

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “The Mystery of the Traveling Shell”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) Subject-Verb Agreement edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“Emsy knelt beside the display case at the museum.” <i>Emsy (singular subject) matches knelt (the verb).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) Emsy write in her notebook about the shell.” – What change should be made in sentence 4?

- ☐ A. Change Emsy to emsy
- ☐ B. Change write to writes
- ☐ C. Change notebook to Notebook
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(i) Subject-Verb Agreement • Passage: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Read the sentence. Find the subject (who or what) and the verb (the action).
“Emsy pulled out her notebook.”

CHOOSE

Emergent

With support, choose the verb that matches the singular subject.
The shell (come / comes) from the coast.

SHOW

Visible

Underline the subject once and the verb twice. Tell how you know they agree.
“People at Poverty Point traveled along rivers.”

OWN

Independent

Find and fix the agreement mistake — no word bank.
“Emsy write one last question.”

DEFEND

Reflective

Defend your fix, then write your own complete simple sentence with matching subject and verb.

Explain why “Emsy writes” is correct. Then write your own sentence about the shell with a subject and a matching verb.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “The Mystery of the Traveling Shell”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vi) Singular Nouns edit drafts using standard English conventions, including singular nouns	“Inside rested a smooth white shell .” <i>shell names just one thing (a singular noun).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(2) Emsy held one shells in her hand.” – What change should be made in sentence 2?

- ☐ A. Change held to holded
- ☐ B. Change one to won
- ☐ C. Change shells to shell
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(vi) Singular Nouns • Passage: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Point to the singular noun. Mark it with a sun.

“Emsy pulled out her notebook.”

CHOOSE

Emergent

With support, choose the word that names only one.

rivers / map / quietly

SHOW

Visible

Mark the singular noun with a sun and tell how you know it names one.

“The label said the shell had been found far from the ocean.”

OWN

Independent

Fix the noun so it names just one (the sentence talks about one).

“Emsy held one shells in her hand.”

DEFEND

Reflective

Defend your choice, then write a sentence using a singular noun.

Explain why “shell” names only one. Then write your own sentence with a singular noun from the story.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “The Mystery of the Traveling Shell”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(viii) Common Nouns edit drafts using standard English conventions, including common nouns	“Emsy knelt beside the display case at the museum .” <i>case and museum name general things (common nouns).</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(3) Emsy looked at the Shell in the display case.” — What change should be made in sentence 3?

- ☐ A. Change Shell to shell
- ☐ B. Change looked to looks
- ☐ C. Change display to Display
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(viii) Common Nouns • Passage: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Point to the common nouns. Mark each with a sun.

“Inside rested a smooth white shell.”

CHOOSE

Emergent

With support, choose the word that names any person, place, or thing.

Emsy / museum / quietly

SHOW

Visible

Mark the common noun with a sun and tell how you know it is not a special name.

“The label said the shell had been found far from the ocean.”

OWN

Independent

Fix the noun that should be a common noun (it is not a special name).

“She looked at the Shell in the case.”

DEFEND

Reflective

Defend your choice, then use a common noun in your own sentence.

Explain why “museum” is a common noun. Then write your own sentence using a common noun from the story.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “The Mystery of the Traveling Shell”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxii) Spelling High-Frequency Words edit drafts using standard English conventions, including correct spelling of high-frequency words	“Why would a seashell be here?” <i>would and here are high-frequency words spelled correctly.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(1) Why wud a seashell be here at the museum?” — What change should be made in sentence 1?

- ☐ A. Change wud to would
- ☐ B. Change here to hear
- ☐ C. Change museum to Museum
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxxii) Spelling High-Frequency Words • Passage: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Find the high-frequency words you already know by heart.

“The label said the shell had been found far from the ocean.”

CHOOSE

Emergent

With support (or a word wall), choose the correct spelling.

(would / wud) a seashell be here?

SHOW

Visible

Circle the high-frequency word and tell how you check its spelling.

“People at Poverty Point traveled along rivers.”

OWN

Independent

Find and fix the misspelled high-frequency word — no word wall.

“Why wud a seashell be here?”

DEFEND

Reflective

Defend your fix, then write a sentence using two high-frequency words spelled correctly.

Explain how you know “would” is correct. Then write your own sentence using words like there, said, or found.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “The Pilgrims Chose Plymouth”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iv) Present Verb Tense edit drafts using standard English conventions, including present verb tense	“Today, guides welcome visitors to Plymouth.” <i>welcome shows the action happening now (present tense).</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(3) Today, visitors walked along the same shore the Pilgrims once saw.” — What change should be made in sentence 3?

- ☐ A. Change walked to walk
- ☐ B. Change visitors to Visitors
- ☐ C. Change shore to shoar
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(iv) Present Verb Tense • Passage: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the sentence. Find the verb — the action word.

“The Pilgrims sail toward a new home.”

CHOOSE

Emergent

With support, choose the verb that shows the action happening now.

Every fall, the town (celebrated / celebrates) the harvest.

SHOW

Visible

Underline the verb. Tell how you know it should be present tense.

“Now, guides explain the Pilgrims’ journey.”

OWN

Independent

Find and improve the sentence so the verb is present tense — no word bank.

“Today, visitors walked the shoreline.”

DEFEND

Reflective

Defend your change, then write your own present-tense sentence about the Pilgrims.

Explain why “visitors walk” is correct today. Then write your own sentence about Plymouth using a present-tense verb.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “The Pilgrims Chose Plymouth”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) Plural Nouns edit drafts using standard English conventions, including plural nouns	“The Pilgrims filled the ship with barrels and tools.” <i>barrels and tools each name more than one (plural).</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(2) The Pilgrims packed many box for the long voyage.” — What change needs to be made in sentence 2?

- ☐ A. Change Pilgrims to Pilgrim
- ☐ B. Change box to boxes
- ☐ C. Change voyage to voyages
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(vii) Plural Nouns • Passage: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the sentence. Find the noun — the person, place, or thing.

“The Pilgrims loaded the ships.”

CHOOSE

Emergent

With support, choose the noun form that names more than one.

They packed many (box / boxes) for the trip.

SHOW

Visible

Circle the plural noun. Tell how you know it names more than one.

“The families carried their belongings.”

OWN

Independent

Find and improve the sentence so the plural noun is correct.

“The Pilgrims packed many box.”

DEFEND

Reflective

Defend your change, then write your own sentence using a plural noun about the voyage.

Explain why “boxes” is correct. Then write a sentence about the Pilgrims that uses a plural noun.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: "The Pilgrims Chose Plymouth"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) Proper Nouns edit drafts using standard English conventions, including proper nouns	"The Pilgrims named their new home Plymouth. " <i>Plymouth names one specific place, so it is capitalized.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

"(4) The ship called the mayflower crossed the wide ocean." — What change, if any, should be made in sentence 4?

- ☐ A. Change ship to Ship
- ☐ B. Change mayflower to Mayflower
- ☐ C. Change ocean to Ocean
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(ix) Proper Nouns • Passage: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the sentence. Find the noun that names one specific person, place, or thing.

“The ship Mayflower left England.”

CHOOSE

Emergent

With support, choose the form that capitalizes the proper noun.

They sailed to (plymouth / Plymouth).

SHOW

Visible

Circle the proper noun. Tell why it needs a capital letter.

“William Bradford became the governor.”

OWN

Independent

Find and improve the sentence so the proper noun is capitalized.

“The ship called the mayflower crossed the sea.”

DEFEND

Reflective

Defend your change, then write your own sentence using a proper noun from the story.

Explain why *Mayflower* needs a capital but *ship* does not. Then write your own sentence using a proper noun like Plymouth.

Read the standard and the example. Then write your own example, and record your answer to the deck question.

THE STANDARD

(11)(D)(xxiv) Capitalizing Geographic Names

“The Pilgrims built their colony at **Plymouth.**”

MY OWN EXAMPLE:

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxiv) Capitalizing Geographic Names • Passage: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the sentence. Find the words that name a specific place.

“The Pilgrims landed at Cape Cod.”

CHOOSE

Emergent

With support, choose the form that capitalizes the place name.

They settled in (plymouth / Plymouth).

SHOW

Visible

Underline the place name. Tell why it needs a capital.

“They crossed the Atlantic Ocean.”

OWN

Independent

Find and improve the sentence so the place name is capitalized.

“They sailed to cape cod.”

DEFEND

Reflective

Defend your change, then write your own sentence that names a real place from the story.

Explain why *Plymouth* is capitalized but *town* is not. Then write your own sentence naming a place like Cape Cod.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Laura Ingalls Wilder”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iii) Past Verb Tense edit drafts using standard English conventions, including past verb tense	“Laura churned butter on the quiet prairie.” <i>churned shows the action already happened (past tense).</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(2) Last winter, the family travel across the frozen river.” — What change should be made in sentence 2?

- ☐ A. Change travel to traveled
- ☐ B. Change winter to Winter
- ☐ C. Change river to rivver
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(iii) Past Verb Tense • Passage: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the sentence. Find the verb — the action word.

“The family packed the wagon.”

CHOOSE

Emergent

With support, choose the verb that shows the action already happened.

Last spring, Laura (plant / planted) a garden.

SHOW

Visible

Underline the verb. Tell how you know it should be past tense.

“Long ago, the Ingalls family built a log cabin.”

OWN

Independent

Find and improve the sentence so the verb is past tense — no word bank.

“Last winter, the family travel across the river.”

DEFEND

Reflective

Defend your change, then write your own past-tense sentence about Laura.

Explain why “Laura traveled” is correct for long ago. Then write your own sentence about the prairie in the past tense.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “*Laura Ingalls Wilder*”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(v) Future Verb Tense edit drafts using standard English conventions, including future verb tense	“Next spring, the family will plant a new field.” <i>will plant shows the action will happen later (future tense).</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(3) Tomorrow, Laura will writes about her prairie home.” — What change needs to be made in sentence 3?

- ☐ A. Change will writes to will write
- ☐ B. Change Laura to laura
- ☐ C. Change prairie to Prairie
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(v) Future Verb Tense • Passage: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the sentence. Find the verb — the action word.

“Tomorrow the family will move west.”

CHOOSE

Emergent

With support, choose the verb that shows the action will happen later.

Next week, Laura (will plants / will plant) a garden.

SHOW

Visible

Underline the verb. Tell how you know it should be future tense.

“Someday, readers will remember Laura’s stories.”

OWN

Independent

Find and improve the sentence so the verb is future tense — no word bank.

“Tomorrow, Laura will writes in her journal.”

DEFEND

Reflective

Defend your change, then write your own future-tense sentence about Laura.

Explain why “will write” is correct, not “will writes.” Then write your own sentence about the prairie in the future tense.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Laura Ingalls Wilder”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(x) Adjectives: Comparative Forms edit drafts using standard English conventions, including adjectives , including their comparative forms	“The winter wind felt sharper than before.” <i>sharper compares two things (this wind vs. before).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) The prairie winter was more colder than the autumn.” – What change, if any, should be made in sentence 4?

- ☐ A. Change more colder to colder
- ☐ B. Change prairie to Prairie
- ☐ C. Change autumn to Autumn
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(x) Adjectives: Comparative Forms • Passage: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the sentence. Find the adjective — the describing word.

“The long winter tested the family.”

CHOOSE

Emergent

With support, choose the form that compares two things.

This winter is (more cold / colder) than last winter.

SHOW

Visible

Underline the adjective. Tell how you know it compares two things.

“The new cabin was warmer than the old one.”

OWN

Independent

Find and improve the sentence so the comparative is correct.

“The river was more wider than the creek.”

DEFEND

Reflective

Defend your change, then write your own sentence comparing two things about the prairie.

Explain why “colder” is correct, not “more colder.” Then write a sentence comparing two things using an -er adjective.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Laura Ingalls Wilder”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xi) Adjectives: Superlative Forms edit drafts using standard English conventions, including adjectives , including their superlative forms	“That was the hardest work Laura had ever done.” <i>hardest compares all the work – three or more (superlative).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(1) That was the most coldest winter of Laura’s whole life.” – Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- ☐ A. That was the coldest winter of Laura’s whole life.
- ☐ B. That was the most coldest winter of Laura’s whole life.
- ☐ C. That was the most cold winter of Laura’s whole life.
- ☐ D. That was the Coldest winter of Laura’s whole life.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xi) Adjectives: Superlative Forms • Passage: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the sentence. Find the adjective — the describing word.

“The deep snow covered the fields.”

CHOOSE

Emergent

With support, choose the form that compares three or more things.

That was the (most cold / coldest) winter of all.

SHOW

Visible

Underline the adjective. Tell how you know it compares three or more.

“It was the longest journey of their lives.”

OWN

Independent

Find and improve the sentence so the superlative is correct.

“It was the most coldest winter of all.”

DEFEND

Reflective

Defend your change, then write your own sentence comparing three or more things.

Explain why “coldest” is correct, not “most coldest.” Then write a sentence comparing three or more things using an -est adjective.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xii) Adverbs That Convey Time edit drafts using standard English conventions, including adverbs that convey time	“Citizens always obey the community’s rules.” <i>always tells when – an adverb of time.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(2) The council will meet soonly to discuss the new law.” – What change should be made in sentence 2?

- ☐ A. Change soonly to soon
- ☐ B. Change council to Council
- ☐ C. Change law to laws
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xii) Adverbs That Convey Time • Passage: “Why We Need Laws”

NOTICE

Foundational

Read the sentence. Find the adverb that tells when the action happens.

“The council votes today on the new rule.”

CHOOSE

Emergent

With support, choose the word that tells when.

The mayor will speak (soonly / soon) about the law.

SHOW

Visible

Underline the adverb of time. Tell how you know it tells when.

“Long ago, people always helped their neighbors.”

OWN

Independent

Find and improve the sentence so the adverb of time is correct.

“The council will meet soonly.”

DEFEND

Reflective

Defend your change, then write your own sentence using an adverb of time about rules.

Explain why “soon” is correct, not “soonly.” Then write your own sentence about a rule using an adverb of time (like today or always).

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiii) Adverbs That Convey Manner edit drafts using standard English conventions, including adverbs that convey manner	“The judge listened fairly to both sides.” <i>fairly tells how – an adverb of manner.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(3) Judges must read each case careful before they decide.” – What change needs to be made in sentence 3?

- ☐ A. Change careful to carefully
- ☐ B. Change Judges to judges
- ☐ C. Change case to cases
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xiii) Adverbs That Convey Manner • Passage: “Why We Need Laws”

NOTICE

Foundational

Read the sentence. Find the adverb that tells how the action is done.

“The clerk wrote the rule neatly.”

CHOOSE

Emergent

With support, choose the word that tells how.

Officers must act (fair / fairly) with everyone.

SHOW

Visible

Underline the adverb of manner. Tell how you know it tells how.

“Citizens waited patiently for the vote.”

OWN

Independent

Find and improve the sentence so the adverb of manner is correct.

“Judges must read each case careful.”

DEFEND

Reflective

Defend your change, then write your own sentence using an adverb of manner about following rules.

Explain why “carefully” is correct, not “careful.” Then write your own sentence about a rule using an adverb that tells how.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiv) Prepositions edit drafts using standard English conventions, including prepositions	“Everyone must follow the laws of the town.” <i>of shows the relationship – a preposition.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) The mayor spoke to the crowd about the importance for laws.” – What change, if any, should be made in sentence 4?

- ☐ A. Change for to of
- ☐ B. Change mayor to Mayor
- ☐ C. Change crowd to crowds
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xiv) Prepositions • Passage: “Why We Need Laws”

NOTICE

Foundational

Read the sentence. Find the preposition — the word that shows where, when, or how.

“The rule applies to everyone.”

CHOOSE

Emergent

With support, choose the preposition that makes the meaning clear.

The mayor spoke about the importance (for / of) laws.

SHOW

Visible

Underline the preposition. Tell how you know it fits.

“Citizens vote on new rules each year.”

OWN

Independent

Find and improve the sentence so the preposition is correct.

“the importance for laws”

DEFEND

Reflective

Defend your change, then write your own sentence using a preposition about rules.

Explain why “of laws” is correct, not “for laws.” Then write your own sentence about a community rule using a preposition.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xv) Prepositional Phrases edit drafts using standard English conventions, including prepositional phrases	“Everyone stays safe because of the rules.” <i>because of the rules is a prepositional phrase – it tells why.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(1) The children played safely in during recess.” – Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- ☐ A. The children played safely during recess.
- ☐ B. The children played safely in during recess.
- ☐ C. The children played safe during recess.
- ☐ D. The children played safely In during recess.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xv) Prepositional Phrases • Passage: “Why We Need Laws”

NOTICE

Foundational

Read the sentence. Find the prepositional phrase (preposition + noun).

“The rules apply in the town.”

CHOOSE

Emergent

With support, choose the correct prepositional phrase.

Children played safely (in during recess / during recess).

SHOW

Visible

Underline the prepositional phrase. Tell what detail it adds.

“Citizens follow the laws of their community.”

OWN

Independent

Find and improve the sentence so the prepositional phrase is correct.

“played safely in during recess”

DEFEND

Reflective

Defend your change, then write your own sentence with a prepositional phrase about rules.

Explain why “during recess” is correct, not “in during recess.” Then write your own sentence about a rule using a prepositional phrase.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Benjamin Franklin and Electricity”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvi) Pronouns: Subjective Case edit drafts using standard English conventions, including pronouns, subjective case	“ She discovered how to store electricity.” <i>She is the subject – it does the action (subjective case).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(2) Thomas Edison worked hard, and him tested many new ideas.” – What change should be made in sentence 2?

- ☐ A. Change him to he
- ☐ B. Change Edison to edison
- ☐ C. Change ideas to idea
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xvi) Pronouns: Subjective Case • Passage: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the sentence. Find the pronoun that takes the place of a noun.

“He invented the light bulb.”

CHOOSE

Emergent

With support, choose the pronoun that does the action.

(Him / He) tested hundreds of ideas.

SHOW

Visible

Underline the subject pronoun. Tell how you know it does the action.

“They built the first power station.”

OWN

Independent

Find and improve the sentence so the subject pronoun is correct.

“Him tested many ideas.”

DEFEND

Reflective

Defend your change, then write your own sentence using a subject pronoun about an inventor.

Explain why “He tested” is correct, not “Him tested.” Then write your own sentence about electricity using a subject pronoun.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Benjamin Franklin and Electricity”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvii) Pronouns: Objective Case edit drafts using standard English conventions, including pronouns , objective case	“The invention helped them see in the dark.” <i>them receives the action (objective case).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(3) The teacher showed Ben and I how a battery works.” – What change needs to be made in sentence 3?

- ☐ A. Change Ben and I to Ben and me
- ☐ B. Change teacher to Teacher
- ☐ C. Change battery to batteries
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xvii) Pronouns: Objective Case • Passage: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the sentence. Find the pronoun that takes the place of a noun.

“The bright light surprised her.”

CHOOSE

Emergent

With support, choose the pronoun that receives the action.

The teacher showed (I / me) the circuit.

SHOW

Visible

Underline the object pronoun. Tell how you know it receives the action.

“Electricity powers them every day.”

OWN

Independent

Find and improve the sentence so the object pronoun is correct.

“The teacher showed Ben and I the battery.”

DEFEND

Reflective

Defend your change, then write your own sentence using an object pronoun about electricity.

Explain why “showed me” is correct, not “showed I.” Then write your own sentence using an object pronoun.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Benjamin Franklin and Electricity”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xviii) Pronouns: Possessive Case edit drafts using standard English conventions, including pronouns , possessive case	“The town celebrated its first electric lights.” <i>its shows ownership – a possessive pronoun.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) The light bulb changed the world with it’s bright power.” – What change, if any, should be made in sentence 4?

- ☐ A. Change it’s to its
- ☐ B. Change bulb to Bulb
- ☐ C. Change world to worlds
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xviii) Pronouns: Possessive Case • Passage: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the sentence. Find the pronoun that shows who or what owns something.
“The scientist shared her notes.”

CHOOSE

Emergent

With support, choose the pronoun that shows ownership.
The lamp lost (it’s / its) glow.

SHOW

Visible

Underline the possessive pronoun. Tell what it owns.
“The inventors protected their ideas.”

OWN

Independent

Find and improve the sentence so the possessive pronoun is correct.
“The bulb changed the world with it’s power.”

DEFEND

Reflective

Defend your change, then write your own sentence using a possessive pronoun about an invention.
Explain why “its power” is correct, not “it’s power.” Then write your own sentence using a possessive pronoun.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Benjamin Franklin and Electricity”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxii) Capitalizing Titles of People edit drafts using standard English conventions, including capitalization of official titles of people	“Doctor Franklin studied lightning and electricity.” <i>Doctor is a title used with the name Franklin, so it is capitalized.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(1) The students wrote a report about president Roosevelt and electricity.” – What change should be made in sentence 1?

- ☐ A. Change president to President
- ☐ B. Change students to Students
- ☐ C. Change report to reports
- ☐ D. Change electricity to Electricity

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxii) Capitalizing Titles of People • Passage: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the sentence. Find the official title used with a person’s name.

“Doctor Edison showed the class his lab.”

CHOOSE

Emergent

With support, choose the form that capitalizes the title with the name.

They wrote to (mayor / Mayor) Green about street lights.

SHOW

Visible

Underline the title. Tell why it needs a capital.

“President Roosevelt visited the new power plant.”

OWN

Independent

Find and improve the sentence so the title is capitalized.

“a report about president Roosevelt”

DEFEND

Reflective

Defend your change, then write your own sentence using a title with a name.

Explain why “President Roosevelt” is capitalized but “the president” alone is not. Then write your own sentence using a title with a name.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Henry Ford: Visionary of Travel”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ii) Compound Sentences with Subject-Verb Agreement edit drafts using standard English conventions, including compound sentences with subject-verb agreement	“Ford designs the car, and workers build it.” <i>Each subject matches its verb: Ford designs, workers build.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(2) Workers build the cars, and the assembly line move quickly.” — What change should be made in sentence 2?

- ☐ A. Change move to moves
- ☐ B. Change Workers to workers
- ☐ C. Change cars to Cars
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(ii) Compound Sentences with Subject-Verb Agreement • Passage: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the sentence. Find the subject and verb in each part.

“Ford plans, and the team works.”

CHOOSE

Emergent

With support, choose the verb that matches the subject in the second part.

Workers build cars, and the line (move / moves).

SHOW

Visible

Underline each subject once and each verb twice. Tell how you know they agree.

“The engine starts, and the wheels turn.”

OWN

Independent

Find and improve the sentence so both parts agree — no word bank.

“Workers build cars, and the line move quickly.”

DEFEND

Reflective

Defend your change, then write your own compound sentence about the assembly line.

Explain why “the line moves” is correct, not “the line move.” Then write your own compound sentence with two parts that agree.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: "Henry Ford: Visionary of Travel"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xix) Compound Subjects edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects	"Ford and Edison admired each other's inventions." <i>Two subjects, Ford and Edison, are joined by and.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

"(3) Henry Ford his workers built the first moving assembly line." – What change needs to be made in sentence 3?

- ☐ A. Insert and after Ford
- ☐ B. Change built to build
- ☐ C. Change workers to Workers
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xix) Compound Subjects • Passage: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the sentence. Find the two subjects that do the action.

“Cars and trucks rolled off the line.”

CHOOSE

Emergent

With support, choose the conjunction that joins the two subjects.

Ford (or / and) his workers built the line.

SHOW

Visible

Underline the two subjects and circle the conjunction. Tell how they work together.

“Engineers and designers planned the Model T.”

OWN

Independent

Find and improve the sentence so the two subjects are joined correctly.

“Henry Ford his workers built the line.”

DEFEND

Reflective

Defend your change, then write your own sentence with a compound subject about the factory.

Explain why “Ford and his workers” needs the word *and*. Then write your own sentence with two subjects joined by a conjunction.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: "Henry Ford: Visionary of Travel"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xx) Compound Predicates edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates	"The workers cut and shaped the metal." <i>Two verbs, cut and shaped, are joined by and and both are past tense.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

"(4) The Model T rolled off the line and drive on rough country roads." — What change, if any, should be made in sentence 4?

- ☐ A. Change drive to drove
- ☐ B. Change Model T to model t
- ☐ C. Change roads to Roads
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xx) Compound Predicates • Passage: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the sentence. Find the two verbs that tell what the subject does.

“The engine roared and rumbled.”

CHOOSE

Emergent

With support, choose the verb form that matches the other verb’s tense.

The car rolled and (drive / drove) down the road.

SHOW

Visible

Underline both verbs and circle the conjunction. Tell how you know they match.

“Ford planned and built the factory.”

OWN

Independent

Find and improve the sentence so both verbs match in tense.

“The Model T rolled off the line and drive on rough roads.”

DEFEND

Reflective

Defend your change, then write your own sentence with a compound predicate about a car.

Explain why “rolled and drove” both match. Then write your own sentence with two verbs joined by a conjunction.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Henry Ford: Visionary of Travel”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxi) Compound Sentences edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences	“The Model T was simple, and it was cheap.” <i>Two complete sentences joined by a comma and the conjunction and.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(1) Ford lowered the price more people could buy cars.” – Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- ☐ A. Ford lowered the price, and more people could buy cars.
- ☐ B. Ford lowered the price more people could buy cars.
- ☐ C. Ford lowered the price, more people could buy cars.
- ☐ D. Ford lowered the price and, more people could buy cars.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxi) Compound Sentences • Passage: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the sentence. Find the two complete sentences that are joined.

“The line moved, and the cars appeared.”

CHOOSE

Emergent

With support, choose the correct way to join the two sentences.

Ford lowered the price (price more / price, and more) people could buy cars.

SHOW

Visible

Circle the comma and the conjunction. Tell how they join the two sentences.

“Cars were cheaper, so more families drove.”

OWN

Independent

Find and improve the run-on so it is a correct compound sentence.

“Ford lowered the price more people could buy cars.”

DEFEND

Reflective

Defend your change, then write your own compound sentence about Ford’s cars.

Explain why the sentence needs a comma AND a conjunction. Then write your own compound sentence joining two complete sentences.

Passage: “Crash”

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxviii) Commas in Compound Sentences • Passage: “Crash”

NOTICE

Foundational

Read the sentence. Find the two complete sentences that are joined.

“The path was steep, and the rider slowed down.”

CHOOSE

Emergent

With support, choose where the comma belongs.

The road was wet (wet and / wet, and) the tires slipped.

SHOW

Visible

Mark where the comma belongs and circle the conjunction. Tell why.

“The wheel bent, but the frame held.”

OWN

Independent

Find and improve the sentence so the comma is in the right place.

“The road was wet and the tires slipped.”

DEFEND

Reflective

Defend your change, then write your own compound sentence with the comma placed correctly.

Explain why the comma goes before *and*. Then write your own compound sentence with a comma and a conjunction.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Crash”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxix) Commas in a Series edit drafts using standard English conventions, including commas in items in a series	“The kit held bandages, tape, and scissors. ” <i>Each item in the list is separated by a comma.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(3) We packed helmets water and snacks for the long ride.” – What change needs to be made in sentence 3?

- ☐ A. Insert commas after helmets and water
- ☐ B. Change packed to packt
- ☐ C. Change ride to Ride
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxix) Commas in a Series • Passage: “Crash”

NOTICE

Foundational

Read the sentence. Find the three or more items in the list.

“He grabbed a helmet, gloves, and pads.”

CHOOSE

Emergent

With support, choose the list with the commas in the right places.

We packed (helmets water and snacks / helmets, water, and snacks).

SHOW

Visible

Mark where each comma belongs. Tell why the series needs them.

“The trail had rocks, roots, and mud.”

OWN

Independent

Find and improve the sentence so the series has commas.

“We packed helmets water and snacks.”

DEFEND

Reflective

Defend your change, then write your own sentence that lists three or more things.

Explain why each item needs a comma. Then write your own sentence with a series of three or more items.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Crash”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvi) Apostrophes in Contractions edit drafts using standard English conventions, including apostrophes in contractions	“The brakes wouldn’t grip the wet road.” <i>wouldn’t joins would and not; the apostrophe replaces the o.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) The rider said she couldnt see the sharp turn ahead.” – What change, if any, should be made in sentence 4?

- ☐ A. Change couldnt to couldn’t
- ☐ B. Change rider to Rider
- ☐ C. Change turn to turns
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxvi) Apostrophes in Contractions • Passage: “Crash”

NOTICE

Foundational

Read the sentence. Find the word that joins two words with an apostrophe.

“He didn’t see the sharp turn.”

CHOOSE

Emergent

With support, choose the word that has the apostrophe in the right place.

The rider (couldnt / couldn’t) slow down.

SHOW

Visible

Underline the contraction. Tell which two words it joins and where the apostrophe goes.

“It’s a steep and rocky hill.”

OWN

Independent

Find and improve the sentence so the contraction has its apostrophe.

“She couldnt see the turn.”

DEFEND

Reflective

Defend your change, then write your own sentence using a contraction.

Explain why *couldn’t* needs an apostrophe. Then write your own sentence using a contraction (like can’t or it’s).

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “Crash”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvii) Apostrophes in Possessives edit drafts using standard English conventions, including apostrophes in possessives	“The helmet’s strap kept it in place.” <i>helmet’s shows the strap belongs to the helmet (apostrophe + s).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(1) The riders helmet cracked when it hit the ground.” – Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- ☐ A. The rider’s helmet cracked when it hit the ground.
- ☐ B. The riders helmet cracked when it hit the ground.
- ☐ C. The riders’ helmet cracked when it hit the ground.
- ☐ D. The rider’s helmet cracked when it hit the Ground.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxvii) Apostrophes in Possessives • Passage: “Crash”

NOTICE

Foundational

Read the sentence. Find the word that shows who owns something.

“The coach’s whistle was loud.”

CHOOSE

Emergent

With support, choose the word that shows ownership correctly.

The (riders / rider’s) helmet cracked.

SHOW

Visible

Underline the possessive noun. Tell what it owns and where the apostrophe goes.

“The bike’s front wheel bent.”

OWN

Independent

Find and improve the sentence so the possessive has an apostrophe.

“The riders helmet cracked.”

DEFEND

Reflective

Defend your change, then write your own sentence using a possessive noun.

Explain why *rider’s* needs an apostrophe + s. Then write your own sentence showing ownership.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “A Dream Can Grow”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxiii) Capitalizing Holidays edit drafts using standard English conventions, including capitalization of holidays	“The country remembers Dr. King on Martin Luther King Jr. Day.” <i>Each important word in the holiday name is capitalized.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(2) Many people march every year on martin luther king jr. day.” – What change should be made in sentence 2?

- ☐ A. Change martin luther king jr. day to Martin Luther King Jr. Day
- ☐ B. Change people to People
- ☐ C. Change march to marches
- ☐ D. Change year to Year

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxiii) Capitalizing Holidays • Passage: “A Dream Can Grow”

NOTICE

Foundational

Read the sentence. Find the words that name a special holiday.

“Families gather on Thanksgiving.”

CHOOSE

Emergent

With support, choose the form that capitalizes the holiday name.

People march on (martin luther king jr. day / Martin Luther King Jr. Day).

SHOW

Visible

Underline the holiday name. Tell why each important word is capitalized.

“Schools close for Independence Day.”

OWN

Independent

Find and improve the sentence so the holiday name is capitalized.

“a parade on martin luther king jr. day”

DEFEND

Reflective

Defend your change, then write your own sentence that names a holiday.

Explain why each important word in a holiday name is capitalized. Then write your own sentence that names a holiday.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “A Dream Can Grow”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxv) Capitalizing Geographic Places edit drafts using standard English conventions, including capitalization of geographical places	“Thousands gathered in Washington, D.C., to hear the speech.” <i>Washington, D.C. names a specific place, so it is capitalized.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(3) Dr. King spoke at the lincoln memorial to a huge crowd.” – What change needs to be made in sentence 3?

- ☐ A. Change lincoln memorial to Lincoln Memorial
- ☐ B. Change crowd to Crowd
- ☐ C. Change spoke to spoken
- ☐ D. Change Dr. to dr.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxv) Capitalizing Geographic Places • Passage: “A Dream Can Grow”

NOTICE

Foundational

Read the sentence. Find the words that name a specific place.

“The march ended at the Lincoln Memorial.”

CHOOSE

Emergent

With support, choose the form that capitalizes the place name.

People traveled to (washington / Washington), D.C.

SHOW

Visible

Underline the place name. Tell why it needs capital letters.

“Marchers came from Alabama and beyond.”

OWN

Independent

Find and improve the sentence so the place name is capitalized.

“Dr. King spoke at the lincoln memorial.”

DEFEND

Reflective

Defend your change, then write your own sentence that names a specific place.

Explain why *Lincoln Memorial* is capitalized but *monument* alone is not.

Then write your own sentence naming a place.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “A Dream Can Grow”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxx) Spelling: Sound Patterns edit drafts using standard English conventions, including correct spelling (sound patterns)	“The crowd hoped for peace and freedom.” <i>peace uses the long-e ea pattern; freedom uses ee.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) Dr. King had a dreem that all people would be free.” – What change, if any, should be made in sentence 4?

- ☐ A. Change dreem to dream
- ☐ B. Change King to king
- ☐ C. Change people to peoples
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxx) Spelling: Sound Patterns • Passage: “A Dream Can Grow”

NOTICE

Foundational

Read the sentence. Find the word whose spelling you should check.

“He believed in freedom for all.”

CHOOSE

Emergent

With support, choose the correctly spelled word.

Dr. King had a (dreem / dream) for the future.

SHOW

Visible

Underline the word. Tell which sound pattern spells it.

“The nation listened to his words.”

OWN

Independent

Find and improve the sentence so the word is spelled correctly.

“Dr. King had a dreem for all people.”

DEFEND

Reflective

Defend your change, then write your own sentence using a word with a sound pattern.

Explain which pattern spells *dream*. Then write your own sentence using a word with a sound pattern you know.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: "A Dream Can Grow"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxi) Spelling: Spelling Rules edit drafts using standard English conventions, including correct spelling (spelling rules)	"The nation kept hoping and working for change." <i>hoping drops the silent e; working just adds -ing.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

"(1) The crowd was hoping for a better future." – Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- ☐ A. The crowd was hoping for a better future.
- ☐ B. The crowd was hopeing for a better future.
- ☐ C. The crowd was hopping for a better future.
- ☐ D. The crowd was Hoping for a better future.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxxi) Spelling: Spelling Rules • Passage: “A Dream Can Grow”

NOTICE

Foundational

Read the sentence. Find the word that added -ed, -ing, or -es.

“The marchers carried signs.”

CHOOSE

Emergent

With support, choose the word that follows the spelling rule.

The crowd was (hoping / hoping) for change.

SHOW

Visible

Underline the word. Tell which spelling rule it follows.

“They stopped to listen.”

OWN

Independent

Find and improve the sentence so the word follows the spelling rule.

“The crowd was hoping for change.”

DEFEND

Reflective

Defend your change, then write your own sentence using a word with an ending.

Explain the rule for *hoping* (drop the e). Then write your own sentence using a word with an added ending.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “A Place to Grow”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) Subject-Verb Agreement (Cumulative Review) edit drafts using standard English conventions, including subject-verb agreement	“The land gives the people food.” <i>The singular subject land matches the verb gives.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(2) The rich soil help the crops grow tall each summer.” – What change should be made in sentence 2?

- ☐ A. Change help to helps
- ☐ B. Change soil to Soil
- ☐ C. Change crops to crop
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(i) Subject-Verb Agreement (Cumulative Review) • Passage: “A Place to Grow”

NOTICE

Foundational

Read the sentence. Find the subject and the verb.

“The river feeds the fields.”

CHOOSE

Emergent

With support, choose the verb that matches the singular subject.

The soil (help / helps) the crops grow.

SHOW

Visible

Underline the subject once and the verb twice. Tell how you know they agree.

“The farmer plants in spring.”

OWN

Independent

Find and improve the agreement mistake — no word bank.

“The rich soil help the crops.”

DEFEND

Reflective

Defend your change, then write your own sentence with a matching subject and verb.

Explain why “the soil helps” is correct. Then write your own sentence about the land with a subject and a matching verb.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: "A Place to Grow"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iii) Past Verb Tense (Cumulative Review) edit drafts using standard English conventions, including past verb tense	"The settlers grew corn and beans." <i>grew shows the action already happened (past tense).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

"(3) Long ago, farmers plant seeds by hand in the rich soil." – What change needs to be made in sentence 3?

- ☐ A. Change plant to planted
- ☐ B. Change farmers to Farmers
- ☐ C. Change seeds to seed
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(iii) Past Verb Tense (Cumulative Review) • Passage: “A Place to Grow”

NOTICE

Foundational

Read the sentence. Find the verb — the action word.

“The settlers cleared the land.”

CHOOSE

Emergent

With support, choose the verb that shows the action already happened.

Long ago, farmers (plant / planted) by hand.

SHOW

Visible

Underline the verb. Tell how you know it should be past tense.

“The first families built their homes here.”

OWN

Independent

Find and improve the sentence so the verb is past tense.

“Long ago, farmers plant seeds by hand.”

DEFEND

Reflective

Defend your change, then write your own past-tense sentence about the settlers.

Explain why “farmers planted” is correct for long ago. Then write your own sentence about the land in the past tense.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “A Place to Grow”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvi) Pronouns: Subjective Case (Cumulative Review) edit drafts using standard English conventions, including pronouns, subjective case	“They shared the harvest with the town.” <i>They is the subject – it does the action (subjective case).</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

“(4) The settlers worked hard, and them built strong homes.” – What change, if any, should be made in sentence 4?

- ☐ A. Change them to they
- ☐ B. Change settlers to Settlers
- ☐ C. Change homes to home
- ☐ D. No change is needed.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xvi) Pronouns: Subjective Case (Cumulative Review) • Passage: “A Place to Grow”

NOTICE

Foundational

Read the sentence. Find the pronoun that takes the place of a noun.

“She farmed the same land for years.”

CHOOSE

Emergent

With support, choose the pronoun that does the action.

(Them / They) built strong homes.

SHOW

Visible

Underline the subject pronoun. Tell how you know it does the action.

“We learned how the land shaped the town.”

OWN

Independent

Find and improve the sentence so the subject pronoun is correct.

“The settlers worked hard, and them built homes.”

DEFEND

Reflective

Defend your change, then write your own sentence using a subject pronoun about the settlers.

Explain why “they built” is correct, not “them built.” Then write your own sentence using a subject pronoun.

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: “A Place to Grow”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvi) Apostrophes in Contractions (Cumulative Review) edit drafts using standard English conventions, including apostrophes in contractions	“The desert doesn’t get much rain.” <i>doesn’t joins does and not; the apostrophe replaces the o.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

“(1) Without good land, crops wont grow well.” — Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- ☐ A. Without good land, crops won’t grow well.
- ☐ B. Without good land, crops wont grow well.
- ☐ C. Without good land, crops will not grow good.
- ☐ D. Without good land, Crops won’t grow well.

Why I chose it:

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxvi) Apostrophes in Contractions (Cumulative Review) • Passage: “A Place to Grow”

NOTICE

Foundational

Read the sentence. Find the word that joins two words with an apostrophe.

“The land can’t grow food without rain.”

CHOOSE

Emergent

With support, choose the word with the apostrophe in the right place.

Crops (wont / won’t) grow in dry soil.

SHOW

Visible

Underline the contraction. Tell which two words it joins.

“It’s hard to farm on rocky land.”

OWN

Independent

Find and improve the sentence so the contraction has its apostrophe.

“Crops wont grow without water.”

DEFEND

Reflective

Defend your change, then write your own sentence using a contraction.

Explain why *won’t* needs an apostrophe. Then write your own sentence using a contraction (like *can’t* or *it’s*).
