

STUDENT WORKBOOK

Grade 5 Editing Workbook

Editing drafts with standard English conventions

TEKS 5.11D Editing

36 Weeks

Monday to Friday Practice

State Assessment-Style Questions

INSIDE THIS WORKBOOK

Short daily editing practice built from real passage excerpts, one skill at a time, with a Friday review of the week.

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

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How to Use This Workbook

Each week gives students short, daily editing practice with the same kinds of questions they will see on the state assessment. The weeks follow our Grade 5 scope and sequence in the same order as the Standards Slide Decks, and every excerpt comes from the low stamina passage of that week's cluster.

Day	Question	Passage excerpt
Monday	1 subject-verb agreement question	One excerpt with every error needed for Monday to Thursday (Informal Practice)
Tuesday	1 part of speech question	
Wednesday	1 capitalization question	
Thursday	1 punctuation question	
Friday	5 questions using this week's skills	A different excerpt with a new set of errors (Formal Independent Practice)

Daily routine (about 10 minutes)

- Students read the whole excerpt in the box first. Each sentence is numbered, such as (1), (2), (3). When the excerpt is a poem, each line is numbered.
- Students read the question, return to the numbered sentence or line, and test each answer choice in it.
- Students fill in one bubble. Remind them that Make no change is a real choice on the state assessment, and sometimes it is the right answer.
- Each day practices one skill at a time. Friday mixes only the skills practiced Monday to Thursday.

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) By 11:42 on Friday morning, fifth grade had a problems.
- (2) A serious problem.
- (3) A chocolate-chip-sized emergency.
- (4) “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- (5) “What does you mean, gone?” Maya asked.
- (6) “The cookies.” (7) jordan pointed dramatically at an empty silver tray.

What change, if any, should be made in sentence 5?

- ☐ (A) Change *mean* to *means*
- ☐ (B) Change *asked* to *asks*
- ☐ (C) Change *does* to *do*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) By 11:42 on Friday morning, fifth grade had a problems.
- (2) A serious problem.
- (3) A chocolate-chip-sized emergency.
- (4) “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- (5) “What does you mean, gone?” Maya asked.
- (6) “The cookies.” (7) jordan pointed dramatically at an empty silver tray.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *Friday* to *Fridays*
- ☐ (B) Change *problems* to *problem*
- ☐ (C) Change *grade* to *grades*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) By 11:42 on Friday morning, fifth grade had a problems.
- (2) A serious problem.
- (3) A chocolate-chip-sized emergency.
- (4) “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- (5) “What does you mean, gone?” Maya asked.
- (6) “The cookies.” (7) jordan pointed dramatically at an empty silver tray.

What change, if any, should be made in sentence 7?

- ☐ (A) Change *pointed* to *Pointed*
- ☐ (B) Change *tray* to *Tray*
- ☐ (C) Change *jordan* to *Jordan*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) By 11:42 on Friday morning, fifth grade had a problems.
- (2) A serious problem.
- (3) A chocolate-chip-sized emergency.
- (4) “They're gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- (5) “What does you mean, gone?” Maya asked.
- (6) “The cookies.” (7) jordan pointed dramatically at an empty silver tray.

What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *announced*
- ☐ (B) Change *gone,*” to *gone.*”
- ☐ (C) Change the period after *canceled* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) “Every last ones.”
- (2) Behind them, the lunch line stopped moving.
- (3) “No cookies.” someone whispered.
- (4) “But the menu said chocolate chip cookies!” another students cried.
- (5) Within thirty seconds, the investigation have already gone completely out of control.
- (6) “I heard sixth grade took two each,” said eli.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *Every* to *every*
- ☐ (B) Change *ones* to *one*
- ☐ (C) Change the period after *ones* to a question mark
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Change *whispered* to *whisper*
- ☐ (B) Change the period after *cookies* to a question mark
- ☐ (C) Change *No* to *no*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *But* to *but*
- ☐ (B) Insert a comma after *said*
- ☐ (C) Change *students* to *student*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Within* to *within*
- ☐ (B) Insert a comma after *investigation*
- ☐ (C) Change *have* to *had*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *eli* to *Eli*
- ☐ (B) Change *I* to *i*
- ☐ (C) Change *heard* to *hears*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

(1) “My brother's in sixth grade,” Maya replied. (2) “He wouldn't waste his time stealing cookies. (3) He have other hobbies.”

(4) “I heard the teachers get the extras” said Jordan.

(5) Mrs. Delgado, their teacher, raised one eyebrows.

(6) “Interesting,” she said. (7) “And where exactly did you hear that?”

What change, if any, should be made in sentence 3?

- ☐ (A) Change *have* to *are*
- ☐ (B) Change *have* to *has*
- ☐ (C) Change *have* to *were*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

(1) “My brother's in sixth grade,” Maya replied. (2) “He wouldn't waste his time stealing cookies. (3) He have other hobbies.”

(4) “I heard the teachers get the extras” said Jordan.

(5) Mrs. Delgado, their teacher, raised one eyebrows.

(6) “Interesting,” she said. (7) “And where exactly did you hear that?”

What change, if any, should be made in sentence 5?

- ☐ (A) Change *teacher* to *teachers*
- ☐ (B) Change *eyebrows* to *eyebrow*
- ☐ (C) Change *Delgado* to *Delgados*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

(1) “My brother's in sixth grade,” Maya replied. (2) “He wouldn't waste his time stealing cookies. (3) He have other hobbies.”

(4) “I heard the teachers get the extras” said Jordan.

(5) Mrs. Delgado, their teacher, raised one eyebrows.

(6) “Interesting,” she said. (7) “And where exactly did you hear that?”

What change, if any, should be made in sentence 1?

- ☐ (A) Change *Maya* to *maya*
- ☐ (B) Change *My* to *my*
- ☐ (C) Change *replied* to *Replied*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) “My brother's in sixth grade,” Maya replied. (2) “He wouldn't waste his time stealing cookies. (3) He have other hobbies.”
- (4) “I heard the teachers get the extras” said Jordan.
- (5) Mrs. Delgado, their teacher, raised one eyebrows.
- (6) “Interesting,” she said. (7) “And where exactly did you hear that?”

What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *extras*
- ☐ (B) Insert a comma after *heard*
- ☐ (C) Insert a comma after *said*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Great Chocolate Chip Cookie Mystery

- (1) jordan paused.
(2) “From Eli?”
(3) Everyone looked at eli.
(4) Eli shrugged? (5) “I hears Jordan say it yesterday.”
(6) Mrs. Delgado smiled.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Insert a comma after *jordan*
☐ (B) Change *paused* to *pause*
☐ (C) Change *jordan* to *Jordan*
☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *Eli* to *eli*
☐ (B) Insert a comma after *From*
☐ (C) Change the question mark after *Eli* to a period
☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Insert a comma after *Everyone*
- ☐ (B) Change *looked* to *look*
- ☐ (C) Change *eli* to *Eli*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change the question mark after *shrugged* to a period
- ☐ (B) Change *Eli* to *eli*
- ☐ (C) Change *shrugged* to *shrug*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Jordan* to *jordan*
- ☐ (B) Change *hears* to *heard*
- ☐ (C) Insert a comma after *Jordan*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) On monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard.
- (2) That alone make everyone suspicious.
- (3) Principals with clipboards rarely arrived to announce an extra recess.
- (4) “I heard fifth grade helped solve Friday's dessert problem,” she said.
- (5) Jordan sat taller.
- (6) “We saved the cookies.”
- (7) “You surveyed students,” Principal Bennett corrected?

What change, if any, should be made in sentence 2?

- ☐ (A) Change *make* to *are making*
- ☐ (B) Change *make* to *made*
- ☐ (C) Change *make* to *were making*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) On monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard.
- (2) That alone make everyone suspicious.
- (3) Principals with clipboards rarely arrived to announce an extra recess.
- (4) “I heard fifth grade helped solve Friday's dessert problem,” she said.
- (5) Jordan sat taller.
- (6) “We saved the cookies.”
- (7) “You surveyed students,” Principal Bennett corrected?

What change, if any, should be made in sentence 3?

- ☐ (A) Change *recess* to *recesses*
- ☐ (B) Change *clipboards* to *clipboard*
- ☐ (C) Change *Principals* to *Principal*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) On monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard.
- (2) That alone make everyone suspicious.
- (3) Principals with clipboards rarely arrived to announce an extra recess.
- (4) “I heard fifth grade helped solve Friday's dessert problem,” she said.
- (5) Jordan sat taller.
- (6) “We saved the cookies.”
- (7) “You surveyed students,” Principal Bennett corrected?

What change, if any, should be made in sentence 1?

- ☐ (A) Change *Bennett* to *bennett*
- ☐ (B) Change *monday* to *Monday*
- ☐ (C) Change *Delgado's* to *delgado's*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) On monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard.
- (2) That alone make everyone suspicious.
- (3) Principals with clipboards rarely arrived to announce an extra recess.
- (4) “I heard fifth grade helped solve Friday's dessert problem,” she said.
- (5) Jordan sat taller.
- (6) “We saved the cookies.”
- (7) “You surveyed students,” Principal Bennett corrected?

What change, if any, should be made in sentence 7?

- ☐ (A) Change the question mark after *corrected* to a period
- ☐ (B) Delete the comma after *students*
- ☐ (C) Insert a comma after *Bennett*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

(1) “And then we saved the cookies?”

(2) principal Bennett smiled.

(3) “Well, Ms. Ruiz would like student input before she plan next month's Friday treats. (4) So I'm giving fifth grade a challenge?”

(5) She wrote three word on the board:

(6) The room exploded.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change the question mark after *cookies* to a period
- ☐ (B) Change *And* to *and*
- ☐ (C) Change *cookies* to *Cookies*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Change *Ms.* to *ms.*
- ☐ (B) Change *plan* to *plans*
- ☐ (C) Change the period after *treats* to a question mark
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 5?

- ☐ (A) Change *She* to *she*
- ☐ (B) Insert a comma after *three*
- ☐ (C) Change *word* to *words*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change the question mark after *challenge* to a period
- ☐ (B) Change *fifth* to *Fifth*
- ☐ (C) Change *challenge* to *challenges*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 2?

- ☐ (A) Insert a comma after *Bennett*
- ☐ (B) Change *principal* to *Principal*
- ☐ (C) Change the period after *smiled* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) “We're in charge of dessert?”
- (2) “Can we choose doughnuts?”
- (3) “Can friday have two Fridays?”
- (4) “Can we abolish raisins?”
- (5) Principal Bennett held up one hand.
- (6) “You will recommend one Fridays treat plan. (7) You must gathers information, consider cost and student needs, hear different viewpoints, and present your recommendation.”

What change, if any, should be made in sentence 7?

- ☐ (A) Change *consider* to *considers*
- ☐ (B) Change *gathers* to *gather*
- ☐ (C) Change *hear* to *hears*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) “We're in charge of dessert?”
- (2) “Can we choose doughnuts?”
- (3) “Can friday have two Fridays?”
- (4) “Can we abolish raisins?”
- (5) Principal Bennett held up one hand.
- (6) “You will recommend one Fridays treat plan. (7) You must gathers information, consider cost and student needs, hear different viewpoints, and present your recommendation.”

What change, if any, should be made in sentence 6?

- ☐ (A) Change *plan* to *plans*
- ☐ (B) Change *Fridays* to *Friday*
- ☐ (C) Change *treat* to *treats*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) “We're in charge of dessert?”
- (2) “Can we choose doughnuts?”
- (3) “Can friday have two Fridays?”
- (4) “Can we abolish raisins?”
- (5) Principal Bennett held up one hand.
- (6) “You will recommend one Fridays treat plan. (7) You must gathers information, consider cost and student needs, hear different viewpoints, and present your recommendation.”

What change, if any, should be made in sentence 3?

- ☐ (A) Change *Can* to *can*
- ☐ (B) Change *Fridays* to *fridays*
- ☐ (C) Change *friday* to *Friday*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) “We're in charge of dessert?”
- (2) “Can we choose doughnuts?”
- (3) “Can friday have two Fridays?”
- (4) “Can we abolish raisins?”
- (5) Principal Bennett held up one hand.
- (6) “You will recommend one Fridays treat plan. (7) You must gathers information, consider cost and student needs, hear different viewpoints, and present your recommendation.”

What change, if any, should be made in sentence 2?

- ☐ (A) Change *doughnuts* to *doughnut's*
- ☐ (B) Change the question mark after *doughnuts* to a period
- ☐ (C) Insert a comma after *choose*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Fifth-Grade Cookie Commission

- (1) Jordan whispered to Maya, “This is the greatest moments in American democracy.”
- (2) “I don't think that's what democracy mean.”
- (3) “It do today.”
- (4) By lunch, Fifth grade had political parties.
- (5) Eli founded cookies for All.
- (6) Their slogan was:

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *moments* to *moment*
- ☐ (B) Change *This* to *this*
- ☐ (C) Delete the comma after *Maya*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *I* to *i*
- ☐ (B) Change *mean* to *means*
- ☐ (C) Change *that's* to *thats*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *It* to *it*
- ☐ (B) Change *today* to *Today*
- ☐ (C) Change *do* to *does*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *parties* to *party*
- ☐ (B) Insert a comma after *grade*
- ☐ (C) Change *Fifth* to *fifth*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *cookies* to *cookie*
- ☐ (B) Change *cookies* to *Cookies*
- ☐ (C) Change the period after *All* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. **(2)** Many colonists considered themselves loyal to the king. **(3)** However, this began to change after the French and Indian War? **(4)** Although Great Britain gained land, it also gained significant debt. **(5)** To recover money, Parliament placed new taxes on the colonies. **(6)** One of these laws were the Stamp Act. **(7)** It required colonists to pay taxes on printed materials such as newspapers and legal documents.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *were* to *are*
- ☐ (B) Change *were* to *was*
- ☐ (C) Change *were* to *have*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. **(2)** Many colonists considered themselves loyal to the king. **(3)** However, this began to change after the French and Indian War? **(4)** Although Great Britain gained land, it also gained significant debt. **(5)** To recover money, Parliament placed new taxes on the colonies. **(6)** One of these laws were the Stamp Act. **(7)** It required colonists to pay taxes on printed materials such as newspapers and legal documents.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *colonies* to *colony*
- ☐ (B) Change *superpower* to *superpowers*
- ☐ (C) Change *Britain* to *Britains*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. **(2)** Many colonists considered themselves loyal to the king. **(3)** However, this began to change after the French and Indian War? **(4)** Although Great Britain gained land, it also gained significant debt. **(5)** To recover money, Parliament placed new taxes on the colonies. **(6)** One of these laws were the Stamp Act. **(7)** It required colonists to pay taxes on printed materials such as newspapers and legal documents.

What change, if any, should be made in sentence 4?

- ☐ (A) Change *Great* to *great*
- ☐ (B) Change *britain* to *Britain*
- ☐ (C) Change *Although* to *although*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. **(2)** Many colonists considered themselves loyal to the king. **(3)** However, this began to change after the French and Indian War? **(4)** Although Great Britain gained land, it also gained significant debt. **(5)** To recover money, Parliament placed new taxes on the colonies. **(6)** One of these laws were the Stamp Act. **(7)** It required colonists to pay taxes on printed materials such as newspapers and legal documents.

What change, if any, should be made in sentence 3?

- ☐ **(A)** Insert a comma after *War*
- ☐ **(B)** Change the question mark after *War* to a period
- ☐ **(C)** Change *War?* to *War*,
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

(1) Colonists strongly opposed this law because they has no representatives in Parliament. (2) They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation?”

(3) Tensions continues to rise. (4) In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several person. (5) This event increased anger and distrust toward british authority. (6) A few years later, the Tea Act was passed, leading to the Boston Tea Party.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *Parliament* to *parliament*
- ☐ (B) Change *has* to *had*
- ☐ (C) Change the period after *Parliament* to a question mark
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *was* to *were*
- ☐ (B) Change the question mark after *representation* to a period
- ☐ (C) Change *voice* to *voices*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *Tensions* to *tensions*
- ☐ (B) Insert a comma after *Tensions*
- ☐ (C) Change *continues* to *continued*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *soldiers*
- ☐ (B) Change *person* to *people*
- ☐ (C) Change *British* to *british*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *increased* to *increase*
- ☐ (B) Insert a comma after *event*
- ☐ (C) Change *british* to *British*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

- (1) After the Tea Act was passed, trouble were brewing in the colonies. (2) During this protest, colonists' dumped tea into Boston Harbor. (3) Samuel Adams and the Sons of Liberty helped organize resistance and spreaded ideas. (4) In response, great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. (5) Instead of ending the conflict, these actions brought the colonies closer together. (6) The colonists learned that there is strength in numbers. (7) Over time, many colonists wanted to remove British control.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change *were* to *are*
- ☐ (C) Change *were* to *have been*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

- (1) After the Tea Act was passed, trouble were brewing in the colonies. (2) During this protest, colonists' dumped tea into Boston Harbor. (3) Samuel Adams and the Sons of Liberty helped organize resistance and spreaded ideas. (4) In response, great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. (5) Instead of ending the conflict, these actions brought the colonies closer together. (6) The colonists learned that there is strength in numbers. (7) Over time, many colonists wanted to remove British control.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *spreaded* to *spreads*
- ☐ (B) Change *spreaded* to *spread*
- ☐ (C) Change *spreaded* to *spreading*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

- (1) After the Tea Act was passed, trouble were brewing in the colonies. (2) During this protest, colonists' dumped tea into Boston Harbor. (3) Samuel Adams and the Sons of Liberty helped organize resistance and spreaded ideas. (4) In response, great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. (5) Instead of ending the conflict, these actions brought the colonies closer together. (6) The colonists learned that there is strength in numbers. (7) Over time, many colonists wanted to remove British control.

What change, if any, should be made in sentence 4?

- ☐ (A) Change *Britain* to *britain*
- ☐ (B) Change *Intolerable* to *intolerable*
- ☐ (C) Change *great* to *Great*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

- (1) After the Tea Act was passed, trouble were brewing in the colonies. (2) During this protest, colonists' dumped tea into Boston Harbor. (3) Samuel Adams and the Sons of Liberty helped organize resistance and spreaded ideas. (4) In response, great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. (5) Instead of ending the conflict, these actions brought the colonies closer together. (6) The colonists learned that there is strength in numbers. (7) Over time, many colonists wanted to remove British control.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *colonists'* to *colonist's*
- ☐ (B) Change *colonists'* to *colonists*
- ☐ (C) Insert a comma after *dumped*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Tension to Revolution

(1) Before the American Revolution, the thirteen colonies was part of Great Britain, a superpower at the time. (2) Many colonists considered themselves loyal to the king? (3) However, this begun to change after the French and Indian War. (4) Although great Britain gained land, it also gained significant debt. (5) To recover money, Parliament placed new taxes on the colonies. (6) One of these laws was the Stamp Act.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *American* to *american*
- ☐ (B) Change *was* to *were*
- ☐ (C) Change the period after *time* to a question mark
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *considered* to *considering*
- ☐ (B) Change *king* to *King*
- ☐ (C) Change the question mark after *king* to a period
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *French* to *french*
- ☐ (B) Change *begun* to *began*
- ☐ (C) Change the period after *War* to a question mark
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *Although*
- ☐ (B) Change the period after *debt* to a question mark
- ☐ (C) Change *great* to *Great*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Parliament* to *parliament*
- ☐ (B) Change *colonies* to *Colonies*
- ☐ (C) Change the period after *colonies* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

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

(3) “How do they know where to go?” Nyla asked.

(4) “They don’t need to be taught,” her guide explained. (5) “It’s an instinct.

(6) They is born with that behavior.”

(7) nyla watched closely.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *is* to *was*
- ☐ (B) Change *is* to *has*
- ☐ (C) Change *is* to *are*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

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

(3) “How do they know where to go?” Nyla asked.

(4) “They don’t need to be taught,” her guide explained. (5) “It’s an instinct.

(6) They is born with that behavior.”

(7) nyla watched closely.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *started* to *start*
- ☐ (B) Change *moving* to *moved*
- ☐ (C) Change *broke* to *broke*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

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

(3) “How do they know where to go?” Nyla asked.

(4) “They don’t need to be taught,” her guide explained. (5) “It’s an instinct.

(6) They is born with that behavior.”

(7) nyla watched closely.

What change, if any, should be made in sentence 7?

- ☐ (A) Change *watched* to *Watched*
- ☐ (B) Change *closely* to *Closely*
- ☐ (C) Change *nyla* to *Nyla*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

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

(3) “How do they know where to go?” Nyla asked.

(4) “They don’t need to be taught,” her guide explained. (5) “It’s an instinct.

(6) They is born with that behavior.”

(7) nyla watched closely.

What change, if any, should be made in sentence 3?

- ☐ (A) Change the question mark after *go* to a period
- ☐ (B) Insert a comma after *Nyla*
- ☐ (C) Change the period after *asked* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

(1) The turtles moved slowly but with determination? (2) Even though birds circled above and the sand were uneven, most continued toward the water.

(3) Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment.

(4) The guide smiled and said “Slow and steady wins the race.”

(5) Later that day, nyla visited a marine biology exhibit at an aquarium. (6) She stopped in front of a large tank where a group of orcas swam together in coordinated patterns.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change the question mark after *determination* to a period
- ☐ (B) Change *moved* to *moves*
- ☐ (C) Change *The* to *the*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *were* to *was*
- ☐ (B) Insert a comma after *birds*
- ☐ (C) Change *Even* to *even*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *smiled* to *smile*
- ☐ (B) Change *Slow* to *slow*
- ☐ (C) Insert a comma after *said*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *nyla* to *Nyla*
- ☐ (B) Insert a comma after *nyla*
- ☐ (C) Change *visited* to *visit*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *She* to *she*
- ☐ (B) Change *swimmed* to *swam*
- ☐ (C) Change *stopped* to *stop*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

- (1) The trainer smiled and said, “These orca are a whale of a team.”
- (2) nyla noticed how the orcas stayed close and moved as a team. (3) Their actions seemed planned and purposeful.
- (4) “So they has to learn how to survive?” Nyla asked.
- (5) “Yes” the trainer replied. (6) “Their success depends on learning and cooperation.”
- (7) Nyla thought about what she had seen.

What change, if any, should be made in sentence 4?

- ☐ (A) Change *has* to *have*
- ☐ (B) Change *has* to *is*
- ☐ (C) Change *has* to *was*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

- (1) The trainer smiled and said, “These orca are a whale of a team.”
- (2) nyla noticed how the orcas stayed close and moved as a team. (3) Their actions seemed planned and purposeful.
- (4) “So they has to learn how to survive?” Nyla asked.
- (5) “Yes” the trainer replied. (6) “Their success depends on learning and cooperation.”
- (7) Nyla thought about what she had seen.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *orca* to *orcas*
- ☐ (B) Change *team* to *teams*
- ☐ (C) Change *whale* to *whales*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

- (1) The trainer smiled and said, “These orca are a whale of a team.”
- (2) nyla noticed how the orcas stayed close and moved as a team. (3) Their actions seemed planned and purposeful.
- (4) “So they has to learn how to survive?” Nyla asked.
- (5) “Yes” the trainer replied. (6) “Their success depends on learning and cooperation.”
- (7) Nyla thought about what she had seen.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *orcas* to *Orcas*
- ☐ (B) Change *nyla* to *Nyla*
- ☐ (C) Change *team* to *Team*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

- (1) The trainer smiled and said, “These orca are a whale of a team.”
- (2) nyla noticed how the orcas stayed close and moved as a team. (3) Their actions seemed planned and purposeful.
- (4) “So they has to learn how to survive?” Nyla asked.
- (5) “Yes” the trainer replied. (6) “Their success depends on learning and cooperation.”
- (7) Nyla thought about what she had seen.

What change, if any, should be made in sentence 5?

- ☐ (A) Insert a comma after *Yes*
- ☐ (B) Insert a comma after *trainer*
- ☐ (C) Change the period after *replied* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Ocean Lesson

(1) nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. (2) One by one, they broke through their shells and started moving toward the ocean.

(3) “How do they know where to go.” Nyla asked.

(4) “They don’t need to be taught” her guide explained. (5) “It’s an instinct.

(6) They is born with that behavior.”

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *nyla* to *Nyla*
- ☐ (B) Change *turtles* to *turtle*
- ☐ (C) Change the period after *sand* to a question mark
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 5?

- ☐ (A) Change the period after *instinct* to a question mark
- ☐ (B) Change *It’s* to *it’s*
- ☐ (C) Change *instinct* to *instincts*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *Nyla* to *nyla*
- ☐ (B) Change the period after *go* to a question mark
- ☐ (C) Change *do* to *does*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 6?

- ☐ (A) Change *is* to *are*
- ☐ (B) Change *They* to *they*
- ☐ (C) Change *behavior* to *behaviors*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 4?

- ☐ (A) Change *They* to *they*
- ☐ (B) Insert a comma after *taught*
- ☐ (C) Change the period after *explained* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

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

(2) Spanish leaders wanted to expand their empire, spread the catholic religion, and protect their land from other countries. **(3)** To reach these goals, they built missions and presidios across the region.

(4) Missions were settlements led by Spanish priests called missionaries.

(5) Their main goal were to convert Native Americans to Catholicism. **(6)** At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. **(7)** Many Native Americans lived at the missions and were expected to follow Spanish custom's and rules.

What change, if any, should be made in sentence 5?

- ☐ **(A)** Change *were* to *was*
- ☐ **(B)** Change *were* to *are*
- ☐ **(C)** Change *were* to *have been*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

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

(2) Spanish leaders wanted to expand their empire, spread the catholic religion, and protect their land from other countries. **(3)** To reach these goals, they built missions and presidios across the region.

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What change, if any, should be made in sentence 1?

- ☐ **(A)** Change *began* to *begin*
- ☐ **(B)** Change *began* to *begun*
- ☐ **(C)** Change *began* to *begins*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

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

(2) Spanish leaders wanted to expand their empire, spread the catholic religion, and protect their land from other countries. **(3)** To reach these goals, they built missions and presidios across the region.

(4) Missions were settlements led by Spanish priests called missionaries.

(5) Their main goal were to convert Native Americans to Catholicism. **(6)** At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. **(7)** Many Native Americans lived at the missions and were expected to follow Spanish custom's and rules.

What change, if any, should be made in sentence 2?

- ☐ **(A)** Change *leaders* to *Leaders*
- ☐ **(B)** Change *empire* to *Empire*
- ☐ **(C)** Change *catholic* to *Catholic*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

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

(2) Spanish leaders wanted to expand their empire, spread the catholic religion, and protect their land from other countries. **(3)** To reach these goals, they built missions and presidios across the region.

(4) Missions were settlements led by Spanish priests called missionaries.

(5) Their main goal were to convert Native Americans to Catholicism. **(6)** At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. **(7)** Many Native Americans lived at the missions and were expected to follow Spanish custom's and rules.

What change, if any, should be made in sentence 7?

- ☐ **(A)** Change *missions* to *mission's*
- ☐ **(B)** Change *custom's* to *customs*
- ☐ **(C)** Change *rules* to *rule's*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

(1) The presidio's had to stand their ground when protecting nearby settlements. **(2)** spanish rule had lasting effects on Texas. **(3)** The Spanish language and catholic religion became part of daily life in the region. **(4)** Many place names and traditions in Texas today reflects this influence. **(5)** However, Spanish rule also led to conflict. **(6)** Native Americans lost land and freedom, which caused tension between groups.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *had* to *has*
- ☐ (B) Change *The* to *the*
- ☐ (C) Change *presidio's* to *presidios*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change the period after *Texas* to a question mark
- ☐ (B) Change *spanish* to *Spanish*
- ☐ (C) Change *had* to *have*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *became* to *becomes*
- ☐ (B) Change *catholic* to *Catholic*
- ☐ (C) Change the period after *region* to a question mark
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *Texas* to *texas*
- ☐ (B) Change *reflects* to *reflect*
- ☐ (C) Change the period after *influence* to a question mark
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change the period after *conflict* to a question mark
- ☐ (B) Change *Spanish* to *spanish*
- ☐ (C) Change *leaded* to *led*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

(1) The presidios had to stand their ground when protecting nearby settlements. **(2)** Spanish rule had lasting effects at Texas. **(3)** The Spanish language and catholic religion became part of daily life in the region. **(4)** Many place names and traditions in Texas today reflect this influence. **(5)** However, Spanish rule also led to conflict. **(6)** Native Americans lost land and freedom, which caused tension between groups?

What change, if any, should be made in sentence 4?

- ☐ (A) Change *reflect* to *reflects*
- ☐ (B) Change *reflect* to *is reflecting*
- ☐ (C) Change *reflect* to *was reflecting*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

(1) The presidios had to stand their ground when protecting nearby settlements. **(2)** Spanish rule had lasting effects at Texas. **(3)** The Spanish language and catholic religion became part of daily life in the region. **(4)** Many place names and traditions in Texas today reflect this influence. **(5)** However, Spanish rule also led to conflict. **(6)** Native Americans lost land and freedom, which caused tension between groups?

What change, if any, should be made in sentence 2?

- ☐ (A) Change *at* to *under*
- ☐ (B) Change *at* to *on*
- ☐ (C) Change *at* to *beside*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

(1) The presidios had to stand their ground when protecting nearby settlements. **(2)** Spanish rule had lasting effects at Texas. **(3)** The Spanish language and catholic religion became part of daily life in the region. **(4)** Many place names and traditions in Texas today reflect this influence. **(5)** However, Spanish rule also led to conflict. **(6)** Native Americans lost land and freedom, which caused tension between groups?

What change, if any, should be made in sentence 3?

- ☐ (A) Change *Spanish* to *spanish*
- ☐ (B) Change *The* to *the*
- ☐ (C) Change *catholic* to *Catholic*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

(1) The presidios had to stand their ground when protecting nearby settlements. **(2)** Spanish rule had lasting effects at Texas. **(3)** The Spanish language and catholic religion became part of daily life in the region. **(4)** Many place names and traditions in Texas today reflect this influence. **(5)** However, Spanish rule also led to conflict. **(6)** Native Americans lost land and freedom, which caused tension between groups?

What change, if any, should be made in sentence 6?

- ☐ **(A)** Change the question mark after *groups* to a period
- ☐ **(B)** Insert a comma after *lost*
- ☐ **(C)** Insert a comma after *which*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Spanish Rule in Early Texas

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

(2) Spanish leaders wanted to expand their empire spread the Catholic religion, and protect their land from other countries. (3) To reach these goals, they built missions and presidios across the region?

(4) Missions were settlements led by spanish priests called missionaries.

(5) Their main goal were to convert Native Americans to Catholicism. (6) At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. (7) Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *on* to *in*
- ☐ (B) Change *began* to *begin*
- ☐ (C) Change the period after *Texas* to a question mark
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *Spanish* to *spanish*
- ☐ (B) Insert a comma after *empire*
- ☐ (C) Change *wanted* to *wants*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *across* to *under*
- ☐ (B) Change the question mark after *region* to a period
- ☐ (C) Change *built* to *builds*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change *spanish* to *Spanish*
- ☐ (C) Change *by* to *on*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change *Their* to *their*
- ☐ (C) Insert a comma after *goal*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. **(2)** The year before had been very difficult. **(3)** The Pilgrims was not used to the cold climate or the new land. **(4)** Many did not have enough food, and some became sick during the long winter.

(5) Things began to improve when Native Americans from the wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food on the area. **(7)** He also understood the geography of the area and showed them how to use the land in ways that worked best.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *was* to *were*
- ☐ (B) Change *was* to *is*
- ☐ (C) Change *was* to *has*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. **(2)** The year before had been very difficult. **(3)** The Pilgrims was not used to the cold climate or the new land. **(4)** Many did not have enough food, and some became sick during the long winter.

(5) Things began to improve when Native Americans from the wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food on the area. **(7)** He also understood the geography of the area and showed them how to use the land in ways that worked best.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *on* to *under*
- ☐ (B) Change *on* to *in*
- ☐ (C) Change *on* to *at*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. **(2)** The year before had been very difficult. **(3)** The Pilgrims was not used to the cold climate or the new land. **(4)** Many did not have enough food, and some became sick during the long winter.

(5) Things began to improve when Native Americans from the wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food on the area. **(7)** He also understood the geography of the area and showed them how to use the land in ways that worked best.

What change, if any, should be made in sentence 5?

- ☐ (A) Change *Native* to *native*
- ☐ (B) Change *Americans* to *americans*
- ☐ (C) Change *wampanoag* to *Wampanoag*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. **(2)** The year before had been very difficult. **(3)** The Pilgrims was not used to the cold climate or the new land. **(4)** Many did not have enough food, and some became sick during the long winter.

(5) Things began to improve when Native Americans from the wampanoag tribe helped them. **(6)** A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food on the area. **(7)** He also understood the geography of the area and showed them how to use the land in ways that worked best.

What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *Many*
- ☐ (B) Insert a comma after *and*
- ☐ (C) Change the period after *winter* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

(1) Under this help, the Pilgrims were able to grow enough food for a productive harvest.

(2) After gathering their crops, the Pilgrims decided to celebrate. **(3)** During the celebration, Massasoit and about 90 wampanoag men joined them. **(4)** The gathering lasted for several days? **(5)** People shared food played games, and spent time together. **(6)** It were a way to give thanks for the harvest and the help they had received.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *Pilgrims* to *pilgrims*
- ☐ (B) Delete the comma after *help*
- ☐ (C) Change *Under* to *With*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Change *joined* to *joins*
- ☐ (B) Delete the comma after *celebration*
- ☐ (C) Change *wampanoag* to *Wampanoag*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *The* to *the*
- ☐ (B) Change *for* to *at*
- ☐ (C) Change the question mark after *days* to a period
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *shared* to *shares*
- ☐ (B) Insert a comma after *food*
- ☐ (C) Change *People* to *people*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *were* to *was*
- ☐ (B) Insert a comma after *thanks*
- ☐ (C) Change *harvest* to *Harvest*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

- (1) The Pilgrims learned that many hands makes light work.
- (2) The foods at the celebration were different from what many people eat today.
- (3) They likely ate deer fish, corn, and other local foods. (4) It was not a large feast like modern thanksgiving meals, but it was an important event. (5) Since corn was part of the meal, someone might say the celebration was a-maize-ing.
- (6) Today, many people celebrate Thanksgiving by sharing a meal with family and friends. (7) The holiday is often connected to this early gathering and the idea of giving thanks.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *makes* to *is*
- ☐ (B) Change *makes* to *was*
- ☐ (C) Change *makes* to *make*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

- (1) The Pilgrims learned that many hands makes light work.
- (2) The foods at the celebration were different from what many people eat today.
- (3) They likely ate deer fish, corn, and other local foods. (4) It was not a large feast like modern thanksgiving meals, but it was an important event. (5) Since corn was part of the meal, someone might say the celebration was a-maize-ing.
- (6) Today, many people celebrate Thanksgiving by sharing a meal with family and friends. (7) The holiday is often connected to this early gathering and the idea of giving thanks.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *at* to *on*
- ☐ (B) Change *at* to *under*
- ☐ (C) Change *at* to *between*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

- (1) The Pilgrims learned that many hands makes light work.
- (2) The foods at the celebration were different from what many people eat today.
- (3) They likely ate deer fish, corn, and other local foods. (4) It was not a large feast like modern thanksgiving meals, but it was an important event. (5) Since corn was part of the meal, someone might say the celebration was a-maize-ing.
- (6) Today, many people celebrate Thanksgiving by sharing a meal with family and friends. (7) The holiday is often connected to this early gathering and the idea of giving thanks.

What change, if any, should be made in sentence 4?

- ☐ (A) Change *modern* to *Modern*
- ☐ (B) Change *event* to *Event*
- ☐ (C) Change *thanksgiving* to *Thanksgiving*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

- (1) The Pilgrims learned that many hands makes light work.
- (2) The foods at the celebration were different from what many people eat today.
- (3) They likely ate deer fish, corn, and other local foods. (4) It was not a large feast like modern thanksgiving meals, but it was an important event. (5) Since corn was part of the meal, someone might say the celebration was a-maize-ing.
- (6) Today, many people celebrate Thanksgiving by sharing a meal with family and friends. (7) The holiday is often connected to this early gathering and the idea of giving thanks.

What change, if any, should be made in sentence 3?

- ☐ (A) Insert a comma after *likely*
- ☐ (B) Insert a comma after *ate*
- ☐ (C) Insert a comma after *deer*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Harvest to Remember

(1) In 1621, a group of English settlers called Pilgrims held a celebration in plymouth, in present-day Massachusetts. (2) The year before had been very difficult? (3) The Pilgrims were not used at the cold climate or the new land. (4) Many does not have enough food, and some became sick during the long winter.

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

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *in plymouth* to *on plymouth*
- ☐ (B) Change *plymouth* to *Plymouth*
- ☐ (C) Insert a comma after *celebration*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *had* to *have*
- ☐ (B) Change the question mark after *difficult* to a period
- ☐ (C) Change *The* to *the*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *at* to *to*
- ☐ (B) Change *were* to *was*
- ☐ (C) Insert a comma after *Pilgrims*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Delete the comma after *food*
- ☐ (B) Change *winter* to *Winter*
- ☐ (C) Change *does* to *did*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Native* to *native*
- ☐ (B) Change *helps* to *helped*
- ☐ (C) Insert a comma after *improve*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) Long ago, when a nation was new,
- (2) Leaders asked, “What should we do.”
- (3) They wrote down rights to make things fair,
- (4) So people’s freedoms would be there.
- (5) The first says you can speak your mind,
- (6) Practice religion on any kind,
- (7) Write your thoughts and gather too,
- (8) And transmit ideas as others does.

What change, if any, should be made in line 8?

- ☐ (A) Change *does* to *do*
- ☐ (B) Change *does* to *is*
- ☐ (C) Change *does* to *was*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) Long ago, when a nation was new,
- (2) Leaders asked, “What should we do.”
- (3) They wrote down rights to make things fair,
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- (6) Practice religion on any kind,
- (7) Write your thoughts and gather too,
- (8) And transmit ideas as others does.

What change, if any, should be made in line 6?

- ☐ (A) Change *on* to *of*
- ☐ (B) Change *on* to *for*
- ☐ (C) Change *on* to *with*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) Long ago, when a nation was new,
- (2) Leaders asked, “What should we do.”
- (3) They wrote down rights to make things fair,
- (4) So people’s freedoms would be there.
- (5) The first says you can speak your mind,
- (6) Practice religion on any kind,
- (7) Write your thoughts and gather too,
- (8) And transmit ideas as others does.

What change, if any, should be made in line 5?

- ☐ (A) Change *The* to *the*
- ☐ (B) Change *says* to *Says*
- ☐ (C) Change *first* to *First*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) Long ago, when a nation was new,
- (2) Leaders asked, “What should we do.”
- (3) They wrote down rights to make things fair,
- (4) So people’s freedoms would be there.
- (5) The first says you can speak your mind,
- (6) Practice religion on any kind,
- (7) Write your thoughts and gather too,
- (8) And transmit ideas as others does.

What change, if any, should be made in line 2?

- ☐ (A) Insert a comma after *Leaders*
- ☐ (B) Delete the comma after *asked*
- ☐ (C) Change the period after *do* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) The Second say you have a right
- (2) To keep and bear arms, day or night,
- (3) The Third says soldiers cannot stay,
- (4) Into your home without your say.
- (5) The Fourth is protective of things and space,
- (6) No searches happens without a case,
- (7) The fifth says courts must treat you fair,
- (8) And follow laws with proper care.

1 What change, if any, should be made in line 1?

- ☐ (A) Insert a comma after *Second*
- ☐ (B) Change *The* to *the*
- ☐ (C) Change *say* to *says*
- ☐ (D) Make no change

2 What change, if any, should be made in line 4?

- ☐ (A) Change *home* to *Home*
- ☐ (B) Change the period after *say* to a question mark
- ☐ (C) Change *Into* to *Inside*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in line 6?

- ☐ (A) Change *No* to *no*
- ☐ (B) Insert a comma after *searches*
- ☐ (C) Change *happens* to *happen*
- ☐ (D) Make no change

4 What change, if any, should be made in line 5?

- ☐ (A) Change *The* to *the*
- ☐ (B) Change *is* to *are*
- ☐ (C) Insert a comma after *Fourth*
- ☐ (D) Make no change

5 What change, if any, should be made in line 7?

- ☐ (A) Change *says* to *say*
- ☐ (B) Change *fifth* to *Fifth*
- ☐ (C) Insert a comma after *fifth*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) The Sixth gives you a trial thats fair,
- (2) With a jury there to listen and care,
- (3) The Seventh keeps your right to sue,
- (4) In certain cases brought to Court too.
- (5) The Eighth says punishments must be fair,
- (6) Not too harsh or hard to bear,
- (7) The Ninth reminds us rights still exist,
- (8) Even ones not under the list.

What change, if any, should be made in line 7?

- ☐ (A) Change *exist* to *exists*
- ☐ (B) Change *exist* to *has*
- ☐ (C) Change *exist* to *was*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) The Sixth gives you a trial thats fair,
- (2) With a jury there to listen and care,
- (3) The Seventh keeps your right to sue,
- (4) In certain cases brought to Court too.
- (5) The Eighth says punishments must be fair,
- (6) Not too harsh or hard to bear,
- (7) The Ninth reminds us rights still exist,
- (8) Even ones not under the list.

What change, if any, should be made in line 8?

- ☐ (A) Change *under* to *on*
- ☐ (B) Change *under* to *by*
- ☐ (C) Change *under* to *at*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) The Sixth gives you a trial thats fair,
- (2) With a jury there to listen and care,
- (3) The Seventh keeps your right to sue,
- (4) In certain cases brought to Court too.
- (5) The Eighth says punishments must be fair,
- (6) Not too harsh or hard to bear,
- (7) The Ninth reminds us rights still exist,
- (8) Even ones not under the list.

What change, if any, should be made in line 4?

- ☐ (A) Change *In* to *in*
- ☐ (B) Change *Court* to *court*
- ☐ (C) Change *cases* to *Cases*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) The Sixth gives you a trial thats fair,
- (2) With a jury there to listen and care,
- (3) The Seventh keeps your right to sue,
- (4) In certain cases brought to Court too.
- (5) The Eighth says punishments must be fair,
- (6) Not too harsh or hard to bear,
- (7) The Ninth reminds us rights still exist,
- (8) Even ones not under the list.

What change, if any, should be made in line 1?

- ☐ (A) Insert a comma after *trial*
- ☐ (B) Change *thats* to *that's*
- ☐ (C) Delete the comma after *fair*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Our Rights, Our Voices

- (1) Long ago, when a nation were new,
- (2) Leaders asked, “What should we do.”
- (3) They wrote down rights for make things fair,
- (4) So peoples freedoms would be there.
- (5) The First say you can speak your mind,
- (6) Practice religion of any kind,
- (7) Write your thoughts and gather too,
- (8) And transmit ideas as others do.

1 What change, if any, should be made in line 1?

- ☐ (A) Change *Long* to *long*
- ☐ (B) Change *were* to *was*
- ☐ (C) Insert a comma after *when*
- ☐ (D) Make no change

2 What change, if any, should be made in line 2?

- ☐ (A) Change *What* to *what*
- ☐ (B) Change *asked* to *asks*
- ☐ (C) Change the period after *do* to a question mark
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in line 3?

- ☐ (A) Change *They* to *they*
- ☐ (B) Change *for* to *to*
- ☐ (C) Delete the comma after *fair*
- ☐ (D) Make no change

4 What change, if any, should be made in line 4?

- ☐ (A) Change *So* to *so*
- ☐ (B) Change the period after *there* to a question mark
- ☐ (C) Change *peoples* to *people's*
- ☐ (D) Make no change

5 What change, if any, should be made in line 5?

- ☐ (A) Delete the comma after *mind*
- ☐ (B) Change *say* to *says*
- ☐ (C) Change *First* to *first*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Thomas sweep outside a small shop. **(2)** Mr. harris stands nearby, looking over papers.)

(3) NARRATOR: On the colonies, most laws were made far away in Great Britain. **(4)** Over time, some colonists began to question this.

(5) THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

(6) MR. HARRIS: (sighs) Because the king and Parliament make the rules.

(7) That's how it has always been.

What change, if any, should be made in sentence 1?

- ☐ **(A)** Change *sweep* to *are sweeping*
- ☐ **(B)** Change *sweep* to *sweeps*
- ☐ **(C)** Change *sweep* to *have swept*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Thomas sweep outside a small shop. (2) Mr. harris stands nearby, looking over papers.)

(3) NARRATOR: On the colonies, most laws were made far away in Great Britain. (4) Over time, some colonists began to question this.

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(6) MR. HARRIS: (sighs) Because the king and Parliament make the rules.

(7) That's how it has always been.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *On* to *At*
- ☐ (B) Change *On* to *Under*
- ☐ (C) Change *On* to *In*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Thomas sweep outside a small shop. (2) Mr. harris stands nearby, looking over papers.)

(3) NARRATOR: On the colonies, most laws were made far away in Great Britain. (4) Over time, some colonists began to question this.

(5) THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

(6) MR. HARRIS: (sighs) Because the king and Parliament make the rules.

(7) That's how it has always been.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *Mr.* to *mr.*
- ☐ (B) Change *stands* to *Stands*
- ☐ (C) Change *harris* to *Harris*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Thomas sweep outside a small shop. (2) Mr. harris stands nearby, looking over papers.)

(3) NARRATOR: On the colonies, most laws were made far away in Great Britain. (4) Over time, some colonists began to question this.

(5) THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

(6) MR. HARRIS: (sighs) Because the king and Parliament make the rules.

(7) That's how it has always been.

What change, if any, should be made in sentence 5?

- ☐ (A) Change *don't* to *dont*
- ☐ (B) Change *Harris* to *Harris'*
- ☐ (C) Change *THOMAS* to *THOMAS'*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Thomas stop sweeping and leans on the broom. (2) Mr. Harris looks thoughtful.)

(3) NARRATOR: As more laws were passed colonists began to think differently.

(4) MR. HARRIS: I've been hearing about virginia. (5) They has a group of representatives who help make decisions.

(6) THOMAS: (interested) So people there has a voice?

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *stop* to *stops*
- ☐ (B) Change *on* to *of*
- ☐ (C) Change *Thomas* to *thomas*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Insert a comma after *passed*
- ☐ (B) Change *were* to *was*
- ☐ (C) Change *colonists* to *Colonists*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *about* to *under*
- ☐ (B) Change the period after *virginia* to a question mark
- ☐ (C) Change *virginia* to *Virginia*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *They* to *they*
- ☐ (B) Change *of* to *under*
- ☐ (C) Change *has* to *have*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *people* to *People*
- ☐ (B) Change the question mark after *voice* to a period
- ☐ (C) Change *has* to *have*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Both stand facing each other, more serious now.)

(2) NARRATOR: Slowly, ideas about self-government began to grow.

(3) MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

(4) THOMAS: (nodding) I didn't understand before, but now I do. (5) People want to be heard.

(6) mr. harris: And once people start thinking that way, it's hard to go back.

(7) NARRATOR: These ideas continued to spread and helped shape the future of the colonies.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *live* to *lives*
- ☐ (B) Change *follow* to *follows*
- ☐ (C) Change *have* to *has*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

- (1) (Both stand facing each other, more seriouser now.)
- (2) NARRATOR: Slowly, ideas about self-government began to grow.
- (3) MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.
- (4) THOMAS: (nodding) I didnt understand before, but now I do. (5) People want to be heard.
- (6) mr. harris: And once people start thinking that way, it's hard to go back.
- (7) NARRATOR: These ideas continued to spread and helped shape the future of the colonies.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *seriouser* to *serious*
- ☐ (B) Change *seriouser* to *seriousest*
- ☐ (C) Change *seriouser* to *most serious*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Both stand facing each other, more serious now.)

(2) NARRATOR: Slowly, ideas about self-government began to grow.

(3) MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

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(6) mr. harris: And once people start thinking that way, it's hard to go back.

(7) NARRATOR: These ideas continued to spread and helped shape the future of the colonies.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *mr. harris* to *Mr. harris*
- ☐ (B) Change *mr. harris* to *MR. HARRIS*
- ☐ (C) Change *mr. harris* to *mr. Harris*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Both stand facing each other, more serious now.)

(2) NARRATOR: Slowly, ideas about self-government began to grow.

(3) MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

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(6) mr. harris: And once people start thinking that way, it's hard to go back.

(7) NARRATOR: These ideas continued to spread and helped shape the future of the colonies.

What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *didnt*
- ☐ (B) Change *didnt* to *didn't*
- ☐ (C) Change the period after *do* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice of Their Own

(1) (Thomas sweep outside a small shop. (2) Mr. Harris stands nearby, looking over papers.)

(3) NARRATOR: In the colonies, most laws were made far away in Great Britain? (4) Over time, some colonists began to question this?

(5) THOMAS: (curious) Mr. Harris, why does we follow laws from people who don't live here?

(6) MR. HARRIS: (sighs) Because the king and parliament make the rules.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *sweep* to *sweeps*
- ☐ (B) Change the period after *shop* to a question mark
- ☐ (C) Change *shop* to *Shop*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Change the question mark after *Britain* to a period
- ☐ (B) Change *were* to *was*
- ☐ (C) Change *Great Britain* to *great Britain*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *began* to *begins*
- ☐ (B) Change the question mark after *this* to a period
- ☐ (C) Change *Over* to *over*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change the question mark after *here* to a period
- ☐ (B) Change *does* to *do*
- ☐ (C) Change *THOMAS* to *thomas*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *make* to *makes*
- ☐ (B) Change the period after *rules* to a question mark
- ☐ (C) Change *parliament* to *Parliament*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

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

(5) After two weeks, Kendrix noticed that the plants appeared weak. (6) Their leaves were pale instead of a healthy green and several stems were beginning to droop. (7) Thinking she understood the problem, Kendrix suggested that the plants needed more water.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change *were* to *are*
- ☐ (C) Change *were* to *have*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

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

(5) After two weeks, Kendrix noticed that the plants appeared weak. (6) Their leaves were pale instead of a healthy green and several stems were beginning to droop. (7) Thinking she understood the problem, Kendrix suggested that the plants needed more water.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *in* to *on*
- ☐ (B) Change *in* to *under*
- ☐ (C) Change *in* to *at*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

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

(5) After two weeks, Kendrix noticed that the plants appeared weak. (6) Their leaves were pale instead of a healthy green and several stems were beginning to droop. (7) Thinking she understood the problem, Kendrix suggested that the plants needed more water.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *grandmother's* to *Grandmother's*
- ☐ (B) Change *kendrix* to *Kendrix*
- ☐ (C) Change *garden* to *Garden*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

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

(5) After two weeks, Kendrix noticed that the plants appeared weak. (6) Their leaves were pale instead of a healthy green and several stems were beginning to droop. (7) Thinking she understood the problem, Kendrix suggested that the plants needed more water.

What change, if any, should be made in sentence 6?

- ☐ (A) Insert a comma after *and*
- ☐ (B) Insert a comma after *green*
- ☐ (C) Change the period after *droop* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

- (1) The following day, she watered each plant much more than usual?
- (2) Instead of improving, the garden's condition worsened. (3) The soil became overly wet and muddy and many of the leaves started to turn yellow. (4) kendrix felt puzzled and slightly frustrated. (5) She had believed that adding more water would help the plants grow stronger?
- (6) Her grandmother examined the soil and explained that while water are necessary for plant growth, too much water can prevent roots from getting enough air.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *The* to *the*
- ☐ (B) Insert a comma after *day*
- ☐ (C) Change the question mark after *usual* to a period
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Change *The* to *the*
- ☐ (B) Insert a comma after *muddy*
- ☐ (C) Insert a comma after *wet*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change the period after *frustrated* to a question mark
- ☐ (B) Insert a comma after *puzzled*
- ☐ (C) Change *kendrix* to *Kendrix*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *She* to *she*
- ☐ (B) Change the question mark after *stronger* to a period
- ☐ (C) Insert a comma after *believed*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *Her* to *her*
- ☐ (B) Change *are* to *is*
- ☐ (C) Change *for* to *from*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

- (1) Without proper air, the roots cannot function effectively.
- (2) Kendrix realized that her actions had changed the condition of the soil which affected the plants' health. (3) Together, they adjusts their approach by watering less frequently and allowing the soil to dry out between watering. (4) They also ensured the plants received enough sunlight.
- (5) Within several days, the plants begun to recover. (6) Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *adjusts* to *is adjusting*
- ☐ (B) Change *adjusts* to *was adjusting*
- ☐ (C) Change *adjusts* to *adjusted*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

- (1) Without proper air, the roots cannot function effectively.
- (2) Kendrix realized that her actions had changed the condition of the soil which affected the plants' health. (3) Together, they adjust their approach by watering less frequently and allowing the soil to dry out between watering. (4) They also ensured the plants received enough sunlight.
- (5) Within several days, the plants began to recover. (6) Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

What change, if any, should be made in sentence 5?

- ☐ (A) Change *began* to *begins*
- ☐ (B) Change *began* to *beginning*
- ☐ (C) Change *began* to *began*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

- (1) Without proper air, the roots cannot function effectively.
- (2) Kendrix realized that her actions had changed the condition of the soil which affected the plants' health. (3) Together, they adjust their approach by watering less frequently and allowing the soil to dry out between watering. (4) They also ensured the plants received enough sunlight.
- (5) Within several days, the plants began to recover. (6) Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *Kendrix* to *kendrix*
- ☐ (B) Change *garden* to *Garden*
- ☐ (C) Change *soil* to *Soil*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

- (1) Without proper air, the roots cannot function effectively.
- (2) Kendrix realized that her actions had changed the condition of the soil which affected the plants' health. (3) Together, they adjust their approach by watering less frequently and allowing the soil to dry out between watering. (4) They also ensured the plants received enough sunlight.
- (5) Within several days, the plants began to recover. (6) Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

What change, if any, should be made in sentence 2?

- ☐ (A) Insert a comma after *soil*
- ☐ (B) Insert a comma after *condition*
- ☐ (C) Change the period after *health* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

The Garden That Wouldn't Grow

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

(5) After two weeks, kendrix noticed that the plants appeared weak. (6) Their leaves were pale instead of a healthy green, and several stems were beginning to droop.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *kendrix* to *Kendrix*
- ☐ (B) Change *enjoyed* to *enjoy*
- ☐ (C) Insert a comma after *kendrix*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *planted* to *plants*
- ☐ (B) Change *spring* to *Spring*
- ☐ (C) Insert a comma after *tomatoes*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change the period after *year* to a question mark
- ☐ (C) Change *It* to *it*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *However* to *however*
- ☐ (B) Change *grew* to *grow*
- ☐ (C) Change the period after *expected* to a question mark
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *noticed* to *notice*
- ☐ (B) Change the period after *weak* to a question mark
- ☐ (C) Change *kendrix* to *Kendrix*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

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

(4) This document did more than announce freedom from Great Britain. **(5)** It explained the ideas the new nation would be built on. **(6)** One of its most important claims were that “all men are created equal.” **(7)** It also stated that people are born with certain unalienable rights, including life, liberty, but the pursuit of happiness.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change *were* to *are*
- ☐ (C) Change *were* to *have been*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

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

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What change, if any, should be made in sentence 7?

- ☐ **(A)** Change *but* to *because*
- ☐ **(B)** Change *but* to *and*
- ☐ **(C)** Change *but* to *although*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

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

(4) This document did more than announce freedom from Great Britain. **(5)** It explained the ideas the new nation would be built on. **(6)** One of its most important claims were that “all men are created equal.” **(7)** It also stated that people are born with certain unalienable rights, including life, liberty, but the pursuit of happiness.

What change, if any, should be made in sentence 3?

- ☐ **(A)** Change *Declaration* to *declaration*
- ☐ **(B)** Change *July* to *july*
- ☐ **(C)** Change *independence* to *Independence*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

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

(4) This document did more than announce freedom from Great Britain. **(5)** It explained the ideas the new nation would be built on. **(6)** One of its most important claims were that “all men are created equal.” **(7)** It also stated that people are born with certain unalienable rights, including life, liberty, but the pursuit of happiness.

What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *document*
- ☐ (B) Insert a comma after *more*
- ☐ (C) Change the period after *Britain* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

(1) These rights was considered natural, meaning they could not be taken away by a government.

(2) Not everyone in the colonies believed these ideas was being fully applied.

(3) Abigail Adams, the wife of John adams, wrote a letter urging leaders to “Remember the Ladies.” (4) She argued that women should also have greater rights but protections. (5) Her words showed that even at the nations beginning, people were already questioning who was included in the promise of equality.

(6) Even as the ink dried on the document, those questions did not disappear.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change the period after *government* to a question mark
- ☐ (B) Change *was* to *were*
- ☐ (C) Change *These* to *these*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *was* to *were*
- ☐ (B) Change *Not* to *not*
- ☐ (C) Change the period after *applied* to a question mark
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *Adams*, to *Adams*.
- ☐ (B) Change *adams* to *Adams*
- ☐ (C) Change *Abigail* to *abigail*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Insert a comma after *rights*
- ☐ (B) Change *She* to *she*
- ☐ (C) Change *but* to *and*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *were* to *was*
- ☐ (B) Change *nations* to *nation's*
- ☐ (C) Change *Her* to *her*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

(1) These rights were considered natural, meaning they could not be taken away by a government.

(2) Not everyone in the colonies believed these ideas *was* being fully applied.

(3) Abigail Adams, the wife of John Adams, wrote a letter urging leaders to “Remember the Ladies.” **(4)** She argued that women should also have greater rights and protections. **(5)** Her words showed that even at the nation’s beginning, people were already questioning who was included in the promise of equality.

(6) Even as the ink dried on the document, those questions *done not* disappear.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *was* to *is*
- ☐ (B) Change *was* to *has*
- ☐ (C) Change *was* to *were*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

(1) These rights were considered natural, meaning they could not be taken away by a government.

(2) Not everyone in the colonies believed these ideas was being fully applied.

(3) Abigail Adams, the wife of John Adams, wrote a letter urging leaders to “Remember the Ladies.” **(4)** She argued that women should also have greater rights and protections. **(5)** Her words showed that even at the nations beginning, people were already questioning who was included in the promise of equality.

(6) Even as the ink dried on the document, those questions done not disappear.

What change, if any, should be made in sentence 6?

- ☐ **(A)** Change *done* to *does*
- ☐ **(B)** Change *done* to *doing*
- ☐ **(C)** Change *done* to *did*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

(1) These rights were considered natural, meaning they could not be taken away by a government.

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(3) Abigail Adams, the wife of John Adams, wrote a letter urging leaders to “Remember the Ladies.” **(4)** She argued that women should also have greater rights and protections. **(5)** Her words showed that even at the nations beginning, people were already questioning who was included in the promise of equality.

(6) Even as the ink dried on the document, those questions done not disappear.

What change, if any, should be made in sentence 3?

- ☐ **(A)** Change *Abigail* to *abigail*
- ☐ **(B)** Change *John Adams* to *John adams*
- ☐ **(C)** Change *letter* to *Letter*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

(1) These rights were considered natural, meaning they could not be taken away by a government.

(2) Not everyone in the colonies believed these ideas was being fully applied.

(3) Abigail Adams, the wife of John Adams, wrote a letter urging leaders to “Remember the Ladies.” (4) She argued that women should also have greater rights and protections. (5) Her words showed that even at the nations beginning, people were already questioning who was included in the promise of equality.

(6) Even as the ink dried on the document, those questions done not disappear.

What change, if any, should be made in sentence 5?

- ☐ (A) Insert a comma after *showed*
- ☐ (B) Insert a comma after *people*
- ☐ (C) Change *nations* to *nation’s*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Words That Changed a Nation

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

(4) This document done more than announce freedom from Great Britain. (5) It explained the ideas the new nation would be built on? (6) One of its most important claims was that “all men is created equal.” (7) It also stated that people are born with certain unalienable rights, including life liberty, and the pursuit of happiness.

1 What change, if any, should be made in sentence 3?

- ☐ (A) Change *approved* to *approves*
- ☐ (B) Insert a comma after *July*
- ☐ (C) Change *declaration* to *Declaration*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 4?

- ☐ (A) Change *Great* to *great*
- ☐ (B) Change the period after *Britain* to a question mark
- ☐ (C) Change *done* to *did*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 5?

- ☐ (A) Change *explained* to *explain*
- ☐ (B) Change the question mark after *on* to a period
- ☐ (C) Change *nation* to *Nation*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 6?

- ☐ (A) Change *is* to *are*
- ☐ (B) Change the period after *equal* to a question mark
- ☐ (C) Change *was* to *were*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 7?

- ☐ (A) Change *are* to *is*
- ☐ (B) Insert a comma after *life*
- ☐ (C) Change *rights* to *Rights*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

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

(3) Southern states wanted enslaved people counted as part of their population.

(4) If they were counted, those states would have more representatives and more power. **(5)** Northern states pushed back. **(6)** They argued that it wasn't fair to count people who were not free and could not vote.

(7) The debate went on for days.

What change, if any, should be made in sentence 4?

- ☐ **(A)** Change *were* to *was*
- ☐ **(B)** Change *were* to *is*
- ☐ **(C)** Change *were* to *am*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

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

(3) Southern states wanted enslaved people counted as part of their population.

(4) If they were counted, those states would have more representatives and more power. (5) Northern states pushed back. (6) They argued that it wasn't fair to count people who were not free and could not vote.

(7) The debate went on for days.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *issue* to *issues*
- ☐ (B) Change *thing* to *things*
- ☐ (C) Change *people* to *person*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

(1) In the summer of 1787, leaders met in philadelphia to fix the country's government. (2) At the Constitutional Convention, they argued about many thing, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

(3) Southern states wanted enslaved people counted as part of their population.

(4) If they were counted, those states would have more representatives and more power. (5) Northern states pushed back. (6) They argued that it wasnt fair to count people who were not free and could not vote.

(7) The debate went on for days.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *philadelphia* to *Philadelphia*
- ☐ (B) Change *summer* to *Summer*
- ☐ (C) Change *government* to *Government*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

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

(3) Southern states wanted enslaved people counted as part of their population.

(4) If they were counted, those states would have more representatives and more power. (5) Northern states pushed back. (6) They argued that it wasn't fair to count people who were not free and could not vote.

(7) The debate went on for days.

What change, if any, should be made in sentence 6?

- ☐ (A) Insert a comma after *argued*
- ☐ (B) Insert a comma after *fair*
- ☐ (C) Change *wasnt* to *wasn't*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

(1) Voices was raised, and some delegates worried the meeting might fall apart. (2) Finally, a compromises was suggested. (3) Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person? (4) This became known as the three-fifths compromise. (5) Some delegates agreed because, they wanted the convention to succeed. (6) Others were uncomfortable with the decision but felt there was no easy answer.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *Voices* to *voices*
- ☐ (B) Change *was* to *were*
- ☐ (C) Change *delegates* to *delegate*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *Finally* to *finally*
- ☐ (B) Change *compromises* to *compromise*
- ☐ (C) Change *was* to *were*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *each* to *Each*
- ☐ (B) Change *a person* to *a persons*
- ☐ (C) Change the question mark after *person* to a period
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change the period after *compromise* to a question mark
- ☐ (B) Change *compromise* to *compromises*
- ☐ (C) Change *three-fifths compromise* to *Three-Fifths Compromise*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Delete the comma after *because*
- ☐ (B) Change *delegates* to *delegate*
- ☐ (C) Change *Some* to *some*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

(1) The compromise helped the group move forward but it didn't solve the deeper problem.

(2) Even after the meeting ended, people continued to question the decision.

(3) Were it fair? (4) Should representation be based on total population, or only on those who had rights? (5) Different groups had different opinions, and those disagreements did not go away.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *Were* to *Are*
- ☐ (B) Change *Were* to *Was*
- ☐ (C) Change *Were* to *Have*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

(1) The compromise helped the group move forward but it didn't solve the deeper problem.

(2) Even after the meeting ended, people continued to question the decision.

(3) Were it fair? (4) Should representation be based on total population, or only on those who had rights? (5) Different groups had different opinions, and those disagreements did not goed away.

What change, if any, should be made in sentence 5?

- ☐ (A) Change *goed* to *went*
- ☐ (B) Change *goed* to *gone*
- ☐ (C) Change *goed* to *go*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

(1) The compromise helped the group move forward but it didn't solve the deeper problem.

(2) Even after the meeting ended, people continued to question the decision.

(3) Were it fair? (4) Should representation be based on total population, or only on those who had rights? (5) Different groups had different opinions, and those disagreements did not go away.

What change, if any, should be made in sentence 4?

- ☐ (A) Change *representation* to *Representation*
- ☐ (B) Change *population* to *Population*
- ☐ (C) Change *rights* to *Rights*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

(1) The compromise helped the group move forward but it didn't solve the deeper problem.

(2) Even after the meeting ended, people continued to question the decision.

(3) Were it fair? (4) Should representation be based on total population, or only on those who had rights? (5) Different groups had different opinions, and those disagreements did not go away.

What change, if any, should be made in sentence 1?

- ☐ (A) Insert a comma after *forward*
- ☐ (B) Insert a comma after *group*
- ☐ (C) Change the period after *problem* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Difficult Compromise

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

(3) Southern states wanted enslaved people counted as part of their population.

(4) If they were counted, those states would have more representatives and more power. (5) Northern states pushed back? (6) They argued that it wasn't fair to count people who were not free and could not vote.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *summer* to *Summer*
- ☐ (B) Change *met* to *met*
- ☐ (C) Change the period after *government* to a question mark
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change the question mark after *Congress* to a period
- ☐ (B) Change *argued* to *argues*
- ☐ (C) Change *Constitutional* to *constitutional*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *If* to *if*
- ☐ (B) Delete the comma after *counted*
- ☐ (C) Change *was* to *were*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *pushed* to *pushes*
- ☐ (B) Change the question mark after *back* to a period
- ☐ (C) Insert a comma after *states*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *argued* to *argues*
- ☐ (B) Change *wasnt* to *wasn't*
- ☐ (C) Change *They* to *they*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

(1) The year was 1880, and the streets of the city were darker than Zaylen expected. (2) She held tightly to her brother's hand as they walked toward a small building filled with light. (3) "That's where he work," her brother whispered.

(4) Inside, the room buzzed with activity. (5) Wires stretched across tables, and glass bulbs sat in rows. (6) In the center of it all stood thomas Edison, speaking quickly as he moved from one experiment to another.

(7) Zaylen watched as one of the man carefully adjusted a thin wire inside a glass bulb.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *work* to *are*
- ☐ (B) Change *work* to *works*
- ☐ (C) Change *work* to *were*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

(1) The year was 1880, and the streets of the city were darker than Zaylen expected. (2) She held tightly to her brother's hand as they walked toward a small building filled with light. (3) "That's where he work," her brother whispered.

(4) Inside, the room buzzed with activity. (5) Wires stretched across tables, and glass bulbs sat in rows. (6) In the center of it all stood thomas Edison, speaking quickly as he moved from one experiment to another.

(7) Zaylen watched as one of the man carefully adjusted a thin wire inside a glass bulb.

What change, if any, should be made in sentence 7?

- ☐ (A) Change *man* to *men*
- ☐ (B) Change *wire* to *wires*
- ☐ (C) Change *bulb* to *bulbs*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

(1) The year was 1880, and the streets of the city were darker than Zaylen expected. (2) She held tightly to her brother's hand as they walked toward a small building filled with light. (3) "That's where he work," her brother whispered.

(4) Inside, the room buzzed with activity. (5) Wires stretched across tables, and glass bulbs sat in rows. (6) In the center of it all stood thomas Edison, speaking quickly as he moved from one experiment to another.

(7) Zaylen watched as one of the man carefully adjusted a thin wire inside a glass bulb.

What change, if any, should be made in sentence 6?

- ☐ (A) Change *thomas* to *Thomas*
- ☐ (B) Change *center* to *Center*
- ☐ (C) Change *speaking* to *Speaking*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

(1) The year was 1880, and the streets of the city were darker than Zaylen expected. (2) She held tightly to her brother's hand as they walked toward a small building filled with light. (3) "That's where he work," her brother whispered.

(4) Inside, the room buzzed with activity. (5) Wires stretched across tables, and glass bulbs sat in rows. (6) In the center of it all stood thomas Edison, speaking quickly as he moved from one experiment to another.

(7) Zaylen watched as one of the man carefully adjusted a thin wire inside a glass bulb.

What change, if any, should be made in sentence 5?

- ☐ (A) Delete the comma after *tables*
- ☐ (B) Insert a comma after *Wires*
- ☐ (C) Change the period after *rows* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

(1) A moment later, it began to glow? (2) The room filled with a steady, warm lights. (3) zaylen gasped. (4) It were brighter than any candle she had ever seen. (5) Edison smiled as he looked around the room. (6) “We’re getting closer” he said.

1 What change, if any, should be made in sentence 2?

- ☐ (A) Change *steady* to *Steady*
- ☐ (B) Insert a comma after *warm*
- ☐ (C) Change *lights* to *light*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Insert a comma after *zaylen*
- ☐ (B) Change the period after *gasped* to a question mark
- ☐ (C) Change *zaylen* to *Zaylen*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *It* to *it*
- ☐ (B) Change *were* to *was*
- ☐ (C) Change the period after *seen* to a question mark
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 1?

- ☐ (A) Change *moment* to *Moment*
- ☐ (B) Change the question mark after *glow* to a period
- ☐ (C) Change *moment* to *moments*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *he* to *He*
- ☐ (B) Change the period after *said* to a question mark
- ☐ (C) Insert a comma after *closer*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

- (1) “People should have light that are safe and lasts longer.”
- (2) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (3) She imagined what it would be like to have a steady light that didn’t go out so easily.
- (4) Before leaving, Zaylen took one last look at the glowing bulbs. (5) Outside, the streets were still dim, but she knowed something was changing.
- (6) As she and her brother walked home she glanced back at the workshop, where the lights continued to shine late into the night.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *are* to *is*
- ☐ (B) Change *are* to *were*
- ☐ (C) Change *are* to *have*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

- (1) “People should have light that are safe and lasts longer.”
- (2) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (3) She imagined what it would be like to have a steady light that didn’t go out so easily.
- (4) Before leaving, Zaylen took one last look at the glowing bulbs. (5) Outside, the streets were still dim, but she knowed something was changing.
- (6) As she and her brother walked home she glanced back at the workshop, where the lights continued to shine late into the night.

What change, if any, should be made in sentence 5?

- ☐ (A) Change *knowed* to *know*
- ☐ (B) Change *knowed* to *knowing*
- ☐ (C) Change *knowed* to *knew*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

- (1) “People should have light that are safe and lasts longer.”
- (2) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (3) She imagined what it would be like to have a steady light that didn’t go out so easily.
- (4) Before leaving, Zaylen took one last look at the glowing bulbs. (5) Outside, the streets were still dim, but she knowed something was changing.
- (6) As she and her brother walked home she glanced back at the workshop, where the lights continued to shine late into the night.

What change, if any, should be made in sentence 4?

- ☐ (A) Change *Zaylen* to *zaylen*
- ☐ (B) Change *Before* to *before*
- ☐ (C) Change *bulbs* to *Bulbs*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

- (1) “People should have light that are safe and lasts longer.”
- (2) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (3) She imagined what it would be like to have a steady light that didn’t go out so easily.
- (4) Before leaving, Zaylen took one last look at the glowing bulbs. (5) Outside, the streets were still dim, but she knowed something was changing.
- (6) As she and her brother walked home she glanced back at the workshop, where the lights continued to shine late into the night.

What change, if any, should be made in sentence 6?

- ☐ (A) Insert a comma after *home*
- ☐ (B) Insert a comma after *brother*
- ☐ (C) Change the period after *night* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Visit to the Workshop

(1) The year was 1880 and the streets of the city were darker than Zaylen expected. (2) She hold tightly to her brother's hand as they walked toward a small building filled with light. (3) "That's where he works" her brother whispered.

(4) Inside, the room buzzed with activity. (5) Wires stretched across tables, and glass bulbs sits in rows. (6) In the center of it all stood Thomas edison, speaking quickly as he moved from one experiment to another.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *The* to *the*
- ☐ (B) Insert a comma after *1880*
- ☐ (C) Change *were* to *was*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *She* to *she*
- ☐ (B) Change *walked* to *walks*
- ☐ (C) Change *hold* to *held*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *brother* to *Brother*
- ☐ (B) Change *whispered* to *whisper*
- ☐ (C) Insert a comma after *works*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Wires* to *wires*
- ☐ (B) Change *sits* to *sat*
- ☐ (C) Delete the comma after *tables*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Change *Thomas* to *thomas*
- ☐ (B) Change *edison* to *Edison*
- ☐ (C) Change *stood* to *stand*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) In many communities across the united states, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions under rules and laws. **(3)** These actions can happen at the local, state, or national level, and they can affect how a community change over time.

(4) Some people believe it is important to take part in civic affairs. **(5)** They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** By voting or speaking up, people can have a say in those decisions. **(7)** For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *change* to *changes*
- ☐ (B) Change *change* to *are*
- ☐ (C) Change *change* to *were*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) In many communities across the united states, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions under rules and laws. **(3)** These actions can happen at the local, state, or national level, and they can affect how a community change over time.

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What change, if any, should be made in sentence 2?

- ☐ (A) Change *under* to *about*
- ☐ (B) Change *under* to *over*
- ☐ (C) Change *under* to *during*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) In many communities across the united states, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions under rules and laws. **(3)** These actions can happen at the local, state, or national level, and they can affect how a community change over time.

(4) Some people believe it is important to take part in civic affairs. **(5)** They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** By voting or speaking up, people can have a say in those decisions. **(7)** For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *united states* to *United States*
- ☐ (B) Change *united states* to *United states*
- ☐ (C) Change *united states* to *united States*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) In many communities across the united states, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions under rules and laws. **(3)** These actions can happen at the local, state, or national level, and they can affect how a community change over time.

(4) Some people believe it is important to take part in civic affairs. **(5)** They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** By voting or speaking up, people can have a say in those decisions. **(7)** For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

What change, if any, should be made in sentence 5?

- ☐ (A) Delete the comma after *schools*
- ☐ (B) Insert a comma after *leaders*
- ☐ (C) Change the period after *life* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) Others feel that taking part are not always necessary. (2) They may think one persons vote will not make much of a difference, especially in large elections.

(3) Some people are busy for work or family and choose not to get involved.

(4) Others may feel unsure because they does not have enough information about the issues.

(5) Even so, communities is shaped by the people who live in them. (6) Some voices are heard more often, but every action can still have an effect over time.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *Others* to *others*
- ☐ (B) Insert a comma after *Others*
- ☐ (C) Change *are* to *is*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *in* to *on*
- ☐ (B) Change *one* to *One*
- ☐ (C) Change *persons* to *person's*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *Some* to *some*
- ☐ (B) Insert a comma after *people*
- ☐ (C) Change *for* to *with*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *about* to *of*
- ☐ (B) Change *Others* to *others*
- ☐ (C) Change *does* to *do*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *is* to *are*
- ☐ (B) Change *by* to *with*
- ☐ (C) Change *Even* to *even*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) Others feel that taking part is not always necessary. **(2)** They may think one person's vote will not make much of a difference, especially in large Elections.

(3) Some people are busy with work or family and choose not to get involved?

(4) Others may feel unsure because they do not have enough information about the issues.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices is heard more often, but every action can still have an effect over time.

What change, if any, should be made in sentence 6?

- ☐ **(A)** Change *is* to *was*
- ☐ **(B)** Change *is* to *are*
- ☐ **(C)** Change *is* to *has*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) Others feel that taking part is not always necessary. **(2)** They may think one person's vote will not make much of a difference, especially in large Elections.

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(4) Others may feel unsure because they do not have enough information about the issues.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices is heard more often, but every action can still have an effect over time.

What change, if any, should be made in sentence 5?

- ☐ **(A)** Change *by* to *under*
- ☐ **(B)** Change *by* to *across*
- ☐ **(C)** Change *by* to *during*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) Others feel that taking part is not always necessary. **(2)** They may think one person's vote will not make much of a difference, especially in large Elections.

(3) Some people are busy with work or family and choose not to get involved?

(4) Others may feel unsure because they do not have enough information about the issues.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices is heard more often, but every action can still have an effect over time.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *They* to *they*
- ☐ (B) Change *Elections* to *elections*
- ☐ (C) Change *person's* to *Person's*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) Others feel that taking part is not always necessary. **(2)** They may think one person's vote will not make much of a difference, especially in large Elections.

(3) Some people are busy with work or family and choose not to get involved?

(4) Others may feel unsure because they do not have enough information about the issues.

(5) Even so, communities are shaped by the people who live in them. **(6)** Some voices is heard more often, but every action can still have an effect over time.

What change, if any, should be made in sentence 3?

- ☐ **(A)** Change the question mark after *involved* to a period
- ☐ **(B)** Insert a comma after *busy*
- ☐ **(C)** Insert a comma after *family*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

A Voice in the Community

(1) In many communities across the United States, people has chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions under rules and laws. **(3)** These actions can happen at the local state, or national level, and they can affect how a community changes over time.

(4) Some people believe it is important to take part in civic affairs. **(5)** They thinks decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** By voting or speaking up, people can have a say in those decisions. **(7)** For example, a local election might decide how money is used in schools, while a National election can shape laws for the whole country.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *United States* to *united States*
- ☐ (B) Change *In* to *On*
- ☐ (C) Change *has* to *have*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Delete the comma after *voting*
- ☐ (B) Change *This* to *this*
- ☐ (C) Change *under* to *about*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Insert a comma after *local*
- ☐ (B) Change *over* to *under*
- ☐ (C) Change *national* to *National*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 7?

- ☐ (A) Change the period after *country* to a question mark
- ☐ (B) Change *National* to *national*
- ☐ (C) Change *is* to *are*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *thinks* to *think*
- ☐ (B) Change *of* to *with*
- ☐ (C) Change *They* to *they*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. **(2)** Her family had traveled for weeks from Italy, hoping to build a new life in the United States. **(3)** The passengers hurried to the rail, pointing toward a giant statue rising above the water.

(4) "It's even bigger than I imagined," Rosa whispered.

(5) An older passenger smiled. **(6)** "That's the Statue of Liberty. **(7)** Many people see it before they ever step onto American soil."

What change, if any, should be made in sentence 7?

- ☐ (A) Change *see* to *sees*
- ☐ (B) Change *see* to *is seeing*
- ☐ (C) Change *see* to *was*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. **(2)** Her family had traveled for weeks from Italy, hoping to build a new lives in the United States. **(3)** The passengers hurried to the rail, pointing toward a giant statue rising above the water.

(4) "It's even bigger than I imagined," Rosa whispered.

(5) An older passenger smiled. **(6)** "That's the Statue of Liberty. **(7)** Many people see it before they ever step onto American soil."

What change, if any, should be made in sentence 2?

- ☐ (A) Change *lives* to *life*
- ☐ (B) Change *weeks* to *week*
- ☐ (C) Change *States* to *State*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New york Harbor. **(2)** Her family had traveled for weeks from Italy, hoping to build a new lives in the United States. **(3)** The passengers hurried to the rail, pointing toward a giant statue rising above the water.

(4) "Its even bigger than I imagined," Rosa whispered.

(5) An older passenger smiled. **(6)** "That's the Statue of Liberty. **(7)** Many people see it before they ever step onto American soil."

What change, if any, should be made in sentence 1?

- ☐ (A) Change *Harbor* to *HARBOR*
- ☐ (B) Change *New* to *NEW*
- ☐ (C) Change *york* to *York*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. **(2)** Her family had traveled for weeks from Italy, hoping to build a new life in the United States. **(3)** The passengers hurried to the rail, pointing toward a giant statue rising above the water.

(4) "It's even bigger than I imagined," Rosa whispered.

(5) An older passenger smiled. **(6)** "That's the Statue of Liberty. **(7)** Many people see it before they ever step onto American soil."

What change, if any, should be made in sentence 4?

- ☐ (A) Change *Its* to *It's*
- ☐ (B) Change *Its* to *Its'*
- ☐ (C) Insert a comma after *Rosa*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) As the ship moved closer, rosa noticed the statue's raised torch shining in the morning light. (2) Her father explained that the torch stood for hope and freedom? (3) The tablet in the statues arm reminded people of July 4, 1776, the day the United States declared its independence.

(4) At Ellis Island, Rosa watched families from many different country wait to be inspected before entering the nation. (5) Some looked excited? (6) Others looked nervous.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *morning* to *mornings*
- ☐ (B) Insert a comma after *statue's*
- ☐ (C) Change *rosa* to *Rosa*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Insert a comma after *father*
- ☐ (B) Change *freedom* to *Freedom*
- ☐ (C) Change the question mark after *freedom* to a period
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *people* to *person*
- ☐ (B) Change *July* to *july*
- ☐ (C) Change *statues* to *statue's*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *country* to *countries*
- ☐ (B) Insert a comma after *watched*
- ☐ (C) Change *nation* to *Nation*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Some* to *some*
- ☐ (B) Insert a comma after *looked*
- ☐ (C) Change the question mark after *excited* to a period
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) Even though they spoke different languages, many had smiled when they first caught sight of the statue.

(2) Years later, rosa often thought about that morning in the harbor. **(3)** The Statue of Liberty have not promised that life would be easy. **(4)** Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the idea's of freedom and democracy.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *have* to *had*
- ☐ (B) Change *have* to *are*
- ☐ (C) Change *have* to *were*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) Even though they spoke different languages, many had smiled when they first caught sight of the statue.

(2) Years later, rosa often thought about that morning in the harbor. **(3)** The Statue of Liberty have not promised that life would be easy. **(4)** Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the idea's of freedom and democracy.

What change, if any, should be made in sentence 1?

- ☐ (A) Change *catched* to *caught*
- ☐ (B) Change *catched* to *catches*
- ☐ (C) Change *catched* to *catching*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) Even though they spoke different languages, many had smiled when they first caught sight of the statue.

(2) Years later, *rosa* often thought about that morning in the harbor. **(3)** The Statue of Liberty have not promised that life would be easy. **(4)** Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the idea's of freedom and democracy.

What change, if any, should be made in sentence 2?

- ☐ (A) Change *rosa* to *Rosa*
- ☐ (B) Change *harbor* to *Harbor*
- ☐ (C) Change *morning* to *Morning*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) Even though they spoke different languages, many had smiled when they first caught sight of the statue.

(2) Years later, rosa often thought about that morning in the harbor. **(3)** The Statue of Liberty have not promised that life would be easy. **(4)** Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the idea's of freedom and democracy.

What change, if any, should be made in sentence 4?

- ☐ **(A)** Change the period after *democracy* to a question mark
- ☐ **(B)** Insert a comma after *democracy*
- ☐ **(C)** Change *idea's* to *ideas*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

A Gift that Welcomed Millions

(1) In the spring of 1907, twelve-year-old Rosa stand on the deck of a crowded steamship as it entered New York Harbor. (2) Her family had traveled for weeks from italy, hoping to build a new life in the United States. (3) The passengers hurried to the rail, pointing toward a giant statue rising above the water.

(4) "Its even bigger than I imagined," Rosa whispered.

(5) An older passenger smiled? (6) "That's the Statue of Liberty.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *stand* to *stood*
- ☐ (B) Change *Harbor* to *harbor*
- ☐ (C) Insert a comma after *deck*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *traveled* to *travel*
- ☐ (B) Change *italy* to *Italy*
- ☐ (C) Insert a comma after *had*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *hurried* to *hurries*
- ☐ (B) Change *water* to *Water*
- ☐ (C) Change the period after *water* to a question mark
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *whispered* to *whispering*
- ☐ (B) Change *Its* to *It's*
- ☐ (C) Change *Rosa* to *rosa*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change the question mark after *smiled* to a period
- ☐ (B) Change *smiled* to *smile*
- ☐ (C) Change *An* to *an*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) One voice speaks, another hears,
- (2) A question grows and conquers fears.
- (3) One person asks, “Is this things fair?”
- (4) Another stops to listen there.
- (5) A whisper travels down the street,
- (6) Then other voices rises to meet.
- (7) A Thought once spoken all alone
- (8) Can quickly find a stronger tone.

What change, if any, should be made in line 6?

- ☐ (A) Change *rises* to *is rising*
- ☐ (B) Change *rises* to *was rising*
- ☐ (C) Change *rises* to *rise*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) One voice speaks, another hears,
- (2) A question grows and conquers fears.
- (3) One person asks, “Is this things fair?”
- (4) Another stops to listen there.
- (5) A whisper travels down the street,
- (6) Then other voices rises to meet.
- (7) A Thought once spoken all alone
- (8) Can quickly find a stronger tone.

What change, if any, should be made in line 3?

- ☐ (A) Change *things* to *thing*
- ☐ (B) Change *person* to *people*
- ☐ (C) Change *person* to *persons*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) One voice speaks, another hears,
- (2) A question grows and conquers fears.
- (3) One person asks, “Is this things fair?”
- (4) Another stops to listen there.
- (5) A whisper travels down the street,
- (6) Then other voices rises to meet.
- (7) A Thought once spoken all alone
- (8) Can quickly find a stronger tone.

What change, if any, should be made in line 7?

- ☐ (A) Change *A* to *a*
- ☐ (B) Change *all* to *All*
- ☐ (C) Change *Thought* to *thought*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) One voice speaks, another hears,
- (2) A question grows and conquers fears.
- (3) One person asks, “Is this things fair?”
- (4) Another stops to listen there.
- (5) A whisper travels down the street,
- (6) Then other voices rises to meet.
- (7) A Thought once spoken all alone
- (8) Can quickly find a stronger tone.

What change, if any, should be made in line 2?

- ☐ (A) Insert a comma after *question*
- ☐ (B) Insert a comma after *grows*
- ☐ (C) Change the period after *fears* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) People can gather write, and speak,
- (2) To help protect the change they seeks.
- (3) They share their thoughts' and make them known,
- (4) So leaders hears more than their own.
- (5) A voices may start out soft and small,
- (6) Yet one brave question can reach all.
- (7) When people listen, learn, and say,
- (8) One voice can start a mighty wave.

1 What change, if any, should be made in line 1?

- ☐ (A) Insert a comma after *gather*
- ☐ (B) Change *People* to *people*
- ☐ (C) Insert a comma after *can*
- ☐ (D) Make no change

2 What change, if any, should be made in line 2?

- ☐ (A) Change *seeks* to *seek*
- ☐ (B) Change *To* to *to*
- ☐ (C) Change the period after *seeks* to a question mark
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in line 3?

- ☐ (A) Change *thoughts'* to *thoughts*
- ☐ (B) Change *share* to *shares*
- ☐ (C) Delete the comma after *known*
- ☐ (D) Make no change

4 What change, if any, should be made in line 4?

- ☐ (A) Change *So* to *so*
- ☐ (B) Change *leaders* to *leaders'*
- ☐ (C) Change *hears* to *hear*
- ☐ (D) Make no change

5 What change, if any, should be made in line 5?

- ☐ (A) Change *A* to *a*
- ☐ (B) Insert a comma after *voices*
- ☐ (C) Change *voices* to *voice*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) People can gather, write, and speak,
- (2) To help protect the change they seeks.
- (3) They share their thoughts and make them known,
- (4) So leaders hear more than their own.
- (5) A Voice may start out soft and small,
- (6) Yet one brave question can reach all.
- (7) When people listen learn, and say,
- (8) One voice can start a mighty wave.

What change, if any, should be made in line 2?

- ☐ (A) Change *seeks* to *seek*
- ☐ (B) Change *seeks* to *is seeking*
- ☐ (C) Change *seeks* to *has*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) People can gather, write, and speak,
- (2) To help protect the change they seeks.
- (3) They share their thoughts and make them known,
- (4) So leaders hear more than their own.
- (5) A Voice may start out soft and small,
- (6) Yet one brave question can reach all.
- (7) When people listen learn, and say,
- (8) One voice can start a mighty wave.

What change, if any, should be made in line 1?

- ☐ (A) Change *speak* to *spoke*
- ☐ (B) Change *speak* to *spoken*
- ☐ (C) Change *speak* to *speaking*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) People can gather, write, and speak,
- (2) To help protect the change they seeks.
- (3) They share their thoughts and make them known,
- (4) So leaders hear more than their own.
- (5) A Voice may start out soft and small,
- (6) Yet one brave question can reach all.
- (7) When people listen learn, and say,
- (8) One voice can start a mighty wave.

What change, if any, should be made in line 5?

- ☐ (A) Change *A* to *a*
- ☐ (B) Change *small* to *Small*
- ☐ (C) Change *Voice* to *voice*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) People can gather, write, and speak,
- (2) To help protect the change they seeks.
- (3) They share their thoughts and make them known,
- (4) So leaders hear more than their own.
- (5) A Voice may start out soft and small,
- (6) Yet one brave question can reach all.
- (7) When people listen learn, and say,
- (8) One voice can start a mighty wave.

What change, if any, should be made in line 7?

- ☐ (A) Insert a comma after *listen*
- ☐ (B) Insert a comma after *people*
- ☐ (C) Delete the comma after *learn*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

One Voice Can Start a Wave

- (1) One voice speak, another hears,
- (2) A question grow and conquers fears.
- (3) One person asks “Is this thing fair?”
- (4) Another stops to listen there.
- (5) A whisper travel down the street,
- (6) Then other voices rise to meet.
- (7) A thought once spoke all alone
- (8) Can quickly find a stronger tone.

1 What change, if any, should be made in line 1?

- ☐ (A) Change *speak* to *speaks*
- ☐ (B) Insert a comma after *voice*
- ☐ (C) Change *hears* to *heard*
- ☐ (D) Make no change

2 What change, if any, should be made in line 2?

- ☐ (A) Change *A* to *a*
- ☐ (B) Change *grow* to *grows*
- ☐ (C) Insert a comma after *grow*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in line 3?

- ☐ (A) Change *One* to *one*
- ☐ (B) Insert a comma after *asks*
- ☐ (C) Change *Is* to *Are*
- ☐ (D) Make no change

4 What change, if any, should be made in line 5?

- ☐ (A) Change *A* to *a*
- ☐ (B) Insert a comma after *whisper*
- ☐ (C) Change *travel* to *travels*
- ☐ (D) Make no change

5 What change, if any, should be made in line 7?

- ☐ (A) Change *A* to *a*
- ☐ (B) Insert a comma after *thought*
- ☐ (C) Change *spoke* to *spoken*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Look at the Leaves, observe the ground;
- (2) Important clues are all around.
- (3) Before you choose what you should do
- (4) First stop and see what facts tell you.
- (5) You maked a guess, you test your way,

What change, if any, should be made in line 2?

- ☐ (A) Change *are* to *is*
- ☐ (B) Change *are* to *was*
- ☐ (C) Change *are* to *has*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Look at the Leaves, observe the ground;
- (2) Important clues are all around.
- (3) Before you choose what you should do
- (4) First stop and see what facts tell you.
- (5) You maked a guess, you test your way,

What change, if any, should be made in line 5?

- ☐ (A) Change *test* to *tested*
- ☐ (B) Change *test* to *tests*
- ☐ (C) Change *maked* to *make*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Look at the Leaves, observe the ground;
- (2) Important clues are all around.
- (3) Before you choose what you should do
- (4) First stop and see what facts tell you.
- (5) You maked a guess, you test your way,

What change, if any, should be made in line 1?

- ☐ (A) Change *Look* to *look*
- ☐ (B) Change *ground* to *Ground*
- ☐ (C) Change *Leaves* to *leaves*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Look at the Leaves, observe the ground;
- (2) Important clues are all around.
- (3) Before you choose what you should do
- (4) First stop and see what facts tell you.
- (5) You maked a guess, you test your way,

What change, if any, should be made in line 3?

- ☐ (A) Insert a comma after *choose*
- ☐ (B) Insert a comma after *what*
- ☐ (C) Insert a comma after *do*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Then watch what happen day by day.
- (2) If something fails, dont turn away;
- (3) The evidence can guided your way.
- (4) A wrong first answer isnt strange;
- (5) New information help us change.

1 What change, if any, should be made in line 1?

- ☐ (A) Change *Then* to *then*
- ☐ (B) Change the period after *day* to a question mark
- ☐ (C) Change *happen* to *happens*
- ☐ (D) Make no change

2 What change, if any, should be made in line 2?

- ☐ (A) Change *fails* to *fail*
- ☐ (B) Change *If* to *if*
- ☐ (C) Change *dont* to *don't*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in line 3?

- ☐ (A) Change *The* to *the*
- ☐ (B) Change *guided* to *guide*
- ☐ (C) Change the period after *way* to a question mark
- ☐ (D) Make no change

4 What change, if any, should be made in line 4?

- ☐ (A) Change *A* to *a*
- ☐ (B) Change *isnt* to *isn't*
- ☐ (C) Change *strange* to *Strange*
- ☐ (D) Make no change

5 What change, if any, should be made in line 5?

- ☐ (A) Change *New* to *new*
- ☐ (B) Change *help* to *helps*
- ☐ (C) Change the period after *change* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Then watch what happens day in day.
- (2) If something fail, don't turn away;
- (3) The evidence can guide your way.
- (4) A wrong first answer isnt strange;
- (5) New information helps us change.

What change, if any, should be made in line 2?

- ☐ (A) Change *don't* to *doesn't*
- ☐ (B) Change *turn* to *turns*
- ☐ (C) Change *fail* to *fails*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Then watch what happens day in day.
- (2) If something fail, don't turn away;
- (3) The evidence can guide your way.
- (4) A wrong first answer isnt strange;
- (5) New information helps us change.

What change, if any, should be made in line 1?

- ☐ (A) Change *in* to *on*
- ☐ (B) Change *in* to *by*
- ☐ (C) Change *in* to *at*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Then watch what happens day in day.
- (2) If something fail, don't turn away;
- (3) The evidence can guide your way.
- (4) A wrong first answer isnt strange;
- (5) New information helps us change.

What change, if any, should be made in line 3?

- ☐ (A) Change *your* to *Your*
- ☐ (B) Change *way* to *Way*
- ☐ (C) Change *evidence* to *Evidence*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Then watch what happens day in day.
- (2) If something fail, don't turn away;
- (3) The evidence can guide your way.
- (4) A wrong first answer isnt strange;
- (5) New information helps us change.

What change, if any, should be made in line 4?

- ☐ (A) Change *isnt* to *isn't*
- ☐ (B) Insert a comma after *answer*
- ☐ (C) Insert a comma after *strange*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

Try, Learn, Change

- (1) Look on the leaves, observe the ground;
- (2) Important clues is all around.
- (3) Before you choose what you should do
- (4) First stop and see what facts tells you.
- (5) You make a guess you test your way,

1 What change, if any, should be made in line 1?

- ☐ (A) Change *Look* to *look*
- ☐ (B) Delete the comma after *leaves*
- ☐ (C) Change *on* to *at*
- ☐ (D) Make no change

2 What change, if any, should be made in line 2?

- ☐ (A) Change *is* to *are*
- ☐ (B) Change *Important* to *important*
- ☐ (C) Insert a comma after *Important*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in line 3?

- ☐ (A) Change *Before* to *Behind*
- ☐ (B) Change *do* to *does*
- ☐ (C) Insert a comma after *do*
- ☐ (D) Make no change

4 What change, if any, should be made in line 4?

- ☐ (A) Change *First* to *first*
- ☐ (B) Change *tells* to *tell*
- ☐ (C) Change the period after *you* to a question mark
- ☐ (D) Make no change

5 What change, if any, should be made in line 5?

- ☐ (A) Change *make* to *makes*
- ☐ (B) Change *You* to *you*
- ☐ (C) Insert a comma after *guess*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) A Nation can change in many ways. **(2)** Borders can move. **(3)** New inventions can transform daily life. **(4)** New people can arrive and build communities. **(5)** Laws can be written, challenged or replaced.

(6) But some of the most important changes begin with something that cannot be seen on a map.

(7) They begins with a question.

What change, if any, should be made in sentence 7?

- ☐ **(A)** Change *begins* to *begin*
- ☐ **(B)** Change *begins* to *is beginning*
- ☐ **(C)** Change *begins* to *was beginning*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) A Nation can change in many ways. **(2)** Borders can move. **(3)** New inventions can transform daily life. **(4)** New people can arrive and build communities. **(5)** Laws can be written, challenged or replaced.

(6) But some of the most important changes begin with something that cannot be seen on a map.

(7) They begins with a question.

What change, if any, should be made in sentence 6?

- ☐ **(A)** Change *on* to *during*
- ☐ **(B)** Change *on* to *between*
- ☐ **(C)** Change *on* to *of*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) A Nation can change in many ways. **(2)** Borders can move. **(3)** New inventions can transform daily life. **(4)** New people can arrive and build communities. **(5)** Laws can be written, challenged or replaced.

(6) But some of the most important changes begin with something that cannot be seen on a map.

(7) They begins with a question.

What change, if any, should be made in sentence 1?

- ☐ **(A)** Change *Nation* to *nation*
- ☐ **(B)** Change *A* to *a*
- ☐ **(C)** Change *ways* to *Ways*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) A Nation can change in many ways. **(2)** Borders can move. **(3)** New inventions can transform daily life. **(4)** New people can arrive and build communities. **(5)** Laws can be written, challenged or replaced.

(6) But some of the most important changes begin with something that cannot be seen on a map.

(7) They begins with a question.

What change, if any, should be made in sentence 5?

- ☐ **(A)** Insert a comma after *Laws*
- ☐ **(B)** Insert a comma after *challenged*
- ☐ **(C)** Change the period after *replaced* to a question mark
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) The history of the united states contains many examples of people asking these questions. (2) Sometimes their answers led for protests. (3) Sometimes they led to documents laws, compromises, elections, or new amendments.

(4) Sometimes people discovered that an earlier solution had created another problem.

(5) Studying these examples help us understand that democracy is not a single event. (6) It are a continuing process of ideas, decisions, actions, and consequences.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *united states* to *United States*
- ☐ (B) Change *contains* to *contain*
- ☐ (C) Insert a comma after *history*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *Sometimes* to *sometimes*
- ☐ (B) Insert a comma after *answers*
- ☐ (C) Change *for* to *to*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *led* to *leads*
- ☐ (B) Change *to* to *for*
- ☐ (C) Insert a comma after *documents*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *Studying* to *studying*
- ☐ (B) Change *help* to *helps*
- ☐ (C) Insert a comma after *examples*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Delete the comma after *ideas*
- ☐ (B) Change *are* to *is*
- ☐ (C) Change *It* to *it*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belongs to Great Britain.

(2) For many years, large numbers of colonists considered themselves loyal British subjects. **(3)** They traded with Britain, followed British laws, and depended on British military protection.

(4) After the French and Indian War, however, Great Britain haved large debts.

(5) Parliament passed new taxes affecting the colonies.

(6) The Stamp Act placed taxes on printed materials. **(7)** Other taxes followed?

What change, if any, should be made in sentence 1?

- ☐ **(A)** Change *belongs* to *is belonging*
- ☐ **(B)** Change *belongs* to *has belonged*
- ☐ **(C)** Change *belongs* to *belonged*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1) Before the American Revolution, the thirteen colonies belongs to Great Britain.
- (2) For many years, large numbers of colonists considered themselves loyal British subjects. (3) They traded with Britain, followed British laws, and depended on British military protection.
- (4) After the French and Indian War, however, Great Britain haved large debts. (5) Parliament passed new taxes affecting the colonies.
- (6) The Stamp Act placed taxes on printed materials. (7) Other taxes followed?

What change, if any, should be made in sentence 4?

- ☐ (A) Change *haved* to *having*
- ☐ (B) Change *haved* to *had*
- ☐ (C) Change *haved* to *have*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belongs to Great Britain.

(2) For many years, large numbers of colonists considered themselves loyal British subjects. **(3)** They traded with Britain, followed British laws, and depended on British military protection.

(4) After the French and Indian War, however, Great Britain haved large debts.

(5) Parliament passed new taxes affecting the colonies.

(6) The Stamp Act placed taxes on printed materials. **(7)** Other taxes followed?

What change, if any, should be made in sentence 6?

- ☐ **(A)** Change *Stamp* to *stamp*
- ☐ **(B)** Change *Act* to *act*
- ☐ **(C)** Change *materials* to *Materials*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belongs to Great Britain.

(2) For many years, large numbers of colonists considered themselves loyal British subjects. **(3)** They traded with Britain, followed British laws, and depended on British military protection.

(4) After the French and Indian War, however, Great Britain haved large debts.

(5) Parliament passed new taxes affecting the colonies.

(6) The Stamp Act placed taxes on printed materials. **(7)** Other taxes followed?

What change, if any, should be made in sentence 7?

- ☐ (A) Change the question mark after *followed* to a period
- ☐ (B) Insert a comma after *taxes*
- ☐ (C) Insert a comma after *followed*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1) Colonists begun asking why Parliament could tax them when the colonies did not elect representatives to Parliament.
- (2) Their complaint became known as taxation without representation?
- (3) At first, many colonists was not demanding independence. (4) They wanted the british government to change its policies and listen to colonial concerns.
- (5) That distinction are important.
- (6) A movement for major change may begin with a much smaller request.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *Colonists* to *colonists*
- ☐ (B) Change *begun* to *began*
- ☐ (C) Change *did* to *does*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *Their* to *their*
- ☐ (B) Change *became* to *become*
- ☐ (C) Change the question mark after *representation* to a period
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Change *At* to *at*
- ☐ (B) Change *demanding* to *demanded*
- ☐ (C) Change *was* to *were*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *british* to *British*
- ☐ (B) Change *wanted* to *wants*
- ☐ (C) Change the period after *concerns* to a question mark
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *are* to *is*
- ☐ (B) Change *That* to *that*
- ☐ (C) Change the period after *important* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1)** Colonists responded in different ways.
- (2)** Some wrote letters and newspaper articles.
- (3)** Some signed petitions.
- (4)** Some joined organizations such as the sons of Liberty.
- (5)** Merchants participates in boycotts by refusing to purchase certain British goods.
- (6)** Families produced more goods on home rather than buying imported products.
- (7)** These actions gave ordinary people ways to participate.

What change, if any, should be made in sentence 5?

- ☐ **(A)** Change *participates* to *is participating*
- ☐ **(B)** Change *participates* to *participated*
- ☐ **(C)** Change *participates* to *has participated*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1)** Colonists responded in different ways.
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What change, if any, should be made in sentence 6?

- ☐ **(A)** Change *on* to *in*
- ☐ **(B)** Change *on* to *by*
- ☐ **(C)** Change *on* to *at*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1)** Colonists responded in different ways.
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- (7)** These actions gave ordinary people ways to participate.

What change, if any, should be made in sentence 4?

- ☐ **(A)** Change *Some* to *some*
- ☐ **(B)** Change *Liberty* to *liberty*
- ☐ **(C)** Change *sons* to *Sons*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1) Colonists responded in different ways.
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- (7) These actions gave ordinary people ways to participate.

What change, if any, should be made in sentence 3?

- ☐ (A) Change *petitions* to *petition's*
- ☐ (B) Insert a comma after *signed*
- ☐ (C) Change the period after *petitions* to a question mark
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

(1) Tensions continued. (2) The Boston Massacre increased distrust of british soldiers. (3) The Tea Act led to the Boston Tea Party? (4) Great Britain responded of laws the colonists called the Intolerable Acts.

(5) British leaders hopes stronger control would stop resistance.

(6) Instead, the punishment of massachusetts helped bring several colonies closer together.

1 What change, if any, should be made in sentence 2?

- ☐ (A) Change *increased* to *increase*
- ☐ (B) Change *british* to *British*
- ☐ (C) Change *of* to *under*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 3?

- ☐ (A) Change *Boston* to *boston*
- ☐ (B) Change *to* to *at*
- ☐ (C) Change the question mark after *Party* to a period
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 4?

- ☐ (A) Change *Great* to *great*
- ☐ (B) Insert a comma after *laws*
- ☐ (C) Change *of* to *with*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 5?

- ☐ (A) Change *British* to *british*
- ☐ (B) Change the period after *resistance* to a question mark
- ☐ (C) Change *hopes* to *hoped*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 6?

- ☐ (A) Insert a comma after *massachusetts*
- ☐ (B) Change *massachusetts* to *Massachusetts*
- ☐ (C) Change *of* to *off*
- ☐ (D) Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1)** A problem that once seemed local began to feel shared.
- (2)** That is one way movements grows: people discover that a concern affecting someone else could eventually affect them too.
- (3)** By 1776, more colonial leaders believed independence was necessary.
- (4)** The Declaration of Independence announced that the colonies intended to separate of Great Britain.
- (5)** But the document did more than declare independence.
- (6)** It explained ideas.
- (7)** The Declaration stated that people possess rights that government should protect?

What change, if any, should be made in sentence 2?

- ☐ **(A)** Change *grows* to *is growing*
- ☐ **(B)** Change *grows* to *grow*
- ☐ **(C)** Change *grows* to *has grown*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

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What change, if any, should be made in sentence 4?

- ☐ **(A)** Change *of Great Britain* to *from Great Britain*
- ☐ **(B)** Change *of Great Britain* to *with Great Britain*
- ☐ **(C)** Change *of Great Britain* to *by Great Britain*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1)** A problem that once seemed local began to feel shared.
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- (6)** It explained ideas.
- (7)** The Declaration stated that people possess rights that government should protect?

What change, if any, should be made in sentence 3?

- ☐ **(A)** Change *By* to *by*
- ☐ **(B)** Change *colonial* to *Colonial*
- ☐ **(C)** Change *independence* to *Independence*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1)** A problem that once seemed local began to feel shared.
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- (5)** But the document did more than declare independence.
- (6)** It explained ideas.
- (7)** The Declaration stated that people possess rights that government should protect?

What change, if any, should be made in sentence 7?

- ☐ **(A)** Insert a comma after *stated*
- ☐ **(B)** Change the question mark after *protect* to a period
- ☐ **(C)** Insert a comma after *people*
- ☐ **(D)** Make no change

Read the selection and choose the best answer to each question.

From Protest to Participation: How a Nation Changes

- (1) These ideas created a standard against which government could be judged?
- (2) If a government was supposed to protect rights people could ask:
- (3) The declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.
- (4) Women could not participate equally on political life.
- (5) Enslaved people was denied freedom.
- (6) Native American nations faced increasing pressure and conflict as colonial settlement expanded.

1 What change, if any, should be made in sentence 1?

- ☐ (A) Change *These* to *these*
- ☐ (B) Change the question mark after *judged* to a period
- ☐ (C) Insert a comma after *ideas*
- ☐ (D) Make no change

2 What change, if any, should be made in sentence 2?

- ☐ (A) Change *to* to *for*
- ☐ (B) Insert a comma after *government*
- ☐ (C) Insert a comma after *rights*
- ☐ (D) Make no change

Use the selection on the front of this page to answer questions 3, 4, and 5.

3 What change, if any, should be made in sentence 3?

- ☐ (A) Delete the comma after *equality*
- ☐ (B) Change *in* to *on*
- ☐ (C) Change *declaration* to *Declaration*
- ☐ (D) Make no change

4 What change, if any, should be made in sentence 4?

- ☐ (A) Change *Women* to *women*
- ☐ (B) Change the period after *life* to a question mark
- ☐ (C) Change *on* to *in*
- ☐ (D) Make no change

5 What change, if any, should be made in sentence 5?

- ☐ (A) Change *was* to *were*
- ☐ (B) Change *Enslaved* to *enslaved*
- ☐ (C) Insert a comma after *people*
- ☐ (D) Make no change