

STUDENT WORKBOOK

Grade 5 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

TEKS 5.11C Revising

36 Weeks

Monday to Friday Practice

Assessment-Style Questions

INSIDE THIS WORKBOOK

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

PREPARE and Clusters 1 to 8, following the Grade 5 scope and sequence

RANDI WHITNEY

The Writing Academy®, LLC

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 5 scope and sequence in the same order as the Standards Slide Decks, and every draft is based on the low stamina passage of that week's cluster.

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

Daily routine (about 10 minutes)

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

Read the draft a student wrote about a mystery in the cafeteria. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) By 11:42 on Friday morning, fifth grade had a problem. **(2)** A serious problem. **(3)** Jordan stared through the cafeteria serving window. **(4)** His face looked as if summer vacation had been canceled.

(5) Maya asked what he meant. **(6)** 'The cookies,' Jordan said. **(7)** The chocolate chip cookies were gone. **(8)** The silver tray was empty.

(9) At the empty silver tray was pointed dramatically by Jordan. **(10)** The tray had no cookies on it.

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

- ☐ **(A)** The chocolate chip cookies were missing from the cafeteria.
- ☐ **(B)** Jordan often sat near the cafeteria serving window.
- ☐ **(C)** Maya was a fifth grade student at the school.
- ☐ **(D)** The cafeteria served lunch at 11:42 on Friday.

Read the draft a student wrote about a mystery in the cafeteria. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) By 11:42 on Friday morning, fifth grade had a problem. **(2)** A serious problem. **(3)** Jordan stared through the cafeteria serving window. **(4)** His face looked as if summer vacation had been canceled.

(5) Maya asked what he meant. **(6)** 'The cookies,' Jordan said. **(7)** The chocolate chip cookies were gone. **(8)** The silver tray was empty.

(9) At the empty silver tray was pointed dramatically by Jordan. **(10)** The tray had no cookies on it.

What is the BEST way to revise sentence 9?

- ☐ **(A)** Jordan pointed dramatically at the empty silver tray.
- ☐ **(B)** The empty silver tray was pointed at dramatically by Jordan.
- ☐ **(C)** Dramatically, Jordan pointed the empty silver tray.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a mystery in the cafeteria. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) By 11:42 on Friday morning, fifth grade had a problem. **(2)** A serious problem. **(3)** Jordan stared through the cafeteria serving window. **(4)** His face looked as if summer vacation had been canceled.

(5) Maya asked what he meant. **(6)** 'The cookies,' Jordan said. **(7)** The chocolate chip cookies were gone. **(8)** The silver tray was empty.

(9) At the empty silver tray was pointed dramatically by Jordan. **(10)** The tray had no cookies on it.

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

Sentences 7 and 8 read: The chocolate chip cookies were gone. The silver tray was empty.

- ☐ **(A)** The chocolate chip cookies were gone, the silver tray was empty.
- ☐ **(B)** The chocolate chip cookies were gone, and the silver tray was empty.
- ☐ **(C)** Although the chocolate chip cookies were gone, the silver tray was empty.
- ☐ **(D)** The chocolate chip cookies were gone because the silver tray was empty.

Read the draft a student wrote about a mystery in the cafeteria. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) By 11:42 on Friday morning, fifth grade had a problem. **(2)** A serious problem. **(3)** Jordan stared through the cafeteria serving window. **(4)** His face looked as if summer vacation had been canceled.

(5) Maya asked what he meant. **(6)** 'The cookies,' Jordan said. **(7)** The chocolate chip cookies were gone. **(8)** The silver tray was empty.

(9) At the empty silver tray was pointed dramatically by Jordan. **(10)** The tray had no cookies on it.

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

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 7
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about the missing chocolate chip cookies. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) The lunch line moved slowly on Friday. **(2)** Students talked about the missing chocolate chip cookies. **(3)** "Every last one," Maya said. **(4)** Behind her, the lunch line stopped moving.

(5) "No cookies?" someone whispered. **(6)** "But the menu said chocolate chip cookies!" another student cried. **(7)** I think chocolate chip cookies are the best dessert in the cafeteria. **(8)** Within thirty seconds out of control had the investigation gone completely.

(9) Eli said he heard sixth grade took two each. **(10)** Everyone wanted to know who took the cookies.

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

- ☐ (A) She held up an empty tray as she spoke.
- ☐ (B) Maya likes chocolate chip cookies more than other desserts.
- ☐ (C) The cafeteria serves lunch every day.
- ☐ (D) Behind her, the lunch line stopped moving.

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

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

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

3 What is the BEST way to revise sentence 8?

- ☐ (A) Within thirty seconds, out of control had the investigation gone completely.
- ☐ (B) Within thirty seconds, the investigation had already gone completely out of control.
- ☐ (C) The investigation had gone completely out of control within thirty seconds already.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: "No cookies?" someone whispered. "But the menu said chocolate chip cookies!" another student cried.

- ☐ (A) "No cookies?" someone whispered another student cried, "But the menu said chocolate chip cookies!"
- ☐ (B) "No cookies?" someone whispered although another student cried, "But the menu said chocolate chip cookies!"
- ☐ (C) "No cookies?" someone whispered, and another student cried, "But the menu said chocolate chip cookies!"
- ☐ (D) "No cookies?" someone whispered because another student cried, "But the menu said chocolate chip cookies!"

Read the draft a student wrote about a mystery with chocolate chip cookies. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) Maya and Jordan were talking about the missing chocolate chip cookies. **(2)** Maya her brother said is in sixth grade. **(3)** She said he would not waste his time stealing cookies. **(4)** He has other hobbies. **(5)** Jordan said he heard the teachers get the extras. **(6)** He heard it from someone. **(7)** Mrs. Delgado raised one eyebrow. **(8)** "Interesting," she said. **(9)** She asked where exactly they heard that. **(10)** Chocolate chip cookies are my favorite dessert.

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

- ☐ **(A)** Her expression showed that she was not sure the rumor was true.
- ☐ **(B)** Mrs. Delgado was the teacher for Maya and Jordan.
- ☐ **(C)** Jordan liked to talk with his friends during lunch.
- ☐ **(D)** The chocolate chip cookies were probably delicious.

Read the draft a student wrote about a mystery with chocolate chip cookies. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) Maya and Jordan were talking about the missing chocolate chip cookies.
(2) Maya her brother said is in sixth grade. **(3)** She said he would not waste his time stealing cookies. **(4)** He has other hobbies.
(5) Jordan said he heard the teachers get the extras. **(6)** He heard it from someone. **(7)** Mrs. Delgado raised one eyebrow. **(8)** "Interesting," she said.
(9) She asked where exactly they heard that. **(10)** Chocolate chip cookies are my favorite dessert.

What is the BEST way to revise sentence 2?

- ☐ **(A)** Maya said her brother is in sixth grade.
- ☐ **(B)** Her brother Maya said is in sixth grade.
- ☐ **(C)** Maya is in sixth grade, her brother said.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a mystery with chocolate chip cookies. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) Maya and Jordan were talking about the missing chocolate chip cookies. (2) Maya her brother said is in sixth grade. (3) She said he would not waste his time stealing cookies. (4) He has other hobbies. (5) Jordan said he heard the teachers get the extras. (6) He heard it from someone. (7) Mrs. Delgado raised one eyebrow. (8) "Interesting," she said. (9) She asked where exactly they heard that. (10) Chocolate chip cookies are my favorite dessert.

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

Sentences 5 and 6 read: Jordan said he heard the teachers get the extras. He heard it from someone.

- ☐ (A) Jordan said he heard from someone that the teachers get the extras.
- ☐ (B) Jordan said he heard the teachers get the extras, he heard it from someone.
- ☐ (C) Jordan said he heard the teachers get the extras although he heard it from someone.
- ☐ (D) Jordan said he heard the teachers get the extras and he heard it from someone.

Read the draft a student wrote about a mystery with chocolate chip cookies. Then answer the questions that follow.

The Great Chocolate Chip Cookie Mystery

(1) Maya and Jordan were talking about the missing chocolate chip cookies.
(2) Maya her brother said is in sixth grade. **(3)** She said he would not waste his time stealing cookies. **(4)** He has other hobbies.
(5) Jordan said he heard the teachers get the extras. **(6)** He heard it from someone. **(7)** Mrs. Delgado raised one eyebrow. **(8)** "Interesting," she said.
(9) She asked where exactly they heard that. **(10)** Chocolate chip cookies are my favorite dessert.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 10

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

The Great Chocolate Chip Cookie Mystery

(1) Jordan paused. **(2)** Mrs. Delgado smiled. **(3)** "From Eli," someone said.

(4) Everyone looked at Eli.

(5) Eli shrugged. **(6)** "I heard Jordan say it yesterday," Eli said. **(7)** The class waited to see what would happen next. **(8)** I think chocolate chip cookies are the best snack after school.

(9) The mystery was still not solved.

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

- ☐ **(A)** He was trying to remember exactly what he had heard.
- ☐ **(B)** Jordan always pauses before he speaks.
- ☐ **(C)** The class was learning about mysteries that day.
- ☐ **(D)** Eli shrugged at everyone.

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

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

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

3 Where is the BEST place to move sentence 2?

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

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

Sentences 4 and 5 read: Everyone looked at Eli. Eli shrugged.

- ☐ (A) Everyone looked at Eli, Eli shrugged.
- ☐ (B) Everyone looked at Eli, and he shrugged.
- ☐ (C) Everyone looked at Eli although Eli shrugged.
- ☐ (D) Everyone looked at Eli and he shrugged.

Read the draft a student wrote about how fifth grade helped solve a dessert problem. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. **(2)** Everyone became suspicious right away. **(3)** Principal Bennett said she had heard something about Friday. **(4)** Friday's dessert problem was helped solved by the fifth grade.

(5) Jordan sat up taller. **(6)** He said, "We saved the cookies." **(7)** Principal Bennett corrected him. **(8)** "You surveyed students," Principal Bennett said.

(9) Mrs. Delgado's classroom has a large window that looks out at the playground.

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

- ☐ **(A)** Principals with clipboards rarely arrived to announce an extra recess.
- ☐ **(B)** The classroom had a large window that looked out at the playground.
- ☐ **(C)** Jordan liked to eat cookies after lunch.
- ☐ **(D)** Monday morning was the beginning of a new school week.

Read the draft a student wrote about how fifth grade helped solve a dessert problem. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. **(2)** Everyone became suspicious right away. **(3)** Principal Bennett said she had heard something about Friday. **(4)** Friday's dessert problem was helped solved by the fifth grade.

(5) Jordan sat up taller. **(6)** He said, "We saved the cookies." **(7)** Principal Bennett corrected him. **(8)** "You surveyed students," Principal Bennett said.

(9) Mrs. Delgado's classroom has a large window that looks out at the playground.

What is the BEST way to revise sentence 4?

- ☐ **(A)** The fifth grade helped solve Friday's dessert problem.
- ☐ **(B)** Friday's dessert problem helped solve the fifth grade.
- ☐ **(C)** The fifth grade was helped by Friday's dessert problem.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how fifth grade helped solve a dessert problem. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. (2) Everyone became suspicious right away. (3) Principal Bennett said she had heard something about Friday. (4) Friday's dessert problem was helped solved by the fifth grade. (5) Jordan sat up taller. (6) He said, "We saved the cookies." (7) Principal Bennett corrected him. (8) "You surveyed students," Principal Bennett said. (9) Mrs. Delgado's classroom has a large window that looks out at the playground.

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

Sentences 5 and 6 read: Jordan sat up taller. He said, "We saved the cookies."

- ☐ (A) Jordan sat up taller, he said, "We saved the cookies."
- ☐ (B) Jordan sat up taller and said, "We saved the cookies."
- ☐ (C) Although Jordan sat up taller, he said, "We saved the cookies."
- ☐ (D) Jordan sat up taller because he said, "We saved the cookies."

Read the draft a student wrote about how fifth grade helped solve a dessert problem. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. **(2)** Everyone became suspicious right away. **(3)** Principal Bennett said she had heard something about Friday. **(4)** Friday's dessert problem was helped solved by the fifth grade.

(5) Jordan sat up taller. **(6)** He said, "We saved the cookies." **(7)** Principal Bennett corrected him. **(8)** "You surveyed students," Principal Bennett said.

(9) Mrs. Delgado's classroom has a large window that looks out at the playground.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 9

Read the draft a student wrote about a challenge for the fifth grade. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) A student said, "And then we saved the cookies." **(2)** Principal Bennett smiled. **(3)** Principal Bennett said Ms. Ruiz would like student input. **(4)** Ms. Ruiz plans next month's Friday treats.

(5) So Principal Bennett gave the fifth grade a challenge. **(6)** She wrote on the board three words. **(7)** The room exploded. **(8)** I think the fifth grade should get more recess.

(9) The challenge was about Friday treats.

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

- ☐ **(A)** The challenge asked students to share ideas about the Friday treats.
- ☐ **(B)** Principal Bennett smiled at the fifth grade.
- ☐ **(C)** Cookies are a popular dessert for many people.
- ☐ **(D)** Ms. Ruiz plans next month's Friday treats.

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

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 8
- ☐ **(C)** Sentence 5
- ☐ **(D)** Sentence 9

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

3 What is the BEST way to revise sentence 6?

- ☐ (A) She wrote three words on the board.
- ☐ (B) She wrote three words, on the board.
- ☐ (C) She on the board wrote three words.
- ☐ (D) No revision is needed.

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

Sentences 3 and 4 read: Principal Bennett said Ms. Ruiz would like student input. Ms. Ruiz plans next month's Friday treats.

- ☐ (A) Principal Bennett said Ms. Ruiz would like student input, Ms. Ruiz plans next month's Friday treats.
- ☐ (B) Principal Bennett said Ms. Ruiz would like student input before she plans next month's Friday treats.
- ☐ (C) Principal Bennett said Ms. Ruiz would like student input because she plans next month's Friday treats.
- ☐ (D) Principal Bennett said Ms. Ruiz would like student input and plans next month's Friday treats.

Read the draft a student wrote about a fifth grade cookie commission. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) Principal Bennett told the fifth grade students that they would recommend one Friday treat plan. **(2)** The students asked if they could choose doughnuts.

(3) They also asked if Friday could have two Fridays. **(4)** One student asked if they could abolish raisins.

(5) One hand was held up by Principal Bennett to get everyone quiet. **(6)** The students must gather information about cost and student needs. **(7)** They must hear different viewpoints. **(8)** They must present their recommendation.

(9) I think Friday is the best day of the week.

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

- ☐ **(A)** For example, they could find out how much each treat costs and which treats students prefer.
- ☐ **(B)** Principal Bennett is the principal of the school.
- ☐ **(C)** The students could ask for two Fridays every week.
- ☐ **(D)** Raisins are dried grapes.

Read the draft a student wrote about a fifth grade cookie commission. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) Principal Bennett told the fifth grade students that they would recommend one Friday treat plan. **(2)** The students asked if they could choose doughnuts.

(3) They also asked if Friday could have two Fridays. **(4)** One student asked if they could abolish raisins.

(5) One hand was held up by Principal Bennett to get everyone quiet. **(6)** The students must gather information about cost and student needs. **(7)** They must hear different viewpoints. **(8)** They must present their recommendation.

(9) I think Friday is the best day of the week.

What is the BEST way to revise sentence 5?

- ☐ **(A)** Principal Bennett held up one hand to get everyone quiet.
- ☐ **(B)** One hand was held up by Principal Bennett so that everyone would get quiet.
- ☐ **(C)** Principal Bennett held up everyone to get one hand quiet.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a fifth grade cookie commission. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) Principal Bennett told the fifth grade students that they would recommend one Friday treat plan. **(2)** The students asked if they could choose doughnuts.

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(5) One hand was held up by Principal Bennett to get everyone quiet. **(6)** The students must gather information about cost and student needs. **(7)** They must hear different viewpoints. **(8)** They must present their recommendation.

(9) I think Friday is the best day of the week.

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

Sentences 7 and 8 read: They must hear different viewpoints. They must present their recommendation.

- ☐ **(A)** They must hear different viewpoints, they must present their recommendation.
- ☐ **(B)** They must hear different viewpoints and present their recommendation.
- ☐ **(C)** Although they must hear different viewpoints, they must present their recommendation.
- ☐ **(D)** Hearing different viewpoints and presenting their recommendation.

Read the draft a student wrote about a fifth grade cookie commission. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) Principal Bennett told the fifth grade students that they would recommend one Friday treat plan. **(2)** The students asked if they could choose doughnuts.

(3) They also asked if Friday could have two Fridays. **(4)** One student asked if they could abolish raisins.

(5) One hand was held up by Principal Bennett to get everyone quiet. **(6)** The students must gather information about cost and student needs. **(7)** They must hear different viewpoints. **(8)** They must present their recommendation.

(9) I think Friday is the best day of the week.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 8

Read the draft a student wrote about the fifth-grade political parties. Then answer the questions that follow.

The Fifth-Grade Cookie Commission

(1) Jordan whispered to Maya that this was the greatest moment in American democracy. **(2)** Maya did not think that what democracy meant was that. **(3)** Jordan said it did today. **(4)** By lunch, fifth grade had political parties. **(5)** One of them was Cookies for All. **(6)** Eli founded that party. **(7)** I think chocolate chip cookies are the best cookies for a school party. **(8)** Their slogan was next.

1 What is the BEST way to revise sentence 2?

- ☐ **(A)** Maya did not think that was what democracy meant.
- ☐ **(B)** Maya did not think that what democracy meant was that, and she said so.
- ☐ **(C)** Maya did not think that democracy meant what it was.
- ☐ **(D)** No revision is needed.

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

Sentences 5 and 6 read: One of them was Cookies for All. Eli founded that party.

- ☐ **(A)** One of them was Cookies for All, Eli founded that party.
- ☐ **(B)** One of them was Cookies for All, which Eli founded.
- ☐ **(C)** One of them was Cookies for All because Eli founded that party.
- ☐ **(D)** One of them was Cookies for All and Eli founded that party.

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

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 5
- ☐ (C) Sentence 7
- ☐ (D) Sentence 8

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

- ☐ (A) A slogan is a short phrase that helps people remember a group's message.
- ☐ (B) Eli liked chocolate chip cookies more than oatmeal cookies.
- ☐ (C) By lunch, fifth grade had political parties.
- ☐ (D) Jordan and Maya were still whispering to each other.

Read the draft a student wrote about the events that led to the American Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain. **(2)** Great Britain was a superpower at the time. **(3)** Many colonists considered themselves loyal to the king. **(4)** However, this began to change after the French and Indian War.

(5) Although Great Britain gained land, it also gained significant debt. **(6)** Great Britain needed money. **(7)** Parliament placed new taxes on the colonies. **(8)** One of these laws the Stamp Act was.

(9) My favorite subject in school is math.

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

- ☐ **(A)** It required colonists to pay taxes on printed materials such as newspapers and legal documents.
- ☐ **(B)** Great Britain gained land after the French and Indian War.
- ☐ **(C)** Many colonists considered themselves loyal to the king.
- ☐ **(D)** Taxes are used to pay for public services today.

Read the draft a student wrote about the events that led to the American Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain. **(2)** Great Britain was a superpower at the time. **(3)** Many colonists considered themselves loyal to the king. **(4)** However, this began to change after the French and Indian War.

(5) Although Great Britain gained land, it also gained significant debt. **(6)** Great Britain needed money. **(7)** Parliament placed new taxes on the colonies. **(8)** One of these laws the Stamp Act was.

(9) My favorite subject in school is math.

What is the BEST way to revise sentence 8?

- ☐ **(A)** One of these laws was the Stamp Act.
- ☐ **(B)** The Stamp Act one of these laws was.
- ☐ **(C)** One of these laws the Stamp Act had been.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the events that led to the American Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain. **(2)** Great Britain was a superpower at the time. **(3)** Many colonists considered themselves loyal to the king. **(4)** However, this began to change after the French and Indian War.

(5) Although Great Britain gained land, it also gained significant debt. **(6)** Great Britain needed money. **(7)** Parliament placed new taxes on the colonies. **(8)** One of these laws the Stamp Act was.

(9) My favorite subject in school is math.

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

Sentences 6 and 7 read: Great Britain needed money. Parliament placed new taxes on the colonies.

- ☐ **(A)** Great Britain needed money, Parliament placed new taxes on the colonies.
- ☐ **(B)** Because Great Britain needed money, Parliament placed new taxes on the colonies.
- ☐ **(C)** Although Great Britain needed money, Parliament placed new taxes on the colonies.
- ☐ **(D)** Great Britain needed money when Parliament placed new taxes on the colonies.

Read the draft a student wrote about the events that led to the American Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain. **(2)** Great Britain was a superpower at the time. **(3)** Many colonists considered themselves loyal to the king. **(4)** However, this began to change after the French and Indian War.

(5) Although Great Britain gained land, it also gained significant debt. **(6)** Great Britain needed money. **(7)** Parliament placed new taxes on the colonies. **(8)** One of these laws the Stamp Act was.

(9) My favorite subject in school is math.

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

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

Read the draft a student wrote about events that led to the American Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) Colonists strongly opposed the new law. **(2)** They had no representatives in Parliament. **(3)** Strongly opposed this law the colonists because they had no voice in Parliament. **(4)** They argued that being taxed without a voice was unfair.

(5) This led to the phrase “taxation without representation.” **(6)** Tensions continued to rise. **(7)** In 1770, British soldiers fired into a crowd. **(8)** They killed several colonists in Boston.

(9) This event increased anger and distrust toward British authority. **(10)** My cousin visited Boston last summer and bought a hat.

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

- ☐ (A) Parliament is a building in London.
- ☐ (B) They believed they should have a say in the laws that affected them.
- ☐ (C) The Boston Massacre happened in 1770.
- ☐ (D) They had no representatives in Parliament.

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

- ☐ (A) Sentence 2
- ☐ (B) Sentence 6
- ☐ (C) Sentence 9
- ☐ (D) Sentence 10

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

3 What is the BEST way to revise sentence 3?

- ☐ (A) Colonists strongly opposed this law because they had no voice in Parliament.
- ☐ (B) Strongly opposed, the colonists this law because they had no voice in Parliament.
- ☐ (C) Because they had no voice in Parliament, this law strongly opposed the colonists.
- ☐ (D) No revision is needed.

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

Sentences 7 and 8 read: In 1770, British soldiers fired into a crowd. They killed several colonists in Boston.

- ☐ (A) In 1770, British soldiers fired into a crowd, they killed several colonists in Boston.
- ☐ (B) In 1770, British soldiers fired into a crowd and killed several colonists in Boston.
- ☐ (C) In 1770, British soldiers fired into a crowd because they killed several colonists in Boston.
- ☐ (D) In 1770, British soldiers fired into a crowd. They killed several colonists in Boston.

Read the draft a student wrote about tension in the colonies before the Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) After the Tea Act was passed, trouble was brewing in the colonies. **(2)** During this protest, colonists dumped tea into Boston Harbor. **(3)** Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. **(4)** In response, the Intolerable Acts were by Great Britain passed, which punished the colonies and limited their rights.

(5) These actions did not end the conflict. **(6)** They brought the colonies closer together. **(7)** The colonists learned that there is strength in numbers. **(8)** My favorite kind of tea is sweet iced tea.

(9) Over time, many colonists wanted to remove British control.

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

- ☐ (A) They helped the colonists work together against British laws.
- ☐ (B) Samuel Adams was a leader who lived in Boston.
- ☐ (C) Tea was an important drink in the colonies.
- ☐ (D) The colonists dumped tea into Boston Harbor.

Read the draft a student wrote about tension in the colonies before the Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) After the Tea Act was passed, trouble was brewing in the colonies. **(2)** During this protest, colonists dumped tea into Boston Harbor. **(3)** Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. **(4)** In response, the Intolerable Acts were by Great Britain passed, which punished the colonies and limited their rights.

(5) These actions did not end the conflict. **(6)** They brought the colonies closer together. **(7)** The colonists learned that there is strength in numbers. **(8)** My favorite kind of tea is sweet iced tea.

(9) Over time, many colonists wanted to remove British control.

What is the BEST way to revise sentence 4?

- ☐ **(A)** In response, the Intolerable Acts were by Great Britain passed, which punished the colonies and limited their rights.
- ☐ **(B)** In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.
- ☐ **(C)** In response, Great Britain passed, which punished the colonies and limited their rights, the Intolerable Acts.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about tension in the colonies before the Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) After the Tea Act was passed, trouble was brewing in the colonies. **(2)** During this protest, colonists dumped tea into Boston Harbor. **(3)** Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. **(4)** In response, the Intolerable Acts were by Great Britain passed, which punished the colonies and limited their rights.

(5) These actions did not end the conflict. **(6)** They brought the colonies closer together. **(7)** The colonists learned that there is strength in numbers. **(8)** My favorite kind of tea is sweet iced tea.

(9) Over time, many colonists wanted to remove British control.

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

Sentences 5 and 6 read: These actions did not end the conflict. They brought the colonies closer together.

- ☐ **(A)** These actions did not end the conflict, they brought the colonies closer together.
- ☐ **(B)** These actions did not end the conflict but brought the colonies closer together.
- ☐ **(C)** Because these actions did not end the conflict, they brought the colonies closer together.
- ☐ **(D)** These actions did not end the conflict when they brought the colonies closer together.

Read the draft a student wrote about tension in the colonies before the Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) After the Tea Act was passed, trouble was brewing in the colonies. **(2)** During this protest, colonists dumped tea into Boston Harbor. **(3)** Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. **(4)** In response, the Intolerable Acts were by Great Britain passed, which punished the colonies and limited their rights.

(5) These actions did not end the conflict. **(6)** They brought the colonies closer together. **(7)** The colonists learned that there is strength in numbers. **(8)** My favorite kind of tea is sweet iced tea.

(9) Over time, many colonists wanted to remove British control.

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

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

Read the draft a student wrote about the colonies before the American Revolution. Then answer the questions that follow.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain. **(2)** Many colonists considered themselves loyal to the king. **(3)** Great Britain was a superpower at the time. **(4)** However, this began to change after the French and Indian War.

(5) Great Britain gained land. **(6)** Great Britain also gained significant debt. **(7)** To recover money, Parliament placed new taxes on the colonies. **(8)** One of these laws was the Stamp Act.

(9) My favorite part of history is learning about the kings and queens of Great Britain.

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

- ☐ (A) The French and Indian War was fought in North America.
- ☐ (B) This debt was a serious problem for Great Britain.
- ☐ (C) Many colonists had families and jobs.
- ☐ (D) Great Britain gained land, and land is always valuable.

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

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

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

3 Where is the BEST place to move sentence 3?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 2
- ☐ (C) After sentence 4
- ☐ (D) After sentence 7

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

Sentences 5 and 6 read: Great Britain gained land. Great Britain also gained significant debt.

- ☐ (A) Great Britain gained land, it also gained significant debt.
- ☐ (B) Although Great Britain gained land, it also gained significant debt.
- ☐ (C) Great Britain gained land because it also gained significant debt.
- ☐ (D) Great Britain gained land and Great Britain also gained significant debt.

Read the draft a student wrote about sea turtles hatching. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla stood quietly on the beach. **(2)** Dozens of sea turtles began to hatch from the sand. **(3)** One by one, they broke through their shells. **(4)** They started moving toward the ocean.

(5) How they know where to go was asked by Nyla to her guide. **(6)** The guide explained that they do not need to be taught. **(7)** It is an instinct. **(8)** They are born with that behavior.

(9) My favorite animal is the sea turtle. **(10)** Nyla watched closely.

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

- ☐ (A) Tiny heads appeared as the sand shifted around them.
- ☐ (B) Nyla had never seen a sea turtle before.
- ☐ (C) Sea turtles can swim very fast in the water.
- ☐ (D) The beach was warm and sunny that day.

Read the draft a student wrote about sea turtles hatching. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla stood quietly on the beach. **(2)** Dozens of sea turtles began to hatch from the sand. **(3)** One by one, they broke through their shells. **(4)** They started moving toward the ocean.

(5) How they know where to go was asked by Nyla to her guide. **(6)** The guide explained that they do not need to be taught. **(7)** It is an instinct. **(8)** They are born with that behavior.

(9) My favorite animal is the sea turtle. **(10)** Nyla watched closely.

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

- ☐ **(A)** Nyla asked her guide how they know where to go.
- ☐ **(B)** How they know where to go, Nyla asked her guide.
- ☐ **(C)** Nyla asked her guide how do they know where to go.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about sea turtles hatching. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla stood quietly on the beach. **(2)** Dozens of sea turtles began to hatch from the sand. **(3)** One by one, they broke through their shells. **(4)** They started moving toward the ocean.

(5) How they know where to go was asked by Nyla to her guide. **(6)** The guide explained that they do not need to be taught. **(7)** It is an instinct. **(8)** They are born with that behavior.

(9) My favorite animal is the sea turtle. **(10)** Nyla watched closely.

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

Sentences 3 and 4 read: One by one, they broke through their shells. They started moving toward the ocean.

- ☐ **(A)** One by one, they broke through their shells, they started moving toward the ocean.
- ☐ **(B)** One by one, they broke through their shells and started moving toward the ocean.
- ☐ **(C)** One by one, they broke through their shells because they started moving toward the ocean.
- ☐ **(D)** Although one by one they broke through their shells, they started moving toward the ocean.

Read the draft a student wrote about sea turtles hatching. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla stood quietly on the beach. **(2)** Dozens of sea turtles began to hatch from the sand. **(3)** One by one, they broke through their shells. **(4)** They started moving toward the ocean.

(5) How they know where to go was asked by Nyla to her guide. **(6)** The guide explained that they do not need to be taught. **(7)** It is an instinct. **(8)** They are born with that behavior.

(9) My favorite animal is the sea turtle. **(10)** Nyla watched closely.

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

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

Read the draft a student wrote about an ocean lesson. Then answer the questions that follow.

The Ocean Lesson

(1) The turtles moved slowly but with determination. (2) Birds circled above. (3) Even though the sand was uneven, continued most toward the water. (4) Their instinct guided them through the transition from sand to ocean. (5) This increased their chances of survival during a dangerous moment. (6) The guide smiled and said, “Slow and steady wins the race.” (7) Later that day, Nyla visited a marine biology exhibit at an aquarium. (8) She stopped in front of a large tank. (9) A group of orcas swam together in coordinated patterns. (10) I think the aquarium gift shop is the best place to buy souvenirs.

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

- ☐ (A) They turned and dove at the same time, moving as one group.
- ☐ (B) Nyla thought the gift shop had many nice items.
- ☐ (C) Orcas are mammals that breathe air.
- ☐ (D) The tank was made of thick glass.

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

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

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

3 What is the BEST way to revise sentence 3?

- ☐ (A) Even though the sand was uneven, continued most toward the water.
- ☐ (B) Even though the sand was uneven, most continued toward the water.
- ☐ (C) Even though the sand was uneven, most toward the water continued.
- ☐ (D) No revision is needed.

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

Sentences 8 and 9 read: She stopped in front of a large tank. A group of orcas swam together in coordinated patterns.

- ☐ (A) She stopped in front of a large tank, a group of orcas swam together in coordinated patterns.
- ☐ (B) She stopped in front of a large tank where a group of orcas swam together in coordinated patterns.
- ☐ (C) She stopped in front of a large tank although a group of orcas swam together in coordinated patterns.
- ☐ (D) Stopping in front of a large tank where a group of orcas swam together in coordinated patterns.

Read the draft a student wrote about an ocean lesson. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla visited an ocean park with her class. **(2)** She watched a trainer work with three orcas. **(3)** The trainer smiled and said, "These orcas are a whale of a team." **(4)** Nyla noticed that the orcas stayed close together.

(5) They moved as one team. **(6)** Their actions seemed planned and purposeful. **(7)** Nyla asked if the orcas had to learn how to survive. **(8)** The trainer said their success depends on learning and cooperation.

(9) What she had seen was thought about by Nyla. **(10)** The gift shop sold plush orcas and keychains.

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

- ☐ (A) That means the orcas must learn from one another to work as a team.
- ☐ (B) Nyla liked the blue water in the orca pool.
- ☐ (C) The trainer smiled at Nyla.
- ☐ (D) Orcas are large animals that live in the ocean.

Read the draft a student wrote about an ocean lesson. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla visited an ocean park with her class. **(2)** She watched a trainer work with three orcas. **(3)** The trainer smiled and said, "These orcas are a whale of a team." **(4)** Nyla noticed that the orcas stayed close together.

(5) They moved as one team. **(6)** Their actions seemed planned and purposeful. **(7)** Nyla asked if the orcas had to learn how to survive. **(8)** The trainer said their success depends on learning and cooperation.

(9) What she had seen was thought about by Nyla. **(10)** The gift shop sold plush orcas and keychains.

What is the BEST way to revise sentence 9?

- ☐ **(A)** Nyla thought about what she had seen.
- ☐ **(B)** What she had seen was thought about by Nyla.
- ☐ **(C)** Nyla thought about she had seen.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about an ocean lesson. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla visited an ocean park with her class. **(2)** She watched a trainer work with three orcas. **(3)** The trainer smiled and said, "These orcas are a whale of a team." **(4)** Nyla noticed that the orcas stayed close together.

(5) They moved as one team. **(6)** Their actions seemed planned and purposeful. **(7)** Nyla asked if the orcas had to learn how to survive. **(8)** The trainer said their success depends on learning and cooperation.

(9) What she had seen was thought about by Nyla. **(10)** The gift shop sold plush orcas and keychains.

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

Sentences 4 and 5 read: Nyla noticed that the orcas stayed close together. They moved as one team.

- ☐ **(A)** Nyla noticed that the orcas stayed close together, they moved as one team.
- ☐ **(B)** Nyla noticed that the orcas stayed close together and moved as one team.
- ☐ **(C)** Although Nyla noticed that the orcas stayed close together, they moved as one team.
- ☐ **(D)** Nyla noticed that the orcas stayed close together when they moved as one team.

Read the draft a student wrote about an ocean lesson. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla visited an ocean park with her class. **(2)** She watched a trainer work with three orcas. **(3)** The trainer smiled and said, "These orcas are a whale of a team." **(4)** Nyla noticed that the orcas stayed close together.

(5) They moved as one team. **(6)** Their actions seemed planned and purposeful. **(7)** Nyla asked if the orcas had to learn how to survive. **(8)** The trainer said their success depends on learning and cooperation.

(9) What she had seen was thought about by Nyla. **(10)** The gift shop sold plush orcas and keychains.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 10
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 8

Read the draft a student wrote about sea turtles hatching. Then answer the questions that follow.

The Ocean Lesson

(1) Nyla stood quietly on the beach as dozens of sea turtles from the sand began to hatch. **(2)** One by one, they broke through their shells. **(3)** They started moving toward the ocean. **(4)** “How do they know where to go?” Nyla asked. **(5)** Her guide said they do not need to be taught. **(6)** I think sea turtles are the most interesting animals in the world. **(7)** It is an instinct. **(8)** They are born with that behavior.

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

- ☐ **(A)** The tiny turtles used their flippers to pull themselves across the sand.
- ☐ **(B)** The ocean water was cool and blue.
- ☐ **(C)** Nyla had visited the beach many times before.
- ☐ **(D)** Sea turtles can live for many years.

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

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

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

3 What is the BEST way to revise sentence 1?

- ☐ (A) Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand.
- ☐ (B) Nyla stood quietly on the beach as dozens of sea turtles began from the sand to hatch.
- ☐ (C) Nyla stood on the beach quietly as dozens from the sand of sea turtles began to hatch.
- ☐ (D) No revision is needed.

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

Sentences 7 and 8 read: It is an instinct. They are born with that behavior.

- ☐ (A) It is an instinct, they are born with that behavior.
- ☐ (B) It is an instinct although they are born with that behavior.
- ☐ (C) It is an instinct that they are born with.
- ☐ (D) They are born with that behavior so it is an instinct.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

- (1) Before 1600, Spain began to explore and claim land in what is now Texas. (2) Spanish leaders wanted to expand their empire. (3) They wanted to spread the Catholic religion. (4) They also wanted to protect their land from other countries.
- (5) To reach these goals, built by Spain were missions and presidios across the region. (6) Missions were settlements led by Spanish priests called missionaries. (7) The main goal was to convert Native Americans to Catholicism. (8) My cousin lives in Spain and speaks Spanish.
- (9) Many Native Americans lived at the missions. (10) They were expected to follow Spanish customs and rules.

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

- ☐ (A) Missionaries also taught Native Americans Spanish customs and skills such as farming, cooking, and building.
- ☐ (B) Spanish leaders wanted to expand their empire and protect their land.
- ☐ (C) Missions were important places in early Texas.
- ☐ (D) My cousin lives in Spain and speaks Spanish.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Before 1600, Spain began to explore and claim land in what is now Texas.

(2) Spanish leaders wanted to expand their empire. **(3)** They wanted to spread the Catholic religion. **(4)** They also wanted to protect their land from other countries.

(5) To reach these goals, built by Spain were missions and presidios across the region. **(6)** Missions were settlements led by Spanish priests called missionaries.

(7) The main goal was to convert Native Americans to Catholicism. **(8)** My cousin lives in Spain and speaks Spanish.

(9) Many Native Americans lived at the missions. **(10)** They were expected to follow Spanish customs and rules.

What is the BEST way to revise sentence 5?

- ☐ **(A)** To reach these goals, Spain built missions and presidios across the region.
- ☐ **(B)** To reach these goals, built across the region by Spain were missions and presidios.
- ☐ **(C)** To reach these goals, missions and presidios built Spain across the region.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Before 1600, Spain began to explore and claim land in what is now Texas.

(2) Spanish leaders wanted to expand their empire. **(3)** They wanted to spread the Catholic religion. **(4)** They also wanted to protect their land from other countries.

(5) To reach these goals, built by Spain were missions and presidios across the region. **(6)** Missions were settlements led by Spanish priests called missionaries.

(7) The main goal was to convert Native Americans to Catholicism. **(8)** My cousin lives in Spain and speaks Spanish.

(9) Many Native Americans lived at the missions. **(10)** They were expected to follow Spanish customs and rules.

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

Sentences 9 and 10 read: Many Native Americans lived at the missions. They were expected to follow Spanish customs and rules.

- ☐ **(A)** Many Native Americans lived at the missions, they were expected to follow Spanish customs and rules.
- ☐ **(B)** Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.
- ☐ **(C)** Many Native Americans lived at the missions because they were expected to follow Spanish customs and rules.
- ☐ **(D)** Although many Native Americans lived at the missions, they were expected to follow Spanish customs and rules.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Before 1600, Spain began to explore and claim land in what is now Texas.

(2) Spanish leaders wanted to expand their empire. **(3)** They wanted to spread the Catholic religion. **(4)** They also wanted to protect their land from other countries.

(5) To reach these goals, built by Spain were missions and presidios across the region. **(6)** Missions were settlements led by Spanish priests called missionaries.

(7) The main goal was to convert Native Americans to Catholicism. **(8)** My cousin lives in Spain and speaks Spanish.

(9) Many Native Americans lived at the missions. **(10)** They were expected to follow Spanish customs and rules.

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

- ☐ **(A)** Sentence 5
- ☐ **(B)** Sentence 7
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Spanish rule had lasting effects on Texas. **(2)** The Spanish language and Catholic religion became part of daily life in the region. **(3)** Many place names and traditions in Texas today still reflect this influence. **(4)** However, Spanish rule also led to conflict.

(5) Native Americans lost land and freedom. **(6)** This caused tension between groups. **(7)** The presidios had to when protecting nearby settlements stand their ground. **(8)** I think visiting Spanish missions would be a fun field trip for our class.

(9) The effects of Spanish rule can still be seen and felt in Texas today.

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

- ☐ (A) For example, many towns and rivers in Texas have Spanish names.
- ☐ (B) Spanish rule began many years ago.
- ☐ (C) Many people enjoy learning about history.
- ☐ (D) The presidios were built to protect settlements.

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

- ☐ (A) Sentence 6
- ☐ (B) Sentence 7
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

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

3 What is the BEST way to revise sentence 7?

- ☐ (A) The presidios had to stand their ground when protecting nearby settlements.
- ☐ (B) The presidios had to stand their ground, when protecting nearby settlements.
- ☐ (C) The presidios had to stand their ground and protecting nearby settlements.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: Native Americans lost land and freedom. This caused tension between groups.

- ☐ (A) Native Americans lost land and freedom, this caused tension between groups.
- ☐ (B) Native Americans lost land and freedom although this caused tension between groups.
- ☐ (C) Native Americans lost land and freedom, which caused tension between groups.
- ☐ (D) Native Americans lost land and freedom and tension between groups.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Spanish rule had lasting effects on Texas. **(2)** The nearby settlements by the presidios had to be protected when they stood their ground. **(3)** The Spanish language became part of daily life in the region. **(4)** The Catholic religion also became part of daily life.

(5) Many place names and traditions in Texas today reflect this influence.

(6) However, Spanish rule also led to conflict. **(7)** Native Americans lost land.

(8) Native Americans lost freedom.

(9) This caused tension between groups. **(10)** My favorite subject in school is science.

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

- ☐ (A) The presidios were important forts in the region.
- ☐ (B) For example, the names of many Texas rivers come from Spanish words.
- ☐ (C) Learning about Texas history is fun.
- ☐ (D) Native Americans lost land and freedom, which caused tension between groups.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Spanish rule had lasting effects on Texas. **(2)** The nearby settlements by the presidios had to be protected when they stood their ground. **(3)** The Spanish language became part of daily life in the region. **(4)** The Catholic religion also became part of daily life.

(5) Many place names and traditions in Texas today reflect this influence.

(6) However, Spanish rule also led to conflict. **(7)** Native Americans lost land.

(8) Native Americans lost freedom.

(9) This caused tension between groups. **(10)** My favorite subject in school is science.

What is the BEST way to revise sentence 2?

- ☐ **(A)** The nearby settlements had to be protected by the presidios that stood their ground.
- ☐ **(B)** The presidios had to stand their ground to protect nearby settlements.
- ☐ **(C)** The presidios stood their ground when the nearby settlements were protected.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Spanish rule had lasting effects on Texas. **(2)** The nearby settlements by the presidios had to be protected when they stood their ground. **(3)** The Spanish language became part of daily life in the region. **(4)** The Catholic religion also became part of daily life.

(5) Many place names and traditions in Texas today reflect this influence.

(6) However, Spanish rule also led to conflict. **(7)** Native Americans lost land.

(8) Native Americans lost freedom.

(9) This caused tension between groups. **(10)** My favorite subject in school is science.

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

Sentences 7 and 8 read: Native Americans lost land. Native Americans lost freedom.

- ☐ **(A)** Native Americans lost land, Native Americans lost freedom.
- ☐ **(B)** Native Americans lost land and freedom.
- ☐ **(C)** Although Native Americans lost land, they lost freedom.
- ☐ **(D)** Native Americans lost land because they lost freedom.

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Spanish rule had lasting effects on Texas. **(2)** The nearby settlements by the presidios had to be protected when they stood their ground. **(3)** The Spanish language became part of daily life in the region. **(4)** The Catholic religion also became part of daily life.

(5) Many place names and traditions in Texas today reflect this influence.

(6) However, Spanish rule also led to conflict. **(7)** Native Americans lost land.

(8) Native Americans lost freedom.

(9) This caused tension between groups. **(10)** My favorite subject in school is science.

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

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

Read the draft a student wrote about Spanish rule in early Texas. Then answer the questions that follow.

Spanish Rule in Early Texas

(1) Before 1600, Spain began to explore and claim land in what is now Texas. (2) Spanish leaders wanted to expand their empire. (3) They also wanted to spread the Catholic religion. (4) They wanted to protect their land from other countries. (5) Missions were settlements led by Spanish priests called missionaries. (6) To reach these goals, they built missions and presidios across the region. (7) Their main goal was to convert Native Americans to Catholicism. (8) At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. (9) Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. (10) I think Spanish missions would be a fun place for a field trip.

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

- ☐ (A) The Catholic religion is practiced in many countries around the world today.
- ☐ (B) Missionaries taught Catholic prayers and beliefs to the Native Americans who lived at the missions.
- ☐ (C) Missions were often built near rivers and streams.
- ☐ (D) Converting people to a new religion can be a difficult process.

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

- ☐ (A) Sentence 4
- ☐ (B) Sentence 10
- ☐ (C) Sentence 6
- ☐ (D) Sentence 9

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

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 4
- ☐ (B) After sentence 6
- ☐ (C) After sentence 7
- ☐ (D) After sentence 9

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

Sentences 2 and 3 read: Spanish leaders wanted to expand their empire. They also wanted to spread the Catholic religion.

- ☐ (A) Spanish leaders wanted to expand their empire, they also wanted to spread the Catholic religion.
- ☐ (B) Spanish leaders wanted to expand their empire although they also wanted to spread the Catholic religion.
- ☐ (C) Spanish leaders wanted to expand their empire and spread the Catholic religion.
- ☐ (D) Spanish leaders wanted to expand their empire and they wanted to expand the Catholic religion.

Read the draft a student wrote about a harvest celebration in Plymouth. Then answer the questions that follow.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in what is now Massachusetts. **(2)** The year before had been very difficult for them.

(3) The Pilgrims were not used to the cold climate or the new land. **(4)** Many did not have enough food.

(5) Things began to improve when Native Americans from the Wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn. **(7)** Squanto showed the Pilgrims how to catch fish. **(8)** Squanto showed the Pilgrims how to find food in the area.

(9) The Wampanoag tribe helped the Pilgrims. **(10)** The geography of the area was understood by Squanto, and he showed them how to use the land in ways that worked best.

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

- ☐ **(A)** Some became sick during the long winter.
- ☐ **(B)** The Pilgrims lived in Plymouth, in what is now Massachusetts.
- ☐ **(C)** Squanto taught the Pilgrims how to grow corn.
- ☐ **(D)** The Wampanoag tribe helped the Pilgrims.

Read the draft a student wrote about a harvest celebration in Plymouth. Then answer the questions that follow.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in what is now Massachusetts. **(2)** The year before had been very difficult for them.

(3) The Pilgrims were not used to the cold climate or the new land. **(4)** Many did not have enough food.

(5) Things began to improve when Native Americans from the Wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn. **(7)** Squanto showed the Pilgrims how to catch fish. **(8)** Squanto showed the Pilgrims how to find food in the area.

(9) The Wampanoag tribe helped the Pilgrims. **(10)** The geography of the area was understood by Squanto, and he showed them how to use the land in ways that worked best.

What is the BEST way to revise sentence 10?

- ☐ **(A)** The geography of the area was understood by Squanto, and he showed them how to use the land in ways that worked best.
- ☐ **(B)** Squanto also understood the geography of the area and showed them how to use the land in ways that worked best.
- ☐ **(C)** The geography of the area was understood, and Squanto showed them how to use the land in ways that worked best.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a harvest celebration in Plymouth. Then answer the questions that follow.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in what is now Massachusetts. **(2)** The year before had been very difficult for them.

(3) The Pilgrims were not used to the cold climate or the new land. **(4)** Many did not have enough food.

(5) Things began to improve when Native Americans from the Wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn. **(7)** Squanto showed the Pilgrims how to catch fish. **(8)** Squanto showed the Pilgrims how to find food in the area.

(9) The Wampanoag tribe helped the Pilgrims. **(10)** The geography of the area was understood by Squanto, and he showed them how to use the land in ways that worked best.

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

Sentences 7 and 8 read: Squanto showed the Pilgrims how to catch fish. Squanto showed the Pilgrims how to find food in the area.

- ☐ **(A)** Squanto showed the Pilgrims how to catch fish and find food in the area.
- ☐ **(B)** Squanto showed the Pilgrims how to catch fish, he showed them how to find food in the area.
- ☐ **(C)** Although Squanto showed the Pilgrims how to catch fish, he showed them how to find food in the area.
- ☐ **(D)** Squanto showed the Pilgrims how to catch fish.

Read the draft a student wrote about a harvest celebration in Plymouth. Then answer the questions that follow.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in what is now Massachusetts. **(2)** The year before had been very difficult for them.

(3) The Pilgrims were not used to the cold climate or the new land. **(4)** Many did not have enough food.

(5) Things began to improve when Native Americans from the Wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn. **(7)** Squanto showed the Pilgrims how to catch fish. **(8)** Squanto showed the Pilgrims how to find food in the area.

(9) The Wampanoag tribe helped the Pilgrims. **(10)** The geography of the area was understood by Squanto, and he showed them how to use the land in ways that worked best.

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

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

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

A Harvest to Remember

(1) The Pilgrims had help from the Wampanoag. **(2)** With this help, they grew enough food for a good harvest. **(3)** After they gathered their crops, the Pilgrims decided to celebrate. **(4)** During the celebration, Massasoit and about 90 Wampanoag men joined them.

(5) For several days the gathering lasted. **(6)** People shared food. **(7)** People played games. **(8)** They spent time together.

(9) I think Thanksgiving is the best holiday of the year. **(10)** It was a way to give thanks for the harvest and the help they had received.

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

- ☐ (A) The Pilgrims had traveled across the ocean on a ship.
- ☐ (B) This made the celebration a shared event between the two groups.
- ☐ (C) Massasoit and the Wampanoag men joined the Pilgrims.
- ☐ (D) People should always be thankful for what they have.

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

- ☐ (A) Sentence 2
- ☐ (B) Sentence 5
- ☐ (C) Sentence 9
- ☐ (D) Sentence 10

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

3 What is the BEST way to revise sentence 5?

- ☐ (A) The gathering lasted for several days.
- ☐ (B) For several days the gathering was lasting.
- ☐ (C) The gathering, for several days, lasted.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: People shared food. People played games.

- ☐ (A) People shared food, and people played games.
- ☐ (B) People shared food and played games.
- ☐ (C) People shared food, people played games.
- ☐ (D) People shared food although people played games.

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

A Harvest to Remember

(1) The Pilgrims learned that many hands make light work. **(2)** Different from what many people eat today were the foods at the celebration. **(3)** They likely ate deer, fish, corn, and other local foods. **(4)** It was not a large feast like modern Thanksgiving meals.

(5) It was an important event. **(6)** The celebration showed the Pilgrims were thankful for their harvest. **(7)** My favorite Thanksgiving food is pumpkin pie.

(8) Today, many people celebrate Thanksgiving by sharing a meal with family and friends.

(9) The holiday is often connected to this early gathering and the idea of giving thanks.

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

- ☐ **(A)** The foods they ate came from the area around where they lived.
- ☐ **(B)** The Pilgrims wore dark clothing and tall hats.
- ☐ **(C)** Thanksgiving is celebrated in November.
- ☐ **(D)** Corn is a popular food today.

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

A Harvest to Remember

(1) The Pilgrims learned that many hands make light work. **(2)** Different from what many people eat today were the foods at the celebration. **(3)** They likely ate deer, fish, corn, and other local foods. **(4)** It was not a large feast like modern Thanksgiving meals.

(5) It was an important event. **(6)** The celebration showed the Pilgrims were thankful for their harvest. **(7)** My favorite Thanksgiving food is pumpkin pie.

(8) Today, many people celebrate Thanksgiving by sharing a meal with family and friends.

(9) The holiday is often connected to this early gathering and the idea of giving thanks.

What is the BEST way to revise sentence 2?

- ☐ **(A)** The foods at the celebration were different from what many people eat today.
- ☐ **(B)** Different were the foods at the celebration from what many people eat today.
- ☐ **(C)** The foods at the celebration were different from many people eat today.
- ☐ **(D)** No revision is needed.

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

A Harvest to Remember

(1) The Pilgrims learned that many hands make light work. **(2)** Different from what many people eat today were the foods at the celebration. **(3)** They likely ate deer, fish, corn, and other local foods. **(4)** It was not a large feast like modern Thanksgiving meals.

(5) It was an important event. **(6)** The celebration showed the Pilgrims were thankful for their harvest. **(7)** My favorite Thanksgiving food is pumpkin pie.

(8) Today, many people celebrate Thanksgiving by sharing a meal with family and friends.

(9) The holiday is often connected to this early gathering and the idea of giving thanks.

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

Sentences 4 and 5 read: It was not a large feast like modern Thanksgiving meals. It was an important event.

- ☐ **(A)** It was not a large feast like modern Thanksgiving meals, it was an important event.
- ☐ **(B)** It was not a large feast like modern Thanksgiving meals, but it was an important event.
- ☐ **(C)** It was not a large feast like modern Thanksgiving meals because it was an important event.
- ☐ **(D)** It was not a large feast like modern Thanksgiving meals, so it was an important event.

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

A Harvest to Remember

(1) The Pilgrims learned that many hands make light work. **(2)** Different from what many people eat today were the foods at the celebration. **(3)** They likely ate deer, fish, corn, and other local foods. **(4)** It was not a large feast like modern Thanksgiving meals.

(5) It was an important event. **(6)** The celebration showed the Pilgrims were thankful for their harvest. **(7)** My favorite Thanksgiving food is pumpkin pie.

(8) Today, many people celebrate Thanksgiving by sharing a meal with family and friends.

(9) The holiday is often connected to this early gathering and the idea of giving thanks.

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

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

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

A Harvest to Remember

(1) In 1621, the Pilgrims held a celebration in Plymouth. **(2)** The year before had been very difficult. **(3)** The Pilgrims were not used to the cold climate or the new land. **(4)** Many did not have enough food, and some became sick during the long winter. **(5)** Native Americans from the Wampanoag tribe helped them. **(6)** A man named Squanto showed the Pilgrims how to grow corn. **(7)** He also taught them to catch fish and find food in the area. **(8)** I think fall is the best season because of all the holidays. **(9)** Things started to get better after that help. **(10)** The help from the Wampanoag and Squanto made a big difference.

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

- ☐ **(A)** The Pilgrims needed help to survive the hard winter.
- ☐ **(B)** The Wampanoag tribe lived in the area.
- ☐ **(C)** Winter is a cold season with snow and ice.
- ☐ **(D)** I think the Pilgrims should have brought more food with them.

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

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

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

3 Where is the BEST place to move sentence 9?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 3
- ☐ (C) After sentence 5
- ☐ (D) After sentence 10

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

Sentences 6 and 7 read: A man named Squanto showed the Pilgrims how to grow corn. He also taught them to catch fish and find food in the area.

- ☐ (A) A man named Squanto showed the Pilgrims how to grow corn, he also taught them to catch fish and find food in the area.
- ☐ (B) A man named Squanto showed the Pilgrims how to grow corn although he also taught them to catch fish and find food in the area.
- ☐ (C) A man named Squanto taught the Pilgrims how to grow corn, catch fish, and find food in the area.
- ☐ (D) A man named Squanto showed the Pilgrims how to grow corn and he also taught them how to catch fish and find food in the area.

Read the draft a student wrote about rights and voices. Then answer the questions that follow.

Our Rights, Our Voices

(1) Long ago, when the nation was new, leaders asked what they should do.

(2) They wrote down rights to make things fair. **(3)** These rights would protect people's freedoms. **(4)** The First says you can speak your mind.

(5) It also says you can practice religion of any kind. **(6)** Your thoughts can be written down and with others ideas shared. **(7)** You can gather with other people. **(8)** You can share ideas with them.

(9) My favorite subject is social studies because we learn about history. **(10)** The First helps people use their voices.

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

- ☐ **(A)** For example, these rights allow people to speak and worship freely.
- ☐ **(B)** The leaders met in a building long ago.
- ☐ **(C)** Many people today still enjoy these rights.
- ☐ **(D)** I think the leaders made a wise choice.

Read the draft a student wrote about rights and voices. Then answer the questions that follow.

Our Rights, Our Voices

(1) Long ago, when the nation was new, leaders asked what they should do.

(2) They wrote down rights to make things fair. **(3)** These rights would protect people's freedoms. **(4)** The First says you can speak your mind.

(5) It also says you can practice religion of any kind. **(6)** Your thoughts can be written down and with others ideas shared. **(7)** You can gather with other people. **(8)** You can share ideas with them.

(9) My favorite subject is social studies because we learn about history. **(10)** The First helps people use their voices.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Your thoughts can be written down and ideas with others shared.
- ☐ **(B)** You can write down your thoughts and share ideas with others.
- ☐ **(C)** Your thoughts can be written down, and with others, ideas can be shared.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about rights and voices. Then answer the questions that follow.

Our Rights, Our Voices

(1) Long ago, when the nation was new, leaders asked what they should do.

(2) They wrote down rights to make things fair. **(3)** These rights would protect people's freedoms. **(4)** The First says you can speak your mind.

(5) It also says you can practice religion of any kind. **(6)** Your thoughts can be written down and with others ideas shared. **(7)** You can gather with other people. **(8)** You can share ideas with them.

(9) My favorite subject is social studies because we learn about history. **(10)** The First helps people use their voices.

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

Sentences 7 and 8 read: You can gather with other people. You can share ideas with them.

- ☐ **(A)** You can gather with other people, you can share ideas with them.
- ☐ **(B)** You can gather with other people and share ideas with them.
- ☐ **(C)** You can gather with other people because you can share ideas with them.
- ☐ **(D)** You can gather with other people when you can share ideas with them.

Read the draft a student wrote about rights and voices. Then answer the questions that follow.

Our Rights, Our Voices

(1) Long ago, when the nation was new, leaders asked what they should do.

(2) They wrote down rights to make things fair. **(3)** These rights would protect people's freedoms. **(4)** The First says you can speak your mind.

(5) It also says you can practice religion of any kind. **(6)** Your thoughts can be written down and with others ideas shared. **(7)** You can gather with other people. **(8)** You can share ideas with them.

(9) My favorite subject is social studies because we learn about history. **(10)** The First helps people use their voices.

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

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

Read the draft a student wrote about rights in the Bill of Rights. Then answer the questions that follow.

Our Rights, Our Voices

(1) The Bill of Rights lists important freedoms. **(2)** The Second Amendment says you have a right to keep and bear arms. **(3)** The Third Amendment says soldiers cannot stay in your home without your say. **(4)** The Fourth Amendment protects your things and space.

(5) The Fifth Amendment says courts must treat you fair. **(6)** Courts must follow laws with proper care. **(7)** I think students should visit the library after school to learn more about rights. **(8)** It says no searches happen without a case.

(9) These rights help protect people in different ways.

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

- ☐ **(A)** This means you decide who can stay in your home.
- ☐ **(B)** The Second Amendment is another amendment in the Bill of Rights.
- ☐ **(C)** Many students learn about rights in social studies class.
- ☐ **(D)** Soldiers have important jobs in the military.

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

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 7
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

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

3 Where is the BEST place to move sentence 8?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 4
- ☐ (C) After sentence 6
- ☐ (D) After sentence 9

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

Sentences 5 and 6 read: The Fifth Amendment says courts must treat you fair. Courts must follow laws with proper care.

- ☐ (A) The Fifth Amendment says courts must treat you fair, they must follow laws with proper care.
- ☐ (B) The Fifth Amendment says courts must treat you fair and follow laws with proper care.
- ☐ (C) The Fifth Amendment says courts must treat you fair although courts must follow laws with proper care.
- ☐ (D) The Fifth Amendment says courts must treat you fair. Courts must follow laws with proper care.

Read the draft a student wrote about the Bill of Rights. Then answer the questions that follow.

Our Rights, Our Voices

(1) The Sixth Amendment gives you a fair trial. **(2)** A jury is there to listen and care. **(3)** The Seventh Amendment protects your right to sue. **(4)** This right applies in certain cases brought to court.

(5) The Eighth Amendment says punishments must be fair. **(6)** The Eighth Amendment also says punishments must not be too harsh. **(7)** The Ninth Amendment reminds us rights still exist. **(8)** These rights may not be on the list.

(9) The rights are by the Ninth Amendment protected even when they are not written in the list. **(10)** Many people like to watch movies about court cases.

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

- ☐ **(A)** For example, a person can ask a court to settle a disagreement over money.
- ☐ **(B)** The Seventh Amendment is about the number seven.
- ☐ **(C)** Some court cases can take a long time to finish.
- ☐ **(D)** The Sixth Amendment also protects people in court.

Read the draft a student wrote about the Bill of Rights. Then answer the questions that follow.

Our Rights, Our Voices

(1) The Sixth Amendment gives you a fair trial. **(2)** A jury is there to listen and care. **(3)** The Seventh Amendment protects your right to sue. **(4)** This right applies in certain cases brought to court.

(5) The Eighth Amendment says punishments must be fair. **(6)** The Eighth Amendment also says punishments must not be too harsh. **(7)** The Ninth Amendment reminds us rights still exist. **(8)** These rights may not be on the list.

(9) The rights are by the Ninth Amendment protected even when they are not written in the list. **(10)** Many people like to watch movies about court cases.

What is the BEST way to revise sentence 9?

- ☐ **(A)** The Ninth Amendment protects rights even when they are not written in the list.
- ☐ **(B)** Protected by the Ninth Amendment are rights even when they are not written in the list.
- ☐ **(C)** The Ninth Amendment even when they are not written in the list protects rights.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the Bill of Rights. Then answer the questions that follow.

Our Rights, Our Voices

(1) The Sixth Amendment gives you a fair trial. **(2)** A jury is there to listen and care. **(3)** The Seventh Amendment protects your right to sue. **(4)** This right applies in certain cases brought to court.

(5) The Eighth Amendment says punishments must be fair. **(6)** The Eighth Amendment also says punishments must not be too harsh. **(7)** The Ninth Amendment reminds us rights still exist. **(8)** These rights may not be on the list.

(9) The rights are by the Ninth Amendment protected even when they are not written in the list. **(10)** Many people like to watch movies about court cases.

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

Sentences 7 and 8 read: The Ninth Amendment reminds us rights still exist. These rights may not be on the list.

- ☐ **(A)** The Ninth Amendment reminds us rights still exist, these rights may not be on the list.
- ☐ **(B)** The Ninth Amendment reminds us that rights still exist even if they are not on the list.
- ☐ **(C)** Although the Ninth Amendment reminds us rights still exist, these rights may not be on the list.
- ☐ **(D)** The Ninth Amendment reminds us rights still exist when these rights may not be on the list.

Read the draft a student wrote about the Bill of Rights. Then answer the questions that follow.

Our Rights, Our Voices

(1) The Sixth Amendment gives you a fair trial. **(2)** A jury is there to listen and care. **(3)** The Seventh Amendment protects your right to sue. **(4)** This right applies in certain cases brought to court.

(5) The Eighth Amendment says punishments must be fair. **(6)** The Eighth Amendment also says punishments must not be too harsh. **(7)** The Ninth Amendment reminds us rights still exist. **(8)** These rights may not be on the list.

(9) The rights are by the Ninth Amendment protected even when they are not written in the list. **(10)** Many people like to watch movies about court cases.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about rights and voices. Then answer the questions that follow.

Our Rights, Our Voices

(1) Long ago, the United States was a new nation. **(2)** Leaders wanted the country to be fair for everyone. **(3)** They wrote down important rights. **(4)** These rights protect people's freedoms.

(5) The First Amendment lets people speak their minds. **(6)** People can practice any religion they choose also. **(7)** I think every student should visit Washington, D.C., on a fun vacation. **(8)** They can write their thoughts and gather together.

(9) They can share ideas with others. **(10)** These rights help all voices be heard.

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

- ☐ **(A)** These rights are listed in the Bill of Rights.
- ☐ **(B)** The leaders worked for many long days.
- ☐ **(C)** Every student should memorize all the rights.
- ☐ **(D)** The United States has fifty states today.

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

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

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

3 What is the BEST way to revise sentence 6?

- ☐ (A) People can practice any religion they choose also.
- ☐ (B) People can also practice any religion they choose.
- ☐ (C) People can practice also any religion they choose.
- ☐ (D) No revision is needed.

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

Sentences 8 and 9 read: They can write their thoughts and gather together. They can share ideas with others.

- ☐ (A) They can write their thoughts and gather together, they can share ideas with others.
- ☐ (B) They can write their thoughts, gather together, and share ideas with others.
- ☐ (C) They can write their thoughts and gather together although they can share ideas with others.
- ☐ (D) They can write their thoughts and gather together.

Read the draft a student wrote about colonists questioning laws from Great Britain. Then answer the questions that follow.

A Voice of Their Own

(1) Thomas sweeps outside a small shop. **(2)** Mr. Harris stands nearby and looks over some papers. **(3)** In the colonies, most laws were made far away in Great Britain. **(4)** Over time, some colonists began to question this.

(5) Thomas asked Mr. Harris why they follow laws from people who do not live there. **(6)** The rules were told by Mr. Harris to Thomas that the king and Parliament make. **(7)** That is how it has always been. **(8)** Many colonists also liked to drink tea in the afternoon.

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

- ☐ **(A)** Colonists in America had no say in making those laws.
- ☐ **(B)** Mr. Harris often looks over papers while Thomas sweeps.
- ☐ **(C)** Many laws in Great Britain were written on paper.
- ☐ **(D)** Thomas liked to sweep the sidewalk in front of the shop.

Read the draft a student wrote about colonists questioning laws from Great Britain. Then answer the questions that follow.

A Voice of Their Own

(1) Thomas sweeps outside a small shop. **(2)** Mr. Harris stands nearby and looks over some papers. **(3)** In the colonies, most laws were made far away in Great Britain. **(4)** Over time, some colonists began to question this.

(5) Thomas asked Mr. Harris why they follow laws from people who do not live there. **(6)** The rules were told by Mr. Harris to Thomas that the king and Parliament make. **(7)** That is how it has always been. **(8)** Many colonists also liked to drink tea in the afternoon.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The rules make by the king and Parliament, Mr. Harris told Thomas.
- ☐ **(B)** Mr. Harris told Thomas that the king and Parliament make the rules.
- ☐ **(C)** The rules were made by the king and Parliament, Mr. Harris told Thomas.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about colonists questioning laws from Great Britain. Then answer the questions that follow.

A Voice of Their Own

(1) Thomas sweeps outside a small shop. (2) Mr. Harris stands nearby and looks over some papers. (3) In the colonies, most laws were made far away in Great Britain. (4) Over time, some colonists began to question this.

(5) Thomas asked Mr. Harris why they follow laws from people who do not live there. (6) The rules were told by Mr. Harris to Thomas that the king and Parliament make. (7) That is how it has always been. (8) Many colonists also liked to drink tea in the afternoon.

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

Sentences 4 and 5 read: Over time, some colonists began to question this. Thomas asked Mr. Harris why they follow laws from people who do not live there.

- ☐ (A) Over time, some colonists began to question this, Thomas asked Mr. Harris why they follow laws from people who do not live there.
- ☐ (B) Over time, some colonists began to question this, and Thomas asked Mr. Harris why they follow laws from people who do not live there.
- ☐ (C) Although some colonists began to question this, Thomas asked Mr. Harris why they follow laws from people who do not live there.
- ☐ (D) Over time, some colonists began to question this because Thomas asked Mr. Harris why they follow laws from people who do not live there.

Read the draft a student wrote about colonists questioning laws from Great Britain. Then answer the questions that follow.

A Voice of Their Own

(1) Thomas sweeps outside a small shop. **(2)** Mr. Harris stands nearby and looks over some papers. **(3)** In the colonies, most laws were made far away in Great Britain. **(4)** Over time, some colonists began to question this.

(5) Thomas asked Mr. Harris why they follow laws from people who do not live there. **(6)** The rules were told by Mr. Harris to Thomas that the king and Parliament make. **(7)** That is how it has always been. **(8)** Many colonists also liked to drink tea in the afternoon.

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

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

Read the draft a student wrote about a conversation between Thomas and Mr. Harris. Then answer the questions that follow.

A Voice of Their Own

(1) Thomas stops sweeping and leans on the broom. **(2)** Mr. Harris looks thoughtful. **(3)** Thomas asks if people there have a voice. **(4)** Mr. Harris tells Thomas that more laws were passed.

(5) He says colonists began to think differently. **(6)** Mr. Harris has been hearing about Virginia. **(7)** Virginia has a group of representatives. **(8)** The representatives help make decisions.

(9) I think Thomas should visit Virginia after school to see the representatives. **(10)** Thomas is interested in what Mr. Harris is saying.

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

- ☐ **(A)** They wanted a voice in the decisions that were made.
- ☐ **(B)** Thomas always sweeps the floor carefully.
- ☐ **(C)** Mr. Harris has been hearing about Virginia.
- ☐ **(D)** Many laws are difficult to understand.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

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

3 Where is the BEST place to move sentence 3?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 4
- ☐ (C) After sentence 8
- ☐ (D) After sentence 10

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

Sentences 7 and 8 read: Virginia has a group of representatives. The representatives help make decisions.

- ☐ (A) Virginia has a group of representatives, they help make decisions.
- ☐ (B) Virginia has a group of representatives who help make decisions.
- ☐ (C) Virginia has a group of representatives although they help make decisions.
- ☐ (D) Virginia has a group of representatives and the representatives help make decisions.

Read the draft a student wrote about ideas in the play *A Voice of Their Own*. Then answer the questions that follow.

A Voice of Their Own

(1) In the play *A Voice of Their Own*, Mr. Harris and Thomas talk about an important idea. **(2)** Mr. Harris says that people who live in a place and follow its laws should help make those laws. **(3)** Thomas begins to understand this idea. **(4)** He says that people want to be heard. **(5)** Mr. Harris explains that once people start thinking this way, it is hard to go back. **(6)** These ideas the future of the colonies helped shape. **(7)** The narrator says these ideas continued to spread. **(8)** I liked the part when Thomas nodded because it seemed friendly.

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

- ☐ **(A)** Mr. Harris believes that following laws and helping make laws should go together.
- ☐ **(B)** This would give people a chance to speak up about the rules they must obey.
- ☐ **(C)** Thomas listens carefully and nods at Mr. Harris.
- ☐ **(D)** The colonies had many laws about trade and farming.

Read the draft a student wrote about ideas in the play *A Voice of Their Own*. Then answer the questions that follow.

A Voice of Their Own

(1) In the play *A Voice of Their Own*, Mr. Harris and Thomas talk about an important idea. **(2)** Mr. Harris says that people who live in a place and follow its laws should help make those laws. **(3)** Thomas begins to understand this idea. **(4)** He says that people want to be heard.

(5) Mr. Harris explains that once people start thinking this way, it is hard to go back. **(6)** These ideas the future of the colonies helped shape. **(7)** The narrator says these ideas continued to spread. **(8)** I liked the part when Thomas nodded because it seemed friendly.

What is the BEST way to revise sentence 6?

- ☐ **(A)** These ideas helped shape the future of the colonies.
- ☐ **(B)** The future of the colonies these ideas helped shape.
- ☐ **(C)** These ideas were helped by the future of the colonies to shape.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about ideas in the play *A Voice of Their Own*. Then answer the questions that follow.

A Voice of Their Own

(1) In the play *A Voice of Their Own*, Mr. Harris and Thomas talk about an important idea. **(2)** Mr. Harris says that people who live in a place and follow its laws should help make those laws. **(3)** Thomas begins to understand this idea. **(4)** He says that people want to be heard. **(5)** Mr. Harris explains that once people start thinking this way, it is hard to go back. **(6)** These ideas the future of the colonies helped shape. **(7)** The narrator says these ideas continued to spread. **(8)** I liked the part when Thomas nodded because it seemed friendly.

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

Sentences 3 and 4 read: Thomas begins to understand this idea. He says that people want to be heard.

- ☐ **(A)** Thomas begins to understand this idea, he says that people want to be heard.
- ☐ **(B)** Thomas begins to understand this idea and says that people want to be heard.
- ☐ **(C)** Although Thomas begins to understand this idea, he says that people want to be heard.
- ☐ **(D)** Thomas begins to understand this idea, and people want to be heard.

Read the draft a student wrote about ideas in the play *A Voice of Their Own*. Then answer the questions that follow.

A Voice of Their Own

(1) In the play *A Voice of Their Own*, Mr. Harris and Thomas talk about an important idea. **(2)** Mr. Harris says that people who live in a place and follow its laws should help make those laws. **(3)** Thomas begins to understand this idea.

(4) He says that people want to be heard.

(5) Mr. Harris explains that once people start thinking this way, it is hard to go back. **(6)** These ideas the future of the colonies helped shape. **(7)** The narrator says these ideas continued to spread. **(8)** I liked the part when Thomas nodded because it seemed friendly.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 8

Read the draft a student wrote about colonists questioning laws. Then answer the questions that follow.

A Voice of Their Own

(1) Thomas sweeps outside a small shop. **(2)** Mr. Harris stands nearby and looks over papers. **(3)** In the colonies, most laws were made far away in Great Britain. **(4)** Some colonists over time began to question this.

(5) Thomas asks Mr. Harris why they follow laws from people who do not live there. **(6)** Mr. Harris sighs and says that the king and Parliament make the rules. **(7)** I think Thomas should ask more questions after school. **(8)** The king and Parliament were far away.

(9) The colonists had no say in those laws. **(10)** This made some colonists want a voice of their own.

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

- ☐ **(A)** They wondered why they should follow rules made by people who did not live in the colonies.
- ☐ **(B)** Thomas swept the same sidewalk every morning.
- ☐ **(C)** Great Britain is across the ocean from the colonies.
- ☐ **(D)** Mr. Harris looked over many papers that day.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 8

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) Over time, some colonists began to question this.
- ☐ (B) Some colonists began over time to question this.
- ☐ (C) Some colonists began to question over time this.
- ☐ (D) No revision is needed.

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

Sentences 8 and 9 read: The king and Parliament were far away. The colonists had no say in those laws.

- ☐ (A) The king and Parliament were far away, the colonists had no say in those laws.
- ☐ (B) Because the king and Parliament were far away, the colonists had no say in those laws.
- ☐ (C) The king and Parliament were far away because the colonists had no say in those laws.
- ☐ (D) The king and Parliament were far away although the colonists had no say in those laws.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix enjoyed spending time in her grandmother's garden. **(2)** Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. **(3)** It was something they looked forward to every year. **(4)** However, this season, the plants did not grow as expected.

(5) After two weeks, Kendrix noticed that the plants appeared weak. **(6)** The leaves were pale. **(7)** The stems were beginning to droop. **(8)** More water was suggested by Kendrix for the plants because she thought she understood the problem.

(9) Kendrix liked being in her grandmother's garden.

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

- ☐ **(A)** She especially enjoyed helping her grandmother care for the plants.
- ☐ **(B)** Kendrix's grandmother had a blue watering can.
- ☐ **(C)** Gardens can be very hard work.
- ☐ **(D)** Kendrix also liked to ride her bike after school.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix enjoyed spending time in her grandmother's garden. **(2)** Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. **(3)** It was something they looked forward to every year. **(4)** However, this season, the plants did not grow as expected.

(5) After two weeks, Kendrix noticed that the plants appeared weak. **(6)** The leaves were pale. **(7)** The stems were beginning to droop. **(8)** More water was suggested by Kendrix for the plants because she thought she understood the problem.

(9) Kendrix liked being in her grandmother's garden.

What is the BEST way to revise sentence 8?

- ☐ **(A)** More water for the plants was suggested because she thought she understood the problem by Kendrix.
- ☐ **(B)** Thinking she understood the problem, Kendrix suggested that the plants needed more water.
- ☐ **(C)** The plants suggested that Kendrix needed more water because she understood the problem.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix enjoyed spending time in her grandmother's garden. **(2)** Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. **(3)** It was something they looked forward to every year. **(4)** However, this season, the plants did not grow as expected.

(5) After two weeks, Kendrix noticed that the plants appeared weak. **(6)** The leaves were pale. **(7)** The stems were beginning to droop. **(8)** More water was suggested by Kendrix for the plants because she thought she understood the problem.

(9) Kendrix liked being in her grandmother's garden.

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

Sentences 6 and 7 read: The leaves were pale. The stems were beginning to droop.

- ☐ **(A)** The leaves were pale, the stems were beginning to droop.
- ☐ **(B)** The leaves were pale, and the stems were beginning to droop.
- ☐ **(C)** Although the leaves were pale, the stems were beginning to droop.
- ☐ **(D)** The leaves were pale and drooping stems.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix enjoyed spending time in her grandmother's garden. **(2)** Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. **(3)** It was something they looked forward to every year. **(4)** However, this season, the plants did not grow as expected.

(5) After two weeks, Kendrix noticed that the plants appeared weak. **(6)** The leaves were pale. **(7)** The stems were beginning to droop. **(8)** More water was suggested by Kendrix for the plants because she thought she understood the problem.

(9) Kendrix liked being in her grandmother's garden.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) The next day, Kendrix watered each plant much more than usual. **(2)** She had believed that adding more water would help the plants grow stronger.

(3) Instead of improving, the garden's condition worsened. **(4)** Her grandmother examined the soil.

(5) The soil became overly wet and muddy. **(6)** Many of the leaves started to turn yellow. **(7)** Kendrix felt puzzled and slightly frustrated. **(8)** Her grandmother explained that water is necessary for plant growth.

(9) Too much water can prevent roots from getting enough air. **(10)** Her grandmother has a blue watering can.

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

- ☐ **(A)** The extra water had filled the spaces in the soil where air should be.
- ☐ **(B)** Kendrix liked the bright yellow color of the leaves.
- ☐ **(C)** Watering plants is a common job in many gardens.
- ☐ **(D)** The garden was near a wooden fence.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

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

3 Where is the BEST place to move sentence 4?

- ☐ (A) After sentence 2
- ☐ (B) After sentence 3
- ☐ (C) After sentence 7
- ☐ (D) After sentence 9

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

Sentences 8 and 9 read: Her grandmother explained that water is necessary for plant growth. Too much water can prevent roots from getting enough air.

- ☐ (A) Her grandmother explained that water is necessary for plant growth, too much water can prevent roots from getting enough air.
- ☐ (B) Her grandmother explained that water is necessary for plant growth because too much water can prevent roots from getting enough air.
- ☐ (C) Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air.
- ☐ (D) Her grandmother explained that water is necessary for plant growth. Too much water can prevent roots from getting enough air.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix noticed that her garden was not growing well. **(2)** The plants were not healthy. **(3)** Without proper air, the roots cannot function effectively. **(4)** She realized that her care had changed the soil and affected the plants.

(5) The soil was too wet because every day she watered it. **(6)** Together, they changed their plan by watering less often. **(7)** They let the soil dry out between watering.

(8) They also made sure the plants received enough sunlight.

(9) The plants needed sunlight to grow well. **(10)** Within several days, the plants began to recover, and Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

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

- ☐ **(A)** When soil stays too wet, roots cannot get the air they need.
- ☐ **(B)** Kendrix used a blue watering can in the garden.
- ☐ **(C)** The plants were not healthy.
- ☐ **(D)** Watering a garden can take a lot of time.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix noticed that her garden was not growing well. **(2)** The plants were not healthy. **(3)** Without proper air, the roots cannot function effectively. **(4)** She realized that her care had changed the soil and affected the plants.

(5) The soil was too wet because every day she watered it. **(6)** Together, they changed their plan by watering less often. **(7)** They let the soil dry out between watering.

(8) They also made sure the plants received enough sunlight.

(9) The plants needed sunlight to grow well. **(10)** Within several days, the plants began to recover, and Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

What is the BEST way to revise sentence 5?

- ☐ **(A)** The soil was too wet because she watered it every day.
- ☐ **(B)** The soil was too wet because every day it was watered by her.
- ☐ **(C)** Because the soil was too wet every day, she watered it.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix noticed that her garden was not growing well. **(2)** The plants were not healthy. **(3)** Without proper air, the roots cannot function effectively. **(4)** She realized that her care had changed the soil and affected the plants.

(5) The soil was too wet because every day she watered it. **(6)** Together, they changed their plan by watering less often. **(7)** They let the soil dry out between watering.

(8) They also made sure the plants received enough sunlight.

(9) The plants needed sunlight to grow well. **(10)** Within several days, the plants began to recover, and Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

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

Sentences 6 and 7 read: Together, they changed their plan by watering less often. They let the soil dry out between watering.

- ☐ **(A)** Together, they changed their plan by watering less often, they let the soil dry out between watering.
- ☐ **(B)** Together, they changed their plan by watering less often and letting the soil dry out between watering.
- ☐ **(C)** Although they changed their plan by watering less often, they let the soil dry out between watering.
- ☐ **(D)** Together, they changed their plan by watering less often when they let the soil dry out between watering.

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix noticed that her garden was not growing well. **(2)** The plants were not healthy. **(3)** Without proper air, the roots cannot function effectively. **(4)** She realized that her care had changed the soil and affected the plants.

(5) The soil was too wet because every day she watered it. **(6)** Together, they changed their plan by watering less often. **(7)** They let the soil dry out between watering.

(8) They also made sure the plants received enough sunlight.

(9) The plants needed sunlight to grow well. **(10)** Within several days, the plants began to recover, and Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

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

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

Read the draft a student wrote about a garden that would not grow. Then answer the questions that follow.

The Garden That Wouldn't Grow

(1) Kendrix in her grandmother's garden enjoyed spending time. **(2)** Every spring, they carefully planted tomatoes, peppers, and herbs. **(3)** They placed the seeds in neat rows. **(4)** It was something they looked forward to every year.

(5) However, this season, the plants did not grow as expected. **(6)** Their leaves were pale instead of a healthy green. **(7)** Several stems were beginning to droop. **(8)** They looked forward to planting every year.

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

- ☐ **(A)** After two weeks, Kendrix noticed that the plants appeared weak.
- ☐ **(B)** Kendrix's grandmother had a favorite gardening hat.
- ☐ **(C)** Plants need water and sunlight to grow.
- ☐ **(D)** They looked forward to planting every year.

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

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

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

3 What is the BEST way to revise sentence 1?

- ☐ (A) Kendrix enjoyed spending time in her grandmother's garden.
- ☐ (B) Kendrix enjoyed in her grandmother's garden spending time.
- ☐ (C) Spending time in her grandmother's garden enjoyed Kendrix.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: Their leaves were pale instead of a healthy green. Several stems were beginning to droop.

- ☐ (A) Their leaves were pale instead of a healthy green, and several stems were beginning to droop.
- ☐ (B) Their leaves were pale instead of a healthy green, several stems were beginning to droop.
- ☐ (C) Their leaves were pale instead of a healthy green although several stems were beginning to droop.
- ☐ (D) Their leaves were pale instead of a healthy green and several stems beginning to droop.

Read the draft a student wrote about the Declaration of Independence. Then answer the questions that follow.

Words That Changed a Nation

(1) In the summer of 1776, leaders from the thirteen colonies met to make an important decision. **(2)** They had grown frustrated with British rule. **(3)** They believed it was time to form their own nation. **(4)** After many discussions, they approved the Declaration of Independence on July 4, 1776.

(5) This document announced freedom from Great Britain. **(6)** The ideas for the new nation were important that the document explained. **(7)** One of its most important claims was that “all men are created equal.” **(8)** It also stated that people are born with certain unalienable rights.

(9) These rights include life, liberty, and the pursuit of happiness. **(10)** My favorite holiday is the Fourth of July because we get to see fireworks.

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

- ☐ (A) It did more than announce freedom from Great Britain.
- ☐ (B) The Declaration of Independence is a famous document that people still read today.
- ☐ (C) Many leaders traveled a long way to meet in 1776.
- ☐ (D) Freedom is an important idea for all people.

Read the draft a student wrote about the Declaration of Independence. Then answer the questions that follow.

Words That Changed a Nation

(1) In the summer of 1776, leaders from the thirteen colonies met to make an important decision. **(2)** They had grown frustrated with British rule. **(3)** They believed it was time to form their own nation. **(4)** After many discussions, they approved the Declaration of Independence on July 4, 1776.

(5) This document announced freedom from Great Britain. **(6)** The ideas for the new nation were important that the document explained. **(7)** One of its most important claims was that “all men are created equal.” **(8)** It also stated that people are born with certain unalienable rights.

(9) These rights include life, liberty, and the pursuit of happiness. **(10)** My favorite holiday is the Fourth of July because we get to see fireworks.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The document explained the important ideas for the new nation.
- ☐ **(B)** The ideas for the new nation the document explained were important.
- ☐ **(C)** The document explained the important ideas, for the new nation.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about the Declaration of Independence. Then answer the questions that follow.

Words That Changed a Nation

(1) In the summer of 1776, leaders from the thirteen colonies met to make an important decision. **(2)** They had grown frustrated with British rule. **(3)** They believed it was time to form their own nation. **(4)** After many discussions, they approved the Declaration of Independence on July 4, 1776.

(5) This document announced freedom from Great Britain. **(6)** The ideas for the new nation were important that the document explained. **(7)** One of its most important claims was that “all men are created equal.” **(8)** It also stated that people are born with certain unalienable rights.

(9) These rights include life, liberty, and the pursuit of happiness. **(10)** My favorite holiday is the Fourth of July because we get to see fireworks.

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

Sentences 8 and 9 read: It also stated that people are born with certain unalienable rights. These rights include life, liberty, and the pursuit of happiness.

- ☐ **(A)** It also stated that people are born with certain unalienable rights, these rights include life, liberty, and the pursuit of happiness.
- ☐ **(B)** It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness.
- ☐ **(C)** It also stated that people are born with certain unalienable rights because these rights include life, liberty, and the pursuit of happiness.
- ☐ **(D)** Although it also stated that people are born with certain unalienable rights, these rights include life, liberty, and the pursuit of happiness.

Read the draft a student wrote about the Declaration of Independence. Then answer the questions that follow.

Words That Changed a Nation

(1) In the summer of 1776, leaders from the thirteen colonies met to make an important decision. **(2)** They had grown frustrated with British rule. **(3)** They believed it was time to form their own nation. **(4)** After many discussions, they approved the Declaration of Independence on July 4, 1776.

(5) This document announced freedom from Great Britain. **(6)** The ideas for the new nation were important that the document explained. **(7)** One of its most important claims was that “all men are created equal.” **(8)** It also stated that people are born with certain unalienable rights.

(9) These rights include life, liberty, and the pursuit of happiness. **(10)** My favorite holiday is the Fourth of July because we get to see fireworks.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 10

Read the draft a student wrote about Abigail Adams and the idea of equality. Then answer the questions that follow.

Words That Changed a Nation

(1) The Declaration of Independence stated that certain rights were natural. **(2)** That meant a government could not take them away. **(3)** Not everyone in the colonies believed these ideas were fully applied. **(4)** Abigail Adams wrote to her husband John Adams a letter.

(5) In the letter, she urged leaders to "Remember the Ladies." **(6)** She argued that women should also have greater rights and protections. **(7)** I think Abigail Adams should have used a different kind of paper for her letter. **(8)** Her words showed something important.

(9) People were already asking who was included in the promise of equality. **(10)** Even as the ink dried on the document, those questions did not disappear.

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

- ☐ **(A)** For example, Abigail Adams noticed that these ideas were not fully applied.
- ☐ **(B)** Abigail Adams was married to John Adams.
- ☐ **(C)** Many important documents are written on paper.
- ☐ **(D)** The Declaration of Independence is a famous document.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 6
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) Abigail Adams wrote to her husband John Adams a letter.
- ☐ (B) Abigail Adams wrote a letter to her husband, John Adams.
- ☐ (C) Abigail Adams, she wrote a letter to her husband John Adams.
- ☐ (D) A letter was written by Abigail Adams to her husband John Adams.

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

Sentences 8 and 9 read: Her words showed something important. People were already asking who was included in the promise of equality.

- ☐ (A) Her words showed something important, people were already asking who was included in the promise of equality.
- ☐ (B) Her words showed something important although people were already asking who was included in the promise of equality.
- ☐ (C) Her words showed that people were already asking who was included in the promise of equality.
- ☐ (D) Her words showed something important and people were already asking who was included in the promise of equality.

Read the draft a student wrote about natural rights and Abigail Adams. Then answer the questions that follow.

Words That Changed a Nation

(1) The founding document promised rights that were considered natural. **(2)** This meant the government could not take those rights away. **(3)** Not everyone in the colonies believed these ideas were being fully applied. **(4)** Abigail Adams noticed that some people were left out of the promise of equality.

(5) Abigail Adams wrote a letter to leaders. **(6)** She urged them to “Remember the Ladies.” **(7)** That women should also have greater rights and protections was argued by her. **(8)** Her words showed that people were already questioning who was included in equality.

(9) She argued that women should also have greater rights and protections. **(10)** Even as the ink dried on the document, those questions did not disappear.

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

- ☐ (A) For example, women were not allowed to have the same rights as men.
- ☐ (B) Abigail Adams was married to John Adams.
- ☐ (C) The government could not take away natural rights.
- ☐ (D) Many people in the colonies enjoyed reading letters.

Read the draft a student wrote about natural rights and Abigail Adams. Then answer the questions that follow.

Words That Changed a Nation

(1) The founding document promised rights that were considered natural. **(2)** This meant the government could not take those rights away. **(3)** Not everyone in the colonies believed these ideas were being fully applied. **(4)** Abigail Adams noticed that some people were left out of the promise of equality.

(5) Abigail Adams wrote a letter to leaders. **(6)** She urged them to “Remember the Ladies.” **(7)** That women should also have greater rights and protections was argued by her. **(8)** Her words showed that people were already questioning who was included in equality.

(9) She argued that women should also have greater rights and protections. **(10)** Even as the ink dried on the document, those questions did not disappear.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Women should also have greater rights and protections was argued by her.
- ☐ **(B)** She argued that women should also have greater rights and protections.
- ☐ **(C)** She argued greater rights and protections should also have women.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about natural rights and Abigail Adams. Then answer the questions that follow.

Words That Changed a Nation

(1) The founding document promised rights that were considered natural. **(2)** This meant the government could not take those rights away. **(3)** Not everyone in the colonies believed these ideas were being fully applied. **(4)** Abigail Adams noticed that some people were left out of the promise of equality.

(5) Abigail Adams wrote a letter to leaders. **(6)** She urged them to “Remember the Ladies.” **(7)** That women should also have greater rights and protections was argued by her. **(8)** Her words showed that people were already questioning who was included in equality.

(9) She argued that women should also have greater rights and protections. **(10)** Even as the ink dried on the document, those questions did not disappear.

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

Sentences 5 and 6 read: Abigail Adams wrote a letter to leaders. She urged them to “Remember the Ladies.”

- ☐ **(A)** Abigail Adams wrote a letter to leaders, she urged them to “Remember the Ladies.”
- ☐ **(B)** Abigail Adams wrote a letter to leaders asking them to “Remember the Ladies.”
- ☐ **(C)** Abigail Adams wrote a letter to leaders, but she urged them to “Remember the Ladies.”
- ☐ **(D)** Abigail Adams wrote a letter to leaders so she urged them to “Remember the Ladies.”

Read the draft a student wrote about natural rights and Abigail Adams. Then answer the questions that follow.

Words That Changed a Nation

(1) The founding document promised rights that were considered natural. **(2)** This meant the government could not take those rights away. **(3)** Not everyone in the colonies believed these ideas were being fully applied. **(4)** Abigail Adams noticed that some people were left out of the promise of equality.

(5) Abigail Adams wrote a letter to leaders. **(6)** She urged them to “Remember the Ladies.” **(7)** That women should also have greater rights and protections was argued by her. **(8)** Her words showed that people were already questioning who was included in equality.

(9) She argued that women should also have greater rights and protections. **(10)** Even as the ink dried on the document, those questions did not disappear.

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

- ☐ **(A)** Sentence 4
- ☐ **(B)** Sentence 7
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about the Declaration of Independence. Then answer the questions that follow.

Words That Changed a Nation

(1) In 1776, leaders from the thirteen colonies met to make a big decision. **(2)** They were tired of being ruled by Great Britain. **(3)** They wanted to start their own nation. **(4)** The leaders talked about it for a long time.

(5) Then they approved on July 4, 1776, the Declaration of Independence. **(6)** My cousin visited Philadelphia last summer and saw the Liberty Bell. **(7)** The Declaration did more than announce freedom from Great Britain. **(8)** It explained the ideas the new nation would be built on.

(9) One important idea was that all men are created equal. **(10)** The document also said people have rights that cannot be taken away.

1 Which sentence could BEST be added after sentence 10 to support the writer's idea?

- ☐ **(A)** These rights include life, liberty, and the pursuit of happiness.
- ☐ **(B)** The Liberty Bell is a popular symbol in Philadelphia.
- ☐ **(C)** The leaders met in the summer of 1776.
- ☐ **(D)** Many people enjoy learning about history in school.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 8

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

3 What is the BEST way to revise sentence 5?

- ☐ (A) Then they approved the Declaration of Independence on July 4, 1776.
- ☐ (B) Then they approved on July 4, 1776 the Declaration of Independence.
- ☐ (C) Then they approved the Declaration of Independence, and on July 4, 1776.
- ☐ (D) Then they approved the Declaration of Independence on July 4, 1776, and it was approved.

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

Sentences 2 and 3 read: They were tired of being ruled by Great Britain. They wanted to start their own nation.

- ☐ (A) They were tired of being ruled by Great Britain, they wanted to start their own nation.
- ☐ (B) They were tired of being ruled by Great Britain, so they wanted to start their own nation.
- ☐ (C) They were tired of being ruled by Great Britain although they wanted to start their own nation.
- ☐ (D) They were tired of being ruled by Great Britain and they wanted to start their own nation, and they wanted to start their own nation.

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

A Difficult Compromise

- (1) In the summer of 1787, leaders met in Philadelphia to fix the country's government. (2) At the Constitutional Convention, they argued about many things. (3) One issue caused serious disagreement. (4) How to count enslaved people when deciding representation in Congress was what the disagreement was about. (5) Southern states wanted enslaved people counted as part of their population. (6) If they were counted, those states would have more representatives and more power. (7) The Northern states and the Southern states did not agree with each other. (8) Northern states pushed back. (9) They argued that it wasn't fair to count people who were not free and could not vote. (10) The debate went on for days.

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

- ☐ (A) This would give those states more influence in Congress than their free population alone would provide.
- ☐ (B) The Southern states had many farms and plantations.
- ☐ (C) The leaders met in Philadelphia in the summer of 1787.
- ☐ (D) Many students today study the Constitution in school.

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

A Difficult Compromise

(1) In the summer of 1787, leaders met in Philadelphia to fix the country's government. **(2)** At the Constitutional Convention, they argued about many things. **(3)** One issue caused serious disagreement. **(4)** How to count enslaved people when deciding representation in Congress was what the disagreement was about. **(5)** Southern states wanted enslaved people counted as part of their population. **(6)** If they were counted, those states would have more representatives and more power. **(7)** The Northern states and the Southern states did not agree with each other. **(8)** Northern states pushed back. **(9)** They argued that it wasn't fair to count people who were not free and could not vote. **(10)** The debate went on for days.

What is the BEST way to revise sentence 4?

- ☐ **(A)** The disagreement was about how to count enslaved people when deciding representation in Congress.
- ☐ **(B)** How to count enslaved people when deciding representation in Congress was what they had a disagreement about.
- ☐ **(C)** The disagreement about how to count enslaved people when deciding representation in Congress was what it was.
- ☐ **(D)** No revision is needed.

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

A Difficult Compromise

- (1)** In the summer of 1787, leaders met in Philadelphia to fix the country's government. **(2)** At the Constitutional Convention, they argued about many things. **(3)** One issue caused serious disagreement. **(4)** How to count enslaved people when deciding representation in Congress was what the disagreement was about.
- (5)** Southern states wanted enslaved people counted as part of their population. **(6)** If they were counted, those states would have more representatives and more power.
- (7)** The Northern states and the Southern states did not agree with each other.
- (8)** Northern states pushed back.
- (9)** They argued that it wasn't fair to count people who were not free and could not vote. **(10)** The debate went on for days.

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

Sentences 5 and 6 read: Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power.

- ☐ **(A)** Southern states wanted enslaved people counted as part of their population, if they were counted, those states would have more representatives and more power.
- ☐ **(B)** Southern states wanted enslaved people counted as part of their population so that those states would have more representatives and more power.
- ☐ **(C)** Although Southern states wanted enslaved people counted as part of their population, those states would have more representatives and more power.
- ☐ **(D)** Southern states wanted enslaved people counted as part of their population when those states would have more representatives and more power.

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

A Difficult Compromise

- (1)** In the summer of 1787, leaders met in Philadelphia to fix the country's government. **(2)** At the Constitutional Convention, they argued about many things. **(3)** One issue caused serious disagreement. **(4)** How to count enslaved people when deciding representation in Congress was what the disagreement was about.
- (5)** Southern states wanted enslaved people counted as part of their population. **(6)** If they were counted, those states would have more representatives and more power. **(7)** The Northern states and the Southern states did not agree with each other. **(8)** Northern states pushed back.
- (9)** They argued that it wasn't fair to count people who were not free and could not vote. **(10)** The debate went on for days.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Read the draft a student wrote about a difficult compromise at a convention. Then answer the questions that follow.

A Difficult Compromise

(1) Voices were raised at the convention. **(2)** Some delegates worried the meeting might fall apart. **(3)** Finally, a compromise was suggested. **(4)** The compromise was about counting enslaved people.

(5) This became known as the Three Fifths Compromise. **(6)** Some delegates agreed. **(7)** They wanted the convention to succeed. **(8)** Others were uncomfortable with the decision, but no easy answer was felt by them.

(9) I think history class should have more group projects.

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

- ☐ **(A)** Each enslaved person would count as three fifths of a person instead of being fully counted or not counted at all.
- ☐ **(B)** Delegates came from different states and had different opinions.
- ☐ **(C)** Compromises are often difficult to reach.
- ☐ **(D)** The convention was held in a large building.

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

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

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 6 and 7?

Sentences 6 and 7 read: Some delegates agreed. They wanted the convention to succeed.

- ☐ (A) Some delegates agreed, they wanted the convention to succeed.
- ☐ (B) Some delegates agreed because they wanted the convention to succeed.
- ☐ (C) Some delegates agreed although they wanted the convention to succeed.
- ☐ (D) Some delegates agreed and they wanted the convention to succeed.

4 What is the BEST way to revise sentence 8?

- ☐ (A) Others were uncomfortable with the decision, but they felt there was no easy answer.
- ☐ (B) No easy answer was felt by them, but others were uncomfortable with the decision.
- ☐ (C) Others were uncomfortable with the decision, no easy answer was felt by them.
- ☐ (D) No revision is needed.

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

A Difficult Compromise

(1) The group made a compromise at the meeting. **(2)** The compromise helped the group move forward. **(3)** It did not solve the deeper problem. **(4)** After the meeting ended, people kept questioning the decision.

(5) They asked if it was fair. **(6)** The question of representation was with the group still an issue. **(7)** Should representation be based on total population?

(8) Or should it be based only on those who had rights?

(9) Different groups had different opinions, and those disagreements did not go away. **(10)** I think meetings should always end on time.

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

- ☐ **(A)** The deeper problem was how to decide whether representation should be based on total population or only on those who had rights.
- ☐ **(B)** Some people were unhappy after the meeting.
- ☐ **(C)** The group met in a large room with many chairs.
- ☐ **(D)** The compromise helped the group move forward.

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

A Difficult Compromise

(1) The group made a compromise at the meeting. **(2)** The compromise helped the group move forward. **(3)** It did not solve the deeper problem. **(4)** After the meeting ended, people kept questioning the decision.

(5) They asked if it was fair. **(6)** The question of representation was with the group still an issue. **(7)** Should representation be based on total population?

(8) Or should it be based only on those who had rights?

(9) Different groups had different opinions, and those disagreements did not go away. **(10)** I think meetings should always end on time.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The question of representation was still an issue for the group.
- ☐ **(B)** The question of representation with the group was still an issue.
- ☐ **(C)** Still an issue for the group the question of representation was.
- ☐ **(D)** No revision is needed.

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

A Difficult Compromise

(1) The group made a compromise at the meeting. **(2)** The compromise helped the group move forward. **(3)** It did not solve the deeper problem. **(4)** After the meeting ended, people kept questioning the decision.

(5) They asked if it was fair. **(6)** The question of representation was with the group still an issue. **(7)** Should representation be based on total population?

(8) Or should it be based only on those who had rights?

(9) Different groups had different opinions, and those disagreements did not go away. **(10)** I think meetings should always end on time.

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

Sentences 7 and 8 read: Should representation be based on total population? Or should it be based only on those who had rights?

- ☐ **(A)** Should representation be based on total population or only on those who had rights?
- ☐ **(B)** Should representation be based on total population and only on those who had rights?
- ☐ **(C)** Should representation be based on total population because only on those who had rights?
- ☐ **(D)** Should representation be based on total population, only on those who had rights?

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

A Difficult Compromise

(1) The group made a compromise at the meeting. **(2)** The compromise helped the group move forward. **(3)** It did not solve the deeper problem. **(4)** After the meeting ended, people kept questioning the decision.

(5) They asked if it was fair. **(6)** The question of representation was with the group still an issue. **(7)** Should representation be based on total population?

(8) Or should it be based only on those who had rights?

(9) Different groups had different opinions, and those disagreements did not go away. **(10)** I think meetings should always end on time.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 10

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

A Difficult Compromise

(1) In the summer of 1787, leaders met in Philadelphia to fix the country's government. **(2)** At the Constitutional Convention, they argued about many things. **(3)** One issue caused serious disagreement. **(4)** It was about when deciding representation in Congress how to count enslaved people.

(5) Southern states wanted enslaved people counted as part of their population. **(6)** If they were counted, those states would have more representatives. **(7)** My cousin visited Philadelphia last summer and saw the Liberty Bell. **(8)** Northern states pushed back.

(9) They argued that it was not fair to count people who were not free and could not vote.

1 What is the BEST way to revise sentence 4?

- ☐ **(A)** It was about how to count enslaved people when deciding representation in Congress.
- ☐ **(B)** It was about deciding representation in Congress and how to count enslaved people.
- ☐ **(C)** It was about when to count enslaved people in Congress for representation.
- ☐ **(D)** No revision is needed.

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

- ☐ **(A)** Many leaders traveled a long way to attend the convention.
- ☐ **(B)** More representatives would give those states more power in Congress.
- ☐ **(C)** Representatives meet in Congress to make laws for the country.
- ☐ **(D)** The summer of 1787 was a hot season in Philadelphia.

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

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 7
- ☐ (C) Sentence 8
- ☐ (D) Sentence 9

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

Sentences 8 and 9 read: Northern states pushed back. They argued that it was not fair to count people who were not free and could not vote.

- ☐ (A) Northern states pushed back, they argued that it was not fair to count people who were not free and could not vote.
- ☐ (B) Northern states pushed back, arguing that it was not fair to count people who were not free and could not vote.
- ☐ (C) Northern states pushed back, but they argued that it was not fair to count people who were not free and could not vote.
- ☐ (D) Northern states pushed back because they argued that it was not fair to count people who were not free and could not vote.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. **(2)** The streets were darker than Zaylen had expected. **(3)** She held her brother's hand tightly. **(4)** They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. **(6)** Wires stretched across tables, and glass bulbs sat in rows. **(7)** Thomas Edison in the center of the room stood and quickly spoke. **(8)** He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

- ☐ **(A)** Men hurried between tables, checking wires and adjusting bulbs.
- ☐ **(B)** The building was on a quiet street.
- ☐ **(C)** Zaylen thought the workshop was interesting.
- ☐ **(D)** Thomas Edison was an inventor.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. **(2)** The streets were darker than Zaylen had expected. **(3)** She held her brother's hand tightly. **(4)** They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. **(6)** Wires stretched across tables, and glass bulbs sat in rows. **(7)** Thomas Edison in the center of the room stood and quickly spoke. **(8)** He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

What is the BEST way to revise sentence 7?

- ☐ **(A)** In the center of the room stood Thomas Edison and he spoke quickly.
- ☐ **(B)** Thomas Edison stood in the center of the room and spoke quickly.
- ☐ **(C)** Thomas Edison quickly stood in the center of the room and spoke.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. **(2)** The streets were darker than Zaylen had expected. **(3)** She held her brother's hand tightly. **(4)** They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. **(6)** Wires stretched across tables, and glass bulbs sat in rows. **(7)** Thomas Edison in the center of the room stood and quickly spoke. **(8)** He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

Sentences 3 and 4 read: She held her brother's hand tightly. They walked toward a small building filled with light.

- ☐ **(A)** She held her brother's hand tightly, they walked toward a small building filled with light.
- ☐ **(B)** She held her brother's hand tightly as they walked toward a small building filled with light.
- ☐ **(C)** Although she held her brother's hand tightly, they walked toward a small building filled with light.
- ☐ **(D)** She held her brother's hand tightly because they walked toward a small building filled with light.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. **(2)** The streets were darker than Zaylen had expected. **(3)** She held her brother's hand tightly. **(4)** They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. **(6)** Wires stretched across tables, and glass bulbs sat in rows. **(7)** Thomas Edison in the center of the room stood and quickly spoke. **(8)** He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 10

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen stood beside Edison in the workshop. **(2)** They waited and watched.

(3) A moment later, it began to glow. **(4)** The room filled with a steady, warm light.

(5) Zaylen gasped. **(6)** Edison smiled as around the room he looked. **(7)** I think the workshop should have more windows for fresh air. **(8)** “We’re getting closer,” he said.

(9) Edison and Zaylen kept working.

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

- ☐ **(A)** It was brighter than any candle she had ever seen.
- ☐ **(B)** Zaylen liked to blow out candles on her birthday.
- ☐ **(C)** Edison had a candle in his pocket.
- ☐ **(D)** The workshop was a quiet place to read.

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

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

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

3 What is the BEST way to revise sentence 6?

- ☐ (A) Edison smiled as he looked around the room.
- ☐ (B) Edison smiled around the room as he looked.
- ☐ (C) Edison looked around the room as he smiled around.
- ☐ (D) No revision is needed.

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

Sentences 1 and 2 read: Zaylen stood beside Edison in the workshop. They waited and watched.

- ☐ (A) Zaylen stood beside Edison in the workshop, they waited and watched.
- ☐ (B) Zaylen stood beside Edison in the workshop because they waited and watched.
- ☐ (C) Zaylen stood beside Edison in the workshop as they waited and watched.
- ☐ (D) Zaylen stood beside Edison in the workshop although they waited and watched.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. **(2)** A worker said, “People should have light that is safe and lasts longer.” **(3)** Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. **(4)** She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. **(6)** Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. **(8)** She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. **(10)** The lights continued to shine late into the night.

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

- ☐ **(A)** With a steady light, her family could read and work at night without worrying about smoke.
- ☐ **(B)** Many workshops have tools and machines for building new things.
- ☐ **(C)** Oil lamps can be made in different shapes and sizes.
- ☐ **(D)** Zaylen’s brother liked to walk home in the evening.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. **(2)** A worker said, “People should have light that is safe and lasts longer.” **(3)** Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. **(4)** She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. **(6)** Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. **(8)** She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. **(10)** The lights continued to shine late into the night.

What is the BEST way to revise sentence 6?

- ☐ **(A)** Before leaving, one last look at the glowing bulbs was taken by Zaylen.
- ☐ **(B)** Before leaving, Zaylen took one last look at the glowing bulbs.
- ☐ **(C)** One last look at the glowing bulbs was taken by Zaylen before leaving.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. (2) A worker said, “People should have light that is safe and lasts longer.” (3) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (4) She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. (6) Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. (8) She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. (10) The lights continued to shine late into the night.

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

Sentences 7 and 8 read: Outside, the streets were still dim. She knew something was changing.

- ☐ (A) Outside, the streets were still dim, she knew something was changing.
- ☐ (B) Outside, the streets were still dim, but she knew something was changing.
- ☐ (C) Because outside the streets were still dim, she knew something was changing.
- ☐ (D) Outside, the streets were still dim when she knew something was changing.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. **(2)** A worker said, “People should have light that is safe and lasts longer.” **(3)** Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. **(4)** She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. **(6)** Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. **(8)** She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. **(10)** The lights continued to shine late into the night.

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

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

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) The year was 1880, and the city streets were darker than Zaylen expected.

(2) She held her brother's hand tightly as toward a small building filled with light they walked. **(3)** "That is where he works," her brother whispered.

(4) Inside, the room buzzed with activity.

(5) Wires stretched across tables. **(6)** Glass bulbs sat in rows. **(7)** In the center of it all stood Thomas Edison. **(8)** He spoke quickly as he moved from one experiment to another.

(9) I think Thomas Edison was the greatest inventor who ever lived.

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

- ☐ **(A)** Zaylen looked up at the glowing windows and wondered what was inside.
- ☐ **(B)** Her brother had walked this way many times before.
- ☐ **(C)** The building was made of brick and had a wooden door.
- ☐ **(D)** Thomas Edison was born in Ohio in 1847.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 9
- ☐ **(D)** Sentence 7

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

3 What is the BEST way to revise sentence 2?

- ☐ (A) She held her brother's hand tightly as they walked toward a small building filled with light.
- ☐ (B) She held her brother's hand tightly, as toward a small building filled with light they walked.
- ☐ (C) She held tightly her brother's hand as they walked toward a small building filled with light.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: Wires stretched across tables. Glass bulbs sat in rows.

- ☐ (A) Wires stretched across tables, and glass bulbs sat in rows.
- ☐ (B) Wires stretched across tables, glass bulbs sat in rows.
- ☐ (C) Wires stretched across tables because glass bulbs sat in rows.
- ☐ (D) Wires stretched across tables, so glass bulbs sat in rows.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

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

- ☐ **(A)** For example, a town meeting lets residents share ideas about local rules.
- ☐ **(B)** Civic actions are important for everyone in a community.
- ☐ **(C)** Many people enjoy watching movies at home.
- ☐ **(D)** These actions can happen at the local, state, or national level.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

What is the BEST way to revise sentence 10?

- ☐ **(A)** The laws for the whole country can by a national election be shaped.
- ☐ **(B)** A national election can shape laws for the whole country.
- ☐ **(C)** The whole country can shape laws by a national election for the whole country.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

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

Sentences 6 and 7 read: People can vote. People can speak up.

- ☐ (A) People can vote, people can speak up.
- ☐ (B) People can vote and speak up.
- ☐ (C) People can vote because people can speak up.
- ☐ (D) People can vote although people can speak up.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

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

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

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Many people want to make their community better. **(2)** Others feel that taking part is not always necessary. **(3)** They may think one person's vote will not make much of a difference, especially in large elections. **(4)** Some people are busy with work or family and choose not to get involved.

(5) Others may feel unsure. **(6)** They do not have enough information about the issues. **(7)** My neighbor grows tomatoes in her garden every summer. **(8)** By the people who live in them, communities are shaped even so.

(9) Some voices are heard more often, but every action can still have an effect over time.

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

- ☐ (A) A parent might work late and miss a town meeting.
- ☐ (B) Town meetings are often held in large rooms.
- ☐ (C) Everyone should attend every community meeting.
- ☐ (D) Some people like to spend time with their families.

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

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

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

3 What is the BEST way to revise sentence 8?

- ☐ (A) Even so, communities are shaped by the people who live in them.
- ☐ (B) Communities are shaped even so by the people who live in them.
- ☐ (C) By the people who live in them, communities are shaped.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: Others may feel unsure. They do not have enough information about the issues.

- ☐ (A) Others may feel unsure, they do not have enough information about the issues.
- ☐ (B) Others may feel unsure although they do not have enough information about the issues.
- ☐ (C) Others may feel unsure because they do not have enough information about the issues.
- ☐ (D) Others may feel unsure so they do not have enough information about the issues.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. **(2)** They may believe that one vote will not make much of a difference in a large election. **(3)** Some people are busy with work or family, so they choose not to get involved. **(4)** Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices are heard more often than others. **(7)** Every action can still have an effect over time. **(8)** The local library has a new reading area with soft chairs.

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

- ☐ **(A)** Many people have busy schedules and cannot attend meetings.
- ☐ **(B)** For example, when residents speak at town meetings, they can help decide how local parks are used.
- ☐ **(C)** Communities are places where people live and work.
- ☐ **(D)** Large elections happen every few years.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. **(2)** They may believe that one vote will not make much of a difference in a large election. **(3)** Some people are busy with work or family, so they choose not to get involved. **(4)** Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices are heard more often than others. **(7)** Every action can still have an effect over time. **(8)** The local library has a new reading area with soft chairs.

What is the BEST way to revise sentence 4?

- ☐ **(A)** Others may feel unsure about the issues because enough information they do not have.
- ☐ **(B)** Others may feel unsure because they do not have enough information about the issues.
- ☐ **(C)** Because enough information about the issues, others may feel unsure they do not have.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. **(2)** They may believe that one vote will not make much of a difference in a large election. **(3)** Some people are busy with work or family, so they choose not to get involved. **(4)** Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices are heard more often than others. **(7)** Every action can still have an effect over time. **(8)** The local library has a new reading area with soft chairs.

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

Sentences 6 and 7 read: Some voices are heard more often than others. Every action can still have an effect over time.

- ☐ **(A)** Some voices are heard more often than others, every action can still have an effect over time.
- ☐ **(B)** Although some voices are heard more often than others, every action can still have an effect over time.
- ☐ **(C)** Some voices are heard more often than others because every action can still have an effect over time.
- ☐ **(D)** When some voices are heard more often than others, every action can still have an effect over time.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. **(2)** They may believe that one vote will not make much of a difference in a large election. **(3)** Some people are busy with work or family, so they choose not to get involved. **(4)** Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices are heard more often than others. **(7)** Every action can still have an effect over time. **(8)** The local library has a new reading area with soft chairs.

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

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

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

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** These chances can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** Civic actions can happen at the local, state, or national level. **(4)** They can affect how a community changes over time.

(5) Some people believe it is important to take part in civic affairs. **(6)** They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(7)** For example, a local election might decide how money is used in schools.

(8) By voting or speaking up, people can have a say in those decisions.

(9) A national election can shape laws for the whole country. **(10)** My cousin plays soccer on Saturdays.

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

- ☐ (A) Sentence 3
- ☐ (B) Sentence 7
- ☐ (C) Sentence 8
- ☐ (D) Sentence 10

2 Where is the BEST place to move sentence 7?

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

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

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

Sentences 3 and 4 read: Civic actions can happen at the local, state, or national level. They can affect how a community changes over time.

- ☐ (A) Civic actions can happen at the local, state, or national level, they can affect how a community changes over time.
- ☐ (B) Civic actions can happen at the local, state, or national level because they can affect how a community changes over time.
- ☐ (C) Civic actions can happen at the local, state, or national level and can affect how a community changes over time.
- ☐ (D) Civic actions can happen at the local, state, or national level, and they can happen and affect how a community changes over time.

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

- ☐ (A) For example, a city might repair a road or add a stop sign near a school.
- ☐ (B) Some people like to watch the news on television.
- ☐ (C) Leaders make many decisions.
- ☐ (D) Schools, roads, and safety are important.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. **(2)** The steamship was entering New York Harbor. **(3)** Rosa and her family had traveled for weeks from Italy. **(4)** The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. **(6)** The passengers toward the giant statue rising above the water hurried to the rail and pointed. **(7)** Rosa whispered that it was even bigger than she had imagined. **(8)** An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. **(10)** He added that many people see it before they ever step onto American soil.

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

- ☐ **(A)** A new life meant finding work and a safe home.
- ☐ **(B)** Rosa liked to watch the waves from the deck.
- ☐ **(C)** The Statue of Liberty is a famous landmark.
- ☐ **(D)** The family had packed warm coats for the trip.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. **(2)** The steamship was entering New York Harbor. **(3)** Rosa and her family had traveled for weeks from Italy. **(4)** The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. **(6)** The passengers toward the giant statue rising above the water hurried to the rail and pointed. **(7)** Rosa whispered that it was even bigger than she had imagined. **(8)** An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. **(10)** He added that many people see it before they ever step onto American soil.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The passengers hurried to the rail and pointed toward the giant statue rising above the water.
- ☐ **(B)** The passengers toward the giant statue rising above the water hurried to the rail and pointed.
- ☐ **(C)** The giant statue rising above the water hurried the passengers to the rail and pointed.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. **(2)** The steamship was entering New York Harbor. **(3)** Rosa and her family had traveled for weeks from Italy. **(4)** The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. **(6)** The passengers toward the giant statue rising above the water hurried to the rail and pointed. **(7)** Rosa whispered that it was even bigger than she had imagined. **(8)** An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. **(10)** He added that many people see it before they ever step onto American soil.

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

Sentences 1 and 2 read: In the spring of 1907, Rosa stood on the deck of a crowded steamship. The steamship was entering New York Harbor.

- ☐ **(A)** In the spring of 1907, Rosa stood on the deck of a crowded steamship, it was entering New York Harbor.
- ☐ **(B)** In the spring of 1907, Rosa stood on the deck of a crowded steamship as it entered New York Harbor.
- ☐ **(C)** In the spring of 1907, Rosa stood on the deck of a crowded steamship because it entered New York Harbor.
- ☐ **(D)** In the spring of 1907, Rosa stood on the deck of a crowded steamship, and it was entering New York Harbor.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. **(2)** The steamship was entering New York Harbor. **(3)** Rosa and her family had traveled for weeks from Italy. **(4)** The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. **(6)** The passengers toward the giant statue rising above the water hurried to the rail and pointed. **(7)** Rosa whispered that it was even bigger than she had imagined. **(8)** An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. **(10)** He added that many people see it before they ever step onto American soil.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 6

Read the draft a student wrote about the Statue of Liberty and Ellis Island. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. **(2)** The tablet reminded people in the statue's arm of July 4, 1776, the day the United States declared its independence. **(3)** At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. **(4)** Some looked excited.

(5) Others looked nervous. **(6)** I think the ferry ride to the island is the best part of any trip. **(7)** The statue was a gift that welcomed millions of people.

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

- ☐ (A) Rosa's father worked as a tour guide in the city.
- ☐ (B) The ship moved closer to the statue.
- ☐ (C) Her father explained that the torch stood for hope and freedom.
- ☐ (D) The tablet in the statue's arm reminded people of July 4, 1776.

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

- ☐ (A) Sentence 2
- ☐ (B) Sentence 3
- ☐ (C) Sentence 6
- ☐ (D) Sentence 7

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

3 What is the BEST way to revise sentence 2?

- ☐ (A) No revision is needed.
- ☐ (B) The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.
- ☐ (C) The tablet reminded people in the statue's arm of July 4, 1776, the day the United States declared its independence.
- ☐ (D) The tablet, in the statue's arm, reminded of people July 4, 1776, the day the United States declared its independence.

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

Sentences 4 and 5 read: Some looked excited. Others looked nervous.

- ☐ (A) Some looked excited, others looked nervous.
- ☐ (B) Some looked excited although others looked nervous.
- ☐ (C) Some looked excited, while others looked nervous.
- ☐ (D) Some looked excited and others looked nervous and they looked nervous.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. **(2)** They spoke different languages. **(3)** They smiled when they first caught sight of the Statue of Liberty. **(4)** Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. **(6)** The Statue of Liberty had not promised that life would be easy. **(7)** Instead, her family was reminded by it why they had made the journey. **(8)** They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

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

- ☐ **(A)** She remembered how the tall statue seemed to welcome her family as they arrived.
- ☐ **(B)** The boat ride across the ocean took many long weeks.
- ☐ **(C)** The Statue of Liberty is one of the most famous statues in the world.
- ☐ **(D)** They spoke different languages on the boat.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. **(2)** They spoke different languages. **(3)** They smiled when they first caught sight of the Statue of Liberty. **(4)** Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. **(6)** The Statue of Liberty had not promised that life would be easy. **(7)** Instead, her family was reminded by it why they had made the journey. **(8)** They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Instead, her family was reminded by it why they had made the journey.
- ☐ **(B)** Instead, it reminded her family why they had made the journey.
- ☐ **(C)** Instead, why they had made the journey was reminded to her family by it.
- ☐ **(D)** Instead, the journey was why her family had been reminded by it.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. **(2)** They spoke different languages. **(3)** They smiled when they first caught sight of the Statue of Liberty. **(4)** Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. **(6)** The Statue of Liberty had not promised that life would be easy. **(7)** Instead, her family was reminded by it why they had made the journey. **(8)** They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

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

Sentences 8 and 9 read: They hoped to find new opportunities. They wanted to become part of a country built on the ideas of freedom and democracy.

- ☐ **(A)** They hoped to find new opportunities, they wanted to become part of a country built on the ideas of freedom and democracy.
- ☐ **(B)** They hoped to find new opportunities and become part of a country built on the ideas of freedom and democracy.
- ☐ **(C)** Although they hoped to find new opportunities, they wanted to become part of a country built on the ideas of freedom and democracy.
- ☐ **(D)** They hoped to find new opportunities when they wanted to become part of a country built on the ideas of freedom and democracy.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. **(2)** They spoke different languages. **(3)** They smiled when they first caught sight of the Statue of Liberty. **(4)** Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. **(6)** The Statue of Liberty had not promised that life would be easy. **(7)** Instead, her family was reminded by it why they had made the journey. **(8)** They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 4
- ☐ **(D)** Sentence 6

Read the draft a student wrote about Rosa arriving in New York Harbor. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In 1907, Rosa traveled to New York Harbor on a crowded steamship, twelve-year-old. **(2)** Her family had come from Italy. **(3)** They hoped to start a new life in the United States. **(4)** The trip across the ocean took many weeks.

(5) My cousin visited New York last summer. **(6)** When the ship entered the harbor, passengers rushed to the rail. **(7)** They pointed at a huge statue that rose above the water. **(8)** Rosa stared at the statue and whispered.

(9) "It is even bigger than I imagined." **(10)** An older passenger told her it was the Statue of Liberty.

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

- ☐ **(A)** My cousin visited New York last summer.
- ☐ **(B)** Rosa had never seen a statue so large.
- ☐ **(C)** The ship entered the harbor.
- ☐ **(D)** Statues can be made from different materials.

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

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

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

3 What is the BEST way to revise sentence 1?

- ☐ (A) In 1907, twelve-year-old Rosa traveled to New York Harbor on a crowded steamship.
- ☐ (B) In 1907, Rosa traveled on a crowded steamship to New York Harbor, twelve-year-old.
- ☐ (C) In 1907, Rosa traveled to New York Harbor, and she was twelve years old on a crowded steamship.
- ☐ (D) No revision is needed.

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

Sentences 2 and 3 read: Her family had come from Italy. They hoped to start a new life in the United States.

- ☐ (A) Her family had come from Italy, they hoped to start a new life in the United States.
- ☐ (B) Her family had come from Italy hoping to start a new life in the United States.
- ☐ (C) Her family had come from Italy, so they hoped to start a new life in the United States.
- ☐ (D) Her family had come from Italy although they hoped to start a new life in the United States.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. **(2)** A question can grow and help people conquer their fears. **(3)** One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. **(6)** Then other voices rise to meet it. **(7)** A stronger tone can a thought once spoken all alone quickly find. **(8)** The whole group once went to the park after school.

(9) A single voice can start a wave of change.

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

- ☐ **(A)** That listener may decide to ask the same question too.
- ☐ **(B)** Whispers are usually very quiet and hard to hear.
- ☐ **(C)** Some questions are difficult to answer.
- ☐ **(D)** The street was empty and quiet that afternoon.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. **(2)** A question can grow and help people conquer their fears. **(3)** One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. **(6)** Then other voices rise to meet it. **(7)** A stronger tone can a thought once spoken all alone quickly find. **(8)** The whole group once went to the park after school.

(9) A single voice can start a wave of change.

What is the BEST way to revise sentence 7?

- ☐ **(A)** A stronger tone can a thought once spoken all alone quickly find.
- ☐ **(B)** A thought once spoken all alone can quickly find a stronger tone.
- ☐ **(C)** A thought can all alone quickly find a stronger tone once spoken.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. **(2)** A question can grow and help people conquer their fears. **(3)** One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. **(6)** Then other voices rise to meet it. **(7)** A stronger tone can a thought once spoken all alone quickly find. **(8)** The whole group once went to the park after school.

(9) A single voice can start a wave of change.

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

Sentences 5 and 6 read: A whisper travels down the street. Then other voices rise to meet it.

- ☐ **(A)** A whisper travels down the street, then other voices rise to meet it.
- ☐ **(B)** A whisper travels down the street, and then other voices rise to meet it.
- ☐ **(C)** Although a whisper travels down the street, other voices rise to meet it.
- ☐ **(D)** A whisper travels down the street when other voices rise to meet it.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. **(2)** A question can grow and help people conquer their fears. **(3)** One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. **(6)** Then other voices rise to meet it. **(7)** A stronger tone can a thought once spoken all alone quickly find. **(8)** The whole group once went to the park after school.

(9) A single voice can start a wave of change.

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

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

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

One Voice Can Start a Wave

- (1) People can to help protect the change they seek gather, write, and speak.
(2) They share their thoughts and make them known. (3) Leaders hear more than their own ideas. (4) A voice may start out soft and small.
(5) Yet one brave question can reach all. (6) People can listen. (7) People can learn. (8) Then they can speak up for what they believe.
(9) I think everyone should bring a poster to the next meeting.

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

- ☐ (A) A single question can make other people want to share their ideas too.
☐ (B) Asking questions is a good skill to practice in school.
☐ (C) Everyone should always agree with the leader.
☐ (D) A voice may start out soft and small.

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

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

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

3 What is the BEST way to revise sentence 1?

- ☐ (A) People can gather, write, and speak to help protect the change they seek.
- ☐ (B) People can gather to help protect the change they seek, write, and speak.
- ☐ (C) People can gather, write, and speak so help protect the change they seek.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: People can listen. People can learn.

- ☐ (A) People can listen, people can learn.
- ☐ (B) People can listen and learn.
- ☐ (C) People can listen although people can learn.
- ☐ (D) People can listen or learn.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek.

(2) They share their thoughts and make them known. **(3)** Leaders hear more than their own ideas. **(4)** A voice may start out soft.

(5) It may start out small. **(6)** Yet one brave question can reach all. **(7)** A mighty wave by one voice can be started when people listen, learn, and say. **(8)** Some people like to write letters to friends.

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

- ☐ **(A)** They can speak at a town meeting or write a letter to a leader.
- ☐ **(B)** Some people feel nervous when they speak in front of others.
- ☐ **(C)** Leaders have many duties during the day.
- ☐ **(D)** People share their thoughts and make them known.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek.

(2) They share their thoughts and make them known. **(3)** Leaders hear more than their own ideas. **(4)** A voice may start out soft.

(5) It may start out small. **(6)** Yet one brave question can reach all. **(7)** A mighty wave by one voice can be started when people listen, learn, and say. **(8)** Some people like to write letters to friends.

What is the BEST way to revise sentence 7?

- ☐ **(A)** A mighty wave by one voice can be started when people listen, learn, and say.
- ☐ **(B)** One voice can start a mighty wave when people listen, learn, and say.
- ☐ **(C)** When people listen, learn, and say, one voice can be started by a mighty wave.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek.

(2) They share their thoughts and make them known. **(3)** Leaders hear more than their own ideas. **(4)** A voice may start out soft.

(5) It may start out small. **(6)** Yet one brave question can reach all. **(7)** A mighty wave by one voice can be started when people listen, learn, and say. **(8)** Some people like to write letters to friends.

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

Sentences 4 and 5 read: A voice may start out soft. It may start out small.

- ☐ **(A)** A voice may start out soft, it may start out small.
- ☐ **(B)** A voice may start out soft and small.
- ☐ **(C)** Although a voice may start out soft, it may start out small.
- ☐ **(D)** A voice may start out soft when it may start out small.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek.

(2) They share their thoughts and make them known. **(3)** Leaders hear more than their own ideas. **(4)** A voice may start out soft.

(5) It may start out small. **(6)** Yet one brave question can reach all. **(7)** A mighty wave by one voice can be started when people listen, learn, and say. **(8)** Some people like to write letters to friends.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 8

Read the draft a student wrote about speaking up and joining voices. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One person speaks up about something that is not fair. **(2)** Another person stops to listen. **(3)** Down the street then travels the message. **(4)** More voices begin to rise and join the call.

(5) I think everyone should carry a notebook to write down ideas. **(6)** A single thought may seem small at first. **(7)** That thought can grow stronger. **(8)** When other voices join, a thought can find a stronger tone.

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

- ☐ **(A)** The street is usually quiet in the afternoon.
- ☐ **(B)** A notebook can help a person remember a thought.
- ☐ **(C)** For example, one person's question can lead a whole group to speak together.
- ☐ **(D)** More voices begin to rise and join the call.

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

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

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

3 What is the BEST way to revise sentence 3?

- ☐ (A) Then the message travels down the street.
- ☐ (B) Down the street the message then travels.
- ☐ (C) The message down the street then travels.
- ☐ (D) No revision is needed.

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

Sentences 6 and 7 read: A single thought may seem small at first. That thought can grow stronger.

- ☐ (A) A single thought may seem small at first, but it can grow stronger.
- ☐ (B) A single thought may seem small at first, it can grow stronger.
- ☐ (C) A single thought may seem small at first because it can grow stronger.
- ☐ (D) A single thought may seem small at first and that thought can grow stronger and stronger.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

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

- ☐ (A) For example, the leaves and the ground can show you clues.
- ☐ (B) I once found a pretty rock near my house.
- ☐ (C) Clues are important.
- ☐ (D) Before you choose what to do, you should make a guess.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

What is the BEST way to revise sentence 4?

- ☐ (A) The facts that are around you should first be looked at by you.
☐ (B) You should first look at the facts that are around you.
☐ (C) First, the facts around you should be looked at.
☐ (D) No revision is needed.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

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

Sentences 5 and 6 read: You make a guess. You test your way.

- ☐ (A) You make a guess, you test your way.
☐ (B) You make a guess and then test your way.
☐ (C) Although you make a guess, you test your way.
☐ (D) You make a guess when you test your way.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

(1) When you face a problem, look at the leaves and observe the ground.

(2) Important clues are all around you. **(3)** Before you choose what you should do, first stop and see what facts tell you. **(4)** The facts that are around you should be looked at first by you.

(5) You make a guess. **(6)** You test your way. **(7)** My favorite color is blue.

(8) You try, you learn, and you change.

(9) Trying, learning, and changing can help you solve a problem.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 7
- ☐ **(D)** Sentence 9

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) Trying something new can feel hard at first. **(2)** If something fails, do not turn away. **(3)** Look closely at what happened. **(4)** The evidence can guide your next step.

(5) My sister likes to draw horses after school. **(6)** Not strange is a wrong first answer. **(7)** It gives you information. **(8)** New information helps you change.

(9) Watch what happens day by day.

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

- ☐ **(A)** You can compare what you expected with what actually happened.
- ☐ **(B)** Trying new things is always easy for everyone.
- ☐ **(C)** Horses can be hard to draw.
- ☐ **(D)** You should never make a mistake.

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

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

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

3 What is the BEST way to revise sentence 6?

- ☐ (A) A wrong first answer is not strange.
- ☐ (B) No revision is needed.
- ☐ (C) A wrong answer first is not strange.
- ☐ (D) A first answer is wrong and not strange.

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

Sentences 7 and 8 read: It gives you information. New information helps you change.

- ☐ (A) It gives you information, new information helps you change.
- ☐ (B) It gives you information although new information helps you change.
- ☐ (C) It gives you new information that helps you change.
- ☐ (D) It gives you information and it gives you new information that helps you change.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. **(2)** If something fails, do not turn away. **(3)** The evidence can guide your way. **(4)** A wrong first answer is not strange.

(5) New information helps us change. **(6)** A wrong first answer is not odd. **(7)** The next step was guided by the evidence that the student used. **(8)** The evidence can show what went wrong.

(9) The evidence can show what to try next.

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

- ☐ **(A)** For example, if a try does not work, the evidence can show what to do differently.
- ☐ **(B)** Trying something new can be exciting.
- ☐ **(C)** A wrong first answer is not strange.
- ☐ **(D)** The evidence can guide your way.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. **(2)** If something fails, do not turn away. **(3)** The evidence can guide your way. **(4)** A wrong first answer is not strange.

(5) New information helps us change. **(6)** A wrong first answer is not odd. **(7)** The next step was guided by the evidence that the student used. **(8)** The evidence can show what went wrong.

(9) The evidence can show what to try next.

What is the BEST way to revise sentence 7?

- ☐ **(A)** The next step was guided by the evidence that the student used.
- ☐ **(B)** The student used the evidence to guide the next step.
- ☐ **(C)** The next step was by the student guided with evidence.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. **(2)** If something fails, do not turn away. **(3)** The evidence can guide your way. **(4)** A wrong first answer is not strange.

(5) New information helps us change. **(6)** A wrong first answer is not odd. **(7)** The next step was guided by the evidence that the student used. **(8)** The evidence can show what went wrong.

(9) The evidence can show what to try next.

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

Sentences 8 and 9 read: The evidence can show what went wrong. The evidence can show what to try next.

- ☐ **(A)** The evidence can show what went wrong, the evidence can show what to try next.
- ☐ **(B)** The evidence can show what went wrong and what to try next.
- ☐ **(C)** The evidence can show what went wrong because it can show what to try next.
- ☐ **(D)** The evidence can show what went wrong when it can show what to try next.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. **(2)** If something fails, do not turn away. **(3)** The evidence can guide your way. **(4)** A wrong first answer is not strange.

(5) New information helps us change. **(6)** A wrong first answer is not odd. **(7)** The next step was guided by the evidence that the student used. **(8)** The evidence can show what went wrong.

(9) The evidence can show what to try next.

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

- ☐ **(A)** Sentence 3
- ☐ **(B)** Sentence 4
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 7

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

(1) When you want to solve a problem, start by looking closely. **(2)** Look at the leaves, and observe the ground. **(3)** Important clues are all around you. **(4)** You should first before choosing what to do stop and see what facts tell you.

(5) You make a guess. **(6)** You test your way. **(7)** If it does not work, try again and learn from the result. **(8)** My cousin keeps a lucky rock in his pocket for good luck.

(9) You can change your idea and make it better. **(10)** Trying and learning can help you change.

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

- ☐ **(A)** For example, a footprint or a bent leaf can be a clue.
- ☐ **(B)** Clues are always easy to find.
- ☐ **(C)** You should carry a notebook to write down your clues.
- ☐ **(D)** The ground can be wet after it rains.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 3
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 10

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) You should first before choosing what to do stop and see what facts tell you.
- ☐ (B) Before you choose what to do, first stop and see what facts tell you.
- ☐ (C) You should stop and see what facts tell you after you choose what to do.
- ☐ (D) You should first stop, and you should see what facts tell you, and you should choose what to do.

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

Sentences 5 and 6 read: You make a guess. You test your way.

- ☐ (A) You make a guess, you test your way.
- ☐ (B) You make a guess and test your way.
- ☐ (C) You make a guess although you test your way.
- ☐ (D) Making a guess and testing your way.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. **(2)** Borders can move, and new inventions can transform daily life. **(3)** New people can arrive and build communities. **(4)** Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. **(6)** They begin with a question. **(7)** Before any big change can begin, asked by someone is a question. **(8)** People ask questions.

(9) They work together to find answers. **(10)** I like to draw maps in my notebook.

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

- ☐ **(A)** Some laws are very long and hard to read.
- ☐ **(B)** For example, a law can be changed when people speak up for what they believe.
- ☐ **(C)** My uncle works in a building where laws are made.
- ☐ **(D)** Borders can move when countries make agreements.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. **(2)** Borders can move, and new inventions can transform daily life. **(3)** New people can arrive and build communities. **(4)** Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. **(6)** They begin with a question. **(7)** Before any big change can begin, asked by someone is a question. **(8)** People ask questions.

(9) They work together to find answers. **(10)** I like to draw maps in my notebook.

What is the BEST way to revise sentence 7?

- ☐ **(A)** Someone asks a question before any big change can begin.
- ☐ **(B)** A question by someone is asked before any big change can begin.
- ☐ **(C)** Before any big change can begin, asked by someone is a question.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. **(2)** Borders can move, and new inventions can transform daily life. **(3)** New people can arrive and build communities. **(4)** Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. **(6)** They begin with a question. **(7)** Before any big change can begin, asked by someone is a question. **(8)** People ask questions.

(9) They work together to find answers. **(10)** I like to draw maps in my notebook.

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

Sentences 8 and 9 read: People ask questions. They work together to find answers.

- ☐ **(A)** People ask questions, they work together to find answers.
- ☐ **(B)** People ask questions and work together to find answers.
- ☐ **(C)** Although people ask questions, they work together to find answers.
- ☐ **(D)** People ask questions when they work together to find answers.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. **(2)** Borders can move, and new inventions can transform daily life. **(3)** New people can arrive and build communities. **(4)** Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. **(6)** They begin with a question. **(7)** Before any big change can begin, asked by someone is a question. **(8)** People ask questions.

(9) They work together to find answers. **(10)** I like to draw maps in my notebook.

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

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

Read the draft a student wrote about how democracy changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) The history of the United States has many examples of people asking important questions about how the country should work. **(2)** Sometimes their answers led to protests. **(3)** Sometimes their answers led to documents, laws, compromises, elections, or new amendments. **(4)** Sometimes people discovered that another problem had been created by an earlier solution.

(5) Studying these examples helps us understand that democracy is not a single event. **(6)** It is a continuing process of ideas, decisions, actions, and consequences. **(7)** I think our class should watch a movie about history instead of reading.

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

- ☐ (A) For example, a new law might fix one problem but cause a different one.
- ☐ (B) Protests can happen in many different places.
- ☐ (C) The United States has a long and interesting history.
- ☐ (D) Documents and laws are written by people.

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

- ☐ (A) Sentence 2
- ☐ (B) Sentence 3
- ☐ (C) Sentence 5
- ☐ (D) Sentence 7

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) Sometimes people discovered that an earlier solution had created another problem.
- ☐ (B) Sometimes people discovered another problem had been created by an earlier solution.
- ☐ (C) Sometimes people discovered that another problem had created an earlier solution.
- ☐ (D) No revision is needed.

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

Sentences 5 and 6 read: Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

- ☐ (A) Studying these examples helps us understand that democracy is not a single event, it is a continuing process of ideas, decisions, actions, and consequences.
- ☐ (B) Studying these examples helps us understand that democracy is not a single event although it is a continuing process of ideas, decisions, actions, and consequences.
- ☐ (C) Studying these examples helps us understand that democracy is not a single event but a continuing process of ideas, decisions, actions, and consequences.
- ☐ (D) Studying these examples helps us understand that democracy is not a single event and it is a continuing process of ideas, decisions, actions, and consequences.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. **(2)** For many years, many colonists considered themselves loyal British subjects. **(3)** They traded with Britain and followed British laws. **(4)** They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. **(6)** New taxes affecting the colonies were by Parliament passed. **(7)** The Stamp Act placed taxes on printed materials. **(8)** Other taxes followed.

(9) I think learning about taxes is boring.

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

- ☐ **(A)** These ties helped many colonists feel loyal to Britain.
- ☐ **(B)** Many people today study the American Revolution.
- ☐ **(C)** The Stamp Act was a tax on printed materials.
- ☐ **(D)** Taxes are never a fun topic to discuss.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. **(2)** For many years, many colonists considered themselves loyal British subjects. **(3)** They traded with Britain and followed British laws. **(4)** They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. **(6)** New taxes affecting the colonies were by Parliament passed. **(7)** The Stamp Act placed taxes on printed materials. **(8)** Other taxes followed.

(9) I think learning about taxes is boring.

What is the BEST way to revise sentence 6?

- ☐ **(A)** New taxes were by Parliament affecting the colonies passed.
- ☐ **(B)** Parliament passed new taxes that affected the colonies.
- ☐ **(C)** New taxes affected the colonies by Parliament were passed.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. **(2)** For many years, many colonists considered themselves loyal British subjects. **(3)** They traded with Britain and followed British laws. **(4)** They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. **(6)** New taxes affecting the colonies were by Parliament passed. **(7)** The Stamp Act placed taxes on printed materials. **(8)** Other taxes followed.

(9) I think learning about taxes is boring.

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

Sentences 7 and 8 read: The Stamp Act placed taxes on printed materials. Other taxes followed.

- ☐ **(A)** The Stamp Act placed taxes on printed materials, other taxes followed.
- ☐ **(B)** The Stamp Act placed taxes on printed materials, and other taxes followed.
- ☐ **(C)** Because the Stamp Act placed taxes on printed materials, other taxes followed.
- ☐ **(D)** Although the Stamp Act placed taxes on printed materials, other taxes followed.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. **(2)** For many years, many colonists considered themselves loyal British subjects. **(3)** They traded with Britain and followed British laws. **(4)** They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. **(6)** New taxes affecting the colonies were by Parliament passed. **(7)** The Stamp Act placed taxes on printed materials. **(8)** Other taxes followed.

(9) I think learning about taxes is boring.

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

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

Read the draft a student wrote about how colonists asked for change. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) In the 1700s, many colonists in America began to ask questions about taxes. **(2)** Parliament was making laws about taxes for the colonies. **(3)** The colonies did not elect representatives to Parliament. **(4)** Colonists asked why Parliament could tax them if representatives to Parliament the colonies did not elect. **(5)** Their complaint became known as taxation without representation. **(6)** My favorite subject is math. **(7)** At first, many colonists were not demanding independence. **(8)** They wanted the British government to change its policies. **(9)** They wanted it to listen to colonial concerns. **(10)** That distinction is important because a movement for major change may begin with a much smaller request.

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

- ☐ **(A)** This phrase meant that colonists were taxed by a government they did not help choose.
- ☐ **(B)** Taxes are payments that people make to a government.
- ☐ **(C)** Many people in the colonies lived on farms or in towns.
- ☐ **(D)** Parliament met in London and made laws for the British Empire.

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

- ☐ **(A)** Sentence 2
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 6
- ☐ **(D)** Sentence 10

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) Colonists asked why Parliament could tax them if representatives to Parliament the colonies did not elect.
- ☐ (B) Colonists asked why Parliament could tax them if the colonies did not elect representatives to Parliament.
- ☐ (C) Colonists asked why Parliament could tax them, the colonies did not elect representatives to Parliament.
- ☐ (D) No revision is needed.

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

Sentences 8 and 9 read: They wanted the British government to change its policies. They wanted it to listen to colonial concerns.

- ☐ (A) They wanted the British government to change its policies, they wanted it to listen to colonial concerns.
- ☐ (B) They wanted the British government to change its policies because they wanted it to listen to colonial concerns.
- ☐ (C) They wanted the British government to change its policies and listen to colonial concerns.
- ☐ (D) They wanted the British government to change its policies and they wanted it to listen to colonial concerns.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. **(2)** Some wrote letters and newspaper articles. **(3)** Some signed petitions. **(4)** Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. **(8)** Ordinary people were given ways to participate by these actions.

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

- ☐ **(A)** This group gave colonists a way to work together.
- ☐ **(B)** The Sons of Liberty is a very interesting group to learn about.
- ☐ **(C)** Some colonists wrote letters to family members in other colonies.
- ☐ **(D)** Many colonists lived in towns and on farms.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. **(2)** Some wrote letters and newspaper articles. **(3)** Some signed petitions. **(4)** Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. **(8)** Ordinary people were given ways to participate by these actions.

What is the BEST way to revise sentence 8?

- ☐ **(A)** These actions gave ordinary people ways to participate.
- ☐ **(B)** Ways to participate were given to ordinary people by these actions.
- ☐ **(C)** Ordinary people gave these actions ways to participate.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. **(2)** Some wrote letters and newspaper articles. **(3)** Some signed petitions. **(4)** Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. **(8)** Ordinary people were given ways to participate by these actions.

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

Sentences 2 and 3 read: Some wrote letters and newspaper articles. Some signed petitions.

- ☐ **(A)** Some wrote letters and newspaper articles, some signed petitions.
- ☐ **(B)** Some wrote letters and newspaper articles, and some signed petitions.
- ☐ **(C)** Some wrote letters and newspaper articles because some signed petitions.
- ☐ **(D)** Some wrote letters and newspaper articles, but some signed petitions.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. **(2)** Some wrote letters and newspaper articles. **(3)** Some signed petitions. **(4)** Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. **(8)** Ordinary people were given ways to participate by these actions.

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

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

Read the draft a student wrote about how the colonies reacted to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Tensions continued. **(2)** The Boston Massacre increased distrust of British soldiers. **(3)** The Tea Act led to the Boston Tea Party. **(4)** Great Britain responded with laws the colonists called the Intolerable Acts.

(5) Stronger control British leaders hoped would stop resistance. **(6)** My cousin visited Boston last summer and liked the harbor. **(7)** The punishment of Massachusetts happened. **(8)** It helped bring several colonies closer together.

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

- ☐ **(A)** The Boston Tea Party was an important event in American history.
- ☐ **(B)** Colonists drank tea every afternoon.
- ☐ **(C)** This protest showed that colonists were willing to act against British laws.
- ☐ **(D)** The Intolerable Acts were laws that colonists disliked.

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

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

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

3 What is the BEST way to revise sentence 5?

- ☐ (A) British leaders hoped stronger control would stop resistance.
- ☐ (B) British leaders hoped would stop resistance stronger control.
- ☐ (C) British leaders stronger control hoped would stop resistance.
- ☐ (D) No revision is needed.

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

Sentences 7 and 8 read: The punishment of Massachusetts happened. It helped bring several colonies closer together.

- ☐ (A) The punishment of Massachusetts happened, it helped bring several colonies closer together.
- ☐ (B) The punishment of Massachusetts happened and helped bring several colonies closer together.
- ☐ (C) The punishment of Massachusetts happened because it helped bring several colonies closer together.
- ☐ (D) The punishment of Massachusetts happened, but it helped bring several colonies closer together.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. **(2)** People saw that a concern affecting someone else could soon affect them too. **(3)** That is one way movements grow. **(4)** By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. **(6)** It did more than declare independence. **(7)** It explained ideas. **(8)** The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

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

- ☐ **(A)** When people share a concern, they may work together to make a change.
- ☐ **(B)** Many people enjoy reading about history in their free time.
- ☐ **(C)** A problem that once seemed local began to feel shared.
- ☐ **(D)** The Declaration of Independence was signed in Philadelphia.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. **(2)** People saw that a concern affecting someone else could soon affect them too. **(3)** That is one way movements grow. **(4)** By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. **(6)** It did more than declare independence. **(7)** It explained ideas. **(8)** The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

What is the BEST way to revise sentence 4?

- ☐ **(A)** By 1776, more colonial leaders believed independence was necessary.
- ☐ **(B)** By 1776, independence was necessary believed by more colonial leaders.
- ☐ **(C)** More colonial leaders by 1776 independence was necessary believed.
- ☐ **(D)** No revision is needed.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. **(2)** People saw that a concern affecting someone else could soon affect them too. **(3)** That is one way movements grow. **(4)** By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. **(6)** It did more than declare independence. **(7)** It explained ideas. **(8)** The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

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

Sentences 6 and 7 read: It did more than declare independence. It explained ideas.

- ☐ **(A)** It did more than declare independence, it explained ideas.
- ☐ **(B)** It did more than declare independence; it explained ideas.
- ☐ **(C)** Although it did more than declare independence, it explained ideas.
- ☐ **(D)** It did more than declare independence when it explained ideas.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. **(2)** People saw that a concern affecting someone else could soon affect them too. **(3)** That is one way movements grow. **(4)** By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. **(6)** It did more than declare independence. **(7)** It explained ideas. **(8)** The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

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

- ☐ **(A)** Sentence 1
- ☐ **(B)** Sentence 5
- ☐ **(C)** Sentence 8
- ☐ **(D)** Sentence 9

Read the draft a student wrote about the Declaration of Independence and equal rights. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) The Declaration of Independence proclaimed equality. **(2)** These ideas created a standard against which government could be judged. **(3)** If a government was supposed to protect rights, people could ask questions. **(4)** The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

(5) The nation still had work to do to reach its ideals. **(6)** My family goes to the beach every summer. **(7)** Women could not participate equally in political life. **(8)** Enslaved people were denied freedom.

(9) Native American nations faced increasing pressure and conflict as colonial settlement expanded.

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

- ☐ (A) They could ask whether the government was protecting everyone's rights.
- ☐ (B) The Declaration was signed in 1776.
- ☐ (C) People in 1776 did not have cars.
- ☐ (D) Asking questions is important.

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

- ☐ (A) Sentence 4
- ☐ (B) Sentence 5
- ☐ (C) Sentence 6
- ☐ (D) Sentence 8

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

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 1
- ☐ (B) After sentence 4
- ☐ (C) After sentence 6
- ☐ (D) After sentence 9

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

Sentences 7 and 8 read: Women could not participate equally in political life. Enslaved people were denied freedom.

- ☐ (A) Women could not participate equally in political life, and enslaved people were denied freedom.
- ☐ (B) Women could not participate equally in political life, enslaved people were denied freedom.
- ☐ (C) Women could not participate equally in political life because enslaved people were denied freedom.
- ☐ (D) Women could not participate equally in political life and enslaved people.