

STUDENT WORKBOOK

Grade 4 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

TEKS 4.11C 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 4 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 4 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 big crowd at the Lincoln Memorial. Then answer the questions that follow.

Dream

(1) I held Mama's hand tightly as we moved through the enormous crowd.

(2) Everywhere I looked, people stood shoulder to shoulder. (3) Some carried signs. (4) Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. (6) I was only nine years old. (7) So many people gathered in one place had never been seen by me before. (8) The crowd was very big.

(9) "Why did everyone come?" I asked Mama.

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

- ☐ (A) The crowd stretched as far as I could see.
- ☐ (B) Mama held my hand tightly.
- ☐ (C) I like to sing songs at home.
- ☐ (D) The Lincoln Memorial is in Washington, D.C.

Read the draft a student wrote about a big crowd at the Lincoln Memorial. Then answer the questions that follow.

Dream

(1) I held Mama's hand tightly as we moved through the enormous crowd.

(2) Everywhere I looked, people stood shoulder to shoulder. **(3)** Some carried signs. **(4)** Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. **(6)** I was only nine years old. **(7)** So many people gathered in one place had never been seen by me before. **(8)** The crowd was very big.

(9) "Why did everyone come?" I asked Mama.

What is the BEST way to revise sentence 7?

- ☐ **(A)** So many people in one place had never been seen by me before.
- ☐ **(B)** I had never seen so many people gathered in one place before.
- ☐ **(C)** Never before had I seen so many people in one place gathered by me.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a big crowd at the Lincoln Memorial. Then answer the questions that follow.

Dream

(1) I held Mama's hand tightly as we moved through the enormous crowd.

(2) Everywhere I looked, people stood shoulder to shoulder. (3) Some carried signs. (4) Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. (6) I was only nine years old. (7) So many people gathered in one place had never been seen by me before. (8) The crowd was very big.

(9) "Why did everyone come?" I asked Mama.

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

Sentences 3 and 4 read: Some carried signs. Some sang songs.

- ☐ (A) Some carried signs, some sang songs.
- ☐ (B) Some carried signs, and some sang songs.
- ☐ (C) Although some carried signs, some sang songs.
- ☐ (D) Some carried signs but sang songs.

Read the draft a student wrote about a big crowd at the Lincoln Memorial. Then answer the questions that follow.

Dream

(1) I held Mama’s hand tightly as we moved through the enormous crowd.

(2) Everywhere I looked, people stood shoulder to shoulder. **(3)** Some carried signs. **(4)** Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. **(6)** I was only nine years old. **(7)** So many people gathered in one place had never been seen by me before. **(8)** The crowd was very big.

(9) “Why did everyone come?” I asked Mama.

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 seeing Dr. Martin Luther King Jr. speak. Then answer the questions that follow.

Dream

(1) The August sun felt hot on my face. **(2)** My feet hurt. **(3)** I wished I had brought more water. **(4)** The crowd became still.

(5) Then Dr. Martin Luther King Jr. stepped forward to speak. **(6)** His voice was strong and steady. **(7)** I think everyone should bring a hat to outdoor events.

(8) A woman near me said, "Because they want America to be fair for everyone."

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

- ☐ **(A)** The crowd listened closely to every word.
- ☐ **(B)** I think everyone should bring a hat to outdoor events.
- ☐ **(C)** Martin Luther King Jr. was a leader.
- ☐ **(D)** The August sun felt hot on my face.

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

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

Sentences 2 and 3 read: My feet hurt. I wished I had brought more water.

- ☐ (A) My feet hurt, I wished I had brought more water.
- ☐ (B) My feet hurt because I wished I had brought more water.
- ☐ (C) My feet hurt, and I wished I had brought more water.
- ☐ (D) Although my feet hurt, I wished I had brought more water.

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

Dream

(1) He talked about freedom. **(2)** He talked about justice. **(3)** Then he began speaking about his dream for the future. **(4)** He spoke about his dream for the future.

(5) I looked up at Mama. **(6)** Her eyes with tears were filled. **(7)** "Why are you crying?" I whispered. **(8)** "Because I want that dream for you," she answered.

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

- ☐ **(A)** He wanted all people to be free and treated fairly.
- ☐ **(B)** Mama often cried during sad songs.
- ☐ **(C)** The speech was given in a large room.
- ☐ **(D)** He talked about freedom and justice.

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

Dream

(1) He talked about freedom. **(2)** He talked about justice. **(3)** Then he began speaking about his dream for the future. **(4)** He spoke about his dream for the future.

(5) I looked up at Mama. **(6)** Her eyes with tears were filled. **(7)** "Why are you crying?" I whispered. **(8)** "Because I want that dream for you," she answered.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Tears filled her eyes.
- ☐ **(B)** Her eyes with tears were filled.
- ☐ **(C)** With tears, her eyes were filled by them.
- ☐ **(D)** No revision is needed.

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

Dream

(1) He talked about freedom. **(2)** He talked about justice. **(3)** Then he began speaking about his dream for the future. **(4)** He spoke about his dream for the future.

(5) I looked up at Mama. **(6)** Her eyes with tears were filled. **(7)** "Why are you crying?" I whispered. **(8)** "Because I want that dream for you," she answered.

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

Sentences 1 and 2 read: He talked about freedom. He talked about justice.

- ☐ **(A)** He talked about freedom, he talked about justice.
- ☐ **(B)** He talked about freedom and justice.
- ☐ **(C)** Although he talked about freedom, he talked about justice.
- ☐ **(D)** He talked about freedom when he talked about justice.

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

Dream

(1) He talked about freedom. **(2)** He talked about justice. **(3)** Then he began speaking about his dream for the future. **(4)** He spoke about his dream for the future.

(5) I looked up at Mama. **(6)** Her eyes with tears were filled. **(7)** "Why are you crying?" I whispered. **(8)** "Because I want that dream for you," she answered.

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

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

Read the draft a student wrote about a speech that felt different. Then answer the questions that follow.

Dream

(1) Suddenly, the speech felt different. **(2)** It was not only about adults or laws or things that before I was born had happened. **(3)** It was about students like me. **(4)** I imagined schools where every student was welcomed.

(5) I like to eat pizza on Fridays. **(6)** I imagined neighborhoods where people were judged by their kindness. **(7)** I imagined neighborhoods where the color of their skin did not matter. **(8)** I imagined growing up in a country that kept becoming better.

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

- ☐ **(A)** In those schools, every student would feel safe and ready to learn.
- ☐ **(B)** I think schools should start later in the day.
- ☐ **(C)** Some schools have large playgrounds.
- ☐ **(D)** The speech was very interesting to hear.

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 6

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) It was not only about adults or laws or things that had happened before I was born.
- ☐ (B) It was not only about adults or laws or things that had happened after I was born.
- ☐ (C) It was about adults or laws or things that had happened before I was born not only.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: I imagined neighborhoods where people were judged by their kindness. I imagined neighborhoods where the color of their skin did not matter.

- ☐ (A) I imagined neighborhoods where people were judged by their kindness, the color of their skin did not matter.
- ☐ (B) I imagined neighborhoods where people were judged by their kindness although the color of their skin did not matter.
- ☐ (C) I imagined neighborhoods where people were judged by their kindness instead of the color of their skin.
- ☐ (D) I imagined neighborhoods where people were judged by their kindness and people were judged by the color of their skin.

Read the draft a student wrote about Grandpa's memories of President Kennedy. Then answer the questions that follow.

Serve

(1) For my school project, I interviewed my grandpa about the years he worked in President John F. Kennedy's administration. (2) I asked him to tell me again about President Kennedy, and I turned on my recorder. (3) Grandpa smiled and said those were exciting days. (4) President Kennedy wanted Americans to think about something important: serving others.

(5) Before Kennedy's inauguration in 1961, ideas for the speech were by many people in the administration discussed. (6) Grandpa remembered conversations about responsibility. (7) He also remembered conversations about citizenship.

(8) President Kennedy wanted Americans to serve others.

(9) Grandpa said those conversations were important.

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

- ☐ (A) Grandpa explained that people in the administration talked about how one person could make a difference.
- ☐ (B) Grandpa turned on the recorder before he began to talk.
- ☐ (C) President Kennedy was inaugurated in 1961.
- ☐ (D) Grandpa smiled when he remembered those days.

Read the draft a student wrote about Grandpa's memories of President Kennedy. Then answer the questions that follow.

Serve

(1) For my school project, I interviewed my grandpa about the years he worked in President John F. Kennedy's administration. **(2)** I asked him to tell me again about President Kennedy, and I turned on my recorder. **(3)** Grandpa smiled and said those were exciting days. **(4)** President Kennedy wanted Americans to think about something important: serving others.

(5) Before Kennedy's inauguration in 1961, ideas for the speech were by many people in the administration discussed. **(6)** Grandpa remembered conversations about responsibility. **(7)** He also remembered conversations about citizenship.

(8) President Kennedy wanted Americans to serve others.

(9) Grandpa said those conversations were important.

What is the BEST way to revise sentence 5?

- ☐ **(A)** Before Kennedy's inauguration in 1961, ideas for the speech were by many people in the administration discussed.
- ☐ **(B)** Before Kennedy's inauguration in 1961, many people in the administration discussed ideas for the speech.
- ☐ **(C)** Before Kennedy's inauguration in 1961, discussed ideas for the speech many people in the administration.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Grandpa's memories of President Kennedy. Then answer the questions that follow.

Serve

(1) For my school project, I interviewed my grandpa about the years he worked in President John F. Kennedy's administration. **(2)** I asked him to tell me again about President Kennedy, and I turned on my recorder. **(3)** Grandpa smiled and said those were exciting days. **(4)** President Kennedy wanted Americans to think about something important: serving others.

(5) Before Kennedy's inauguration in 1961, ideas for the speech were by many people in the administration discussed. **(6)** Grandpa remembered conversations about responsibility. **(7)** He also remembered conversations about citizenship.

(8) President Kennedy wanted Americans to serve others.

(9) Grandpa said those conversations were important.

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

Sentences 6 and 7 read: Grandpa remembered conversations about responsibility. He also remembered conversations about citizenship.

- ☐ **(A)** Grandpa remembered conversations about responsibility, he remembered conversations about citizenship.
- ☐ **(B)** Grandpa remembered conversations about responsibility and citizenship.
- ☐ **(C)** Although Grandpa remembered conversations about responsibility, he remembered conversations about citizenship.
- ☐ **(D)** Grandpa remembered conversations about responsibility and citizenship were discussed.

Read the draft a student wrote about Grandpa's memories of President Kennedy. Then answer the questions that follow.

Serve

(1) For my school project, I interviewed my grandpa about the years he worked in President John F. Kennedy's administration. **(2)** I asked him to tell me again about President Kennedy, and I turned on my recorder. **(3)** Grandpa smiled and said those were exciting days. **(4)** President Kennedy wanted Americans to think about something important: serving others.

(5) Before Kennedy's inauguration in 1961, ideas for the speech were by many people in the administration discussed. **(6)** Grandpa remembered conversations about responsibility. **(7)** He also remembered conversations about citizenship.

(8) President Kennedy wanted Americans to serve others.

(9) Grandpa said those conversations were important.

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

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

Read the draft a student wrote about Grandpa remembering President Kennedy's speech. Then answer the questions that follow.

Serve

(1) Grandpa often told me about a cold day in Washington. (2) In the cold air on January 20, he to watch President Kennedy give his inaugural address stood.

(3) The new president asked Americans to serve their country. (4) Grandpa heard the crowd respond.

(5) I asked Grandpa what he thought. (6) He said the words could inspire action. (7) Grandpa said Kennedy did not want people only asking what they could receive. (8) He wanted people to think about what they could give.

(9) My favorite sandwich is peanut butter and jelly.

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

- ☐ (A) He hoped people would answer that call by serving others.
- ☐ (B) Grandpa wore a heavy coat that day.
- ☐ (C) President Kennedy gave his speech in Washington.
- ☐ (D) I like to watch speeches on television.

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 2?

- ☐ (A) On January 20, he stood in the cold air to watch President Kennedy give his inaugural address.
- ☐ (B) In the cold air on January 20, he to watch President Kennedy give his inaugural address stood.
- ☐ (C) On January 20, he stood in the cold air, President Kennedy gave his inaugural address.
- ☐ (D) No revision is needed.

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

Sentences 3 and 4 read: The new president asked Americans to serve their country. Grandpa heard the crowd respond.

- ☐ (A) The new president asked Americans to serve their country, Grandpa heard the crowd respond.
- ☐ (B) When the new president asked Americans to serve their country, Grandpa heard the crowd respond.
- ☐ (C) The new president asked Americans to serve their country although Grandpa heard the crowd respond.
- ☐ (D) The new president asked Americans to serve their country and asked Grandpa heard the crowd respond.

Read the draft a student wrote about Grandpa explaining how people can serve. Then answer the questions that follow.

Serve

(1) A few months later, that idea was watched by Grandpa grow through the Peace Corps. (2) Young Americans volunteered to travel to other countries. (3) They worked as teachers and helpers. (4) “Was that part of the same idea?” I asked. (5) “Absolutely,” Grandpa said. (6) “Serving our country can also mean serving people.” (7) I switched off my recorder. (8) “So even young people can serve?”

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

- ☐ (A) They also became friends with the people in those communities.
- ☐ (B) Grandpa liked to tell stories about his past.
- ☐ (C) Many people travel to other countries for vacation.
- ☐ (D) I turned on my recorder before we talked.

Read the draft a student wrote about Grandpa explaining how people can serve. Then answer the questions that follow.

Serve

(1) A few months later, that idea was watched by Grandpa grow through the Peace Corps. (2) Young Americans volunteered to travel to other countries. (3) They worked as teachers and helpers. (4) “Was that part of the same idea?” I asked. (5) “Absolutely,” Grandpa said. (6) “Serving our country can also mean serving people.” (7) I switched off my recorder. (8) “So even young people can serve?”

What is the **BEST** way to revise sentence 1?

- ☐ (A) A few months later, Grandpa watched that idea grow through the Peace Corps.
- ☐ (B) A few months later, that idea was watched by Grandpa grow through the Peace Corps.
- ☐ (C) Through the Peace Corps, a few months later, Grandpa was watched by that idea grow.
- ☐ (D) No revision is needed.

Read the draft a student wrote about Grandpa explaining how people can serve. Then answer the questions that follow.

Serve

(1) A few months later, that idea was watched by Grandpa grow through the Peace Corps. (2) Young Americans volunteered to travel to other countries. (3) They worked as teachers and helpers. (4) “Was that part of the same idea?” I asked. (5) “Absolutely,” Grandpa said. (6) “Serving our country can also mean serving people.” (7) I switched off my recorder. (8) “So even young people can serve?”

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

Sentences 2 and 3 read: Young Americans volunteered to travel to other countries. They worked as teachers and helpers.

- ☐ (A) Young Americans volunteered to travel to other countries, they worked as teachers and helpers.
- ☐ (B) Young Americans volunteered to travel to other countries, where they worked as teachers and helpers.
- ☐ (C) Although young Americans volunteered to travel to other countries, they worked as teachers and helpers.
- ☐ (D) Young Americans volunteered to travel to other countries because they worked as teachers and helpers.

Read the draft a student wrote about Grandpa explaining how people can serve. Then answer the questions that follow.

Serve

(1) A few months later, that idea was watched by Grandpa grow through the Peace Corps. (2) Young Americans volunteered to travel to other countries. (3) They worked as teachers and helpers. (4) “Was that part of the same idea?” I asked. (5) “Absolutely,” Grandpa said. (6) “Serving our country can also mean serving people.” (7) I switched off my recorder. (8) “So even young people can serve?”

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 3
- ☐ (C) Sentence 6
- ☐ (D) Sentence 7

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

Serve

(1) Grandpa smiled when I asked him about service. (2) He said service begins when you notice someone who needs help. (3) Then you decide to do something. (4) Service can happen in small ways.

(5) A person could help a neighbor. (6) A person could listen to a friend who is having a hard day. (7) Those actions may seem simple but a big difference they can make. (8) My favorite sandwich is peanut butter and jelly.

(9) I wrote one final sentence in my notebook. (10) A better world begins when we ask, What can I give?

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

- ☐ (A) He was glad that I wanted to learn how to help others.
- ☐ (B) Grandpa always drinks coffee in the morning.
- ☐ (C) I have a notebook with a blue cover.
- ☐ (D) Service is something that only happens at school.

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 7?

- ☐ (A) Those actions may seem simple, but they can make a big difference.
- ☐ (B) Those actions may seem simple but they can make a big difference they can.
- ☐ (C) Those actions may make a big difference but seem simple.
- ☐ (D) No revision is needed.

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

Sentences 2 and 3 read: He said service begins when you notice someone who needs help. Then you decide to do something.

- ☐ (A) He said service begins when you notice someone who needs help, then you decide to do something.
- ☐ (B) He said service begins when you notice someone who needs help and decide to do something.
- ☐ (C) He said service begins when you notice someone who needs help although you decide to do something.
- ☐ (D) He said service begins when you notice someone who needs help.

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

A Promise Written Long Ago

- (1) In 1215, a very important document called the Magna Carta was created. (2) It was created at Runnymede, England. (3) At that time, King John ruled England. (4) Many powerful landowners called barons were unhappy with how he treated them.
- (5) The king collected heavy taxes. (6) The king made unfair decisions. (7) The barons wanted the king to follow rules. (8) They believed that complete power should not be had by even the king.
- (9) King John was forced by them to meet at Runnymede. (10) The barons were powerful landowners who were unhappy with King John.

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

- ☐ (A) King John ruled England for many years.
- ☐ (B) He often made choices that the barons did not like.
- ☐ (C) The Magna Carta is a famous document.
- ☐ (D) The barons were powerful landowners.

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

A Promise Written Long Ago

(1) In 1215, a very important document called the Magna Carta was created.

(2) It was created at Runnymede, England. **(3)** At that time, King John ruled England. **(4)** Many powerful landowners called barons were unhappy with how he treated them.

(5) The king collected heavy taxes. **(6)** The king made unfair decisions. **(7)** The barons wanted the king to follow rules. **(8)** They believed that complete power should not be had by even the king.

(9) King John was forced by them to meet at Runnymede. **(10)** The barons were powerful landowners who were unhappy with King John.

What is the BEST way to revise sentence 8?

- ☐ **(A)** They believed that complete power should not be had by even the king.
- ☐ **(B)** They believed that even the king should not have complete power.
- ☐ **(C)** Complete power, they believed, should not be had by the king even.
- ☐ **(D)** They believed complete power should not have even the king.

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

A Promise Written Long Ago

- (1) In 1215, a very important document called the Magna Carta was created.
(2) It was created at Runnymede, England. (3) At that time, King John ruled England. (4) Many powerful landowners called barons were unhappy with how he treated them.
(5) The king collected heavy taxes. (6) The king made unfair decisions. (7) The barons wanted the king to follow rules. (8) They believed that complete power should not be had by even the king.
(9) King John was forced by them to meet at Runnymede. (10) The barons were powerful landowners who were unhappy with King John.

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

Sentences 1 and 2 read: In 1215, a very important document called the Magna Carta was created. It was created at Runnymede, England.

- ☐ (A) In 1215, a very important document called the Magna Carta was created, it was created at Runnymede, England.
- ☐ (B) In 1215, a very important document called the Magna Carta was created at Runnymede, England.
- ☐ (C) In 1215, a very important document called the Magna Carta was created because it was created at Runnymede, England.
- ☐ (D) In 1215, a very important document called the Magna Carta was created, and it was created at Runnymede, England.

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

A Promise Written Long Ago

(1) In 1215, a very important document called the Magna Carta was created.

(2) It was created at Runnymede, England. **(3)** At that time, King John ruled England. **(4)** Many powerful landowners called barons were unhappy with how he treated them.

(5) The king collected heavy taxes. **(6)** The king made unfair decisions. **(7)** The barons wanted the king to follow rules. **(8)** They believed that complete power should not be had by even the king.

(9) King John was forced by them to meet at Runnymede. **(10)** The barons were powerful landowners who were unhappy with King John.

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 9
- ☐ **(D)** Sentence 10

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

A Promise Written Long Ago

(1) The Magna Carta is an important document in history. **(2)** It was agreed to and sealed. **(3)** The Magna Carta limited the king's power. **(4)** It said that the king had to follow the law.

(5) Everyone else had to follow the law too. **(6)** The Magna Carta also protected certain rights of the people. **(7)** The circumstances at the time helped the Magna Carta to be shaped by them. **(8)** I think the king probably did not like the Magna Carta at first.

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

- ☐ **(A)** For example, it said that free men could not be punished without a lawful judgment.
- ☐ **(B)** The Magna Carta was sealed with wax.
- ☐ **(C)** Rights are important to people.
- ☐ **(D)** The king lived in a castle.

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 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 7?

- ☐ (A) The circumstances at the time helped shape the Magna Carta.
- ☐ (B) The circumstances helped the Magna Carta at the time to be shaped.
- ☐ (C) The Magna Carta helped shape the circumstances at the time.
- ☐ (D) No revision is needed.

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

Sentences 4 and 5 read: It said that the king had to follow the law. Everyone else had to follow the law too.

- ☐ (A) It said that the king had to follow the law, everyone else had to follow the law too.
- ☐ (B) It said that the king had to follow the law just like everyone else.
- ☐ (C) It said that the king had to follow the law because everyone else had to follow the law too.
- ☐ (D) It said that the king had to follow the law and everyone else had to follow the law too.

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

A Promise Written Long Ago

(1) Long ago, people were tired of unfair treatment and wanted change. **(2)** They wanted leaders to follow the same rules as everyone else. **(3)** The Magna Carta was a document that showed rulers had to obey the law too. **(4)** Because of this, the document shows that people long ago cared about fairness and justice.

(5) Hundreds of years later, ideas from the Magna Carta influenced other governments. **(6)** When the U.S. Constitution was created, similar ideas were used by leaders in the United States. **(7)** The Constitution limits government power. **(8)** It also protects the rights of citizens.

(9) I think the Magna Carta is the most interesting document in history. **(10)** Even today, the Magna Carta reminds us that rules should apply to everyone.

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

- ☐ **(A)** They believed that no leader should be above the law.
- ☐ **(B)** The Magna Carta is a very old document.
- ☐ **(C)** Some people today enjoy learning about history.
- ☐ **(D)** Leaders in the United States created the Constitution.

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

A Promise Written Long Ago

(1) Long ago, people were tired of unfair treatment and wanted change. **(2)** They wanted leaders to follow the same rules as everyone else. **(3)** The Magna Carta was a document that showed rulers had to obey the law too. **(4)** Because of this, the document shows that people long ago cared about fairness and justice.

(5) Hundreds of years later, ideas from the Magna Carta influenced other governments. **(6)** When the U.S. Constitution was created, similar ideas were used by leaders in the United States. **(7)** The Constitution limits government power. **(8)** It also protects the rights of citizens.

(9) I think the Magna Carta is the most interesting document in history. **(10)** Even today, the Magna Carta reminds us that rules should apply to everyone.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Leaders in the United States used similar ideas when they created the U.S. Constitution.
- ☐ **(B)** Similar ideas were used by leaders in the United States when the U.S. Constitution was created.
- ☐ **(C)** When creating the U.S. Constitution, similar ideas were used by leaders in the United States.
- ☐ **(D)** No revision is needed.

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

A Promise Written Long Ago

(1) Long ago, people were tired of unfair treatment and wanted change. **(2)** They wanted leaders to follow the same rules as everyone else. **(3)** The Magna Carta was a document that showed rulers had to obey the law too. **(4)** Because of this, the document shows that people long ago cared about fairness and justice.

(5) Hundreds of years later, ideas from the Magna Carta influenced other governments. **(6)** When the U.S. Constitution was created, similar ideas were used by leaders in the United States. **(7)** The Constitution limits government power. **(8)** It also protects the rights of citizens.

(9) I think the Magna Carta is the most interesting document in history. **(10)** Even today, the Magna Carta reminds us that rules should apply to everyone.

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

Sentences 7 and 8 read: The Constitution limits government power. It also protects the rights of citizens.

- ☐ **(A)** The Constitution limits government power, it also protects the rights of citizens.
- ☐ **(B)** The Constitution limits government power and protects the rights of citizens.
- ☐ **(C)** Although the Constitution limits government power, it also protects the rights of citizens.
- ☐ **(D)** The Constitution limits government power when it also protects the rights of citizens.

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

A Promise Written Long Ago

(1) Long ago, people were tired of unfair treatment and wanted change. **(2)** They wanted leaders to follow the same rules as everyone else. **(3)** The Magna Carta was a document that showed rulers had to obey the law too. **(4)** Because of this, the document shows that people long ago cared about fairness and justice.

(5) Hundreds of years later, ideas from the Magna Carta influenced other governments. **(6)** When the U.S. Constitution was created, similar ideas were used by leaders in the United States. **(7)** The Constitution limits government power. **(8)** It also protects the rights of citizens.

(9) I think the Magna Carta is the most interesting document in history. **(10)** Even today, the Magna Carta reminds us that rules should apply to everyone.

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 10

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

A Promise Written Long Ago

(1) In 1215, a document called the Magna Carta was created in Runnymede, England. **(2)** King John ruled England at that time. **(3)** Many people were unhappy with how King John treated them. **(4)** Powerful landowners called barons especially were unhappy.

(5) The king collected heavy taxes. **(6)** He made unfair decisions. **(7)** The barons wanted the king to follow rules. **(8)** King John's favorite color was red.

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

- ☐ **(A)** They believed even the king should not have complete power.
- ☐ **(B)** The barons owned large pieces of land.
- ☐ **(C)** King John was born in England.
- ☐ **(D)** Documents can be written on paper or parchment.

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

- ☐ **(A)** Sentence 3
- ☐ **(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 4?

- ☐ (A) Powerful landowners called barons were especially unhappy.
- ☐ (B) Powerful landowners called barons especially unhappy were.
- ☐ (C) Powerful landowners, called barons, especially were unhappy.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: The king collected heavy taxes. He made unfair decisions.

- ☐ (A) The king collected heavy taxes, he made unfair decisions.
- ☐ (B) The king collected heavy taxes and made unfair decisions.
- ☐ (C) The king collected heavy taxes although he made unfair decisions.
- ☐ (D) The king collected heavy taxes and he made unfair decisions.

Read the draft a student wrote about morning in a Caddo village. Then answer the questions that follow.

Morning in the Village

(1) The sun was just starting to come up when Tayanita stepped outside. **(2)** The tall pine trees were still dark, but she could hear people moving around the village. **(3)** Her family lived in a Caddo village near a river in the Piney Woods. **(4)** Their homes were built close together, and everyone knew each other. **(5)** The houses were near one another, and all the people knew each other. **(6)** The fields were walked to by Tayanita with her mother. **(7)** Corn grew in long rows. **(8)** Beans and squash grew in long rows.

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

- ☐ **(A)** Some people were already cooking, while others were heading out to work.
- ☐ **(B)** The village was near a river in the Piney Woods.
- ☐ **(C)** Tayanita liked to watch the sun rise.
- ☐ **(D)** Corn, beans, and squash grew in long rows.

Read the draft a student wrote about morning in a Caddo village. Then answer the questions that follow.

Morning in the Village

(1) The sun was just starting to come up when Tayanita stepped outside. **(2)** The tall pine trees were still dark, but she could hear people moving around the village. **(3)** Her family lived in a Caddo village near a river in the Piney Woods. **(4)** Their homes were built close together, and everyone knew each other. **(5)** The houses were near one another, and all the people knew each other. **(6)** The fields were walked to by Tayanita with her mother. **(7)** Corn grew in long rows. **(8)** Beans and squash grew in long rows.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Tayanita walked with her mother to the fields.
- ☐ **(B)** The fields were walked to with her mother by Tayanita.
- ☐ **(C)** With her mother, the fields were walked to by Tayanita.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about morning in a Caddo village. Then answer the questions that follow.

Morning in the Village

(1) The sun was just starting to come up when Tayanita stepped outside. **(2)** The tall pine trees were still dark, but she could hear people moving around the village. **(3)** Her family lived in a Caddo village near a river in the Piney Woods. **(4)** Their homes were built close together, and everyone knew each other. **(5)** The houses were near one another, and all the people knew each other. **(6)** The fields were walked to by Tayanita with her mother. **(7)** Corn grew in long rows. **(8)** Beans and squash grew in long rows.

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

Sentences 7 and 8 read: Corn grew in long rows. Beans and squash grew in long rows.

- ☐ **(A)** Corn grew in long rows, beans and squash grew in long rows.
- ☐ **(B)** Corn, beans, and squash grew in long rows.
- ☐ **(C)** Corn grew in long rows because beans and squash grew in long rows.
- ☐ **(D)** Corn grew in long rows when beans and squash grew in long rows.

Read the draft a student wrote about morning in a Caddo village. Then answer the questions that follow.

Morning in the Village

(1) The sun was just starting to come up when Tayanita stepped outside. **(2)** The tall pine trees were still dark, but she could hear people moving around the village. **(3)** Her family lived in a Caddo village near a river in the Piney Woods. **(4)** Their homes were built close together, and everyone knew each other. **(5)** The houses were near one another, and all the people knew each other. **(6)** The fields were walked to by Tayanita with her mother. **(7)** Corn grew in long rows. **(8)** Beans and squash grew in long rows.

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 5
- ☐ **(D)** Sentence 6

Read the draft a student wrote about morning in the village. Then answer the questions that follow.

Morning in the Village

(1) Tayanita lived in a village where people worked in the fields. **(2)** Her mother called the three plants the “Three Sisters.” **(3)** The sisters helped each other grow. **(4)** Tayanita did not understand everything about how they helped each other. **(5)** She knew the village needed all three plants to have enough food. **(6)** My favorite color is blue. **(7)** He said it would help the soil stay strong. **(8)** Nearby, her uncle talked about planting something different in one part of the field next season. **(9)** Tayanita nodded and kept pulling weeds. **(10)** Later, she went with her grandfather to the large mound in the middle of the village.

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

- ☐ (A) Without all three, the village might not have enough food.
- ☐ (B) Tayanita liked to pull weeds in the morning.
- ☐ (C) The village had many fields.
- ☐ (D) Later, she went with her grandfather to the large mound in the middle of the village.

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

- ☐ (A) Sentence 1
- ☐ (B) Sentence 5
- ☐ (C) Sentence 6
- ☐ (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 6
- ☐ (B) After sentence 8
- ☐ (C) After sentence 9
- ☐ (D) After sentence 10

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

Sentences 2 and 3 read: Her mother called the three plants the “Three Sisters.” The sisters helped each other grow.

- ☐ (A) Her mother called the three plants the “Three Sisters” they helped each other grow.
- ☐ (B) Her mother called the three plants the “Three Sisters” because they helped each other grow.
- ☐ (C) Her mother called the three plants the “Three Sisters” although they helped each other grow.
- ☐ (D) Her mother called the three plants the “Three Sisters” because helping each other grow.

Read the draft a student wrote about a morning in Tayanita's village. Then answer the questions that follow.

Morning in the Village

(1) In Tayanita's village, there was a tall structure that took many years to build.

(2) From the top, she could see trees stretching far in every direction. **(3)** That afternoon, visitors came from another village. **(4)** They brought pottery and tools to trade.

(5) Her people shared food in return. **(6)** The trades were liked by Tayanita to watch. **(7)** Tayanita enjoyed watching the trades.

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

- ☐ **(A)** People gathered there for important events.
- ☐ **(B)** Tayanita liked to watch the trades.
- ☐ **(C)** The village was a busy and happy place.
- ☐ **(D)** The tall structure took many years to build.

Read the draft a student wrote about a morning in Tayanita's village. Then answer the questions that follow.

Morning in the Village

(1) In Tayanita's village, there was a tall structure that took many years to build.

(2) From the top, she could see trees stretching far in every direction. **(3)** That afternoon, visitors came from another village. **(4)** They brought pottery and tools to trade.

(5) Her people shared food in return. **(6)** The trades were liked by Tayanita to watch. **(7)** Tayanita enjoyed watching the trades.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Tayanita liked to watch the trades.
- ☐ **(B)** The trades were liked to watch by Tayanita.
- ☐ **(C)** Tayanita watched the trades were liked.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a morning in Tayanita's village. Then answer the questions that follow.

Morning in the Village

(1) In Tayanita's village, there was a tall structure that took many years to build. (2) From the top, she could see trees stretching far in every direction. (3) That afternoon, visitors came from another village. (4) They brought pottery and tools to trade. (5) Her people shared food in return. (6) The trades were liked by Tayanita to watch. (7) Tayanita enjoyed watching the trades.

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

Sentences 4 and 5 read: *They brought pottery and tools to trade. Her people shared food in return.*

- ☐ (A) They brought pottery and tools to trade, her people shared food in return.
- ☐ (B) They brought pottery and tools to trade, and her people shared food in return.
- ☐ (C) Although they brought pottery and tools to trade, her people shared food in return.
- ☐ (D) They brought pottery and tools to trade when her people shared food in return.

Read the draft a student wrote about a morning in Tayanita's village. Then answer the questions that follow.

Morning in the Village

(1) In Tayanita's village, there was a tall structure that took many years to build.

(2) From the top, she could see trees stretching far in every direction. **(3)** That afternoon, visitors came from another village. **(4)** They brought pottery and tools to trade.

(5) Her people shared food in return. **(6)** The trades were liked by Tayanita to watch. **(7)** Tayanita enjoyed watching the trades.

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 7

Read the draft a student wrote about morning in the village. Then answer the questions that follow.

Morning in the Village

(1) The sun was just starting to come up. **(2)** Tayanita stepped outside. **(3)** The tall pine trees were still dark. **(4)** She could hear people moving around the village.

(5) Her family lived in a Caddo village near a river in the Piney Woods.

(6) Tayanita walked with her mother to the fields. **(7)** Some people were already cooking. **(8)** Others were heading out to work.

(9) I think blue is the best color for a morning sky.

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

- ☐ **(A)** Their homes were built close together, and everyone knew each other.
- ☐ **(B)** The sun was just starting to come up.
- ☐ **(C)** Tayanita walked with her mother to the fields.
- ☐ **(D)** The tall pine trees were still very dark.

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 Where is the BEST place to move sentence 6?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 3
- ☐ (C) After sentence 8
- ☐ (D) After sentence 5

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

Sentences 1 and 2 read: The sun was just starting to come up. Tayanita stepped outside.

- ☐ (A) The sun was just starting to come up, Tayanita stepped outside.
- ☐ (B) The sun was just starting to come up when Tayanita stepped outside.
- ☐ (C) The sun was just starting to come up because Tayanita stepped outside.
- ☐ (D) The sun was just starting to come up Tayanita stepped outside.

Read the draft a student wrote about energy from natural resources. Then answer the questions that follow.

The Energy We Use Everyday

(1) Have you ever wondered where the energy you use each day comes from?

(2) When you turn on lights, charge a device, or ride in a car, you are using energy. **(3)** This energy comes from natural resources found on Earth. **(4)** Some of these resources are called renewable.

(5) Examples include wind, water, sunlight, plants, and animals. **(6)** The sun provides to us energy every day. **(7)** Wind can be used to make electricity. **(8)** In addition, plants and animals can be grown and replaced through careful management.

(9) Many people enjoy watching the sun set in the evening.

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

- ☐ **(A)** Renewable resources can be replaced over time and used again.
- ☐ **(B)** Renewable resources are found in many places around the world.
- ☐ **(C)** People can save money by using less energy at home.
- ☐ **(D)** Some resources are not renewable and cannot be replaced.

Read the draft a student wrote about energy from natural resources. Then answer the questions that follow.

The Energy We Use Everyday

(1) Have you ever wondered where the energy you use each day comes from?

(2) When you turn on lights, charge a device, or ride in a car, you are using energy. **(3)** This energy comes from natural resources found on Earth. **(4)** Some of these resources are called renewable.

(5) Examples include wind, water, sunlight, plants, and animals. **(6)** The sun provides to us energy every day. **(7)** Wind can be used to make electricity. **(8)** In addition, plants and animals can be grown and replaced through careful management.

(9) Many people enjoy watching the sun set in the evening.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The sun provides us with energy every day.
- ☐ **(B)** The sun provides to us energy every day.
- ☐ **(C)** To us, the sun provides every day energy.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about energy from natural resources. Then answer the questions that follow.

The Energy We Use Everyday

- (1) Have you ever wondered where the energy you use each day comes from? (2) When you turn on lights, charge a device, or ride in a car, you are using energy. (3) This energy comes from natural resources found on Earth. (4) Some of these resources are called renewable.
- (5) Examples include wind, water, sunlight, plants, and animals. (6) The sun provides to us energy every day. (7) Wind can be used to make electricity. (8) In addition, plants and animals can be grown and replaced through careful management.
- (9) Many people enjoy watching the sun set in the evening.

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

Sentences 7 and 8 read: Wind can be used to make electricity. In addition, plants and animals can be grown and replaced through careful management.

- ☐ (A) Wind can be used to make electricity, and plants and animals can be grown and replaced through careful management.
- ☐ (B) Wind can be used to make electricity, plants and animals can be grown and replaced through careful management.
- ☐ (C) Although wind can be used to make electricity, plants and animals can be grown and replaced through careful management.
- ☐ (D) Wind can be used to make electricity because plants and animals can be grown and replaced through careful management.

Read the draft a student wrote about energy from natural resources. Then answer the questions that follow.

The Energy We Use Everyday

(1) Have you ever wondered where the energy you use each day comes from?

(2) When you turn on lights, charge a device, or ride in a car, you are using energy. **(3)** This energy comes from natural resources found on Earth. **(4)** Some of these resources are called renewable.

(5) Examples include wind, water, sunlight, plants, and animals. **(6)** The sun provides to us energy every day. **(7)** Wind can be used to make electricity. **(8)** In addition, plants and animals can be grown and replaced through careful management.

(9) Many people enjoy watching the sun set in the evening.

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

☐ **(A)** Sentence 3

☐ **(B)** Sentence 5

☐ **(C)** Sentence 7

☐ **(D)** Sentence 9

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

The Energy We Use Everyday

(1) Renewable resources have several advantages. **(2)** They do not run out easily. **(3)** They often cause less damage to the environment. **(4)** However, renewable resources also have limitations.

(5) Renewable energy sources are not always available. **(6)** This can cause mismanagement of energy resources if people do not plan carefully. **(7)** My cousin thinks solar panels look nice on roofs. **(8)** People when they use renewable energy must plan carefully.

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

- ☐ **(A)** For example, solar energy depends on sunlight, and wind energy depends on weather conditions.
- ☐ **(B)** Solar panels can be seen on many houses.
- ☐ **(C)** Renewable resources are good for the Earth.
- ☐ **(D)** People should remember to turn off lights when they leave a room.

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 7
- ☐ **(D)** Sentence 6

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) No revision is needed.
- ☐ (B) People must plan carefully when they use renewable energy.
- ☐ (C) People must use renewable energy when they plan carefully.
- ☐ (D) When they use renewable energy, people must plan carefully, carefully.

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

Sentences 2 and 3 read: They do not run out easily. They often cause less damage to the environment.

- ☐ (A) They do not run out easily, they often cause less damage to the environment.
- ☐ (B) They do not run out easily although they often cause less damage to the environment.
- ☐ (C) They do not run out easily, and they often cause less damage to the environment.
- ☐ (D) They do not run out easily, and they do not run out easily and cause less damage to the environment.

Read the draft a student wrote about the energy we use every day. Then answer the questions that follow.

The Energy We Use Everyday

(1) Nonrenewable resources are resources that cannot be replaced quickly. **(2)** They include coal, oil, and natural gas. **(3)** Coal, oil, and natural gas deep underground over millions of years are formed. **(4)** Because they take so long to form, they cannot be replaced quickly once they are used.

(5) Nonrenewable resources give a large supply of energy. **(6)** This supply is steady.

(7) That makes them useful. **(8)** On weekends, I like to ride my bike to the park.

(9) However, using them can cause pollution and harm the environment. **(10)** In addition, these resources are limited and may run out, so understanding the good and bad points helps people make responsible energy choices.

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

- ☐ **(A)** Coal is a hard, black rock that can be burned for heat.
- ☐ **(B)** For example, coal that is used today may not be replaced for millions of years.
- ☐ **(C)** Some people use solar panels to capture energy from the sun.
- ☐ **(D)** This shows why nonrenewable resources are important to learn about.

Read the draft a student wrote about the energy we use every day. Then answer the questions that follow.

The Energy We Use Everyday

(1) Nonrenewable resources are resources that cannot be replaced quickly. **(2)** They include coal, oil, and natural gas. **(3)** Coal, oil, and natural gas deep underground over millions of years are formed. **(4)** Because they take so long to form, they cannot be replaced quickly once they are used.

(5) Nonrenewable resources give a large supply of energy. **(6)** This supply is steady.

(7) That makes them useful. **(8)** On weekends, I like to ride my bike to the park.

(9) However, using them can cause pollution and harm the environment. **(10)** In addition, these resources are limited and may run out, so understanding the good and bad points helps people make responsible energy choices.

What is the **BEST** way to revise sentence 3?

- ☐ **(A)** Coal, oil, and natural gas deep underground over millions of years are formed.
- ☐ **(B)** Coal, oil, and natural gas are formed deep underground over millions of years.
- ☐ **(C)** Coal, oil, and natural gas are formed deep underground in a few years.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the energy we use every day. Then answer the questions that follow.

The Energy We Use Everyday

(1) Nonrenewable resources are resources that cannot be replaced quickly. **(2)** They include coal, oil, and natural gas. **(3)** Coal, oil, and natural gas deep underground over millions of years are formed. **(4)** Because they take so long to form, they cannot be replaced quickly once they are used.

(5) Nonrenewable resources give a large supply of energy. **(6)** This supply is steady.

(7) That makes them useful. **(8)** On weekends, I like to ride my bike to the park.

(9) However, using them can cause pollution and harm the environment. **(10)** In addition, these resources are limited and may run out, so understanding the good and bad points helps people make responsible energy choices.

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

Sentences 5 and 6 read: Nonrenewable resources give a large supply of energy. This supply is steady.

- ☐ **(A)** Nonrenewable resources give a large supply of energy, this supply is steady.
- ☐ **(B)** Nonrenewable resources give a large and steady supply of energy.
- ☐ **(C)** Although nonrenewable resources give a large supply of energy, this supply is steady.
- ☐ **(D)** Nonrenewable resources give a large supply of energy. This supply is steady.

Read the draft a student wrote about the energy we use every day. Then answer the questions that follow.

The Energy We Use Everyday

(1) Nonrenewable resources are resources that cannot be replaced quickly. **(2)** They include coal, oil, and natural gas. **(3)** Coal, oil, and natural gas deep underground over millions of years are formed. **(4)** Because they take so long to form, they cannot be replaced quickly once they are used.

(5) Nonrenewable resources give a large supply of energy. **(6)** This supply is steady.

(7) That makes them useful. **(8)** On weekends, I like to ride my bike to the park.

(9) However, using them can cause pollution and harm the environment. **(10)** In addition, these resources are limited and may run out, so understanding the good and bad points helps people make responsible energy choices.

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

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

Read the draft a student wrote about the energy we use every day. Then answer the questions that follow.

The Energy We Use Everyday

(1) Have you ever wondered where the energy you use each day comes from?

(2) When you turn on lights, charge a device, or travel in a car, you are using energy. (3) This energy is from natural resources found on Earth produced.

(4) Some of these resources are called renewable.

(5) Renewable resources can be replaced over time and used again.

(6) Examples include wind, water, sunlight, plants, and animals. (7) The sun provides energy each day. (8) Wind can be used to generate electricity.

(9) I think everyone should ride a bike to school. (10) Renewable resources are helpful because they can be used again.

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

- ☐ (A) These resources can be used to make electricity.
- ☐ (B) My favorite resource is water.
- ☐ (C) Electricity is important for many things.
- ☐ (D) The sun is a star in the sky.

2 What is the BEST way to revise sentence 3?

- ☐ (A) This energy is produced from natural resources found on Earth.
- ☐ (B) This energy is from natural resources found on Earth produced.
- ☐ (C) This energy from natural resources found on Earth is produced.
- ☐ (D) No revision is needed.

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

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

Sentences 7 and 8 read: The sun provides energy each day. Wind can be used to generate electricity.

- ☐ (A) The sun provides energy each day, and wind can be used to generate electricity.
- ☐ (B) The sun provides energy each day, wind can be used to generate electricity.
- ☐ (C) The sun provides energy each day although wind can be used to generate electricity.
- ☐ (D) The sun provides energy each day but wind can be used to generate electricity.

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

- ☐ (A) Sentence 5
- ☐ (B) Sentence 6
- ☐ (C) Sentence 9
- ☐ (D) Sentence 10

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

Columbus's Arrival

(1) Christopher Columbus sailed across the Atlantic Ocean in 1492. **(2)** He was searching for a new route to Asia. **(3)** Instead, he reached islands in the Caribbean. **(4)** When he arrived, he claimed the land for Spain.

(5) Already lived there were Native American groups such as the Taino and the Carib. **(6)** By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. **(7)** Columbus and his crew also brought their beliefs with them. **(8)** They wanted to spread Christianity to the people they met.

(9) Many students enjoy learning about ships and sailing.

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

- ☐ **(A)** Spain is a country in Europe.
- ☐ **(B)** Columbus had three ships on his first voyage.
- ☐ **(C)** This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.
- ☐ **(D)** Many explorers sailed for different countries.

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

Columbus's Arrival

(1) Christopher Columbus sailed across the Atlantic Ocean in 1492. **(2)** He was searching for a new route to Asia. **(3)** Instead, he reached islands in the Caribbean. **(4)** When he arrived, he claimed the land for Spain.

(5) Already lived there were Native American groups such as the Taino and the Carib. **(6)** By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. **(7)** Columbus and his crew also brought their beliefs with them. **(8)** They wanted to spread Christianity to the people they met.

(9) Many students enjoy learning about ships and sailing.

What is the BEST way to revise sentence 5?

- ☐ **(A)** Native American groups such as the Taino and the Carib already lived there.
- ☐ **(B)** Native American groups such as the Taino and the Carib there already lived.
- ☐ **(C)** Already there lived were Native American groups such as the Taino and the Carib.
- ☐ **(D)** No revision is needed.

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

Columbus's Arrival

(1) Christopher Columbus sailed across the Atlantic Ocean in 1492. **(2)** He was searching for a new route to Asia. **(3)** Instead, he reached islands in the Caribbean. **(4)** When he arrived, he claimed the land for Spain.

(5) Already lived there were Native American groups such as the Taino and the Carib. **(6)** By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. **(7)** Columbus and his crew also brought their beliefs with them. **(8)** They wanted to spread Christianity to the people they met.

(9) Many students enjoy learning about ships and sailing.

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

Sentences 1 and 2 read: Christopher Columbus sailed across the Atlantic Ocean in 1492. He was searching for a new route to Asia.

- ☐ **(A)** Christopher Columbus sailed across the Atlantic Ocean in 1492, he was searching for a new route to Asia.
- ☐ **(B)** In 1492, Christopher Columbus sailed across the Atlantic Ocean to search for a new route to Asia.
- ☐ **(C)** Christopher Columbus sailed across the Atlantic Ocean in 1492. Searching for a new route to Asia.
- ☐ **(D)** Christopher Columbus sailed across the Atlantic Ocean in 1492 so he was searching for a new route to Asia.

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

Columbus's Arrival

(1) Christopher Columbus sailed across the Atlantic Ocean in 1492. **(2)** He was searching for a new route to Asia. **(3)** Instead, he reached islands in the Caribbean. **(4)** When he arrived, he claimed the land for Spain.

(5) Already lived there were Native American groups such as the Taino and the Carib. **(6)** By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. **(7)** Columbus and his crew also brought their beliefs with them. **(8)** They wanted to spread Christianity to the people they met.

(9) Many students enjoy learning about ships and sailing.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 9

Read the draft a student wrote about Columbus's arrival. Then answer the questions that follow.

Columbus's Arrival

(1) Columbus arrived in the Americas in 1492. **(2)** This changed many traditions and ways of life. **(3)** He met Native American groups, including the Taino. **(4)** At first, some Native American groups showed friendliness toward Columbus and his crew.

(5) However, these relationships did not always stay peaceful. **(6)** Conflicts developed over land, resources, and control. **(7)** The Carib were known for resisting the Spanish. **(8)** This resistance led to fighting between the groups.

(9) Missionaries later traveled to the Americas to teach Native Americans about their religion. **(10)** I think learning about history is boring.

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

- ☐ **(A)** For example, the Taino traded and cooperated with Columbus and his crew.
- ☐ **(B)** Columbus sailed across the ocean in a ship.
- ☐ **(C)** Some people are friendly when they meet someone new.
- ☐ **(D)** The Carib were known for resisting the Spanish.

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 Where is the BEST place to move sentence 2?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 5
- ☐ (C) After sentence 8
- ☐ (D) After sentence 9

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

Sentences 7 and 8 read: The Carib were known for resisting the Spanish. This resistance led to fighting between the groups.

- ☐ (A) The Carib were known for resisting the Spanish, this resistance led to fighting between the groups.
- ☐ (B) The Carib were known for resisting the Spanish although this resistance led to fighting between the groups.
- ☐ (C) The Carib were known for resisting the Spanish, which led to fighting between the groups.
- ☐ (D) The Carib were known for resisting the Spanish and this resistance led to fighting between the groups.

Read the draft a student wrote about Columbus's arrival in the Americas. Then answer the questions that follow.

Columbus's Arrival

(1) Over time, missionaries traveled to the Americas to teach Native Americans about their religion. **(2)** This changed many traditions and ways of life. **(3)** At first, some Native American groups, like the Taino, showed toward Columbus and his crew friendliness by trading and cooperating with them. **(4)** However, these relationships did not always stay peaceful.

(5) Conflicts developed over land and resources. **(6)** They also fought for control.

(7) The Carib were known for resisting the Spanish, which led to fighting between the groups. **(8)** Native American traditions and ways of life changed over time.

(9) The Taino and the Carib had different ways of dealing with the Spanish.

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

- ☐ **(A)** They wanted Native Americans to learn and follow new beliefs.
- ☐ **(B)** The Taino lived on islands in the Caribbean.
- ☐ **(C)** This happened a very long time ago.
- ☐ **(D)** Many people enjoy reading about explorers.

Read the draft a student wrote about Columbus's arrival in the Americas. Then answer the questions that follow.

Columbus's Arrival

(1) Over time, missionaries traveled to the Americas to teach Native Americans about their religion. **(2)** This changed many traditions and ways of life. **(3)** At first, some Native American groups, like the Taino, showed toward Columbus and his crew friendliness by trading and cooperating with them. **(4)** However, these relationships did not always stay peaceful.

(5) Conflicts developed over land and resources. **(6)** They also fought for control.

(7) The Carib were known for resisting the Spanish, which led to fighting between the groups. **(8)** Native American traditions and ways of life changed over time.

(9) The Taino and the Carib had different ways of dealing with the Spanish.

What is the BEST way to revise sentence 3?

- ☐ **(A)** At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them.
- ☐ **(B)** At first, some Native American groups, like the Taino, showed by trading and cooperating with them friendliness toward Columbus and his crew.
- ☐ **(C)** At first, some Native American groups, like the Taino, toward Columbus and his crew showed friendliness by trading and cooperating with them.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Columbus's arrival in the Americas. Then answer the questions that follow.

Columbus's Arrival

(1) Over time, missionaries traveled to the Americas to teach Native Americans about their religion. **(2)** This changed many traditions and ways of life. **(3)** At first, some Native American groups, like the Taino, showed toward Columbus and his crew friendliness by trading and cooperating with them. **(4)** However, these relationships did not always stay peaceful.

(5) Conflicts developed over land and resources. **(6)** They also fought for control.

(7) The Carib were known for resisting the Spanish, which led to fighting between the groups. **(8)** Native American traditions and ways of life changed over time.

(9) The Taino and the Carib had different ways of dealing with the Spanish.

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

Sentences 5 and 6 read: Conflicts developed over land and resources. They also fought for control.

- ☐ **(A)** Conflicts developed over land and resources, they also fought for control.
- ☐ **(B)** Conflicts developed over land and resources, and they also fought for control.
- ☐ **(C)** Conflicts developed over land, resources, and control.
- ☐ **(D)** Although conflicts developed over land and resources, they also fought for control.

Read the draft a student wrote about Columbus's arrival in the Americas. Then answer the questions that follow.

Columbus's Arrival

(1) Over time, missionaries traveled to the Americas to teach Native Americans about their religion. **(2)** This changed many traditions and ways of life. **(3)** At first, some Native American groups, like the Taino, showed toward Columbus and his crew friendliness by trading and cooperating with them. **(4)** However, these relationships did not always stay peaceful.

(5) Conflicts developed over land and resources. **(6)** They also fought for control.

(7) The Carib were known for resisting the Spanish, which led to fighting between the groups. **(8)** Native American traditions and ways of life changed over time.

(9) The Taino and the Carib had different ways of dealing with the Spanish.

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 Christopher Columbus and his arrival in the Americas. Then answer the questions that follow.

Columbus's Arrival

(1) Christopher Columbus sailed across the Atlantic Ocean in 1492. **(2)** He was looking for a new route to Asia. **(3)** Instead, he reached islands in the Caribbean. **(4)** When he arrived, he claimed the land for Spain.

(5) This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region. **(6)** By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. **(7)** I think everyone should learn to sail a boat. **(8)** Columbus and his crew also brought their beliefs with them.

(9) They wanted to spread Christianity to the people they met.

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

- ☐ **(A)** Native American groups such as the Taino and the Carib already lived there.
- ☐ **(B)** The Caribbean is a popular place for vacations.
- ☐ **(C)** Columbus claimed the land for Spain.
- ☐ **(D)** Spain is a country in Europe.

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 7
- ☐ **(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 5?

- ☐ (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 8 and 9?

Sentences 8 and 9 read: Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met.

- ☐ (A) Columbus and his crew also brought their beliefs with them, they wanted to spread Christianity to the people they met.
- ☐ (B) Columbus and his crew also brought their beliefs with them although they wanted to spread Christianity to the people they met.
- ☐ (C) Columbus and his crew brought their beliefs with them and wanted to spread Christianity to the people they met.
- ☐ (D) Columbus and his crew brought their beliefs with them. They wanted to spread Christianity to the people they met.

Read the draft a student wrote about Texas as a young republic. Then answer the questions that follow.

A Lone Star Choice

- (1)** Texas was once part of Mexico long ago. **(2)** Later it became a young republic in the people's eyes. **(3)** Texas stood alone and was not sure where to go. **(4)** Leaders talked both day and night. **(5)** About joining the United States and what was right, the leaders talked. **(6)** Some leaders were hopeful. **(7)** Others felt hopeless. **(8)** They wondered what the choice was about. **(9)** I think learning about Texas history is fun.

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

- ☐ **(A)** Its leaders had to decide what would be best for the new republic.
- ☐ **(B)** Texas is a large state with many cities today.
- ☐ **(C)** The people liked to talk about many things.
- ☐ **(D)** Mexico is a country to the south of Texas.

Read the draft a student wrote about Texas as a young republic. Then answer the questions that follow.

A Lone Star Choice

- (1) Texas was once part of Mexico long ago. (2) Later it became a young republic in the people's eyes. (3) Texas stood alone and was not sure where to go. (4) Leaders talked both day and night. (5) About joining the United States and what was right, the leaders talked. (6) Some leaders were hopeful. (7) Others felt hopeless. (8) They wondered what the choice was about. (9) I think learning about Texas history is fun.

What is the BEST way to revise sentence 5?

- ☐ (A) The leaders talked about joining the United States and what was right.
- ☐ (B) About what was right and joining the United States, the leaders talked.
- ☐ (C) The leaders about joining the United States and what was right talked.
- ☐ (D) No revision is needed.

Read the draft a student wrote about Texas as a young republic. Then answer the questions that follow.

A Lone Star Choice

- (1) Texas was once part of Mexico long ago. (2) Later it became a young republic in the people's eyes. (3) Texas stood alone and was not sure where to go. (4) Leaders talked both day and night. (5) About joining the United States and what was right, the leaders talked. (6) Some leaders were hopeful. (7) Others felt hopeless. (8) They wondered what the choice was about. (9) I think learning about Texas history is fun.

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

Sentences 6 and 7 read: Some leaders were hopeful. Others felt hopeless.

- ☐ (A) Some leaders were hopeful, others felt hopeless.
- ☐ (B) Some leaders were hopeful, while others felt hopeless.
- ☐ (C) Some leaders were hopeful, so others felt hopeless.
- ☐ (D) Some leaders were hopeful because others felt hopeless.

Read the draft a student wrote about Texas as a young republic. Then answer the questions that follow.

A Lone Star Choice

- (1)** Texas was once part of Mexico long ago. **(2)** Later it became a young republic in the people's eyes. **(3)** Texas stood alone and was not sure where to go. **(4)** Leaders talked both day and night.
- (5)** About joining the United States and what was right, the leaders talked. **(6)** Some leaders were hopeful. **(7)** Others felt hopeless. **(8)** They wondered what the choice was about.
- (9)** I think learning about Texas history is fun.

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

Read the draft a student wrote about the conflict between Mexico and Texas. Then answer the questions that follow.

A Lone Star Choice

(1) Mexico did not agree with the choice Texas made. **(2)** Anger grew between the two sides. **(3)** People could see the anger everywhere. **(4)** Soon began to rise a war.

(5) Soldiers marched under open skies. **(6)** My cousin has a red bicycle. **(7)** Battles were fought both near and far. **(8)** Each side showed who they were. **(9)** The war came to an end at last. **(10)** But its effects were strong and vast.

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

- ☐ **(A)** Some battles took place in small towns, and others took place in open fields.
- ☐ **(B)** The war was a very sad time for everyone.
- ☐ **(C)** Battles were fought both near and far.
- ☐ **(D)** Soldiers carried supplies with them.

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 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) Soon a war began to rise.
- ☐ (B) Soon began a war to rise.
- ☐ (C) A war began to rise in soon time.
- ☐ (D) No revision is needed.

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

Sentences 2 and 3 read: Anger grew between the two sides. People could see the anger everywhere.

- ☐ (A) Anger grew between the two sides, and people could see it everywhere.
- ☐ (B) Anger grew between the two sides, people could see the anger everywhere.
- ☐ (C) Anger grew between the two sides although people could see the anger everywhere.
- ☐ (D) Anger grew between the two sides, people seeing the anger everywhere.

Read the draft a student wrote about Texas and how choices can change history. Then answer the questions that follow.

A Lone Star Choice

(1) The United States gained land across the West. **(2)** This changed the map of the country. **(3)** For Texas, a choice shaped its path. **(4)** Texas became a state in the United States.

(5) The choice that Texas made was important by many people studied.

(6) Texas became a state in the United States on that day. **(7)** People can learn from Texas history. **(8)** It shows how choices reshape history.

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

- ☐ **(A)** The country stretched farther west than before.
- ☐ **(B)** Texas became a state in the United States.
- ☐ **(C)** The map was very old.
- ☐ **(D)** This was an exciting change for everyone.

Read the draft a student wrote about Texas and how choices can change history. Then answer the questions that follow.

A Lone Star Choice

(1) The United States gained land across the West. **(2)** This changed the map of the country. **(3)** For Texas, a choice shaped its path. **(4)** Texas became a state in the United States.

(5) The choice that Texas made was important by many people studied.

(6) Texas became a state in the United States on that day. **(7)** People can learn from Texas history. **(8)** It shows how choices reshape history.

What is the BEST way to revise sentence 5?

- ☐ **(A)** The choice that Texas made was important by many people studied.
- ☐ **(B)** Many people studied the important choice that Texas made.
- ☐ **(C)** The important choice was studied by many people that Texas made.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Texas and how choices can change history. Then answer the questions that follow.

A Lone Star Choice

(1) The United States gained land across the West. **(2)** This changed the map of the country. **(3)** For Texas, a choice shaped its path. **(4)** Texas became a state in the United States.

(5) The choice that Texas made was important by many people studied.

(6) Texas became a state in the United States on that day. **(7)** People can learn from Texas history. **(8)** It shows how choices reshape history.

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

Sentences 7 and 8 read: People can learn from Texas history. It shows how choices reshape history.

- ☐ **(A)** People can learn from Texas history, it shows how choices reshape history.
- ☐ **(B)** People can learn from Texas history because it shows how choices reshape history.
- ☐ **(C)** Although people can learn from Texas history, it shows how choices reshape history.
- ☐ **(D)** People can learn from Texas history when it shows how choices reshape history.

Read the draft a student wrote about Texas and how choices can change history. Then answer the questions that follow.

A Lone Star Choice

(1) The United States gained land across the West. **(2)** This changed the map of the country. **(3)** For Texas, a choice shaped its path. **(4)** Texas became a state in the United States.

(5) The choice that Texas made was important by many people studied.

(6) Texas became a state in the United States on that day. **(7)** People can learn from Texas history. **(8)** It shows how choices reshape history.

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 8

Read the draft a student wrote about Texas as a young republic. Then answer the questions that follow.

A Lone Star Choice

(1) Texas was once part of Mexico long ago. **(2)** It became a young republic in people's eyes. **(3)** Now it stood alone and was not sure where to go. **(4)** Leaders talked day and night about joining the United States.

(5) They also talked about what was right. **(6)** Some leaders were hopeful, while others felt hopeless. **(7)** My cousin visited Texas last summer and bought a cowboy hat. **(8)** Wondering what the choice was about, everyone did.

(9) The decision was important for the new republic.

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

- ☐ **(A)** They had to decide whether to join the United States or remain independent.
- ☐ **(B)** Leaders talked for a very long time.
- ☐ **(C)** The United States is a country with many states.
- ☐ **(D)** My cousin bought a cowboy hat in Texas.

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 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) Everyone wondered what the choice was about.
- ☐ (B) Wondering what the choice was about, everyone did.
- ☐ (C) Everyone did wonder what the choice was about.
- ☐ (D) No revision is needed.

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

Sentences 4 and 5 read: Leaders talked day and night about joining the United States. They also talked about what was right.

- ☐ (A) Leaders talked day and night about joining the United States, they also talked about what was right.
- ☐ (B) Leaders talked day and night about joining the United States and about what was right.
- ☐ (C) Leaders talked day and night about joining the United States because they also talked about what was right.
- ☐ (D) Leaders talked day and night about joining the United States. They also talked about what was right.

Read the draft a student wrote about how patrons helped artists. Then answer the questions that follow.

Making it Happen

(1) Aaliyah asked Mrs. Chen how people turn ideas into real things. **(2)** Mrs. Chen said that long ago artists did not always have money for their work.

(3) Wealthy people, called patrons, would help artists. **(4)** Patrons gave money to artists.

(5) The money helped artists buy supplies and make their art. **(6)** Mateo asked if patrons just paid for it. **(7)** Mrs. Chen said pretty much. **(8)** With money from patrons, art supplies for their work were bought by artists.

(9) My favorite color is blue because it is bright. **(10)** This shows how ideas can become real with help.

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

- ☐ **(A)** For example, a patron might pay for an artist's paints and brushes.
- ☐ **(B)** Artists sometimes use many different colors in their paintings.
- ☐ **(C)** Mrs. Chen smiled when she answered Aaliyah.
- ☐ **(D)** Long ago, some people did not have much money.

Read the draft a student wrote about how patrons helped artists. Then answer the questions that follow.

Making it Happen

(1) Aaliyah asked Mrs. Chen how people turn ideas into real things. **(2)** Mrs. Chen said that long ago artists did not always have money for their work.

(3) Wealthy people, called patrons, would help artists. **(4)** Patrons gave money to artists.

(5) The money helped artists buy supplies and make their art. **(6)** Mateo asked if patrons just paid for it. **(7)** Mrs. Chen said pretty much. **(8)** With money from patrons, art supplies for their work were bought by artists.

(9) My favorite color is blue because it is bright. **(10)** This shows how ideas can become real with help.

What is the BEST way to revise sentence 8?

- ☐ **(A)** Artists used money from patrons to buy supplies for their work.
- ☐ **(B)** With money from patrons, supplies for their work were bought by artists.
- ☐ **(C)** Money from patrons was used for supplies by artists to buy their work.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how patrons helped artists. Then answer the questions that follow.

Making it Happen

(1) Aaliyah asked Mrs. Chen how people turn ideas into real things. **(2)** Mrs. Chen said that long ago artists did not always have money for their work.

(3) Wealthy people, called patrons, would help artists. **(4)** Patrons gave money to artists.

(5) The money helped artists buy supplies and make their art. **(6)** Mateo asked if patrons just paid for it. **(7)** Mrs. Chen said pretty much. **(8)** With money from patrons, art supplies for their work were bought by artists.

(9) My favorite color is blue because it is bright. **(10)** This shows how ideas can become real with help.

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

Sentences 4 and 5 read: Patrons gave money to artists. The money helped artists buy supplies and make their art.

- ☐ **(A)** Patrons gave money to artists, the money helped artists buy supplies and make their art.
- ☐ **(B)** Patrons gave money to artists so that the artists could buy supplies and make their art.
- ☐ **(C)** Although patrons gave money to artists, the money helped artists buy supplies and make their art.
- ☐ **(D)** Patrons gave money to artists when the money helped artists buy supplies and make their art.

Read the draft a student wrote about how patrons helped artists. Then answer the questions that follow.

Making it Happen

(1) Aaliyah asked Mrs. Chen how people turn ideas into real things. **(2)** Mrs. Chen said that long ago artists did not always have money for their work.

(3) Wealthy people, called patrons, would help artists. **(4)** Patrons gave money to artists.

(5) The money helped artists buy supplies and make their art. **(6)** Mateo asked if patrons just paid for it. **(7)** Mrs. Chen said pretty much. **(8)** With money from patrons, art supplies for their work were bought by artists.

(9) My favorite color is blue because it is bright. **(10)** This shows how ideas can become real with help.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 5

Read the draft a student wrote about how Mr. Patel opened his store. Then answer the questions that follow.

Making it Happen

(1) Aaliyah asked Mr. Patel how he opened his store. **(2)** Mr. Patel looked up and smiled. **(3)** He said it took some time. **(4)** Mr. Patel he had an idea for the store.

(5) He did not have all the money he needed. **(6)** He got a loan from a bank. **(7)** Mateo asked if the bank helped him start it. **(8)** I think Mr. Patel should paint his store a bright color.

(9) The loan from the bank helped him open the store.

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

- ☐ **(A)** He explained that he needed money to make his idea happen.
- ☐ **(B)** Aaliyah often visits stores in her neighborhood.
- ☐ **(C)** Mr. Patel smiled at Mateo.
- ☐ **(D)** Banks have many customers every day.

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

- ☐ **(A)** Sentence 5
- ☐ **(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 4?

- ☐ (A) Mr. Patel had an idea for the store.
- ☐ (B) Mr. Patel he had an idea for the store.
- ☐ (C) Mr. Patel had an idea for a store he did.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: He did not have all the money he needed. He got a loan from a bank.

- ☐ (A) He did not have all the money he needed, he got a loan from a bank.
- ☐ (B) He did not have all the money he needed, so he got a loan from a bank.
- ☐ (C) He did not have all the money he needed because he got a loan from a bank.
- ☐ (D) He did not have all the money he needed and he did not get a loan from a bank.

Read the draft a student wrote about how people get support to start new projects. Then answer the questions that follow.

Making it Happen

(1) Mrs. Chen's class talked about how people get help to start new projects.

(2) Aaliyah said that long ago, patrons helped artists and learning. **(3)** Mateo added that now banks help people start businesses. **(4)** The idea of a free enterprise system by Mrs. Chen was explained to the class.

(5) In a free enterprise system, people can come up with ideas. **(6)** They try to make their ideas work. **(7)** I have a green pencil case in my desk. **(8)** Aaliyah nodded and said that people still need support to get started.

(9) That support can come from different places, but it helps people begin.

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

- ☐ **(A)** For example, a patron might pay for an artist to create a painting.
- ☐ **(B)** Aaliyah likes to visit art museums with her family.
- ☐ **(C)** Banks are places where people can keep their money.
- ☐ **(D)** Long ago, people did not have computers or phones.

Read the draft a student wrote about how people get support to start new projects. Then answer the questions that follow.

Making it Happen

(1) Mrs. Chen's class talked about how people get help to start new projects.

(2) Aaliyah said that long ago, patrons helped artists and learning. **(3)** Mateo added that now banks help people start businesses. **(4)** The idea of a free enterprise system by Mrs. Chen was explained to the class.

(5) In a free enterprise system, people can come up with ideas. **(6)** They try to make their ideas work. **(7)** I have a green pencil case in my desk. **(8)** Aaliyah nodded and said that people still need support to get started.

(9) That support can come from different places, but it helps people begin.

What is the BEST way to revise sentence 4?

- ☐ **(A)** The idea of a free enterprise system by Mrs. Chen was explained to the class.
- ☐ **(B)** Mrs. Chen explained the idea of a free enterprise system to the class.
- ☐ **(C)** The class explained the idea of a free enterprise system by Mrs. Chen.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how people get support to start new projects. Then answer the questions that follow.

Making it Happen

(1) Mrs. Chen's class talked about how people get help to start new projects.

(2) Aaliyah said that long ago, patrons helped artists and learning. **(3)** Mateo added that now banks help people start businesses. **(4)** The idea of a free enterprise system by Mrs. Chen was explained to the class.

(5) In a free enterprise system, people can come up with ideas. **(6)** They try to make their ideas work. **(7)** I have a green pencil case in my desk. **(8)** Aaliyah nodded and said that people still need support to get started.

(9) That support can come from different places, but it helps people begin.

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

Sentences 5 and 6 read: In a free enterprise system, people can come up with ideas. They try to make their ideas work.

- ☐ **(A)** In a free enterprise system, people can come up with ideas, they try to make their ideas work.
- ☐ **(B)** In a free enterprise system, people can come up with ideas and try to make them work.
- ☐ **(C)** Although in a free enterprise system people can come up with ideas, they try to make their ideas work.
- ☐ **(D)** In a free enterprise system, people can come up with ideas when they try to make their ideas work.

Read the draft a student wrote about how people get support to start new projects. Then answer the questions that follow.

Making it Happen

(1) Mrs. Chen's class talked about how people get help to start new projects.

(2) Aaliyah said that long ago, patrons helped artists and learning. **(3)** Mateo added that now banks help people start businesses. **(4)** The idea of a free enterprise system by Mrs. Chen was explained to the class.

(5) In a free enterprise system, people can come up with ideas. **(6)** They try to make their ideas work. **(7)** I have a green pencil case in my desk. **(8)** Aaliyah nodded and said that people still need support to get started.

(9) That support can come from different places, but it helps people begin.

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 4
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Read the draft a student wrote about how patrons helped artists. Then answer the questions that follow.

Making it Happen

(1) Aaliyah asked Mrs. Chen how people turn ideas into real things. **(2)** She wanted to know about businesses and art. **(3)** Mrs. Chen smiled and that was a good question she said. **(4)** Long ago, artists did not always have money to do their work.

(5) Wealthy people called patrons would help them. **(6)** Mateo leaned over. **(7)** He asked if patrons just paid for it. **(8)** Mrs. Chen explained that patrons gave artists money so they could keep creating.

(9) I think Mrs. Chen is a very kind teacher. **(10)** This shows that patrons played an important part in helping artists.

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

- ☐ (A) Patrons gave them money so they could keep working.
- ☐ (B) Aaliyah liked to draw pictures in her notebook.
- ☐ (C) Mrs. Chen smiled at the class.
- ☐ (D) Many people enjoy looking at art in museums.

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 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 3?

- ☐ (A) Mrs. Chen smiled and that was a good question she said.
- ☐ (B) Mrs. Chen smiled and said that was a good question.
- ☐ (C) No revision is needed.
- ☐ (D) Mrs. Chen smiled a good question and said that was.

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

Sentences 6 and 7 read: Mateo leaned over. He asked if patrons just paid for it.

- ☐ (A) Mateo leaned over, he asked if patrons just paid for it.
- ☐ (B) Mateo leaned over and asked if patrons just paid for it.
- ☐ (C) Mateo leaned over although asked if patrons just paid for it.
- ☐ (D) Mateo leaned over because he asked if patrons just paid for it.

Read the draft a student wrote about the wealth of Mansa Musa. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Long ago in West Africa, there was a strong and successful kingdom called Mali. **(2)** One of its most well known rulers was Mansa Musa. **(3)** He is often remembered as one of the richest people in history. **(4)** Mali became wealthy because it controlled important trade routes.

(5) Traders traveled across the hot Sahara Desert carrying gold and salt.

(6) These goods were very valuable. **(7)** The kingdom was helped to grow by smart choices that Mansa Musa made. **(8)** He made sure traders could move safely, which brought more people and goods into Mali.

(9) My class once made a poster about famous rulers.

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

- ☐ **(A)** He became king in the early 1300s.
- ☐ **(B)** Mali was a kingdom in West Africa.
- ☐ **(C)** Gold and salt were valuable goods.
- ☐ **(D)** Mansa Musa was a famous ruler.

Read the draft a student wrote about the wealth of Mansa Musa. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Long ago in West Africa, there was a strong and successful kingdom called Mali. **(2)** One of its most well known rulers was Mansa Musa. **(3)** He is often remembered as one of the richest people in history. **(4)** Mali became wealthy because it controlled important trade routes.

(5) Traders traveled across the hot Sahara Desert carrying gold and salt.

(6) These goods were very valuable. **(7)** The kingdom was helped to grow by smart choices that Mansa Musa made. **(8)** He made sure traders could move safely, which brought more people and goods into Mali.

(9) My class once made a poster about famous rulers.

What is the BEST way to revise sentence 7?

- ☐ **(A)** The kingdom was helped to grow by smart choices that Mansa Musa made.
- ☐ **(B)** Mansa Musa made smart choices that helped his kingdom grow.
- ☐ **(C)** Smart choices were made by Mansa Musa that helped his kingdom grow.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the wealth of Mansa Musa. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Long ago in West Africa, there was a strong and successful kingdom called Mali. (2) One of its most well known rulers was Mansa Musa. (3) He is often remembered as one of the richest people in history. (4) Mali became wealthy because it controlled important trade routes.

(5) Traders traveled across the hot Sahara Desert carrying gold and salt.

(6) These goods were very valuable. (7) The kingdom was helped to grow by smart choices that Mansa Musa made. (8) He made sure traders could move safely, which brought more people and goods into Mali.

(9) My class once made a poster about famous rulers.

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

Sentences 5 and 6 read: Traders traveled across the hot Sahara Desert carrying gold and salt. These goods were very valuable.

- ☐ (A) Traders traveled across the hot Sahara Desert carrying gold and salt, these goods were very valuable.
- ☐ (B) Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
- ☐ (C) Although traders traveled across the hot Sahara Desert carrying gold and salt, these goods were very valuable.
- ☐ (D) Traders traveled across the hot Sahara Desert carrying gold and salt when these goods were very valuable.

Read the draft a student wrote about the wealth of Mansa Musa. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Long ago in West Africa, there was a strong and successful kingdom called Mali. **(2)** One of its most well known rulers was Mansa Musa. **(3)** He is often remembered as one of the richest people in history. **(4)** Mali became wealthy because it controlled important trade routes.

(5) Traders traveled across the hot Sahara Desert carrying gold and salt.

(6) These goods were very valuable. **(7)** The kingdom was helped to grow by smart choices that Mansa Musa made. **(8)** He made sure traders could move safely, which brought more people and goods into Mali.

(9) My class once made a poster about famous rulers.

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 Mansa Musa and the kingdom of Mali. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Mansa Musa was a famous ruler of Mali. **(2)** One of the most famous parts of his life was a trip to Mecca. **(3)** This trip is called a pilgrimage. **(4)** During the journey, he gave away large amounts of gold to people in need.

(5) His actions made many people notice how wealthy Mali was. **(6)** Because of his choices, Mali became known as a powerful and important kingdom. **(7)** Timbuktu was also known for learning, where people studied math, science, and religion. **(8)** As a result, cities like Timbuktu became busy and important places.

(9) I think Mansa Musa would have liked video games if he lived today.

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

- ☐ (A) People noticed the large amount of gold he gave away.
- ☐ (B) Mansa Musa traveled to Mecca.
- ☐ (C) Gold is a shiny metal that people value.
- ☐ (D) Timbuktu was a city in Mali.

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

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

- ☐ (A) After sentence 1
- ☐ (B) After sentence 3
- ☐ (C) After sentence 6
- ☐ (D) After sentence 9

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

Sentences 2 and 3 read: One of the most famous parts of his life was a trip to Mecca. This trip is called a pilgrimage.

- ☐ (A) One of the most famous parts of his life was a trip to Mecca, this trip is called a pilgrimage.
- ☐ (B) One of the most famous parts of his life was a trip to Mecca, which is called a pilgrimage.
- ☐ (C) One of the most famous parts of his life was a trip to Mecca although this trip is called a pilgrimage.
- ☐ (D) One of the most famous parts of his life was a trip to Mecca this trip is called a pilgrimage.

Read the draft a student wrote about Mansa Musa and Mali. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Mansa Musa was a ruler of Mali. **(2)** He went on a famous trip to Mecca called a pilgrimage. **(3)** A pilgrimage is a special religious journey. **(4)** During this journey, large amounts of gold were given away to people in need by him.

(5) His actions made many people notice how wealthy Mali was. **(6)** Timbuktu was a city in Mali. **(7)** Timbuktu was known for learning. **(8)** People studied math, science, and religion there.

(9) The city was also famous for its schools. **(10)** Because of Mansa Musa, Mali became known as a powerful and important kingdom.

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

- ☐ **(A)** It was one of the most famous parts of his life.
- ☐ **(B)** Mansa Musa liked to travel with his family.
- ☐ **(C)** He was a very important person.
- ☐ **(D)** Mecca is a city.

Read the draft a student wrote about Mansa Musa and Mali. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Mansa Musa was a ruler of Mali. **(2)** He went on a famous trip to Mecca called a pilgrimage. **(3)** A pilgrimage is a special religious journey. **(4)** During this journey, large amounts of gold were given away to people in need by him.

(5) His actions made many people notice how wealthy Mali was. **(6)** Timbuktu was a city in Mali. **(7)** Timbuktu was known for learning. **(8)** People studied math, science, and religion there.

(9) The city was also famous for its schools. **(10)** Because of Mansa Musa, Mali became known as a powerful and important kingdom.

What is the BEST way to revise sentence 4?

- ☐ **(A)** During this journey, gold was given away by him to people in need in large amounts.
- ☐ **(B)** During this journey, he gave away large amounts of gold to people in need.
- ☐ **(C)** During this journey, people in need gave away large amounts of gold to him.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Mansa Musa and Mali. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Mansa Musa was a ruler of Mali. **(2)** He went on a famous trip to Mecca called a pilgrimage. **(3)** A pilgrimage is a special religious journey. **(4)** During this journey, large amounts of gold were given away to people in need by him.

(5) His actions made many people notice how wealthy Mali was. **(6)** Timbuktu was a city in Mali. **(7)** Timbuktu was known for learning. **(8)** People studied math, science, and religion there.

(9) The city was also famous for its schools. **(10)** Because of Mansa Musa, Mali became known as a powerful and important kingdom.

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

Sentences 7 and 8 read: Timbuktu was known for learning. People studied math, science, and religion there.

- ☐ **(A)** Timbuktu was known for learning, people studied math, science, and religion there.
- ☐ **(B)** Timbuktu was known for learning, where people studied math, science, and religion.
- ☐ **(C)** Although Timbuktu was known for learning, people studied math, science, and religion there.
- ☐ **(D)** Timbuktu was known for learning when people studied math, science, and religion there.

Read the draft a student wrote about Mansa Musa and Mali. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Mansa Musa was a ruler of Mali. **(2)** He went on a famous trip to Mecca called a pilgrimage. **(3)** A pilgrimage is a special religious journey. **(4)** During this journey, large amounts of gold were given away to people in need by him.

(5) His actions made many people notice how wealthy Mali was. **(6)** Timbuktu was a city in Mali. **(7)** Timbuktu was known for learning. **(8)** People studied math, science, and religion there.

(9) The city was also famous for its schools. **(10)** Because of Mansa Musa, Mali became known as a powerful and important kingdom.

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 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about Mansa Musa and the kingdom of Mali. Then answer the questions that follow.

The Wealth of Mansa Musa

(1) Long ago in West Africa, a strong and successful kingdom called Mali grew.

(2) One of its most well known rulers was Mansa Musa. **(3)** He became king in the early 1300s. **(4)** Mansa Musa is often remembered as one of the richest people in history.

(5) Mali became wealthy because it controlled trade routes that were important.

(6) Traders traveled across the hot Sahara Desert carrying gold and salt. **(7)** Gold and salt were very valuable. **(8)** I think Mansa Musa was the best king ever.

(9) Mansa Musa made smart choices that helped his kingdom grow. **(10)** He made sure traders could move safely, which brought more people and goods into Mali.

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

- ☐ **(A)** These routes connected Mali to other lands where goods were traded.
- ☐ **(B)** Mansa Musa was a king who lived a long time ago.
- ☐ **(C)** The Sahara Desert is very hot and dry.
- ☐ **(D)** I would like to visit Mali someday.

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

- ☐ **(A)** Sentence 5
- ☐ **(B)** Sentence 8
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 6

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) Mali became wealthy because it controlled important trade routes.
- ☐ (B) Mali became wealthy, it controlled important trade routes.
- ☐ (C) Mali became wealthy because important trade routes were controlled by it.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: Traders traveled across the hot Sahara Desert carrying gold and salt. Gold and salt were very valuable.

- ☐ (A) Traders traveled across the hot Sahara Desert carrying gold and salt, they were very valuable.
- ☐ (B) Traders traveled across the hot Sahara Desert carrying gold and salt because they were very valuable.
- ☐ (C) Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
- ☐ (D) Traders traveled across the hot Sahara Desert carrying gold and salt and they were very valuable.

Read the draft a student wrote about the regions of Texas. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) Xavier and his family took a road trip across Texas. **(2)** They wanted to learn about the state's different regions. **(3)** Their first stop was the Mountains and Basins in far West Texas. **(4)** Xavier saw tall, rocky mountains and dry land.

(5) "It's really hot here," he said. **(6)** Only a few plants, like cacti, can grow there. **(7)** People in this region for mining and oil use the natural resources found underground. **(8)** His mom explained that these resources are important.

(9) Mining and oil are common jobs in the Mountains and Basins. **(10)** Xavier liked riding in the car with his family.

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

- ☐ **(A)** The dry land makes it hard for many plants to grow.
- ☐ **(B)** Xavier's mom said that people in the region work in mining.
- ☐ **(C)** Cacti can grow in many different places.
- ☐ **(D)** The family planned to visit other regions next.

Read the draft a student wrote about the regions of Texas. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) Xavier and his family took a road trip across Texas. **(2)** They wanted to learn about the state's different regions. **(3)** Their first stop was the Mountains and Basins in far West Texas. **(4)** Xavier saw tall, rocky mountains and dry land.

(5) "It's really hot here," he said. **(6)** Only a few plants, like cacti, can grow there. **(7)** People in this region for mining and oil use the natural resources found underground. **(8)** His mom explained that these resources are important.

(9) Mining and oil are common jobs in the Mountains and Basins. **(10)** Xavier liked riding in the car with his family.

What is the BEST way to revise sentence 7?

- ☐ **(A)** People in this region use the natural resources found underground for mining and oil.
- ☐ **(B)** People use in this region for mining and oil the natural resources found underground.
- ☐ **(C)** The natural resources found underground use people in this region for mining and oil.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the regions of Texas. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) Xavier and his family took a road trip across Texas. (2) They wanted to learn about the state's different regions. (3) Their first stop was the Mountains and Basins in far West Texas. (4) Xavier saw tall, rocky mountains and dry land. (5) "It's really hot here," he said. (6) Only a few plants, like cacti, can grow there. (7) People in this region for mining and oil use the natural resources found underground. (8) His mom explained that these resources are important. (9) Mining and oil are common jobs in the Mountains and Basins. (10) Xavier liked riding in the car with his family.

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

Sentences 8 and 9 read: His mom explained that these resources are important. Mining and oil are common jobs in the Mountains and Basins.

- ☐ (A) His mom explained that these resources are important, mining and oil are common jobs in the Mountains and Basins.
- ☐ (B) His mom explained that these resources are important because mining and oil are common jobs in the Mountains and Basins.
- ☐ (C) Although his mom explained that these resources are important, mining and oil are common jobs in the Mountains and Basins.
- ☐ (D) His mom explained that these resources are important when mining and oil are common jobs in the Mountains and Basins.

Read the draft a student wrote about the regions of Texas. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) Xavier and his family took a road trip across Texas. **(2)** They wanted to learn about the state's different regions. **(3)** Their first stop was the Mountains and Basins in far West Texas. **(4)** Xavier saw tall, rocky mountains and dry land.

(5) "It's really hot here," he said. **(6)** Only a few plants, like cacti, can grow there. **(7)** People in this region for mining and oil use the natural resources found underground. **(8)** His mom explained that these resources are important.

(9) Mining and oil are common jobs in the Mountains and Basins. **(10)** Xavier liked riding in the car with his family.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 10
- ☐ **(D)** Sentence 7

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

Four Regions, One Big Adventure

(1) Xavier and his dad traveled to the Great Plains next. **(2)** The land looked, with rolling hills, wide and flat. **(3)** The weather was still dry, but it was not as hot. **(4)** Xavier saw ranches and fields.

(5) “This must be where people raise cattle,” he said. **(6)** His dad nodded.

(7) His dad said farming is also common here. **(8)** My cousin lives in a big city and plays video games after school.

(9) The Great Plains is a place with ranches and farms.

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

- ☐ **(A)** Some of the fields were planted with crops, and cattle grazed in the ranches.
- ☐ **(B)** Xavier liked the way the land looked that day.
- ☐ **(C)** The Great Plains is one of several regions in the country.
- ☐ **(D)** Xavier’s dad drove the car for many hours.

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 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 2?

- ☐ (A) The land looked wide and flat with rolling hills.
- ☐ (B) The land looked, with rolling hills, wide and flat.
- ☐ (C) The land looked wide and flat, with rolling hills, it did.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: His dad nodded. His dad said farming is also common here.

- ☐ (A) His dad nodded, his dad said farming is also common here.
- ☐ (B) His dad nodded although farming is also common here.
- ☐ (C) His dad nodded and said that farming is also common here.
- ☐ (D) His dad nodded and his dad said farming is also common here.

Read the draft a student wrote about a trip through four regions. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) After the other regions, Xavier and his family reached the North Central Plains. **(2)** "Everything looks greener and more colorful!" Xavier said. **(3)** There were more trees and grass, and the land had gentle hills. **(4)** The climate was milder, and people raised livestock and grew crops.

(5) Finally, they arrived at the Coastal Plains near the Gulf of Mexico. **(6)** It was humid, and the warm, moist air on Xavier's face could feel as they walked near the Gulf. **(7)** There were rivers and forests. **(8)** There were even beaches.

(9) The Coastal Plains were near the Gulf of Mexico.

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

- ☐ **(A)** The mild weather helped the crops and livestock do well.
- ☐ **(B)** The North Central Plains is one of the four regions.
- ☐ **(C)** Xavier thought the North Central Plains were really nice.
- ☐ **(D)** The climate was milder than in other places.

Read the draft a student wrote about a trip through four regions. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) After the other regions, Xavier and his family reached the North Central Plains. **(2)** "Everything looks greener and more colorful!" Xavier said. **(3)** There were more trees and grass, and the land had gentle hills. **(4)** The climate was milder, and people raised livestock and grew crops.

(5) Finally, they arrived at the Coastal Plains near the Gulf of Mexico. **(6)** It was humid, and the warm, moist air on Xavier's face could feel as they walked near the Gulf. **(7)** There were rivers and forests. **(8)** There were even beaches.

(9) The Coastal Plains were near the Gulf of Mexico.

What is the BEST way to revise sentence 6?

- ☐ **(A)** It was humid, and Xavier could feel the warm, moist air on his face as they walked near the Gulf.
- ☐ **(B)** It was humid, and the warm, moist air on Xavier's face could feel as they walked near the Gulf.
- ☐ **(C)** It was humid, and the warm, moist air could feel Xavier's face as they walked near the Gulf.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a trip through four regions. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) After the other regions, Xavier and his family reached the North Central Plains. (2) "Everything looks greener and more colorful!" Xavier said. (3) There were more trees and grass, and the land had gentle hills. (4) The climate was milder, and people raised livestock and grew crops.

(5) Finally, they arrived at the Coastal Plains near the Gulf of Mexico. (6) It was humid, and the warm, moist air on Xavier's face could feel as they walked near the Gulf. (7) There were rivers and forests. (8) There were even beaches.

(9) The Coastal Plains were near the Gulf of Mexico.

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

Sentences 7 and 8 read: There were rivers and forests. There were even beaches.

- ☐ (A) There were rivers and forests, there were even beaches.
- ☐ (B) There were rivers, forests, and even beaches.
- ☐ (C) Because there were rivers and forests, there were even beaches.
- ☐ (D) There were rivers and forests or even beaches.

Read the draft a student wrote about a trip through four regions. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) After the other regions, Xavier and his family reached the North Central Plains. **(2)** "Everything looks greener and more colorful!" Xavier said. **(3)** There were more trees and grass, and the land had gentle hills. **(4)** The climate was milder, and people raised livestock and grew crops.

(5) Finally, they arrived at the Coastal Plains near the Gulf of Mexico. **(6)** It was humid, and the warm, moist air on Xavier's face could feel as they walked near the Gulf. **(7)** There were rivers and forests. **(8)** There were even beaches.

(9) The Coastal Plains were near the Gulf of Mexico.

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 5
- ☐ **(D)** Sentence 9

Read the draft a student wrote about a family trip across Texas. Then answer the questions that follow.

Four Regions, One Big Adventure

(1) Xavier shouted about a road trip as his family packed the car. **(2)** His family was driving across Texas. **(3)** They wanted to learn about the state's different regions. **(4)** Their first stop was the Mountains and Basins in far West Texas.

(5) Tall, rocky mountains and dry land Xavier saw. **(6)** The temperature was very high. **(7)** Xavier said that it was really hot there. **(8)** Only a few plants lived there.

(9) Some of those plants were cacti. **(10)** I think everyone should take a road trip every summer.

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

- ☐ **(A)** The sun beat down on the dry ground.
- ☐ **(B)** The family packed bags in the car.
- ☐ **(C)** Xavier liked to read books about maps.
- ☐ **(D)** Texas has many different regions.

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 5?

- ☐ (A) No revision is needed.
- ☐ (B) Xavier saw tall, rocky mountains and dry land.
- ☐ (C) Tall and rocky, Xavier saw mountains and dry land.
- ☐ (D) Xavier saw mountains and dry land that were tall and rocky.

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

Sentences 8 and 9 read: Only a few plants lived there. Some of those plants were cacti.

- ☐ (A) Only a few plants lived there, some of those plants were cacti.
- ☐ (B) Only a few plants lived there because some of those plants were cacti.
- ☐ (C) Only a few plants, such as cacti, lived there.
- ☐ (D) Only a few plants lived there, so some of those plants were cacti.

Read the draft a student wrote about a painting called The School of Athens. Then answer the questions that follow.

Looking Back to Move Forward

(1) Ava leaned forward as on the board a painting by her teacher was shown.

(2) The painting was called The School of Athens by Raphael. (3) At first, it looked like a group of people in a large building. (4) Then Ava noticed more.

(5) Some people were reading. (6) Others were talking. (7) A few were pointing as if they were explaining ideas. (8) The painting showed a group of people.

(9) Ava kept looking at the different things in the painting.

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

- ☐ (A) She saw that the people were doing different things.
- ☐ (B) The painting was on the board.
- ☐ (C) Ava liked the painting very much.
- ☐ (D) The classroom had a large window.

Read the draft a student wrote about a painting called The School of Athens. Then answer the questions that follow.

Looking Back to Move Forward

- (1) Ava leaned forward as on the board a painting by her teacher was shown. (2) The painting was called The School of Athens by Raphael. (3) At first, it looked like a group of people in a large building. (4) Then Ava noticed more. (5) Some people were reading. (6) Others were talking. (7) A few were pointing as if they were explaining ideas. (8) The painting showed a group of people. (9) Ava kept looking at the different things in the painting.

What is the **BEST** way to revise sentence 1?

- ☐ (A) Ava leaned forward as her teacher showed a painting on the board.
- ☐ (B) Ava leaned forward as a painting on the board was shown by her teacher.
- ☐ (C) On the board, Ava leaned forward as her teacher showed a painting.
- ☐ (D) No revision is needed.

Read the draft a student wrote about a painting called The School of Athens. Then answer the questions that follow.

Looking Back to Move Forward

(1) Ava leaned forward as on the board a painting by her teacher was shown.

(2) The painting was called The School of Athens by Raphael. (3) At first, it looked like a group of people in a large building. (4) Then Ava noticed more.

(5) Some people were reading. (6) Others were talking. (7) A few were pointing as if they were explaining ideas. (8) The painting showed a group of people.

(9) Ava kept looking at the different things in the painting.

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

Sentences 5 and 6 read: Some people were reading. Others were talking.

- ☐ (A) Some people were reading, others were talking.
- ☐ (B) Some people were reading while others were talking.
- ☐ (C) Some people were reading because others were talking.
- ☐ (D) Some people were reading and talking.

Read the draft a student wrote about a painting called The School of Athens. Then answer the questions that follow.

Looking Back to Move Forward

(1) Ava leaned forward as on the board a painting by her teacher was shown.

(2) The painting was called The School of Athens by Raphael. **(3)** At first, it looked like a group of people in a large building. **(4)** Then Ava noticed more.

(5) Some people were reading. **(6)** Others were talking. **(7)** A few were pointing as if they were explaining ideas. **(8)** The painting showed a group of people.

(9) Ava kept looking at the different things in the painting.

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 8
- ☐ (C) Sentence 4
- ☐ (D) Sentence 7

Read the draft a student wrote about Ava learning about the Renaissance. Then answer the questions that follow.

Looking Back to Move Forward

(1) “Who are they?” Ava asked. (2) Her teacher said they were from ancient Greece and Rome thinkers. (3) During the Renaissance, people began to study their ideas again. (4) Ava thought about that.

(5) She wondered why people would look back at the past. (6) I think Ava should draw a picture of her teacher after class. (7) Her teacher explained something.

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

- ☐ (A) The Renaissance was a time of change in Europe.
- ☐ (B) Ava liked her teacher’s lesson that day.
- ☐ (C) Ancient Greece and Rome are places in Europe.
- ☐ (D) Ava should ask more questions after class.

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 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 teacher said they were thinkers from ancient Greece and Rome.
- ☐ (B) No revision is needed.
- ☐ (C) Her teacher said from ancient Greece and Rome they were thinkers.
- ☐ (D) Her teacher said they were from ancient Greece and Rome thinkers, too.

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

Sentences 4 and 5 read: Ava thought about that. She wondered why people would look back at the past.

- ☐ (A) Ava thought about that, she wondered why people would look back at the past.
- ☐ (B) Ava thought about that and wondered why people would look back at the past.
- ☐ (C) Ava thought about that because she wondered why people would look back at the past.
- ☐ (D) Ava thought about that although people would look back at the past.

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

Looking Back to Move Forward

(1) During the Renaissance, artists like Raphael wanted their work to look real.

(2) They showed people with clear details and expressions. **(3)** This helped others see people as thoughtful and important. **(4)** People also began to think differently about government.

(5) At that time, kings still held most of the power. **(6)** Some people studied during the Renaissance ideas from Greece and Rome. **(7)** They began to believe that citizens should have a voice. **(8)** Many people today enjoy visiting art museums.

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

- ☐ **(A)** For example, a painting might show a person with a calm and serious face.
- ☐ **(B)** Raphael painted many famous works of art.
- ☐ **(C)** Kings often lived in large castles.
- ☐ **(D)** People in the Renaissance used new painting methods.

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

Looking Back to Move Forward

(1) During the Renaissance, artists like Raphael wanted their work to look real.

(2) They showed people with clear details and expressions. **(3)** This helped others see people as thoughtful and important. **(4)** People also began to think differently about government.

(5) At that time, kings still held most of the power. **(6)** Some people studied during the Renaissance ideas from Greece and Rome. **(7)** They began to believe that citizens should have a voice. **(8)** Many people today enjoy visiting art museums.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Some people during the Renaissance studied ideas from Greece and Rome.
- ☐ **(B)** Ideas from Greece and Rome during the Renaissance were studied by some people.
- ☐ **(C)** Some people studied ideas during the Renaissance from Greece and Rome.
- ☐ **(D)** No revision is needed.

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

Looking Back to Move Forward

(1) During the Renaissance, artists like Raphael wanted their work to look real.

(2) They showed people with clear details and expressions. **(3)** This helped others see people as thoughtful and important. **(4)** People also began to think differently about government.

(5) At that time, kings still held most of the power. **(6)** Some people studied during the Renaissance ideas from Greece and Rome. **(7)** They began to believe that citizens should have a voice. **(8)** Many people today enjoy visiting art museums.

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

Sentences 4 and 5 read: People also began to think differently about government. At that time, kings still held most of the power.

- ☐ **(A)** People also began to think differently about government, at that time kings still held most of the power.
- ☐ **(B)** People also began to think differently about government even though kings still held most of the power.
- ☐ **(C)** People also began to think differently about government because kings still held most of the power.
- ☐ **(D)** People also began to think differently about government when kings still held most of the power.

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

Looking Back to Move Forward

(1) During the Renaissance, artists like Raphael wanted their work to look real.

(2) They showed people with clear details and expressions. **(3)** This helped others see people as thoughtful and important. **(4)** People also began to think differently about government.

(5) At that time, kings still held most of the power. **(6)** Some people studied during the Renaissance ideas from Greece and Rome. **(7)** They began to believe that citizens should have a voice. **(8)** Many people today enjoy visiting art museums.

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 new ideas in art and government. Then answer the questions that follow.

Looking Back to Move Forward

(1) Long ago, some people began to question old ideas. (2) They believed people should not feel powerless. (3) These changes affected how people saw the world. (4) Art showed people thinking and learning.

(5) Ava looked at a painting. (6) It showed more than a group of people. (7) The painting made her think about government and fairness. (8) I think everyone should visit a museum on a sunny Saturday.

(9) Some people began to think in new ways about government and fairness.

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

- ☐ (A) Ava likes to paint on weekends.
- ☐ (B) The painting showed people reading and talking about new ideas.
- ☐ (C) Museums often have many paintings.
- ☐ (D) The people in the painting stood in a line.

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 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 9?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 3
- ☐ (C) After sentence 7
- ☐ (D) After sentence 8

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

Sentences 1 and 2 read: Long ago, some people began to question old ideas. They believed people should not feel powerless.

- ☐ (A) Long ago, some people began to question old ideas, they believed people should not feel powerless.
- ☐ (B) Long ago, some people began to question old ideas because they believed people should not feel powerless.
- ☐ (C) Long ago, some people began to question old ideas although they believed people should not feel powerless.
- ☐ (D) Long ago, some people began to question old ideas, but they believed people should not feel powerless.

Read the draft a student wrote about Texas music artists. Then answer the questions that follow.

Voices That Shaped Texas

(1) If you turn on the radio in Texas, you might hear many different styles of music. (2) That mix came from artists who shared their stories and traditions. (3) Lydia Mendoza was one of those artists. (4) She grew up in a Mexican American family and sang songs in Spanish. (5) People felt connected to her music because it sounded like their own experiences. (6) Around the same time, Chelo Silva became known for her powerful voice. (7) She sang emotional songs. (8) Her songs were called boleros. (9) Across Texas of Tejano listeners her boleros became favorites. (10) People can buy radios in many different colors.

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

- ☐ (A) Her songs told about hard work, love, and everyday life.
- ☐ (B) Lydia Mendoza was one of those artists.
- ☐ (C) Around the same time, Chelo Silva became known for her powerful voice.
- ☐ (D) People felt connected to her music because it sounded like their own experiences.

Read the draft a student wrote about Texas music artists. Then answer the questions that follow.

Voices That Shaped Texas

(1) If you turn on the radio in Texas, you might hear many different styles of music. (2) That mix came from artists who shared their stories and traditions. (3) Lydia Mendoza was one of those artists. (4) She grew up in a Mexican American family and sang songs in Spanish. (5) People felt connected to her music because it sounded like their own experiences. (6) Around the same time, Chelo Silva became known for her powerful voice. (7) She sang emotional songs. (8) Her songs were called boleros. (9) Across Texas of Tejano listeners her boleros became favorites. (10) People can buy radios in many different colors.

What is the **BEST** way to revise sentence 9?

- ☐ (A) Across Texas of Tejano listeners her boleros became favorites.
- ☐ (B) Her boleros became favorites of Tejano listeners across Texas.
- ☐ (C) Her boleros across Texas became of Tejano listeners favorites.
- ☐ (D) No revision is needed.

Read the draft a student wrote about Texas music artists. Then answer the questions that follow.

Voices That Shaped Texas

(1) If you turn on the radio in Texas, you might hear many different styles of music. (2) That mix came from artists who shared their stories and traditions. (3) Lydia Mendoza was one of those artists. (4) She grew up in a Mexican American family and sang songs in Spanish. (5) People felt connected to her music because it sounded like their own experiences. (6) Around the same time, Chelo Silva became known for her powerful voice. (7) She sang emotional songs. (8) Her songs were called boleros. (9) Across Texas of Tejano listeners her boleros became favorites. (10) People can buy radios in many different colors.

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

Sentences 7 and 8 read: She sang emotional songs. Her songs were called boleros.

- ☐ (A) She sang emotional songs, her songs were called boleros.
- ☐ (B) She sang emotional songs called boleros.
- ☐ (C) Although she sang emotional songs, her songs were called boleros.
- ☐ (D) She sang emotional songs because her songs were called boleros.

Read the draft a student wrote about Texas music artists. Then answer the questions that follow.

Voices That Shaped Texas

(1) If you turn on the radio in Texas, you might hear many different styles of music. **(2)** That mix came from artists who shared their stories and traditions. **(3)** Lydia Mendoza was one of those artists. **(4)** She grew up in a Mexican American family and sang songs in Spanish.

(5) People felt connected to her music because it sounded like their own experiences. **(6)** Around the same time, Chelo Silva became known for her powerful voice. **(7)** She sang emotional songs. **(8)** Her songs were called boleros.

(9) Across Texas of Tejano listeners her boleros became favorites. **(10)** People can buy radios in many different colors.

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 artists who shaped Texas culture. Then answer the questions that follow.

Voices That Shaped Texas

(1) Julius Lorenzo Cobb Bledsoe had a different path. **(2)** He was an African American singer. **(3)** He performed on stage and in operas. **(4)** He became well known for his role in Show Boat.

(5) It was a big achievement at the time. **(6)** Talent could break barriers, his success showed, even when opportunities were limited. **(7)** I think singing is a fun hobby for everyone. **(8)** The diversity of these artists' backgrounds helped shape Texas culture in their own way.

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

- ☐ (A) Texas is home to many different kinds of birds.
- ☐ (B) Their music brought people together and gave others a chance to be heard.
- ☐ (C) I think everyone should learn to play an instrument.
- ☐ (D) Julius Lorenzo Cobb Bledsoe had a different path.

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 4
- ☐ (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 6?

- ☐ (A) Talent could break barriers, his success showed, even when opportunities were limited.
- ☐ (B) His success showed that talent could break barriers, even when opportunities were limited.
- ☐ (C) His success showed that talent could break barriers because opportunities were limited.
- ☐ (D) Even when opportunities were limited, his success showed.

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

Sentences 4 and 5 read: He became well known for his role in Show Boat. It was a big achievement at the time.

- ☐ (A) He became well known for his role in Show Boat, and it was a big achievement at the time.
- ☐ (B) He became well known for his role in Show Boat, which was a big achievement at the time.
- ☐ (C) He became well known for his role in Show Boat, it was a big achievement at the time.
- ☐ (D) He became well known for his role in Show Boat although it was a big achievement at the time.

Read the draft a student wrote about Voices That Shaped Texas. Then answer the questions that follow.

Voices That Shaped Texas

(1) Julius Lorenzo Cobb Bledsoe had a different path. **(2)** He was an African American singer who performed on stage and in operas. **(3)** He became well known for his role in Show Boat. **(4)** This role was a big achievement at the time. **(5)** His success showed that talent could break barriers even when opportunities were limited. **(6)** His success proved that talent could break barriers. **(7)** Texas culture was helped by the diversity of these artists' backgrounds in their own way. **(8)** Their music brought people together. **(9)** It gave others a chance to be heard.

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

- ☐ **(A)** At that time, opportunities for African American performers were limited.
- ☐ **(B)** He became well known for his role in Show Boat.
- ☐ **(C)** Many people enjoy listening to music today.
- ☐ **(D)** The diversity of these artists' backgrounds helped shape Texas culture.

Read the draft a student wrote about Voices That Shaped Texas. Then answer the questions that follow.

Voices That Shaped Texas

(1) Julius Lorenzo Cobb Bledsoe had a different path. **(2)** He was an African American singer who performed on stage and in operas. **(3)** He became well known for his role in Show Boat. **(4)** This role was a big achievement at the time. **(5)** His success showed that talent could break barriers even when opportunities were limited. **(6)** His success proved that talent could break barriers. **(7)** Texas culture was helped by the diversity of these artists' backgrounds in their own way. **(8)** Their music brought people together. **(9)** It gave others a chance to be heard.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Texas culture was helped by the diversity of these artists' backgrounds in their own way.
- ☐ **(B)** The diversity of these artists' backgrounds helped shape Texas culture in their own way.
- ☐ **(C)** In their own way, Texas culture was helped by the diversity of these artists' backgrounds.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Voices That Shaped Texas. Then answer the questions that follow.

Voices That Shaped Texas

(1) Julius Lorenzo Cobb Bledsoe had a different path. **(2)** He was an African American singer who performed on stage and in operas. **(3)** He became well known for his role in Show Boat. **(4)** This role was a big achievement at the time. **(5)** His success showed that talent could break barriers even when opportunities were limited. **(6)** His success proved that talent could break barriers. **(7)** Texas culture was helped by the diversity of these artists' backgrounds in their own way. **(8)** Their music brought people together. **(9)** It gave others a chance to be heard.

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

Sentences 8 and 9 read: Their music brought people together. It gave others a chance to be heard.

- ☐ **(A)** Their music brought people together, it gave others a chance to be heard.
- ☐ **(B)** Their music brought people together and gave others a chance to be heard.
- ☐ **(C)** Although their music brought people together, it gave others a chance to be heard.
- ☐ **(D)** Their music brought people together. Giving others a chance to be heard.

Read the draft a student wrote about Voices That Shaped Texas. Then answer the questions that follow.

Voices That Shaped Texas

(1) Julius Lorenzo Cobb Bledsoe had a different path. **(2)** He was an African American singer who performed on stage and in operas. **(3)** He became well known for his role in Show Boat. **(4)** This role was a big achievement at the time. **(5)** His success showed that talent could break barriers even when opportunities were limited. **(6)** His success proved that talent could break barriers. **(7)** Texas culture was helped by the diversity of these artists' backgrounds in their own way. **(8)** Their music brought people together. **(9)** It gave others a chance to be heard.

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 6
- ☐ **(D)** Sentence 8

Read the draft a student wrote about Texas music artists. Then answer the questions that follow.

Voices That Shaped Texas

(1) If you turn on the radio in Texas, you might hear many different styles of music.

(2) That mix did not just happen, it came from artists who shared their stories and traditions. **(3)** Lydia Mendoza was one of those artists. **(4)** In a Mexican American family she grew up.

(5) She sang songs in Spanish about hard work, love, and everyday life. **(6)** People felt connected to her music. **(7)** It sounded like their own experiences. **(8)** My cousin plays guitar in a band on weekends.

(9) Around the same time, Chelo Silva became known for her powerful voice and emotional songs. **(10)** Her romantic songs, called boleros, became favorites of Tejano listeners across Texas.

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

- ☐ (A) She became known for singing songs that reflected her own life.
- ☐ (B) Many people thought she was a good singer.
- ☐ (C) Texas radio stations play music all day long.
- ☐ (D) Lydia Mendoza was one of those artists.

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 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) She grew up in a Mexican American family.
- ☐ (B) In a Mexican American family, she did grow up.
- ☐ (C) She grew up a Mexican American family.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: People felt connected to her music. It sounded like their own experiences.

- ☐ (A) People felt connected to her music, it sounded like their own experiences.
- ☐ (B) People felt connected to her music because it sounded like their own experiences.
- ☐ (C) People felt connected to her music although it sounded like their own experiences.
- ☐ (D) People felt connected to her music when it sounded like their own experiences.

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

A Day That Changed

(1) Jayden woke up early, excited for field day. **(2)** When he looked outside, the sky was bright and clear. **(3)** The sun was already warming the air. **(4)** The morning felt calm and peaceful.

(5) “It’s going to be a great day,” Jayden said as he grabbed his backpack and headed to school. **(6)** By the middle of the morning, students were outside.

(7) They were running races and playing games. **(8)** The weather felt just right, and the air was by a light breeze cooled.

(9) My favorite field day game is tug of war because it is fun.

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

- ☐ **(A)** Field day was a special day filled with races and games.
- ☐ **(B)** Jayden packed a sandwich and an apple in his backpack.
- ☐ **(C)** The sky was bright and clear that morning.
- ☐ **(D)** Jayden's teacher gave the class a math test.

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

A Day That Changed

(1) Jayden woke up early, excited for field day. **(2)** When he looked outside, the sky was bright and clear. **(3)** The sun was already warming the air. **(4)** The morning felt calm and peaceful.

(5) “It’s going to be a great day,” Jayden said as he grabbed his backpack and headed to school. **(6)** By the middle of the morning, students were outside.

(7) They were running races and playing games. **(8)** The weather felt just right, and the air was by a light breeze cooled.

(9) My favorite field day game is tug of war because it is fun.

What is the BEST way to revise sentence 8?

- ☐ **(A)** The weather felt just right, and the air was by a light breeze cooled.
- ☐ **(B)** The weather felt just right, and a light breeze cooled the air.
- ☐ **(C)** The weather felt just right, and the light breeze was cooled by the air.
- ☐ **(D)** No revision is needed.

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

A Day That Changed

(1) Jayden woke up early, excited for field day. **(2)** When he looked outside, the sky was bright and clear. **(3)** The sun was already warming the air. **(4)** The morning felt calm and peaceful.

(5) “It’s going to be a great day,” Jayden said as he grabbed his backpack and headed to school. **(6)** By the middle of the morning, students were outside.

(7) They were running races and playing games. **(8)** The weather felt just right, and the air was by a light breeze cooled.

(9) My favorite field day game is tug of war because it is fun.

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

Sentences 6 and 7 read: By the middle of the morning, students were outside. They were running races and playing games.

- ☐ **(A)** By the middle of the morning, students were outside, they were running races and playing games.
- ☐ **(B)** By the middle of the morning, students were outside running races and playing games.
- ☐ **(C)** By the middle of the morning, students were outside because they were running races and playing games.
- ☐ **(D)** By the middle of the morning, students were outside when they were running races and playing games.

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

A Day That Changed

(1) Jayden woke up early, excited for field day. **(2)** When he looked outside, the sky was bright and clear. **(3)** The sun was already warming the air. **(4)** The morning felt calm and peaceful.

(5) “It’s going to be a great day,” Jayden said as he grabbed his backpack and headed to school. **(6)** By the middle of the morning, students were outside.

(7) They were running races and playing games. **(8)** The weather felt just right, and the air was by a light breeze cooled.

(9) My favorite field day game is tug of war because it 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 6
- ☐ **(D)** Sentence 9

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

A Day That Changed

(1) Jayden was outside playing before lunch. **(2)** He thought the weather would stay sunny all day. **(3)** Jayden misjudged the weather. **(4)** Just before lunch, the conditions began to change.

(5) The wind grew stronger. **(6)** Jayden noticed gray clouds moving across the sky. **(7)** The temperature dropped, and cooler the air felt against his skin. **(8)** My favorite lunch is a turkey sandwich with apple slices.

(9) Jayden looked up, confused. **(10)** He asked what happened to the sunshine.

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

- ☐ **(A)** The sun was shining, and the sky was clear all morning.
- ☐ **(B)** Jayden wore a blue shirt that day.
- ☐ **(C)** The weather can change quickly in some places.
- ☐ **(D)** He asked his friend to play a game.

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 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 7?

- ☐ (A) The temperature dropped, and the air felt cooler against his skin.
- ☐ (B) The temperature dropped, and cooler the air felt against his skin.
- ☐ (C) The temperature dropped, the air felt cooler against his skin.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: The wind grew stronger. Jayden noticed gray clouds moving across the sky.

- ☐ (A) The wind grew stronger, and Jayden noticed gray clouds moving across the sky.
- ☐ (B) The wind grew stronger, Jayden noticed gray clouds moving across the sky.
- ☐ (C) The wind grew stronger because Jayden noticed gray clouds moving across the sky.
- ☐ (D) The wind grew stronger and noticed gray clouds moving across the sky.

Read the draft a student wrote about a class learning about weather and climate. Then answer the questions that follow.

A Day That Changed

(1) Soon, light rain began to fall, and teachers quickly moved everyone inside. **(2)** Some students were disappointed, but Ms. Rios saw it as a chance to explain. **(3)** “This is weather,” she said. **(4)** Weather describes the condition of the atmosphere at a certain time and place. **(5)** It can change quickly, even within a few hours. **(6)** Jayden thought about the morning had been how different. **(7)** “Climate,” Ms. Rios continued, “describes the usual weather patterns of a place over a long period of time.” **(8)** Climate is the usual weather of a place over many years.

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

- ☐ **(A)** She wanted to use the rain to teach the class about weather and climate.
- ☐ **(B)** Ms. Rios was a teacher at the school.
- ☐ **(C)** Rain can make the playground muddy and wet.
- ☐ **(D)** Jayden liked to learn about science.

Read the draft a student wrote about a class learning about weather and climate. Then answer the questions that follow.

A Day That Changed

(1) Soon, light rain began to fall, and teachers quickly moved everyone inside. **(2)** Some students were disappointed, but Ms. Rios saw it as a chance to explain. **(3)** “This is weather,” she said. **(4)** Weather describes the condition of the atmosphere at a certain time and place. **(5)** It can change quickly, even within a few hours. **(6)** Jayden thought about the morning had been how different. **(7)** “Climate,” Ms. Rios continued, “describes the usual weather patterns of a place over a long period of time.” **(8)** Climate is the usual weather of a place over many years.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Jayden thought about how different the morning had been.
- ☐ **(B)** Jayden thought about the morning had been how different.
- ☐ **(C)** Jayden thought the morning about how different had been.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a class learning about weather and climate. Then answer the questions that follow.

A Day That Changed

- (1) Soon, light rain began to fall, and teachers quickly moved everyone inside. (2) Some students were disappointed, but Ms. Rios saw it as a chance to explain. (3) “This is weather,” she said. (4) Weather describes the condition of the atmosphere at a certain time and place. (5) It can change quickly, even within a few hours. (6) Jayden thought about the morning had been how different. (7) “Climate,” Ms. Rios continued, “describes the usual weather patterns of a place over a long period of time.” (8) Climate is the usual weather of a place over many years.

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

Sentences 4 and 5 read: Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours.

- ☐ (A) Weather describes the condition of the atmosphere at a certain time and place, it can change quickly, even within a few hours.
- ☐ (B) Weather describes the condition of the atmosphere at a certain time and place and can change quickly, even within a few hours.
- ☐ (C) Although weather describes the condition of the atmosphere at a certain time and place, it can change quickly, even within a few hours.
- ☐ (D) Weather describes the condition of the atmosphere at a certain time and place when it can change quickly, even within a few hours.

Read the draft a student wrote about a class learning about weather and climate. Then answer the questions that follow.

A Day That Changed

(1) Soon, light rain began to fall, and teachers quickly moved everyone inside. **(2)** Some students were disappointed, but Ms. Rios saw it as a chance to explain. **(3)** “This is weather,” she said. **(4)** Weather describes the condition of the atmosphere at a certain time and place. **(5)** It can change quickly, even within a few hours. **(6)** Jayden thought about the morning had been how different. **(7)** “Climate,” Ms. Rios continued, “describes the usual weather patterns of a place over a long period of time.” **(8)** Climate is the usual weather of a place over many years.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 8

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

A Day That Changed

(1) Jayden woke up early on the morning of field day. **(2)** He felt excited and ready for a fun day. **(3)** When he looked outside, the sky was bright and clear. **(4)** The sun was already the air warming.

(5) The morning felt calm and peaceful. **(6)** "It's going to be a great day," he said. **(7)** He grabbed his backpack and headed to school. **(8)** My uncle says field day is the best day of the year.

(9) By the middle of the morning, students were outside running races and playing games. **(10)** The weather felt just right.

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

- ☐ (A) A light breeze moved the leaves, and birds sang softly in the trees.
- ☐ (B) Jayden grabbed his backpack and headed to school.
- ☐ (C) The morning felt calm and peaceful.
- ☐ (D) He wondered if it would rain later in the day.

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 8
- ☐ (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 4?

- ☐ (A) The sun was already warming the air.
- ☐ (B) The sun was warming already the air.
- ☐ (C) The air was already warming the sun.
- ☐ (D) No revision is needed.

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

Sentences 1 and 2 read: Jayden woke up early on the morning of field day. He felt excited and ready for a fun day.

- ☐ (A) Jayden woke up early on the morning of field day, he felt excited and ready for a fun day.
- ☐ (B) Jayden woke up early on the morning of field day, excited and ready for a fun day.
- ☐ (C) Although Jayden woke up early on the morning of field day, he felt excited and ready for a fun day.
- ☐ (D) Jayden woke up early on the morning of field day, and he woke up early because he felt excited and ready for a fun day.

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

Understanding the Texas Regions

- (1) Texas is a very large state. (2) Its land varies from one area to another. (3) Texas has many different areas. (4) Some parts have forests and rivers. (5) Other parts have dry deserts or wide, open plains. (6) These areas are called regions. (7) The Coastal Plains is the largest region and along the Gulf of Mexico it stretches. (8) It includes flat land, many rivers, and thick forests. (9) These differences help explain how people live and work across Texas.

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

- ☐ (A) Each region has its own landforms, climate, vegetation, and economic activities.
- ☐ (B) Many people enjoy visiting Texas because it is a large state.
- ☐ (C) Regions are places that are different from one another.
- ☐ (D) The Gulf of Mexico is a large body of water.

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

Understanding the Texas Regions

- (1) Texas is a very large state. (2) Its land varies from one area to another. (3) Texas has many different areas. (4) Some parts have forests and rivers. (5) Other parts have dry deserts or wide, open plains. (6) These areas are called regions. (7) The Coastal Plains is the largest region and along the Gulf of Mexico it stretches. (8) It includes flat land, many rivers, and thick forests. (9) These differences help explain how people live and work across Texas.

What is the **BEST** way to revise sentence 7?

- ☐ (A) The Coastal Plains is the largest region and along the Gulf of Mexico it stretches.
- ☐ (B) The Coastal Plains is the largest region and stretches along the Gulf of Mexico.
- ☐ (C) Along the Gulf of Mexico the largest region is the Coastal Plains and it stretches.
- ☐ (D) No revision is needed.

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

Understanding the Texas Regions

- (1) Texas is a very large state. (2) Its land varies from one area to another. (3) Texas has many different areas. (4) Some parts have forests and rivers. (5) Other parts have dry deserts or wide, open plains. (6) These areas are called regions. (7) The Coastal Plains is the largest region and along the Gulf of Mexico it stretches. (8) It includes flat land, many rivers, and thick forests. (9) These differences help explain how people live and work across Texas.

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

Sentences 4 and 5 read: Some parts have forests and rivers. Other parts have dry deserts or wide, open plains.

- ☐ (A) Some parts have forests and rivers, while other parts have dry deserts or wide, open plains.
- ☐ (B) Some parts have forests and rivers, other parts have dry deserts or wide, open plains.
- ☐ (C) Because some parts have forests and rivers, other parts have dry deserts or wide, open plains.
- ☐ (D) Some parts have forests and rivers, so other parts have dry deserts or wide, open plains.

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

Understanding the Texas Regions

- (1) Texas is a very large state. (2) Its land varies from one area to another. (3) Texas has many different areas. (4) Some parts have forests and rivers. (5) Other parts have dry deserts or wide, open plains. (6) These areas are called regions. (7) The Coastal Plains is the largest region and along the Gulf of Mexico it stretches. (8) It includes flat land, many rivers, and thick forests. (9) These differences help explain how people live and work across Texas.

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 the Texas regions. Then answer the questions that follow.

Understanding the Texas Regions

(1) Texas has several different regions. (2) The Coastal Plains has a warm, humid climate with frequent rain. (3) This makes the region well suited for farming crops like cotton and corn. (4) Fishing, shipping, and jobs in large cities are also important to the economy.

(5) My cousin lives in a large city and likes it there. (6) The North Central Plains has rolling hills, more trees than western Texas, and grasslands. (7) The climate is milder, with moderate rainfall. (8) Because of these conditions, many people raise cattle and grow crops.

(9) The two regions have different climates and land.

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

- ☐ (A) The rain helps crops get the water they need.
- ☐ (B) Some people enjoy walking in the rain.
- ☐ (C) Texas has many large cities.
- ☐ (D) The Coastal Plains is a popular place to visit.

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 4
- ☐ (C) Sentence 5
- ☐ (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 6?

- ☐ (A) The North Central Plains has rolling hills, grasslands, and more trees than western Texas.
- ☐ (B) The North Central Plains has rolling hills, and it has more trees than western Texas, and it has grasslands.
- ☐ (C) The North Central Plains has rolling hills, grasslands, and western Texas has more trees.
- ☐ (D) No revision is needed.

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

Sentences 7 and 8 read: The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops.

- ☐ (A) The climate is milder, with moderate rainfall, because many people raise cattle and grow crops.
- ☐ (B) The climate is milder, with moderate rainfall, many people raise cattle and grow crops.
- ☐ (C) Because the climate is milder with moderate rainfall, many people raise cattle and grow crops.
- ☐ (D) The climate is milder, with moderate rainfall, and many people raise cattle and grow crops because of these conditions.

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

Understanding the Texas Regions

(1) Texas is made up of different regions with different kinds of land. **(2)** The Great Plains is located farther west. **(3)** It is known for its wide, open spaces. **(4)** The land is drier, and strong winds common are. **(5)** Fewer trees grow here. **(6)** Ranching and farming are still major activities. **(7)** Some areas also produce wind energy. **(8)** The Mountains and Basins region is in far West Texas. **(9)** It has tall mountains, dry deserts, and very little rainfall. **(10)** The Mountains and Basins region is a place I would like to visit someday.

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

- ☐ (A) The strong winds that blow across the plains help produce this energy.
- ☐ (B) Many people use electricity in their homes.
- ☐ (C) The Great Plains is a very interesting place.
- ☐ (D) The Mountains and Basins region has tall mountains.

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

Understanding the Texas Regions

(1) Texas is made up of different regions with different kinds of land. **(2)** The Great Plains is located farther west. **(3)** It is known for its wide, open spaces. **(4)** The land is drier, and strong winds common are. **(5)** Fewer trees grow here. **(6)** Ranching and farming are still major activities. **(7)** Some areas also produce wind energy. **(8)** The Mountains and Basins region is in far West Texas. **(9)** It has tall mountains, dry deserts, and very little rainfall. **(10)** The Mountains and Basins region is a place I would like to visit someday.

What is the **BEST** way to revise sentence 4?

- ☐ **(A)** The land is drier, and common strong winds are.
- ☐ **(B)** The land is drier, and strong winds are common.
- ☐ **(C)** Strong winds are common, and the land drier is.
- ☐ **(D)** No revision is needed.

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

Understanding the Texas Regions

(1) Texas is made up of different regions with different kinds of land. **(2)** The Great Plains is located farther west. **(3)** It is known for its wide, open spaces. **(4)** The land is drier, and strong winds common are. **(5)** Fewer trees grow here. **(6)** Ranching and farming are still major activities. **(7)** Some areas also produce wind energy. **(8)** The Mountains and Basins region is in far West Texas. **(9)** It has tall mountains, dry deserts, and very little rainfall. **(10)** The Mountains and Basins region is a place I would like to visit someday.

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

Sentences 5 and 6 read: Fewer trees grow here. Ranching and farming are still major activities.

- ☐ **(A)** Fewer trees grow here, ranching and farming are still major activities.
- ☐ **(B)** Fewer trees grow here, but ranching and farming are still major activities.
- ☐ **(C)** Because fewer trees grow here, ranching and farming are still major activities.
- ☐ **(D)** Fewer trees grow here, so ranching and farming are still major activities.

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

Understanding the Texas Regions

(1) Texas is made up of different regions with different kinds of land. **(2)** The Great Plains is located farther west. **(3)** It is known for its wide, open spaces. **(4)** The land is drier, and strong winds common are. **(5)** Fewer trees grow here. **(6)** Ranching and farming are still major activities. **(7)** Some areas also produce wind energy. **(8)** The Mountains and Basins region is in far West Texas. **(9)** It has tall mountains, dry deserts, and very little rainfall. **(10)** The Mountains and Basins region is a place I would like to visit someday.

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

Read the draft a student wrote about the regions of Texas. Then answer the questions that follow.

Understanding the Texas Regions

(1) Texas is a very large state. (2) Its land is different from one area to another. (3) Some parts have forests and rivers. (4) Other parts have dry deserts or wide, open plains. (5) These areas are called regions. (6) The Coastal Plains is the largest region. (7) Each region has its own landforms, climate, vegetation, and economic activities. (8) These differences help explain how people live and work across Texas. (9) It stretches along the Gulf of Mexico. (10) In my opinion, everyone should visit the beach during summer vacation.

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

- ☐ (A) For example, some areas get a lot of rain, while others stay very dry.
- ☐ (B) Regions are interesting places to learn about.
- ☐ (C) The Coastal Plains is the largest region.
- ☐ (D) Many people enjoy visiting forests and rivers.

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 10
- ☐ (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 9?

- ☐ (A) After sentence 2
- ☐ (B) After sentence 6
- ☐ (C) After sentence 8
- ☐ (D) After sentence 10

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

Sentences 3 and 4 read: Some parts have forests and rivers. Other parts have dry deserts or wide, open plains.

- ☐ (A) Some parts have forests and rivers, other parts have dry deserts or wide, open plains.
- ☐ (B) Some parts have forests and rivers, while other parts have dry deserts or wide, open plains.
- ☐ (C) Some parts have forests and rivers because other parts have dry deserts or wide, open plains.
- ☐ (D) Some parts have forests and rivers and dry deserts or wide, open plains.

Read the draft a student wrote about how rivers and pathways connect people. Then answer the questions that follow.

The Roads Between Us

(1) A river bends and a pathway turns. **(2)** A traveler watches, listens, and learns. **(3)** A basket, a story, a song, or a seed can travel far. **(4)** It can meet a need in a new place.

(5) Along the rivers, canoes glide. **(6)** With food and pottery tucked inside, along the rivers canoes glide. **(7)** Neighbors meet. **(8)** Goods are shared.

(9) Friendships grow because people care. **(10)** My favorite kind of basket is made of bright red yarn.

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

- ☐ **(A)** The traveler learns new songs and stories from people along the way.
- ☐ **(B)** The river is very wide and deep in some places.
- ☐ **(C)** Canoes can be made of wood or bark.
- ☐ **(D)** My family took a trip to the beach last summer.

Read the draft a student wrote about how rivers and pathways connect people. Then answer the questions that follow.

The Roads Between Us

(1) A river bends and a pathway turns. **(2)** A traveler watches, listens, and learns. **(3)** A basket, a story, a song, or a seed can travel far. **(4)** It can meet a need in a new place.

(5) Along the rivers, canoes glide. **(6)** With food and pottery tucked inside, along the rivers canoes glide. **(7)** Neighbors meet. **(8)** Goods are shared.

(9) Friendships grow because people care. **(10)** My favorite kind of basket is made of bright red yarn.

What is the BEST way to revise sentence 6?

- ☐ **(A)** With food and pottery tucked inside, along the rivers canoes glide.
- ☐ **(B)** Canoes glide along the rivers with food and pottery tucked inside.
- ☐ **(C)** The rivers glide along canoes with food and pottery tucked inside.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how rivers and pathways connect people. Then answer the questions that follow.

The Roads Between Us

(1) A river bends and a pathway turns. **(2)** A traveler watches, listens, and learns. **(3)** A basket, a story, a song, or a seed can travel far. **(4)** It can meet a need in a new place.

(5) Along the rivers, canoes glide. **(6)** With food and pottery tucked inside, along the rivers canoes glide. **(7)** Neighbors meet. **(8)** Goods are shared.

(9) Friendships grow because people care. **(10)** My favorite kind of basket is made of bright red yarn.

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

Sentences 7 and 8 read: Neighbors meet. Goods are shared.

- ☐ **(A)** Neighbors meet, goods are shared.
- ☐ **(B)** Neighbors meet and share goods.
- ☐ **(C)** Although neighbors meet, goods are shared.
- ☐ **(D)** Neighbors meet when goods are shared.

Read the draft a student wrote about how rivers and pathways connect people. Then answer the questions that follow.

The Roads Between Us

(1) A river bends and a pathway turns. **(2)** A traveler watches, listens, and learns. **(3)** A basket, a story, a song, or a seed can travel far. **(4)** It can meet a need in a new place.

(5) Along the rivers, canoes glide. **(6)** With food and pottery tucked inside, along the rivers canoes glide. **(7)** Neighbors meet. **(8)** Goods are shared.

(9) Friendships grow because people care. **(10)** My favorite kind of basket is made of bright red yarn.

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

Read the draft a student wrote about travel and trade routes. Then answer the questions that follow.

The Roads Between Us

- (1) Long ago, people needed ways to travel and trade across far places.
(2) Across the desert, camels walked under the hot sun. (3) They carried salt and precious gold from one place to another. (4) Ships carried people, goods, and views from far away.
(5) Across the water, ships sailed through morning sun or stormy gales.
(6) Sometimes these journeys changed the lives of people in different lands.
(7) I think camels are more interesting than ships. (8) The roads between us connected people in different places.

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

- ☐ (A) They also carried news of places yet untold.
☐ (B) They sailed through morning sun or stormy gales.
☐ (C) The sun can be very bright during the day.
☐ (D) I would like to see a camel one day.

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 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 3
- ☐ (C) After sentence 5
- ☐ (D) After sentence 8

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

Sentences 2 and 3 read: Across the desert, camels walked under the hot sun. They carried salt and precious gold from one place to another.

- ☐ (A) Across the desert, camels walked under the hot sun, they carried salt and precious gold from one place to another.
- ☐ (B) Across the desert, camels walked under the hot sun and carried salt and precious gold from one place to another.
- ☐ (C) Across the desert, camels walked under the hot sun although they carried salt and precious gold from one place to another.
- ☐ (D) Across the desert, camels walked under the hot sun and they carried salt and precious gold from one place to another.

Read the draft a student wrote about how roads connect people and ideas. Then answer the questions that follow.

The Roads Between Us

(1) A road is more than just dirt or stone. **(2)** It can reach farther than we may know. **(3)** When two different pathways meet, new ideas can begin. **(4)** New thoughts can travel with our feet.

(5) Roads link towns and cities. **(6)** They also link people with different lives. **(7)** The ideas along roads to new places by travelers are carried. **(8)** I ride my bike to the park on sunny days.

(9) Sharing ideas helps communities learn from one another.

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

- ☐ **(A)** For example, when travelers talk, they share songs, stories, and recipes.
- ☐ **(B)** Roads are made of many materials, such as dirt, gravel, and stone.
- ☐ **(C)** I like to walk on the sidewalk near my house.
- ☐ **(D)** New thoughts are important.

Read the draft a student wrote about how roads connect people and ideas. Then answer the questions that follow.

The Roads Between Us

(1) A road is more than just dirt or stone. **(2)** It can reach farther than we may know. **(3)** When two different pathways meet, new ideas can begin. **(4)** New thoughts can travel with our feet.

(5) Roads link towns and cities. **(6)** They also link people with different lives. **(7)** The ideas along roads to new places by travelers are carried. **(8)** I ride my bike to the park on sunny days.

(9) Sharing ideas helps communities learn from one another.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Along roads to new places, the ideas by travelers are carried.
- ☐ **(B)** Travelers carry ideas along roads to new places.
- ☐ **(C)** The ideas carry travelers along roads to new places.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how roads connect people and ideas. Then answer the questions that follow.

The Roads Between Us

(1) A road is more than just dirt or stone. **(2)** It can reach farther than we may know. **(3)** When two different pathways meet, new ideas can begin. **(4)** New thoughts can travel with our feet.

(5) Roads link towns and cities. **(6)** They also link people with different lives. **(7)** The ideas along roads to new places by travelers are carried. **(8)** I ride my bike to the park on sunny days.

(9) Sharing ideas helps communities learn from one another.

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

Sentences 5 and 6 read: Roads link towns and cities. They also link people with different lives.

- ☐ **(A)** Roads link towns and cities, they also link people with different lives.
- ☐ **(B)** Roads link towns and cities and also connect people with different lives.
- ☐ **(C)** Because roads link towns and cities, they also link people with different lives.
- ☐ **(D)** Roads link towns and cities, and people with different lives.

Read the draft a student wrote about how roads connect people and ideas. Then answer the questions that follow.

The Roads Between Us

(1) A road is more than just dirt or stone. **(2)** It can reach farther than we may know. **(3)** When two different pathways meet, new ideas can begin. **(4)** New thoughts can travel with our feet.

(5) Roads link towns and cities. **(6)** They also link people with different lives. **(7)** The ideas along roads to new places by travelers are carried. **(8)** I ride my bike to the park on sunny days.

(9) Sharing ideas helps communities learn from one another.

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

Read the draft a student wrote about how people and goods travel along rivers. Then answer the questions that follow.

The Roads Between Us

(1) A river bends, and a pathway turns. **(2)** A traveler watches, listens, and learns. **(3)** A basket, a story, a song, or a seed to meet a need can travel far.

(4) Along the rivers, canoes glide.

(5) They carry food and pottery tucked inside. **(6)** Neighbors meet and goods are shared. **(7)** I think canoes are more exciting than wagons. **(8)** Friendships grow because people care for one another.

(9) When people share what they have, they build trust.

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

- ☐ **(A)** This sharing helps neighbors get goods they cannot make themselves.
- ☐ **(B)** Many canoes are made from wood.
- ☐ **(C)** I once saw a model canoe at a museum.
- ☐ **(D)** Sharing is a good thing to do.

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

Sentences 4 and 5 read: Along the rivers, canoes glide. They carry food and pottery tucked inside.

- ☐ (A) Along the rivers, canoes glide, they carry food and pottery tucked inside.
- ☐ (B) Along the rivers, canoes glide and carry food and pottery tucked inside.
- ☐ (C) Along the rivers, canoes glide because they carry food and pottery tucked inside.
- ☐ (D) Along the rivers, canoes glide although they carry food and pottery tucked inside.

4 What is the BEST way to revise sentence 3?

- ☐ (A) A basket, a story, a song, or a seed can travel far to meet a need.
- ☐ (B) A basket, a story, a song, or a seed to meet a need can travel far.
- ☐ (C) A basket, a story, a song, or a seed can travel to meet a need far.
- ☐ (D) No revision is needed.

Read the draft a student wrote about carrying traditions forward. Then answer the questions that follow.

What We Carry Forward

(1) A rule can be written in a strong and clear way. **(2)** Its meaning can travel from year to year. **(3)** A song is sung. **(4)** A story is told.

(5) New hands can carry what is old. **(6)** A grandparent shares a family way.

(7) The family way by a grandparent is shared with care. **(8)** A student remembers what the grandparent says.

(9) A lesson learned long ago can plant a seed that starts to grow. **(10)** Many students enjoy playing soccer at recess.

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

- ☐ **(A)** For example, a family might repeat the same rule each year.
- ☐ **(B)** A song can have a tune that people like.
- ☐ **(C)** Some rules are very long and detailed.
- ☐ **(D)** People sometimes write lists in a notebook.

Read the draft a student wrote about carrying traditions forward. Then answer the questions that follow.

What We Carry Forward

(1) A rule can be written in a strong and clear way. **(2)** Its meaning can travel from year to year. **(3)** A song is sung. **(4)** A story is told.

(5) New hands can carry what is old. **(6)** A grandparent shares a family way.

(7) The family way by a grandparent is shared with care. **(8)** A student remembers what the grandparent says.

(9) A lesson learned long ago can plant a seed that starts to grow. **(10)** Many students enjoy playing soccer at recess.

What is the BEST way to revise sentence 7?

- ☐ **(A)** The family way by a grandparent is shared with care.
- ☐ **(B)** A grandparent shares the family way with care.
- ☐ **(C)** A grandparent shares the family way without care.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about carrying traditions forward. Then answer the questions that follow.

What We Carry Forward

(1) A rule can be written in a strong and clear way. **(2)** Its meaning can travel from year to year. **(3)** A song is sung. **(4)** A story is told.

(5) New hands can carry what is old. **(6)** A grandparent shares a family way.

(7) The family way by a grandparent is shared with care. **(8)** A student remembers what the grandparent says.

(9) A lesson learned long ago can plant a seed that starts to grow. **(10)** Many students enjoy playing soccer at recess.

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

Sentences 3 and 4 read: A song is sung. A story is told.

- ☐ **(A)** A song is sung, a story is told.
- ☐ **(B)** A song is sung, and a story is told.
- ☐ **(C)** Because a song is sung, a story is told.
- ☐ **(D)** A song is sung, so a story is told.

Read the draft a student wrote about carrying traditions forward. Then answer the questions that follow.

What We Carry Forward

(1) A rule can be written in a strong and clear way. **(2)** Its meaning can travel from year to year. **(3)** A song is sung. **(4)** A story is told.

(5) New hands can carry what is old. **(6)** A grandparent shares a family way.

(7) The family way by a grandparent is shared with care. **(8)** A student remembers what the grandparent says.

(9) A lesson learned long ago can plant a seed that starts to grow. **(10)** Many students enjoy playing soccer at recess.

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 5
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about ideas and actions that can be shared across time. Then answer the questions that follow.

What We Carry Forward

(1) A painter's work can last for many years. (2) A writer's page can also last. (3) Both can speak to people from one age to the next. (4) Good ideas can still remain even when years pass and times change. (5) My cousin rides a red bicycle to the park. (6) A dream can travel from one heart to another. (7) One helpful choice can make a start. (8) Beyond us too may someday travel the things we learn and the things we do.

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

- ☐ (A) A painter's work and a writer's page are both made by people.
- ☐ (B) A painting or a story can share a lesson with a new generation.
- ☐ (C) My cousin likes to draw pictures of his bicycle.
- ☐ (D) Many people enjoy visiting museums.

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

- ☐ (A) Sentence 1
- ☐ (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 8?

- ☐ (A) The things we learn and the things we do may someday travel beyond us too.
- ☐ (B) May someday travel beyond us too the things we learn and the things we do.
- ☐ (C) The things we learn and the things we do, may someday travel beyond us too.
- ☐ (D) No revision is needed.

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

Sentences 1 and 2 read: A painter's work can last for many years. A writer's page can also last.

- ☐ (A) A painter's work can last for many years, a writer's page can also last.
- ☐ (B) A painter's work can last for many years although a writer's page can also last.
- ☐ (C) A painter's work and a writer's page can both last for many years.
- ☐ (D) A painter's work can last for many years and a writer's page can also last for many years.

Read the draft a student wrote about learning from the past. Then answer the questions that follow.

What We Carry Forward

(1) The past has lessons we can learn. **(2)** We can find out what is true about what happened before. **(3)** This helps us choose what to say and do. **(4)** The things we carry with us are important.

(5) The things we share with others are important too. **(6)** What happens next can be shaped by the things we carry and share.

(8) We can also send our ideas to people around us.

(9) What we send can help shape what will happen next.

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

- ☐ **(A)** For example, we can learn that being honest helps people trust us.
- ☐ **(B)** The past happened before we were born.
- ☐ **(C)** Learning lessons can be hard sometimes.
- ☐ **(D)** We can choose to say kind words to our friends.

Read the draft a student wrote about learning from the past. Then answer the questions that follow.

What We Carry Forward

(1) The past has lessons we can learn. **(2)** We can find out what is true about what happened before. **(3)** This helps us choose what to say and do. **(4)** The things we carry with us are important.

(5) The things we share with others are important too. **(6)** What happens next can by the things we carry and share be shaped. **(7)** My favorite color is blue.

(8) We can also send our ideas to people around us.

(9) What we send can help shape what will happen next.

What is the BEST way to revise sentence 6?

- ☐ **(A)** What happens next can by the things we carry and share be shaped.
- ☐ **(B)** The things we carry and share can help shape what happens next.
- ☐ **(C)** What happens next can shape the things we carry and share.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about learning from the past. Then answer the questions that follow.

What We Carry Forward

(1) The past has lessons we can learn. **(2)** We can find out what is true about what happened before. **(3)** This helps us choose what to say and do. **(4)** The things we carry with us are important.

(5) The things we share with others are important too. **(6)** What happens next can be shaped by the things we carry and share.

(8) We can also send our ideas to people around us.

(9) What we send can help shape what will happen next.

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

Sentences 4 and 5 read: The things we carry with us are important. The things we share with others are important too.

- ☐ **(A)** The things we carry with us are important, the things we share with others are important too.
- ☐ **(B)** The things we carry with us and share with others are important.
- ☐ **(C)** Although the things we carry with us are important, the things we share with others are important too.
- ☐ **(D)** The things we carry with us are important because the things we share with others are important too.

Read the draft a student wrote about learning from the past. Then answer the questions that follow.

What We Carry Forward

(1) The past has lessons we can learn. **(2)** We can find out what is true about what happened before. **(3)** This helps us choose what to say and do. **(4)** The things we carry with us are important.

(5) The things we share with others are important too. **(6)** What happens next can be shaped by the things we carry and share. **(7)** My favorite color is blue.

(8) We can also send our ideas to people around us.

(9) What we send can help shape what will happen next.

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

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

Read the draft a student wrote about how traditions and lessons are passed down. Then answer the questions that follow.

What We Carry Forward

(1) A rule strong and clear is written down. **(2)** Its meaning can pass from one year to the next. **(3)** A family may sing a song or tell a story together. **(4)** New people can carry on old traditions.

(5) A grandparent might share a family way with a student. **(6)** The student may remember what the grandparent says. **(7)** A lesson from long ago can help a student today. **(8)** That lesson can be like a seed that starts to grow.

(9) My cousin bought a new backpack for school this year. **(10)** When a lesson is shared, it can keep growing.

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

- ☐ **(A)** For example, a family rule about sharing might still guide a student many years later.
- ☐ **(B)** Many families enjoy spending time together.
- ☐ **(C)** A song can be sung by a group of people.
- ☐ **(D)** My cousin bought a new backpack for school this year.

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 1?

- ☐ (A) A strong, clear rule is written down.
- ☐ (B) A rule strong is written down and clear.
- ☐ (C) A rule is strong and clear written down.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: A grandparent might share a family way with a student. The student may remember what the grandparent says.

- ☐ (A) A grandparent might share a family way with a student, the student may remember what the grandparent says.
- ☐ (B) A grandparent might share a family way with a student because the student may remember what the grandparent says.
- ☐ (C) A grandparent might share a family way that the student remembers.
- ☐ (D) A grandparent might share a family way with a student, but the student may remember what the grandparent says.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Every society begins in a place. **(2)** People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region. **(3)** The land around them does not decide everything that will happen. **(4)** People still make choices.

(5) They solve problems, create new ideas, and change their surroundings.

(6) Geography can by opportunities and challenges be created for a society. **(7)** The location of a society can affect the food people grow and the homes they build. **(8)** It can also affect the work people do, the resources they use, and the ways they travel.

(9) My cousin likes to travel to different countries. **(10)** When societies connect with other places, even more changes can happen.

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

- ☐ **(A)** For example, people in a dry region may grow different foods and build different homes than people near a river.
- ☐ **(B)** Geography is an interesting subject to study in school.
- ☐ **(C)** People in a society sometimes move to a new place.
- ☐ **(D)** The location of a society can affect many things.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Every society begins in a place. **(2)** People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region. **(3)** The land around them does not decide everything that will happen. **(4)** People still make choices.

(5) They solve problems, create new ideas, and change their surroundings.

(6) Geography can by opportunities and challenges be created for a society. **(7)** The location of a society can affect the food people grow and the homes they build. **(8)** It can also affect the work people do, the resources they use, and the ways they travel.

(9) My cousin likes to travel to different countries. **(10)** When societies connect with other places, even more changes can happen.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Geography can create opportunities and challenges for a society.
- ☐ **(B)** Opportunities and challenges can create geography for a society.
- ☐ **(C)** Geography can for a society create opportunities and challenges.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Every society begins in a place. **(2)** People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region. **(3)** The land around them does not decide everything that will happen. **(4)** People still make choices.

(5) They solve problems, create new ideas, and change their surroundings.

(6) Geography can by opportunities and challenges be created for a society. **(7)** The location of a society can affect the food people grow and the homes they build. **(8)** It can also affect the work people do, the resources they use, and the ways they travel.

(9) My cousin likes to travel to different countries. **(10)** When societies connect with other places, even more changes can happen.

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

Sentences 4 and 5 read: People still make choices. They solve problems, create new ideas, and change their surroundings.

- ☐ **(A)** People still make choices, solve problems, create new ideas, and change their surroundings.
- ☐ **(B)** People still make choices, they solve problems, create new ideas, and change their surroundings.
- ☐ **(C)** People still make choices because they solve problems, create new ideas, and change their surroundings.
- ☐ **(D)** People still make choices and solve problems and create new ideas and change their surroundings.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Every society begins in a place. **(2)** People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region. **(3)** The land around them does not decide everything that will happen. **(4)** People still make choices.

(5) They solve problems, create new ideas, and change their surroundings.

(6) Geography can by opportunities and challenges be created for a society. **(7)** The location of a society can affect the food people grow and the homes they build. **(8)** It can also affect the work people do, the resources they use, and the ways they travel.

(9) My cousin likes to travel to different countries. **(10)** When societies connect with other places, even more changes can happen.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about geography and communities. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Understanding these connections helps answer an important question.

(2) How does the world around people help shape the world they create?

(3) Geography describes more than where a place is located on a map. **(4)** It includes landforms, bodies of water, climate, plants, animals, and natural resources are included.

(5) Different environments provide different possibilities. **(6)** I think looking at maps is a fun activity. **(7)** The world around people helps shape the world they create. **(8)** Understanding geography helps people see how places and resources connect.

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

- ☐ **(A)** For example, a community near a river may have water for farming and transportation.
- ☐ **(B)** Many people enjoy looking at maps to find places they want to visit.
- ☐ **(C)** Different environments provide different possibilities.
- ☐ **(D)** Rivers are usually made of water.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 6

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 includes landforms, bodies of water, climate, plants, animals, and natural resources.
- ☐ (B) It includes landforms, bodies of water, climate, plants, animals, and natural resources are included.
- ☐ (C) Landforms, bodies of water, climate, plants, animals, and natural resources it includes.
- ☐ (D) No revision is needed.

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

Sentences 1 and 2 read: Understanding these connections helps answer an important question. How does the world around people help shape the world they create?

- ☐ (A) Understanding these connections helps answer an important question, how does the world around people help shape the world they create?
- ☐ (B) Understanding these connections helps answer an important question about how the world around people helps shape the world they create.
- ☐ (C) Understanding these connections helps answer an important question because how does the world around people help shape the world they create?
- ☐ (D) Understanding these connections helps answer an important question. How does the world around people help shape the world they create?

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) A community can be shaped by the place where people live. **(2)** A community surrounded by grasslands may have room for farming or raising animals. **(3)** Forests can provide timber. **(4)** Coastal areas can provide fish and places for ships to travel. **(5)** The Caddo people are one example of this idea. **(6)** Many Caddo communities developed in what is now East Texas. **(7)** The land had rivers, forests, and fertile soil that supported daily life. **(8)** Families grew crops such as corn, beans, and squash. **(9)** Water and help for people to move from place to place were provided by rivers. **(10)** Riding a boat is more fun than riding a bike.

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

- ☐ **(A)** For example, people near the coast might catch fish for food and use ships for travel.
- ☐ **(B)** Some people like to visit the beach in the summer.
- ☐ **(C)** Forests can provide timber.
- ☐ **(D)** A community surrounded by grasslands may have room for farming or raising animals.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) A community can be shaped by the place where people live. **(2)** A community surrounded by grasslands may have room for farming or raising animals. **(3)** Forests can provide timber. **(4)** Coastal areas can provide fish and places for ships to travel. **(5)** The Caddo people are one example of this idea. **(6)** Many Caddo communities developed in what is now East Texas. **(7)** The land had rivers, forests, and fertile soil that supported daily life. **(8)** Families grew crops such as corn, beans, and squash. **(9)** Water and help for people to move from place to place were provided by rivers. **(10)** Riding a boat is more fun than riding a bike.

What is the BEST way to revise sentence 9?

- ☐ **(A)** Water and help for people to move from place to place were provided by rivers.
- ☐ **(B)** Rivers provided water and helped people move from place to place.
- ☐ **(C)** Rivers were provided by water and helped people move from place to place.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) A community can be shaped by the place where people live. **(2)** A community surrounded by grasslands may have room for farming or raising animals. **(3)** Forests can provide timber. **(4)** Coastal areas can provide fish and places for ships to travel. **(5)** The Caddo people are one example of this idea. **(6)** Many Caddo communities developed in what is now East Texas. **(7)** The land had rivers, forests, and fertile soil that supported daily life. **(8)** Families grew crops such as corn, beans, and squash. **(9)** Water and help for people to move from place to place were provided by rivers. **(10)** Riding a boat is more fun than riding a bike.

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

Sentences 6 and 7 read: Many Caddo communities developed in what is now East Texas. The land had rivers, forests, and fertile soil that supported daily life.

- ☐ **(A)** Many Caddo communities developed in what is now East Texas, the land had rivers, forests, and fertile soil that supported daily life.
- ☐ **(B)** Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile soil supported daily life.
- ☐ **(C)** Although many Caddo communities developed in what is now East Texas, the land had rivers, forests, and fertile soil that supported daily life.
- ☐ **(D)** Many Caddo communities developed in what is now East Texas, when rivers, forests, and fertile soil supported daily life.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) A community can be shaped by the place where people live. **(2)** A community surrounded by grasslands may have room for farming or raising animals. **(3)** Forests can provide timber. **(4)** Coastal areas can provide fish and places for ships to travel.

(5) The Caddo people are one example of this idea. **(6)** Many Caddo communities developed in what is now East Texas. **(7)** The land had rivers, forests, and fertile soil that supported daily life. **(8)** Families grew crops such as corn, beans, and squash.

(9) Water and help for people to move from place to place were provided by rivers.

(10) Riding a boat is more fun than riding a bike.

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

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Forests were important to the Caddo. **(2)** The land did not build Caddo communities by itself. **(3)** People had to understand the environment. **(4)** They also had to decide how to use what was available.

(5) People had to decide how to use what was available and understand the environment. **(6)** That same pattern can be found in many societies. **(7)** My favorite forest animal is a deer. **(8)** People observe the world around them.

(9) Then they make choices. **(10)** That is how place, resources, and connection work together.

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

- ☐ **(A)** Forests supplied materials that could be used for homes, tools, and other needs.
- ☐ **(B)** Some forests are very large.
- ☐ **(C)** The land did not build Caddo communities by itself.
- ☐ **(D)** I like to walk in the woods 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 5?

- ☐ (A) People had to understand the environment and decide how to use what was available.
- ☐ (B) People had to decide how to understand the environment and use what was available.
- ☐ (C) People had to decide how to use what was available and understand the environment.
- ☐ (D) No revision is needed.

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

Sentences 8 and 9 read: People observe the world around them. Then they make choices.

- ☐ (A) People observe the world around them, they make choices.
- ☐ (B) People observe the world around them, and then they make choices.
- ☐ (C) People observe the world around them although they make choices.
- ☐ (D) People observe the world around them and people observe choices.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

- (1)** Natural resources are things found in nature that people can use. **(2)** Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are examples. **(3)** Resources can shape the work people do and how societies grow. **(4)** In the ancient West African kingdom of Mali, gold was an especially valuable resource.
- (5)** Trade routes crossed the Sahara. **(6)** They connected Mali with distant regions. **(7)** Often using camels, goods were carried in caravans across the desert by merchants. **(8)** Gold moved from areas where it was available to places where people wanted it.
- (9)** Gold was a resource that people wanted.

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

- ☐ **(A)** People in distant places wanted gold, so it was traded across the Sahara.
- ☐ **(B)** Mali was an ancient kingdom in West Africa.
- ☐ **(C)** Gold is a shiny, yellow metal.
- ☐ **(D)** Caravans often used camels to travel.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Natural resources are things found in nature that people can use. **(2)** Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are examples. **(3)** Resources can shape the work people do and how societies grow. **(4)** In the ancient West African kingdom of Mali, gold was an especially valuable resource.

(5) Trade routes crossed the Sahara. **(6)** They connected Mali with distant regions. **(7)** Often using camels, goods were carried in caravans across the desert by merchants. **(8)** Gold moved from areas where it was available to places where people wanted it.

(9) Gold was a resource that people wanted.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Merchants often traveled in caravans, using camels to carry goods across the desert.
- ☐ **(B)** Goods were carried across the desert by merchants often using camels in caravans.
- ☐ **(C)** Often using camels, goods in caravans were carried across the desert by merchants.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

- (1)** Natural resources are things found in nature that people can use. **(2)** Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are examples. **(3)** Resources can shape the work people do and how societies grow. **(4)** In the ancient West African kingdom of Mali, gold was an especially valuable resource.
- (5)** Trade routes crossed the Sahara. **(6)** They connected Mali with distant regions. **(7)** Often using camels, goods were carried in caravans across the desert by merchants. **(8)** Gold moved from areas where it was available to places where people wanted it.
- (9)** Gold was a resource that people wanted.

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

Sentences 5 and 6 read: Trade routes crossed the Sahara. They connected Mali with distant regions.

- ☐ **(A)** Trade routes crossed the Sahara, they connected Mali with distant regions.
- ☐ **(B)** Trade routes crossed the Sahara and connected Mali with distant regions.
- ☐ **(C)** Although trade routes crossed the Sahara, they connected Mali with distant regions.
- ☐ **(D)** Trade routes crossed the Sahara when they connected Mali with distant regions.

Read the draft a student wrote about what shapes a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

- (1)** Natural resources are things found in nature that people can use. **(2)** Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are examples. **(3)** Resources can shape the work people do and how societies grow. **(4)** In the ancient West African kingdom of Mali, gold was an especially valuable resource.
- (5)** Trade routes crossed the Sahara. **(6)** They connected Mali with distant regions. **(7)** Often using camels, goods were carried in caravans across the desert by merchants. **(8)** Gold moved from areas where it was available to places where people wanted it.
- (9)** Gold was a resource that people wanted.

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 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about how resources shape societies. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Resources can shape how a society grows. **(2)** In Mali, salt was valuable because people needed it. **(3)** Salt could also help preserve food. **(4)** Mali became wealthy and powerful because near important trade routes its location helped the kingdom.

(5) Texas provides another example of how resources influence economic activity. **(6)** Different regions of Texas have different resources. **(7)** The Coastal Plains has the Gulf of Mexico. **(8)** People can fish and ship there.

(9) My family went to a beach in Texas once. **(10)** The Gulf of Mexico is important for many kinds of work.

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

- ☐ **(A)** Salt traveled along trade routes to other places.
- ☐ **(B)** My family uses salt when we cook.
- ☐ **(C)** Salt is white and made of small crystals.
- ☐ **(D)** Texas also has many resources.

2 What is the BEST way to revise sentence 4?

- ☐ **(A)** Mali's location near important trade routes helped the kingdom become wealthy and powerful.
- ☐ **(B)** Mali became wealthy and powerful because near important trade routes its location helped the kingdom.
- ☐ **(C)** Mali's location near important trade routes became wealthy and powerful.
- ☐ **(D)** No revision is needed.

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

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

Sentences 7 and 8 read: *The Coastal Plains has the Gulf of Mexico. People can fish and ship there.*

- ☐ (A) The Coastal Plains has the Gulf of Mexico, people can fish and ship there.
- ☐ (B) The Coastal Plains has the Gulf of Mexico, where people can fish and ship.
- ☐ (C) The Coastal Plains has the Gulf of Mexico although people can fish and ship there.
- ☐ (D) The Coastal Plains has the Gulf of Mexico people can fish and ship there.

4 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 how geography and resources shape a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Geography shapes how people live in a society. **(2)** The Great Plains has wide open spaces. **(3)** These spaces support farming and ranching. **(4)** Strong winds have also made wind energy important in some areas.

(5) Farming is made more difficult by the dry climate in the Mountains and Basins region, but oil, gas, and minerals are contained there. **(6)** Resources help create possibilities, but they also require decisions. **(7)** People must decide how much to use, where to use it, and how to manage it. **(8)** My favorite resource is oil because it can be used to make many things.

(9) Climate is another part of geography. **(10)** Some regions also have farmland, forests, cities, ports, and energy industries.

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

- ☐ **(A)** It includes landforms, climate, and natural resources.
- ☐ **(B)** The Great Plains is one kind of region.
- ☐ **(C)** People in a society need to make many choices.
- ☐ **(D)** My favorite place to visit is the mountains.

Read the draft a student wrote about how geography and resources shape a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Geography shapes how people live in a society. **(2)** The Great Plains has wide open spaces. **(3)** These spaces support farming and ranching. **(4)** Strong winds have also made wind energy important in some areas.

(5) Farming is made more difficult by the dry climate in the Mountains and Basins region, but oil, gas, and minerals are contained there. **(6)** Resources help create possibilities, but they also require decisions. **(7)** People must decide how much to use, where to use it, and how to manage it. **(8)** My favorite resource is oil because it can be used to make many things.

(9) Climate is another part of geography. **(10)** Some regions also have farmland, forests, cities, ports, and energy industries.

What is the BEST way to revise sentence 5?

- ☐ **(A)** The dry climate in the Mountains and Basins region makes farming more difficult, but oil, gas, and minerals are contained there.
- ☐ **(B)** The Mountains and Basins region has a dry climate that makes farming difficult, but it contains oil, gas, and minerals.
- ☐ **(C)** Farming is made more difficult by the dry climate in the Mountains and Basins region, but it contains oil, gas, and minerals.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how geography and resources shape a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Geography shapes how people live in a society. **(2)** The Great Plains has wide open spaces. **(3)** These spaces support farming and ranching. **(4)** Strong winds have also made wind energy important in some areas.

(5) Farming is made more difficult by the dry climate in the Mountains and Basins region, but oil, gas, and minerals are contained there. **(6)** Resources help create possibilities, but they also require decisions. **(7)** People must decide how much to use, where to use it, and how to manage it. **(8)** My favorite resource is oil because it can be used to make many things.

(9) Climate is another part of geography. **(10)** Some regions also have farmland, forests, cities, ports, and energy industries.

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

Sentences 2 and 3 read: The Great Plains has wide open spaces. These spaces support farming and ranching.

- ☐ **(A)** The Great Plains has wide open spaces, these spaces support farming and ranching.
- ☐ **(B)** The Great Plains has wide open spaces that support farming and ranching.
- ☐ **(C)** Although the Great Plains has wide open spaces, these spaces support farming and ranching.
- ☐ **(D)** The Great Plains has wide open spaces, and farming and ranching are supported by these spaces.

Read the draft a student wrote about how geography and resources shape a society. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Geography shapes how people live in a society. **(2)** The Great Plains has wide open spaces. **(3)** These spaces support farming and ranching. **(4)** Strong winds have also made wind energy important in some areas.

(5) Farming is made more difficult by the dry climate in the Mountains and Basins region, but oil, gas, and minerals are contained there. **(6)** Resources help create possibilities, but they also require decisions. **(7)** People must decide how much to use, where to use it, and how to manage it. **(8)** My favorite resource is oil because it can be used to make many things.

(9) Climate is another part of geography. **(10)** Some regions also have farmland, forests, cities, ports, and energy industries.

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 9

Read the draft a student wrote about weather and climate. Then answer the questions that follow.

What Shapes a Society? Place, Resources, and Connection

(1) Weather describes conditions at a particular time and place. **(2)** It may be sunny in the morning. **(3)** It may be rainy later that afternoon. **(4)** I like rainy days better than sunny days.

(5) Climate is different. **(6)** Climate the usual weather patterns of a place describes over a much longer period. **(7)** That difference matters to farmers. **(8)** Farmers do not choose crops based only on the weather during one afternoon.

(9) They think about how much rain an area usually receives. **(10)** They think about how hot or cold it becomes and how long the growing season lasts.

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

- ☐ **(A)** They need to know what conditions are likely over a whole season.
- ☐ **(B)** Farmers work outside in fields.
- ☐ **(C)** Weather can change quickly during a day.
- ☐ **(D)** My grandfather was a farmer.

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 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 6?

- ☐ (A) Climate describes the usual weather patterns of a place over a much longer period.
- ☐ (B) Climate the usual weather patterns describes of a place over a much longer period.
- ☐ (C) Climate describes a place over a much longer period with usual weather patterns.
- ☐ (D) No revision is needed.

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

Sentences 2 and 3 read: It may be sunny in the morning. It may be rainy later that afternoon.

- ☐ (A) It may be sunny in the morning, it may be rainy later that afternoon.
- ☐ (B) It may be sunny in the morning because it may be rainy later that afternoon.
- ☐ (C) It may be sunny in the morning but rainy later that afternoon.
- ☐ (D) It may be sunny in the morning and it may be rainy later that afternoon.