people began to notice. (4) Many items in one place at prices they could afford were liked by customers. (5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company. (8) It created jobs for millions of people. (9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: More stores opened, especially in small towns. These small towns had limited shopping choices.

- ☐ (A) More stores opened, especially in small towns, these small towns had limited shopping choices.
- ☐ (B) More stores opened, especially in small towns where shopping choices had been limited.
- ☐ (C) Although more stores opened, especially in small towns, these small towns had limited shopping choices.
- ☐ (D) More stores opened, especially in small towns when shopping choices had been limited.

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
(4) Many items in one place at prices they could afford were liked by customers.
(5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company.
(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ (A) Sentence 3
- ☐ (B) Sentence 6
- ☐ (C) Sentence 10
- ☐ (D) Sentence 9

Read the draft a student wrote about Sam Walton. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Sam Walton was born in 1918. **(2)** He grew up when times were hard in America. **(3)** His family worked hard during the Great Depression. **(4)** Sam helped his family by delivering newspapers and milking cows.

(5) He also did small jobs to earn extra money. **(6)** These early experiences taught Sam that families needed ways to stretch every dollar. **(7)** I think Sam should have saved his money to buy a bicycle. **(8)** As Sam got older, how stores worked became very interested in him.

(9) After college, he took a job at a retail store. **(10)** He carefully watched how customers shopped.

1 Which is the most effective way to combine sentences 1 and 2?

Sentences 1 and 2 read: Sam Walton was born in 1918. He grew up when times were hard in America.

- ☐ **(A)** Sam Walton was born in 1918, he grew up when times were hard in America.
- ☐ **(B)** Sam Walton was born in 1918 and grew up when times were hard in America.
- ☐ **(C)** Sam Walton was born in 1918 although he grew up when times were hard in America.
- ☐ **(D)** Sam Walton was born in 1918 he grew up when times were hard in America.

2 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** Money was often tight for Sam's family.
- ☐ **(B)** Sam's family lived in a house with a porch.
- ☐ **(C)** Sam delivered newspapers when he was young.
- ☐ **(D)** The Great Depression was a time in history.

Use the draft on the front of this page to answer questions 3 and 4.

3 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 6
- ☐ (C) Sentence 7
- ☐ (D) Sentence 10

4 What is the BEST way to revise sentence 8?

- ☐ (A) As Sam got older, he became very interested in how stores worked.
- ☐ (B) As Sam got older, how stores worked became very interested in him.
- ☐ (C) No revision is needed.
- ☐ (D) As Sam got older, he became very interested in stores worked.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

Which sentence could **BEST** be added after sentence 3 to support the writer's idea?

- ☐ (A) A young plant was growing inside the jar.
- ☐ (B) The window was open to let in fresh air.
- ☐ (C) Amina liked to look out the window.
- ☐ (D) The jar was small.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

What is the BEST way to revise sentence 5?

- ☐ (A) While Amina was reaching for a green marker, her elbow bumped the table.
- ☐ (B) Amina's elbow, while reaching for a green marker, bumped the table.
- ☐ (C) The table bumped Amina's elbow while she was reaching for a green marker.
- ☐ (D) No revision is needed.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: The glass jar fell to the floor. It broke.

- ☐ (A) The glass jar fell to the floor, it broke.
- ☐ (B) The glass jar fell to the floor and broke.
- ☐ (C) The glass jar fell to the floor because it broke.
- ☐ (D) The glass jar fell to the floor when it broke.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. **(2)** One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. **(3)** On the table near the window sat a small glass jar. **(4)** As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. **(5)** Amina's elbow, while reaching for a green marker, bumped the table. **(6)** Crash! **(7)** The glass jar fell to the floor. **(8)** It broke. **(9)** The science project was about plants.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Read the draft a student wrote about a broken jar. Then answer the questions that follow.

Crash

(1) Amina heard a crash. (2) Her heart began to beat very fast. (3) Everyone turned and looked at the broken jar on the floor. (4) Amina wondered if she should stay quiet for a moment.

(5) I think Amina should just tell the truth right away. (6) No one had seen exactly what happened. (7) Mrs. Ramirez walked over. (8) She looked at the mess on the floor.

(9) “Does anyone know what happened?” she asked calmly.

1 Which sentence could BEST be added after sentence 4 to support the writer’s idea?

- ☐ (A) She did not want to get in trouble.
- ☐ (B) Mrs. Ramirez had been a teacher for many years.
- ☐ (C) Amina had a red backpack.
- ☐ (D) The jar was on a shelf near the window.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 5
- ☐ (C) Sentence 6
- ☐ (D) Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 4?

- ☐ (A) For a moment, Amina wondered if she should stay quiet.
- ☐ (B) Amina wondered if she should stay quiet for a moment.
- ☐ (C) Amina wondered if for a moment she should stay quiet.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: *Mrs. Ramirez walked over. She looked at the mess on the floor.*

- ☐ (A) Mrs. Ramirez walked over, she looked at the mess on the floor.
- ☐ (B) Mrs. Ramirez walked over and looked at the mess on the floor.
- ☐ (C) Mrs. Ramirez walked over because she looked at the mess on the floor.
- ☐ (D) Mrs. Ramirez walked over. She looked at the mess on the floor.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

Which sentence could **BEST** be added after sentence 2 to support the writer’s idea?

- ☐ (A) She wanted to tell Mrs. Ramirez what had happened.
- ☐ (B) The room had many desks and chairs.
- ☐ (C) Amina took a deep breath.
- ☐ (D) Mrs. Ramirez smiled kindly.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

What is the **BEST** way to revise sentence 4?

- ☐ (A) The table was bumped and knocked over by me.
- ☐ (B) I bumped the table and knocked it over.
- ☐ (C) I bumped the table, and it was knocked over by me.
- ☐ (D) No revision is needed.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

What is the most effective way to combine sentences 1 and 2?

Sentences 1 and 2 read: Amina took a deep breath. She raised her hand.

- ☐ (A) Amina took a deep breath, she raised her hand.
- ☐ (B) Amina took a deep breath and raised her hand.
- ☐ (C) Although Amina took a deep breath, she raised her hand.
- ☐ (D) Amina took a deep breath because she raised her hand.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. **(2)** She raised her hand. **(3)** “I’m sorry, Mrs. Ramirez,” she said. **(4)** “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” **(6)** Mrs. Ramirez smiled kindly. **(7)** “Thank you for telling the truth, Amina.” **(8)** Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ (A) Sentence 1
- ☐ (B) Sentence 4
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

Read the draft a student wrote about being honest in class. Then answer the questions that follow.

Crash

(1) Amina was in class when something went wrong. (2) She felt nervous about what happened. (3) Diego and Mei helped pick up the papers. (4) Jamal brought a broom.

(5) The floor was clean soon. (6) I think the class should have longer lunch periods every day. (7) Later, Mrs. Ramirez talked to the class. (8) She said that being a good citizen means telling the truth, even when it feels hard.

(9) Amina felt proud. (10) She had made a mistake, but her honesty helped make things right.

1 Which sentence could BEST be added after sentence 2 to support the writer's idea?

- ☐ (A) She wondered if she should tell Mrs. Ramirez what she had done.
- ☐ (B) Amina liked the color of the classroom walls.
- ☐ (C) Diego and Mei helped pick up the papers.
- ☐ (D) Telling the truth is important.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 6
- ☐ (C) Sentence 8
- ☐ (D) Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 5?

- ☐ (A) The floor soon was clean.
- ☐ (B) Soon the floor was clean.
- ☐ (C) The floor was clean, soon.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: Diego and Mei helped pick up the papers. Jamal brought a broom.

- ☐ (A) Diego and Mei helped pick up the papers, Jamal brought a broom.
- ☐ (B) Diego and Mei helped pick up the papers while Jamal brought a broom.
- ☐ (C) Diego and Mei helped pick up the papers because Jamal brought a broom.
- ☐ (D) Diego and Mei helped pick up the papers, and Jamal brought a broom, and he brought it.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. **(2)** The shelter was part of a community group that taught students about responsibility and good citizenship. **(3)** Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. **(4)** Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. **(6)** At the shelter, simple but important was Maya's job. **(7)** She filled the water bowls. **(8)** She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

Which sentence could **BEST** be added after sentence 2 to support the writer's idea?

- ☐ (A) Students learned that caring for animals is one way to be a good citizen.
- ☐ (B) Maya liked to ride her bike to the shelter.
- ☐ (C) The dogs at the shelter were all different sizes and colors.
- ☐ (D) Maya thought Saturdays were the best days of the week.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. **(2)** The shelter was part of a community group that taught students about responsibility and good citizenship. **(3)** Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. **(4)** Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. **(6)** At the shelter, simple but important was Maya's job. **(7)** She filled the water bowls. **(8)** She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

What is the BEST way to revise sentence 6?

- ☐ (A) Maya's job at the shelter was simple but important.
- ☐ (B) At the shelter, simple but important was Maya's job.
- ☐ (C) Simple but important at the shelter Maya's job was.
- ☐ (D) No revision is needed.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. **(2)** The shelter was part of a community group that taught students about responsibility and good citizenship. **(3)** Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. **(4)** Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. **(6)** At the shelter, simple but important was Maya's job. **(7)** She filled the water bowls. **(8)** She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: She filled the water bowls. She measured the dog food.

- ☐ **(A)** She filled the water bowls, she measured the dog food.
- ☐ **(B)** She filled the water bowls and measured the dog food.
- ☐ **(C)** She filled the water bowls because she measured the dog food.
- ☐ **(D)** She filled the water bowls when she measured the dog food.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. **(2)** The shelter was part of a community group that taught students about responsibility and good citizenship. **(3)** Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. **(4)** Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. **(6)** At the shelter, simple but important was Maya's job. **(7)** She filled the water bowls. **(8)** She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 10
- ☐ **(D)** Sentence 9

Read the draft a student wrote about Maya and her busy Saturday. Then answer the questions that follow.

The Good Citizen

(1) Maya had a busy Saturday. **(2)** Later that afternoon, Maya suddenly froze. **(3)** She rushed through her chores. **(4)** She promised to meet her friends at the park later.

(5) She kept checking the clock. **(6)** She swept the floor and cleaned the cages. **(7)** She took several dogs outside for exercise. **(8)** Maya's favorite color is blue.

(9) When she finished, she waved goodbye to Rusty. **(10)** She rode her bike home.

1 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ (A) Maya had many chores to do that day.
- ☐ (B) She did not want to be late to meet them.
- ☐ (C) The park has a large playground and a soccer field.
- ☐ (D) She swept the floor and cleaned the cages.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 3
- ☐ (B) Sentence 6
- ☐ (C) Sentence 8
- ☐ (D) Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 Where is the BEST place to move sentence 2?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 5
- ☐ (C) After sentence 9
- ☐ (D) After sentence 10

4 Which is the most effective way to combine sentences 9 and 10?

Sentences 9 and 10 read: When she finished, she waved goodbye to Rusty. She rode her bike home.

- ☐ (A) When she finished, she waved goodbye to Rusty and rode her bike home.
- ☐ (B) When she finished, she waved goodbye to Rusty, she rode her bike home.
- ☐ (C) When she finished, she waved goodbye to Rusty because she rode her bike home.
- ☐ (D) When she finished, she waved goodbye to Rusty. She rode her bike home.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. **(2)** Her stomach twisted with worry. **(3)** Maya was very worried about Rusty. **(4)** Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. **(6)** She pedaled as fast as she could back to the shelter. **(7)** When she arrived, the food bowl for Rusty was filled quickly by Maya. **(8)** Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** He counted on Maya to fill his bowl and keep him safe.
- ☐ **(B)** Rusty had a soft bed at the shelter.
- ☐ **(C)** Maya liked to ride her bike after school.
- ☐ **(D)** Rusty was a good dog.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. **(2)** Her stomach twisted with worry. **(3)** Maya was very worried about Rusty. **(4)** Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. **(6)** She pedaled as fast as she could back to the shelter. **(7)** When she arrived, the food bowl for Rusty was filled quickly by Maya. **(8)** Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

What is the BEST way to revise sentence 7?

- ☐ **(A)** When she arrived, Maya quickly filled Rusty's food bowl.
- ☐ **(B)** When she arrived, the food bowl for Rusty was filled quickly by Maya.
- ☐ **(C)** When she arrived, Rusty's food bowl was quickly filled.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. **(2)** Her stomach twisted with worry. **(3)** Maya was very worried about Rusty. **(4)** Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. **(6)** She pedaled as fast as she could back to the shelter. **(7)** When she arrived, the food bowl for Rusty was filled quickly by Maya. **(8)** Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: Maya jumped on her bike. She pedaled as fast as she could back to the shelter.

- ☐ **(A)** Maya jumped on her bike, she pedaled as fast as she could back to the shelter.
- ☐ **(B)** Maya jumped on her bike and pedaled as fast as she could back to the shelter.
- ☐ **(C)** Maya jumped on her bike because she pedaled as fast as she could back to the shelter.
- ☐ **(D)** Maya jumped on her bike when she pedaled as fast as she could back to the shelter.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. **(2)** Her stomach twisted with worry. **(3)** Maya was very worried about Rusty. **(4)** Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. **(6)** She pedaled as fast as she could back to the shelter. **(7)** When she arrived, the food bowl for Rusty was filled quickly by Maya. **(8)** Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 2
- ☐ **(C)** Sentence 3
- ☐ **(D)** Sentence 4

Read the draft a student wrote about Maya and the dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. (2) The shelter was part of a community group that taught about responsibility and good citizenship students. (3) Maya loved dogs. (4) Volunteering gave her the chance to help animals waiting for homes. (5) Her favorite dog at the shelter was a brown and white puppy named Rusty. (6) Rusty wagged his tail wildly every time Maya walked in. (7) Maya's job was simple but important. (8) I think Maya should bring Rusty home to live with her. (9) She liked helping the dogs.

1 Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ (A) Rusty was one of the animals waiting for a home.
- ☐ (B) Maya rode her bike to the shelter every Saturday morning.
- ☐ (C) Dogs need food and water to stay healthy.
- ☐ (D) Maya's favorite color is blue.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 2
- ☐ (B) Sentence 4
- ☐ (C) Sentence 8
- ☐ (D) Sentence 7

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 2?

- ☐ (A) The shelter was part of a community group that taught students about responsibility and good citizenship.
- ☐ (B) The shelter was part of a community group that taught about responsibility and good citizenship students.
- ☐ (C) The shelter was part of a community group that students taught about responsibility and good citizenship.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: Maya loved dogs. Volunteering gave her the chance to help animals waiting for homes.

- ☐ (A) Maya loved dogs, volunteering gave her the chance to help animals waiting for homes.
- ☐ (B) Maya loved dogs although volunteering gave her the chance to help animals waiting for homes.
- ☐ (C) Maya loved dogs, and volunteering gave her the chance to help animals waiting for homes.
- ☐ (D) Maya loved dogs, so she loved animals waiting for homes.

Read the draft a student wrote about a dream. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) A dream can start inside your heart. **(2)** It may begin as just one small thought. **(3)** A voice can speak, and a listener can hear. **(4)** Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. **(6)** Another person can dream it too. **(7)** My friend has a new bicycle. **(8)** Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

Which sentence could BEST be added after sentence 2 to support the writer's idea?

- ☐ **(A)** That thought can be a wish for good things.
- ☐ **(B)** A dream can start inside your heart.
- ☐ **(C)** My friend has a new bicycle.
- ☐ **(D)** Some people like to ride bikes.

Read the draft a student wrote about a dream. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) A dream can start inside your heart. **(2)** It may begin as just one small thought. **(3)** A voice can speak, and a listener can hear. **(4)** Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. **(6)** Another person can dream it too. **(7)** My friend has a new bicycle. **(8)** Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

What is the BEST way to revise sentence 4?

- ☐ **(A)** The listener can suddenly feel that the dream is near.
- ☐ **(B)** The dream can suddenly feel near to the listener.
- ☐ **(C)** Suddenly near the listener can feel the dream.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a dream. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) A dream can start inside your heart. **(2)** It may begin as just one small thought. **(3)** A voice can speak, and a listener can hear. **(4)** Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. **(6)** Another person can dream it too. **(7)** My friend has a new bicycle. **(8)** Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: One hopeful word can travel. Another person can dream it too.

- ☐ **(A)** One hopeful word can travel, another person can dream it too.
- ☐ **(B)** One hopeful word can travel, and another person can dream it too.
- ☐ **(C)** Although one hopeful word can travel, another person can dream it too.
- ☐ **(D)** One hopeful word can travel when another person can dream it too.

Read the draft a student wrote about a dream. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) A dream can start inside your heart. **(2)** It may begin as just one small thought. **(3)** A voice can speak, and a listener can hear. **(4)** Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. **(6)** Another person can dream it too. **(7)** My friend has a new bicycle. **(8)** Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 8

Read the draft a student wrote about a dream that can grow. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) A dream can start with one person. **(2)** The dream can grow from friend to friend. **(3)** Its hopeful journey does not end. **(4)** It through classrooms, homes, and towns travels.

(5) It can lift our hearts when we feel down. **(6)** My favorite color is blue.

(7) When students listen, hope can shine. **(8)** Your dream can someday join with mine.

(9) Together we can help it grow. **(10)** We can share kindness as we go.

1 Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ **(A)** A kind action can make a sad person feel better.
- ☐ **(B)** Some people like to draw pictures.
- ☐ **(C)** The dream can lift our hearts.
- ☐ **(D)** Schools have many classrooms.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 4?

- ☐ (A) It travels through classrooms, homes, and towns.
- ☐ (B) It through classrooms, homes, and towns travels.
- ☐ (C) It travels classrooms, homes, and towns through.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: Your dream can someday join with mine. Together we can help it grow.

- ☐ (A) Your dream can someday join with mine, and together we can help it grow.
- ☐ (B) Your dream can someday join with mine, together we can help it grow.
- ☐ (C) Your dream can someday join with mine although together we can help it grow.
- ☐ (D) Your dream can someday join with mine and help it grow together.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. **(2)** He wanted all people to be treated with respect. **(3)** The future waits for what we do. **(4)** Dreams need helping hands there too.

(5) One voice may start with words to show. **(6)** Many hearts can help it grow. **(7)** The dream was by many people shared with words of hope. **(8)** My favorite color is blue.

Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** People can help a dream by working together and being fair.
- ☐ **(B)** Martin Luther King Jr. was born in Atlanta, Georgia.
- ☐ **(C)** Dreams are nice to think about.
- ☐ **(D)** The future is something that no one can see.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. **(2)** He wanted all people to be treated with respect. **(3)** The future waits for what we do. **(4)** Dreams need helping hands there too.

(5) One voice may start with words to show. **(6)** Many hearts can help it grow. **(7)** The dream was by many people shared with words of hope. **(8)** My favorite color is blue.

What is the BEST way to revise sentence 7?

- ☐ **(A)** The dream was by many people shared with words of hope.
- ☐ **(B)** Many people shared the dream with words of hope.
- ☐ **(C)** Many people shared words of hope by the dream.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. **(2)** He wanted all people to be treated with respect. **(3)** The future waits for what we do. **(4)** Dreams need helping hands there too.

(5) One voice may start with words to show. **(6)** Many hearts can help it grow. **(7)** The dream was by many people shared with words of hope. **(8)** My favorite color is blue.

What is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: One voice may start with words to show. Many hearts can help it grow.

- ☐ **(A)** One voice may start with words to show, many hearts can help it grow.
- ☐ **(B)** One voice may start with words to show, but many hearts can help it grow.
- ☐ **(C)** Because one voice may start with words to show, many hearts can help it grow.
- ☐ **(D)** One voice may start with words to show when many hearts can help it grow.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. **(2)** He wanted all people to be treated with respect. **(3)** The future waits for what we do. **(4)** Dreams need helping hands there too.

(5) One voice may start with words to show. **(6)** Many hearts can help it grow. **(7)** The dream was by many people shared with words of hope. **(8)** My favorite color is blue.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 6

Read the draft a student wrote about dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) A dream can begin inside a person's heart. **(2)** It may start as a tiny hope.
(3) Then a big wish it can grow into. **(4)** I think everyone should read a book about dreams after school.
(5) A voice can speak the dream out loud. **(6)** Another person can hear it.
(7) The dream can feel near. **(8)** One hopeful word can travel through.
(9) Soon another person dreams it too.

1 Which sentence could BEST be added after sentence 2 to support the writer's idea?

- ☐ **(A)** That tiny hope can grow when it is shared with someone else.
- ☐ **(B)** I hope you have a nice day.
- ☐ **(C)** A hope is a feeling.
- ☐ **(D)** Some people write in notebooks at school.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 8

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 3?

- ☐ (A) Then it can grow into a big wish.
- ☐ (B) Then a big wish can grow into it.
- ☐ (C) Then it can grow, into a big wish.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 5 and 6?

Sentences 5 and 6 read: A voice can speak the dream out loud. Another person can hear it.

- ☐ (A) A voice can speak the dream out loud, another person can hear it.
- ☐ (B) A voice can speak the dream out loud so another person can hear it.
- ☐ (C) A voice can speak the dream out loud although another person can hear it.
- ☐ (D) A voice can speak the dream out loud but another person can hear it.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. **(2)** They can lift and carry. **(3)** They can help and care. **(4)** My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. **(6)** To walk toward someone I might choose is what my feet can do. **(7)** Someone may need a friend today. **(8)** My feet can help me lead the way.

(9) I like to eat apples for lunch.

Which sentence could **BEST** be added after sentence 1 to support the writer's idea?

- ☐ (A) I can use my hands to help a friend carry a heavy bag.
- ☐ (B) I have two hands at the ends of my arms.
- ☐ (C) My favorite game is tag.
- ☐ (D) Hands can be washed with soap and water.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. **(2)** They can lift and carry. **(3)** They can help and care. **(4)** My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. **(6)** To walk toward someone I might choose is what my feet can do. **(7)** Someone may need a friend today. **(8)** My feet can help me lead the way.

(9) I like to eat apples for lunch.

What is the **BEST** way to revise sentence 6?

- ☐ **(A)** My feet can walk toward someone I might choose.
- ☐ **(B)** To walk toward someone I might choose is what my feet can do.
- ☐ **(C)** Toward someone I might choose, my feet can walk to.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. **(2)** They can lift and carry. **(3)** They can help and care. **(4)** My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. **(6)** To walk toward someone I might choose is what my feet can do. **(7)** Someone may need a friend today. **(8)** My feet can help me lead the way.

(9) I like to eat apples for lunch.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: Someone may need a friend today. My feet can help me lead the way.

- ☐ **(A)** Someone may need a friend today, my feet can help me lead the way.
- ☐ **(B)** If someone needs a friend today, my feet can help me lead the way.
- ☐ **(C)** Someone may need a friend today because my feet can help me lead the way.
- ☐ **(D)** Although someone may need a friend today, my feet can help me lead the way.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. **(2)** They can lift and carry. **(3)** They can help and care. **(4)** My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. **(6)** To walk toward someone I might choose is what my feet can do. **(7)** Someone may need a friend today. **(8)** My feet can help me lead the way.

(9) I like to eat apples for lunch.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 1
- ☐ (B) Sentence 4
- ☐ (C) Sentence 6
- ☐ (D) Sentence 9

Read the draft a student wrote about what a kind voice can give. Then answer the questions that follow.

What Will You Give?

(1) I have a voice that can be kind. (2) It can a worried friend help unwind.
(3) It can say, "Come and sit with me." (4) It can say, "I can help. What could it be?"
(5) My cousin has a new microphone at home. (6) I do not need to lead a crowd.
(7) Or speak through microphones out loud. (8) A helping heart can start to live.
(9) When I begin with, "What can I give?"

1 What is the BEST way to revise sentence 2?

- ☐ (A) It can help a worried friend unwind.
- ☐ (B) It can a worried friend help unwind.
- ☐ (C) It can help a worried friend unwind down.
- ☐ (D) No revision is needed.

2 Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ (A) Kind words like these can help a friend feel less alone.
- ☐ (B) My cousin has a new microphone at home.
- ☐ (C) I like to eat lunch outside on sunny days.
- ☐ (D) A voice can be loud.

Use the draft on the front of this page to answer questions 3 and 4.

3 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ (A) Sentence 1
- ☐ (B) Sentence 4
- ☐ (C) Sentence 5
- ☐ (D) Sentence 8

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: I do not need to lead a crowd. Or speak through microphones out loud.

- ☐ (A) I do not need to lead a crowd or speak through microphones out loud.
- ☐ (B) I do not need to lead a crowd, I do not need to speak through microphones out loud.
- ☐ (C) I do not need to lead a crowd although I should speak through microphones out loud.
- ☐ (D) I do not need to lead a crowd but speak through microphones out loud.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. **(2)** A worried friend can be helped to unwind by my voice. **(3)** I can say, 'Come and sit with me.' **(4)** I can also say, 'I can help.'

(5) I can ask, 'What could it be?' **(6)** I do not have to lead a big crowd. **(7)** I do not need to speak into a microphone. **(8)** A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

Which sentence could BEST be added after sentence 1 to support the writer's idea?

- ☐ **(A)** For example, I can tell a friend, 'You did a good job.'
- ☐ **(B)** I like to talk to my friends at lunch.
- ☐ **(C)** My voice can be kind to a friend.
- ☐ **(D)** Some people use microphones on stage.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. **(2)** A worried friend can be helped to unwind by my voice. **(3)** I can say, 'Come and sit with me.' **(4)** I can also say, 'I can help.'

(5) I can ask, 'What could it be?' **(6)** I do not have to lead a big crowd. **(7)** I do not need to speak into a microphone. **(8)** A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

What is the BEST way to revise sentence 2?

- ☐ **(A)** My voice can help a worried friend unwind.
- ☐ **(B)** A worried friend can unwind by my voice helped.
- ☐ **(C)** My voice a worried friend can help unwind.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. **(2)** A worried friend can be helped to unwind by my voice. **(3)** I can say, 'Come and sit with me.' **(4)** I can also say, 'I can help.'

(5) I can ask, 'What could it be?' **(6)** I do not have to lead a big crowd. **(7)** I do not need to speak into a microphone. **(8)** A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: I do not have to lead a big crowd. I do not need to speak into a microphone.

- ☐ **(A)** I do not have to lead a big crowd, I do not need to speak into a microphone.
- ☐ **(B)** I do not have to lead a big crowd or speak into a microphone.
- ☐ **(C)** Although I do not have to lead a big crowd, I do not need to speak into a microphone.
- ☐ **(D)** I do not have to lead a big crowd when I do not need to speak into a microphone.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. **(2)** A worried friend can be helped to unwind by my voice. **(3)** I can say, 'Come and sit with me.' **(4)** I can also say, 'I can help.'

(5) I can ask, 'What could it be?' **(6)** I do not have to lead a big crowd. **(7)** I do not need to speak into a microphone. **(8)** A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about ways to help others. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. **(2)** They can lift and carry. **(3)** They can help and care. **(4)** I have two feet that I can use.

(5) Toward someone I choose they can walk. **(6)** My best friend has a red backpack. **(7)** If someone needs a friend today, my feet can lead the way. **(8)** I can use my hands to help.

(9) I can use my feet to go.

1 Which sentence could BEST be added after sentence 1 to support the writer's idea?

- ☐ **(A)** For example, I can carry a book for a friend who needs help.
- ☐ **(B)** I have two hands.
- ☐ **(C)** My hands are small.
- ☐ **(D)** My friend has a red backpack.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 7

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 5?

- ☐ (A) They can walk toward someone I choose.
- ☐ (B) They can toward someone I choose walk.
- ☐ (C) They can walk toward I choose someone.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: I can use my hands to help. I can use my feet to go.

- ☐ (A) I can use my hands to help, I can use my feet to go.
- ☐ (B) I can use my hands to help and my feet to go.
- ☐ (C) I can use my hands to help because I can use my feet to go.
- ☐ (D) I can use my hands to help and I can use my feet.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

Which sentence could BEST be added after sentence 4 to support the writer's idea?

- ☐ **(A)** For example, a river can give people water for crops, but it can also flood and cause problems.
- ☐ **(B)** People in communities have to make many choices.
- ☐ **(C)** A community always begins in a place.
- ☐ **(D)** My family visited a harbor town last summer.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The questions were important that people had to ask before a community could grow.
- ☐ **(B)** People had to ask important questions before a community could grow.
- ☐ **(C)** Before a community could grow, the questions were important that had to be asked by people.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

What is the most effective way to combine sentences 7 and 8?

Sentences 7 and 8 read: They asked where they would get water. They asked how they would find or grow food.

- ☐ **(A)** They asked where they would get water, they asked how they would find or grow food.
- ☐ **(B)** They asked where they would get water and how they would find or grow food.
- ☐ **(C)** Although they asked where they would get water, they asked how they would find or grow food.
- ☐ **(D)** They asked where they would get water when they asked how they would find or grow food.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

The student wants to remove a sentence that repeats an idea already stated. Which sentence should be deleted?

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 8

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) People have asked important questions about how to build a community.

(2) They ask what materials can be used for homes. **(3)** They ask how they will travel. **(4)** They also ask what to do if a community does not have a resource it needs.

(5) My cousin likes to draw maps on rainy days. **(6)** The answers have been different in different places. **(7)** One idea appears again and again. **(8)** Where people live affects how they live.

(9) Water is one of the first resources when deciding where to live people need.

(10) People need water for drinking, cooking, cleaning, farming, and caring for animals.

1 Which sentence could BEST be added after sentence 8 to support the writer's idea?

- ☐ **(A)** For example, a town near a river may use water to grow crops.
- ☐ **(B)** My cousin likes to draw maps on rainy days.
- ☐ **(C)** Maps can help people find their way to a new town.
- ☐ **(D)** Water is important.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 9?

- ☐ (A) Water is one of the first resources people need when deciding where to live.
- ☐ (B) Water is one of the first resources when deciding where to live people need.
- ☐ (C) Water is one of the first resources people need. When deciding where to live.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The answers have been different in different places. One idea appears again and again.

- ☐ (A) The answers have been different in different places, but one idea appears again and again.
- ☐ (B) The answers have been different in different places, one idea appears again and again.
- ☐ (C) The answers have been different in different places because one idea appears again and again.
- ☐ (D) The answers have been different in different places and one idea appears again and again.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ **(A)** The river gave them fish to eat and a way to travel.
- ☐ **(B)** The desert was very hot and dry.
- ☐ **(C)** Many people today live in cities.
- ☐ **(D)** The Nile River was important.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

What is the BEST way to revise sentence 3?

- ☐ **(A)** Much of Egypt was surrounded by hot, dry desert.
- ☐ **(B)** By hot, dry desert, much of Egypt surrounded was.
- ☐ **(C)** Much of Egypt surrounded hot, dry desert by was.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

What is the most effective way to combine sentences 6 and 7?

Sentences 6 and 7 read: The Nile flooded nearby land. The flooding lasted for thousands of years.

- ☐ **(A)** The Nile flooded nearby land, the flooding lasted for thousands of years.
- ☐ **(B)** The Nile flooded nearby land for thousands of years.
- ☐ **(C)** Although the Nile flooded nearby land, the flooding lasted for thousands of years.
- ☐ **(D)** The Nile flooded nearby land because the flooding lasted for thousands of years.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about how the Nile helped a community grow. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The Nile River gave people many important resources. **(2)** It provided fish and drinking water. **(3)** It also gave people a way to move from place to place.

(4) Travelers could use boats on the Nile.

(5) They did not have to struggle across the hot desert. **(6)** Farmers, merchants, builders, and families all benefited from the river. **(7)** My favorite kind of boat is a sailboat. **(8)** Near the Nile over time grew villages and cities.

(9) The Nile did not build those communities. **(10)** People did.

1 Which sentence could BEST be added after sentence 3 to support the writer's idea?

- ☐ **(A)** For example, boats carried people and goods along the river.
- ☐ **(B)** Boats are often painted bright colors.
- ☐ **(C)** The Nile is a very long river.
- ☐ **(D)** Many people like to watch boats on the water.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 8?

- ☐ (A) Over time, villages and cities grew near the Nile.
- ☐ (B) Villages and cities over time near the Nile grew.
- ☐ (C) Near the Nile grew over time villages and cities.
- ☐ (D) No revision is needed.

4 Which is the most effective way to combine sentences 4 and 5?

Sentences 4 and 5 read: Travelers could use boats on the Nile. They did not have to struggle across the hot desert.

- ☐ (A) Travelers could use boats on the Nile, they did not have to struggle across the hot desert.
- ☐ (B) Travelers could use boats on the Nile although they did not have to struggle across the hot desert.
- ☐ (C) Travelers could use boats on the Nile instead of struggling across the hot desert.
- ☐ (D) Travelers could use boats on the Nile and travelers could use boats instead of struggling.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. **(2)** People have often looked at the land around them and asked what they can use. **(3)** Forests can provide wood. **(4)** Grasslands can provide space for animals to graze. **(5)** Grasslands can also provide space to grow some crops. **(6)** Rivers can provide water and transportation. **(7)** Fish and ways to travel on water can be provided by coastal areas. **(8)** Good soil can support farming. **(9)** My cousin likes to fish near the coast. **(10)** Communities use many resources from the land.

Which sentence could BEST be added after sentence 8 to support the writer's idea?

- ☐ **(A)** My family likes to visit farms in the summer.
- ☐ **(B)** For example, farmers can use good soil to grow crops for the community.
- ☐ **(C)** Good soil can support farming.
- ☐ **(D)** Forests can provide wood for people to use.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. **(2)** People have often looked at the land around them and asked what they can use. **(3)** Forests can provide wood. **(4)** Grasslands can provide space for animals to graze.

(5) Grasslands can also provide space to grow some crops. **(6)** Rivers can provide water and transportation. **(7)** Fish and ways to travel on water can be provided by coastal areas. **(8)** Good soil can support farming.

(9) My cousin likes to fish near the coast. **(10)** Communities use many resources from the land.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Coastal areas can provide fish and access to waterways.
- ☐ **(B)** Fish can be provided by coastal areas, and ways to travel on water can be provided too.
- ☐ **(C)** Ways to travel on water and fish can be provided by coastal areas.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. **(2)** People have often looked at the land around them and asked what they can use. **(3)** Forests can provide wood. **(4)** Grasslands can provide space for animals to graze. **(5)** Grasslands can also provide space to grow some crops. **(6)** Rivers can provide water and transportation. **(7)** Fish and ways to travel on water can be provided by coastal areas. **(8)** Good soil can support farming. **(9)** My cousin likes to fish near the coast. **(10)** Communities use many resources from the land.

What is the most effective way to combine sentences 4 and 5?

Sentences 4 and 5 read: Grasslands can provide space for animals to graze. Grasslands can also provide space to grow some crops.

- ☐ **(A)** Grasslands can provide space for animals to graze and for growing some crops.
- ☐ **(B)** Grasslands can provide space for animals to graze, they can also provide space to grow some crops.
- ☐ **(C)** Although grasslands can provide space for animals to graze, they can also provide space to grow some crops.
- ☐ **(D)** Grasslands can provide space for animals to graze because they can also provide space to grow some crops.

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Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about the Pilgrims and Plymouth. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The Pilgrims arrived in the land that is now Massachusetts in 1620. **(2)** They had to think about their environment. **(3)** They crossed the Atlantic Ocean on the Mayflower. **(4)** They needed a place to start a settlement.

(5) They settled at Plymouth eventually there. **(6)** Plymouth was inside the homeland of the Wampanoag people. **(7)** The area had what the settlers needed. **(8)** Fresh water was close by.

(9) Forests gave them wood for shelters and fires. **(10)** I think Plymouth was the best place for them.

1 Which sentence could BEST be added after sentence 6 to support the writer's idea?

- ☐ **(A)** The Patuxet people had lived there before.
- ☐ **(B)** The Mayflower was a large ship.
- ☐ **(C)** The Pilgrims liked to eat dinner together.
- ☐ **(D)** Many people visit Plymouth today.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 5?

- ☐ (A) They settled at Plymouth eventually there.
- ☐ (B) Eventually, they settled at Plymouth.
- ☐ (C) No revision is needed.
- ☐ (D) They eventually there settled at Plymouth.

4 Which is the most effective way to combine sentences 8 and 9?

Sentences 8 and 9 read: Fresh water was close by. Forests gave them wood for shelters and fires.

- ☐ (A) Fresh water was close by, forests gave them wood for shelters and fires.
- ☐ (B) Fresh water was close by although forests gave them wood for shelters and fires.
- ☐ (C) Fresh water was close by, and forests gave them wood for shelters and fires.
- ☐ (D) Fresh water was close by because forests gave them wood for shelters and fires.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ **(A)** The settlers had many hard days during the winter.
- ☐ **(B)** Geography is a subject that students learn about in school.
- ☐ **(C)** For example, they used the harbor for ships and cleared land for planting.
- ☐ **(D)** The Ingalls family lived in several different environments.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

What is the BEST way to revise sentence 1?

- ☐ **(A)** The harbor provided for ships access.
- ☐ **(B)** The harbor provided access for ships.
- ☐ **(C)** The ships provided access for the harbor.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

What is the most effective way to combine sentences 2 and 3?

Sentences 2 and 3 read: Land had been cleared before. It could be used for planting.

- ☐ **(A)** Land had been cleared before, it could be used for planting.
- ☐ **(B)** Land that had been cleared before could be used for planting.
- ☐ **(C)** Although land had been cleared before, it could be used for planting.
- ☐ **(D)** Land had been cleared before when it could be used for planting.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

The student wants to remove a sentence that does not support the main idea of the draft. Which sentence should be deleted?

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Geography shapes how a community grows. **(2)** People change their homes to fit the land around them. **(3)** A river can flood. **(4)** A plain can have a drought. **(5)** A forest can give timber, but it can make travel hard. **(6)** A desert may have valuable resources, but it has little water. **(7)** I think everyone should live near a river because water is fun. **(8)** A good location does not give people everything they need. **(9)** People their work and daily routines must adapt. **(10)** They can find ways to use what the land offers.

1 Which sentence could BEST be added after sentence 5 to support the writer's idea?

- ☐ **(A)** People can use that timber to build homes and tools.
- ☐ **(B)** Trees are green and tall in the forest.
- ☐ **(C)** Travel in a forest is always easy.
- ☐ **(D)** Some people like to hike in forests.

2 Which sentence should be deleted because it does not support the main idea of the draft?

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 7
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Use the draft on the front of this page to answer questions 3 and 4.

3 What is the BEST way to revise sentence 9?

- ☐ (A) People must adapt their work and daily routines.
- ☐ (B) No revision is needed.
- ☐ (C) People must adapt, their work and daily routines.
- ☐ (D) Their work and daily routines must adapt people.

4 Which is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: A river can flood. A plain can have a drought.

- ☐ (A) A river can flood, a plain can have a drought.
- ☐ (B) A river can flood although a plain can have a drought.
- ☐ (C) A river can flood, and a plain can have a drought.
- ☐ (D) A river can flood a plain can have a drought.