

TEACHER EDITION

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

Answers and Rationales

INSIDE THIS TEACHER EDITION

The correct answer is marked for every question, with a short reason beside each answer choice.

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.
Correct. This sentence gives a clear detail that helps the reader picture how large the crowd was.
- ☐ (B) Mama held my hand tightly.
Distractor. This repeats information already given in sentence 1. It does not add a new supporting detail about the crowd.
- ☐ (C) I like to sing songs at home.
Distractor. This is about the writer's personal likes and does not support the idea of a huge crowd at the Lincoln Memorial.
- ☐ (D) The Lincoln Memorial is in Washington, D.C.
Distractor. This tells where the memorial is located, but it does not help explain how large or crowded the group was.

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.
Distractor. This version still has awkward word order and makes the sentence hard to follow.
- ☒ (B) I had never seen so many people gathered in one place before.
Correct. This revision places the subject and verb in a clear order and keeps the meaning easy to understand.
- ☐ (C) Never before had I seen so many people in one place gathered by me.
Distractor. This version is still confusing and puts the words in an unnatural order.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has awkward word order, so a revision is needed to make the meaning clear.

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.

Distractor. This creates a comma splice by joining two complete ideas with only a comma.

☒

(B) Some carried signs, and some sang songs.

Correct. This correctly combines both ideas into one clear sentence and shows that two groups were doing different things.

☐

(C) Although some carried signs, some sang songs.

Distractor. The word although suggests a contrast that does not make sense here. The two actions are not opposites.

☐

(D) Some carried signs but sang songs.

Distractor. This changes the meaning by suggesting the same people did both actions instead of two different groups.

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
Distractor. Sentence 2 gives an important description of how close people stood. Removing it would take away a key detail.
- ☐ (B) Sentence 5
Distractor. Sentence 5 tells what some people were doing while they waited. This detail helps describe the scene.
- ☒ (C) Sentence 8
Correct. Sentence 8 repeats the idea that the crowd was large, which is already clear from earlier sentences.
- ☐ (D) Sentence 9
Distractor. Sentence 9 asks an important question that moves the draft forward and shows what the writer wondered.

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.
Correct. This sentence shows how the crowd responded to Dr. King's strong and steady voice. It supports the idea that his speech held their attention.
- ☐ (B) I think everyone should bring a hat to outdoor events.
Distractor. This sentence is about bringing hats, which does not relate to Dr. King speaking or the crowd's reaction.
- ☐ (C) Martin Luther King Jr. was a leader.
Distractor. This is a general statement that does not add a specific detail about what happened after he began to speak.
- ☐ (D) The August sun felt hot on my face.
Distractor. This repeats a detail already given in sentence 1 and does not support the idea about his voice or the crowd.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 sets the scene by describing the hot August sun, which helps readers understand the day.
- ☐ (B) Sentence 4
Distractor. Sentence 4 shows that the crowd became still before Dr. King spoke, which is an important part of the event.
- ☒ (C) Sentence 7
Correct. Sentence 7 gives an opinion about hats at outdoor events. It does not support the main idea about hearing Dr. King speak.
- ☐ (D) Sentence 8
Distractor. Sentence 8 includes a quote from a woman in the crowd, which connects to the ideas people were sharing at the event.

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
Distractor. Sentence 1 describes the weather. Moving the introduction of Dr. King there would come before the writer describes waiting in the crowd.
- ☐ (B) After sentence 2
Distractor. Sentence 2 describes the writer's feet hurting. Placing Dr. King's arrival there would interrupt the description of the writer's discomfort.
- ☒ (C) After sentence 3
Correct. Sentence 5 introduces Dr. King stepping forward. Moving it after sentence 3 places his arrival before the crowd becomes still in sentence 4, which makes the order clear.
- ☐ (D) After sentence 6
Distractor. Sentence 6 says his voice was strong and steady. By then he has already begun speaking, so moving sentence 5 there would put his arrival too late.

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.
Distractor. This joins two complete sentences with only a comma, which creates a comma splice.
- ☐ (B) My feet hurt because I wished I had brought more water.
Distractor. The word because suggests that wishing for water caused the writer's feet to hurt, which does not make sense.
- ☒ (C) My feet hurt, and I wished I had brought more water.
Correct. This combines both ideas into one clear sentence. The word and connects the two related problems the writer felt.
- ☐ (D) Although my feet hurt, I wished I had brought more water.
Distractor. The word although suggests a contrast, but the two ideas are both part of the writer's discomfort.

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.
Correct. This sentence explains what the dream for the future was about and connects to the ideas of freedom and justice.
- ☐ (B) Mama often cried during sad songs.
Distractor. This tells about Mama crying at other times, not about the speaker's dream for the future.
- ☐ (C) The speech was given in a large room.
Distractor. This describes the setting but does not explain or support the dream for the future.
- ☐ (D) He talked about freedom and justice.
Distractor. This repeats ideas already stated in sentences 1 and 2 instead of adding a new supporting detail.

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.
Correct. This revision places the subject before the verb and clearly states what happened.
- ☐ (B) Her eyes with tears were filled.
Distractor. This keeps the awkward word order and separates the subject from the verb.
- ☐ (C) With tears, her eyes were filled by them.
Distractor. This adds unnecessary words and makes the sentence confusing.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order that makes it hard to understand. A 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.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) He talked about freedom and justice.
Correct. This combines both ideas into one clear sentence and keeps the meaning of the original sentences.
- ☐ (C) Although he talked about freedom, he talked about justice.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) He talked about freedom when he talked about justice.
Distractor. The word when suggests a specific time, but the ideas are presented together, not at different times.

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
Distractor. Sentence 2 gives a separate idea about justice, which is part of the speech.
- ☐ (B) Sentence 3
Distractor. Sentence 3 introduces the dream for the future, which is important to the draft.
- ☒ (C) Sentence 4
Correct. Sentence 4 repeats the idea in sentence 3 about speaking of his dream for the future.
- ☐ (D) Sentence 7
Distractor. Sentence 7 asks Mama why she is crying, which moves the draft forward.

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.
Correct. This sentence adds a specific detail about what welcomed schools would be like, which supports the writer's idea.
- ☐ (B) I think schools should start later in the day.
Distractor. This sentence is about school start times, which is not related to the idea of welcoming schools.
- ☐ (C) Some schools have large playgrounds.
Distractor. This sentence gives a detail about playgrounds that does not explain why every student being welcomed matters.
- ☐ (D) The speech was very interesting to hear.
Distractor. This sentence is a vague reaction that does not add a supporting detail about welcoming schools.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains that the speech was not only about adults or laws, which helps show how the speech felt different.
- ☐ (B) Sentence 4
Distractor. Sentence 4 gives an important example of what the writer imagined, so it supports the main idea.
- ☒ (C) Sentence 5
Correct. Sentence 5 is about eating pizza on Fridays, which is not connected to the speech or the writer's dream.
- ☐ (D) Sentence 6
Distractor. Sentence 6 describes the kind of neighborhoods the writer imagined, which is a key part of the draft.

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.
Correct. This version places the words in a clear order and keeps the original meaning.
- ☐ (B) It was not only about adults or laws or things that had happened after I was born.
Distractor. Changing before to after changes the meaning of the sentence.
- ☐ (C) It was about adults or laws or things that had happened before I was born not only.
Distractor. This version is still awkward and does not clearly express the writer's idea.
- ☐ (D) No revision is needed.
Distractor. The original sentence has confusing word order, so a 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) I imagined neighborhoods where people were judged by their kindness although the color of their skin did not matter.
Distractor. The word although suggests a contrast that does not match the meaning of the two ideas.
- ☒ (C) I imagined neighborhoods where people were judged by their kindness instead of the color of their skin.
Correct. This combines both ideas into one clear sentence and shows the correct relationship between kindness and skin color.
- ☐ (D) I imagined neighborhoods where people were judged by their kindness and people were judged by the color of their skin.
Distractor. This version repeats the idea of being judged and changes the meaning by saying both kinds of judging happened.

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.
Correct. This sentence adds a specific detail from the source about what people discussed, which supports the idea that serving others was important.
- ☐ (B) Grandpa turned on the recorder before he began to talk.
Distractor. This sentence tells about an action with the recorder, but it does not add a detail that supports the idea in sentence 4.
- ☐ (C) President Kennedy was inaugurated in 1961.
Distractor. This fact gives a date, but it does not explain or support why serving others was important.
- ☐ (D) Grandpa smiled when he remembered those days.
Distractor. This sentence is a general reaction, but it does not add a supporting detail about serving others.

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.
Distractor. This version still separates the verb from its subject and keeps the words in an awkward order.
- ☒ (B) Before Kennedy's inauguration in 1961, many people in the administration discussed ideas for the speech.
Correct. This revision places the subject before the verb and keeps the action clear, making the sentence easy to follow.
- ☐ (C) Before Kennedy's inauguration in 1961, discussed ideas for the speech many people in the administration.
Distractor. This version changes the word order so that the sentence is confusing and grammatically incorrect.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order that makes it hard to understand who discussed the ideas. A 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.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Grandpa remembered conversations about responsibility and citizenship.
Correct. This sentence combines both ideas clearly and concisely without changing the meaning.
- ☐ (C) Although Grandpa remembered conversations about responsibility, he remembered conversations about citizenship.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) Grandpa remembered conversations about responsibility and citizenship were discussed.
Distractor. This version is ungrammatical and changes the meaning of both sentences.

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

Distractor. Sentence 4 states the main idea that President Kennedy wanted Americans to serve others. Removing it would take away important information.

☐

(B) Sentence 6

Distractor. Sentence 6 gives an important detail about the conversations Grandpa remembered. It supports the main idea of the draft.

☒

(C) Sentence 8

Correct. Sentence 8 repeats the idea already stated in sentence 4 that President Kennedy wanted Americans to serve others. The draft does not need both sentences.

☐

(D) Sentence 9

Distractor. Sentence 9 explains what Grandpa thought about the conversations. It helps conclude the draft and supports the main idea.

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.
Correct. This sentence explains what Grandpa meant when he said the words could inspire action and connects to the idea of serving the country.
- ☐ **(B)** Grandpa wore a heavy coat that day.
Distractor. This detail is about Grandpa's clothing, not about the message of service or how the words could inspire action.
- ☐ **(C)** President Kennedy gave his speech in Washington.
Distractor. This repeats information already stated in sentence 2 and does not add a supporting detail about inspiring action.
- ☐ **(D)** I like to watch speeches on television.
Distractor. This introduces a personal opinion about television that does not support the writer's idea about serving or Grandpa's thoughts.

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

- ☐ **(A)** Sentence 2
Distractor. Sentence 2 gives important details about when and where Grandpa watched the inaugural address, which is central to the draft.
- ☐ **(B)** Sentence 5
Distractor. Sentence 5 moves the draft forward by showing that the speaker asked Grandpa what he thought.
- ☐ **(C)** Sentence 7
Distractor. Sentence 7 explains Kennedy's message about giving instead of only receiving, which is an important part of the main idea.
- ☒ **(D)** Sentence 9
Correct. Sentence 9 is about a favorite sandwich and does not support the main idea about Kennedy's message of service.

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.
Correct. This version places the words in a clear order and keeps the meaning that Grandpa stood in the cold air to watch the speech.
- ☐ (B) In the cold air on January 20, he to watch President Kennedy give his inaugural address stood.
Distractor. This version leaves the words in an awkward order that makes the sentence hard to understand.
- ☐ (C) On January 20, he stood in the cold air, President Kennedy gave his inaugural address.
Distractor. This creates a comma splice and changes the meaning by making two complete thoughts without a clear connection.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a revision is needed to make it clear.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) When the new president asked Americans to serve their country, Grandpa heard the crowd respond.
Correct. This sentence joins both ideas into one complete sentence. The word When clearly shows that Grandpa heard the crowd respond as the president asked Americans to serve.
- ☐ (C) The new president asked Americans to serve their country although Grandpa heard the crowd respond.
Distractor. The word although creates a contrast that does not match the meaning. Grandpa heard the crowd respond because of the challenge, not in spite of it.
- ☐ (D) The new president asked Americans to serve their country and asked Grandpa heard the crowd respond.
Distractor. This repeats asked and makes the sentence awkward. It also changes the meaning by saying the president 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.
Correct. This sentence adds a specific detail about how the volunteers served, which supports the idea that they worked with communities.
- ☐ (B) Grandpa liked to tell stories about his past.
Distractor. This sentence is about Grandpa telling stories, not about what the volunteers did in other countries.
- ☐ (C) Many people travel to other countries for vacation.
Distractor. This sentence tells about vacation travel, which is not related to serving through the Peace Corps.
- ☐ (D) I turned on my recorder before we talked.
Distractor. This sentence is about the recorder and does not add a detail about how the volunteers helped people.

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.
Correct. This version puts Grandpa first as the person doing the action and keeps the sentence clear and easy to follow.
- ☐ (B) A few months later, that idea was watched by Grandpa grow through the Peace Corps.
Distractor. This version keeps the awkward wording and separates the action from the person doing it.
- ☐ (C) Through the Peace Corps, a few months later, Grandpa was watched by that idea grow.
Distractor. This version changes the meaning and makes it sound as if the idea was watching Grandpa.
- ☐ (D) No revision is needed.
Distractor. Sentence 1 has awkward word order, so a revision is needed to make the meaning clear.

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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Young Americans volunteered to travel to other countries, where they worked as teachers and helpers.
Correct. This combines both ideas clearly and shows that the teaching and helping happened in the countries where they traveled.
- ☐ (C) Although young Americans volunteered to travel to other countries, they worked as teachers and helpers.
Distractor. The word although suggests a contrast, but these ideas do not contrast with each other.
- ☐ (D) Young Americans volunteered to travel to other countries because they worked as teachers and helpers.
Distractor. The word because gives the wrong cause and makes it sound like working caused them to travel.

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
Distractor. Sentence 1 introduces the idea that Grandpa watched grow through the Peace Corps, which is important to the draft.
- ☐ (B) Sentence 3
Distractor. Sentence 3 explains what the volunteers did, which supports the main idea of serving people.
- ☐ (C) Sentence 6
Distractor. Sentence 6 states the main idea that serving the country can also mean serving people.
- ☒ (D) Sentence 7
Correct. Sentence 7 tells about the recorder and does not support the main idea about serving country and people.

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.
Correct. This sentence explains why Grandpa smiled and connects to the main idea of learning about service.
- ☐ (B) Grandpa always drinks coffee in the morning.
Distractor. This detail about coffee does not relate to service or Grandpa's message.
- ☐ (C) I have a notebook with a blue cover.
Distractor. This detail about the notebook cover does not support the idea of helping others.
- ☐ (D) Service is something that only happens at school.
Distractor. This statement is not supported by the draft and goes against the idea that service can happen in many places.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 introduces the idea that service can happen in small ways, which is important to the draft.
- ☐ (B) Sentence 6
Distractor. Sentence 6 gives an example of a small act of service, so it supports the main idea.
- ☒ (C) Sentence 8
Correct. Sentence 8 is about a favorite sandwich and does not relate to service or helping others.
- ☐ (D) Sentence 10
Distractor. Sentence 10 is the writer's final thought about service and belongs in the draft.

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.
Correct. This version places the words in a clear order and correctly connects the two ideas with a comma and the word but.
- ☐ (B) Those actions may seem simple but they can make a big difference they can.
Distractor. This version repeats the word they and is still awkward.
- ☐ (C) Those actions may make a big difference but seem simple.
Distractor. This version changes the meaning by saying the actions may make a difference but seem simple, which is not the same idea.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has awkward word order, so a 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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) He said service begins when you notice someone who needs help and decide to do something.
Correct. This combines both ideas into one clear sentence and shows that noticing and deciding are part of the same action.
- ☐ (C) He said service begins when you notice someone who needs help although you decide to do something.
Distractor. The word although creates a contrast that does not match the meaning of the two sentences.
- ☐ (D) He said service begins when you notice someone who needs help.
Distractor. This version leaves out the idea that you decide to do something.

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.
Distractor. This sentence gives a fact about King John but does not explain why the barons were upset with him.
- ☒ (B) He often made choices that the barons did not like.
Correct. This sentence explains the reason the barons became unhappy, which prepares the reader for sentence 4.
- ☐ (C) The Magna Carta is a famous document.
Distractor. This sentence is about the Magna Carta, not about King John or the barons. It does not support the idea in sentence 3.
- ☐ (D) The barons were powerful landowners.
Distractor. This sentence repeats information already given in sentence 4, so it does not add a new supporting detail.

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.
Distractor. This version keeps the awkward passive wording and makes the reader work to understand who should not have power.
- ☒ (B) They believed that even the king should not have complete power.
Correct. This revision places the subject before the verb and clearly states who should not have complete power.
- ☐ (C) Complete power, they believed, should not be had by the king even.
Distractor. This version still has an awkward word order and places even at the end.
- ☐ (D) They believed complete power should not have even the king.
Distractor. This version changes the meaning by suggesting that complete power should not have 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.

Distractor. This creates a comma splice by joining two complete thoughts with only a comma.

- ☒ (B) In 1215, a very important document called the Magna Carta was created at Runnymede, England.

Correct. This sentence combines both ideas into one clear sentence and avoids repeating was created.

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

Distractor. The word because suggests the document was created at Runnymede for an illogical reason.

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

Distractor. This sentence is grammatically correct but repeats was created, making it less concise than the best revision.

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

Distractor. Sentence 1 introduces the Magna Carta and when it was created, which is the main topic of the draft.

☐

(B) Sentence 4

Distractor. Sentence 4 introduces the barons and explains that they were unhappy, which is needed for the rest of the draft.

☐

(C) Sentence 9

Distractor. Sentence 9 tells what the barons did after they wanted the king to follow rules, so it moves the draft forward.

☒

(D) Sentence 10

Correct. Sentence 10 repeats the idea that the barons were powerful landowners who were unhappy with King John, which is already stated in sentence 4.

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.
Correct. This sentence gives a specific example of a right protected by the Magna Carta, which supports the idea in sentence 6.
- ☐ (B) The Magna Carta was sealed with wax.
Distractor. This detail about sealing with wax does not explain what rights were protected by the Magna Carta.
- ☐ (C) Rights are important to people.
Distractor. This is a general statement that does not add a specific right or example to support the writer's idea.
- ☐ (D) The king lived in a castle.
Distractor. This detail about where the king lived does not support the idea that the Magna Carta protected rights.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells that the Magna Carta was agreed to and sealed, which is important background for the draft.
- ☐ (B) Sentence 6
Distractor. Sentence 6 states that the Magna Carta protected certain rights, which is a main idea of the draft.
- ☒ (C) Sentence 8
Correct. Sentence 8 gives a personal opinion about the king's feelings that is not supported by facts and does not explain why the Magna Carta was important.
- ☐ (D) Sentence 7
Distractor. Sentence 7 explains that circumstances helped shape the Magna Carta, which is relevant background information.

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.
Correct. This revision puts the words in a clear order and keeps the meaning that circumstances shaped the Magna Carta.
- ☐ (B) The circumstances helped the Magna Carta at the time to be shaped.
Distractor. This version still has awkward word order and does not fix the confusing phrase.
- ☐ (C) The Magna Carta helped shape the circumstances at the time.
Distractor. This changes the meaning by saying the Magna Carta shaped circumstances instead of the other way around.
- ☐ (D) No revision is needed.
Distractor. The original sentence is confusing because of the phrase to be shaped by them, so a 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.
Distractor. This is a comma splice because it joins two complete sentences with only a comma.
- ☒ (B) It said that the king had to follow the law just like everyone else.
Correct. This combines both ideas into one clear sentence and shows that the king had to follow the law in the same way as everyone else.
- ☐ (C) It said that the king had to follow the law because everyone else had to follow the law too.
Distractor. The word because creates a cause and effect relationship that does not match the meaning.
- ☐ (D) It said that the king had to follow the law and everyone else had to follow the law too.
Distractor. This repeats had to follow the law, making the sentence wordy and less effective.

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.
Correct. This sentence adds a clear detail that explains why people wanted leaders to follow the same rules.
- ☐ (B) The Magna Carta is a very old document.
Distractor. This sentence is too general and does not explain why people wanted change or fair treatment.
- ☐ (C) Some people today enjoy learning about history.
Distractor. This sentence is about a personal interest and does not support the writer's idea about fairness and rules.
- ☐ (D) Leaders in the United States created the Constitution.
Distractor. This sentence moves to a later time and does not support the idea in sentence 2.

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.
Correct. This revision uses clear active voice and keeps the verb close to the subject, so the meaning is easy to follow.
- ☐ (B) Similar ideas were used by leaders in the United States when the U.S. Constitution was created.
Distractor. This version is still awkward because it uses passive voice and makes the sentence harder to understand.
- ☐ (C) When creating the U.S. Constitution, similar ideas were used by leaders in the United States.
Distractor. This version makes it sound as though the ideas were creating the Constitution, which changes the meaning.
- ☐ (D) No revision is needed.
Distractor. The sentence has an awkward order that hides who did the action, so a 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ **(B)** The Constitution limits government power and protects the rights of citizens.
Correct. This combines both ideas in one clear sentence and shows that the Constitution does both actions.
- ☐ **(C)** Although the Constitution limits government power, it also protects the rights of citizens.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ **(D)** The Constitution limits government power when it also protects the rights of citizens.
Distractor. The word when suggests a time relationship, but these ideas do not happen at different times.

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

Distractor. Sentence 3 explains what the Magna Carta was, which is important to the main idea of the draft.

☐

(B) Sentence 5

Distractor. Sentence 5 shows how the Magna Carta influenced other governments, which supports the main idea.

☒

(C) Sentence 9

Correct. Sentence 9 gives a personal opinion about the Magna Carta. It does not support the main idea about fairness, rules, and influence.

☐

(D) Sentence 10

Distractor. Sentence 10 states the lesson of the Magna Carta, which helps conclude the draft.

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.
Correct. This sentence explains what the barons believed and directly supports the idea that they wanted limits on the king's power.
- ☐ (B) The barons owned large pieces of land.
Distractor. This detail describes the barons' land, but it does not explain why they wanted the king to follow rules.
- ☐ (C) King John was born in England.
Distractor. This fact about King John's birthplace does not support the idea that the barons wanted the king to follow rules.
- ☐ (D) Documents can be written on paper or parchment.
Distractor. This general statement about documents does not connect to the barons' demands or the main idea.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 explains that many people were unhappy with King John, which is an important part of the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 identifies the barons and explains their unhappiness, which supports the main idea.
- ☒ (C) Sentence 8
Correct. Sentence 8 is about King John's favorite color. This detail does not support the main idea about the Magna Carta and the barons' demands.
- ☐ (D) Sentence 7
Distractor. Sentence 7 states what the barons wanted, which is a key part of the draft.

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.
Correct. This version places the words in a clear order and keeps the meaning that the barons were especially unhappy.
- ☐ (B) Powerful landowners called barons especially unhappy were.
Distractor. This version keeps the words in an awkward order and does not read clearly.
- ☐ (C) Powerful landowners, called barons, especially were unhappy.
Distractor. This version is still awkward because especially is placed before were instead of before unhappy.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 is awkward because especially should come before unhappy, so a 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.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☒ (B) The king collected heavy taxes and made unfair decisions.
Correct. This sentence combines both ideas clearly and concisely. The subject the king is not repeated unnecessarily.
- ☐ (C) The king collected heavy taxes although he made unfair decisions.
Distractor. The word although suggests contrast, but collecting taxes and making unfair decisions are both actions that caused unhappiness, not opposing ideas.
- ☐ (D) The king collected heavy taxes and he made unfair decisions.
Distractor. This sentence repeats the subject he, making it less concise than the best answer.

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.
Correct. This sentence adds a specific detail about the people Tayanita heard, showing what was happening in the village that morning.
- ☐ (B) The village was near a river in the Piney Woods.
Distractor. This repeats information already given in sentence 3, so it does not add a new supporting detail.
- ☐ (C) Tayanita liked to watch the sun rise.
Distractor. This tells how Tayanita felt, but it does not explain what was happening in the village. It is a vague reaction.
- ☐ (D) Corn, beans, and squash grew in long rows.
Distractor. This describes the fields later in the morning, not the sounds and movement in the village. It does not support the idea in sentence 2.

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.
Correct. This revision places Tayanita as the subject and keeps the verb near the person doing the action, so the sentence is clear and easy to follow.
- ☐ (B) The fields were walked to with her mother by Tayanita.
Distractor. This version still uses an awkward passive order and separates the action from the subject.
- ☐ (C) With her mother, the fields were walked to by Tayanita.
Distractor. This version makes it sound as though the fields did the walking and keeps the word order confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward order that makes it hard to understand who walked where, so a 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.
Distractor. This joins two complete sentences with only a comma, which is a comma splice.
- ☒ (B) Corn, beans, and squash grew in long rows.
Correct. This combines both ideas in a clear, concise way and keeps the meaning that all three crops grew in long rows.
- ☐ (C) Corn grew in long rows because beans and squash grew in long rows.
Distractor. The word because suggests that the beans and squash caused the corn to grow in rows, which is not the meaning.
- ☐ (D) Corn grew in long rows when beans and squash grew in long rows.
Distractor. The word when suggests a time relationship, but the sentence simply lists crops that grew in the same way.

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
Distractor. Sentence 3 gives important information about where the family lived, which helps the reader understand the setting. It does not repeat an idea.
- ☐ (B) Sentence 4
Distractor. Sentence 4 explains that the homes were close together and everyone knew each other. This detail supports the idea of village life and is not repeated before it.
- ☒ (C) Sentence 5
Correct. Sentence 5 repeats the idea in sentence 4 that the homes were close and the people knew each other. Removing it would make the draft clearer.
- ☐ (D) Sentence 6
Distractor. Sentence 6 tells how Tayanita and her mother went to the fields. It moves the draft forward and does not repeat an idea.

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.
Correct. This sentence explains why the three plants were necessary for the village to have enough food, which supports sentence 5.
- ☐ (B) Tayanita liked to pull weeds in the morning.
Distractor. This detail tells about Tayanita’s morning activity, but it does not explain why the village needed all three plants.
- ☐ (C) The village had many fields.
Distractor. This is a general fact about the village that does not support the idea that all three plants were needed for food.
- ☐ (D) Later, she went with her grandfather to the large mound in the middle of the village.
Distractor. This sentence introduces a later event and does not explain or support the idea in sentence 5.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces Tayanita and the village setting, which the rest of the draft needs.
- ☐ (B) Sentence 5
Distractor. Sentence 5 states an important idea about why the three plants mattered for food.
- ☒ (C) Sentence 6
Correct. Sentence 6 tells about a favorite color and has nothing to do with Tayanita, the Three Sisters, or the village.
- ☐ (D) Sentence 9
Distractor. Sentence 9 shows Tayanita’s reaction to her uncle’s talk and helps move the morning events forward.

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
Distractor. Sentence 6 is off topic, and sentence 7 uses pronouns that would not have clear referents there.
- ☒ (B) After sentence 8
Correct. Sentence 7 explains what the uncle said about the soil, so it belongs right after sentence 8 introduces the uncle's idea.
- ☐ (C) After sentence 9
Distractor. Sentence 9 describes Tayanita's action after the uncle's talk, so placing sentence 7 there would interrupt the flow.
- ☐ (D) After sentence 10
Distractor. Sentence 10 moves to a later event with the grandfather, so sentence 7 would be out of place after it.

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.
Distractor. This joins two complete thoughts with no punctuation or connecting word, creating a fused sentence.
- ☒ (B) Her mother called the three plants the "Three Sisters" because they helped each other grow.
Correct. This sentence combines both ideas clearly and uses because to show why the plants had that name.
- ☐ (C) Her mother called the three plants the "Three Sisters" although they helped each other grow.
Distractor. The word although suggests a contrast, but the plants helping each other grow is the reason for the name, not an opposing idea.
- ☐ (D) Her mother called the three plants the "Three Sisters" because helping each other grow.
Distractor. This is a fragment because the because clause does not have a subject and verb that complete the thought.

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.
Correct. This sentence tells what people did at the tall structure, which supports the idea that the structure was important in the village.
- ☐ (B) Tayanita liked to watch the trades.
Distractor. This sentence tells about Tayanita watching trades later, so it does not support the idea of the tall structure after sentence 1.
- ☐ (C) The village was a busy and happy place.
Distractor. This sentence gives a vague feeling about the village and does not add a specific detail about the tall structure.
- ☐ (D) The tall structure took many years to build.
Distractor. This sentence repeats the idea that the tall structure took many years to build, which is already stated in sentence 1.

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.
Correct. This revision uses active voice and places Tayanita as the subject, making the sentence clear and easy to understand.
- ☐ (B) The trades were liked to watch by Tayanita.
Distractor. This version still puts the action in an awkward order and makes the sentence hard to follow.
- ☐ (C) Tayanita watched the trades were liked.
Distractor. This version is a fragment and changes the meaning by saying the trades were liked.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has awkward word order, so a 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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) They brought pottery and tools to trade, and her people shared food in return.
Correct. This sentence combines both ideas clearly and uses and to show that both actions happened.
- ☐ (C) Although they brought pottery and tools to trade, her people shared food in return.
Distractor. The word although suggests a contrast, but the two actions are not opposites.
- ☐ (D) They brought pottery and tools to trade when her people shared food in return.
Distractor. The word when suggests a time relationship, but the sharing of food happened in return for the trade, not at a separate time.

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
Distractor. Sentence 1 introduces the tall structure, which is an important part of the draft.
- ☐ (B) Sentence 3
Distractor. Sentence 3 gives a clear detail about what Tayanita could see from the top, so it should stay.
- ☐ (C) Sentence 5
Distractor. Sentence 5 explains what her people gave in return, which is important to the trade.
- ☒ (D) Sentence 7
Correct. Sentence 7 repeats the idea in sentence 6 that Tayanita liked watching the trades, so it should be deleted.

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.
Correct. This sentence gives a specific detail about the village and supports the idea that the community was close. It connects the location of the village to the way people lived.
- ☐ (B) The sun was just starting to come up.
Distractor. This repeats sentence 1 and does not add a new supporting detail about the village.
- ☐ (C) Tayanita walked with her mother to the fields.
Distractor. This repeats sentence 6. It does not add information about the village itself.
- ☐ (D) The tall pine trees were still very dark.
Distractor. This repeats the idea in sentence 3 and does not support the description of the village.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 describes what Tayanita heard and helps show that the village was waking up.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells where Tayanita went with her mother and is part of the morning events.
- ☐ (C) Sentence 8
Distractor. Sentence 8 explains what other people were doing and supports the main idea of a busy morning.
- ☒ (D) Sentence 9
Correct. Sentence 9 is a personal opinion about the color blue. It does not support the main idea about morning in the village.

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
Distractor. Moving sentence 6 here would tell about walking to the fields before Tayanita steps outside and before other morning events.
- ☐ (B) After sentence 3
Distractor. Placing sentence 6 here would interrupt the description of the dark trees and the sounds in the village.
- ☒ (C) After sentence 8
Correct. Sentence 6 tells what Tayanita did after hearing people cooking and heading to work. Moving it after sentence 8 keeps the order of events clear.
- ☐ (D) After sentence 5
Distractor. This location would put the walk to the fields before the description of people cooking and working, which does not match the order in the passage.

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.
Distractor. This is a comma splice. It joins two complete sentences with only a comma.
- ☒ (B) The sun was just starting to come up when Tayanita stepped outside.
Correct. This combines both ideas into one clear sentence. The word when shows the time relationship between the sunrise and Tayanita stepping outside.
- ☐ (C) The sun was just starting to come up because Tayanita stepped outside.
Distractor. The word because creates a cause and effect that does not make sense. Tayanita stepping outside did not cause the sun to come up.
- ☐ (D) The sun was just starting to come up Tayanita stepped outside.
Distractor. This is a fused sentence. It runs two complete sentences together without correct punctuation or a connecting word.

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.

Correct. This sentence defines renewable resources, which prepares the reader for the examples that follow in sentence 5.



(B) Renewable resources are found in many places around the world.

Distractor. This fact tells where resources are found, but it does not explain what renewable means or support the idea in sentence 4.



(C) People can save money by using less energy at home.

Distractor. This idea is about saving money, which is not the main point about renewable resources in the draft.



(D) Some resources are not renewable and cannot be replaced.

Distractor. This sentence introduces a different kind of resource, so it moves away from the writer's point about renewable resources.

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.
Correct. This revision places the words in a clear order and keeps the meaning that the sun gives us energy each day.
- ☐ (B) The sun provides to us energy every day.
Distractor. This version keeps the awkward word order that separates the verb from the object, making the sentence hard to read.
- ☐ (C) To us, the sun provides every day energy.
Distractor. This version is still awkward because it places every day before energy and interrupts the natural order of the sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order, so a revision is needed to make the sentence clear.

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.

Correct. This sentence correctly joins both ideas about renewable resources with the word and, and it remains one complete sentence.

- ☐ (B) Wind can be used to make electricity, plants and animals can be grown and replaced through careful management.

Distactor. This creates a comma splice because two complete ideas are joined with only a comma.

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

Distactor. The word although suggests a contrast, but the two ideas do not oppose each other.

- ☐ (D) Wind can be used to make electricity because plants and animals can be grown and replaced through careful management.

Distactor. The word because gives a cause and effect relationship that does not make sense in this context.

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

Distractor. Sentence 3 explains that energy comes from natural resources, which is an important part of the main idea.



(B) Sentence 5

Distractor. Sentence 5 gives examples of renewable resources, which supports the main idea about energy sources.



(C) Sentence 7

Distractor. Sentence 7 explains how wind can make electricity, which is a key detail about renewable energy.



(D) Sentence 9

Correct. Sentence 9 tells about watching a sun set, which is not related to the main idea about energy from natural resources.

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.
Correct. This sentence gives specific examples that show why renewable energy sources are not always available.
- ☐ (B) Solar panels can be seen on many houses.
Distractor. This is a general detail about where solar panels are used, but it does not explain why renewable sources are not always available.
- ☐ (C) Renewable resources are good for the Earth.
Distractor. This repeats a general advantage and does not support the limitation described in sentence 5.
- ☐ (D) People should remember to turn off lights when they leave a room.
Distractor. This is about saving energy at home, not about renewable energy sources being unavailable.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives an advantage of renewable resources, which supports the main idea.
- ☐ (B) Sentence 4
Distractor. Sentence 4 introduces the limitations of renewable resources, which is an important part of the draft.
- ☒ (C) Sentence 7
Correct. Sentence 7 is a personal opinion about how solar panels look. It does not support the main idea about advantages and limitations of renewable resources.
- ☐ (D) Sentence 6
Distractor. Sentence 6 explains a result of not planning carefully, which connects to the limitations of renewable resources.

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.
Distractor. Sentence 8 places the words when they use renewable energy in an awkward spot, so a revision is needed.
- ☒ (B) People must plan carefully when they use renewable energy.
Correct. This revision places the condition after the action and makes the sentence clear and easy to read.
- ☐ (C) People must use renewable energy when they plan carefully.
Distractor. This changes the meaning by saying people use renewable energy only when they plan, not that they must plan when using energy.
- ☐ (D) When they use renewable energy, people must plan carefully, carefully.
Distractor. This repeats the word carefully and is not clear or concise.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) They do not run out easily although they often cause less damage to the environment.
Distractor. The word although creates a contrast that does not match the meaning. Both ideas are advantages.
- ☒ (C) They do not run out easily, and they often cause less damage to the environment.
Correct. This combines both advantages into one clear sentence without changing the meaning.
- ☐ (D) They do not run out easily, and they do not run out easily and cause less damage to the environment.
Distractor. This repeats the idea that they do not run out easily, making the sentence wordy and awkward.

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.
Distractor. This sentence tells what coal is, but it does not explain how long it takes for nonrenewable resources to be replaced.
- ☒ **(B)** For example, coal that is used today may not be replaced for millions of years.
Correct. This sentence gives a specific example that supports the idea that nonrenewable resources cannot be replaced quickly.
- ☐ **(C)** Some people use solar panels to capture energy from the sun.
Distractor. This sentence is about renewable energy, so it does not support the idea about nonrenewable resources.
- ☐ **(D)** This shows why nonrenewable resources are important to learn about.
Distractor. This sentence is vague and does not add a clear supporting detail after sentence 4.

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.
Distractor. This version keeps the same awkward word order, so it is still hard to follow.
- ☒ **(B)** Coal, oil, and natural gas are formed deep underground over millions of years.
Correct. This version places the subject before the verb and keeps the phrase order clear.
- ☐ **(C)** Coal, oil, and natural gas are formed deep underground in a few years.
Distractor. This version changes the meaning by saying a few years instead of millions of years.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 3 has an awkward word order, so a 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.
Distractor. This version creates a comma splice by joining two complete ideas with only a comma.
- ☒ **(B)** Nonrenewable resources give a large and steady supply of energy.
Correct. This version combines both ideas into one clear sentence and keeps the meaning.
- ☐ **(C)** Although nonrenewable resources give a large supply of energy, this supply is steady.
Distractor. The word although suggests a contrast that does not make sense with these two ideas.
- ☐ **(D)** Nonrenewable resources give a large supply of energy. This supply is steady.
Distractor. This version does not combine the two sentences into one effective sentence.

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

Distractor. Sentence 4 explains why nonrenewable resources cannot be replaced quickly, which is an important supporting detail.

☐

(B) Sentence 6

Distractor. Sentence 6 supports the idea that nonrenewable resources provide a steady supply of energy.

☒

(C) Sentence 8

Correct. Sentence 8 tells about riding a bike, which is a personal activity that does not support the main idea about nonrenewable resources.

☐

(D) Sentence 10

Distractor. Sentence 10 gives the final idea about understanding good and bad points to make responsible energy choices.

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.
Correct. This sentence connects the list of renewable resources to the next sentences about the sun and wind making electricity.
- ☐ (B) My favorite resource is water.
Distractor. This is a personal opinion that does not support the main idea about renewable resources and energy.
- ☐ (C) Electricity is important for many things.
Distractor. This is a general statement that does not give a specific detail about renewable resources.
- ☐ (D) The sun is a star in the sky.
Distractor. This fact about the sun does not explain how renewable resources are used for energy.

2 What is the BEST way to revise sentence 3?

- ☒ (A) This energy is produced from natural resources found on Earth.
Correct. This version places the verb produced in a clear position and keeps the meaning of the sentence.
- ☐ (B) This energy is from natural resources found on Earth produced.
Distractor. This word order is still awkward because produced comes after the phrase found on Earth.
- ☐ (C) This energy from natural resources found on Earth is produced.
Distractor. This version separates the subject from the verb in a way that makes the sentence confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because the verb produced is at the end, so a 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.
Correct. This sentence combines both ideas clearly and correctly with a comma and the word and.
- ☐ **(B)** The sun provides energy each day, wind can be used to generate electricity.
Distractor. This creates a comma splice by joining two complete sentences with only a comma.
- ☐ **(C)** The sun provides energy each day although wind can be used to generate electricity.
Distractor. The word although shows a contrast that does not match the meaning of the two ideas.
- ☐ **(D)** The sun provides energy each day but wind can be used to generate electricity.
Distractor. The word but also shows a contrast that is not present in the original sentences.

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

- ☐ **(A)** Sentence 5
Distractor. Sentence 5 explains what renewable resources can do, which is an important part of the main idea.
- ☐ **(B)** Sentence 6
Distractor. Sentence 6 gives examples of renewable resources, which supports the main idea.
- ☒ **(C)** Sentence 9
Correct. Sentence 9 gives a personal opinion about riding a bike to school. It does not support the main idea about renewable energy resources.
- ☐ **(D)** Sentence 10
Distractor. Sentence 10 explains why renewable resources are helpful, which supports the main idea.

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.

Distractor. This sentence gives a general fact about Spain, but it does not explain why Columbus's action was important or how it affected Spain.



(B) Columbus had three ships on his first voyage.

Distractor. This sentence is interesting, but it does not support the idea that claiming the land helped Spain explore and settle the Americas.



(C) This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.

Correct. This sentence explains the result of Columbus claiming land for Spain, which supports the idea that his action was important.



(D) Many explorers sailed for different countries.

Distractor. This sentence is too general and does not connect to the specific result of Columbus's claim for Spain.

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.
Correct. This revision places the subject before the verb and keeps the words in a clear order, making the sentence easy to understand.
- ☐ (B) Native American groups such as the Taino and the Carib there already lived.
Distractor. This version still has an awkward word order because the word there is placed before the verb in a confusing way.
- ☐ (C) Already there lived were Native American groups such as the Taino and the Carib.
Distractor. This version mixes up the subject and verb, making the sentence sound unclear and grammatically incorrect.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order that makes it hard to read, so a 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.
Distractor. This version creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) In 1492, Christopher Columbus sailed across the Atlantic Ocean to search for a new route to Asia.
Correct. This version combines both ideas into one clear sentence and shows that Columbus sailed in order to search for a new route.
- ☐ (C) Christopher Columbus sailed across the Atlantic Ocean in 1492. Searching for a new route to Asia.
Distractor. This version leaves the second part as a fragment, so it is not a complete sentence.
- ☐ (D) Christopher Columbus sailed across the Atlantic Ocean in 1492 so he was searching for a new route to Asia.
Distractor. The word so suggests a result, but searching for a new route was the reason for the voyage, not the result.

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

Distractor. Sentence 1 introduces Columbus's voyage, which is the main topic of the draft. It should not be deleted.

☐

(B) Sentence 3

Distractor. Sentence 3 tells where Columbus landed, which is an important detail about his voyage. It should not be deleted.

☐

(C) Sentence 6

Distractor. Sentence 6 explains how Columbus helped Spain, which is a key part of the main idea. It should not be deleted.

☒

(D) Sentence 9

Correct. Sentence 9 is about students enjoying ships and sailing. It does not support the main idea about Columbus and his voyage.

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.
Correct. This sentence gives a specific example of the friendliness described in sentence 4 and matches the source passage.
- ☐ (B) Columbus sailed across the ocean in a ship.
Distractor. This detail does not explain how Native American groups showed friendliness, so it does not support the writer's idea.
- ☐ (C) Some people are friendly when they meet someone new.
Distractor. This is a general statement that does not connect to Columbus, the Taino, or the events in the draft.
- ☐ (D) The Carib were known for resisting the Spanish.
Distractor. This sentence is about conflict, which does not support the idea of friendliness in sentence 4.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains a result of missionaries teaching Native Americans and connects to the main idea about changes.
- ☐ (B) Sentence 6
Distractor. This sentence is a key detail about the conflicts that developed.
- ☐ (C) Sentence 9
Distractor. This sentence introduces the missionaries, which is an important part of the passage.
- ☒ (D) Sentence 10
Correct. This sentence gives a personal opinion about learning history and does not support the main idea about Columbus's arrival and its effects.

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
Distractor. Sentence 1 is about Columbus arriving, so sentence 2 would not have a clear word to refer to.
- ☐ (B) After sentence 5
Distractor. Sentence 5 is about relationships staying peaceful, which is not what “This” in sentence 2 refers to.
- ☐ (C) After sentence 8
Distractor. Sentence 8 is about fighting, so placing sentence 2 there would interrupt the conflict sequence and leave “This” unclear.
- ☒ (D) After sentence 9
Correct. The word “This” in sentence 2 refers to missionaries teaching Native Americans about their religion, which is described in sentence 9. Moving it after sentence 9 makes the reference clear.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) The Carib were known for resisting the Spanish although this resistance led to fighting between the groups.
Distractor. The word although creates a contrast that does not match the meaning. The resistance caused the fighting, so a contrast word is not correct.
- ☒ (C) The Carib were known for resisting the Spanish, which led to fighting between the groups.
Correct. This combines both ideas into one clear sentence and uses “which” to show that the resistance led to fighting.
- ☐ (D) The Carib were known for resisting the Spanish and this resistance led to fighting between the groups.
Distractor. This sentence is wordy and repeats the idea of resistance instead of combining the ideas smoothly.

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.
Correct. This sentence explains the purpose of the missionaries and supports the idea that they traveled to teach their religion.
- ☐ (B) The Taino lived on islands in the Caribbean.
Distractor. This sentence tells about the Taino, but it does not explain why missionaries traveled or what they taught.
- ☐ (C) This happened a very long time ago.
Distractor. This sentence is vague and does not add a supporting detail about the missionaries.
- ☐ (D) Many people enjoy reading about explorers.
Distractor. This sentence is about people today, not about missionaries or their work in the Americas.

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.
Correct. This revision places friendliness after showed and keeps the phrase toward Columbus and his crew in a clear order.
- ☐ (B) At first, some Native American groups, like the Taino, showed by trading and cooperating with them friendliness toward Columbus and his crew.
Distractor. This version separates showed from friendliness and makes the sentence confusing.
- ☐ (C) At first, some Native American groups, like the Taino, toward Columbus and his crew showed friendliness by trading and cooperating with them.
Distractor. This version places the phrase toward Columbus and his crew before the verb, which makes the word order awkward.
- ☐ (D) No revision is needed.
Distractor. The original sentence places friendliness after a long phrase and does not read smoothly, so a 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.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☐ (B) Conflicts developed over land and resources, and they also fought for control.
Distractor. This combines the ideas, but it is less effective because it keeps extra words and does not combine the list smoothly.
- ☒ (C) Conflicts developed over land, resources, and control.
Correct. This sentence combines both ideas into one clear sentence and lists the three causes of conflict.
- ☐ (D) Although conflicts developed over land and resources, they also fought for control.
Distractor. The word although wrongly suggests a contrast between the two ideas.

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

Distractor. Sentence 1 introduces the missionaries and their purpose, which is important to the draft.

☐

(B) Sentence 3

Distractor. Sentence 3 gives a key example of how the Taino first interacted with Columbus and his crew.

☐

(C) Sentence 5

Distractor. Sentence 5 begins to explain the conflicts that developed, which moves the draft forward.

☒

(D) Sentence 8

Correct. Sentence 8 repeats the idea in sentence 2 that Native American traditions and ways of life changed.

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.
Correct. This sentence adds a key detail from the passage. It explains that people were already living on the land when Columbus claimed it, which supports the writer's idea about his arrival.
- ☐ (B) The Caribbean is a popular place for vacations.
Distractor. This detail is about vacations and does not support the idea that Columbus claimed land where other groups already lived.
- ☐ (C) Columbus claimed the land for Spain.
Distractor. This sentence repeats information already given in sentence 4, so it does not add a new supporting detail.
- ☐ (D) Spain is a country in Europe.
Distractor. This is a general fact about Spain that does not help explain what happened when Columbus arrived.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 tells where Columbus reached, which is an important part of the story about his voyage.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains why the claim was important, which is a key part of the draft's main idea.
- ☒ (C) Sentence 7
Correct. Sentence 7 gives a personal opinion about learning to sail. It does not support the main idea about Columbus's arrival and its effects.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains what Columbus and his crew wanted to do, which is a key detail about their beliefs.

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
Distractor. Sentence 5 tells why a later event was important. Moving it after sentence 2 would place it before the event it describes.
- ☐ (B) After sentence 4
Distractor. Sentence 5 refers to the importance of claiming land, but sentence 4 only states that Columbus claimed the land. The effect is explained in sentence 6.
- ☒ (C) After sentence 6
Correct. Sentence 6 explains how claiming the land helped Spain explore and settle. Sentence 5 tells why that result was important, so it belongs right after sentence 6.
- ☐ (D) After sentence 8
Distractor. Sentence 5 is about Spain's expeditions and influence. Placing it after sentence 8 would separate it from the related ideas about claiming land and its effects.

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.
Distractor. This is a comma splice because it joins two complete sentences with only a comma.
- ☐ (B) Columbus and his crew also brought their beliefs with them although they wanted to spread Christianity to the people they met.
Distractor. The word although shows a contrast, but the two ideas are connected and do not oppose each other.
- ☒ (C) Columbus and his crew brought their beliefs with them and wanted to spread Christianity to the people they met.
Correct. This combines both ideas into one clear sentence. It shows that bringing beliefs and wanting to spread Christianity are connected actions.
- ☐ (D) Columbus and his crew brought their beliefs with them. They wanted to spread Christianity to the people they met.
Distractor. This does not combine the sentences. It leaves them as two separate sentences, so it does not answer the question.

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.
Correct. This sentence explains why Texas was unsure where to go and introduces the leaders who would make the choice.
- ☐ (B) Texas is a large state with many cities today.
Distractor. This sentence tells about Texas today, which does not support the idea that the young republic was unsure where to go.
- ☐ (C) The people liked to talk about many things.
Distractor. This is a vague idea about talking, but it does not explain what choice Texas faced.
- ☐ (D) Mexico is a country to the south of Texas.
Distractor. This fact about Mexico does not help explain why Texas stood alone and was not sure where to go.

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.
Correct. This revision puts the subject and verb in a clear order and keeps the important ideas together.
- ☐ (B) About what was right and joining the United States, the leaders talked.
Distractor. This version still begins with a long phrase, so the subject and verb are separated and the sentence sounds awkward.
- ☐ (C) The leaders about joining the United States and what was right talked.
Distractor. This version places the verb after the object, which makes the sentence hard to understand.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order, so a 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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Some leaders were hopeful, while others felt hopeless.
Correct. This sentence correctly combines both ideas and uses while to show the contrast between the two groups.
- ☐ (C) Some leaders were hopeful, so others felt hopeless.
Distractor. The word so suggests that the hopeful leaders caused others to feel hopeless, which changes the meaning.
- ☐ (D) Some leaders were hopeful because others felt hopeless.
Distractor. The word because gives a cause that does not make sense. The groups felt different ways, but one did not cause the other.

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
Distractor. Sentence 3 tells that Texas stood alone and was unsure, which is an important part of the main idea.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains what the leaders talked about, so it supports the main idea.
- ☐ (C) Sentence 8
Distractor. Sentence 8 tells what the people wondered about, which is a key detail in the draft.
- ☒ (D) Sentence 9
Correct. Sentence 9 gives a personal opinion about learning Texas history. It does not support the main idea about Texas making a choice as a young republic.

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.
Correct. This sentence gives specific examples of battles fought near and far, which supports the writer's idea that the war spread to many places.
- ☐ (B) The war was a very sad time for everyone.
Distractor. This is a general reaction that does not add information about where battles were fought.
- ☐ (C) Battles were fought both near and far.
Distractor. This repeats sentence 7 instead of adding a supporting detail.
- ☐ (D) Soldiers carried supplies with them.
Distractor. This introduces a new detail about supplies that does not support the idea that battles were fought in many places.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 shows that anger grew between the sides, which is a key part of the draft.
- ☒ (B) Sentence 6
Correct. Sentence 6 is about a cousin's bicycle and does not support the main idea about the conflict between Mexico and Texas.
- ☐ (C) Sentence 7
Distractor. Sentence 7 tells where battles were fought and supports the main idea.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains that the war had strong effects, which is important to the main idea.

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.
Correct. This version places the subject war before the verb began and keeps the meaning clear.
- ☐ (B) Soon began a war to rise.
Distractor. This version still has an awkward word order because the subject comes after the verb.
- ☐ (C) A war began to rise in soon time.
Distractor. This version adds in soon time, which is unclear and not standard English.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order, so a 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.
Correct. This sentence combines both ideas clearly and correctly uses a comma before and to join two complete thoughts.
- ☐ (B) Anger grew between the two sides, people could see the anger everywhere.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☐ (C) Anger grew between the two sides although people could see the anger everywhere.
Distractor. The word although creates a contrast that does not match the meaning of the two sentences.
- ☐ (D) Anger grew between the two sides, people seeing the anger everywhere.
Distractor. This is a fragment because the second part does not form a complete thought.

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.
Correct. This sentence gives a specific detail about how gaining land in the West changed the map of the country.
- ☐ (B) Texas became a state in the United States.
Distractor. This sentence tells about Texas becoming a state, but it does not explain how the map changed after the United States gained land in the West.
- ☐ (C) The map was very old.
Distractor. This sentence is vague and does not support the idea that the map changed.
- ☐ (D) This was an exciting change for everyone.
Distractor. This sentence gives a general reaction instead of a detail about the land or the map.

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.
Distractor. This version keeps the awkward word order and makes it hard to understand who studied the choice.
- ☒ (B) Many people studied the important choice that Texas made.
Correct. This revision places the subject before the verb and keeps the sentence clear and easy to follow.
- ☐ (C) The important choice was studied by many people that Texas made.
Distractor. This version is awkward and unclear because the phrase about Texas is placed too far from the choice it describes.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order that makes the meaning unclear, so a 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) People can learn from Texas history because it shows how choices reshape history.
Correct. The word because correctly shows the relationship between learning from Texas history and seeing how choices reshape history.
- ☐ (C) Although people can learn from Texas history, it shows how choices reshape history.
Distractor. The word although creates a contrast that does not make sense here.
- ☐ (D) People can learn from Texas history when it shows how choices reshape history.
Distractor. The word when suggests a specific time, but the idea is not about time.

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

Distractor. Sentence 1 introduces the main idea that the United States gained land in the West. Removing it would take away important information.

☐

(B) Sentence 4

Distractor. Sentence 4 states that Texas became a state in the United States. This idea is important to the draft.

☒

(C) Sentence 6

Correct. Sentence 6 repeats the idea already stated in sentence 4 that Texas became a state in the United States. Removing it would make the draft clearer.

☐

(D) Sentence 8

Distractor. Sentence 8 explains how choices reshape history, which supports the main idea. Removing it would weaken the draft.

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.
Correct. This sentence explains the choice the leaders were discussing, which connects sentence 4 to the rest of the draft and supports the idea that the decision was important.
- ☐ (B) Leaders talked for a very long time.
Distractor. This detail repeats the idea that leaders talked without adding a specific supporting explanation about the choice.
- ☐ (C) The United States is a country with many states.
Distractor. This is a general fact about the United States that does not explain the choice Texas faced.
- ☐ (D) My cousin bought a cowboy hat in Texas.
Distractor. This introduces an unrelated personal detail that does not support the main idea about Texas deciding whether to join the United States.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 explains that Texas stood alone and was unsure where to go, which is an important part of the main idea.
- ☐ (B) Sentence 6
Distractor. Sentence 6 describes how some leaders were hopeful while others felt hopeless, which supports the idea that the choice was difficult.
- ☒ (C) Sentence 7
Correct. Sentence 7 tells about a cousin visiting Texas and buying a cowboy hat, which is an unrelated personal detail that does not support the main idea.
- ☐ (D) Sentence 9
Distractor. Sentence 9 states that the decision was important for the new republic, which helps explain why the choice mattered.

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.
Correct. This revision places the subject and verb in a clear order, making the sentence easy to understand.
- ☐ (B) Wondering what the choice was about, everyone did.
Distractor. This keeps the awkward word order that makes the sentence confusing.
- ☐ (C) Everyone did wonder what the choice was about.
Distractor. This version is grammatically possible but adds an unnecessary helping verb and is less clear than the correct revision.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward order that needs to be revised for clarity.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Leaders talked day and night about joining the United States and about what was right.
Correct. This combines both ideas into one clear sentence. The word and correctly connects the two topics the leaders discussed.
- ☐ (C) Leaders talked day and night about joining the United States because they also talked about what was right.
Distractor. The word because creates a cause-and-effect relationship that does not match the meaning of the original sentences.
- ☐ (D) Leaders talked day and night about joining the United States. They also talked about what was right.
Distractor. This does not combine the sentences into one effective sentence as the question asks.

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.
Correct. This sentence adds a specific example of how a patron helped an artist, which supports the idea in sentence 3.
- ☐ (B) Artists sometimes use many different colors in their paintings.
Distractor. This sentence tells about colors in paintings, but it does not explain how patrons helped artists.
- ☐ (C) Mrs. Chen smiled when she answered Aaliyah.
Distractor. This sentence describes Mrs. Chen's smile, which is a vague reaction and does not support the idea.
- ☐ (D) Long ago, some people did not have much money.
Distractor. This sentence repeats the general idea that people lacked money, but it does not add a specific detail about patrons.

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.
Correct. This revision puts the subject, Artists, before the verb and shows clearly what they did with the money.
- ☐ (B) With money from patrons, supplies for their work were bought by artists.
Distractor. This version still uses an awkward passive structure and places the supplies before the action.
- ☐ (C) Money from patrons was used for supplies by artists to buy their work.
Distractor. This version changes the meaning by saying artists used money to buy their work.
- ☐ (D) No revision is needed.
Distractor. Sentence 8 has an awkward order and passive voice, so a 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.

Distractor. This version joins two complete thoughts with only a comma, which creates a comma splice.

- ☒ (B) Patrons gave money to artists so that the artists could buy supplies and make their art.

Correct. This version correctly connects the two ideas by showing that the money allowed the artists to buy supplies and make art.

- ☐ (C) Although patrons gave money to artists, the money helped artists buy supplies and make their art.

Distractor. The word although creates a contrast that does not make sense because the second idea is a result of the first.

- ☐ (D) Patrons gave money to artists when the money helped artists buy supplies and make their art.

Distractor. The word when suggests a time relationship that does not fit the ideas and makes the sentence confusing.

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

Distractor. Sentence 1 introduces the topic of the draft, so it should not be deleted.

☐

(B) Sentence 3

Distractor. Sentence 3 explains who patrons were and why they were important, so it is needed.

☒

(C) Sentence 9

Correct. Sentence 9 tells about a favorite color and does not support the main idea about patrons helping artists.

☐

(D) Sentence 5

Distractor. Sentence 5 explains how patrons' money helped artists, so it is an important detail.

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.
Correct. This sentence connects the idea that opening the store took time with the need for money that appears later in the draft.
- ☐ (B) Aaliyah often visits stores in her neighborhood.
Distractor. This detail is about Aaliyah's shopping habits and does not support the main idea about how Mr. Patel opened his store.
- ☐ (C) Mr. Patel smiled at Mateo.
Distractor. This repeats the action from sentence 2 and does not add a supporting detail about opening the store.
- ☐ (D) Banks have many customers every day.
Distractor. This is a general statement about banks that does not explain how Mr. Patel opened his store.

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

- ☐ (A) Sentence 5
Distractor. Sentence 5 explains why Mr. Patel needed a loan, which is an important part of how he opened the store.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells that Mr. Patel got a loan from a bank, which is a key detail in the draft.
- ☐ (C) Sentence 7
Distractor. Sentence 7 shows Mateo asking about the bank's help, which keeps the draft focused on how the store opened.
- ☒ (D) Sentence 8
Correct. This sentence gives a personal opinion about paint color and does not support the main idea about how Mr. Patel opened his store.

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.
Correct. This version removes the repeated subject and clearly states that Mr. Patel had an idea for the store.
- ☐ (B) Mr. Patel he had an idea for the store.
Distractor. This version repeats the subject and is awkward.
- ☐ (C) Mr. Patel had an idea for a store he did.
Distractor. This version is awkward and changes the meaning of the sentence.
- ☐ (D) No revision is needed.
Distractor. The original sentence has a repeated subject and needs revision for clarity.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) He did not have all the money he needed, so he got a loan from a bank.
Correct. This combines both ideas into one clear sentence and uses so to show the correct cause and effect relationship.
- ☐ (C) He did not have all the money he needed because he got a loan from a bank.
Distractor. The word because reverses the cause and effect. The loan helped him, but it was not the reason he lacked money.
- ☐ (D) He did not have all the money he needed and he did not get a loan from a bank.
Distractor. This changes the meaning by saying he did not get a loan, which is the opposite of the source.

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.

Correct. This sentence gives a specific example of how patrons helped artists, which supports the idea in sentence 2.



(B) Aaliyah likes to visit art museums with her family.

Distractor. This sentence tells about Aaliyah's family visits, but it does not explain how patrons helped artists and learning.



(C) Banks are places where people can keep their money.

Distractor. This sentence describes banks, but sentence 2 is about patrons long ago. It does not support the idea that patrons helped artists and learning.



(D) Long ago, people did not have computers or phones.

Distractor. This sentence is a general fact about the past. It does not show how patrons helped artists and learning.

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.
Distractor. This version keeps the awkward word order and separates the subject from the action.
- ☒ (B) Mrs. Chen explained the idea of a free enterprise system to the class.
Correct. This revision puts the subject and verb together and clearly states who explained the idea.
- ☐ (C) The class explained the idea of a free enterprise system by Mrs. Chen.
Distractor. This version reverses who explained the idea, changing the meaning of the sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has an awkward word order that makes it hard to understand who explained the idea. A 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.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) In a free enterprise system, people can come up with ideas and try to make them work.
Correct. This sentence combines both ideas smoothly and keeps the meaning that people try to make their own ideas work.
- ☐ (C) Although in a free enterprise system people can come up with ideas, they try to make their ideas work.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) In a free enterprise system, people can come up with ideas when they try to make their ideas work.
Distractor. The word when suggests that people come up with ideas only at the time they try to make them work. This changes the meaning.

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

Distractor. Sentence 2 gives an important example of how patrons helped artists and learning. It supports the main idea.

☐

(B) Sentence 4

Distractor. Sentence 4 explains the free enterprise system, which is a key idea in the draft. Removing it would take away important information.

☒

(C) Sentence 7

Correct. Sentence 7 tells about a pencil case, which is not related to how people get support to start new projects. It does not support the main idea.

☐

(D) Sentence 9

Distractor. Sentence 9 concludes that support helps people begin, which connects to the main idea. Removing it would weaken the ending.

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.
Correct. This sentence explains how patrons helped artists, which connects sentence 5 to Mateo's question in sentence 6.
- ☐ (B) Aaliyah liked to draw pictures in her notebook.
Distractor. This detail is about Aaliyah's hobby, not about artists needing money for their work.
- ☐ (C) Mrs. Chen smiled at the class.
Distractor. This repeats an action from earlier and does not add a supporting detail about artists or patrons.
- ☐ (D) Many people enjoy looking at art in museums.
Distractor. This is an interesting fact about museums, but it does not explain why artists needed help long ago.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells what Aaliyah wanted to know, which introduces the topic of turning ideas into real things.
- ☐ (B) Sentence 5
Distractor. Sentence 5 introduces patrons, who are central to the main idea about how artists were helped.
- ☒ (C) Sentence 9
Correct. Sentence 9 gives a personal opinion about Mrs. Chen being kind. It does not support the main idea about patrons helping artists.
- ☐ (D) Sentence 10
Distractor. Sentence 10 states the main idea that patrons played an important part in helping artists.

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.
Distractor. This word order is awkward because the words “she said” are placed after the question instead of before it.
- ☒ (B) Mrs. Chen smiled and said that was a good question.
Correct. This revision places the words in a clear order and keeps the meaning that Mrs. Chen thought the question was good.
- ☐ (C) No revision is needed.
Distractor. The original sentence has an awkward word order, so a revision is needed.
- ☐ (D) Mrs. Chen smiled a good question and said that was.
Distractor. This revision changes the meaning and leaves the sentence unclear.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Mateo leaned over and asked if patrons just paid for it.
Correct. This combines both ideas into one clear sentence and shows that leaning over and asking happened together.
- ☐ (C) Mateo leaned over although asked if patrons just paid for it.
Distractor. The word although creates a contrast that does not make sense with these two actions.
- ☐ (D) Mateo leaned over because he asked if patrons just paid for it.
Distractor. The word because suggests that asking caused him to lean over, which changes the meaning.

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.

Correct. This sentence adds the important detail that Mansa Musa became king in the early 1300s, which supports the writer's idea about his rule.



(B) Mali was a kingdom in West Africa.

Distractor. This repeats information already given in sentence 1 and does not add a new supporting detail about Mansa Musa.



(C) Gold and salt were valuable goods.

Distractor. This tells about trade goods, not about Mansa Musa as a ruler, so it does not support the idea in sentence 2.



(D) Mansa Musa was a famous ruler.

Distractor. This repeats the idea in sentence 2 without adding a specific detail that helps the reader understand Mansa Musa.

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.
Distractor. This version keeps the awkward passive wording and does not clearly show Mansa Musa as the one who made the choices.
- ☒ (B) Mansa Musa made smart choices that helped his kingdom grow.
Correct. This revision places Mansa Musa as the subject and clearly states that his choices helped the kingdom grow.
- ☐ (C) Smart choices were made by Mansa Musa that helped his kingdom grow.
Distractor. This version is still awkward because it uses passive voice and places the describing clause far from the word it describes.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has awkward word order, so a revision is needed to make the meaning clear.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
Correct. This sentence combines both ideas clearly and uses “which” to describe the gold and salt as valuable.
- ☐ (C) Although traders traveled across the hot Sahara Desert carrying gold and salt, these goods were very valuable.
Distractor. The word “although” suggests a contrast, but the two ideas do not oppose each other.
- ☐ (D) Traders traveled across the hot Sahara Desert carrying gold and salt when these goods were very valuable.
Distractor. The word “when” suggests a specific time, but the goods were valuable in general, so the meaning changes.

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

Distractor. Sentence 1 introduces the kingdom of Mali, which is the main topic of the draft and should not be removed.



(B) Sentence 4

Distractor. Sentence 4 explains why Mali became wealthy, which is an important idea in the draft.



(C) Sentence 8

Distractor. Sentence 8 tells how Mansa Musa helped traders and brought more goods into Mali, which supports the main idea.



(D) Sentence 9

Correct. Sentence 9 tells about a class poster and does not support the main idea about Mali's wealth or Mansa Musa.

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.
Correct. This sentence adds a specific detail about how people reacted to his giving, which supports the idea that his actions showed Mali's wealth.
- ☐ (B) Mansa Musa traveled to Mecca.
Distractor. This repeats what sentences 2 and 3 already say and does not add a supporting detail.
- ☐ (C) Gold is a shiny metal that people value.
Distractor. This is a general fact about gold and does not connect to Mansa Musa's journey or the main idea.
- ☐ (D) Timbuktu was a city in Mali.
Distractor. This introduces Timbuktu, but sentence 4 is about giving gold during the journey, so it does not support the writer's idea there.

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

- ☐ (A) Sentence 6
Distractor. Sentence 6 explains how Mali became known as a powerful and important kingdom, which is a key part of the draft.
- ☒ (B) Sentence 9
Correct. Sentence 9 gives a personal opinion about video games and does not support the main idea about Mansa Musa and Mali.
- ☐ (C) Sentence 4
Distractor. Sentence 4 describes Mansa Musa giving away gold during his journey, which is an important detail in the draft.
- ☐ (D) Sentence 7
Distractor. Sentence 7 explains what Timbuktu was known for, which supports the main idea about Mali's important cities.

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
Distractor. Sentence 1 introduces Mansa Musa. Sentence 8 tells what happened as a result of Mali becoming important, so it would be too early there.
- ☐ (B) After sentence 3
Distractor. Sentence 3 explains what a pilgrimage is. The result described in sentence 8 has not been introduced yet at that point.
- ☒ (C) After sentence 6
Correct. Sentence 6 says Mali became a powerful and important kingdom. Sentence 8 tells what happened as a result, and it should come before the learning detail in sentence 7.
- ☐ (D) After sentence 9
Distractor. Sentence 9 is an off topic personal opinion. Placing sentence 8 after it would separate the result from the ideas it connects to.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) One of the most famous parts of his life was a trip to Mecca, which is called a pilgrimage.
Correct. This combines both ideas into one clear sentence. The word which connects the trip to its name without repeating unnecessary words.
- ☐ (C) One of the most famous parts of his life was a trip to Mecca although this trip is called a pilgrimage.
Distractor. The word although creates a contrast that does not match the meaning. Being called a pilgrimage does not oppose the trip.
- ☐ (D) One of the most famous parts of his life was a trip to Mecca this trip is called a pilgrimage.
Distractor. This is a fused sentence because two complete thoughts run together without correct punctuation or a connecting word.

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.
Correct. This sentence supports the idea that the trip was important by explaining that it was one of the most famous parts of his life.
- ☐ (B) Mansa Musa liked to travel with his family.
Distractor. This sentence is about traveling with family, which does not support the idea that the trip to Mecca was important.
- ☐ (C) He was a very important person.
Distractor. This sentence is vague and does not add a specific detail about the trip to Mecca.
- ☐ (D) Mecca is a city.
Distractor. This sentence gives a general fact about Mecca, but it does not support the writer's idea about Mansa Musa's famous trip.

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.
Distractor. This version still uses an awkward passive voice and places 'in large amounts' far from 'gold'.
- ☒ (B) During this journey, he gave away large amounts of gold to people in need.
Correct. This revision uses active voice and places the subject and verb clearly, making the sentence easy to understand.
- ☐ (C) During this journey, people in need gave away large amounts of gold to him.
Distractor. This version changes the meaning by saying that people in need gave gold to Mansa Musa instead of the other way around.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 is awkward because it uses passive voice and places the action far from the subject. A 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Timbuktu was known for learning, where people studied math, science, and religion.
Correct. This combines both ideas into one clear sentence and shows that people studied these subjects in Timbuktu.
- ☐ (C) Although Timbuktu was known for learning, people studied math, science, and religion there.
Distractor. The word although suggests a contrast, but the two ideas do not contrast.
- ☐ (D) Timbuktu was known for learning when people studied math, science, and religion there.
Distractor. The word when suggests a specific time, but the sentence is about what people studied in Timbuktu, not when they studied.

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

Distractor. Sentence 2 introduces the famous trip to Mecca, which is an important part of the draft.

☐

(B) Sentence 5

Distractor. Sentence 5 explains how people noticed Mali's wealth, which supports the main idea.

☒

(C) Sentence 9

Correct. Sentence 9 repeats the idea that Timbuktu was known for learning, which is already stated in sentences 7 and 8.

☐

(D) Sentence 10

Distractor. Sentence 10 states the result of Mansa Musa's choices, which is an important conclusion.

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.
Correct. This sentence explains how controlling trade routes helped Mali become wealthy. It adds a specific detail that supports the main idea.
- ☐ (B) Mansa Musa was a king who lived a long time ago.
Distractor. This sentence repeats information already given about Mansa Musa and does not explain why Mali became wealthy.
- ☐ (C) The Sahara Desert is very hot and dry.
Distractor. This detail describes the desert but does not show how trade routes made Mali wealthy.
- ☐ (D) I would like to visit Mali someday.
Distractor. This is a personal wish that does not support the writer's idea about Mali's wealth from trade.

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

- ☐ (A) Sentence 5
Distractor. Sentence 5 explains why Mali became wealthy, which is an important part of the draft.
- ☒ (B) Sentence 8
Correct. Sentence 8 gives a personal opinion about Mansa Musa being the best king. It does not support the main idea about Mali's wealth and trade.
- ☐ (C) Sentence 9
Distractor. Sentence 9 tells how Mansa Musa helped his kingdom grow, which supports the main idea.
- ☐ (D) Sentence 6
Distractor. Sentence 6 describes what traders carried, which is a key detail about Mali's trade.

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.
Correct. This version places the adjective important before trade routes, making the sentence clear and concise.
- ☐ (B) Mali became wealthy, it controlled important trade routes.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (C) Mali became wealthy because important trade routes were controlled by it.
Distractor. This uses passive voice and an awkward pronoun, making the sentence less clear.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Traders traveled across the hot Sahara Desert carrying gold and salt because they were very valuable.
Distractor. The word because changes the meaning by suggesting the traders carried the goods only for that reason, which is not stated.
- ☒ (C) Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
Correct. This combines both ideas into one clear sentence. The word which correctly describes the gold and salt without repeating words.
- ☐ (D) Traders traveled across the hot Sahara Desert carrying gold and salt and they were very valuable.
Distractor. This is a run-on sentence that uses and to join two complete thoughts without proper punctuation. It is also less concise.

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.

Correct. This sentence explains why only a few plants like cacti can grow there, which supports the description of the region.



(B) Xavier's mom said that people in the region work in mining.

Distractor. This tells about jobs in the region, but it does not explain why only a few plants like cacti can grow there.



(C) Cacti can grow in many different places.

Distractor. This is a general fact about cacti and does not explain why few plants grow in this region.



(D) The family planned to visit other regions next.

Distractor. This introduces the next part of the trip instead of adding a detail about the plants 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.

What is the **BEST** way to revise sentence 7?

- ☒ (A) People in this region use the natural resources found underground for mining and oil.
Correct. This revision places the subject and verb together and clearly shows what people use the resources for.
- ☐ (B) People use in this region for mining and oil the natural resources found underground.
Distractor. This version keeps the words in an awkward order and separates the verb from its object.
- ☐ (C) The natural resources found underground use people in this region for mining and oil.
Distractor. This version says the resources use people, which changes the meaning of the sentence.
- ☐ (D) No revision is needed.
Distractor. The original sentence has confusing word order, so a 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.
Distractor. This joins two complete ideas with only a comma, which creates a comma splice.
- ☒ (B) His mom explained that these resources are important because mining and oil are common jobs in the Mountains and Basins.
Correct. This sentence combines both ideas and uses because to show that the jobs are a reason the resources are important.
- ☐ (C) Although his mom explained that these resources are important, mining and oil are common jobs in the Mountains and Basins.
Distractor. The word although suggests a contrast, but the two ideas support each other instead of opposing each other.
- ☐ (D) His mom explained that these resources are important when mining and oil are common jobs in the Mountains and Basins.
Distractor. The word when suggests a time relationship, but the sentence is about why the resources are important.

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

Distractor. Sentence 2 tells why the family took the trip, which supports the main idea about learning the regions of Texas.

☐

(B) Sentence 5

Distractor. Sentence 5 describes the hot weather in the first region, which supports the main idea about what the region is like.

☒

(C) Sentence 10

Correct. Sentence 10 tells that Xavier liked riding in the car, which is not about the regions of Texas or what the family learned.

☐

(D) Sentence 7

Distractor. Sentence 7 explains how natural resources are used in the region, which supports the main idea.

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.
Correct. This sentence adds a specific detail about crops and cattle, which supports the idea that Xavier saw ranches and fields.
- ☐ (B) Xavier liked the way the land looked that day.
Distractor. This is a vague reaction that does not add a supporting detail about ranches or fields.
- ☐ (C) The Great Plains is one of several regions in the country.
Distractor. This introduces a new direction about regions instead of supporting the detail about what Xavier saw.
- ☐ (D) Xavier’s dad drove the car for many hours.
Distractor. This detail about driving does not support the writer’s idea about ranches and fields.

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

- ☐ (A) Sentence 3
Distractor. This sentence tells about the weather, which is part of the description of the Great Plains.
- ☐ (B) Sentence 5
Distractor. This sentence connects cattle to the ranches Xavier saw and supports the main idea.
- ☐ (C) Sentence 7
Distractor. This sentence adds the important detail that farming is common in the Great Plains.
- ☒ (D) Sentence 8
Correct. This sentence is about a cousin’s city life and video games, which does not support the main idea about the Great Plains.

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.
Correct. This version places the descriptive words in a clear order and keeps the meaning of the sentence.
- ☐ (B) The land looked, with rolling hills, wide and flat.
Distractor. This word order is awkward and makes the sentence harder to read.
- ☐ (C) The land looked wide and flat, with rolling hills, it did.
Distractor. This creates a comma splice by adding an unnecessary subject and verb at the end.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a 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.
Distractor. This creates a comma splice and repeats the words his dad.
- ☐ (B) His dad nodded although farming is also common here.
Distractor. The word although creates a contrast that does not match the meaning of the original sentences.
- ☒ (C) His dad nodded and said that farming is also common here.
Correct. This combines both ideas into one clear sentence without unnecessary repetition.
- ☐ (D) His dad nodded and his dad said farming is also common here.
Distractor. This is wordy because it repeats his dad instead of combining the ideas smoothly.

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.
Correct. This sentence explains how the milder climate affected the crops and livestock, which supports the detail in sentence 4.
- ☐ (B) The North Central Plains is one of the four regions.
Distractor. This sentence tells that the region is one of four, but it does not explain the milder climate or the work people did.
- ☐ (C) Xavier thought the North Central Plains were really nice.
Distractor. This is a vague reaction. It does not add a supporting detail about the climate or the farms and ranches.
- ☐ (D) The climate was milder than in other places.
Distractor. This repeats the idea already stated in sentence 4, so it does not add new support.

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.
Correct. This revision puts Xavier as the subject who feels the air, making the sentence clear and easy to follow.
- ☐ (B) It was humid, and the warm, moist air on Xavier's face could feel as they walked near the Gulf.
Distractor. This version still has an awkward word order. It makes it sound as though the air could feel something.
- ☐ (C) It was humid, and the warm, moist air could feel Xavier's face as they walked near the Gulf.
Distractor. This version changes the meaning. It says the air feels Xavier's face instead of Xavier feeling the air.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a revision is needed to make the meaning clear.

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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) There were rivers, forests, and even beaches.
Correct. This combines the two ideas into one clear sentence and keeps all the details about the Coastal Plains.
- ☐ (C) Because there were rivers and forests, there were even beaches.
Distractor. The word because suggests a cause and effect that does not make sense here. The beaches were not caused by the rivers and forests.
- ☐ (D) There were rivers and forests or even beaches.
Distractor. The word or suggests a choice between things, but the region had all of these features.

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

Distractor. Sentence 1 introduces the arrival at the North Central Plains. Removing it would take away important information.

☐

(B) Sentence 4

Distractor. Sentence 4 gives key details about the climate and the work people did. These details support the main idea.

☐

(C) Sentence 5

Distractor. Sentence 5 introduces the arrival at the Coastal Plains. It moves the draft forward.

☒

(D) Sentence 9

Correct. Sentence 9 repeats that the Coastal Plains were near the Gulf of Mexico, which sentence 5 already stated. It does not add new information.

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.
Correct. This sentence gives a specific detail that supports the idea that the temperature was very high.
- ☐ (B) The family packed bags in the car.
Distractor. This detail is about packing, not about the high temperature in the region.
- ☐ (C) Xavier liked to read books about maps.
Distractor. This introduces a personal interest that does not support the writer's idea about the heat.
- ☐ (D) Texas has many different regions.
Distractor. This repeats an earlier idea and does not add a supporting detail about the high temperature.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains that the family was driving across Texas, which is important to the main idea of the trip.
- ☐ (B) Sentence 4
Distractor. This sentence identifies the first stop, which is a key detail about the regions the family was learning about.
- ☐ (C) Sentence 9
Distractor. This sentence gives an example of the few plants that lived in the region, which supports the draft's main idea.
- ☒ (D) Sentence 10
Correct. This sentence gives a personal opinion about road trips. It does not support the main idea about the Mountains and Basins region.

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.
Distractor. The original sentence has an awkward order because the object comes before Xavier and the action.
- ☒ (B) Xavier saw tall, rocky mountains and dry land.
Correct. This revision places the subject and verb at the beginning and clearly states what Xavier saw.
- ☐ (C) Tall and rocky, Xavier saw mountains and dry land.
Distractor. This revision makes it sound as if Xavier was tall and rocky instead of the mountains.
- ☐ (D) Xavier saw mountains and dry land that were tall and rocky.
Distractor. This revision wrongly suggests that the dry land was 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Only a few plants lived there because some of those plants were cacti.
Distractor. The word because creates a cause and effect relationship that does not make sense in this context.
- ☒ (C) Only a few plants, such as cacti, lived there.
Correct. This combines both ideas into one clear and concise sentence without unnecessary repetition.
- ☐ (D) Only a few plants lived there, so some of those plants were cacti.
Distractor. The word so suggests that the few plants caused some to be cacti, which changes the meaning.

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.
Correct. This sentence explains what Ava noticed next and connects to the details about reading, talking, and pointing that follow.
- ☐ (B) The painting was on the board.
Distractor. This sentence repeats information already given in sentence 1 and does not add a new supporting detail.
- ☐ (C) Ava liked the painting very much.
Distractor. This sentence gives a vague reaction and does not explain what Ava noticed in the painting.
- ☐ (D) The classroom had a large window.
Distractor. This sentence is about the classroom, not about what Ava noticed in the painting.

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.
Correct. This revision places the subject and verb in a clear order and keeps the original meaning.
- ☐ (B) Ava leaned forward as a painting on the board was shown by her teacher.
Distractor. This version still uses a passive verb and separates the teacher from the action, so it is not the best revision.
- ☐ (C) On the board, Ava leaned forward as her teacher showed a painting.
Distractor. This version makes it sound as though Ava was on the board, which changes the meaning.
- ☐ (D) No revision is needed.
Distractor. Sentence 1 has an awkward word order, so a 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Some people were reading while others were talking.
Correct. This combines both ideas into one complete sentence and uses while to show what was happening at the same time.
- ☐ (C) Some people were reading because others were talking.
Distractor. This uses because to show a cause and effect relationship that does not make sense here.
- ☐ (D) Some people were reading and talking.
Distractor. This leaves out the idea that a different group of people was talking and changes the meaning.

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

Distractor. Sentence 3 gives the important first impression of the painting as a group of people in a large building. It is needed to set up what Ava notices next.

☒

(B) Sentence 8

Correct. Sentence 8 repeats the idea that the painting showed a group of people, which is already stated in sentence 3. Removing it keeps the draft from repeating information.

☐

(C) Sentence 4

Distractor. Sentence 4 moves the draft forward by showing that Ava noticed more details in the painting.

☐

(D) Sentence 7

Distractor. Sentence 7 gives a specific detail about what some people in the painting were doing, so it supports the main idea.

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.
Correct. This sentence gives the specific fact that the teacher explained, so it completes the idea in sentence 7 and supports the draft.
- ☐ (B) Ava liked her teacher’s lesson that day.
Distractor. This is a vague reaction that does not explain what the teacher explained about the Renaissance.
- ☐ (C) Ancient Greece and Rome are places in Europe.
Distractor. This fact about geography does not support the main idea about the Renaissance and old ideas.
- ☐ (D) Ava should ask more questions after class.
Distractor. This is a personal opinion that does not support the writer’s idea about the Renaissance.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells who the thinkers were, which is important to the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 shows Ava thinking about the teacher’s words, which connects to her question in sentence 5.
- ☒ (C) Sentence 6
Correct. Sentence 6 is a personal opinion about drawing a picture. It does not support the main idea about the Renaissance and looking back at the past.
- ☐ (D) Sentence 7
Distractor. Sentence 7 introduces the teacher’s explanation, which is needed before the supporting detail can be added.

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.
Correct. This version places the word thinkers clearly after they were, making the sentence smooth and easy to understand.
- ☐ (B) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.
- ☐ (C) Her teacher said from ancient Greece and Rome they were thinkers.
Distractor. This word order is still awkward and confusing.
- ☐ (D) Her teacher said they were from ancient Greece and Rome thinkers, too.
Distractor. Adding too does not fix the awkward order and adds an unnecessary word.

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.
Distractor. This is a comma splice because it joins two complete thoughts with only a comma.
- ☒ (B) Ava thought about that and wondered why people would look back at the past.
Correct. This combines both ideas into one clear sentence and uses and to connect Ava's thought with her wondering.
- ☐ (C) Ava thought about that because she wondered why people would look back at the past.
Distractor. The word because creates a cause-and-effect relationship that does not match the meaning.
- ☐ (D) Ava thought about that although people would look back at the past.
Distractor. This changes the meaning and leaves out the idea that Ava wondered why people would look back.

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.
Correct. This sentence gives a clear example of how art showed people as thoughtful and important, which supports the idea in sentence 3.
- ☐ (B) Raphael painted many famous works of art.
Distractor. This tells about Raphael's fame, but it does not show how art changed the way people saw other people.
- ☐ (C) Kings often lived in large castles.
Distractor. This is about where kings lived, which does not support the idea in sentence 3 about seeing people as thoughtful and important.
- ☐ (D) People in the Renaissance used new painting methods.
Distractor. This is related to art, but it does not explain how art helped people see others as thoughtful and important.

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.
Correct. This version keeps the subject and verb together and places the time phrase clearly, so the sentence is easy to understand.
- ☐ (B) Ideas from Greece and Rome during the Renaissance were studied by some people.
Distractor. This version is passive and places the time phrase in a confusing spot, which makes the sentence harder to follow.
- ☐ (C) Some people studied ideas during the Renaissance from Greece and Rome.
Distractor. This version makes it sound as if the Renaissance came from Greece and Rome, which changes the meaning.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order because the time phrase separates the verb from its object, so a 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.

Distractor. This creates a comma splice because two complete thoughts are joined with only a comma.

- ☒ **(B)** People also began to think differently about government even though kings still held most of the power.

Correct. This version uses even though to show the correct contrast between new ideas about government and the kings' power.

- ☐ **(C)** People also began to think differently about government because kings still held most of the power.

Distractor. The word because suggests that kings holding power caused people to think differently, but the two ideas are a contrast, not a cause.

- ☐ **(D)** People also began to think differently about government when kings still held most of the power.

Distractor. The word when suggests a specific time, but the sentence is showing a contrast between two ideas.

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

Distractor. Sentence 2 explains how artists showed people, which supports the main idea about new ways of seeing people.

☐

(B) Sentence 5

Distractor. Sentence 5 gives important background about who held power, which helps explain why new ideas about government mattered.

☐

(C) Sentence 7

Distractor. Sentence 7 states the new belief that citizens should have a voice, which is a key part of the draft.

☒

(D) Sentence 8

Correct. Sentence 8 is about people today visiting art museums, which does not support the main idea about Renaissance art and government.

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.
Distractor. This detail is about Ava's personal hobby, not about what the painting showed.
- ☒ (B) The painting showed people reading and talking about new ideas.
Correct. This sentence explains what the painting showed beyond a group of people and connects to the idea of thinking and learning.
- ☐ (C) Museums often have many paintings.
Distractor. This is a general statement about museums that does not support the writer's idea about the painting.
- ☐ (D) The people in the painting stood in a line.
Distractor. This detail describes only where the people stood and does not explain what made the painting meaningful.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains what people believed, which is an important part of the new way of thinking.
- ☐ (B) Sentence 4
Distractor. Sentence 4 tells how art showed people thinking and learning, which supports the main idea.
- ☐ (C) Sentence 7
Distractor. Sentence 7 connects the painting to government and fairness, which is a key idea in the draft.
- ☒ (D) Sentence 8
Correct. Sentence 8 is a personal opinion about visiting a museum on a sunny Saturday. It does not support the main idea about new ways of thinking.

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

Distractor. Sentence 9 gives a specific example of new thinking. Placing it after sentence 1 interrupts the connection between questioning old ideas and believing people should not feel powerless.



(B) After sentence 3

Correct. Sentence 3 explains that changes affected how people saw the world. Sentence 9 gives a specific example about government and fairness, so it fits well before the art details.



(C) After sentence 7

Distractor. Sentence 7 already connects the painting to government and fairness. Moving sentence 9 there would repeat the same idea and weaken the flow.



(D) After sentence 8

Distractor. Sentence 8 is off topic. Placing sentence 9 after it would keep the draft from returning smoothly to the main idea.

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.

Distractor. This is a comma splice that joins two complete thoughts with only a comma.



(B) Long ago, some people began to question old ideas because they believed people should not feel powerless.

Correct. This combines both ideas into one clear sentence and uses because to show the reason for questioning old ideas.



(C) Long ago, some people began to question old ideas although they believed people should not feel powerless.

Distractor. The word although shows a contrast that does not match the meaning of the two ideas.



(D) Long ago, some people began to question old ideas, but they believed people should not feel powerless.

Distractor. The word but shows a contrast that does not match the meaning of the two ideas.

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.
Correct. This sentence gives the missing detail about what Lydia Mendoza sang about. It supports the idea that she shared her experiences through music.
- ☐ (B) Lydia Mendoza was one of those artists.
Distractor. This sentence repeats an earlier idea. It does not add a detail about what Lydia Mendoza sang about.
- ☐ (C) Around the same time, Chelo Silva became known for her powerful voice.
Distractor. This sentence introduces Chelo Silva too early. It does not support the idea in sentence 4 about Lydia Mendoza's songs.
- ☐ (D) People felt connected to her music because it sounded like their own experiences.
Distractor. This sentence repeats the next sentence in the draft. It does not add the missing detail about the subjects of her songs.

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.
Distractor. This version keeps the words in an awkward order and still makes the sentence hard to follow.
- ☒ (B) Her boleros became favorites of Tejano listeners across Texas.
Correct. This revision places the subject and verb in a clear order and shows that the listeners were across Texas.
- ☐ (C) Her boleros across Texas became of Tejano listeners favorites.
Distractor. This version mixes up the phrases and does not clearly show who liked the boleros.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has an awkward word order that makes the meaning unclear. A 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.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma.
- ☒ (B) She sang emotional songs called boleros.
Correct. This sentence combines both ideas in a clear and concise way without repeating words.
- ☐ (C) Although she sang emotional songs, her songs were called boleros.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ (D) She sang emotional songs because her songs were called boleros.
Distractor. The word because suggests a cause-and-effect relationship that does not make sense here.

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

Distractor. Sentence 2 explains where the mix of music came from. Removing it would take away important information about the artists.

☐

(B) Sentence 5

Distractor. Sentence 5 explains why people felt connected to Lydia Mendoza's music. This detail supports the main idea.

☐

(C) Sentence 9

Distractor. Sentence 9 tells where Chelo Silva's boleros became favorites. This detail supports the main idea about artists in Texas.

☒

(D) Sentence 10

Correct. Sentence 10 is about the colors of radios. It does not support the main idea about artists who shaped Texas music.

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.
Distractor. This detail about birds is unrelated to the artists or to Texas culture.
- ☒ (B) Their music brought people together and gave others a chance to be heard.
Correct. This sentence explains how the artists' music affected people, which supports the idea that their diverse backgrounds helped shape Texas culture.
- ☐ (C) I think everyone should learn to play an instrument.
Distractor. This sentence gives a personal opinion about learning an instrument. It does not support the main idea about artists who shaped Texas culture.
- ☐ (D) Julius Lorenzo Cobb Bledsoe had a different path.
Distractor. This sentence repeats an idea from sentence 1 and does not move the draft forward.

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

- ☐ (A) Sentence 3
Distractor. This sentence gives a key fact about Bledsoe's career as a singer and performer.
- ☐ (B) Sentence 4
Distractor. This sentence identifies the role that made Bledsoe well known, which is important to the draft.
- ☒ (C) Sentence 7
Correct. This sentence gives a personal opinion about singing as a hobby. It does not support the main idea about artists who shaped Texas culture.
- ☐ (D) Sentence 8
Distractor. This sentence states the main idea about how diverse artists shaped Texas culture.

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.
Distractor. This version keeps the awkward word order and makes the sentence hard to follow.
- ☒ (B) His success showed that talent could break barriers, even when opportunities were limited.
Correct. This version places the ideas in a clear order and keeps the original meaning.
- ☐ (C) His success showed that talent could break barriers because opportunities were limited.
Distractor. The word because changes the meaning by saying limited opportunities caused talent to break barriers.
- ☐ (D) Even when opportunities were limited, his success showed.
Distractor. This version is a fragment and leaves out the important idea about talent breaking barriers.

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.
Distractor. This version is wordy and less effective because it does not connect the ideas as smoothly.
- ☒ (B) He became well known for his role in Show Boat, which was a big achievement at the time.
Correct. This version combines both ideas into one clear sentence and shows that the role was a big achievement.
- ☐ (C) He became well known for his role in Show Boat, it was a big achievement at the time.
Distractor. This version creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (D) He became well known for his role in Show Boat although it was a big achievement at the time.
Distractor. The word although creates a contrast that does not match the meaning of the two ideas.

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.
Correct. This sentence explains why his role in Show Boat was a big achievement. It shows that the achievement was important because opportunities were limited.
- ☐ (B) He became well known for his role in Show Boat.
Distractor. This sentence repeats information already stated in sentence 3. It does not add a supporting detail about why the role was a big achievement.
- ☐ (C) Many people enjoy listening to music today.
Distractor. This sentence is about people today, not about Julius Lorenzo Cobb Bledsoe or his achievement. It does not support the writer's idea.
- ☐ (D) The diversity of these artists' backgrounds helped shape Texas culture.
Distractor. This sentence introduces an idea that comes later in the draft. It does not support the idea in sentence 4 about his role being a big achievement.

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.
Distractor. This version still uses passive voice and awkward word order. The subject and action are not clear.
- ☒ (B) The diversity of these artists' backgrounds helped shape Texas culture in their own way.
Correct. This revision places the subject before the verb and makes the action clear. It preserves the meaning of the original sentence.
- ☐ (C) In their own way, Texas culture was helped by the diversity of these artists' backgrounds.
Distractor. This version still uses passive voice and places the phrase in an awkward position. It is not clear who or what helped Texas culture.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has awkward word order and passive voice. A revision is needed to make the meaning clear.

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.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Their music brought people together and gave others a chance to be heard.
Correct. This sentence combines both ideas clearly and concisely. The word and joins the two related actions without changing the meaning.
- ☐ (C) Although their music brought people together, it gave others a chance to be heard.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) Their music brought people together. Giving others a chance to be heard.
Distractor. This is a fragment. The second part is not a complete sentence and does not clearly connect to the first idea.

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
Distractor. Sentence 2 gives important information about who Julius Lorenzo Cobb Bledsoe was. Removing it would take away a key detail.
- ☐ (B) Sentence 4
Distractor. Sentence 4 explains that his role was a big achievement at the time. This detail supports the main idea and should not be removed.
- ☒ (C) Sentence 6
Correct. Sentence 6 repeats the idea already stated in sentence 5. Both sentences say that his success showed or proved that talent could break barriers.
- ☐ (D) Sentence 8
Distractor. Sentence 8 introduces the idea that their music brought people together. Removing it would take away a detail that supports the draft's main idea.

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.
Correct. This sentence explains how Lydia Mendoza was an artist who shared her stories. It connects sentence 3 to the details about her family and songs in sentences 4 and 5.
- ☐ (B) Many people thought she was a good singer.
Distractor. This is a vague reaction. It does not give a specific detail about how she shared her stories or traditions.
- ☐ (C) Texas radio stations play music all day long.
Distractor. This is a general statement about radio that does not support the idea that Lydia Mendoza was an artist who shared her stories.
- ☐ (D) Lydia Mendoza was one of those artists.
Distractor. This repeats sentence 3 instead of adding new supporting information.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 introduces the idea that artists shared stories and traditions, which is the main idea of the draft.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives details about the songs Lydia Mendoza sang, which supports the main idea.
- ☒ (C) Sentence 8
Correct. This sentence tells about the student's cousin and a band. It does not support the main idea about Texas music artists who shared stories and traditions.
- ☐ (D) Sentence 9
Distractor. Sentence 9 introduces Chelo Silva, another artist who shaped Texas music, which supports the main idea.

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.
Correct. This places the words in a clear order that shows where Lydia Mendoza grew up.
- ☐ (B) In a Mexican American family, she did grow up.
Distractor. The words are still in an awkward order, and did grow up adds unnecessary words.
- ☐ (C) She grew up a Mexican American family.
Distractor. This sentence is missing the word in, so it does not clearly show the relationship between Lydia and her family.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order. The phrase In a Mexican American family she grew up does not read smoothly.

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.
Distractor. This is a comma splice. It joins two complete ideas with only a comma.
- ☒ (B) People felt connected to her music because it sounded like their own experiences.
Correct. This combines both ideas into one clear sentence. The word because shows why people felt connected.
- ☐ (C) People felt connected to her music although it sounded like their own experiences.
Distractor. The word although suggests a contrast, but there is no contrast between feeling connected and hearing familiar experiences.
- ☐ (D) People felt connected to her music when it sounded like their own experiences.
Distractor. The word when changes the meaning by suggesting the connection happened only at certain times. It does not explain the cause as clearly as because.

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.

Correct. This sentence explains what field day is and why Jayden would be excited, so it supports the idea in sentence 1.



(B) Jayden packed a sandwich and an apple in his backpack.

Distractor. This sentence tells about a snack, which does not help explain why Jayden is excited for field day.



(C) The sky was bright and clear that morning.

Distractor. This sentence repeats information that already appears in sentence 2, so it does not add a new supporting detail after sentence 1.



(D) Jayden's teacher gave the class a math test.

Distractor. This sentence is about a math test and does not support the idea that Jayden is excited for field day.

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.
Distractor. This version keeps the same awkward word order, so it is still unclear and hard to read.
- ☒ (B) The weather felt just right, and a light breeze cooled the air.
Correct. This revision places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (C) The weather felt just right, and the light breeze was cooled by the air.
Distractor. This version reverses the action and makes it sound as though the breeze was cooled by the air, which changes the meaning.
- ☐ (D) No revision is needed.
Distractor. Sentence 8 has an awkward word order that makes it hard to understand, so a 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.
Distractor. This is a comma splice. Two complete thoughts are joined with only a comma.
- ☒ (B) By the middle of the morning, students were outside running races and playing games.
Correct. This combines both ideas into one complete sentence and keeps the meaning clear and concise.
- ☐ (C) By the middle of the morning, students were outside because they were running races and playing games.
Distractor. The word because suggests that being outside caused them to run races, which changes the meaning.
- ☐ (D) By the middle of the morning, students were outside when they were running races and playing games.
Distractor. The word when suggests a specific time relationship that does not make sense here. It also adds unnecessary words.

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

Distractor. Sentence 1 introduces Jayden and his excitement for field day, which is the main idea of the draft.

☐

(B) Sentence 4

Distractor. Sentence 4 describes the calm, peaceful morning and helps set the scene for the day.

☐

(C) Sentence 6

Distractor. Sentence 6 tells when the students went outside, which moves the events of the day forward.

☒

(D) Sentence 9

Correct. Sentence 9 gives a personal opinion about a favorite game. It does not support the main idea about Jayden's field day morning, so it should be deleted.

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.
Correct. This sentence gives a specific detail that explains why Jayden expected sunny weather, and it supports the idea that he misjudged the conditions.
- ☐ (B) Jayden wore a blue shirt that day.
Distractor. This detail is about clothing and does not connect to the weather or Jayden's mistake.
- ☐ (C) The weather can change quickly in some places.
Distractor. This is a general statement about weather. It does not give a specific detail about Jayden's day.
- ☐ (D) He asked his friend to play a game.
Distractor. This introduces a new activity that does not support the idea about the weather changing.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 introduces the change in conditions, which is the main event of the draft.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives a specific detail that shows how the weather began to change.
- ☒ (C) Sentence 8
Correct. Sentence 8 is about a favorite lunch. It does not support the main idea about Jayden's day and the changing weather.
- ☐ (D) Sentence 9
Distractor. Sentence 9 shows Jayden's reaction and connects to his confusion about the weather.

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.
Correct. This version places the ideas in a clear order and corrects the awkward word order.
- ☐ (B) The temperature dropped, and cooler the air felt against his skin.
Distractor. This keeps the awkward word order, so the sentence is still unclear.
- ☐ (C) The temperature dropped, the air felt cooler against his skin.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (D) No revision is needed.
Distractor. The sentence has awkward word order, so it does need revision.

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.
Correct. This combines both ideas into one clear sentence and uses the correct joining word.
- ☐ (B) The wind grew stronger, Jayden noticed gray clouds moving across the sky.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (C) The wind grew stronger because Jayden noticed gray clouds moving across the sky.
Distractor. The word because shows a cause that does not match the meaning of the two ideas.
- ☐ (D) The wind grew stronger and noticed gray clouds moving across the sky.
Distractor. This makes it seem like the wind noticed the clouds, which changes the meaning.

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.
Correct. This sentence explains why Ms. Rios saw the rain as a chance to explain, which connects to the next sentence about weather.
- ☐ (B) Ms. Rios was a teacher at the school.
Distractor. This only tells who Ms. Rios is, but it does not explain why she saw the rain as a chance to explain.
- ☐ (C) Rain can make the playground muddy and wet.
Distractor. This is about the playground, not about Ms. Rios wanting to explain something to the class.
- ☐ (D) Jayden liked to learn about science.
Distractor. This tells about Jayden’s interest, but it does not support the idea in sentence 2.

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.
Correct. This revision places the words in a clear order and makes the sentence easy to understand.
- ☐ (B) Jayden thought about the morning had been how different.
Distractor. This version keeps the words in an awkward order, so the meaning is unclear.
- ☐ (C) Jayden thought the morning about how different had been.
Distractor. This version still has an awkward order and makes the sentence hard to follow.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward and needs to be revised, so this choice is not correct.

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.
Distractor. This joins two complete ideas with only a comma, which is not correct.
- ☒ (B) Weather describes the condition of the atmosphere at a certain time and place and can change quickly, even within a few hours.
Correct. This combines both ideas into one smooth sentence and keeps the meaning clear.
- ☐ (C) Although weather describes the condition of the atmosphere at a certain time and place, it can change quickly, even within a few hours.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ (D) Weather describes the condition of the atmosphere at a certain time and place when it can change quickly, even within a few hours.
Distractor. The word when suggests a specific time, but weather can change quickly at any time.

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
Distractor. Sentence 3 introduces what Ms. Rios is explaining, so it is important to the draft.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives a detail about weather changing, which supports the main idea and is not repeated.
- ☐ (C) Sentence 7
Distractor. Sentence 7 gives the definition of climate, which is a key idea in the draft.
- ☒ (D) Sentence 8
Correct. Sentence 8 repeats the idea that climate is the usual weather over a long time, which is already stated in sentence 7.

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.
Correct. This sentence adds a sensory detail that helps show why the morning felt calm and peaceful.
- ☐ (B) Jayden grabbed his backpack and headed to school.
Distractor. This sentence repeats an action that already appears later in the draft and does not add detail about the calm morning.
- ☐ (C) The morning felt calm and peaceful.
Distractor. This sentence repeats the idea in sentence 5 instead of adding a supporting detail.
- ☐ (D) He wondered if it would rain later in the day.
Distractor. This introduces a new worry that does not support the idea of a calm and peaceful morning.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 describes the clear sky, which supports the idea that it was a good day for field day.
- ☒ (B) Sentence 8
Correct. Sentence 8 gives a personal opinion from Jayden's uncle and does not support the main idea about Jayden's field day.
- ☐ (C) Sentence 9
Distractor. Sentence 9 tells what students were doing at field day, which is an important part of the draft.
- ☐ (D) Sentence 10
Distractor. Sentence 10 describes the weather, which connects to the outdoor games and races.

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.
Correct. This revision puts the words in a clear order and keeps the meaning of the original sentence.
- ☐ (B) The sun was warming already the air.
Distractor. This word order is still awkward and unclear.
- ☐ (C) The air was already warming the sun.
Distractor. This changes the meaning by saying the air was warming the sun instead of the sun warming the air.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order, so a 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Jayden woke up early on the morning of field day, excited and ready for a fun day.
Correct. This combines both ideas into one clear sentence and avoids repeating unnecessary words.
- ☐ (C) Although Jayden woke up early on the morning of field day, he felt excited and ready for a fun day.
Distractor. The word although creates a contrast that does not match the meaning of the two sentences.
- ☐ (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.
Distractor. This repeats woke up early and makes the sentence wordy and awkward.

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.
Correct. This sentence explains what makes a region distinct and supports the idea that these areas are called regions.
- ☐ (B) Many people enjoy visiting Texas because it is a large state.
Distractor. This sentence tells about visiting Texas, but it does not explain what a region has or how regions differ.
- ☐ (C) Regions are places that are different from one another.
Distractor. This sentence is too general and repeats the idea that areas are called regions without adding a specific supporting detail.
- ☐ (D) The Gulf of Mexico is a large body of water.
Distractor. This sentence gives a fact about the Gulf of Mexico, but it does not support the idea about regions after sentence 6.

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.
Distractor. This version keeps the awkward word order and separates the subject from the action.
- ☒ (B) The Coastal Plains is the largest region and stretches along the Gulf of Mexico.
Correct. This revision places the subject before both verbs and makes the sentence clear and easy to follow.
- ☐ (C) Along the Gulf of Mexico the largest region is the Coastal Plains and it stretches.
Distractor. This version still has an awkward order and makes the sentence harder to understand.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has an awkward word order, so a revision is needed to make the meaning clear.

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.
Correct. This sentence combines both ideas and uses while to show the contrast between the two kinds of land.
- ☐ (B) Some parts have forests and rivers, other parts have dry deserts or wide, open plains.
Distractor. This is a comma splice because two complete sentences are joined with only a comma.
- ☐ (C) Because some parts have forests and rivers, other parts have dry deserts or wide, open plains.
Distractor. The word because shows a cause that does not make sense here. The two kinds of land are different, not a cause and effect.
- ☐ (D) Some parts have forests and rivers, so other parts have dry deserts or wide, open plains.
Distractor. The word so suggests that forests and rivers cause dry deserts, which is not correct. The ideas are a contrast.

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
Distractor. Sentence 1 introduces the main idea that Texas is very large, so it is needed in the draft.
- ☐ (B) Sentence 2
Distractor. Sentence 2 states that the land varies, which is the main idea of the draft. It should not be removed.
- ☒ (C) Sentence 3
Correct. Sentence 3 repeats the idea that Texas has many different areas, which is already stated in sentence 2.
- ☐ (D) Sentence 4
Distractor. Sentence 4 gives an example of different land, so it supports the main idea and should not be deleted.

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.
Correct. This sentence explains how the rain helps farming, which connects the climate in sentence 2 to the farming idea in sentence 3.
- ☐ (B) Some people enjoy walking in the rain.
Distractor. This detail is a personal reaction to rain and does not support the idea that the climate helps farming.
- ☐ (C) Texas has many large cities.
Distractor. This sentence introduces a new topic about large cities that does not connect to the Coastal Plains climate.
- ☐ (D) The Coastal Plains is a popular place to visit.
Distractor. This sentence is a general statement about visiting and does not explain how the climate supports farming.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 explains why the climate is good for farming, which is a key detail in the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 gives important details about the Coastal Plains economy.
- ☒ (C) Sentence 5
Correct. Sentence 5 is a personal opinion about the writer's cousin. It does not support the main idea about Texas regions.
- ☐ (D) Sentence 7
Distractor. Sentence 7 describes the climate of the North Central Plains, which is needed before sentence 8 explains farming and ranching.

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.
Correct. This version places the comparison at the end of the list, making the sentence clear and easy to follow.
- ☐ (B) The North Central Plains has rolling hills, and it has more trees than western Texas, and it has grasslands.
Distractor. This version repeats “it has” and creates a wordy, awkward list.
- ☐ (C) The North Central Plains has rolling hills, grasslands, and western Texas has more trees.
Distractor. This changes the meaning by saying western Texas has more trees instead of the North Central Plains.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward list order because the comparison interrupts the list of land features.

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.
Distractor. This reverses the cause and effect. The climate does not happen because people raise cattle and grow crops.
- ☐ (B) The climate is milder, with moderate rainfall, many people raise cattle and grow crops.
Distractor. This is a comma splice. It joins two complete ideas with only a comma.
- ☒ (C) Because the climate is milder with moderate rainfall, many people raise cattle and grow crops.
Correct. This combines both ideas in one clear sentence and keeps the cause and effect relationship.
- ☐ (D) The climate is milder, with moderate rainfall, and many people raise cattle and grow crops because of these conditions.
Distractor. This sentence is wordy and repeats the idea of conditions, making it less effective than the combined version.

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.
Correct. This sentence explains how wind energy is produced and connects to the detail about strong winds in sentence 4.
- ☐ (B) Many people use electricity in their homes.
Distractor. This is a general statement about electricity, but it does not explain wind energy in the Great Plains.
- ☐ (C) The Great Plains is a very interesting place.
Distractor. This gives a vague reaction instead of a supporting detail about wind energy.
- ☐ (D) The Mountains and Basins region has tall mountains.
Distractor. This tells about a different region, so it does not support the idea in sentence 7.

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.
Distractor. This version still places the words in an awkward order and does not clearly state that strong winds are common.
- ☒ (B) The land is drier, and strong winds are common.
Correct. This revision puts the words in a clear order and keeps the meaning of the original sentence.
- ☐ (C) Strong winds are common, and the land drier is.
Distractor. This version makes the second part awkward and changes the emphasis of the sentence.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a 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.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.
- ☒ (B) Fewer trees grow here, but ranching and farming are still major activities.
Correct. This combines both ideas correctly and uses but to show the contrast between fewer trees and the important activities.
- ☐ (C) Because fewer trees grow here, ranching and farming are still major activities.
Distractor. The word because suggests that fewer trees cause ranching and farming, which does not make sense.
- ☐ (D) Fewer trees grow here, so ranching and farming are still major activities.
Distractor. The word so shows a cause and effect relationship that is not correct.

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

Distractor. Sentence 2 tells where the Great Plains is located, which is important to the main idea.

☐

(B) Sentence 5

Distractor. Sentence 5 gives a detail about fewer trees in the Great Plains, which supports the main idea.

☐

(C) Sentence 8

Distractor. Sentence 8 tells where the Mountains and Basins region is, which is important to the main idea.

☒

(D) Sentence 10

Correct. Sentence 10 gives a personal wish to visit the region. This does not support the main idea of describing Texas regions.

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.
Correct. This sentence gives a specific example of how the land and climate vary from place to place. It supports the idea that Texas has different kinds of regions.
- ☐ (B) Regions are interesting places to learn about.
Distractor. This sentence is a general opinion about learning regions. It does not add a supporting detail about how the land varies across Texas.
- ☐ (C) The Coastal Plains is the largest region.
Distractor. This sentence introduces a specific region too early. The draft later gives information about the Coastal Plains, so adding it here would interrupt the flow.
- ☐ (D) Many people enjoy visiting forests and rivers.
Distractor. This sentence is about what people enjoy. It does not explain how the land varies across Texas.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 states the main idea that Texas land changes from place to place. Removing it would weaken the draft.
- ☐ (B) Sentence 7
Distractor. Sentence 7 explains what each region has. It is an important detail that supports the main idea.
- ☒ (C) Sentence 10
Correct. Sentence 10 gives a personal opinion about a beach vacation. It does not support the main idea about Texas regions and how they affect people.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains how regions affect how people live and work. It is closely connected to the main idea.

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
Distractor. Placing sentence 9 after sentence 2 is too early. Readers have not yet been introduced to the Coastal Plains, so the word “It” would not have a clear meaning.
- ☒ (B) After sentence 6
Correct. Sentence 6 introduces the Coastal Plains as the largest region. Moving sentence 9 right after sentence 6 makes the pronoun “It” refer clearly to the Coastal Plains.
- ☐ (C) After sentence 8
Distractor. Sentence 8 is about how differences affect people. Placing sentence 9 after sentence 8 leaves “It” far from the region it describes.
- ☐ (D) After sentence 10
Distractor. Sentence 10 is a personal opinion that does not belong in the draft. Placing sentence 9 after it would separate the detail even more from the Coastal Plains.

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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Some parts have forests and rivers, while other parts have dry deserts or wide, open plains.
Correct. This sentence uses “while” to show a contrast between two kinds of land. It combines both ideas clearly and correctly.
- ☐ (C) Some parts have forests and rivers because other parts have dry deserts or wide, open plains.
Distractor. The word “because” suggests that one kind of land causes the other, but the sentence should show a contrast.
- ☐ (D) Some parts have forests and rivers and dry deserts or wide, open plains.
Distractor. This version leaves out the idea that other parts have deserts and plains. It also makes it sound like the same parts have all of these features.

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.
Correct. This sentence gives a specific detail about what the traveler learns, which supports the idea in sentence 2.
- ☐ (B) The river is very wide and deep in some places.
Distractor. This sentence describes the river, but it does not explain what the traveler watches, listens to, or learns.
- ☐ (C) Canoes can be made of wood or bark.
Distractor. This sentence introduces a detail about canoes, but it does not support the idea about a traveler learning.
- ☐ (D) My family took a trip to the beach last summer.
Distractor. This sentence tells about a personal trip and does not connect to the traveler's learning in sentence 2.

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.
Distractor. This version still places the subject after two phrases, so the sentence remains awkward and hard to follow.
- ☒ (B) Canoes glide along the rivers with food and pottery tucked inside.
Correct. This revision puts the subject first and keeps the action clear, making the sentence easy to understand.
- ☐ (C) The rivers glide along canoes with food and pottery tucked inside.
Distractor. This version says the rivers glide, which changes the meaning. Rivers do not glide along canoes.
- ☐ (D) No revision is needed.
Distractor. The word order in sentence 6 is awkward and should be revised for clarity.

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.
Distractor. This is a comma splice. Two complete ideas are joined with only a comma.
- ☒ (B) Neighbors meet and share goods.
Correct. This sentence combines both ideas clearly and concisely in one complete sentence.
- ☐ (C) Although neighbors meet, goods are shared.
Distractor. The word although shows contrast, but the two ideas are not opposites.
- ☐ (D) Neighbors meet when goods are shared.
Distractor. The word when suggests a time relationship that changes the meaning of the original sentences.

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
Distractor. Sentence 2 explains what a traveler does, which supports the main idea about learning and connecting.
- ☐ (B) Sentence 5
Distractor. Sentence 5 tells about canoes on the rivers, which is an important part of how people and goods travel.
- ☐ (C) Sentence 8
Distractor. Sentence 8 tells that goods are shared, which supports the main idea about neighbors meeting and sharing.
- ☒ (D) Sentence 10
Correct. Sentence 10 tells about the student's favorite basket color. This personal detail does not support the main idea about rivers, travel, and sharing.

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.
Correct. This sentence adds a specific detail about what camels carried. It supports the writer's idea that camels helped connect distant places by carrying more than goods.
- ☐ (B) They sailed through morning sun or stormy gales.
Distractor. This sentence describes ships, not camels, so it does not support the idea about what camels carried.
- ☐ (C) The sun can be very bright during the day.
Distractor. This sentence gives general information about the sun, but it does not add a detail about what camels carried or how they helped trade.
- ☐ (D) I would like to see a camel one day.
Distractor. This sentence is a personal wish. It does not support the writer's idea about camels and trade.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the main idea that people needed ways to travel and trade across far places. It is important to the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 gives details about what ships carried. This information is part of the main idea about trade and travel, even though the sentence is in the wrong place.
- ☐ (C) Sentence 6
Distractor. Sentence 6 explains how these journeys changed lives. This supports the main idea about the effects of travel and trade.
- ☒ (D) Sentence 7
Correct. Sentence 7 gives a personal opinion about camels and ships. It does not support the main idea that travel and trade routes connected people and places.

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
Distractor. Sentence 1 introduces the topic, but ships have not been introduced yet. Placing sentence 4 there would confuse the reader about what the draft is describing.
- ☐ (B) After sentence 3
Distractor. This is where sentence 4 already is. It interrupts the details about camels with information about ships before ships are introduced.
- ☒ (C) After sentence 5
Correct. Sentence 5 introduces ships, and sentence 4 tells what ships carried. Moving sentence 4 after sentence 5 places the detail after the introduction.
- ☐ (D) After sentence 8
Distractor. Sentence 8 concludes the draft. Moving sentence 4 after the conclusion would place a supporting detail too late and disrupt the ending.

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.
Distractor. This joins two complete thoughts with only a comma, creating a comma splice.
- ☒ (B) Across the desert, camels walked under the hot sun and carried salt and precious gold from one place to another.
Correct. This combines both ideas into one clear sentence. It removes the repeated subject and keeps the meaning.
- ☐ (C) Across the desert, camels walked under the hot sun although they carried salt and precious gold from one place to another.
Distractor. The word although suggests a contrast that does not exist. Walking under the sun and carrying goods are not opposing ideas.
- ☐ (D) Across the desert, camels walked under the hot sun and they carried salt and precious gold from one place to another.
Distractor. This sentence repeats the subject "they," making it wordy and less effective than the correct combination.

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.
Correct. This sentence gives a specific example of how new thoughts can travel with people's feet, which supports the idea in sentence 4.
- ☐ (B) Roads are made of many materials, such as dirt, gravel, and stone.
Distractor. This sentence describes road materials, but it does not explain how thoughts or ideas travel.
- ☐ (C) I like to walk on the sidewalk near my house.
Distractor. This sentence tells about a personal activity and does not support the idea that new thoughts can travel.
- ☐ (D) New thoughts are important.
Distractor. This sentence repeats the idea without adding a supporting detail or example.

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.
Distractor. This version keeps the awkward order and makes it hard to tell who is carrying the ideas.
- ☒ (B) Travelers carry ideas along roads to new places.
Correct. This version uses a clear subject and verb and keeps the meaning of the original sentence.
- ☐ (C) The ideas carry travelers along roads to new places.
Distractor. This version reverses the meaning. Ideas cannot carry travelers.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has an awkward word order, so a revision is needed to make it clear.

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.
Distractor. This version joins two complete thoughts with only a comma, which is a comma splice.
- ☒ (B) Roads link towns and cities and also connect people with different lives.
Correct. This version combines both ideas into one clear sentence and keeps the meaning.
- ☐ (C) Because roads link towns and cities, they also link people with different lives.
Distractor. The word because suggests that linking towns causes linking people, which is not the meaning of the two sentences.
- ☐ (D) Roads link towns and cities, and people with different lives.
Distractor. This version leaves out the verb that tells what roads do for people, so the second part is not a complete thought.

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
Distractor. Sentence 3 explains what can happen when pathways meet, which supports the main idea.
- ☐ (B) Sentence 5
Distractor. Sentence 5 introduces the idea that roads link towns and cities, which is important to the draft.
- ☒ (C) Sentence 8
Correct. Sentence 8 tells about riding a bike to the park, which is not about how roads connect people and ideas.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains why sharing ideas matters, which supports the main idea.

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.
Correct. This sentence explains how sharing goods supports the idea that connections grow between people.
- ☐ (B) Many canoes are made from wood.
Distractor. This detail tells about canoes, but it does not explain what happens when neighbors meet or why sharing matters.
- ☐ (C) I once saw a model canoe at a museum.
Distractor. This is a personal detail that does not support the writer's idea about travel and sharing.
- ☐ (D) Sharing is a good thing to do.
Distractor. This is a general reaction. It does not add a specific supporting detail about how sharing helps people.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 describes the traveler's actions and helps introduce the main idea of learning along the way.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives an important detail about what canoes carry, which supports the idea of goods moving along rivers.
- ☒ (C) Sentence 7
Correct. Sentence 7 gives a personal opinion about canoes and wagons. It does not support the main idea about travel, sharing, and friendships.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains how sharing builds trust, which is closely tied to the main idea.

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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Along the rivers, canoes glide and carry food and pottery tucked inside.
Correct. This combines both ideas into one clear sentence. The canoes glide and carry goods without repeating words.
- ☐ (C) Along the rivers, canoes glide because they carry food and pottery tucked inside.
Distractor. The word because suggests the canoes glide because they carry goods, which changes the meaning.
- ☐ (D) Along the rivers, canoes glide although they carry food and pottery tucked inside.
Distractor. The word although creates a contrast that does not fit. Carrying goods does not oppose gliding.

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.
Correct. This places the phrase to meet a need after travel far, so the sentence is clear and keeps the original meaning.
- ☐ (B) A basket, a story, a song, or a seed to meet a need can travel far.
Distractor. This keeps the awkward order that makes it hard to tell what can travel far.
- ☐ (C) A basket, a story, a song, or a seed can travel to meet a need far.
Distractor. This puts far at the end in a way that sounds awkward and makes the meaning unclear.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a 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.
Correct. This sentence gives a specific example of a family repeating a rule, which shows how its meaning can travel from year to year.
- ☐ (B) A song can have a tune that people like.
Distractor. This sentence is about songs, not about how a rule's meaning travels from year to year.
- ☐ (C) Some rules are very long and detailed.
Distractor. This sentence describes rules, but it does not support the idea that a rule's meaning travels over time.
- ☐ (D) People sometimes write lists in a notebook.
Distractor. This sentence is a general statement about notebooks and does not connect to the idea in sentence 2.

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.
Distractor. This version still places the doer after the phrase by a grandparent, so the word order remains awkward.
- ☒ (B) A grandparent shares the family way with care.
Correct. This version places the subject first and states the action clearly and directly.
- ☐ (C) A grandparent shares the family way without care.
Distractor. This version changes the meaning by saying the family way is shared without care.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a 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.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☒ (B) A song is sung, and a story is told.
Correct. This version combines both ideas into one clear sentence with correct punctuation and the connecting word and.
- ☐ (C) Because a song is sung, a story is told.
Distractor. The word because suggests that the song causes the story to be told, which is not the meaning.
- ☐ (D) A song is sung, so a story is told.
Distractor. The word so suggests that the song causes the story to be told, which is not the meaning.

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
Distractor. Sentence 1 introduces the main idea about a rule being written, so it should stay.
- ☐ **(B)** Sentence 5
Distractor. Sentence 5 explains that new hands can carry old traditions, which supports the main idea.
- ☐ **(C)** Sentence 9
Distractor. Sentence 9 supports the main idea by showing that a lesson from long ago can grow.
- ☒ **(D)** Sentence 10
Correct. Sentence 10 is about playing soccer at recess, which does not connect to passing traditions forward.

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.
Distractor. This sentence gives a general fact about who makes the works, but it does not explain how they speak to people from one age to the next.
- ☒ (B) A painting or a story can share a lesson with a new generation.
Correct. This sentence gives a specific example of how a painter's work or a writer's page can speak to people across different ages.
- ☐ (C) My cousin likes to draw pictures of his bicycle.
Distractor. This sentence connects to the off-topic bicycle detail, not to the main idea about ideas lasting across time.
- ☐ (D) Many people enjoy visiting museums.
Distractor. This sentence is related to art, but it does not support the idea that works can speak to people from one age to the next.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the idea of a painter's work lasting for many years, which is an important part of the main idea.
- ☒ (B) Sentence 5
Correct. Sentence 5 introduces a personal detail about a cousin's bicycle. This does not support the main idea about ideas and actions being carried forward.
- ☐ (C) Sentence 6
Distractor. Sentence 6 explains that a dream can travel from one heart to another, which supports the main idea.
- ☐ (D) Sentence 8
Distractor. Sentence 8 restates the main idea that what we learn and do may travel beyond us, so it is essential to the draft.

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.
Correct. This revision places the subject before the verb and states the idea in clear, natural order.
- ☐ (B) May someday travel beyond us too the things we learn and the things we do.
Distractor. This version keeps the words in an awkward order that makes the sentence hard to follow.
- ☐ (C) The things we learn and the things we do, may someday travel beyond us too.
Distractor. This version adds a comma between the subject and the verb, which creates incorrect punctuation.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so it does need revision for clarity.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) A painter's work can last for many years although a writer's page can also last.
Distractor. The word although creates a contrast that does not match the meaning of the two sentences.
- ☒ (C) A painter's work and a writer's page can both last for many years.
Correct. This combines both ideas into one clear sentence and avoids repeating the same ending.
- ☐ (D) A painter's work can last for many years and a writer's page can also last for many years.
Distractor. This repeats the phrase for many years, making the sentence wordy and less effective.

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 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.
Correct. This sentence gives a specific example of a lesson from the past, which supports the idea that the past has lessons we can learn.
- ☐ (B) The past happened before we were born.
Distractor. This sentence is a general fact about the past. It does not explain what lessons the past can teach us.
- ☐ (C) Learning lessons can be hard sometimes.
Distractor. This sentence gives a vague reaction. It does not add a supporting detail or example about learning from the past.
- ☐ (D) We can choose to say kind words to our friends.
Distractor. This sentence is about choosing what to say. It does not support the idea in sentence 1 about learning lessons from the past.

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.
Distractor. This version still has the same awkward word order. The phrase by the things we carry and share separates can from be shaped.
- ☒ (B) The things we carry and share can help shape what happens next.
Correct. This revision places the subject before the verb and keeps the sentence clear. It also preserves the meaning of the original sentence.
- ☐ (C) What happens next can shape the things we carry and share.
Distractor. This version changes the meaning. It says the future shapes what we carry and share instead of the other way around.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order that makes it hard to follow. A 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.

(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 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.

Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma.

- ☒ (B) The things we carry with us and share with others are important.

Correct. This combines both ideas into one clear sentence and keeps the meaning that carrying and sharing are both important.

- ☐ (C) Although the things we carry with us are important, the things we share with others are important too.

Distractor. The word although suggests a contrast that does not make sense here. The two ideas are not opposites.

- ☐ (D) The things we carry with us are important because the things we share with others are important too.

Distractor. The word because shows a cause and effect relationship that does not fit. One idea does not cause the other.

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

Distractor. Sentence 1 introduces the main idea that the past has lessons we can learn. Removing it would take away important information.

☐

(B) Sentence 4

Distractor. Sentence 4 gives an important idea about what we carry with us. It helps support the main idea of the draft.

☒

(C) Sentence 7

Correct. Sentence 7 tells about a favorite color. This does not support the main idea about learning from the past and shaping what happens next.

☐

(D) Sentence 9

Distractor. Sentence 9 explains how what we send can help shape the future. It supports the main idea of the draft.

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.

Correct. This sentence gives a specific example of how a rule's meaning can pass from one year to the next.

☐ **(B)** Many families enjoy spending time together.

Distractor. This is a general statement about families. It does not explain how a rule's meaning can travel through time.

☐ **(C)** A song can be sung by a group of people.

Distractor. This is about singing, not about a rule's meaning passing from one year to the next.

☐ **(D)** My cousin bought a new backpack for school this year.

Distractor. This is about a school supply and does not connect to the idea of meaning passing from year to year.

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

☐ **(A)** Sentence 3

Distractor. Sentence 3 gives an example of a song or story, which supports the main idea of carrying traditions forward.

☐ **(B)** Sentence 6

Distractor. Sentence 6 explains that a student remembers what a grandparent says, which supports the main idea.

☒ **(C)** Sentence 9

Correct. Sentence 9 is about a cousin's backpack and does not relate to carrying traditions or lessons forward.

☐ **(D)** Sentence 10

Distractor. Sentence 10 explains that a shared lesson can keep growing, which supports the main idea.

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.
Correct. This revision puts the describing words before the word they describe and makes the sentence read smoothly.
- ☐ (B) A rule strong is written down and clear.
Distractor. This word order is confusing and separates the describing words from the word they describe.
- ☐ (C) A rule is strong and clear written down.
Distractor. The words are in an awkward order, so the sentence does not read smoothly.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a 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.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☐ (B) A grandparent might share a family way with a student because the student may remember what the grandparent says.
Distractor. The word because suggests that remembering causes the sharing, which changes the meaning.
- ☒ (C) A grandparent might share a family way that the student remembers.
Correct. This combines both ideas into one clear sentence. It shows that the student remembers the family way without repeating words.
- ☐ (D) A grandparent might share a family way with a student, but the student may remember what the grandparent says.
Distractor. The word but creates a contrast that does not fit. Sharing and remembering are not opposing ideas.

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.
Correct. This sentence gives a specific example of how location can affect the food people grow and the homes they build.
- ☐ (B) Geography is an interesting subject to study in school.
Distractor. This sentence is a general opinion about geography and does not support the idea that location affects food and homes.
- ☐ (C) People in a society sometimes move to a new place.
Distractor. This sentence introduces moving to a new place, which is not the idea in sentence 7 about food and homes.
- ☐ (D) The location of a society can affect many things.
Distractor. This sentence repeats the general idea already stated in sentence 7 without adding a supporting detail.

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.
Correct. This revision places the subject before the verb and puts the verb next to its object, making the sentence clear.
- ☐ **(B)** Opportunities and challenges can create geography for a society.
Distractor. This version changes the meaning by saying that opportunities and challenges create geography.
- ☐ **(C)** Geography can for a society create opportunities and challenges.
Distractor. This version separates the verb from its object and sounds awkward.
- ☐ **(D)** No revision is needed.
Distractor. The original sentence has an awkward word order that makes it hard to understand, so a 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.
Correct. This sentence combines both ideas smoothly and keeps all the actions in one complete sentence.
- ☐ **(B)** People still make choices, they solve problems, create new ideas, and change their surroundings.
Distractor. This is a comma splice because it joins two complete thoughts with only a comma.
- ☐ **(C)** People still make choices because they solve problems, create new ideas, and change their surroundings.
Distractor. The word because suggests that making choices causes the other actions, which changes the meaning.
- ☐ **(D)** People still make choices and solve problems and create new ideas and change their surroundings.
Distractor. This sentence repeats the word and too many times, making it choppy and less effective.

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
Distractor. Sentence 1 introduces the main idea that every society begins in a place, so it is needed.
- ☐ **(B)** Sentence 6
Distractor. Sentence 6 explains that geography can create opportunities and challenges, which is an important part of the main idea.
- ☒ **(C)** Sentence 9
Correct. Sentence 9 tells about the writer's cousin and does not support the main idea about what shapes a society.
- ☐ **(D)** Sentence 10
Distractor. Sentence 10 explains that connections with other places bring more changes, which supports the main idea.

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.
Correct. This sentence gives a specific example of how an environment provides possibilities, which supports the idea in sentence 5.
- ☐ (B) Many people enjoy looking at maps to find places they want to visit.
Distractor. This sentence is about people enjoying maps, not about how environments provide different possibilities.
- ☐ (C) Different environments provide different possibilities.
Distractor. This sentence repeats the idea in sentence 5 instead of adding a supporting detail.
- ☐ (D) Rivers are usually made of water.
Distractor. This sentence is a vague fact about rivers and does not explain how a river environment can provide possibilities for a community.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 introduces the idea that geography is more than a location on a map, which is an important part of the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 lists what geography includes, which is a key detail that supports the main idea.
- ☐ (C) Sentence 5
Distractor. Sentence 5 states the main idea that different environments provide different possibilities.
- ☒ (D) Sentence 6
Correct. Sentence 6 is a personal opinion about looking at maps. It does not support the main idea about geography, resources, and communities.

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.
Correct. This version removes the repeated words are included and clearly lists what geography includes.
- ☐ (B) It includes landforms, bodies of water, climate, plants, animals, and natural resources are included.
Distractor. This version repeats the idea of including resources twice, making the sentence awkward and confusing.
- ☐ (C) Landforms, bodies of water, climate, plants, animals, and natural resources it includes.
Distractor. This version has an awkward word order that makes the sentence hard to follow.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because it repeats the verb idea, so a 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?
Distractor. This joins two complete ideas with only a comma, which creates a comma splice.
- ☒ (B) Understanding these connections helps answer an important question about how the world around people helps shape the world they create.
Correct. This combines both ideas into one clear sentence and keeps the meaning of the question.
- ☐ (C) Understanding these connections helps answer an important question because how does the world around people help shape the world they create?
Distractor. The word because creates a cause and effect relationship that does not make sense with the question.
- ☐ (D) Understanding these connections helps answer an important question. How does the world around people help shape the world they create?
Distractor. This does not combine the sentences. It simply repeats them as two separate sentences.

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.
Correct. This sentence gives a clear example of how coastal resources can shape daily life. It follows sentence 4 by explaining what people might do with fish and ships.
- ☐ (B) Some people like to visit the beach in the summer.
Distractor. This sentence tells about a fun beach visit, but it does not explain how coastal resources support a community.
- ☐ (C) Forests can provide timber.
Distractor. This sentence repeats sentence 3 and is about forests, not coastal areas. It does not support the idea in sentence 4.
- ☐ (D) A community surrounded by grasslands may have room for farming or raising animals.
Distractor. This sentence repeats sentence 2 and is about grasslands. It does not add a detail about coastal areas.

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.
Distractor. This version keeps the awkward passive order and makes it hard to tell that rivers are doing the providing.
- ☒ (B) Rivers provided water and helped people move from place to place.
Correct. This version is clear and concise. It places rivers as the subject and correctly states what rivers provided and helped people do.
- ☐ (C) Rivers were provided by water and helped people move from place to place.
Distractor. This version says that rivers were provided by water, which changes the meaning of the sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has an awkward word order, so a 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.
Distractor. This version joins two complete ideas with only a comma, which creates a comma splice.
- ☒ (B) Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile soil supported daily life.
Correct. This version correctly uses where to connect East Texas with the resources that supported daily life. It keeps both ideas in one clear sentence.
- ☐ (C) Although many Caddo communities developed in what is now East Texas, the land had rivers, forests, and fertile soil that supported daily life.
Distractor. The word although suggests a contrast, but the two ideas do not oppose each other.
- ☐ (D) Many Caddo communities developed in what is now East Texas, when rivers, forests, and fertile soil supported daily life.
Distractor. The word when suggests a time, but the sentence is about a place and its resources, not a specific time.

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

Distractor. Sentence 2 explains how grasslands can shape a community. It supports the main idea and should not be deleted.



(B) Sentence 6

Distractor. Sentence 6 introduces the Caddo people as an example. It is important to the draft and should not be deleted.



(C) Sentence 8

Distractor. Sentence 8 gives a key detail about the crops families grew. It supports the main idea and should not be deleted.



(D) Sentence 10

Correct. Sentence 10 is a personal opinion about boats and bikes. It does not support the main idea of how place and resources shape a society.

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.
Correct. This sentence gives specific details about why forests were important to the Caddo. It supports the writer's idea before the draft explains that the land did not build communities by itself.
- ☐ (B) Some forests are very large.
Distractor. This is a general fact about forests. It does not explain why forests were important to the Caddo or connect to the main idea.
- ☐ (C) The land did not build Caddo communities by itself.
Distractor. This repeats sentence 2 instead of adding a supporting detail after sentence 1. It would make the draft repeat an idea.
- ☐ (D) I like to walk in the woods after school.
Distractor. This introduces a personal opinion that does not support the writer's idea about how societies use resources.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains that the land alone did not build communities. It is an important part of the main idea.
- ☐ (B) Sentence 5
Distractor. This sentence is awkward and repeats ideas, but it still connects to how people used the environment. It is not the best sentence to delete for being off topic.
- ☒ (C) Sentence 7
Correct. This sentence tells about a favorite forest animal. It does not support the main idea about place, resources, and choices in a society.
- ☐ (D) Sentence 9
Distractor. This sentence explains what people do after they observe the world. It is a key part of the draft's idea about making choices.

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.
Correct. This revision puts the ideas in a clear order. People first understand the environment, and then they decide how to use what is available.
- ☐ (B) People had to decide how to understand the environment and use what was available.
Distractor. This changes the meaning by suggesting people decide how to understand the environment. The original idea is that they understand it and then decide how to use it.
- ☐ (C) People had to decide how to use what was available and understand the environment.
Distractor. This keeps the awkward order. It also makes understanding the environment seem like an afterthought.
- ☐ (D) No revision is needed.
Distractor. The sentence has an awkward order that makes the ideas harder to follow. A 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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) People observe the world around them, and then they make choices.
Correct. This combines both ideas into one clear sentence. It keeps the order that people observe first and then make choices.
- ☐ (C) People observe the world around them although they make choices.
Distractor. The word although creates a contrast that does not match the meaning. Observing and making choices are not opposing ideas.
- ☐ (D) People observe the world around them and people observe choices.
Distractor. This changes the meaning and leaves out the idea that people make choices. It also repeats the subject awkwardly.

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.
Correct. This sentence explains why gold was especially valuable in Mali by showing that people in other regions wanted it and that trade connected them.
- ☐ (B) Mali was an ancient kingdom in West Africa.
Distractor. This just repeats information already in sentence 4 and does not explain why gold was valuable.
- ☐ (C) Gold is a shiny, yellow metal.
Distractor. This is a general fact about gold that does not support the idea that gold was a valuable resource in Mali or that it affected trade.
- ☐ (D) Caravans often used camels to travel.
Distractor. This tells about how people traveled, but it does not explain why gold was an especially valuable resource in Mali.

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.
Correct. This revision puts the subject first and keeps the action clear, so the reader can easily understand who did what.
- ☐ (B) Goods were carried across the desert by merchants often using camels in caravans.
Distractor. This version still has awkward word order and makes it hard to follow who is doing the action.
- ☐ (C) Often using camels, goods in caravans were carried across the desert by merchants.
Distractor. This version places the modifier next to goods, which makes it sound like the goods were using camels.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has an awkward word order that makes the meaning unclear, so a 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.
Distractor. This creates a comma splice. Two complete ideas are joined with only a comma, which is not correct.
- ☒ (B) Trade routes crossed the Sahara and connected Mali with distant regions.
Correct. This sentence combines both ideas smoothly and shows that the trade routes did two connected things.
- ☐ (C) Although trade routes crossed the Sahara, they connected Mali with distant regions.
Distractor. The word although suggests a contrast, but the two ideas do not oppose each other.
- ☐ (D) Trade routes crossed the Sahara when they connected Mali with distant regions.
Distractor. The word when suggests a specific time, which changes the meaning of the sentence.

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
Distractor. Sentence 2 lists examples of natural resources, which supports the main idea of the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 introduces gold as a valuable resource in Mali, which is an important detail for the draft.
- ☐ (C) Sentence 8
Distractor. Sentence 8 explains how gold moved from places where it was available to places where people wanted it, which is a key detail.
- ☒ (D) Sentence 9
Correct. Sentence 9 repeats the idea that gold was valuable and wanted, which is already stated in sentences 4 and 8.

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.
Correct. This detail connects salt to the trade routes mentioned in sentence 4 and shows how Mali's resources could reach other places.
- ☐ (B) My family uses salt when we cook.
Distractor. This is a personal detail about the writer's family that does not support the idea of resources shaping a society.
- ☐ (C) Salt is white and made of small crystals.
Distractor. This fact describes salt's appearance but does not explain its value or connection to trade.
- ☐ (D) Texas also has many resources.
Distractor. This introduces Texas before the draft discusses it and does not support the idea about Mali's salt.

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.
Correct. This version places the subject and action in a clear order and keeps the original meaning.
- ☐ (B) Mali became wealthy and powerful because near important trade routes its location helped the kingdom.
Distractor. This repeats the original awkward order and does not make the sentence clearer.
- ☐ (C) Mali's location near important trade routes became wealthy and powerful.
Distractor. This changes the meaning by saying the location became wealthy and powerful instead of the kingdom.
- ☐ (D) No revision is needed.
Distractor. The original sentence has confusing word order, so a revision is needed to make it clear.

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.
Distractor. This is a comma splice because it joins two complete thoughts with only a comma.
- ☒ (B) The Coastal Plains has the Gulf of Mexico, where people can fish and ship.
Correct. This combines both ideas into one clear sentence and shows that the Gulf is the place where people fish and ship.
- ☐ (C) The Coastal Plains has the Gulf of Mexico although people can fish and ship there.
Distractor. The word although creates a contrast that does not match the ideas. Fishing and shipping are not opposing actions.
- ☐ (D) The Coastal Plains has the Gulf of Mexico people can fish and ship there.
Distractor. This is a fused sentence because it runs two complete thoughts together without punctuation or a connecting word.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains why salt was valuable, which is an important part of the draft about resources.
- ☐ (B) Sentence 6
Distractor. Sentence 6 introduces the idea that different Texas regions have different resources, which supports the main idea.
- ☒ (C) Sentence 9
Correct. Sentence 9 tells about the writer's family beach trip, which is a personal detail that does not support the main idea about resources shaping societies.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains why the Gulf of Mexico is important, which connects to the idea that resources influence economic activity.

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.
Correct. This sentence explains what geography includes and helps show how it can shape life in a society.
- ☐ (B) The Great Plains is one kind of region.
Distractor. This tells about one region, but it does not explain what geography includes or how it shapes a society.
- ☐ (C) People in a society need to make many choices.
Distractor. This repeats a later idea about decisions, but it does not support the first sentence about geography.
- ☐ (D) My favorite place to visit is the mountains.
Distractor. This is a personal opinion that does not explain how geography shapes a society.

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.
Distractor. This version still uses a passive phrase at the end, so the sentence is not as clear and direct as it could be.
- ☒ (B) The Mountains and Basins region has a dry climate that makes farming difficult, but it contains oil, gas, and minerals.
Correct. This version uses active verbs and places the subject at the beginning, making the sentence clear and easy to follow.
- ☐ (C) Farming is made more difficult by the dry climate in the Mountains and Basins region, but it contains oil, gas, and minerals.
Distractor. The pronoun it is unclear because it could refer to farming or the region, so the sentence is confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward passive wording, so a 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.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☒ (B) The Great Plains has wide open spaces that support farming and ranching.
Correct. This combines both ideas into one clear sentence and shows that the spaces are used for farming and ranching.
- ☐ (C) Although the Great Plains has wide open spaces, these spaces support farming and ranching.
Distractor. The word although suggests a contrast, but the two ideas do not contrast.
- ☐ (D) The Great Plains has wide open spaces, and farming and ranching are supported by these spaces.
Distractor. This version is wordy and uses passive wording, so it is less effective than the correct choice.

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
Distractor. Sentence 2 gives an example of a region and its open spaces, which supports the main idea about geography.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains how climate and resources affect a region, which supports the main idea.
- ☒ (C) Sentence 8
Correct. Sentence 8 gives a personal opinion about a favorite resource. It does not support the main idea about how geography and resources shape a society.
- ☐ (D) Sentence 9
Distractor. Sentence 9 adds the important idea that climate is part of geography, which supports the main idea.

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.
Correct. This sentence explains why the difference between weather and climate matters to farmers by connecting their planning to long term conditions, which supports the writer's idea.
- ☐ (B) Farmers work outside in fields.
Distractor. This detail tells where farmers work but does not explain why the difference between weather and climate matters to their choices.
- ☐ (C) Weather can change quickly during a day.
Distractor. This repeats the idea already shown in sentences 2 and 3 without adding support for why farmers care about climate.
- ☐ (D) My grandfather was a farmer.
Distractor. This personal detail does not support the main idea about weather, climate, and how farmers choose crops.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives an example of weather at a particular time, which helps show what weather is.
- ☒ (B) Sentence 4
Correct. Sentence 4 is a personal opinion about rainy days and sunny days. It does not support the main idea about the difference between weather and climate or how farmers use climate.
- ☐ (C) Sentence 6
Distractor. Sentence 6 describes climate, which is a key idea in the draft and connects to the comparison with weather.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains that farmers do not choose crops based only on one afternoon, which supports the main idea about climate.

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.
Correct. This version places the words in a clear order and correctly states that climate describes usual weather patterns over a long period.
- ☐ (B) Climate the usual weather patterns describes of a place over a much longer period.
Distractor. This version keeps the words in an awkward order, so the sentence is still unclear.
- ☐ (C) Climate describes a place over a much longer period with usual weather patterns.
Distractor. This version changes the meaning by saying climate describes a place rather than weather patterns.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order, so a revision is needed to make the idea clear.

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.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) It may be sunny in the morning because it may be rainy later that afternoon.
Distractor. The word because creates a cause and effect relationship that does not make sense for these two weather conditions.
- ☒ (C) It may be sunny in the morning but rainy later that afternoon.
Correct. This combines both ideas into one clear sentence and uses but to show the contrast between sunny and rainy conditions.
- ☐ (D) It may be sunny in the morning and it may be rainy later that afternoon.
Distractor. This repeats "it may be" and is less concise than the best version.