

TEACHER EDITION

Grade 3 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

TEKS 3.11C Revising

36 Weeks

Monday to Friday Practice

Assessment-Style Questions

Answers and Rationales

INSIDE THIS TEACHER EDITION

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

PREPARE and Clusters 1 to 8, following the Grade 3 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 3 scope and sequence in the same order as the Standards Slide Decks, and every draft is based on the low stamina passage of that week's cluster.

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

Daily routine (about 10 minutes)

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

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

The Mystery of the Traveling Shell

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

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

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

- ☒ (A) Poverty Point is a very old place in Louisiana where people lived long ago.
Correct. This sentence explains what Poverty Point is, which helps the reader understand why finding a shell there is a mystery.
- ☐ (B) Emsy liked to write things down in her notebook.
Distractor. This sentence is about Emsy's notebook, not about where she found the shell. It does not support the idea in sentence 2.
- ☐ (C) Shells come in many different shapes and sizes.
Distractor. This is a general fact about shells that does not help explain why finding this shell at Poverty Point is a mystery.
- ☐ (D) Emsy had been to the coast before with her family.
Distractor. This tells about a trip Emsy took, but it does not support the idea that finding the shell at Poverty Point was unusual.

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

The Mystery of the Traveling Shell

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

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

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

- ☐ (A) The distance was traced by Emsy from the coast with her finger on the map.
Distractor. This version still separates the subject from the main action and places “with her finger” in an awkward position.
- ☒ (B) Emsy traced the distance from the coast on the map with her finger.
Correct. This revision places the subject before the verb and keeps the verb near its object, making the sentence clear and easy to follow.
- ☐ (C) With her finger, the distance from the coast was on the map traced by Emsy.
Distractor. This version makes it sound as though the distance, not Emsy, is performing the action. The subject and verb are separated.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order that makes it hard to understand who is doing what. A revision is needed.

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

The Mystery of the Traveling Shell

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

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

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

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

- ☐ (A) A shell could not roll that far by itself, the distance was too great.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) A shell could not roll that far by itself because the distance was too great.
Correct. The word because shows the correct cause-and-effect relationship: the great distance is the reason the shell could not roll there.
- ☐ (C) Although a shell could not roll that far by itself, the distance was too great.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) A shell could not roll that far by itself when the distance was too great.
Distractor. The word when suggests a specific time, but the distance is always too great. This changes the meaning.

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

The Mystery of the Traveling Shell

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

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

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the mystery, which is the main idea of the draft. Removing it would take away important information.
- ☐ (B) Sentence 3
Distractor. Sentence 3 gives the important detail that the shell came from a coastal area. This fact is needed to understand the mystery.
- ☒ (C) Sentence 4
Correct. Sentence 4 says Poverty Point was inland and not near the coast. This repeats the idea already stated in sentence 3, which says the shell came from a coastal area far away. The reader already understands that the two places are far apart.
- ☐ (D) Sentence 5
Distractor. Sentence 5 introduces a new clue. Removing it would take away a detail that moves the investigation forward.

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

The Mystery of the Traveling Shell

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

(5) I think Emsy should visit the library after school to learn even more about trading.

(6) The answer was scarcity. (7) People did not always have every resource they needed where they lived. (8) They could trade what they had.

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

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

- ☒ (A) She wondered why people would carry objects such a long distance.
Correct. This sentence explains what Emsy's question was about, which connects sentence 3 to sentence 4 and supports the idea that she was investigating.
- ☐ (B) Emsy always carried a pencil with her.
Distractor. This detail is about Emsy's supplies, not about her investigation or the trading mystery.
- ☐ (C) Notebooks are useful for writing down ideas.
Distractor. This is a general statement about notebooks that does not connect to the specific question Emsy wrote.
- ☐ (D) Poverty Point is a popular place for students to visit on field trips.
Distractor. This introduces a new topic about field trips that does not support the writer's idea about trade and patterns.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 establishes that several objects create a pattern, which is an important part of the argument about trade.
- ☒ (B) Sentence 5
Correct. Sentence 5 introduces a personal opinion about Emsy visiting the library after school. This does not support the main idea about why people traded goods over long distances.
- ☐ (C) Sentence 6
Distractor. Sentence 6 gives the answer to Emsy's question about why people brought things so far. It is an essential part of the draft.
- ☐ (D) Sentence 7
Distractor. Sentence 7 explains what scarcity means in this situation. Removing it would leave the reader without an important explanation.

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

3 Where is the BEST place to move sentence 4?

- ☐ (A) After sentence 1
Distractor. Sentence 1 is about a single accident, and sentence 4 answers a question that has not been asked yet at that point.
- ☐ (B) After sentence 2
Distractor. Sentence 2 is about finding a pattern. Placing the question about why people brought things before the notebook detail in sentence 3 would separate Emsy's thinking from her action.
- ☒ (C) After sentence 3
Correct. Sentence 3 says Emsy wrote a question in her notebook. Sentence 4 tells what that question was. Placing sentence 4 right after sentence 3 connects the action to the question.
- ☐ (D) After sentence 6
Distractor. By sentence 6, the answer to the question has already been given. Moving the question after the answer would confuse the order of the writer's ideas.

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

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

- ☐ (A) They could trade what they had, they could get valuable goods from other places.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) They could trade what they had although they could get valuable goods from other places.
Distractor. The word although creates a contrast that does not match the meaning. Trading and getting goods are not opposing ideas.
- ☒ (C) They could trade what they had for valuable goods from other places.
Correct. This combines both ideas into one clear, concise sentence. The word for shows the purpose of the trade without repeating "they could."
- ☐ (D) They could trade what they had and they could trade for valuable goods from other places.
Distractor. This repeats "they could trade," making the sentence wordy and less effective.

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

The Mystery of the Traveling Shell

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

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

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

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

- ☐ (A) Emsy smiled when she finished writing.
Distractor. This sentence tells about Emsy's smile, but it does not add evidence to support the idea that the shell traveled through trade over a long distance.
- ☐ (B) The shell was smooth and had pretty colors.
Distractor. This sentence describes how the shell looked. It does not support the idea that the shell reached Poverty Point through trade.
- ☒ (C) Other distant materials had been found there too.
Correct. This sentence adds a specific piece of evidence. It supports the claim that the shell reached Poverty Point through trade over a long distance.
- ☐ (D) Many students like to learn about shells.
Distractor. This sentence tells about what students like, but it does not support the writer's idea about how the shell reached Poverty Point.

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

The Mystery of the Traveling Shell

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

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

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

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

- ☐ (A) The shell was looked at again by Emsy.
Distractor. This version is the same awkward wording. It makes the reader wait to find out who did the action.
- ☐ (B) Again by Emsy, the shell was looked at.
Distractor. This version is still confusing because the words are not in a clear order. It does not make the sentence easy to read.
- ☒ (C) Emsy looked at the shell again.
Correct. This revision places the subject, Emsy, before the verb, looked. It makes the action clear and easy to understand.
- ☐ (D) No revision is needed.
Distractor. Sentence 8 has awkward word order. A revision is needed to make it clear who looked at the shell.

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

The Mystery of the Traveling Shell

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

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

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

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

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

- ☐ (A) The shell came from the coast, Poverty Point was far inland.
Distractor. This version joins two complete ideas with only a comma. That creates a comma splice, which is not correct.
- ☒ (B) The shell came from the coast, but Poverty Point was far inland.
Correct. This sentence keeps both ideas and uses but to show the contrast between the coast and Poverty Point being far inland.
- ☐ (C) Because the shell came from the coast, Poverty Point was far inland.
Distractor. The word because suggests that the shell coming from the coast caused Poverty Point to be inland. That does not make sense.
- ☐ (D) The shell came from the coast, so Poverty Point was far inland.
Distractor. The word so suggests a cause and effect that is not true. The shell coming from the coast did not make Poverty Point inland.

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

The Mystery of the Traveling Shell

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

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

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

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 states the final claim. It is the main idea of the draft and should not be removed.
- ☐ (B) Sentence 4
Distractor. Sentence 4 gives an important piece of evidence. It helps explain why the shell is a mystery and should not be removed.
- ☒ (C) Sentence 7
Correct. Sentence 7 repeats the idea in sentence 3. Sentence 3 already says that Emsy listed her evidence under her claim.
- ☐ (D) Sentence 9
Distractor. Sentence 9 adds a new idea about the shell being more than an object. It helps lead to the ending and should not be removed.

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

The Mystery of the Traveling Shell

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

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

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

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

- ☒ (A) The map included the Mississippi and Ohio Rivers.
Correct. This sentence gives specific examples of large rivers on the map and supports the idea that the rivers were an important clue.
- ☐ (B) Emsy liked to draw maps in her notebook.
Distractor. This detail is about Emsy's hobby, not about the map or the rivers in the clue.
- ☐ (C) Rivers can be found in many parts of the world.
Distractor. This is a general statement about rivers that does not connect to Poverty Point or the clue.
- ☐ (D) The fourth clue was about copper.
Distractor. This introduces the fourth clue too early and does not support the idea about the map showing rivers.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 introduces the third clue, which is an important part of the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 tells how people at Poverty Point traveled, which supports the idea that rivers were important.
- ☐ (C) Sentence 9
Distractor. Sentence 9 explains that the copper came from far away, which is a key detail about the materials.
- ☒ (D) Sentence 10
Correct. Sentence 10 gives a personal opinion about drawing maps. It does not support the main idea about Emsy's clues and the materials found at Poverty Point.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) Her third clue was even more interesting.
Correct. This places the words in a clear order and keeps the meaning of the sentence.
- ☐ (B) Her clue was third and even more interesting.
Distractor. This wording is awkward and makes the order of the clue less clear.
- ☐ (C) Her third clue was interesting even more.
Distractor. This changes the word order and sounds awkward.
- ☐ (D) No revision is needed.
Distractor. Sentence 2 is awkward, so a revision is needed to make it clear.

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

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

- ☒ (A) Archaeologists had discovered other materials at Poverty Point, including copper.
Correct. This combines both ideas into one clear sentence and uses including to show that copper was one of the materials.
- ☐ (B) Archaeologists had discovered other materials at Poverty Point copper was one of those materials.
Distractor. This is a fused sentence because two complete ideas are joined without correct punctuation.
- ☐ (C) Archaeologists had discovered other materials at Poverty Point because copper was one of those materials.
Distractor. The word because creates a cause and effect relationship that does not make sense here.
- ☐ (D) Archaeologists had discovered other materials at Poverty Point, copper was one of those materials.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.

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

The Recess Question

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

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

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

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

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

- ☒ (A) Everyone wanted to get to the playground quickly.
Correct. This sentence explains why the sneakers hurried across the floor and supports the idea that students were excited to get to recess.
- ☐ (B) The floor was covered with small tiles.
Distractor. This sentence describes the floor, but it does not explain why the students hurried or support the idea of getting to recess.
- ☐ (C) Beth liked to draw pictures of trees.
Distractor. This sentence tells about a different activity and does not connect to the hurry across the floor.
- ☐ (D) Recess is a time when students can eat lunch.
Distractor. This sentence does not explain why the students were rushing outside for recess.

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

The Recess Question

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

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

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

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

What is the BEST way to revise sentence 5?

- ☒ (A) A moment later, Beth and her classmates spilled onto the playground.
Correct. This revision places Beth and her classmates before the action and makes the sentence clear and easy to follow.
- ☐ (B) A moment later, the playground spilled onto Beth and her classmates.
Distractor. This reverses who spilled onto what and changes the meaning of the sentence.
- ☐ (C) Beth and her classmates spilled a moment later onto the playground.
Distractor. This still has an awkward word order because the phrase a moment later interrupts the action.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order that makes it hard to understand. A revision is needed.

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

The Recess Question

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

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

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

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

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

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

- ☐ (A) The sun felt warm on Beth’s face, a light wind moved through the trees beside the fence.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma.
- ☒ (B) The sun felt warm on Beth’s face, and a light wind moved through the trees beside the fence.
Correct. This combines both ideas into one clear sentence and keeps the meaning of both sentences.
- ☐ (C) Although the sun felt warm on Beth’s face, a light wind moved through the trees beside the fence.
Distractor. The word although creates a contrast that does not make sense because the two ideas are not opposites.
- ☐ (D) The sun felt warm on Beth’s face because a light wind moved through the trees beside the fence.
Distractor. The word because gives the wrong cause and effect relationship between the two ideas.

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

The Recess Question

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

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

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

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

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

☐

(A) Sentence 2

Distractor. Sentence 2 introduces Beth’s excitement and her shout, which helps show the main idea. Removing it would take away important action.

☐

(B) Sentence 5

Distractor. Sentence 5 tells how the students reached the playground, which moves the draft forward.

☒

(C) Sentence 8

Correct. Sentence 8 repeats that the bell rang and recess began, an idea already stated in sentences 1 and 2. Removing it makes the draft clearer.

☐

(D) Sentence 9

Distractor. Sentence 9 tells how the students felt about being outside and helps end the draft.

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

The Recess Question

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

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

- ☒ (A) The student on the swing wanted to go higher.
Correct. This sentence explains what the call in sentence 3 means and shows that students were active during recess.
- ☐ (B) The slide was on the playground.
Distractor. This detail does not explain the call or support the idea that students were enjoying recess.
- ☐ (C) Beth had a red ball.
Distractor. This introduces a new detail about Beth that is not in the draft and does not support the writer's idea.
- ☐ (D) Recess is better than math class.
Distractor. This is a personal opinion that does not support the description of what was happening at recess.

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

- ☐ (A) Sentence 2
Distractor. This sentence helps show that students were calling to one another near the swings, which supports the main idea.
- ☐ (B) Sentence 6
Distractor. This sentence shows Beth's reaction to the happy recess scene, which supports the main idea.
- ☒ (C) Sentence 8
Correct. This sentence gives a personal opinion about recess being longer than lunch. It does not support the main idea about students playing at recess.
- ☐ (D) Sentence 9
Distractor. This sentence explains that students played together, which is part of the main idea.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) Near the swings, students called to one another.
Correct. This word order is clear and natural, and it keeps the meaning of the original sentence.
- ☐ (B) Near the swings, to one another called students.
Distractor. This word order is still awkward and does not clearly tell who called to whom.
- ☐ (C) Near the swings, students to one another called.
Distractor. This word order is still awkward and does not sound like a complete, clear sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 2 has words in an awkward order, so it needs to be revised.

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

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

- ☐ (A) Beth smiled, the playground was full of happy sounds.
Distractor. This is a comma splice that joins two complete thoughts with only a comma.
- ☐ (B) Beth smiled although the playground was full of happy sounds.
Distractor. The word although creates a contrast that does not match the meaning. Beth's smile and the happy sounds go together.
- ☒ (C) Beth smiled because the playground was full of happy sounds.
Correct. This combines both ideas into one clear sentence and shows why Beth smiled.
- ☐ (D) Beth smiled and Beth smiled because the playground was full of happy sounds.
Distractor. This repeats Beth smiled and makes the sentence wordy and awkward.

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

The Recess Question

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

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

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

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

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

- ☒ (A) She always hurried outside when the bell rang.
Correct. This sentence explains why recess was a favorite part of Beth's day by showing that she was eager to go outside.
- ☐ (B) Ava was a student in Beth's class.
Distractor. This sentence tells about Ava, but it does not show why Beth liked recess so much.
- ☐ (C) Jump ropes come in many colors and sizes.
Distractor. This is a general fact about jump ropes and does not support the idea that recess was Beth's favorite part of the day.
- ☐ (D) Beth liked to read books in the library.
Distractor. This sentence is about a different activity and does not support the idea in sentence 1.

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

The Recess Question

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

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

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

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

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

- ☒ (A) Ava and Beth began turning the rope together.
Correct. This revision places the subject before the verb and keeps the words in a clear order that is easy to understand.
- ☐ (B) The rope together began turning Ava and Beth.
Distractor. This version makes it sound as though the rope is turning the friends, which changes the meaning.
- ☐ (C) Ava and Beth together the rope began turning.
Distractor. This version still has an awkward word order and separates the verb from its object.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order, so a revision is needed.

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

The Recess Question

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

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

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

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

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

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

- ☐ (A) Beth ran toward the jump ropes, her friend Ava was waiting there.
Distractor. This creates a comma splice because two complete thoughts are joined with only a comma.
- ☒ (B) Beth ran toward the jump ropes where her friend Ava was waiting.
Correct. This sentence combines both ideas clearly and uses where to show the place Ava was waiting.
- ☐ (C) Beth ran toward the jump ropes because her friend Ava was waiting there.
Distractor. The word because suggests that Ava waiting caused Beth to run, but the draft does not say that.
- ☐ (D) Beth ran toward the jump ropes so her friend Ava was waiting there.
Distractor. The word so creates a wrong relationship between the two ideas and makes the sentence confusing.

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

The Recess Question

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

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

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

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

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

☐

(A) Sentence 1

Distractor. Sentence 1 introduces the main idea that recess was a favorite part of Beth's day.

☐

(B) Sentence 4

Distractor. Sentence 4 shows Ava asking Beth to jump, which moves the recess story forward.

☐

(C) Sentence 8

Distractor. Sentence 8 tells that Max joined the jump rope activity, which belongs in the recess story.

☒

(D) Sentence 9

Correct. Sentence 9 is about video games after school and does not support the main idea about Beth and her friends at recess.

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

The Recess Question

(1) At recess, with Beth Max jumped rope. (2) "One, two, three, four!" Max counted as he jumped. (3) Max jumped higher each time the rope came around. (4) Then Beth saw someone sitting alone near the fence.

(5) It was Lily. (6) Lily had joined their class only a few days earlier. (7) I think jumping rope is the best game for recess. (8) Beth stopped turning the rope.

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



(A) Beth kept turning the rope while Max jumped.

Correct. This sentence adds a detail that explains Beth's action before she notices Lily, connecting sentence 3 to sentence 4.



(B) Max wore a blue shirt to school.

Distractor. This detail about Max's clothing does not support the idea that Beth was turning the rope and then noticed Lily.



(C) Jump ropes come in many different colors.

Distractor. This is a general fact about jump ropes that does not move the draft forward or support the main idea.



(D) Beth and Max went to the same school.

Distractor. This repeats a basic idea already clear and does not add a supporting detail about the recess event.

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



(A) Sentence 2

Distractor. This sentence gives the counting detail that shows Max was jumping, which supports the recess scene.



(B) Sentence 6

Distractor. This sentence tells that Lily joined the class a few days earlier, which helps explain why Beth noticed her.



(C) Sentence 7

Correct. This sentence gives a personal opinion about jumping rope being the best recess game. It does not support the main idea about Beth noticing Lily.



(D) Sentence 8

Distractor. This sentence shows Beth's reaction and moves the draft forward.

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

3 What is the BEST way to revise sentence 1?

- ☒ (A) At recess, Max jumped rope with Beth.
Correct. This version puts the words in a clear order and keeps the meaning that Max and Beth jumped rope together.
- ☐ (B) At recess, with Beth Max jumped rope.
Distractor. This version still has the awkward word order that makes the sentence hard to read.
- ☐ (C) At recess, Max with Beth jumped rope.
Distractor. This version places the phrase with Beth in an awkward spot and does not fix the unclear order.
- ☐ (D) At recess, Max jumped rope and Beth jumped rope with Max.
Distractor. This version is wordy and repeats the same idea instead of making the sentence clear and simple.

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

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

- ☐ (A) Then Beth saw someone sitting alone near the fence, it was Lily.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Then Beth saw someone sitting alone near the fence because it was Lily.
Distractor. The word because creates a cause and effect relationship that does not make sense in this situation.
- ☒ (C) Then Beth saw that Lily was sitting alone near the fence.
Correct. This combines both ideas into one clear sentence and shows that the person Beth saw was Lily.
- ☐ (D) Then Beth saw someone sitting alone near the fence and Lily.
Distractor. This sentence is unclear and does not correctly show that the person sitting alone was Lily.

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

The Pilgrims Chose Plymouth

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

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

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

- ☒ (A) They wanted to find a place where they could live and practice their beliefs freely.
Correct. This sentence tells why the Pilgrims made the long trip across the ocean, which supports the idea in sentence 1.
- ☐ (B) The Atlantic Ocean is very large and deep.
Distractor. This is a general fact about the ocean and does not explain why the Pilgrims sailed across it.
- ☐ (C) The Pilgrims sailed on a ship.
Distractor. This repeats the idea that the Pilgrims sailed and does not add a new supporting detail.
- ☐ (D) Ocean travel can be slow and difficult.
Distractor. This describes ocean travel in general and does not tell why the Pilgrims wanted a new place to live.

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

The Pilgrims Chose Plymouth

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

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

What is the **BEST** way to revise sentence 2?

- ☒ (A) After many weeks at sea, the Pilgrims reached the coast of North America.
Correct. This revision puts the Pilgrims first as the subject and keeps the action clear and easy to follow.
- ☐ (B) After many weeks at sea, the coast of North America was reached by the Pilgrims.
Distractor. This keeps the awkward order where the coast appears to do the action, so the sentence is still hard to understand.
- ☐ (C) The coast of North America was reached after many weeks at sea by the Pilgrims.
Distractor. This version separates the subject from the verb even more, so the meaning is unclear.
- ☐ (D) No revision is needed.
Distractor. The sentence has an awkward order that makes it hard to tell who did what. A revision is needed.

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

The Pilgrims Chose Plymouth

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

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

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

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

- ☐ (A) Nearby were forests filled with tall trees, the tall trees could be used to build homes and ships.
Distractor. This joins two complete ideas with only a comma, which creates a comma splice.
- ☒ (B) Nearby were forests filled with tall trees that could be used to build homes and ships.
Correct. This combines both ideas into one clear sentence and shows that the tall trees were useful for building.
- ☐ (C) Nearby were forests filled with tall trees because the tall trees could be used to build homes and ships.
Distractor. The word because creates a cause-and-effect relationship that does not make sense here and changes the meaning.
- ☐ (D) Nearby were forests filled with tall trees when the tall trees could be used to build homes and ships.
Distractor. The word when suggests a time, but the two ideas are not about time.

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

The Pilgrims Chose Plymouth

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

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

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the trip across the ocean, which is important to the draft. Removing it would take away key information.
- ☐ (B) Sentence 4
Distractor. Sentence 4 tells where the Pilgrims settled. This detail helps the draft move forward.
- ☐ (C) Sentence 6
Distractor. Sentence 6 gives the important detail that the trees could be used to build homes and ships. It does not repeat an earlier idea.
- ☒ (D) Sentence 7
Correct. Sentence 7 repeats the idea in sentence 6. Both sentences say the trees could be used to build homes and ships.

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

The Pilgrims Chose Plymouth

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

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

(9) Soon, Plymouth became their new colony.

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

- ☒ (A) These resources would help the Pilgrims survive in their new home.
Correct. This sentence explains how fresh water and land would help the Pilgrims, which supports the idea that the place was good for settling.
- ☐ (B) The Pilgrims felt happy about the place they found.
Distractor. This is a vague reaction that does not add a specific supporting detail about the water or the land.
- ☐ (C) Harbors are important for many ships.
Distractor. This general statement about harbors does not connect to the fresh water and land described in sentence 4.
- ☐ (D) They had been looking for a place to settle.
Distractor. This repeats the main idea from sentence 1 instead of adding a new supporting detail.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells why the harbor was important. It supports the main idea that Plymouth was a good place to settle.
- ☒ (B) Sentence 5
Correct. Sentence 5 is about a relative visiting Plymouth. This personal detail does not support the main idea about why the Pilgrims chose Plymouth.
- ☐ (C) Sentence 6
Distractor. Sentence 6 explains that winter was coming. This detail helps show why the Pilgrims needed to build shelters quickly.
- ☐ (D) Sentence 8
Distractor. Sentence 8 describes what the Pilgrims built and gathered. It moves the draft forward and supports the main idea.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) The harbor made it possible for their ship to anchor safely.
Correct. This version puts the words in a clear order and keeps the meaning that the harbor helped the ship anchor safely.
- ☐ (B) Their ship was made possible by the harbor to anchor safely.
Distractor. This version is still awkward and confusing. It does not clearly state that the harbor helped the ship anchor.
- ☐ (C) The harbor made it possible, their ship to anchor safely.
Distractor. This version is not a clear, correct sentence. The words are mixed up and do not show the right relationship.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed to make the meaning clear.

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

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

- ☐ (A) Winter was coming, the Pilgrims needed to build shelters quickly.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Because winter was coming, the Pilgrims needed to build shelters quickly.
Correct. This combines both ideas into one clear sentence. The word because correctly shows that winter caused the need to build quickly.
- ☐ (C) Winter was coming because the Pilgrims needed to build shelters quickly.
Distractor. This reverses the cause and effect. The coming winter did not happen because the Pilgrims needed shelters.
- ☐ (D) Winter was coming, but the Pilgrims needed to build shelters quickly.
Distractor. The word but creates a contrast that does not match the ideas. The two ideas are connected, not opposing.

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

The Pilgrims Chose Plymouth

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

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

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

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

- ☒ (A) They wanted to be free to worship in their own way.
Correct. This sentence explains what it means to practice beliefs freely, so it supports the idea in sentence 2.
- ☐ (B) The ocean is very deep and wide.
Distractor. This sentence tells a fact about the ocean, but it does not explain why the Pilgrims wanted to practice their beliefs freely.
- ☐ (C) The Pilgrims looked for a place to live.
Distractor. This sentence repeats the idea already stated in sentence 2. It does not add a new supporting detail.
- ☐ (D) They were glad to be together.
Distractor. This sentence tells how the Pilgrims felt, but it does not support the idea about practicing beliefs freely.

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

The Pilgrims Chose Plymouth

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

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

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

What is the **BEST** way to revise sentence 4?

- ☐ (A) The Pilgrims explored the land, and an area called Plymouth was found by them.
Distractor. This version still uses passive wording and does not put the subject and verb in a clear order.
- ☒ (B) The Pilgrims explored the land and found an area called Plymouth.
Correct. This version puts the Pilgrims first and uses the clear verbs explored and found.
- ☐ (C) An area called Plymouth was found by the Pilgrims after the land was explored.
Distractor. This version is still awkward because it hides who did the action and changes the order of events.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has an awkward order that makes it harder to understand, so a revision is needed.

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

The Pilgrims Chose Plymouth

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

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

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

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

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

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

Distractor. This version joins two complete ideas with only a comma, which is a comma splice.

- ☒ (B) The trees in the nearby forest were tall and could be used to build homes and ships.

Correct. This version combines both ideas in one clear sentence and keeps the meaning.

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

Distractor. The word although shows a contrast, but the two ideas do not contrast.

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

Distractor. The word because gives the wrong reason. Being useful did not make the trees tall.

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

The Pilgrims Chose Plymouth

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

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

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

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

☐

(A) Sentence 1

Distractor. Sentence 1 tells when the Pilgrims sailed and introduces the topic. It supports the main idea.

☐

(B) Sentence 3

Distractor. Sentence 3 tells when they reached North America. This is an important event in the draft.

☐

(C) Sentence 5

Distractor. Sentence 5 tells that Plymouth had nearby forests. This detail helps explain why Plymouth was a good choice.

☒

(D) Sentence 8

Correct. Sentence 8 is about the student's family, not the Pilgrims. It does not support the main idea of the draft.

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

The Pilgrims Chose Plymouth

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

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

(9) My family visited Plymouth last summer.

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

- ☒ (A) These resources would help the Pilgrims grow food and stay healthy.
Correct. This sentence explains why fresh water and land for crops were important to the Pilgrims.
- ☐ (B) The Pilgrims sailed on a ship called the Mayflower.
Distractor. This fact about the ship does not explain why the fresh water and land were important for the colony.
- ☐ (C) Fresh water is important for everyone.
Distractor. This is a general statement that does not connect to the Pilgrims or the reasons they chose Plymouth.
- ☐ (D) The Pilgrims looked for a good place to build their colony.
Distractor. This repeats the idea from sentence 1 instead of adding a new supporting detail after sentence 4.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 describes fresh water, which is one reason the Pilgrims chose Plymouth.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells that they gathered wood for fires, which is part of building their new home.
- ☐ (C) Sentence 8
Distractor. Sentence 8 explains how Plymouth became their colony, which is part of the main idea.
- ☒ (D) Sentence 9
Correct. Sentence 9 is about a family visit and does not support the main idea about why the Pilgrims chose Plymouth.

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

3 Where is the BEST place to move sentence 7?

☐

(A) After sentence 2

Distractor. Moving it after sentence 2 would put the reason for building quickly before all the reasons for choosing the location are given.

☒

(B) After sentence 4

Correct. Placing it after sentence 4 puts the reason for building quickly before the actions in sentences 5 and 6.

☐

(C) After sentence 6

Distractor. Sentence 7 is already after sentence 6, so moving it there would not fix the order.

☐

(D) After sentence 8

Distractor. Moving it after sentence 8 would put the reason after the colony was already settled.

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

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

☐

(A) They started constructing small homes, they gathered wood for fires.

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

☒

(B) They started constructing small homes and gathered wood for fires.

Correct. This combines both ideas into one clear sentence and avoids repeating the subject.

☐

(C) They started constructing small homes because they gathered wood for fires.

Distractor. The word because suggests that gathering wood caused them to build homes, which reverses the meaning.

☐

(D) They started constructing small homes. And gathered wood for fires.

Distractor. This is a fragment because the second part is not a complete sentence.

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

Life Along the Nile River

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

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

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

- ☐ (A) The Nile River was in Egypt.
Distractor. This sentence repeats information the reader already knows from sentence 4 and does not add a new supporting detail.
- ☒ (B) It flowed from south to north.
Correct. This sentence tells the direction the Nile River flowed, which is an important detail that supports the description of the river.
- ☐ (C) I think rivers are fun to watch.
Distractor. This is a personal opinion about rivers and does not support the writer's idea about the Nile River.
- ☐ (D) The desert was very hot.
Distractor. This tells about the desert, not the Nile River, so it does not support the description in sentence 5.

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

Life Along the Nile River

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

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

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

- ☒ (A) Each year, the river would rise and spill over its banks.
Correct. This revision puts the words in a clear order and keeps the meaning of the sentence.
- ☐ (B) Each year, over its banks the river would rise and spill.
Distractor. This places the phrase over its banks in an awkward spot and makes the sentence harder to follow.
- ☐ (C) Each year, the river would spill and rise over its banks.
Distractor. This changes the order of events. The river rose first and then spilled over its banks.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order. The words over its banks spill should be spill over its banks.

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

Life Along the Nile River

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

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

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

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

- ☒ (A) In many places, the land was too dry to grow crops or raise animals.
Correct. This combines both ideas into one clear sentence and uses the word or to show both activities were not possible.
- ☐ (B) In many places, the land was too dry to grow crops, it was too dry to raise animals.
Distractor. This is a comma splice. Two complete ideas are joined with only a comma.
- ☐ (C) In many places, the land was too dry to grow crops because it was too dry to raise animals.
Distractor. The word because suggests one idea causes the other, but the two ideas are both results of the dry land.
- ☐ (D) In many places, the land was too dry to grow crops when it was too dry to raise animals.
Distractor. The word when suggests a time relationship that does not make sense here.

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

Life Along the Nile River

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

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

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

☐

(A) Sentence 1

Distractor. Sentence 1 tells that ancient Egypt was mostly desert, which is important background for the main idea.

☐

(B) Sentence 3

Distractor. Sentence 3 explains that the land was too dry to raise animals, which is an important detail about the desert.

☐

(C) Sentence 5

Distractor. Sentence 5 tells that the Nile River was long, which is an important detail about the river.

☒

(D) Sentence 7

Correct. Sentence 7 tells what the writer would like to do someday. This personal wish does not support the main idea about life along the Nile River.

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

Life Along the Nile River

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

(5) Farmers planted crops in the soil left by the floodwaters such as wheat and barley. **(6)** The river also gave people fish to eat. **(7)** It gave them water for drinking and farming. **(8)** Boats traveled up and down the Nile carrying people and goods.

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

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

- ☒ **(A)** The river gave the people food, water, and a way to travel.
Correct. This sentence introduces the main ways the Nile helped people, which connects to the details in the rest of the draft.
- ☐ **(B)** Ancient Egypt is a place that many people study today.
Distractor. This sentence is about studying ancient Egypt today, not about how the Nile helped people.
- ☐ **(C)** The Nile River is longer than some other rivers.
Distractor. This sentence gives a fact about river length but does not explain why the Nile was important.
- ☐ **(D)** The people of ancient Egypt built pyramids.
Distractor. This sentence introduces pyramids, which are not part of the main idea about the Nile River.

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

- ☐ **(A)** Sentence 4
Distractor. This sentence explains why the soil was useful and supports the main idea.
- ☐ **(B)** Sentence 5
Distractor. This sentence gives examples of crops farmers planted, which is a key detail about life along the Nile.
- ☒ **(C)** Sentence 9
Correct. This sentence tells about the writer's cousin and a lake, which is a personal detail that does not support the main idea about the Nile River.
- ☐ **(D)** Sentence 10
Distractor. This sentence states how the Nile became the center of daily life, which is the main idea of the draft.

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

3 What is the BEST way to revise sentence 5?

- ☒ (A) Farmers planted crops such as wheat and barley in the soil left by the floodwaters.
Correct. This sentence places the examples of crops next to the word crops, making the meaning clear and easy to read.
- ☐ (B) Farmers planted crops in the soil left by the floodwaters such as wheat and barley.
Distractor. This word order makes it sound as if the floodwaters were wheat and barley, so the sentence is still unclear.
- ☐ (C) Farmers planted crops such as wheat and barley in the soil, left by the floodwaters.
Distractor. The comma makes the last part sound like an afterthought and does not fix the unclear word order.
- ☐ (D) No revision is needed.
Distractor. The original sentence is confusing because the examples of crops are placed too far from the word crops.

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

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

- ☐ (A) The river also gave people fish to eat, it gave them water for drinking and farming.
Distractor. This joins two complete sentences with only a comma, which creates a comma splice.
- ☒ (B) The river also gave people fish to eat and water for drinking and farming.
Correct. This combines both ideas in one clear sentence and avoids repeating words.
- ☐ (C) The river also gave people fish to eat although it gave them water for drinking and farming.
Distractor. The word although shows a contrast, but the two ideas both describe what the river provided.
- ☐ (D) The river also gave people fish to eat, and it also gave them water for drinking and farming.
Distractor. This sentence repeats 'it also gave them' and is less concise than the correct answer.

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

Life Along the Nile River

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

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

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

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

- ☒ (A) The Nile River gave people water in a dry land.
Correct. This sentence explains why the Nile River was important in ancient Egypt, which supports the idea in sentence 8.
- ☐ (B) The Nile River was a long river.
Distractor. This sentence repeats information already given in sentence 4. It does not add a new supporting detail.
- ☐ (C) People today sometimes take boat rides on rivers for fun.
Distractor. This sentence is about people today, not about why the Nile River was important in ancient Egypt.
- ☐ (D) Ancient Egypt was mostly covered by hot, dry desert.
Distractor. This sentence repeats information already stated in sentence 1. It does not support the idea in sentence 8.

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

Life Along the Nile River

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

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

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

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

- ☒ (A) The Nile River flowed from south to north.
Correct. This revision puts the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) The Nile River from south to north flowed.
Distractor. This version still has an awkward word order because the phrase from south to north separates the subject from the verb.
- ☐ (C) South to north the Nile River was flowing.
Distractor. This version changes the verb tense and keeps an awkward order that makes the sentence harder to understand.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order. The verb comes before the subject, so a revision is needed.

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

Life Along the Nile River

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

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

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

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

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

- ☐ (A) Each year, the river would rise, the river would spill over its banks.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Each year, the river would rise and spill over its banks.
Correct. This sentence combines both ideas clearly and correctly. The word and shows that both actions happened each year.
- ☐ (C) Although each year, the river would rise, the river would spill over its banks.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) Each year, the river would rise when the river would spill over its banks.
Distractor. The word when suggests a time relationship that is not correct. The river rose and spilled over as part of the same event.

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

Life Along the Nile River

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

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

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

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

☐

(A) Sentence 2

Distractor. Sentence 2 explains that the land was too dry for farming. This is an important detail about life along the Nile River.

☒

(B) Sentence 9

Correct. Sentence 9 is about people today taking boat rides on rivers. It does not support the main idea about life along the Nile River in ancient Egypt.

☐

(C) Sentence 4

Distractor. Sentence 4 describes the Nile River as a long river. This detail helps the reader understand the river.

☐

(D) Sentence 8

Distractor. Sentence 8 states that the Nile River was important to ancient Egypt. This is a main idea that the other sentences support.

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

Life Along the Nile River

(1) The Nile River was very important in ancient Egypt. (2) When the floodwaters went back down, they left behind dark, rich soil. (3) This soil was good for growing plants. (4) Farmers planted crops in the soil.

(5) The river also provided for drinking and farming water and fish to eat. (6) Boats traveled up and down the Nile. (7) They carried people and goods. (8) Over time, towns and cities grew along the riverbanks.

(9) The Nile became the center of daily life for the people of ancient Egypt. (10) I think everyone should visit Egypt to see the Nile.

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

- ☐ (A) The soil was dark and rich.
Distractor. This sentence repeats information already given in sentences 2 and 3 about the soil being dark, rich, and good for plants.
- ☒ (B) They grew wheat and barley in the rich soil.
Correct. This sentence adds a specific detail from the passage by naming the crops wheat and barley. It supports the idea that the soil was good for farming.
- ☐ (C) Farmers used tools to plant seeds.
Distractor. This sentence introduces tools that are not mentioned in the passage. It does not support the main idea about the Nile's soil.
- ☐ (D) Wheat and barley are used to make bread and cereal.
Distractor. This sentence gives outside information about what wheat and barley are used for. It does not explain how the Nile helped farmers.

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

- ☐ (A) Sentence 1
Distractor. This sentence introduces the main idea that the Nile was important in ancient Egypt. Removing it would weaken the opening.
- ☐ (B) Sentence 4
Distractor. This sentence gives an important detail about farmers planting crops in the soil. It supports the main idea.
- ☒ (C) Sentence 10
Correct. This sentence is a personal opinion about visiting Egypt. It does not support the main idea that the Nile was the center of daily life.
- ☐ (D) Sentence 9
Distractor. This sentence states the main idea that the Nile became the center of daily life. It is essential to the draft.

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

3 What is the BEST way to revise sentence 5?

- ☒ (A) The river also provided fish to eat and water for drinking and farming.
Correct. This revision places the words in a clear order. It correctly says the river provided fish to eat and water for drinking and farming.
- ☐ (B) The river also provided for drinking and farming water and fish to eat.
Distractor. This version is still awkward because the words for drinking and farming are placed before the things they describe.
- ☐ (C) The river also provided water and fish to eat for drinking and farming.
Distractor. This version changes the meaning by suggesting the fish were for drinking and farming.
- ☐ (D) No revision is needed.
Distractor. The original sentence has confusing word order, so a revision is needed.

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

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

- ☐ (A) Boats traveled up and down the Nile, they carried people and goods.
Distractor. This is a comma splice. Two complete thoughts are joined with only a comma.
- ☐ (B) Boats traveled up and down the Nile although they carried people and goods.
Distractor. The word although creates a contrast that does not make sense. Carrying people and goods is not an opposite idea.
- ☒ (C) Boats traveled up and down the Nile carrying people and goods.
Correct. This combines both ideas into one clear sentence. It removes repeated words and keeps the meaning.
- ☐ (D) Boats traveled up and down the Nile and they carried people and goods.
Distractor. This sentence is wordy because it repeats the subject and verb instead of combining the ideas smoothly.

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

Laura Ingalls Wilder

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

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

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

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

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

- ☒ (A) For example, she remembered riding in a wagon to new places.
Correct. This sentence gives a specific example of an adventure Laura remembered, so it supports the idea in sentence 5.
- ☐ (B) Laura was born in Wisconsin in 1867.
Distractor. This fact repeats information already given in sentence 2 and does not add an adventure.
- ☐ (C) Many people enjoy reading about life long ago.
Distractor. This is a general idea about readers. It does not tell about one of Laura's adventures.
- ☐ (D) Life on the prairie was often difficult.
Distractor. This repeats the first part of sentence 5 and does not add a supporting detail about Laura's adventures.

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

Laura Ingalls Wilder

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

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

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

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

What is the **BEST** way to revise sentence 4?

- ☐ (A) By wagon they traveled and they lived in small houses on the prairie.
Distractor. This version still puts the words in an awkward order and does not make the subject and verbs clear.
- ☒ (B) They traveled by wagon and lived in small houses on the prairie.
Correct. This version places the subject first and joins the two actions clearly, so the sentence is easy to read.
- ☐ (C) They lived in small houses on the prairie and by wagon they traveled.
Distractor. This version moves the wagon phrase to the end in an awkward way, so it is not the clearest revision.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has awkward word order, so it needs to be revised.

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

Laura Ingalls Wilder

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

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

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

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

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

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

- ☐ (A) Her family looked for places to live, they looked for places to farm.
Distractor. This is a comma splice. Two complete sentences are joined with only a comma.
- ☒ (B) Her family looked for places to live and farm.
Correct. This combines both ideas into one clear sentence and keeps the meaning.
- ☐ (C) Her family looked for places to live because they looked for places to farm.
Distractor. The word because suggests a cause and effect that does not make sense, and the sentence repeats the same idea.
- ☐ (D) Although her family looked for places to live, they looked for places to farm.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.

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

Laura Ingalls Wilder

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

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

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

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

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

☐

(A) Sentence 2

Distractor. Sentence 2 gives an important fact about where and when Laura was born, so it supports the main idea.

☒

(B) Sentence 8

Correct. Sentence 8 is about apple pie and has nothing to do with Laura Ingalls Wilder or her writing, so it does not support the main idea.

☐

(C) Sentence 4

Distractor. Sentence 4 describes how the family traveled and lived, which is important information about Laura's life.

☐

(D) Sentence 7

Distractor. Sentence 7 explains why Laura wrote about her life, so it supports the main idea.

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

Laura Ingalls Wilder

(1) Laura Ingalls Wilder became famous for writing the Little House books. (2) Building homes, growing food, going to school, and helping neighbors, her stories described. (3) She also wrote about challenges families faced, such as cold winters, long journeys, and hard work. (4) My sister likes to draw pictures of houses. (5) These books told stories about her life. (6) They also told stories about her family. (7) The books helped people imagine what it was like to live on the prairie many years ago.

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

- ☒ (A) Many readers enjoyed learning about Laura, her sisters, and her parents.
Correct. This sentence adds a specific detail about how readers responded to the books, which supports the idea that the books told stories about Laura and her family.
- ☐ (B) Some books have colorful covers.
Distractor. This is a general statement about books that does not relate to Laura Ingalls Wilder or her stories.
- ☐ (C) My family watched a movie about a prairie last night.
Distractor. This introduces a personal event about watching a movie, which is not connected to the main idea of the draft.
- ☐ (D) The Little House books are books.
Distractor. This repeats an obvious idea and does not add a supporting detail.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells what Laura's stories described, which supports the main idea about her books.
- ☐ (B) Sentence 3
Distractor. Sentence 3 explains the kinds of challenges families faced, which is part of the books' content.
- ☒ (C) Sentence 4
Correct. Sentence 4 is about the writer's sister drawing houses. It does not support the main idea about Laura Ingalls Wilder or her books.
- ☐ (D) Sentence 7
Distractor. Sentence 7 explains how the books helped readers imagine prairie life, which supports the main idea.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) Her stories described building homes, growing food, going to school, and helping neighbors.
Correct. This version places the subject and verb at the beginning and clearly states what the stories described.
- ☐ (B) Her stories described building homes and growing food, and going to school, and helping neighbors.
Distractor. This version adds unnecessary words and is wordy, so it is not the best revision.
- ☐ (C) Building homes, growing food, going to school, and helping neighbors were described by her stories.
Distractor. This version uses passive voice and is less direct than the best revision.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☐ (A) These books told stories about her life, they also told stories about her family.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) These books told stories about her life and her family.
Correct. This combines both ideas into one clear sentence and avoids repeating the words 'told stories'.
- ☐ (C) These books told stories about her life although they also told stories about her family.
Distractor. The word although creates a contrast that does not match the meaning of the two sentences.
- ☐ (D) These books told stories about her life and they also told stories about her family.
Distractor. This repeats 'told stories' and is less concise than the best answer.

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

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. (2) Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. (3) Her books helped readers learn about history through stories. (4) Today, Laura Ingalls Wilder is remembered as an important author. (5) Her books still inspire readers and show that storytelling can keep history alive. (6) The wide fields with words that made them easy to picture were described by Laura. (7) Laura wrote about farm life. (8) She made history come alive for readers. (9) Laura Ingalls Wilder is an author who is remembered today.

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

- ☐ (A) Laura Ingalls Wilder is a famous author.
Distractor. This sentence tells that Laura is famous, but it does not give a specific example of how her books taught history. It is too general to add support after sentence 3.
- ☒ (B) For example, readers learned what pioneer life was like long ago.
Correct. This sentence gives a specific example of history that readers learned from her stories. It directly supports the idea in sentence 3.
- ☐ (C) Some readers like to read in a quiet room.
Distractor. This sentence is about where some readers like to read. It does not connect to learning history from Laura's books.
- ☐ (D) Her books are still sold in stores today.
Distractor. This sentence tells about books being sold today. It does not support the idea that her stories taught readers about history.

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

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. (2) Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. (3) Her books helped readers learn about history through stories. (4) Today, Laura Ingalls Wilder is remembered as an important author. (5) Her books still inspire readers and show that storytelling can keep history alive. (6) The wide fields with words that made them easy to picture were described by Laura. (7) Laura wrote about farm life. (8) She made history come alive for readers. (9) Laura Ingalls Wilder is an author who is remembered today.

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

- ☐ (A) The wide fields were described by Laura with words that made them easy to picture.
Distractor. This version still uses passive voice and keeps the focus on the fields instead of Laura. It is not the clearest revision.
- ☒ (B) Laura described the wide fields with words that made them easy to picture.
Correct. This version puts Laura first and clearly states what she described. The words are in a natural order.
- ☐ (C) With words that made them easy to picture, the wide fields were described by Laura.
Distractor. This version begins with a long phrase and still uses passive voice. The order makes the sentence hard to follow.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order, so a revision is needed.

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

Laura Ingalls Wilder

(1) Laura Ingalls Wilder wrote stories that made readers feel like they were inside the story. (2) Her words helped readers picture the wide fields, the small homes, and the busy days on the farm. (3) Her books helped readers learn about history through stories. (4) Today, Laura Ingalls Wilder is remembered as an important author. (5) Her books still inspire readers and show that storytelling can keep history alive. (6) The wide fields with words that made them easy to picture were described by Laura. (7) Laura wrote about farm life. (8) She made history come alive for readers. (9) Laura Ingalls Wilder is an author who is remembered today.

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

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

- ☐ (A) Laura wrote about farm life, she made history come alive for readers.
Distractor. This version joins two complete thoughts with only a comma. It is a comma splice.
- ☒ (B) Laura wrote about farm life and made history come alive for readers.
Correct. This version combines both ideas in one clear sentence. It shows that Laura wrote about farm life and made history come alive.
- ☐ (C) Although Laura wrote about farm life, she made history come alive for readers.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ (D) Laura wrote about farm life when she made history come alive for readers.
Distractor. The word when suggests a time relationship that does not match the ideas.

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

Laura Ingalls Wilder

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

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

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

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

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

☐

(A) Sentence 2

Distractor. Sentence 2 gives details about what readers could picture. Removing it would take away important support.

☐

(B) Sentence 4

Distractor. Sentence 4 introduces the idea that Laura is remembered as an important author. It is not a repeated idea.

☐

(C) Sentence 5

Distractor. Sentence 5 adds the idea that her books still inspire readers. It moves the draft forward.

☒

(D) Sentence 9

Correct. Sentence 9 repeats the idea in sentence 4 that Laura is remembered today as an author. The draft already states this information.

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

Laura Ingalls Wilder

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

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

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

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

- ☒ (A) For example, she remembered riding in a wagon across the prairie.
Correct. This sentence gives a specific example of an adventure from Laura's young life and connects to the idea that she remembered interesting adventures.
- ☐ (B) Laura liked to play outside.
Distractor. This detail is a general hobby and does not explain what made Laura's adventures interesting or related to her writing.
- ☐ (C) The prairie is a large area of flat land.
Distractor. This general fact about the prairie does not tell about Laura's adventures.
- ☐ (D) Laura was born in Wisconsin in 1867.
Distractor. This sentence repeats information from sentence 2 and does not add a supporting detail about an adventure.

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

- ☐ (A) Sentence 3
Distractor. This sentence tells that the family moved many times, which is an important part of Laura's early life.
- ☐ (B) Sentence 5
Distractor. This sentence describes how the family traveled and lived, which supports the main idea.
- ☒ (C) Sentence 9
Correct. This sentence gives a personal favorite book opinion that does not support the main idea about Laura's life and writing.
- ☐ (D) Sentence 8
Distractor. This sentence explains that Laura began to write about her experiences, which is central to the draft.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) She was born in Wisconsin in 1867.
Correct. This version places the place and year in a clear, natural order.
- ☐ (B) She was in Wisconsin in 1867 and born.
Distractor. This version is awkward and does not clearly state that Laura was born.
- ☐ (C) Born in 1867 in Wisconsin, she was.
Distractor. This version keeps the confusing word order and is not a complete, natural sentence.
- ☐ (D) No revision is needed.
Distractor. The original sentence has a confusing order, so a revision is needed.

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

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

- ☐ (A) When Laura was a little girl, her family moved many times, they looked for places to live and farm.
Distractor. This option creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) When Laura was a little girl, her family moved many times although they looked for places to live and farm.
Distractor. The word although suggests a contrast, but the family moved because they were looking for places to live and farm.
- ☒ (C) When Laura was a little girl, her family moved many times as they looked for places to live and farm.
Correct. This option combines both ideas into one clear sentence and uses as to show why the family moved many times.
- ☐ (D) When Laura was a little girl, her family moved many times so they looked for places to live and farm.
Distractor. The word so suggests the moving caused the looking, which reverses the relationship in the sentences.

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

Carmen Lomas Garza

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

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

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

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

- ☐ (A) Garza was born in Texas in 1948.
Distractor. This repeats information already given in sentence 3 and does not explain why simple moments are important.
- ☒ (B) For example, one painting shows a family making tamales during the holidays.
Correct. This sentence gives a specific example of a simple family moment that Garza painted, which supports the idea that such moments mattered.
- ☐ (C) The artist used bright colors in her paintings.
Distractor. This tells about colors, but the draft is about the everyday moments Garza painted, not her use of color.
- ☐ (D) Many people like to visit art museums.
Distractor. This is a general idea about museums and does not support the writer's point about Garza's paintings.

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

Carmen Lomas Garza

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

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

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

What is the BEST way to revise sentence 4?

- ☒ (A) As a young person, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community.
Correct. This version places the time phrase at the beginning and keeps the subject and verb together, so the sentence is clear.
- ☐ (B) Carmen enjoyed drawing and paying attention as a young person to the special moments she shared with her family and community.
Distractor. This version still places the phrase as a young person in an awkward spot between the verb and its object.
- ☐ (C) Drawing and paying attention to the special moments were enjoyed by Carmen as a young person with her family and community.
Distractor. This version uses passive voice and makes it sound as though the special moments were doing the enjoying.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order that makes the meaning less clear, so a revision is needed.

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

Carmen Lomas Garza

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

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

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

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

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

- ☐ (A) Her paintings often show family life, they show cooking together, celebrating holidays, and visiting neighbors.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Her paintings often show family life, such as cooking together, celebrating holidays, and visiting neighbors.
Correct. This sentence combines both ideas and uses such as to show examples of family life in one complete sentence.
- ☐ (C) Although her paintings often show family life, they show cooking together, celebrating holidays, and visiting neighbors.
Distractor. The word although suggests a contrast, but the second sentence gives examples of the first idea, not an opposite.
- ☐ (D) Her paintings often show family life because they show cooking together, celebrating holidays, and visiting neighbors.
Distractor. The word because suggests a cause, but the examples do not cause the paintings to show family life.

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

Carmen Lomas Garza

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

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

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

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives important facts about when and where Garza was born, which helps tell about her life.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains how Garza's memories later became ideas for her art, which supports the main idea.
- ☐ (C) Sentence 9
Distractor. Sentence 9 states what Garza believed about simple moments and culture, which is an important part of the main idea.
- ☒ (D) Sentence 10
Correct. Sentence 10 gives a personal opinion about the beauty of the paintings. It does not support the main idea about Garza's art and Mexican American family life.

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

Carmen Lomas Garza

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

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

(8) This helps more readers enjoy them.

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

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

- ☒ (A) Her books often include pictures of families and community events.
Correct. This sentence adds a specific detail about her books that supports the idea that she writes and illustrates books about family and community.
- ☐ (B) The library has many books to choose from.
Distractor. This is about a library, not about Garza's books or the ideas they share.
- ☐ (C) Many people enjoy reading books.
Distractor. This is a general statement that does not give a specific detail about Garza's books.
- ☐ (D) I like to draw pictures after school.
Distractor. This is a personal detail that does not support the writer's idea about Garza.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains how Garza's artwork tells stories, which is an important part of the main idea.
- ☒ (B) Sentence 5
Correct. Sentence 5 is about the writer's favorite color and does not support the main idea about Garza's art and books.
- ☐ (C) Sentence 7
Distractor. Sentence 7 explains that her books are in two languages, which supports the main idea about her books.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains what her books and paintings help people learn, which is a key part of the main idea.

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

3 What is the BEST way to revise sentence 3?

- ☐ (A) No revision is needed.
Distractor. The sentence is awkward because it uses a passive phrase and the word them is unclear. It needs a clearer order.
- ☐ (B) When people look at her paintings, what the people in the picture are doing and how they feel can often be imagined.
Distractor. This version is still awkward and does not tell who is doing the imagining.
- ☒ (C) When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel.
Correct. This version puts the people as the ones who imagine and clearly connects their action to what they see in the paintings.
- ☐ (D) When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel about the painting.
Distractor. This changes the meaning by saying the people in the picture have feelings about the painting.

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

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

- ☐ (A) Many of her books are written in both English and Spanish, this helps more readers enjoy them.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.
- ☒ (B) Many of her books are written in both English and Spanish so that more readers can enjoy them.
Correct. This combines both ideas into one clear sentence and shows why the books are written in two languages.
- ☐ (C) Many of her books are written in both English and Spanish although this helps more readers enjoy them.
Distractor. The word although creates a contrast that does not make sense. Being in two languages does not work against helping readers.
- ☐ (D) Many of her books are written in both English and Spanish, so more readers can enjoy.
Distractor. This is not a complete sentence because enjoy needs an object such as them.

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

Carmen Lomas Garza

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

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

- ☒ (A) In this way, Garza's art works almost like storytelling through pictures.
Correct. This sentence explains how the details in her paintings help people imagine actions and feelings, which supports the idea that her art tells stories.
- ☐ (B) Many people like to visit art museums on the weekend.
Distractor. This sentence is about visiting museums and does not explain how Garza's paintings tell stories.
- ☐ (C) The colors in a painting can make a room look nice.
Distractor. This sentence is about room decoration and does not support the idea in sentence 3 about imagining the people in the paintings.
- ☐ (D) Carmen Lomas Garza also writes books for young readers.
Distractor. This idea is already introduced in sentence 4, and it does not explain how her paintings work like storytelling.

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

Carmen Lomas Garza

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

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

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

What is the BEST way to revise sentence 2?

- ☒ **(A)** Her artwork uses bright colors and clear details to tell stories.
Correct. This revision places the subject before the verb and clearly states that the artwork uses colors and details to tell stories.
- ☐ **(B)** Bright colors and clear details are used by her artwork to tell stories.
Distractor. This version keeps the awkward wording that makes the sentence harder to follow.
- ☐ **(C)** To tell stories, bright colors and clear details are used by her artwork.
Distractor. This version still puts the action far from the subject and does not make the sentence clear.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 2 has awkward word order and should be revised for clarity.

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

Carmen Lomas Garza

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

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

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

- ☐ (A) Many of her books are written in English, many of her books are written in Spanish.

Distractor. This is a comma splice. Two complete sentences are joined with only a comma.

- ☒ (B) Many of her books are written in both English and Spanish.

Correct. This sentence combines both ideas clearly and concisely without repeating words.

- ☐ (C) Many of her books are written in English and Spanish are written.

Distractor. This version is awkward and does not form a clear complete sentence.

- ☐ (D) Although many of her books are written in English, many of her books are written in Spanish.

Distractor. The word although suggests a contrast, but the two ideas are not opposites.

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

Carmen Lomas Garza

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

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

☐

(A) Sentence 1

Distractor. Sentence 1 introduces Carmen Lomas Garza and the main idea that she tells stories with pictures.

☐

(B) Sentence 4

Distractor. Sentence 4 introduces her books, which is an important part of the draft.

☒

(C) Sentence 8

Correct. Sentence 8 is about buying art supplies and does not support the main idea about Garza's artwork and books.

☐

(D) Sentence 9

Distractor. Sentence 9 explains what readers can learn from her books and paintings, which supports the main idea.

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

Carmen Lomas Garza

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

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

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

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

- ☒ (A) For example, she remembered visiting neighbors with her family.
Correct. This sentence gives a specific memory that connects to the idea that special moments later inspired Garza's artwork.
- ☐ (B) Carmen Lomas Garza was born in Texas.
Distractor. This sentence repeats information from sentence 2 and does not add a new supporting detail about her memories or artwork.
- ☐ (C) Drawing is a fun hobby for many people.
Distractor. This sentence is a general statement about drawing and does not support the writer's idea about Garza's memories.
- ☐ (D) Many artists use different kinds of paint.
Distractor. This sentence introduces a different topic about art supplies and does not connect to Garza's memories.

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

- ☐ (A) Sentence 2
Distractor. This sentence gives important information about where and when Garza was born.
- ☐ (B) Sentence 4
Distractor. This sentence explains what Garza's paintings show, which is a key part of the main idea.
- ☒ (C) Sentence 8
Correct. This sentence gives a personal opinion about learning to make tamales. It does not support the main idea about Garza's art and the memories that inspired it.
- ☐ (D) Sentence 10
Distractor. This sentence explains what Garza wanted for the simple moments, which supports the main idea.

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

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 2
Distractor. Sentence 2 tells when and where Garza was born. Sentence 5 talks about memories, which have not been introduced yet.
- ☐ (B) After sentence 4
Distractor. Sentence 4 introduces what her paintings show. Sentence 5 refers to memories that are not explained until sentence 6.
- ☒ (C) After sentence 6
Correct. Sentence 6 describes special moments from her life. Sentence 5 then explains that those memories later inspired her artwork.
- ☐ (D) After sentence 9
Distractor. By sentence 9, the draft is concluding why the simple moments matter. Moving sentence 5 there would separate it from the memories it refers to.

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

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

- ☐ (A) Garza believed these simple moments were important, she wanted them to be remembered and celebrated.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Garza believed these simple moments were important although she wanted them to be remembered and celebrated.
Distractor. The word although creates a contrast that does not match the meaning. Believing the moments were important and wanting them remembered go together.
- ☒ (C) Garza believed these simple moments were important and wanted them to be remembered and celebrated.
Correct. This combines both ideas into one clear sentence. It keeps the meaning and avoids repeating unnecessary words.
- ☐ (D) Garza believed these simple moments were important, but she wanted them to be remembered and celebrated.
Distractor. The word but creates a contrast that changes the meaning. The two ideas are not opposing ideas.

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

Why We Need Laws

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

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

- ☒ (A) For example, one person might take extra food while another person got none.
Correct. This sentence gives a specific example of unfair sharing. It supports the idea that people needed laws to help solve problems.
- ☐ (B) Food can be cooked in many different ways.
Distractor. This sentence is about cooking, not about unfair sharing or why laws are needed. It does not support the writer's idea.
- ☐ (C) People in the town lived in small homes.
Distractor. This sentence describes homes but does not explain the problem of some people taking more food. It does not follow sentence 5 well.
- ☐ (D) Laws are made by leaders today.
Distractor. This sentence introduces a new idea about leaders today instead of giving an example of unfair sharing. It does not support sentence 5.

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

Why We Need Laws

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

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

- ☒ (A) The quiet people were not heard when strong voices won.
Correct. This revision places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) When strong voices won, not heard were the quiet people.
Distractor. This version still has an awkward word order that makes the sentence hard to follow.
- ☐ (C) The quiet people heard strong voices when they won.
Distractor. This version changes the meaning by saying the quiet people heard strong voices instead of not being heard.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order that makes it hard to understand. A revision is needed.

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

Why We Need Laws

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

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

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

- ☐ (A) There were no clear rules to guide what should be done, many small problems quickly grew into one big problem.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Because there were no clear rules to guide what should be done, many small problems quickly grew into one big problem.
Correct. The word because shows the correct cause and effect relationship. The lack of clear rules is why many small problems grew into one big problem.
- ☐ (C) Although there were no clear rules to guide what should be done, many small problems quickly grew into one big problem.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) There were no clear rules to guide what should be done when many small problems quickly grew into one big problem.
Distractor. The word when suggests a specific time instead of a cause. It does not show the correct relationship between the ideas.

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

Why We Need Laws

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

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 explains how small problems grew into a big problem. This supports the idea that laws are needed to keep problems from growing.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells how quiet people were not heard when strong voices won. This supports the idea that people needed fair rules.
- ☒ (C) Sentence 8
Correct. Sentence 8 tells about a favorite game at recess. This is not about laws or fair rules, so it does not support the main idea.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains that laws help people share and solve problems fairly. This supports the main idea of the draft.

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

Why We Need Laws

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

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

(9) Communities can be more fair.

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

- ☒ (A) These rules help everyone know what is fair.
Correct. This sentence explains how fair rules help the community, which supports the idea that people write rules for everyone to obey.
- ☐ (B) Some people like to play games after school.
Distractor. This sentence is about free time and does not connect to fair rules or laws.
- ☐ (C) Rules can be written in many different languages.
Distractor. This sentence adds a detail about languages that does not support the main idea about why laws are needed.
- ☐ (D) The rules should be long and hard to read.
Distractor. This sentence goes against the idea that rules should be fair for everyone and does not support the writer's point.

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

- ☐ (A) Sentence 2
Distractor. This sentence helps show what happens when fairness is not protected, which is part of the main idea.
- ☒ (B) Sentence 5
Correct. This sentence is a personal opinion about recess and does not support the main idea about why communities need laws.
- ☐ (C) Sentence 6
Distractor. This sentence introduces the word laws and is important for the main idea.
- ☐ (D) Sentence 8
Distractor. This sentence explains a result of laws, which supports the main idea.

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

3 What is the BEST way to revise sentence 3?

- ☒ (A) So people came together to find a way.
Correct. This version puts the words in a clear order and keeps the meaning of people working together.
- ☐ (B) So people together came to find a way.
Distractor. This version keeps the awkward word order, so it does not improve the sentence.
- ☐ (C) So people came to together find a way.
Distractor. This version places together in the wrong spot, making the sentence confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☐ (A) Communities can be safer, communities can be more fair.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☐ (B) Communities can be safer although communities can be more fair.
Distractor. The word although shows a contrast, but safer and more fair are both good results, so the relationship is wrong.
- ☒ (C) Communities can be safer and more fair.
Correct. This combines both ideas clearly and uses and to show they are both results of laws.
- ☐ (D) Communities can be safer and they can be more fair.
Distractor. This repeats words and is less concise than the best answer.

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

Why We Need Laws

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

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

(9) They made laws to help everyone.

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

- ☒ (A) Without fair rules, some people were not treated fairly.
Correct. This sentence explains what happened when fair rules were missing, which supports the idea that people needed laws.
- ☐ (B) My teacher says rules are important in our classroom.
Distractor. This sentence tells about a classroom today, not about fairness long ago, so it does not support the writer's idea.
- ☐ (C) Fair rules are rules that are fair to everyone.
Distractor. This sentence repeats the idea of fair rules without adding a helpful detail or example.
- ☐ (D) People in the community liked to play games together.
Distractor. This sentence is about playing games, which is not connected to the need for fair laws.

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

Why We Need Laws

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

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

(9) They made laws to help everyone.

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

- ☐ (A) What people say and do can guide laws.
Distractor. This version says that what people say and do guides the laws, which is the opposite of the writer's idea.
- ☒ (B) Laws can guide what people say and do.
Correct. This revision places the subject Laws before the verb can guide and keeps the object clear, so the meaning is easy to understand.
- ☐ (C) What people say and do be guided can by laws.
Distractor. This version scrambles the words and does not state a clear idea about laws or people.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has words in an awkward order that makes it hard to understand, so a revision is needed.

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

Why We Need Laws

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

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

(9) They made laws to help everyone.

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

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

- ☐ (A) People worked together, they made laws to help everyone.
Distractor. This creates a comma splice because two complete thoughts are joined with only a comma.
- ☒ (B) People worked together to make laws that would help everyone.
Correct. This sentence combines both ideas clearly and shows why people worked together.
- ☐ (C) Although people worked together, they made laws to help everyone.
Distractor. The word although suggests a contrast, but the two ideas do not disagree with each other.
- ☐ (D) People worked together when they made laws to help everyone.
Distractor. The word when suggests a time relationship, but the two ideas show a purpose, so the meaning changes.

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

Why We Need Laws

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

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

(9) They made laws to help everyone.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the problem that fairness often tumbled down, which is important to the main idea.
- ☐ (B) Sentence 4
Distractor. Sentence 4 explains that people wanted fair rules, which supports the main idea of why laws are needed.
- ☒ (C) Sentence 7
Correct. Sentence 7 tells about drawing pictures of friends, which has nothing to do with why people need laws.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains that laws helped everyone, which supports the main idea of the draft.

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

Why We Need Laws

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

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

(8) Arguments spread through the town like a storm.

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

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

- ☒ (A) For example, one family might have plenty while another family went hungry.
Correct. This sentence gives a specific example of the unequal food problem described in sentence 5, which supports why laws are needed.
- ☐ (B) Food is something that everyone needs to eat.
Distractor. This is a general statement about food that does not add a supporting detail or example about fairness or laws.
- ☐ (C) I like to eat lunch at school with my friends.
Distractor. This introduces a personal topic about school lunch that is not related to the writer's idea about disagreements and laws.
- ☐ (D) People also argued about land long ago.
Distractor. This repeats an idea from sentence 1 and does not explain or support the food problem in sentence 5.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 describes how voices became loud, which is part of the problem that shows why laws are needed.
- ☒ (B) Sentence 7
Correct. Sentence 7 is a personal opinion about learning a musical instrument. It does not support the main idea about why people need laws.
- ☐ (C) Sentence 8
Distractor. Sentence 8 describes how arguments spread through the town, which supports the idea that clear rules were needed.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains that laws give everyone rules to follow, which is important to the main idea.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) Many small problems quickly grew into one big problem.
Correct. This revision places the words in a clear order and keeps the meaning that small problems joined together into a larger problem.
- ☐ (B) Many small problems quickly grew, to one big problem.
Distractor. The comma creates an incorrect break before the phrase to one big problem, so the sentence is not written correctly.
- ☐ (C) Many small problems to one big problem grew quickly.
Distractor. This word order is still awkward and makes the sentence hard to understand.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an unclear order, so a revision is needed.

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

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

- ☐ (A) Laws help keep things fair, they give everyone rules to follow.
Distractor. This is a comma splice because it joins two complete thoughts with only a comma.
- ☐ (B) Laws help keep things fair although they give everyone rules to follow.
Distractor. The word although shows a contrast, but giving rules is how laws help keep things fair, not an opposing idea.
- ☒ (C) Laws help keep things fair by giving everyone rules to follow.
Correct. This combines both ideas into one clear sentence and shows how laws help keep things fair.
- ☐ (D) Laws help keep things fair, but they give everyone rules to follow.
Distractor. The word but shows a contrast, but giving rules is not opposite to fairness.

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

The Lunchroom Discoveries

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

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

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

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

- ☒ (A) The label makes Alex remember a lesson about Louis Pasteur.
Correct. This sentence explains why looking at the milk carton leads Alex to talk about Louis Pasteur. It supports the idea that the label reminds him of a science lesson.
- ☐ (B) Jordan is eating a peanut butter sandwich.
Distractor. This sentence tells what Jordan is eating, but it does not connect the milk carton to the science lesson.
- ☐ (C) The cafeteria has many tables and chairs.
Distractor. This sentence describes the cafeteria, but it does not support the idea that Alex connects the label to Louis Pasteur.
- ☐ (D) Alex and Jordan are best friends.
Distractor. This sentence tells about the students' friendship, but it does not support the science lesson idea.

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

The Lunchroom Discoveries

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

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

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

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

- ☒ (A) A long time ago, people got sick because germs in milk and food were not destroyed.
Correct. This revision puts the subject and verb in a clear order, so the reader understands that germs were not destroyed.
- ☐ (B) A long time ago, people got sick because milk and food in germs were not destroyed.
Distractor. This version changes the meaning by saying that milk and food were in germs.
- ☐ (C) A long time ago, people got sick because were not destroyed germs in milk and food.
Distractor. This version is still awkward because the verb comes before its subject and the words are out of order.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has an awkward word order, so a revision is needed.

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

The Lunchroom Discoveries

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

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

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

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

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

- ☐ (A) Louis Pasteur made a discovery, his discovery helped keep milk and food safe.
Distractor. This version joins two complete thoughts with only a comma, which is a comma splice.
- ☒ (B) Louis Pasteur made a discovery that helped keep milk and food safe.
Correct. This version uses that to connect both ideas in one clear sentence without changing the meaning.
- ☐ (C) Although Louis Pasteur made a discovery, it helped keep milk and food safe.
Distractor. The word although shows a contrast, but these ideas do not disagree.
- ☐ (D) Louis Pasteur made a discovery when his discovery helped keep milk and food safe.
Distractor. The word when suggests a time relationship, but the discovery is what helped keep milk and food safe.

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

The Lunchroom Discoveries

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

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

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

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

☐

(A) Sentence 6

Distractor. Sentence 6 states the main idea that Louis Pasteur's discovery helped with food and milk. It should stay.

☐

(B) Sentence 7

Distractor. Sentence 7 explains the problem people had with germs in milk and food. It is an important detail.

☒

(C) Sentence 10

Correct. Sentence 10 tells about Jordan's drink preference, which is not related to the main idea about Louis Pasteur's discovery.

☐

(D) Sentence 3

Distractor. Sentence 3 connects the milk carton to the conversation, so it helps the draft move forward.

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

The Lunchroom Discoveries

(1) The students sat in the lunchroom and thought about their science lesson. (2) Their teacher had told them about Louis Pasteur. (3) Pasteur learned that heating liquids could kill harmful germs. (4) Jordan looked at the milk carton on the table.

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

(9) It changed the way people prepared milk.

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

- ☒ (A) This meant that heating milk could make it safer to drink.
Correct. This sentence explains why Pasteur's discovery mattered. It tells how heating liquids could make milk safer to drink.
- ☐ (B) Pasteur lived a long time ago.
Distractor. This detail is about Pasteur's life span. It does not explain how heating liquids can kill germs.
- ☐ (C) Jordan liked to drink milk with his lunch.
Distractor. This is a personal detail about Jordan. It does not support the science idea about heating liquids.
- ☐ (D) Heating liquids is a science topic.
Distractor. This is a general statement about science. It does not add a specific detail about Pasteur's discovery.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives the main fact about what Pasteur learned. It is needed to explain the discovery.
- ☐ (B) Sentence 6
Distractor. Sentence 6 asks the question that connects the science lesson to the milk carton. It is important to the draft.
- ☒ (C) Sentence 7
Correct. Sentence 7 tells about Jordan's favorite lunch. It does not support the main idea about Pasteur's discovery and milk.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains why the discovery was important. It supports the main idea.

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

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 3
Distractor. At that point, no one has asked a question about milk yet. Alex cannot be saying that something is exactly right.
- ☐ (B) After sentence 4
Distractor. Sentence 4 only shows Jordan looking at the carton. The question has not been asked yet.
- ☒ (C) After sentence 6
Correct. Sentence 6 asks why milk is pasteurized now. Sentence 5 answers that question, so it belongs right after sentence 6.
- ☐ (D) After sentence 8
Distractor. This is too late. It would separate the final ideas about how the discovery helped people.

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

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

- ☐ (A) Pasteur's discovery helped people stay safe, it changed the way people prepared milk.
Distractor. This joins two complete thoughts with only a comma. That creates a comma splice.
- ☐ (B) Pasteur's discovery helped people stay safe although it changed the way people prepared milk.
Distractor. The word although shows a contrast. The two ideas are not opposites.
- ☒ (C) Pasteur's discovery helped people stay safe by changing the way people prepared milk.
Correct. This sentence combines both ideas clearly. It shows that the discovery helped people by changing how milk was prepared.
- ☐ (D) Pasteur's discovery helped people stay safe. It changed the way people prepared milk.
Distractor. This is still two separate sentences, so it does not combine the ideas.

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

The Lunchroom Discoveries

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

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

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

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

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

- ☒ (A) The carton had the word pasteurized printed on the side.
Correct. This sentence adds a detail that explains why Jordan thought of pasteurization when he saw the milk carton.
- ☐ (B) Jordan likes to drink milk with lunch.
Distractor. This tells about Jordan's snack choice, but it does not support the science lesson or Pasteur's discovery.
- ☐ (C) Science class was held in the morning.
Distractor. This detail about the time of class does not help explain the lunchroom discovery.
- ☐ (D) Alex had a blue backpack.
Distractor. This sentence is not related to the milk carton or Pasteur's discovery.

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

The Lunchroom Discoveries

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

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

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

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

What is the **BEST** way to revise sentence 4?

- ☒ (A) Later, at lunch, Jordan pointed to the milk carton on the table.
Correct. This revision places Jordan first as the subject and keeps the action clear and easy to follow.
- ☐ (B) Later, at lunch, the milk carton on the table was pointed to by Jordan.
Distractor. This version uses passive voice and is less clear than placing Jordan first as the subject.
- ☐ (C) Later, at lunch, the milk carton on the table Jordan pointed to.
Distractor. This version keeps the words in an awkward order and makes the action hard to follow.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward order and should be revised.

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

The Lunchroom Discoveries

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

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

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

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

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

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

- ☐ (A) Pasteur found out that heating liquids can kill harmful germs, this was a very important discovery.

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

- ☒ (B) Pasteur found out that heating liquids can kill harmful germs, and this was a very important discovery.

Correct. This keeps both ideas in one clear sentence and shows that the discovery was important.

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

Distractor. The word although suggests a contrast that does not make sense here.

- ☐ (D) Pasteur found out that heating liquids can kill harmful germs when this was a very important discovery.

Distractor. The word when suggests a time relationship that does not fit the ideas.

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

The Lunchroom Discoveries

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

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

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

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

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

☐

(A) Sentence 1

Distractor. Sentence 1 introduces the topic of the science lesson and Louis Pasteur.

☐

(B) Sentence 4

Distractor. Sentence 4 sets up the lunchroom moment when Jordan points to the milk carton.

☒

(C) Sentence 8

Correct. Sentence 8 tells about the temperature of the milk carton, which is not connected to Pasteur's discovery or pasteurization.

☐

(D) Sentence 9

Distractor. Sentence 9 concludes that the students remembered their science lesson, which supports the main idea.

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

The Lunchroom Discoveries

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

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

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

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

- ☐ (A) Jordan likes to drink milk with lunch.
Distractor. This detail is about Jordan's drink choice, not about why people got sick from milk and food.
- ☒ (B) Tiny germs in the milk and food were not destroyed.
Correct. This sentence explains why people got sick from milk and food, which supports the writer's idea about the problem Louis Pasteur's discovery helped solve.
- ☐ (C) Alex and Jordan are in the school cafeteria.
Distractor. This repeats the setting and does not explain the problem with milk and food.
- ☐ (D) Science class is a good place to learn new things.
Distractor. This is a general statement about science class and does not give a specific detail about the problem.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 tells that Alex opens a milk carton, which connects to the problem with milk.
- ☐ (B) Sentence 6
Distractor. Sentence 6 introduces Louis Pasteur's discovery and the problem with food and milk, which is the main idea.
- ☐ (C) Sentence 8
Distractor. Sentence 8 explains that people got sick from milk and food, which is an important part of the main idea.
- ☒ (D) Sentence 9
Correct. Sentence 9 tells about Jordan's favorite lunch. This detail does not support the main idea about the lunchroom conversation and Louis Pasteur's discovery.

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

3 What is the BEST way to revise sentence 5?

- ☒ (A) Alex looks at the label on the milk carton.
Correct. This revision puts the words in a clear order and keeps the meaning of the sentence.
- ☐ (B) Alex at the label on the milk carton looks.
Distractor. This word order is still awkward and does not sound like clear writing.
- ☐ (C) At the milk carton label Alex looks on.
Distractor. This revision is unclear and uses words that do not fit the meaning.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☐ (A) Alex and Jordan are eating lunch, they are talking about something they learned in science class.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Alex and Jordan are eating lunch and talking about something they learned in science class.
Correct. This combines both ideas into one clear sentence and shows that the two actions are happening together.
- ☐ (C) Alex and Jordan are eating lunch because they are talking about something they learned in science class.
Distractor. The word because creates a relationship that does not make sense. Eating lunch is not caused by talking about science class.
- ☐ (D) Alex and Jordan are eating lunch. Talking about something they learned in science class.
Distractor. This leaves the second part as a fragment instead of a complete sentence.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☒ (A) When lightning hit houses or churches, it could start fires that destroyed entire buildings.

Correct. This sentence gives a specific example of the serious damage from lightning, so it supports sentence 9.

- ☐ (B) Franklin was born in Boston in 1706.

Distractor. This fact tells when and where Franklin was born, but it does not explain the damage caused by lightning.

- ☐ (C) Franklin created many inventions and ideas that helped communities.

Distractor. This repeats a general idea about Franklin's inventions and does not add a detail about lightning damage.

- ☐ (D) Franklin believed that learning and experimenting could help improve people's lives.

Distractor. This tells about Franklin's belief in learning, which is not related to the damage lightning caused.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☒ (A) The lightning rod was one of Benjamin Franklin's most famous inventions.
Correct. This revision puts the verb was after the subject and makes the sentence clear and easy to follow.
- ☐ (B) One of Benjamin Franklin's most famous inventions the lightning rod was.
Distractor. This version still has an awkward word order and separates the subject from the verb.
- ☐ (C) The lightning rod one of Benjamin Franklin's most famous inventions was.
Distractor. This is the same awkward order, so the sentence is still hard to follow.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in the wrong order, so a revision is needed.

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

Benjamin Franklin and Electricity

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

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

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

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

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

- ☐ **(A)** Benjamin Franklin was an inventor, he was a writer and a leader.
Distractor. This joins two complete thoughts with only a comma, which is not correct.
- ☒ **(B)** Benjamin Franklin was an inventor, a writer, and a leader.
Correct. This sentence combines both ideas smoothly and clearly with one list.
- ☐ **(C)** Benjamin Franklin was an inventor, but he was a writer and a leader.
Distractor. The word but suggests a contrast, but being a writer and a leader does not contrast with being an inventor.
- ☐ **(D)** Benjamin Franklin was an inventor when he was a writer and a leader.
Distractor. The word when suggests a time relationship that is not in the original sentences.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 gives important facts about Franklin's birth and curiosity, so it should stay.
- ☒ (B) Sentence 5
Correct. Sentence 5 repeats the birth information already given in sentence 4. It does not add a new idea.
- ☐ (C) Sentence 6
Distractor. Sentence 6 tells what Franklin believed, which is an important part of the draft.
- ☐ (D) Sentence 7
Distractor. Sentence 7 tells how Franklin helped communities, so removing it would take away key information.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☒ (A) He realized that a metal rod could guide lightning safely into the ground.
Correct. This sentence connects what Franklin learned about metal to his invention of the lightning rod. It explains how his experiment led to a solution.
- ☐ (B) Lightning can be dangerous during a storm.
Distractor. This is a general warning about lightning. It does not explain how Franklin used what he learned about metal.
- ☐ (C) Franklin liked to read books about many topics.
Distractor. This detail is about Franklin's reading habits. It does not support the idea that his experiment helped him invent the lightning rod.
- ☐ (D) Many people today still use lightning rods.
Distractor. This moves to modern use and does not explain the connection between Franklin's experiment and his invention.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives important background about Franklin studying electricity and wondering how to guide lightning. It supports the main idea.
- ☐ (B) Sentence 6
Distractor. Sentence 6 describes the lightning rod. This detail is needed to understand Franklin's invention.
- ☒ (C) Sentence 9
Correct. Sentence 9 tells about the writer's favorite subject. It is a personal opinion that does not support the main idea about Franklin and the lightning rod.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains how the invention protected buildings. It is an important part of the main idea.

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

3 What is the BEST way to revise sentence 7?

- ☒ (A) A wire runs from the rod into the ground.
Correct. This places the words in a clear order. It tells where the wire runs in a natural way.
- ☐ (B) Into the ground a wire runs from the rod.
Distractor. This repeats the awkward order and does not make the sentence clear.
- ☐ (C) A wire into the ground runs from the rod.
Distractor. This word order is still confusing and separates the wire from where it runs.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order that makes it hard to understand. It should be revised.

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

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

- ☒ (A) He invented the lightning rod, a metal rod placed on top of a building.
Correct. This combines both ideas into one clear sentence. It tells what Franklin invented and describes it without repeating the lightning rod.
- ☐ (B) He invented the lightning rod, the lightning rod is a metal rod placed on top of a building.
Distractor. This creates a comma splice by joining two complete sentences with only a comma. It also repeats the subject.
- ☐ (C) He invented the lightning rod although the lightning rod is a metal rod placed on top of a building.
Distractor. The word although creates a contrast that does not make sense. The description is not an opposite idea.
- ☐ (D) He invented the lightning rod and placed on top of a building.
Distractor. This leaves out the important detail that the lightning rod is a metal rod. It also creates an incomplete idea.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☐ (A) Benjamin Franklin was born in Boston, Massachusetts, in 1706.
Distractor. This gives a fact about Franklin's early life, but it does not explain what his discovery about metal meant.
- ☐ (B) Lightning can be very bright and loud during a storm.
Distractor. This tells about lightning in general, not about the discovery that metal can conduct electricity.
- ☒ (C) This discovery showed that a metal rod could carry electricity safely away from a building.
Correct. This sentence explains why learning that metal can conduct electricity was important for Franklin's idea.
- ☐ (D) Many people today still use lightning rods on their homes.
Distractor. This tells about lightning rods today, but it does not support the idea in sentence 4 about metal conducting electricity. It would fit better later.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☒ (A) When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.
Correct. This revision places the time phrase first and keeps the subject, verb, and object in a clear order.
- ☐ (B) The electricity travels safely through the rod when lightning strikes the wire instead of damaging the building.
Distractor. This swaps rod and wire, which changes the meaning of the sentence.
- ☐ (C) The electricity through the wire travels safely instead of damaging the building when lightning strikes the rod.
Distractor. The words are still in an awkward order and make the sentence hard to follow.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has awkward word order, so it needs to be revised.

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

Benjamin Franklin and Electricity

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

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

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

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

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

- ☐ (A) A lightning rod is a metal rod placed on top of a building, it connects to a wire that runs into the ground.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma.
- ☒ (B) A lightning rod is a metal rod placed on top of a building, and it connects to a wire that runs into the ground.
Correct. This keeps both ideas in one clear sentence and correctly connects them with the word and.
- ☐ (C) A lightning rod is a metal rod placed on top of a building because it connects to a wire that runs into the ground.
Distractor. The word because shows a cause and effect relationship that does not make sense here.
- ☐ (D) A lightning rod is a metal rod. Placed on top of a building and connects to a wire that runs into the ground.
Distractor. The second part is a fragment, so this is not a complete combined sentence.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells what Franklin studied, which is the main topic of the draft. It should not be deleted.
- ☐ (B) Sentence 3
Distractor. Sentence 3 explains Franklin's question about guiding lightning, which leads to his invention. It is important.
- ☒ (C) Sentence 5
Correct. Sentence 5 tells about the Declaration of Independence. This fact does not support the main idea about Franklin and electricity, so it should be deleted.
- ☐ (D) Sentence 6
Distractor. Sentence 6 tells what Franklin invented, which is a key part of the draft. It should not be deleted.

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

Benjamin Franklin and Electricity

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

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

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

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

- ☒ (A) He thought a metal rod could carry lightning safely to the ground.
Correct. This sentence explains how Franklin tried to protect buildings from lightning and connects to the lightning rod in the next sentence.
- ☐ (B) Lightning can be scary to watch during a storm.
Distractor. This is a general reaction to lightning and does not give a specific detail about Franklin's plan to protect buildings.
- ☐ (C) Franklin also wrote books and started a library.
Distractor. This fact about Franklin is not about protecting buildings from lightning, so it does not support the writer's idea.
- ☐ (D) Many people today use cell phones.
Distractor. This introduces a new topic that is not related to Franklin or lightning.

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

- ☐ (A) Sentence 4
Distractor. This sentence tells when and where Franklin was born, which is important background for the draft.
- ☐ (B) Sentence 6
Distractor. This sentence explains what Franklin wanted to do about lightning, which leads to the lightning rod.
- ☒ (C) Sentence 8
Correct. This sentence about a cousin's dog named Lightning is not about Franklin or his inventions, so it does not support the main idea.
- ☐ (D) Sentence 10
Distractor. This sentence explains the damage fires could cause, which shows why the lightning rod was important.

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

3 What is the BEST way to revise sentence 3?

- ☒ (A) Franklin was an inventor who believed learning could help people.
Correct. This revision puts the words in a clear order and keeps the meaning of the original sentence.
- ☐ (B) Franklin an inventor who believed learning could help people was.
Distractor. This version is still awkward because the verb was is in the wrong place.
- ☐ (C) Franklin was an inventor who learning could help people.
Distractor. This revision changes the meaning and does not make sense because learning cannot help an inventor in this wording.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☐ (A) Lightning hit houses or churches during Franklin's time, it could start fires that destroyed entire buildings.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☐ (B) Lightning hit houses or churches during Franklin's time because it could start fires that destroyed entire buildings.
Distractor. The word because shows the wrong relationship. The fires did not cause lightning to hit buildings.
- ☒ (C) When lightning hit houses or churches during Franklin's time, it could start fires that destroyed entire buildings.
Correct. This combines both ideas into one clear sentence and uses when to show the correct relationship.
- ☐ (D) Lightning hit houses or churches during Franklin's time and could start fires.
Distractor. This leaves out the important detail that the fires destroyed entire buildings.

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

The Founding Fathers

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

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

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

(9) I think learning about history is fun.

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

- ☒ (A) This document explained why the colonies wanted to become a free nation.
Correct. This sentence adds the important detail that the Declaration of Independence explained why the colonies wanted to be free. It supports the writer's idea about the document.
- ☐ (B) The Declaration of Independence is a very important document.
Distractor. This sentence repeats the idea that the document is important but does not add a specific supporting detail about what it did.
- ☐ (C) Some documents are written by more than one person.
Distractor. This sentence is a general fact about documents. It does not tell how the Declaration of Independence helped the colonies.
- ☐ (D) Learning about the Founding Fathers is fun.
Distractor. This is a personal opinion. It does not support the writer's idea about the Declaration of Independence.

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

The Founding Fathers

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

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

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

(9) I think learning about history is fun.

What is the **BEST** way to revise sentence 4?

- ☐ (A) During the late 1700s, Great Britain controlled by the American colonies.
Distractor. This version changes the meaning by making it sound like Great Britain was controlled by the colonies. The colonies were controlled by Great Britain.
- ☒ (B) During the late 1700s, the American colonies were controlled by Great Britain.
Correct. This revision places the words in a clear order. It keeps the meaning that Great Britain controlled the American colonies.
- ☐ (C) The American colonies during the late 1700s were by Great Britain controlled.
Distractor. This version still has awkward word order. The phrase by Great Britain is placed in a confusing spot.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has awkward word order. The words by Great Britain break up the verb phrase and make the sentence hard to read.

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

The Founding Fathers

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

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

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

(9) I think learning about history is fun.

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

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

- ☐ (A) Many colonists felt the British government was unfair, it made laws and taxes without asking the colonists for their opinions.

Distractor. This creates a comma splice. Two complete ideas are joined with only a comma, which is not correct.

- ☒ (B) Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.

Correct. The word because shows the correct cause and effect. The laws and taxes without asking opinions are the reason the colonists felt the government was unfair.

- ☐ (C) Although many colonists felt the British government was unfair, it made laws and taxes without asking the colonists for their opinions.

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

- ☐ (D) Many colonists felt the British government was unfair when it made laws and taxes without asking the colonists for their opinions.

Distractor. The word when suggests a specific time. It does not clearly show that the laws and taxes were the reason for the colonists' feelings.

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

The Founding Fathers

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

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

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

(9) I think learning about history is fun.

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



(A) Sentence 1

Distractor. Sentence 1 introduces the Founding Fathers and the main topic of the draft. Removing it would take away important information.



(B) Sentence 4

Distractor. Sentence 4 gives important background about Great Britain controlling the American colonies. This helps explain why the colonists wanted freedom.



(C) Sentence 8

Distractor. Sentence 8 tells about the Declaration of Independence, which is a key event in the draft. Removing it would take away important information.



(D) Sentence 9

Correct. This sentence gives a personal opinion about learning history. It does not support the main idea about the Founding Fathers and the Declaration of Independence.

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

The Founding Fathers

(1) After the colonies won the American Revolution, the new country needed a strong government. (2) Some of the Founding Fathers met together to write the Constitution in 1787, which explained how the government of the United States would work. (3) The Constitution also said that people have certain rights, such as life, liberty, and the pursuit of happiness. (4) They wanted to create laws that were fair and protect the freedoms of the people. (5) My cousin keeps a book about American history on his shelf. (6) The Founding Fathers showed leadership, courage, and determination. (7) They helped form a new nation. (8) Their ideas and hard work helped build the foundation of the United States. (9) Their influence is still important in American government today.

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

- ☒ (A) A strong government would help the new country make laws for all the people.
Correct. This sentence explains why the new country needed a strong government and supports the writer's idea about forming a government.
- ☐ (B) The American Revolution was fought for many years.
Distractor. This detail is about the war, not about why the new country needed a strong government.
- ☐ (C) My cousin also likes to read about presidents.
Distractor. This sentence introduces a personal detail about the cousin that does not support the writer's idea.
- ☐ (D) The colonies won the American Revolution.
Distractor. This repeats the first part of sentence 1 instead of adding a supporting detail.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 tells about rights in the Constitution, which is an important part of the draft.
- ☒ (B) Sentence 5
Correct. Sentence 5 tells about the writer's cousin and a book. This personal detail does not support the main idea about the Founding Fathers.
- ☐ (C) Sentence 8
Distractor. Sentence 8 explains how the Founding Fathers helped build the foundation of the United States, which is a key idea.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains that their influence is still important today, which is an important closing idea.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work.

Correct. This places in 1787 clearly with the meeting and keeps the meaning of the sentence easy to understand.

- ☐ (B) Some of the Founding Fathers met together to write the Constitution, which explained how the government of the United States would work in 1787.

Distractor. This word order makes it sound like the government would work in 1787, which changes the meaning.

- ☐ (C) Some of the Founding Fathers met together in 1787, and they wrote the Constitution, which explained how the government of the United States would work.

Distractor. This version adds extra words and is less clear than the best revision.

- ☐ (D) No revision is needed.

Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

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

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

- ☒ (B) The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.

Correct. This combines both ideas into one clear sentence and shows how the two ideas are connected.

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

Distractor. The word although creates a contrast that does not match the meaning of the two sentences.

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

Distractor. This version is wordy and does not connect the ideas as clearly as the best choice.

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

The Founding Fathers

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

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

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

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

- ☒ (A) They believed people should have rights such as life, liberty, and the pursuit of happiness.
Correct. This sentence gives a specific example of the freedoms the Founding Fathers wanted to protect. It supports the idea in sentence 4.
- ☐ (B) The Founding Fathers met in 1787.
Distractor. This repeats information already given in sentence 2 and does not add a supporting detail after sentence 4.
- ☐ (C) The Constitution is an important document.
Distractor. This is a vague idea that does not explain what freedoms the Founding Fathers wanted to protect.
- ☐ (D) Many people today live in the United States.
Distractor. This is a general fact that does not support the writer's idea about fair laws and freedoms.

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

The Founding Fathers

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

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

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

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

- ☒ (A) The Constitution explained how the government of the United States would work.
Correct. This revision puts the subject before the verb and clearly states what the Constitution explained.
- ☐ (B) The government of the United States explained how the Constitution would work.
Distractor. This changes the meaning by saying the government explained the Constitution.
- ☐ (C) The Constitution was explained by how the government of the United States would work.
Distractor. This word order is still confusing and changes the meaning.
- ☐ (D) No revision is needed.
Distractor. Sentence 3 has awkward word order that makes the meaning hard to follow. A revision is needed.

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

The Founding Fathers

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

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

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

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

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

- ☐ (A) The Founding Fathers showed leadership, they showed courage and determination as they helped form a new nation.
Distractor. This creates a comma splice by joining two complete ideas with only a comma.
- ☒ (B) The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.
Correct. This combines both ideas smoothly and keeps the meaning clear and concise.
- ☐ (C) Although the Founding Fathers showed leadership and courage, they helped form a new nation with determination.
Distractor. The word although creates a contrast that does not make sense, and it changes the meaning.
- ☐ (D) The Founding Fathers showed leadership. Courage and determination as they helped form a new nation.
Distractor. This leaves a fragment because the second part is not a complete sentence.

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

The Founding Fathers

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

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

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

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells when the Founding Fathers met to write the Constitution. This important fact should not be removed.
- ☐ (B) Sentence 4
Distractor. Sentence 4 explains what the Founding Fathers wanted to do. This supports the main idea and should not be removed.
- ☒ (C) Sentence 5
Correct. Sentence 5 repeats that the Constitution explained the government, which is already stated in sentence 3. Removing it keeps the draft focused.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains how the Founding Fathers' work helped build the country. This important idea should not be removed.

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

The Founding Fathers

(1) The Founding Fathers were a group of leaders who helped create the United States of America. **(2)** They believed the American colonies should be free from British rule. **(3)** They wanted people to have a government that protected their rights. **(4)** During the late 1700s, by Great Britain the American colonies were controlled.

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

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

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

- ☐ **(A)** The colonists lived in America.
Distractor. This sentence is too general and repeats information already known. It does not explain why the colonists felt the British government was unfair.
- ☒ **(B)** The British government made laws and taxes without asking the colonists for their opinions.
Correct. This sentence gives a specific reason the colonists felt the government was unfair. It supports the idea in sentence 5 and connects to the leaders who worked to solve the problem.
- ☐ **(C)** George Washington was a leader of the colonies.
Distractor. This sentence introduces a leader, but it does not explain why many colonists were upset with the British government.
- ☐ **(D)** My cousin has a toy soldier that looks like George Washington.
Distractor. This detail about a toy soldier is off topic and does not support the writer's idea about why colonists were unhappy.

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

- ☐ **(A)** Sentence 2
Distractor. This sentence explains what the Founding Fathers believed, which is an important part of the main idea.
- ☐ **(B)** Sentence 5
Distractor. This sentence tells why colonists were unhappy with British rule. It helps explain why the Founding Fathers wanted change.
- ☒ **(C)** Sentence 7
Correct. This sentence about a cousin's toy soldier is off topic. It does not support the main idea about the Founding Fathers and the creation of the United States.
- ☐ **(D)** Sentence 9
Distractor. This sentence explains what the Declaration of Independence did. It is an important detail that supports the main idea.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) During the late 1700s, the American colonies were controlled by Great Britain.
Correct. This revision puts the words in a clear order and keeps the meaning that Great Britain controlled the colonies.
- ☐ (B) During the late 1700s, by Great Britain the American colonies were controlled.
Distractor. This keeps the awkward word order from the original sentence and is not the best way to revise it.
- ☐ (C) During the late 1700s, the American colonies controlled Great Britain.
Distractor. This changes the meaning by saying the colonies controlled Great Britain instead of the other way around.
- ☐ (D) During the late 1700s, the American colonies were controlled.
Distractor. This leaves out the important information that Great Britain was the country in control.

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

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

- ☐ (A) They believed the American colonies should be free from British rule, they wanted people to have a government that protected their rights.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.
Correct. This combines both ideas into one clear sentence and uses the word and to connect them smoothly.
- ☐ (C) They believed the American colonies should be free from British rule although they wanted people to have a government that protected their rights.
Distractor. The word although creates a contrast that does not match the meaning. The two ideas are both things the leaders wanted.
- ☐ (D) They believed the American colonies should be free from British rule. They wanted people to have a government that protected their rights.
Distractor. This does not combine the sentences. It simply repeats them as two separate sentences.

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

Henry Ford: Visionary of Travel

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

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

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

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



(A) Most people did not own cars at that time.

Correct. This sentence explains why most people traveled by horse and wagon. It supports the idea in sentence 6.



(B) Henry Ford was born in Michigan in 1863.

Distractor. This sentence repeats information already given in sentence 3. It does not add a new supporting detail.



(C) Horses need food and water every day.

Distractor. This sentence is about the needs of horses, not about how people traveled during Henry Ford's time.



(D) Cars today can go very fast on highways.

Distractor. This sentence tells about cars today, but the draft is about travel in Henry Ford's time.

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

Henry Ford: Visionary of Travel

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

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

- ☐ (A) Many hours were spent by Henry experimenting with engines when he worked as a mechanic.
Distractor. This version keeps the awkward wording and does not make the action clear.
- ☒ (B) When Henry worked as a mechanic, he spent many hours experimenting with engines.
Correct. This revision puts the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (C) Experimenting with engines was done by Henry for many hours when he worked as a mechanic.
Distractor. This version uses awkward wording and places the action far from the subject.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has awkward word order, so a revision is needed.

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

Henry Ford: Visionary of Travel

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

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

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

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

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

- ☐ (A) Cars were very rare, cars were very expensive.
Distractor. This creates a comma splice by joining two complete sentences with only a comma.
- ☒ (B) Cars were very rare and very expensive.
Correct. This sentence combines both ideas clearly and correctly. It keeps the meaning and avoids extra words.
- ☐ (C) Cars were very rare when they were very expensive.
Distractor. The word when suggests a time relationship that does not fit the two ideas.
- ☐ (D) Cars were very rare. Very expensive.
Distractor. This is a fragment because the second part is not a complete sentence.

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

Henry Ford: Visionary of Travel

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

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

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

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

☐

(A) Sentence 2

Distractor. Sentence 2 introduces the main idea that Henry Ford changed travel and work. It should not be removed.

☐

(B) Sentence 5

Distractor. Sentence 5 explains Henry's work with engines. This detail helps the reader understand his interest in machines.

☐

(C) Sentence 8

Distractor. Sentence 8 gives the important detail that cars were very expensive. This helps explain why few people could afford them.

☒

(D) Sentence 10

Correct. Sentence 10 repeats the idea that cars were expensive, which is already stated in sentence 8. It does not add new information.

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

Henry Ford: Visionary of Travel

(1) Henry Ford believed that cars should be available for everyday families. (2) Before buying a car, many families had to preplan long trips. (3) Travel took much more time. (4) In 1903, Henry Ford the Ford Motor Company started.

(5) A few years later, he created the Model T. (6) The Model T was strong, simple, and much more affordable than other cars. (7) Many families who had never owned a car before were finally able to buy one. (8) Henry Ford also introduced a new way of building cars.

(9) He called it the moving assembly line. (10) My neighbor has a blue car.

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

- ☒ (A) The Model T gave these families a new way to travel.
Correct. This sentence adds a detail that explains how the Model T helped families after they bought one, which supports the idea that Ford wanted cars for everyday families.
- ☐ (B) Henry Ford started the Ford Motor Company in 1903.
Distractor. This fact is already stated in sentence 4 and does not explain how families used the Model T.
- ☐ (C) Some families liked to paint their cars different colors.
Distractor. This detail is about paint colors and does not support the main idea about families being able to buy and use cars.
- ☐ (D) Cars have four wheels and an engine.
Distractor. This is a general fact about cars that does not connect to the idea that the Model T helped everyday families.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 gives the year Henry Ford started the Ford Motor Company, which is important information about his work with cars.
- ☐ (B) Sentence 6
Distractor. Sentence 6 describes the Model T and explains why it helped families, so it supports the main idea.
- ☐ (C) Sentence 8
Distractor. Sentence 8 introduces a new way of building cars, which is an important part of Henry Ford's work.
- ☒ (D) Sentence 10
Correct. Sentence 10 tells about a neighbor's blue car. This personal detail does not support the main idea about Henry Ford and cars for everyday families.

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) In 1903, Henry Ford the Ford Motor Company started.
Distractor. This sentence still has the words out of order, so the subject and action are not clear.
- ☒ (B) In 1903, Henry Ford started the Ford Motor Company.
Correct. This revision places the subject, action, and object in a clear order that is easy to read.
- ☐ (C) Henry Ford in 1903 the Ford Motor Company started.
Distractor. This version is still awkward because the words are not in a clear order.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because the words are out of order, so a revision is needed.

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

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

- ☐ (A) Before buying a car, many families had to preplan long trips, travel took much more time.
Distractor. This creates a comma splice by joining two complete ideas with only a comma.
- ☒ (B) Before buying a car, many families had to preplan long trips because travel took much more time.
Correct. This combines both ideas into one clear sentence. The word because shows that slow travel was the reason families planned ahead.
- ☐ (C) Before buying a car, many families had to preplan long trips although travel took much more time.
Distractor. The word although creates a contrast that does not match the meaning. Slow travel did not work against planning ahead.
- ☐ (D) Before buying a car, many families had to preplan long trips so travel took much more time.
Distractor. The word so suggests that planning ahead caused travel to take more time, which changes the meaning.

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

Henry Ford: Visionary of Travel

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

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

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

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

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

- ☒ (A) For example, families could take trips to towns that were far from home.
Correct. This sentence gives a specific example of how more people buying cars made travel easier, which supports the idea after sentence 6.
- ☐ (B) Henry Ford was born in Michigan in 1863.
Distractor. This fact tells about Henry Ford's early life, but it does not support the idea that more people could buy cars and travel.
- ☐ (C) Cars need gas to run, and gas stations are found in many towns.
Distractor. This sentence is about gas stations, not about how cars became more common or made travel easier.
- ☐ (D) Many people today like to drive fast cars for fun.
Distractor. This is an idea about fast cars today, and it does not support the writer's point about cars becoming common.

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

Henry Ford: Visionary of Travel

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

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

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

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

What is the BEST way to revise sentence 7?

- ☐ (A) Across dusty roads that connected many towns, people could in cars travel more quickly.

Distractor. This version places “in cars” in the middle of the verb phrase, which makes the sentence awkward and hard to follow.

- ☒ (B) People in cars could travel more quickly across dusty roads that connected many towns.

Correct. This revision puts the subject and verb together and places the phrase “more quickly” clearly with the action of traveling.

- ☐ (C) More quickly across dusty roads, people in cars could travel that connected many towns.

Distractor. This version separates words in a confusing way and makes it sound as though traveling connected many towns.

- ☐ (D) No revision is needed.

Distractor. The original sentence has words in an awkward order, so a revision is needed to make the meaning clear.

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

Henry Ford: Visionary of Travel

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

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

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

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

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

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

- ☐ (A) In his factories, workers stayed in one place, parts moved down a line and were added step by step.

Distractor. This is a comma splice because two complete ideas are joined with only a comma.

- ☒ (B) In his factories, workers stayed in one place while parts moved down a line and were added step by step.

Correct. The word while correctly connects the two ideas and shows what was happening at the same time.

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

Distractor. The word because suggests that the parts moving caused workers to stay in place, which is not the correct relationship.

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

Distractor. This version creates a fragment and uses an awkward extra "and" to begin a new group of words.

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

Henry Ford: Visionary of Travel

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

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

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

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

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

☐

(A) Sentence 2

Distractor. Sentence 2 gives important background about how long building a car took before Henry Ford's ideas.

☐

(B) Sentence 5

Distractor. Sentence 5 explains how the new way of building cars made them faster and less expensive.

☒

(C) Sentence 9

Correct. Sentence 9 tells about the student's uncle and his red truck, which is not about Henry Ford or how cars changed travel and industry.

☐

(D) Sentence 8

Distractor. Sentence 8 summarizes how Henry Ford's new ways changed transportation and industry in the United States.

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

Henry Ford: Visionary of Travel

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

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

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

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



(A) Henry was born in a different state.

Distractor. This sentence gives information that is not true in the draft and does not support the writer's idea about Henry Ford's early life.



(B) When Henry was young, he enjoyed taking machines apart to see how they worked.

Correct. This sentence adds a specific detail about Henry's early interest in machines, which connects to the next sentence about his interest in engines and tools.



(C) Many people today drive cars to work.

Distractor. This sentence introduces a new idea about people today instead of giving more information about Henry Ford.



(D) Henry Ford was an American engineer.

Distractor. This sentence repeats an idea already stated in sentence 1 and does not add a supporting detail after sentence 3.

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



(A) Sentence 2

Distractor. Sentence 2 explains how Henry Ford changed travel and work, which is an important part of the main idea.



(B) Sentence 5

Distractor. Sentence 5 tells that Henry worked as a mechanic, which is a key detail about his life.



(C) Sentence 7

Distractor. Sentence 7 gives background about how most people traveled at that time, which helps explain why Henry's work mattered.



(D) Sentence 8

Correct. Sentence 8 gives a personal opinion about everyone owning a car. This does not support the main idea about Henry Ford's life and work.

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

3 What is the BEST way to revise sentence 3?

- ☒ (A) Henry Ford was born in 1863 on a farm in Michigan.
Correct. This revision places the words in a clear order that is easy to read and keeps the meaning of the sentence.
- ☐ (B) On a farm in Michigan, in 1863, Henry was born.
Distractor. This version still has an awkward order and sounds less clear than the original idea about Henry's birth.
- ☐ (C) Henry was born in 1863, and he was born on a farm in Michigan.
Distractor. This revision repeats the idea that Henry was born and adds unnecessary words.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward order and should be revised for clarity.

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

Sentences 5 and 6 read: As he grew older, he worked as a mechanic. He spent many hours experimenting with engines.

- ☒ (A) As he grew older, he worked as a mechanic and spent many hours experimenting with engines.
Correct. This sentence combines both ideas clearly and correctly. It uses the word and to show that Henry did both things as he grew older.
- ☐ (B) As he grew older, he worked as a mechanic, he spent many hours experimenting with engines.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (C) As he grew older, he worked as a mechanic although he spent many hours experimenting with engines.
Distractor. The word although creates a contrast that does not match the meaning. Working as a mechanic and experimenting with engines are not opposing ideas.
- ☐ (D) As he grew older, he worked as a mechanic and spent many hours.
Distractor. This version leaves out the important detail that he experimented with engines, which changes the meaning.

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

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. (2) He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. (3) Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. (4) These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. (6) After college, he took a job at a retail store. (7) He carefully watched how customers shopped. (8) He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

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

- ☐ (A) Sam later became interested in how stores worked.
Distractor. This sentence tells about a later interest, but it does not explain why Sam did small jobs to earn extra money.
- ☒ (B) The extra money he earned helped his family during a hard time.
Correct. This sentence explains how Sam's jobs helped his family, which supports the idea in sentence 3.
- ☐ (C) Many people liked to shop at stores in town.
Distractor. This is a general idea about shopping. It does not support the idea that Sam worked to earn extra money for his family.
- ☐ (D) He was born in 1918 in the United States.
Distractor. This repeats information from sentence 2 and does not add a supporting detail after sentence 3.

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

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. (2) He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. (3) Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. (4) These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. (6) After college, he took a job at a retail store. (7) He carefully watched how customers shopped. (8) He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

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

- ☒ (A) As Sam grew older, he became very interested in how stores worked.
Correct. This version places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) Very interested, Sam became in how stores worked as he grew older.
Distractor. This version still has awkward word order and separates words that should stay together.
- ☐ (C) How stores worked became very interested in Sam as he grew older.
Distractor. This version changes the meaning by making it sound like stores became interested in Sam.
- ☐ (D) No revision is needed.
Distractor. The sentence has words in an order that makes it hard to understand. A revision is needed.

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

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. (2) He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. (3) Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. (4) These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. (6) After college, he took a job at a retail store. (7) He carefully watched how customers shopped. (8) He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

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

Sentences 6 and 7 read: After college, he took a job at a retail store. He carefully watched how customers shopped.

- ☐ (A) After college, he took a job at a retail store, he carefully watched how customers shopped.

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

- ☒ (B) After college, he took a job at a retail store and carefully watched how customers shopped.

Correct. This sentence combines both ideas and keeps the meaning clear in one complete sentence.

- ☐ (C) After college, he took a job at a retail store because he carefully watched how customers shopped.

Distractor. The word because shows a cause that does not make sense. Watching customers was not the reason he took the job.

- ☐ (D) Although he carefully watched how customers shopped, after college he took a job at a retail store.

Distractor. The word although creates a contrast that is not in the original ideas, and the sentence is awkward.

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

Sam Walton: Visionary of Retail

(1) Sam Walton grew up during a difficult time in American history. (2) He was born in 1918, and when he was young, he watched his family work hard during the Great Depression. (3) Money was often tight, so Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. (4) These experiences taught him an important lesson: families needed ways to stretch every dollar.

(5) Very interested in how stores worked became Sam as he grew older. (6) After college, he took a job at a retail store. (7) He carefully watched how customers shopped. (8) He did small jobs to earn extra money for his family.

(9) He noticed something that bothered him.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives important examples of how Sam helped his family. Removing it would take away key details.
- ☐ (B) Sentence 4
Distractor. Sentence 4 states the lesson Sam learned. This is an important idea in the draft.
- ☒ (C) Sentence 8
Correct. Sentence 8 repeats the idea from sentence 3 that Sam did small jobs to earn extra money for his family.
- ☐ (D) Sentence 9
Distractor. Sentence 9 moves the draft forward by telling that Sam noticed something that bothered him.

Read the draft a student wrote about Sam Walton and his store. Then answer the questions that follow.

Sam Walton: Visionary of Retail

(1) Many stores charged high prices. (2) Families with limited money often struggled to buy the things they needed. (3) Sam began to wonder if there was a better way. (4) In 1962, Sam Walton decided to try his idea and in Rogers, Arkansas opened a small store called Walmart.

(5) His plan was simple but bold. (6) He wanted to sell many different products at lower prices. (7) This would help everyday families afford them. (8) I think shopping is more fun when stores play music.

(9) At first, running the store was not easy.

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

- ☒ (A) He thought that lower prices could help families buy what they needed.
Correct. This sentence explains what Sam wanted to do after he wondered about a better way. It connects his question to the idea of helping families afford goods.
- ☐ (B) This was a very interesting question.
Distractor. This is a vague reaction. It does not add a specific detail that supports the writer's idea about Sam's plan.
- ☐ (C) Stores have been around for a long time.
Distractor. This general statement about stores does not explain Sam's idea or connect to the families in the draft.
- ☐ (D) He wanted to sell only a few products.
Distractor. This conflicts with the source because Sam wanted to sell many different products, not only a few.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains why families struggled, which is an important reason Sam wanted a better way.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells what Sam planned to sell, which is a key part of his idea.
- ☒ (C) Sentence 8
Correct. Sentence 8 is a personal opinion about shopping music. It does not support the main idea about Sam Walton and his plan for lower prices.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains that running the store was hard at first, which is a detail about Sam's business.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) In 1962, Sam Walton decided to try his idea and opened a small store in Rogers, Arkansas called Walmart.
Correct. This version places the words in a clear order. It keeps the meaning that Sam tried his idea by opening the store in 1962.
- ☐ (B) In 1962, Sam Walton decided to try his idea, he opened a small store in Rogers, Arkansas called Walmart.
Distractor. This joins two complete ideas with only a comma, which creates a comma splice.
- ☐ (C) In 1962, Sam Walton decided to open a small store in Rogers, Arkansas called Walmart before he tried his idea.
Distractor. This changes the order of events by saying he opened the store before he tried his idea.
- ☐ (D) In 1962, Sam Walton decided to try his idea and opened in Rogers, Arkansas a small store called Walmart.
Distractor. This word order is still awkward and unclear. The place phrase is placed in the middle of the action.

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

Sentences 1 and 2 read: Many stores charged high prices. Families with limited money often struggled to buy the things they needed.

- ☐ (A) Many stores charged high prices, families with limited money often struggled to buy the things they needed.
Distractor. This joins two complete ideas with only a comma, which creates a comma splice.
- ☒ (B) Many stores charged high prices, so families with limited money often struggled to buy the things they needed.
Correct. This combines both ideas into one clear sentence. The word so shows that high prices caused families to struggle.
- ☐ (C) Many stores charged high prices because families with limited money often struggled to buy the things they needed.
Distractor. This reverses the cause and effect. Families struggling did not cause stores to charge high prices.
- ☐ (D) Many stores charged high prices although families with limited money often struggled to buy the things they needed.
Distractor. The word although suggests a contrast that does not match the ideas. High prices and struggling families are connected by cause, not contrast.

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

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
(4) Many items in one place at prices they could afford were liked by customers.
(5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company.
(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

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

- ☒ (A) For example, families sometimes had to drive far to buy clothes and food.
Correct. This sentence gives a specific example of how shopping choices were limited in small towns.
- ☐ (B) Sam Walton liked to eat apples for lunch.
Distractor. This sentence is about Sam Walton's lunch and does not support the idea that small towns had limited shopping choices.
- ☐ (C) Walmart created jobs for millions of people.
Distractor. This sentence tells about jobs Walmart created later. It does not explain the limited shopping choices in small towns.
- ☐ (D) Customers liked finding many items in one place.
Distractor. This sentence repeats an idea already stated in sentence 4 and does not support sentence 6.

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

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
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(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

What is the **BEST** way to revise sentence 4?

- ☐ (A) Many items in one place at prices they could afford were liked by customers.
Distractor. This version still uses awkward wording and places the action after the thing being liked.
- ☒ (B) Customers liked finding many items in one place at prices they could afford.
Correct. This revision places the subject before the verb and states the idea clearly and naturally.
- ☐ (C) At prices they could afford, many items in one place were liked by customers.
Distractor. This version keeps the awkward word order and makes the sentence harder to understand.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order and should be revised for clarity.

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

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
(4) Many items in one place at prices they could afford were liked by customers.
(5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company.
(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

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

Sentences 5 and 6 read: More stores opened, especially in small towns. These small towns had limited shopping choices.

- ☐ (A) More stores opened, especially in small towns, these small towns had limited shopping choices.
Distractor. This creates a comma splice. Two complete ideas are joined with only a comma.
- ☒ (B) More stores opened, especially in small towns where shopping choices had been limited.
Correct. This combines both ideas into one clear sentence and shows where shopping choices had been limited.
- ☐ (C) Although more stores opened, especially in small towns, these small towns had limited shopping choices.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) More stores opened, especially in small towns when shopping choices had been limited.
Distractor. The word when suggests a time relationship that changes the meaning of the sentence.

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

Sam Walton: Visionary of Retail

- (1) Sam Walton worked long hours and visited other stores to learn new ideas.
(2) He also looked for ways to improve. (3) Slowly, people began to notice.
(4) Many items in one place at prices they could afford were liked by customers.
(5) More stores opened, especially in small towns. (6) These small towns had limited shopping choices. (7) Over time, Walmart grew into a huge company.
(8) It created jobs for millions of people.
(9) Sam Walton's determination to help families save money changed the way people shop. (10) He also liked to eat apples for lunch.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 shows that people began to notice Sam Walton's work. It supports the main idea about his success.
- ☐ (B) Sentence 6
Distractor. Sentence 6 explains why small towns had limited shopping choices. This detail supports the idea that his stores helped people.
- ☒ (C) Sentence 10
Correct. Sentence 10 tells about Sam Walton eating apples. This detail is not related to the main idea about his work in retail.
- ☐ (D) Sentence 9
Distractor. Sentence 9 states how Sam Walton changed shopping for families. It is important to the main idea.

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

Sam Walton: Visionary of Retail

(1) Sam Walton was born in 1918. (2) He grew up when times were hard in America. (3) His family worked hard during the Great Depression. (4) Sam helped his family by delivering newspapers and milking cows.

(5) He also did small jobs to earn extra money. (6) These early experiences taught Sam that families needed ways to stretch every dollar. (7) I think Sam should have saved his money to buy a bicycle. (8) As Sam got older, how stores worked became very interested in him.

(9) After college, he took a job at a retail store. (10) He carefully watched how customers shopped.

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

Sentences 1 and 2 read: Sam Walton was born in 1918. He grew up when times were hard in America.

- ☐ (A) Sam Walton was born in 1918, he grew up when times were hard in America.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Sam Walton was born in 1918 and grew up when times were hard in America.
Correct. This combines both ideas into one clear sentence. It keeps the meaning and uses the word and to connect the two events.
- ☐ (C) Sam Walton was born in 1918 although he grew up when times were hard in America.
Distractor. The word although suggests a contrast that does not make sense. Being born in 1918 and growing up in hard times are not opposing ideas.
- ☐ (D) Sam Walton was born in 1918 he grew up when times were hard in America.
Distractor. This is a fused sentence. Two complete thoughts run together without a connecting word or punctuation.

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

- ☒ (A) Money was often tight for Sam's family.
Correct. This detail explains why Sam helped his family and supports the idea that families needed ways to stretch every dollar.
- ☐ (B) Sam's family lived in a house with a porch.
Distractor. This detail about a porch does not connect to the main idea about hard times and earning money.
- ☐ (C) Sam delivered newspapers when he was young.
Distractor. This idea is already stated in sentence 4, so it would repeat information instead of adding support.
- ☐ (D) The Great Depression was a time in history.
Distractor. This is a general statement that does not explain how hard times affected Sam's family or why he helped earn money.

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

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

- ☐ (A) Sentence 2
Distractor. This sentence tells when Sam grew up and helps set up the hard times he experienced.
- ☐ (B) Sentence 6
Distractor. This sentence gives the important lesson Sam learned from his early experiences. It supports the main idea.
- ☒ (C) Sentence 7
Correct. This sentence gives a personal opinion about Sam buying a bicycle. It does not support the main idea about his life and interest in stores.
- ☐ (D) Sentence 10
Distractor. This sentence shows how Sam learned about customers, which supports the main idea that he was interested in how stores worked.

4 What is the BEST way to revise sentence 8?

- ☒ (A) As Sam got older, he became very interested in how stores worked.
Correct. This version puts the words in a clear order and keeps the meaning that Sam became interested in stores.
- ☐ (B) As Sam got older, how stores worked became very interested in him.
Distractor. This word order is confusing. It suggests that stores became interested in Sam instead of Sam becoming interested in stores.
- ☐ (C) No revision is needed.
Distractor. The original sentence has awkward word order, so it does need a revision to make the meaning clear.
- ☐ (D) As Sam got older, he became very interested in stores worked.
Distractor. This version is missing the word how and creates an incomplete and unclear sentence.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

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

- ☒ (A) A young plant was growing inside the jar.
Correct. This sentence tells what was inside the jar, which is important to understand what fell and broke later.
- ☐ (B) The window was open to let in fresh air.
Distractor. This sentence is about the window, not about the jar or the plant. It does not support the idea in the draft.
- ☐ (C) Amina liked to look out the window.
Distractor. This sentence tells about Amina looking out the window, but it does not explain what was in the jar.
- ☐ (D) The jar was small.
Distractor. This sentence repeats that the jar was small. It does not add new information about the jar.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

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

- ☒ (A) While Amina was reaching for a green marker, her elbow bumped the table.
Correct. This version places the person who is reaching before the action, so the sentence is clear and easy to follow.
- ☐ (B) Amina's elbow, while reaching for a green marker, bumped the table.
Distractor. This version makes it sound like the elbow was reaching for the marker, which is confusing.
- ☐ (C) The table bumped Amina's elbow while she was reaching for a green marker.
Distractor. This version changes the meaning by saying the table bumped the elbow instead of the elbow hitting the table.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order that makes the meaning unclear. A revision is needed.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

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

Sentences 7 and 8 read: The glass jar fell to the floor. It broke.

- ☐ (A) The glass jar fell to the floor, it broke.
Distractor. This joins two complete thoughts with only a comma, which is not correct.
- ☒ (B) The glass jar fell to the floor and broke.
Correct. This combines both ideas clearly and shows that the jar broke when it hit the floor.
- ☐ (C) The glass jar fell to the floor because it broke.
Distractor. The word because makes it seem the jar broke first, which caused it to fall. The order of events is wrong.
- ☐ (D) The glass jar fell to the floor when it broke.
Distractor. This makes the relationship between falling and breaking unclear. The original says the jar fell and then broke.

Read the draft a student wrote about an accident in a classroom. Then answer the questions that follow.

Crash

(1) Amina loved helping in her classroom. (2) One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. (3) On the table near the window sat a small glass jar. (4) As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. (5) Amina's elbow, while reaching for a green marker, bumped the table. (6) Crash! (7) The glass jar fell to the floor. (8) It broke. (9) The science project was about plants.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives important information about the class project and the teacher. It helps the reader understand what the students were doing.
- ☐ (B) Sentence 5
Distractor. Sentence 5 tells how the accident happened. It is an important part of the story.
- ☐ (C) Sentence 7
Distractor. Sentence 7 begins the action of the crash. Removing it would take away a key event.
- ☒ (D) Sentence 9
Correct. Sentence 9 repeats that the project was about plants, which was already stated in sentence 2. It does not add new information.

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

Crash

(1) Amina heard a crash. (2) Her heart began to beat very fast. (3) Everyone turned and looked at the broken jar on the floor. (4) Amina wondered if she should stay quiet for a moment.

(5) I think Amina should just tell the truth right away. (6) No one had seen exactly what happened. (7) Mrs. Ramirez walked over. (8) She looked at the mess on the floor.

(9) “Does anyone know what happened?” she asked calmly.

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

- ☒ (A) She did not want to get in trouble.
Correct. This sentence explains why Amina might stay quiet, which supports the idea in sentence 4.
- ☐ (B) Mrs. Ramirez had been a teacher for many years.
Distractor. This detail tells about Mrs. Ramirez’s experience, not about why Amina wondered whether to stay quiet.
- ☐ (C) Amina had a red backpack.
Distractor. This detail about a backpack does not connect to Amina’s worry or the broken jar.
- ☐ (D) The jar was on a shelf near the window.
Distractor. This detail about the jar’s location does not explain Amina’s thoughts about staying quiet.

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

- ☐ (A) Sentence 2
Distractor. This sentence shows Amina’s strong reaction, which helps explain why she is worried.
- ☒ (B) Sentence 5
Correct. This sentence gives a personal opinion about what Amina should do. It does not support the main idea about the broken jar and what happened.
- ☐ (C) Sentence 6
Distractor. This sentence gives an important fact that no one had seen exactly what happened.
- ☐ (D) Sentence 8
Distractor. This sentence describes what Mrs. Ramirez did, which moves the event forward.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) For a moment, Amina wondered if she should stay quiet.
Correct. This revision places the phrase “For a moment” at the beginning, making the sentence clear and smooth.
- ☐ (B) Amina wondered if she should stay quiet for a moment.
Distractor. This is the original wording, which places the phrase at the end and makes the sentence awkward.
- ☐ (C) Amina wondered if for a moment she should stay quiet.
Distractor. This word order is still awkward and interrupts the flow of the sentence.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because “for a moment” is placed at the end, so a revision is needed.

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

Sentences 7 and 8 read: Mrs. Ramirez walked over. She looked at the mess on the floor.

- ☐ (A) Mrs. Ramirez walked over, she looked at the mess on the floor.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Mrs. Ramirez walked over and looked at the mess on the floor.
Correct. This combines both actions into one clear sentence without repeating words.
- ☐ (C) Mrs. Ramirez walked over because she looked at the mess on the floor.
Distractor. The word because suggests one action caused the other, which does not match the meaning.
- ☐ (D) Mrs. Ramirez walked over. She looked at the mess on the floor.
Distractor. This does not combine the sentences and repeats the subject, so it is not the most effective revision.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

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

- ☒ (A) She wanted to tell Mrs. Ramirez what had happened.
Correct. This sentence explains why Amina raised her hand and connects to the idea of telling the truth.
- ☐ (B) The room had many desks and chairs.
Distractor. This sentence describes the room but does not show why Amina raised her hand or support the idea of honesty.
- ☐ (C) Amina took a deep breath.
Distractor. This repeats sentence 1 and does not add new information after sentence 2.
- ☐ (D) Mrs. Ramirez smiled kindly.
Distractor. This happens later after Amina speaks, so it does not fit after sentence 2.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

What is the **BEST** way to revise sentence 4?

- ☐ (A) The table was bumped and knocked over by me.
Distractor. This version is still awkward and does not use clear active voice.
- ☒ (B) I bumped the table and knocked it over.
Correct. This revision puts the subject first and states the action clearly in the order it happened.
- ☐ (C) I bumped the table, and it was knocked over by me.
Distractor. This version is wordy and repeats the same action in an awkward way.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has awkward word order and should be revised for clarity.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

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

Sentences 1 and 2 read: Amina took a deep breath. She raised her hand.

- ☐ (A) Amina took a deep breath, she raised her hand.
Distractor. This joins two complete thoughts with only a comma, which is not correct.
- ☒ (B) Amina took a deep breath and raised her hand.
Correct. This combines both actions into one clear sentence and keeps the order of events.
- ☐ (C) Although Amina took a deep breath, she raised her hand.
Distractor. The word although suggests a contrast, but these two actions are not opposing ideas.
- ☐ (D) Amina took a deep breath because she raised her hand.
Distractor. The word because gives the wrong reason. Raising her hand did not cause her to take a deep breath.

Read the draft a student wrote about a time Amina told the truth. Then answer the questions that follow.

Crash

(1) Amina took a deep breath. (2) She raised her hand. (3) “I’m sorry, Mrs. Ramirez,” she said. (4) “The table was bumped by me and knocked over.”

(5) “I didn’t mean to.” (6) Mrs. Ramirez smiled kindly. (7) “Thank you for telling the truth, Amina.” (8) Accidents happen, but being honest shows responsibility.

(9) Amina told the truth.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 begins the action and helps show Amina’s nervousness, so it is needed.
- ☐ (B) Sentence 4
Distractor. Sentence 4 tells what Amina did, which is important to the story.
- ☐ (C) Sentence 8
Distractor. Sentence 8 states the lesson about honesty, which is the main idea.
- ☒ (D) Sentence 9
Correct. Sentence 9 repeats the idea that Amina told the truth, which is already clear in earlier sentences.

Read the draft a student wrote about being honest in class. Then answer the questions that follow.

Crash

(1) Amina was in class when something went wrong. (2) She felt nervous about what happened. (3) Diego and Mei helped pick up the papers. (4) Jamal brought a broom.

(5) The floor was clean soon. (6) I think the class should have longer lunch periods every day.

(7) Later, Mrs. Ramirez talked to the class. (8) She said that being a good citizen means telling the truth, even when it feels hard.

(9) Amina felt proud. (10) She had made a mistake, but her honesty helped make things right.

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

- ☒ (A) She wondered if she should tell Mrs. Ramirez what she had done.
Correct. This sentence connects Amina's nervous feeling to the choice to be honest, which supports the main idea about telling the truth.
- ☐ (B) Amina liked the color of the classroom walls.
Distractor. This detail is about the room and does not support the idea that Amina was nervous or thinking about honesty.
- ☐ (C) Diego and Mei helped pick up the papers.
Distractor. This repeats information that already appears in sentence 3 and does not explain Amina's feelings.
- ☐ (D) Telling the truth is important.
Distractor. This is a general statement that does not give a specific detail about what Amina was thinking or feeling after the mistake.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 shows how Amina felt after the problem, which helps explain why honesty was hard for her.
- ☒ (B) Sentence 6
Correct. Sentence 6 is about longer lunch periods and does not connect to the main idea about telling the truth and being a good citizen.
- ☐ (C) Sentence 8
Distractor. Sentence 8 gives Mrs. Ramirez's lesson about telling the truth, which is central to the draft.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains how Amina's honesty helped make things right, which is an important ending.

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

3 What is the BEST way to revise sentence 5?

- ☐ (A) The floor soon was clean.
Distractor. The word soon is placed awkwardly between the subject and the verb, making the sentence sound unclear.
- ☒ (B) Soon the floor was clean.
Correct. Placing soon at the beginning clearly shows when the floor became clean and matches the smooth order of the events.
- ☐ (C) The floor was clean, soon.
Distractor. This adds a comma that separates the adverb from the word it describes and makes the sentence awkward.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a revision is needed to make it clear.

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

Sentences 3 and 4 read: Diego and Mei helped pick up the papers. Jamal brought a broom.

- ☐ (A) Diego and Mei helped pick up the papers, Jamal brought a broom.
Distractor. This is a comma splice because it joins two complete ideas with only a comma.
- ☒ (B) Diego and Mei helped pick up the papers while Jamal brought a broom.
Correct. This combines both actions into one clear sentence. The word while shows that the two helpers were doing their jobs at the same time.
- ☐ (C) Diego and Mei helped pick up the papers because Jamal brought a broom.
Distractor. The word because shows a cause that does not make sense. Jamal bringing a broom did not cause Diego and Mei to pick up papers.
- ☐ (D) Diego and Mei helped pick up the papers, and Jamal brought a broom, and he brought it.
Distractor. This adds unnecessary words and repeats the idea that Jamal brought a broom.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. (2) The shelter was part of a community group that taught students about responsibility and good citizenship. (3) Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. (4) Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. (6) At the shelter, simple but important was Maya's job. (7) She filled the water bowls. (8) She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

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

- ☒ (A) Students learned that caring for animals is one way to be a good citizen.
Correct. This sentence explains how the shelter taught students about responsibility and good citizenship. It adds a supporting detail that fits the idea in sentence 2.
- ☐ (B) Maya liked to ride her bike to the shelter.
Distractor. This tells about Maya's ride, not about what the shelter taught students. It does not support the idea in sentence 2.
- ☐ (C) The dogs at the shelter were all different sizes and colors.
Distractor. This gives a detail about the dogs, but it does not explain responsibility or good citizenship.
- ☐ (D) Maya thought Saturdays were the best days of the week.
Distractor. This is a personal reaction that does not add information about the shelter's lessons.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. (2) The shelter was part of a community group that taught students about responsibility and good citizenship. (3) Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. (4) Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. (6) At the shelter, simple but important was Maya's job. (7) She filled the water bowls. (8) She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

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

- ☒ (A) Maya's job at the shelter was simple but important.
Correct. This revision places the subject before the verb and keeps the describing words in a clear place. The sentence is easy to understand.
- ☐ (B) At the shelter, simple but important was Maya's job.
Distractor. This is the same awkward order. The words simple but important come before the subject, so the sentence is hard to follow.
- ☐ (C) Simple but important at the shelter Maya's job was.
Distractor. This puts the describing words first and separates the subject from the verb. The sentence is still unclear.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order. The subject and verb should be closer together, so a revision is needed.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. (2) The shelter was part of a community group that taught students about responsibility and good citizenship. (3) Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. (4) Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. (6) At the shelter, simple but important was Maya's job. (7) She filled the water bowls. (8) She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

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

Sentences 7 and 8 read: She filled the water bowls. She measured the dog food.

- ☐ (A) She filled the water bowls, she measured the dog food.
Distractor. This is a comma splice. Two complete sentences are joined with only a comma, which is not correct.
- ☒ (B) She filled the water bowls and measured the dog food.
Correct. This combines the two actions into one clear sentence and keeps the same meaning.
- ☐ (C) She filled the water bowls because she measured the dog food.
Distractor. The word because shows a cause that does not make sense. Measuring the food did not cause her to fill the bowls.
- ☐ (D) She filled the water bowls when she measured the dog food.
Distractor. The word when suggests the actions happened at the same exact time, which changes the meaning.

Read the draft a student wrote about a good citizen at a dog shelter. Then answer the questions that follow.

The Good Citizen

(1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. (2) The shelter was part of a community group that taught students about responsibility and good citizenship. (3) Maya loved dogs, and volunteering gave her the chance to help animals that were waiting for homes. (4) Her favorite dog at the shelter was a brown and white puppy named Rusty.

(5) Rusty wagged his tail wildly every time Maya walked in. (6) At the shelter, simple but important was Maya's job. (7) She filled the water bowls. (8) She measured the dog food.

(9) She cleaned the kennels and played with the dogs so they felt loved and safe.

(10) Maya loved dogs very much.

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

☐

(A) Sentence 3

Distractor. Sentence 3 introduces Maya's love of dogs and her reason for volunteering. It is an important idea in the draft.

☐

(B) Sentence 6

Distractor. Sentence 6 tells that Maya's job was simple but important. This sentence introduces the work she does.

☒

(C) Sentence 10

Correct. Sentence 10 says Maya loved dogs very much. This repeats the idea already stated in sentence 3, so it does not add new information.

☐

(D) Sentence 9

Distractor. Sentence 9 describes what Maya did to care for the dogs. Removing it would take away important details that support the main idea.

Read the draft a student wrote about Maya and her busy Saturday. Then answer the questions that follow.

The Good Citizen

(1) Maya had a busy Saturday. (2) Later that afternoon, Maya suddenly froze. (3) She rushed through her chores. (4) She promised to meet her friends at the park later.

(5) She kept checking the clock. (6) She swept the floor and cleaned the cages. (7) She took several dogs outside for exercise. (8) Maya's favorite color is blue.

(9) When she finished, she waved goodbye to Rusty. (10) She rode her bike home.

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

- ☐ (A) Maya had many chores to do that day.
Distractor. This repeats the idea in sentence 1 and does not add a new detail about why she promised to meet friends.
- ☒ (B) She did not want to be late to meet them.
Correct. This explains why Maya kept checking the clock and supports her promise to meet friends.
- ☐ (C) The park has a large playground and a soccer field.
Distractor. This adds details about the park that are not in the passage and do not support the idea of Maya rushing.
- ☐ (D) She swept the floor and cleaned the cages.
Distractor. This tells about chores that are already described later in the draft, so it does not fit after sentence 4.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 tells about Maya's promise to meet friends, which helps explain why she rushed.
- ☐ (B) Sentence 6
Distractor. Sentence 6 gives examples of chores Maya did, which are important to the main idea of her busy Saturday.
- ☒ (C) Sentence 8
Correct. Sentence 8 tells Maya's favorite color, which is unrelated to her chores or her terrible thought.
- ☐ (D) Sentence 10
Distractor. Sentence 10 tells that she rode home, which moves the events toward the later afternoon.

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

3 Where is the BEST place to move sentence 2?

- ☐ (A) After sentence 1
Distractor. Sentence 1 introduces the busy Saturday, and the later afternoon event does not belong at the beginning.
- ☐ (B) After sentence 5
Distractor. Sentence 5 is still part of the morning chores, so the later afternoon event would be out of order.
- ☐ (C) After sentence 9
Distractor. Sentence 9 happens when she finished chores but before she rode home, so it is too early for the later afternoon event.
- ☒ (D) After sentence 10
Correct. Sentence 10 says she rode her bike home. The later afternoon event happens after that, so sentence 2 belongs at the end.

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

Sentences 9 and 10 read: When she finished, she waved goodbye to Rusty. She rode her bike home.

- ☒ (A) When she finished, she waved goodbye to Rusty and rode her bike home.
Correct. This combines both actions into one clear sentence and keeps the same meaning.
- ☐ (B) When she finished, she waved goodbye to Rusty, she rode her bike home.
Distractor. This joins two complete thoughts with only a comma, which is a comma splice.
- ☐ (C) When she finished, she waved goodbye to Rusty because she rode her bike home.
Distractor. The word because shows a cause that does not make sense. Riding home did not cause her to wave goodbye.
- ☐ (D) When she finished, she waved goodbye to Rusty. She rode her bike home.
Distractor. This keeps two separate sentences instead of combining them into one effective sentence.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. (2) Her stomach twisted with worry. (3) Maya was very worried about Rusty. (4) Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. (6) She pedaled as fast as she could back to the shelter. (7) When she arrived, the food bowl for Rusty was filled quickly by Maya. (8) Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

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



(A) He counted on Maya to fill his bowl and keep him safe.

Correct. This sentence explains why Rusty trusted Maya: he depended on her for food and care, which supports the idea in sentence 4.



(B) Rusty had a soft bed at the shelter.

Distractor. This detail about a bed does not explain why Rusty trusted Maya or why he was waiting for her.



(C) Maya liked to ride her bike after school.

Distractor. This sentence is about Maya riding her bike, not about Rusty trusting Maya to care for him.



(D) Rusty was a good dog.

Distractor. This is a general opinion that does not add a specific supporting detail about Rusty's trust in Maya.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. (2) Her stomach twisted with worry. (3) Maya was very worried about Rusty. (4) Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. (6) She pedaled as fast as she could back to the shelter. (7) When she arrived, the food bowl for Rusty was filled quickly by Maya. (8) Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

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

- ☒ (A) When she arrived, Maya quickly filled Rusty's food bowl.
Correct. This revision places Maya as the subject and keeps the action clear, so the reader knows who filled the bowl.
- ☐ (B) When she arrived, the food bowl for Rusty was filled quickly by Maya.
Distractor. This version keeps the awkward passive wording and separates the action from the person doing it.
- ☐ (C) When she arrived, Rusty's food bowl was quickly filled.
Distractor. This version does not say who filled the bowl, so it leaves out important information.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has awkward word order that makes the action harder to follow, so a revision is needed.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. (2) Her stomach twisted with worry. (3) Maya was very worried about Rusty. (4) Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. (6) She pedaled as fast as she could back to the shelter. (7) When she arrived, the food bowl for Rusty was filled quickly by Maya. (8) Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

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

Sentences 5 and 6 read: *Maya jumped on her bike. She pedaled as fast as she could back to the shelter.*

- ☐ (A) Maya jumped on her bike, she pedaled as fast as she could back to the shelter.
Distractor. This is a comma splice because two complete sentences are joined with only a comma.
- ☒ (B) Maya jumped on her bike and pedaled as fast as she could back to the shelter.
Correct. This combines both actions into one clear sentence and shows that Maya did both actions in order.
- ☐ (C) Maya jumped on her bike because she pedaled as fast as she could back to the shelter.
Distractor. The word because shows a cause that does not make sense here. Pedaling fast was not the cause of jumping on the bike.
- ☐ (D) Maya jumped on her bike when she pedaled as fast as she could back to the shelter.
Distractor. The word when suggests the actions happened at the same time, which changes the meaning.

Read the draft a student wrote about Maya and Rusty. Then answer the questions that follow.

The Good Citizen

(1) Maya remembered that she had not filled Rusty's food bowl. (2) Her stomach twisted with worry. (3) Maya was very worried about Rusty. (4) Rusty had been waiting for her, trusting her to take care of him.

(5) Maya jumped on her bike. (6) She pedaled as fast as she could back to the shelter. (7) When she arrived, the food bowl for Rusty was filled quickly by Maya. (8) Rusty wagged his tail the moment he saw her.

(9) Maya realized something important as she sat beside him.

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

☐

(A) Sentence 1

Distractor. Sentence 1 introduces the problem that Maya forgot to fill the bowl, which is important to the draft.

☐

(B) Sentence 2

Distractor. Sentence 2 gives a clear detail about how Maya feels worried, which supports the main idea.

☒

(C) Sentence 3

Correct. Sentence 3 repeats the idea that Maya is worried, which is already stated in sentence 2.

☐

(D) Sentence 4

Distractor. Sentence 4 adds important information about Rusty waiting and trusting Maya, which moves the draft forward.

Read the draft a student wrote about Maya and the dog shelter. Then answer the questions that follow.

The Good Citizen

- (1) Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. (2) The shelter was part of a community group that taught about responsibility and good citizenship students. (3) Maya loved dogs. (4) Volunteering gave her the chance to help animals waiting for homes.
- (5) Her favorite dog at the shelter was a brown and white puppy named Rusty. (6) Rusty wagged his tail wildly every time Maya walked in. (7) Maya's job was simple but important. (8) I think Maya should bring Rusty home to live with her.
- (9) She liked helping the dogs.

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

- ☒ (A) Rusty was one of the animals waiting for a home.
Correct. This sentence gives a specific detail about Rusty that connects to the idea that Maya helped animals waiting for homes.
- ☐ (B) Maya rode her bike to the shelter every Saturday morning.
Distractor. This repeats information from sentence 1 and does not add a new supporting detail.
- ☐ (C) Dogs need food and water to stay healthy.
Distractor. This is a general statement about dogs and does not tell more about Rusty or Maya's work at the shelter.
- ☐ (D) Maya's favorite color is blue.
Distractor. This detail about Maya's favorite color is unrelated to the main idea about helping at the dog shelter.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains the purpose of the shelter and connects Maya's work to responsibility and good citizenship.
- ☐ (B) Sentence 4
Distractor. This sentence explains why volunteering mattered to Maya and supports the main idea.
- ☒ (C) Sentence 8
Correct. This sentence gives a personal opinion about bringing Rusty home and does not support the main idea about Maya helping at the shelter.
- ☐ (D) Sentence 7
Distractor. This sentence states that Maya's job was important, which supports the main idea of her helpful work.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) The shelter was part of a community group that taught students about responsibility and good citizenship.
Correct. This revision places students after taught so the sentence clearly states who learned about responsibility and good citizenship.
- ☐ (B) The shelter was part of a community group that taught about responsibility and good citizenship students.
Distractor. This keeps the words in an awkward order, so the sentence does not clearly state who was taught.
- ☐ (C) The shelter was part of a community group that students taught about responsibility and good citizenship.
Distractor. This changes the meaning by saying the students taught the community group instead of the group teaching students.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words out of order, so a revision is needed.

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

Sentences 3 and 4 read: Maya loved dogs. Volunteering gave her the chance to help animals waiting for homes.

- ☐ (A) Maya loved dogs, volunteering gave her the chance to help animals waiting for homes.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☐ (B) Maya loved dogs although volunteering gave her the chance to help animals waiting for homes.
Distractor. The word although shows a contrast that does not match the ideas.
- ☒ (C) Maya loved dogs, and volunteering gave her the chance to help animals waiting for homes.
Correct. This combines both ideas into one clear sentence and keeps the meaning.
- ☐ (D) Maya loved dogs, so she loved animals waiting for homes.
Distractor. This changes the meaning and leaves out the idea that volunteering gave Maya a chance to help.

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

MLK: A Dream Can Grow

(1) A dream can start inside your heart. (2) It may begin as just one small thought. (3) A voice can speak, and a listener can hear. (4) Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. (6) Another person can dream it too. (7) My friend has a new bicycle. (8) Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

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

- ☒ (A) That thought can be a wish for good things.
Correct. This sentence gives a specific example of the kind of thought that can begin a dream, which supports the idea in sentence 2.
- ☐ (B) A dream can start inside your heart.
Distractor. This sentence repeats the idea already stated in sentence 1, so it does not add new support after sentence 2.
- ☐ (C) My friend has a new bicycle.
Distractor. This sentence is about a bicycle, not about how a dream begins, so it does not support the writer's idea.
- ☐ (D) Some people like to ride bikes.
Distractor. This is a general fact about bikes and does not help explain how a dream starts as a thought.

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

MLK: A Dream Can Grow

(1) A dream can start inside your heart. (2) It may begin as just one small thought. (3) A voice can speak, and a listener can hear. (4) Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. (6) Another person can dream it too. (7) My friend has a new bicycle. (8) Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

What is the **BEST** way to revise sentence 4?

- ☒ (A) The listener can suddenly feel that the dream is near.
Correct. This revision makes the listener the subject and clearly states what the listener feels.
- ☐ (B) The dream can suddenly feel near to the listener.
Distractor. This version still makes it sound like the dream can feel, which is confusing and awkward.
- ☐ (C) Suddenly near the listener can feel the dream.
Distractor. This word order is unclear and does not tell who feels what.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has awkward word order, so a revision is needed to make the meaning clear.

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

MLK: A Dream Can Grow

(1) A dream can start inside your heart. (2) It may begin as just one small thought. (3) A voice can speak, and a listener can hear. (4) Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. (6) Another person can dream it too. (7) My friend has a new bicycle. (8) Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

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

Sentences 5 and 6 read: One hopeful word can travel. Another person can dream it too.

- ☐ (A) One hopeful word can travel, another person can dream it too.
Distractor. This creates a comma splice. Two complete ideas are joined with only a comma.
- ☒ (B) One hopeful word can travel, and another person can dream it too.
Correct. This version keeps both ideas and joins them correctly with the word and.
- ☐ (C) Although one hopeful word can travel, another person can dream it too.
Distractor. The word although shows a contrast that does not make sense here.
- ☐ (D) One hopeful word can travel when another person can dream it too.
Distractor. The word when suggests a time relationship, but these ideas are not about time.

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

MLK: A Dream Can Grow

(1) A dream can start inside your heart. (2) It may begin as just one small thought. (3) A voice can speak, and a listener can hear. (4) Near to the listener the dream can suddenly feel.

(5) One hopeful word can travel. (6) Another person can dream it too. (7) My friend has a new bicycle. (8) Then the dream can grow as more people share it.

(9) This is how a dream can start small and grow.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains that a dream can begin as a thought, which is important to the main idea.
- ☐ (B) Sentence 5
Distractor. Sentence 5 tells how a hopeful word can travel, which supports the idea that a dream can grow.
- ☒ (C) Sentence 7
Correct. Sentence 7 is about a friend's bicycle. It does not support the main idea that a dream can grow.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains how a dream can grow as more people share it, which is central to the draft.

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

MLK: A Dream Can Grow

(1) A dream can start with one person. (2) The dream can grow from friend to friend. (3) Its hopeful journey does not end. (4) It through classrooms, homes, and towns travels.

(5) It can lift our hearts when we feel down. (6) My favorite color is blue. (7) When students listen, hope can shine. (8) Your dream can someday join with mine.

(9) Together we can help it grow. (10) We can share kindness as we go.

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

- ☒ (A) A kind action can make a sad person feel better.
Correct. This sentence gives a clear example of how the dream can lift hearts, so it supports the idea in sentence 5.
- ☐ (B) Some people like to draw pictures.
Distractor. This detail is about a hobby and does not explain how the dream lifts hearts.
- ☐ (C) The dream can lift our hearts.
Distractor. This repeats the idea in sentence 5 instead of adding a supporting detail.
- ☐ (D) Schools have many classrooms.
Distractor. This fact about schools does not connect to lifting hearts or helping the dream grow.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains how the dream grows from friend to friend, which is a key idea in the draft.
- ☐ (B) Sentence 4
Distractor. Even though the word order is awkward, this sentence tells where the dream travels and supports the main idea.
- ☒ (C) Sentence 6
Correct. This sentence is about a favorite color and has nothing to do with a dream that grows through kindness.
- ☐ (D) Sentence 9
Distractor. This sentence shows how people can help the dream grow together, which supports the main idea.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) It travels through classrooms, homes, and towns.
Correct. This version places the verb before the phrase through classrooms, homes, and towns and makes the sentence clear.
- ☐ (B) It through classrooms, homes, and towns travels.
Distractor. This keeps the words in an awkward order that makes the sentence hard to read.
- ☐ (C) It travels classrooms, homes, and towns through.
Distractor. This still has an awkward word order and the word through is in the wrong place.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so it does need to be revised.

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

Sentences 8 and 9 read: Your dream can someday join with mine. Together we can help it grow.

- ☒ (A) Your dream can someday join with mine, and together we can help it grow.
Correct. This sentence combines both ideas clearly and correctly. The word and joins them without repeating words.
- ☐ (B) Your dream can someday join with mine, together we can help it grow.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (C) Your dream can someday join with mine although together we can help it grow.
Distractor. The word although shows a contrast that does not match the meaning of the two ideas.
- ☐ (D) Your dream can someday join with mine and help it grow together.
Distractor. This changes the meaning by saying that the dream can help it grow, and it leaves out who will help.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. (2) He wanted all people to be treated with respect. (3) The future waits for what we do. (4) Dreams need helping hands there too.

(5) One voice may start with words to show. (6) Many hearts can help it grow. (7) The dream was by many people shared with words of hope. (8) My favorite color is blue.

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

- ☒ (A) People can help a dream by working together and being fair.
Correct. This sentence gives a specific way people can be helping hands, which supports the idea that dreams need helping hands.
- ☐ (B) Martin Luther King Jr. was born in Atlanta, Georgia.
Distractor. This fact about where Martin Luther King Jr. was born does not explain how people can help a dream grow.
- ☐ (C) Dreams are nice to think about.
Distractor. This is a vague reaction that does not add a supporting detail about helping hands.
- ☐ (D) The future is something that no one can see.
Distractor. This sentence moves to a new idea about the future and does not support the idea in sentence 4.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. (2) He wanted all people to be treated with respect. (3) The future waits for what we do. (4) Dreams need helping hands there too.

(5) One voice may start with words to show. (6) Many hearts can help it grow. (7) The dream was by many people shared with words of hope. (8) My favorite color is blue.

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

- ☐ (A) The dream was by many people shared with words of hope.
Distractor. This keeps the awkward word order that separates the action from the people doing it.
- ☒ (B) Many people shared the dream with words of hope.
Correct. This revision places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (C) Many people shared words of hope by the dream.
Distractor. This changes the meaning by making it sound like the dream is a place or tool.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has an awkward word order that makes it hard to understand who shared the dream, so a revision is needed.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. (2) He wanted all people to be treated with respect. (3) The future waits for what we do. (4) Dreams need helping hands there too.

(5) One voice may start with words to show. (6) Many hearts can help it grow. (7) The dream was by many people shared with words of hope. (8) My favorite color is blue.

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

Sentences 5 and 6 read: One voice may start with words to show. Many hearts can help it grow.

- ☐ (A) One voice may start with words to show, many hearts can help it grow.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) One voice may start with words to show, but many hearts can help it grow.
Correct. The word but correctly connects the two ideas and shows how one voice and many hearts work together.
- ☐ (C) Because one voice may start with words to show, many hearts can help it grow.
Distractor. The word because suggests that many hearts help only when one voice starts, which changes the meaning.
- ☐ (D) One voice may start with words to show when many hearts can help it grow.
Distractor. The word when suggests a time relationship that does not match the ideas.

Read the draft a student wrote about Martin Luther King Jr. and dreams. Then answer the questions that follow.

MLK: A Dream Can Grow

(1) Martin Luther King Jr. had a dream for fairness. (2) He wanted all people to be treated with respect. (3) The future waits for what we do. (4) Dreams need helping hands there too.

(5) One voice may start with words to show. (6) Many hearts can help it grow. (7) The dream was by many people shared with words of hope. (8) My favorite color is blue.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives an important detail about the dream, which supports the main idea.
- ☐ (B) Sentence 4
Distractor. Sentence 4 states that dreams need helping hands, which is a key idea in the draft.
- ☒ (C) Sentence 8
Correct. Sentence 8 tells about a favorite color, which is off topic and does not support the main idea about dreams growing.
- ☐ (D) Sentence 6
Distractor. Sentence 6 explains how many hearts can help a dream grow, which supports the main idea.

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

MLK: A Dream Can Grow

(1) A dream can begin inside a person's heart. (2) It may start as a tiny hope. (3) Then a big wish it can grow into. (4) I think everyone should read a book about dreams after school.

(5) A voice can speak the dream out loud. (6) Another person can hear it. (7) The dream can feel near. (8) One hopeful word can travel through.

(9) Soon another person dreams it too.

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

- ☒ (A) That tiny hope can grow when it is shared with someone else.
Correct. This sentence explains how the tiny hope can grow, which supports the main idea that a dream can start small and then spread.
- ☐ (B) I hope you have a nice day.
Distractor. This is a friendly comment that does not connect to the main idea about a dream growing.
- ☐ (C) A hope is a feeling.
Distractor. This gives a general definition, but it does not explain how a hope or dream grows.
- ☐ (D) Some people write in notebooks at school.
Distractor. This introduces a new topic about school notebooks and does not support the writer's idea.

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

- ☐ (A) Sentence 2
Distractor. This sentence introduces the tiny hope, which is an important first step in the main idea.
- ☒ (B) Sentence 4
Correct. This sentence is a personal opinion about reading a book after school. It does not support the main idea about how a dream grows.
- ☐ (C) Sentence 5
Distractor. This sentence tells how a voice can speak the dream, which helps show how a dream can spread.
- ☐ (D) Sentence 8
Distractor. This sentence shows how one hopeful word can travel, which supports the main idea.

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

3 What is the BEST way to revise sentence 3?

- ☒ (A) Then it can grow into a big wish.
Correct. This places the words in a clear order and keeps the meaning that the dream can grow into a big wish.
- ☐ (B) Then a big wish can grow into it.
Distractor. This changes the meaning by saying the big wish grows into the dream instead of the dream growing into a big wish.
- ☐ (C) Then it can grow, into a big wish.
Distractor. This keeps an awkward pause and does not fix the word order problem.
- ☐ (D) No revision is needed.
Distractor. Sentence 3 has words in an awkward order, so it does need revision.

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

Sentences 5 and 6 read: A voice can speak the dream out loud. Another person can hear it.

- ☐ (A) A voice can speak the dream out loud, another person can hear it.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) A voice can speak the dream out loud so another person can hear it.
Correct. This combines both ideas into one clear sentence. The word so shows that speaking out loud allows another person to hear the dream.
- ☐ (C) A voice can speak the dream out loud although another person can hear it.
Distractor. The word although creates a contrast that does not match the meaning. Hearing the dream is not an unexpected result.
- ☐ (D) A voice can speak the dream out loud but another person can hear it.
Distractor. The word but creates a contrast that does not match the meaning. The two ideas work together rather than against each other.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. (2) They can lift and carry. (3) They can help and care. (4) My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. (6) To walk toward someone I might choose is what my feet can do. (7) Someone may need a friend today. (8) My feet can help me lead the way.

(9) I like to eat apples for lunch.

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



(A) I can use my hands to help a friend carry a heavy bag.

Correct. This sentence gives a clear example of how hands can share and help, which supports the main idea.



(B) I have two hands at the ends of my arms.

Distractor. This sentence repeats that the writer has hands but does not show how hands can share or help.



(C) My favorite game is tag.

Distractor. This sentence is about a game and does not support the idea that hands can share and help.



(D) Hands can be washed with soap and water.

Distractor. This sentence tells how to clean hands, but it does not explain how hands can share or help others.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. (2) They can lift and carry. (3) They can help and care. (4) My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. (6) To walk toward someone I might choose is what my feet can do. (7) Someone may need a friend today. (8) My feet can help me lead the way.

(9) I like to eat apples for lunch.

What is the BEST way to revise sentence 6?

- ☒ (A) My feet can walk toward someone I might choose.
Correct. This revision places the subject and verb clearly at the beginning and keeps the meaning of the sentence.
- ☐ (B) To walk toward someone I might choose is what my feet can do.
Distractor. This version keeps the awkward word order and makes the reader wait too long for the main action.
- ☐ (C) Toward someone I might choose, my feet can walk to.
Distractor. This version has an odd word order and an extra word at the end that makes the sentence unclear.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward order that makes it hard to follow, so a revision is needed.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. **(2)** They can lift and carry. **(3)** They can help and care. **(4)** My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. **(6)** To walk toward someone I might choose is what my feet can do. **(7)** Someone may need a friend today. **(8)** My feet can help me lead the way.

(9) I like to eat apples for lunch.

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

Sentences 7 and 8 read: Someone may need a friend today. My feet can help me lead the way.

- ☐ **(A)** Someone may need a friend today, my feet can help me lead the way.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ **(B)** If someone needs a friend today, my feet can help me lead the way.
Correct. This sentence correctly shows that the feet can help when a friend is needed, and it combines both ideas smoothly.
- ☐ **(C)** Someone may need a friend today because my feet can help me lead the way.
Distractor. The word because suggests that needing a friend causes the feet to help, which is not the correct relationship.
- ☐ **(D)** Although someone may need a friend today, my feet can help me lead the way.
Distractor. The word although suggests a contrast, but the two ideas work together instead of opposing each other.

Read the draft a student wrote about hands and feet that can help. Then answer the questions that follow.

What Will You Give?

(1) I have two hands that I can share. (2) They can lift and carry. (3) They can help and care. (4) My hands may be small, but they can do a thoughtful thing.

(5) I have two feet that I can use. (6) To walk toward someone I might choose is what my feet can do. (7) Someone may need a friend today. (8) My feet can help me lead the way.

(9) I like to eat apples for lunch.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the main idea about hands that can share, so it is important to keep.
- ☐ (B) Sentence 4
Distractor. Sentence 4 explains that small hands can still do a thoughtful thing, which supports the main idea.
- ☐ (C) Sentence 6
Distractor. Sentence 6 tells how feet can move toward someone, which is part of the main idea even though it needs revision.
- ☒ (D) Sentence 9
Correct. Sentence 9 tells about eating apples for lunch, which has nothing to do with hands, feet, or helping others.

Read the draft a student wrote about what a kind voice can give. Then answer the questions that follow.

What Will You Give?

(1) I have a voice that can be kind. **(2)** It can a worried friend help unwind. **(3)** It can say, "Come and sit with me." **(4)** It can say, "I can help. What could it be?"

(5) My cousin has a new microphone at home. **(6)** I do not need to lead a crowd. **(7)** Or speak through microphones out loud. **(8)** A helping heart can start to live.

(9) When I begin with, "What can I give?"

1 What is the BEST way to revise sentence 2?

- ☒ **(A)** It can help a worried friend unwind.
Correct. This version puts the words in a clear order and keeps the meaning that the voice can help a friend relax.
- ☐ **(B)** It can a worried friend help unwind.
Distractor. This word order is awkward and unclear because the verb help is separated from its object.
- ☐ **(C)** It can help a worried friend unwind down.
Distractor. The word down is unnecessary and makes the sentence confusing.
- ☐ **(D)** No revision is needed.
Distractor. The original sentence is awkward, so it does need revision.

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

- ☒ **(A)** Kind words like these can help a friend feel less alone.
Correct. This sentence explains how the kind words in sentences 3 and 4 can help a friend, which supports the writer's idea about a kind voice.
- ☐ **(B)** My cousin has a new microphone at home.
Distractor. This detail is about a microphone, not about how a kind voice can help someone.
- ☐ **(C)** I like to eat lunch outside on sunny days.
Distractor. This detail is about lunch and sunny days, which does not connect to the writer's idea about a kind voice.
- ☐ **(D)** A voice can be loud.
Distractor. This sentence does not explain how a kind voice can help a worried friend.

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

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the main idea that the writer has a voice that can be kind.
- ☐ (B) Sentence 4
Distractor. Sentence 4 gives an example of kind words the voice can say, which supports the main idea.
- ☒ (C) Sentence 5
Correct. Sentence 5 tells about a cousin's microphone at home, which does not support the main idea about a kind voice and helping heart.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains that a helping heart can start to live, which is an important part of the main idea.

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

Sentences 6 and 7 read: I do not need to lead a crowd. Or speak through microphones out loud.

- ☒ (A) I do not need to lead a crowd or speak through microphones out loud.
Correct. This combines both ideas into one clear sentence. The word or connects the two things the writer does not need to do.
- ☐ (B) I do not need to lead a crowd, I do not need to speak through microphones out loud.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.
- ☐ (C) I do not need to lead a crowd although I should speak through microphones out loud.
Distractor. The word although creates a contrast that changes the meaning of the sentence.
- ☐ (D) I do not need to lead a crowd but speak through microphones out loud.
Distractor. The word but makes the second part seem like something the writer should do, which is not the meaning.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. (2) A worried friend can be helped to unwind by my voice. (3) I can say, 'Come and sit with me.' (4) I can also say, 'I can help.'

(5) I can ask, 'What could it be?' (6) I do not have to lead a big crowd. (7) I do not need to speak into a microphone. (8) A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

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

- ☒ (A) For example, I can tell a friend, 'You did a good job.'
Correct. This sentence gives a clear example of kind words, which supports the idea that the writer's voice can be kind to a friend.
- ☐ (B) I like to talk to my friends at lunch.
Distractor. This sentence tells when the writer talks to friends, but it does not give an example of kind words or support the main idea.
- ☐ (C) My voice can be kind to a friend.
Distractor. This sentence repeats the idea in sentence 1 instead of adding a new supporting detail.
- ☐ (D) Some people use microphones on stage.
Distractor. This sentence is about microphones and does not explain how the writer's voice can be kind to a friend.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. (2) A worried friend can be helped to unwind by my voice. (3) I can say, 'Come and sit with me.' (4) I can also say, 'I can help.'

(5) I can ask, 'What could it be?' (6) I do not have to lead a big crowd. (7) I do not need to speak into a microphone. (8) A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

What is the BEST way to revise sentence 2?

- ☒ (A) My voice can help a worried friend unwind.
Correct. This revision places the subject and verb in a clear order and keeps the meaning of the original sentence.
- ☐ (B) A worried friend can unwind by my voice helped.
Distractor. This version has a confusing word order that makes it hard to tell who is helping whom.
- ☐ (C) My voice a worried friend can help unwind.
Distractor. This version separates the subject from the verb in an awkward way and does not read smoothly.
- ☐ (D) No revision is needed.
Distractor. The original sentence uses an awkward passive order, so it needs to be revised for clarity.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. (2) A worried friend can be helped to unwind by my voice. (3) I can say, 'Come and sit with me.' (4) I can also say, 'I can help.'

(5) I can ask, 'What could it be?' (6) I do not have to lead a big crowd. (7) I do not need to speak into a microphone. (8) A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

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

Sentences 6 and 7 read: I do not have to lead a big crowd. I do not need to speak into a microphone.

☐ (A) I do not have to lead a big crowd, I do not need to speak into a microphone.
Distractor. This joins two complete sentences with only a comma, which is not correct.

☒ (B) I do not have to lead a big crowd or speak into a microphone.
Correct. This sentence combines both ideas smoothly and clearly shows that neither action is needed.

☐ (C) Although I do not have to lead a big crowd, I do not need to speak into a microphone.
Distractor. The word although suggests a contrast, but the two ideas are both about what the writer does not need to do.

☐ (D) I do not have to lead a big crowd when I do not need to speak into a microphone.
Distractor. The word when suggests a time relationship, which changes the meaning of the two ideas.

Read the draft a student wrote about using a kind voice to help others. Then answer the questions that follow.

What Will You Give?

(1) My voice can be kind to a friend. (2) A worried friend can be helped to unwind by my voice. (3) I can say, 'Come and sit with me.' (4) I can also say, 'I can help.'

(5) I can ask, 'What could it be?' (6) I do not have to lead a big crowd. (7) I do not need to speak into a microphone. (8) A helping heart can grow when I ask what I can give.

(9) My favorite color is blue, and I wear blue shoes.

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

- ☐ (A) Sentence 1
Distractor. This sentence introduces the main idea that the writer's voice can be kind to a friend, so it should stay.
- ☐ (B) Sentence 4
Distractor. This sentence gives an example of kind words, which supports the main idea.
- ☐ (C) Sentence 8
Distractor. This sentence explains how a helping heart can grow, which supports the main idea.
- ☒ (D) Sentence 9
Correct. This sentence tells about the writer's favorite color and shoes, which does not support the main idea about using a kind voice to help others.

Read the draft a student wrote about ways to help others. Then answer the questions that follow.

What Will You Give?

- (1) I have two hands that I can share. (2) They can lift and carry. (3) They can help and care. (4) I have two feet that I can use.
- (5) Toward someone I choose they can walk. (6) My best friend has a red backpack. (7) If someone needs a friend today, my feet can lead the way. (8) I can use my hands to help.
- (9) I can use my feet to go.

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

- ☒ (A) For example, I can carry a book for a friend who needs help.
Correct. This sentence gives a specific example of how hands can share and help, which connects to the ideas in sentences 2 and 3.
- ☐ (B) I have two hands.
Distractor. This repeats the idea already stated in sentence 1 and does not add a supporting detail.
- ☐ (C) My hands are small.
Distractor. This is a detail about hands, but it does not explain how hands can be shared or used to help.
- ☐ (D) My friend has a red backpack.
Distractor. This introduces a new topic about a backpack and does not support the writer's idea about helping others.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 explains that hands can help and care, which is an important part of the main idea.
- ☐ (B) Sentence 5
Distractor. Sentence 5 describes how feet can walk toward someone. This supports the main idea about using feet to help.
- ☒ (C) Sentence 6
Correct. Sentence 6 tells about a friend's red backpack. This detail does not connect to the main idea about using hands and feet to help others.
- ☐ (D) Sentence 7
Distractor. Sentence 7 explains how feet can lead the way to a friend, which supports the main idea.

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

3 What is the BEST way to revise sentence 5?



(A) They can walk toward someone I choose.

Correct. This revised sentence places the words in a clear order that shows what the feet can do and who they can walk toward.



(B) They can toward someone I choose walk.

Distractor. This word order is confusing and does not make the meaning clear.



(C) They can walk toward I choose someone.

Distractor. This word order is incorrect and makes the sentence hard to understand.



(D) No revision is needed.

Distractor. The original sentence has an awkward word order, so a revision is needed to make it clear.

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

Sentences 8 and 9 read: I can use my hands to help. I can use my feet to go.



(A) I can use my hands to help, I can use my feet to go.

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



(B) I can use my hands to help and my feet to go.

Correct. This combines both ideas into one clear sentence and avoids repeating the words I can use.



(C) I can use my hands to help because I can use my feet to go.

Distractor. The word because suggests that using feet to go causes hands to help, which does not match the ideas.



(D) I can use my hands to help and I can use my feet.

Distractor. This leaves out the idea that feet are used to go, so the meaning is not complete.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

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

- ☒ **(A)** For example, a river can give people water for crops, but it can also flood and cause problems.
Correct. This sentence gives a clear example of an opportunity and a challenge, which supports the idea in sentence 4.
- ☐ **(B)** People in communities have to make many choices.
Distractor. This sentence is a general statement about choices, so it does not give a specific detail about how geography creates opportunities or challenges.
- ☐ **(C)** A community always begins in a place.
Distractor. This sentence repeats the idea from sentence 1 and does not add a supporting detail about opportunities or challenges.
- ☐ **(D)** My family visited a harbor town last summer.
Distractor. This sentence tells about a personal trip, which is not related to the idea that geography creates opportunities and challenges.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

What is the BEST way to revise sentence 6?

- ☐ **(A)** The questions were important that people had to ask before a community could grow.

Distractor. This version separates the describing words from the noun and makes the sentence confusing.

- ☒ **(B)** People had to ask important questions before a community could grow.

Correct. This revision puts the subject and verb in a clear order and keeps the meaning easy to understand.

- ☐ **(C)** Before a community could grow, the questions were important that had to be asked by people.

Distractor. This version is still awkward because it separates the questions from the words that describe them.

- ☐ **(D)** No revision is needed.

Distractor. The original sentence has an awkward order and does not clearly state who had to ask the questions.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. (2) That place might be beside a river, near a forest, across a wide plain, or close to a harbor. (3) The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. (4) Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. (6) The questions that had to be asked by people before a community could grow were important. (7) They asked where they would get water. (8) They asked how they would find or grow food.

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

Sentences 7 and 8 read: They asked where they would get water. They asked how they would find or grow food.

- ☐ (A) They asked where they would get water, they asked how they would find or grow food.
Distractor. This joins two complete thoughts with only a comma, which is a comma splice.
- ☒ (B) They asked where they would get water and how they would find or grow food.
Correct. This combines both ideas into one clear sentence and uses and to connect the two questions.
- ☐ (C) Although they asked where they would get water, they asked how they would find or grow food.
Distractor. The word although suggests a contrast, but the two questions are not opposites.
- ☐ (D) They asked where they would get water when they asked how they would find or grow food.
Distractor. The word when suggests a time relationship, but the two questions are not about a specific time.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Every community begins in a place. **(2)** That place might be beside a river, near a forest, across a wide plain, or close to a harbor. **(3)** The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. **(4)** Wherever people live, the geography around them creates both opportunities and challenges.

(5) A community always starts in some kind of place. **(6)** The questions that had to be asked by people before a community could grow were important. **(7)** They asked where they would get water. **(8)** They asked how they would find or grow food.

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

- ☐ **(A)** Sentence 1
Distractor. Sentence 1 introduces the main idea that every community begins in a place, so it is needed.
- ☐ **(B)** Sentence 3
Distractor. Sentence 3 gives details about the land, which supports the idea that geography matters.
- ☒ **(C)** Sentence 5
Correct. Sentence 5 repeats the idea already stated in sentence 1 that a community begins in a place, so it does not add new information.
- ☐ **(D)** Sentence 8
Distractor. Sentence 8 introduces a question about food, which moves the draft forward and should not be deleted.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) People have asked important questions about how to build a community. (2) They ask what materials can be used for homes. (3) They ask how they will travel. (4) They also ask what to do if a community does not have a resource it needs.

(5) My cousin likes to draw maps on rainy days. (6) The answers have been different in different places. (7) One idea appears again and again. (8) Where people live affects how they live.

(9) Water is one of the first resources when deciding where to live people need. (10) People need water for drinking, cooking, cleaning, farming, and caring for animals.

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

- ☒ (A) For example, a town near a river may use water to grow crops.
Correct. This sentence gives a specific example of how a nearby resource, water, can affect how people live by helping them farm.
- ☐ (B) My cousin likes to draw maps on rainy days.
Distractor. This sentence is about a personal activity and does not support the writer's idea about geography and community.
- ☐ (C) Maps can help people find their way to a new town.
Distractor. This sentence is about maps and travel, not about how a place's resources affect how people live.
- ☐ (D) Water is important.
Distractor. This sentence is too general and does not add a supporting example or detail.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells one important question people ask about building a community. It supports the main idea.
- ☒ (B) Sentence 5
Correct. Sentence 5 is about a personal activity and does not explain how geography helps build a community.
- ☐ (C) Sentence 8
Distractor. Sentence 8 states the main idea that where people live affects how they live. It is important to the draft.
- ☐ (D) Sentence 10
Distractor. Sentence 10 gives details about how people use water. It supports the idea that water is a needed resource.

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

3 What is the BEST way to revise sentence 9?

- ☒ (A) Water is one of the first resources people need when deciding where to live.
Correct. This version puts the words in a clear order and keeps the meaning of the sentence.
- ☐ (B) Water is one of the first resources when deciding where to live people need.
Distractor. This version keeps the words in an awkward order that makes the sentence hard to understand.
- ☐ (C) Water is one of the first resources people need. When deciding where to live.
Distractor. This version turns the last part into a fragment instead of one complete sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has words out of order, so it needs revision.

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

Sentences 6 and 7 read: The answers have been different in different places. One idea appears again and again.

- ☒ (A) The answers have been different in different places, but one idea appears again and again.
Correct. This sentence combines both ideas clearly and uses but to show the contrast between different answers and one repeated idea.
- ☐ (B) The answers have been different in different places, one idea appears again and again.
Distractor. This sentence creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (C) The answers have been different in different places because one idea appears again and again.
Distractor. The word because gives a wrong relationship and changes the meaning of the two ideas.
- ☐ (D) The answers have been different in different places and one idea appears again and again.
Distractor. This sentence joins the ideas with and, but it does not show the contrast between different answers and one repeated idea.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

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

- ☒ **(A)** The river gave them fish to eat and a way to travel.
Correct. This sentence explains what resources the river provided, which supports the idea that Egyptians settled near the Nile.
- ☐ **(B)** The desert was very hot and dry.
Distractor. This repeats information already given about the desert. It does not explain the resources the river provided.
- ☐ **(C)** Many people today live in cities.
Distractor. This is about where people live today and does not support the idea about ancient Egyptians and the Nile.
- ☐ **(D)** The Nile River was important.
Distractor. This is a vague statement. It does not add a specific detail about the resources the river provided.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

What is the BEST way to revise sentence 3?

- ☒ **(A)** Much of Egypt was surrounded by hot, dry desert.
Correct. This places the subject before the verb and puts the words in a clear order.
- ☐ **(B)** By hot, dry desert, much of Egypt surrounded was.
Distractor. This word order is still confusing and does not show who or what did the surrounding.
- ☐ **(C)** Much of Egypt surrounded hot, dry desert by was.
Distractor. This version mixes up the words and makes the sentence hard to understand.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 3 has an awkward order that makes it hard to read, so a revision is needed.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. (2) Ancient Egypt is one example. (3) Much of Egypt was by hot, dry desert surrounded. (4) The Nile River flowed through the land. (5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. (6) The Nile flooded nearby land. (7) The flooding lasted for thousands of years. (8) After the floodwaters went down, fertile soil remained. (9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. (10) My favorite vegetable is corn on the cob.

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

Sentences 6 and 7 read: *The Nile flooded nearby land. The flooding lasted for thousands of years.*

- ☐ (A) The Nile flooded nearby land, the flooding lasted for thousands of years.
Distractor. This is a comma splice. Two complete thoughts are joined with only a comma.
- ☒ (B) The Nile flooded nearby land for thousands of years.
Correct. This combines both ideas into one clear sentence and keeps the meaning.
- ☐ (C) Although the Nile flooded nearby land, the flooding lasted for thousands of years.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ (D) The Nile flooded nearby land because the flooding lasted for thousands of years.
Distractor. The word because gives the wrong cause. The flooding lasting for thousands of years is not the reason it flooded nearby land.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Rivers can provide fish and create routes for transportation. **(2)** Ancient Egypt is one example. **(3)** Much of Egypt was by hot, dry desert surrounded. **(4)** The Nile River flowed through the land.

(5) Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. **(6)** The Nile flooded nearby land. **(7)** The flooding lasted for thousands of years. **(8)** After the floodwaters went down, fertile soil remained.

(9) Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. **(10)** My favorite vegetable is corn on the cob.

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



(A) Sentence 2

Distractor. Sentence 2 introduces ancient Egypt as an example, which supports the main idea about geography and communities.



(B) Sentence 5

Distractor. Sentence 5 explains why Egyptians settled near the Nile, which is an important detail about geography.



(C) Sentence 9

Distractor. Sentence 9 tells how farmers used the rich soil, which supports the main idea.



(D) Sentence 10

Correct. Sentence 10 is a personal opinion about a favorite vegetable. It does not support the main idea about geography and community.

Read the draft a student wrote about how the Nile helped a community grow. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The Nile River gave people many important resources. (2) It provided fish and drinking water. (3) It also gave people a way to move from place to place. (4) Travelers could use boats on the Nile.

(5) They did not have to struggle across the hot desert. (6) Farmers, merchants, builders, and families all benefited from the river. (7) My favorite kind of boat is a sailboat. (8) Near the Nile over time grew villages and cities.

(9) The Nile did not build those communities. (10) People did.

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

- ☒ (A) For example, boats carried people and goods along the river.
Correct. This sentence gives a specific example of how the river was used to move people and goods, which supports the idea that the Nile provided a way to travel.
- ☐ (B) Boats are often painted bright colors.
Distractor. This detail about the color of boats does not explain how the river helped people or why travel was easier.
- ☐ (C) The Nile is a very long river.
Distractor. This fact about the length of the Nile does not support the idea that the river was useful for moving people and goods.
- ☐ (D) Many people like to watch boats on the water.
Distractor. This is a general statement about watching boats, not a detail about how the river helped people travel or trade.

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

- ☐ (A) Sentence 2
Distractor. This sentence tells what resources the river provided, which is an important part of the main idea.
- ☐ (B) Sentence 5
Distractor. This sentence explains why using boats was helpful, so it supports the main idea.
- ☒ (C) Sentence 7
Correct. This sentence tells a personal opinion about sailboats. It does not support the main idea about how the Nile helped a community grow.
- ☐ (D) Sentence 9
Distractor. This sentence introduces the idea that people, not the river, built the communities, which is central to the draft.

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

3 What is the BEST way to revise sentence 8?

- ☒ (A) Over time, villages and cities grew near the Nile.
Correct. This revision places the time phrase at the beginning and keeps the subject and verb together, making the sentence clear and natural.
- ☐ (B) Villages and cities over time near the Nile grew.
Distractor. This word order is still awkward and makes the sentence hard to understand.
- ☐ (C) Near the Nile grew over time villages and cities.
Distractor. This word order separates the time phrase from the action and sounds confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward order, so it does need revision to be clear.

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

Sentences 4 and 5 read: Travelers could use boats on the Nile. They did not have to struggle across the hot desert.

- ☐ (A) Travelers could use boats on the Nile, they did not have to struggle across the hot desert.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☐ (B) Travelers could use boats on the Nile although they did not have to struggle across the hot desert.
Distractor. The word although suggests a contrast that does not match the meaning. Using boats was the reason they did not struggle.
- ☒ (C) Travelers could use boats on the Nile instead of struggling across the hot desert.
Correct. This combines both ideas into one clear sentence. It shows that using boats replaced the hard trip across the desert.
- ☐ (D) Travelers could use boats on the Nile and travelers could use boats instead of struggling.
Distractor. This repeats "travelers could use boats" and does not combine the ideas smoothly.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. **(2)** People have often looked at the land around them and asked what they can use. **(3)** Forests can provide wood. **(4)** Grasslands can provide space for animals to graze.

(5) Grasslands can also provide space to grow some crops. **(6)** Rivers can provide water and transportation. **(7)** Fish and ways to travel on water can be provided by coastal areas. **(8)** Good soil can support farming.

(9) My cousin likes to fish near the coast. **(10)** Communities use many resources from the land.

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

- ☐ **(A)** My family likes to visit farms in the summer.
Distractor. This sentence tells about the writer's family, not about how good soil helps a community. It does not support the idea in sentence 8.
- ☒ **(B)** For example, farmers can use good soil to grow crops for the community.
Correct. This sentence gives a clear example of how good soil supports farming, which is the idea in sentence 8.
- ☐ **(C)** Good soil can support farming.
Distractor. This sentence repeats the idea already stated in sentence 8. It does not add a new supporting detail.
- ☐ **(D)** Forests can provide wood for people to use.
Distractor. This sentence tells about forests, but sentence 8 is about good soil and farming. It moves away from the topic.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. **(2)** People have often looked at the land around them and asked what they can use. **(3)** Forests can provide wood. **(4)** Grasslands can provide space for animals to graze.

(5) Grasslands can also provide space to grow some crops. **(6)** Rivers can provide water and transportation. **(7)** Fish and ways to travel on water can be provided by coastal areas. **(8)** Good soil can support farming.

(9) My cousin likes to fish near the coast. **(10)** Communities use many resources from the land.

What is the BEST way to revise sentence 7?

- ☒ **(A)** Coastal areas can provide fish and access to waterways.
Correct. This version puts the subject first and uses a clear verb. It is easy to understand who provides what.
- ☐ **(B)** Fish can be provided by coastal areas, and ways to travel on water can be provided too.
Distractor. This version still uses a passive voice and adds extra words. It is not as clear or concise as the correct revision.
- ☐ **(C)** Ways to travel on water and fish can be provided by coastal areas.
Distractor. This version keeps the awkward order by putting the objects before the subject. The reader has to work to find who does the action.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 7 has an awkward order that hides the subject. A revision is needed.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. (2) People have often looked at the land around them and asked what they can use. (3) Forests can provide wood. (4) Grasslands can provide space for animals to graze. (5) Grasslands can also provide space to grow some crops. (6) Rivers can provide water and transportation. (7) Fish and ways to travel on water can be provided by coastal areas. (8) Good soil can support farming. (9) My cousin likes to fish near the coast. (10) Communities use many resources from the land.

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

Sentences 4 and 5 read: Grasslands can provide space for animals to graze. Grasslands can also provide space to grow some crops.

- ☒ (A) Grasslands can provide space for animals to graze and for growing some crops.
Correct. This sentence joins both ideas with the word and. It keeps the meaning clear and uses one complete sentence.
- ☐ (B) Grasslands can provide space for animals to graze, they can also provide space to grow some crops.
Distractor. This is a comma splice. Two complete ideas are joined with only a comma.
- ☐ (C) Although grasslands can provide space for animals to graze, they can also provide space to grow some crops.
Distractor. The word although shows a contrast, but the two ideas are both about space grasslands provide. The relationship is wrong.
- ☐ (D) Grasslands can provide space for animals to graze because they can also provide space to grow some crops.
Distractor. The word because suggests one idea causes the other, but the two ideas are just two uses of grassland space. The relationship is wrong.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Water is important for a community. **(2)** People have often looked at the land around them and asked what they can use. **(3)** Forests can provide wood. **(4)** Grasslands can provide space for animals to graze.

(5) Grasslands can also provide space to grow some crops. **(6)** Rivers can provide water and transportation. **(7)** Fish and ways to travel on water can be provided by coastal areas. **(8)** Good soil can support farming.

(9) My cousin likes to fish near the coast. **(10)** Communities use many resources from the land.

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

☐

(A) Sentence 2

Distractor. Sentence 2 introduces the main idea that people look at land and ask what they can use. It is needed.

☐

(B) Sentence 6

Distractor. Sentence 6 gives a key resource that rivers provide. It supports the main idea.

☒

(C) Sentence 9

Correct. Sentence 9 tells about the writer's cousin. It does not explain how geography helps a community, so it does not support the main idea.

☐

(D) Sentence 10

Distractor. Sentence 10 wraps up the main idea about using resources from the land. It is needed.

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

A Place to Grow: How Geography Helps Build a Community

(1) The Pilgrims arrived in the land that is now Massachusetts in 1620. (2) They had to think about their environment. (3) They crossed the Atlantic Ocean on the Mayflower. (4) They needed a place to start a settlement.

(5) They settled at Plymouth eventually there. (6) Plymouth was inside the homeland of the Wampanoag people. (7) The area had what the settlers needed. (8) Fresh water was close by.

(9) Forests gave them wood for shelters and fires. (10) I think Plymouth was the best place for them.

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

- ☒ (A) The Patuxet people had lived there before.
Correct. This detail tells more about the history of Plymouth and supports the idea that the area was important to Native peoples before the settlers arrived.
- ☐ (B) The Mayflower was a large ship.
Distractor. This repeats a detail about the ship and does not add support about Plymouth or the people who lived there.
- ☐ (C) The Pilgrims liked to eat dinner together.
Distractor. This is an unrelated detail about daily habits and does not support the writer's idea about the settlement and its location.
- ☐ (D) Many people visit Plymouth today.
Distractor. This tells about visitors today, not about why the area mattered to the Pilgrims or the Native peoples.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains that the Pilgrims thought about their environment, which is part of the main idea.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells where Plymouth was and connects to the Wampanoag people, so it is important to the draft.
- ☐ (C) Sentence 9
Distractor. Sentence 9 gives a useful resource from the forests that the settlers needed.
- ☒ (D) Sentence 10
Correct. Sentence 10 gives a personal opinion about Plymouth being the best place. It does not support the main idea about how geography and resources helped the settlers.

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

3 What is the BEST way to revise sentence 5?

- ☐ (A) They settled at Plymouth eventually there.
Distractor. This keeps the same awkward order and the unnecessary word there.
- ☒ (B) Eventually, they settled at Plymouth.
Correct. This clearly places eventually before the action and removes the extra word there.
- ☐ (C) No revision is needed.
Distractor. Sentence 5 has words in an awkward order, so it does need a revision.
- ☐ (D) They eventually there settled at Plymouth.
Distractor. The words there and settled are out of order, so the sentence is still confusing.

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

Sentences 8 and 9 read: Fresh water was close by. Forests gave them wood for shelters and fires.

- ☐ (A) Fresh water was close by, forests gave them wood for shelters and fires.
Distractor. This joins two complete sentences with only a comma, which creates a comma splice.
- ☐ (B) Fresh water was close by although forests gave them wood for shelters and fires.
Distractor. The word although shows a contrast, but these two facts do not contrast.
- ☒ (C) Fresh water was close by, and forests gave them wood for shelters and fires.
Correct. This keeps both ideas in one clear sentence and connects them with and.
- ☐ (D) Fresh water was close by because forests gave them wood for shelters and fires.
Distractor. The word because gives a cause that is not true. The forests did not make the fresh water close by.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

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

- ☐ **(A)** The settlers had many hard days during the winter.
Distractor. This sentence is a vague reaction and does not give a specific example of how geography affected the choices the settlers made.
- ☐ **(B)** Geography is a subject that students learn about in school.
Distractor. This sentence is about a school subject and does not support the idea that geography affected the settlers' choices.
- ☒ **(C)** For example, they used the harbor for ships and cleared land for planting.
Correct. This sentence gives specific examples of choices the settlers made because of geography, which supports the idea in sentence 5.
- ☐ **(D)** The Ingalls family lived in several different environments.
Distractor. This sentence introduces a family from a later part of the draft, but it does not explain how geography affected the settlers' choices.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

What is the BEST way to revise sentence 1?

- ☐ **(A)** The harbor provided for ships access.
Distractor. This version places the words in an awkward order that makes the sentence hard to understand.
- ☒ **(B)** The harbor provided access for ships.
Correct. This revision places the words in a clear order and keeps the meaning of the sentence.
- ☐ **(C)** The ships provided access for the harbor.
Distractor. This version changes the meaning by saying the ships provided access for the harbor instead of the harbor providing access for ships.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 1 has an awkward word order, so a revision is needed to make it clear.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. (2) Land had been cleared before.

(3) It could be used for planting. (4) The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. (6) The same idea can be seen on the American frontier many years later. (7) Families such as the Ingalls family lived in several different environments. (8) In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. (10) I think reading about history is fun.

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

Sentences 2 and 3 read: *Land had been cleared before. It could be used for planting.*

- ☐ (A) Land had been cleared before, it could be used for planting.
Distractor. This version joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Land that had been cleared before could be used for planting.
Correct. This sentence combines both ideas clearly and correctly by describing the land that could be used for planting.
- ☐ (C) Although land had been cleared before, it could be used for planting.
Distractor. The word although creates a contrast that does not make sense here because cleared land could be used for planting.
- ☐ (D) Land had been cleared before when it could be used for planting.
Distractor. The word when suggests a time relationship that changes the meaning of the two ideas.

Read the draft a student wrote about how geography helped build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) The harbor for ships provided access. **(2)** Land had been cleared before.

(3) It could be used for planting. **(4)** The settlers still faced enormous challenges, especially during their first winter.

(5) Geography affected the choices they made. **(6)** The same idea can be seen on the American frontier many years later. **(7)** Families such as the Ingalls family lived in several different environments. **(8)** In forested areas, wood was available for building.

(9) On open grasslands, trees could be harder to find, so people sometimes used other materials. **(10)** I think reading about history is fun.

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



(A) Sentence 2

Distractor. Sentence 2 gives an important detail about land that had been cleared, which supports the idea that geography affected choices.



(B) Sentence 5

Distractor. Sentence 5 states the main idea that geography affected the choices the settlers made, so it should not be deleted.



(C) Sentence 8

Distractor. Sentence 8 gives an example of how geography provided wood for building, which supports the main idea.



(D) Sentence 10

Correct. Sentence 10 is a personal opinion about reading history and does not support the main idea about how geography helped build a community.

Read the draft a student wrote about how geography helps build a community. Then answer the questions that follow.

A Place to Grow: How Geography Helps Build a Community

(1) Geography shapes how a community grows. (2) People change their homes to fit the land around them. (3) A river can flood. (4) A plain can have a drought.

(5) A forest can give timber, but it can make travel hard. (6) A desert may have valuable resources, but it has little water. (7) I think everyone should live near a river because water is fun. (8) A good location does not give people everything they need.

(9) People their work and daily routines must adapt. (10) They can find ways to use what the land offers.

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

- ☒ (A) People can use that timber to build homes and tools.
Correct. This sentence explains how the timber from a forest helps people adapt their homes and work, which supports the main idea.
- ☐ (B) Trees are green and tall in the forest.
Distractor. This detail describes trees but does not explain how people use the forest to build a community.
- ☐ (C) Travel in a forest is always easy.
Distractor. This contradicts sentence 5, which says a forest can make travel hard, so it does not support the writer's idea.
- ☐ (D) Some people like to hike in forests.
Distractor. This introduces an activity that is not about adapting to geography or building a community.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives an example of a river flooding, which supports the idea that geography can cause problems.
- ☒ (B) Sentence 7
Correct. Sentence 7 is a personal opinion about living near a river because water is fun. It does not support the main idea that people adapt to where they live.
- ☐ (C) Sentence 8
Distractor. Sentence 8 states that a good location does not give people everything, which is an important idea in the draft.
- ☐ (D) Sentence 10
Distractor. Sentence 10 concludes that people find ways to use what the land offers, which supports the main idea.

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

3 What is the BEST way to revise sentence 9?

- ☒ (A) People must adapt their work and daily routines.
Correct. This version puts the words in a clear order and keeps the meaning of the sentence.
- ☐ (B) No revision is needed.
Distractor. The original sentence has words in an awkward order, so it needs to be revised.
- ☐ (C) People must adapt, their work and daily routines.
Distractor. This version is a comma splice and does not clearly show what people must adapt.
- ☐ (D) Their work and daily routines must adapt people.
Distractor. This version changes the meaning by saying that routines adapt people instead of people adapting routines.

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

Sentences 3 and 4 read: A river can flood. A plain can have a drought.

- ☐ (A) A river can flood, a plain can have a drought.
Distractor. This is a comma splice because two complete sentences are joined with only a comma.
- ☐ (B) A river can flood although a plain can have a drought.
Distractor. The word although shows a contrast that does not fit. Flooding and drought are both examples of problems, not opposing ideas.
- ☒ (C) A river can flood, and a plain can have a drought.
Correct. This sentence combines both ideas clearly with a comma and the word and.
- ☐ (D) A river can flood a plain can have a drought.
Distractor. This is a fused sentence because two complete sentences run together without a comma and a connecting word.