

TEACHER EDITION

Grade 5 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

TEKS 5.11C Revising

36 Weeks

Monday to Friday Practice

Assessment-Style Questions

Answers and Rationales

INSIDE THIS TEACHER EDITION

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

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

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How to Use This Workbook

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

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

Daily routine (about 10 minutes)

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

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

The Great Chocolate Chip Cookie Mystery

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

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

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

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

- ☒ (A) The chocolate chip cookies were missing from the cafeteria.
Correct. This sentence explains what the problem was, which supports the idea that fifth grade had a serious problem.
- ☐ (B) Jordan often sat near the cafeteria serving window.
Distractor. This tells where Jordan sat, but it does not explain what the problem was after sentence 2.
- ☐ (C) Maya was a fifth grade student at the school.
Distractor. This introduces Maya but does not explain the problem or support the seriousness of the situation.
- ☐ (D) The cafeteria served lunch at 11:42 on Friday.
Distractor. This repeats the time but does not explain why fifth grade had a problem.

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

The Great Chocolate Chip Cookie Mystery

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

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

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

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

- ☒ (A) Jordan pointed dramatically at the empty silver tray.
Correct. This revision places the subject before the verb and keeps the action clear and easy to follow.
- ☐ (B) The empty silver tray was pointed at dramatically by Jordan.
Distractor. This version is still written in an awkward passive voice and puts the action after the object.
- ☐ (C) Dramatically, Jordan pointed the empty silver tray.
Distractor. This changes the meaning because Jordan pointed the tray instead of pointing at the tray.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has an awkward word order that makes it hard to follow. A revision is needed.

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

The Great Chocolate Chip Cookie Mystery

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

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

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

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

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

- ☐ (A) The chocolate chip cookies were gone, the silver tray was empty.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) The chocolate chip cookies were gone, and the silver tray was empty.
Correct. This correctly joins the two related ideas into one complete sentence and keeps the meaning clear.
- ☐ (C) Although the chocolate chip cookies were gone, the silver tray was empty.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) The chocolate chip cookies were gone because the silver tray was empty.
Distractor. The word because suggests the empty tray caused the cookies to be gone, which changes the meaning.

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

The Great Chocolate Chip Cookie Mystery

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

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

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

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 describes Jordan's reaction, which helps show how serious the problem felt.
- ☐ (B) Sentence 7
Distractor. Sentence 7 states the main problem, that the cookies were gone. Removing it would remove key information.
- ☐ (C) Sentence 9
Distractor. Sentence 9 tells what Jordan did, pointing at the tray. It moves the action forward even though it needs revision.
- ☒ (D) Sentence 10
Correct. Sentence 10 repeats the idea that the tray was empty, which is already stated in sentence 8. It does not add new information.

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

The Great Chocolate Chip Cookie Mystery

(1) The lunch line moved slowly on Friday. (2) Students talked about the missing chocolate chip cookies. (3) "Every last one," Maya said. (4) Behind her, the lunch line stopped moving. (5) "No cookies?" someone whispered. (6) "But the menu said chocolate chip cookies!" another student cried. (7) I think chocolate chip cookies are the best dessert in the cafeteria. (8) Within thirty seconds out of control had the investigation gone completely. (9) Eli said he heard sixth grade took two each. (10) Everyone wanted to know who took the cookies.

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

- ☒ (A) She held up an empty tray as she spoke.
Correct. This sentence explains what Maya meant by "Every last one" and shows why the line reacted.
- ☐ (B) Maya likes chocolate chip cookies more than other desserts.
Distractor. This is a personal opinion about Maya's taste that does not explain the missing cookies.
- ☐ (C) The cafeteria serves lunch every day.
Distractor. This general fact about the cafeteria does not support the idea that the cookies were gone.
- ☐ (D) Behind her, the lunch line stopped moving.
Distractor. This repeats the idea in sentence 4 and does not add a new supporting detail.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 introduces the missing cookies, which is the main topic of the draft.
- ☐ (B) Sentence 5
Distractor. Sentence 5 shows how students reacted to the missing cookies, which supports the mystery.
- ☒ (C) Sentence 7
Correct. Sentence 7 is a personal opinion about chocolate chip cookies being the best dessert and does not support the cookie mystery.
- ☐ (D) Sentence 9
Distractor. Sentence 9 shares Eli's clue about sixth grade, which moves the investigation forward.

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

3 What is the BEST way to revise sentence 8?

- ☐ (A) Within thirty seconds, out of control had the investigation gone completely.
Distractor. This word order is still awkward and unclear.
- ☒ (B) Within thirty seconds, the investigation had already gone completely out of control.
Correct. This places the words in a clear order that matches the meaning of the sentence.
- ☐ (C) The investigation had gone completely out of control within thirty seconds already.
Distractor. This version is wordy and places "already" in an awkward spot.
- ☐ (D) No revision is needed.
Distractor. The original sentence has confusing word order, so a revision is needed.

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

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

- ☐ (A) "No cookies?" someone whispered another student cried, "But the menu said chocolate chip cookies!"
Distractor. This is a fused sentence because two complete thoughts run together without correct punctuation or a connecting word.
- ☐ (B) "No cookies?" someone whispered although another student cried, "But the menu said chocolate chip cookies!"
Distractor. The word although creates a contrast that does not fit these two reactions.
- ☒ (C) "No cookies?" someone whispered, and another student cried, "But the menu said chocolate chip cookies!"
Correct. This combines both reactions into one clear sentence and keeps their meaning.
- ☐ (D) "No cookies?" someone whispered because another student cried, "But the menu said chocolate chip cookies!"
Distractor. The word because creates a cause and effect relationship that does not make sense here.

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

The Great Chocolate Chip Cookie Mystery

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

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

- ☒ (A) Her expression showed that she was not sure the rumor was true.
Correct. This sentence explains what Mrs. Delgado's raised eyebrow suggests: she is skeptical about Jordan's claim. It supports the idea that she is questioning the rumor.
- ☐ (B) Mrs. Delgado was the teacher for Maya and Jordan.
Distractor. This sentence gives a fact about Mrs. Delgado, but it does not explain her reaction or support the idea that she is skeptical.
- ☐ (C) Jordan liked to talk with his friends during lunch.
Distractor. This sentence is about Jordan's habits, not about Mrs. Delgado's reaction. It does not support the writer's idea.
- ☐ (D) The chocolate chip cookies were probably delicious.
Distractor. This sentence gives an opinion about the cookies, but it does not relate to Mrs. Delgado's raised eyebrow or her reaction.

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

The Great Chocolate Chip Cookie Mystery

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

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



(A) Maya said her brother is in sixth grade.

Correct. This revision places the subject Maya before the verb said and clearly states what she said. The sentence is clear and easy to follow.



(B) Her brother Maya said is in sixth grade.

Distractor. This version makes it sound as though Maya is the brother or that the brother is named Maya. The word order is still confusing.



(C) Maya is in sixth grade, her brother said.

Distractor. This version says that Maya is in sixth grade, but the original sentence says her brother is in sixth grade. The meaning is changed.



(D) No revision is needed.

Distractor. Sentence 2 has words in an awkward order that makes the meaning unclear. A revision is needed.

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

The Great Chocolate Chip Cookie Mystery

(1) Maya and Jordan were talking about the missing chocolate chip cookies.

(2) Maya her brother said is in sixth grade. (3) She said he would not waste his time stealing cookies. (4) He has other hobbies.

(5) Jordan said he heard the teachers get the extras. (6) He heard it from someone. (7) Mrs. Delgado raised one eyebrow. (8) "Interesting," she said.

(9) She asked where exactly they heard that. (10) Chocolate chip cookies are my favorite dessert.

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

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

- ☒ (A) Jordan said he heard from someone that the teachers get the extras.
Correct. This sentence combines both ideas clearly and concisely. It shows that Jordan heard the claim from someone.
- ☐ (B) Jordan said he heard the teachers get the extras, he heard it from someone.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☐ (C) Jordan said he heard the teachers get the extras although he heard it from someone.
Distractor. The word although suggests a contrast, but there is no contrast between the two ideas.
- ☐ (D) Jordan said he heard the teachers get the extras and he heard it from someone.
Distractor. This version repeats the idea that Jordan heard the claim and does not combine the ideas smoothly. It also needs a comma before and.

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

The Great Chocolate Chip Cookie Mystery

(1) Maya and Jordan were talking about the missing chocolate chip cookies.

(2) Maya her brother said is in sixth grade. (3) She said he would not waste his time stealing cookies. (4) He has other hobbies.

(5) Jordan said he heard the teachers get the extras. (6) He heard it from someone. (7) Mrs. Delgado raised one eyebrow. (8) "Interesting," she said.

(9) She asked where exactly they heard that. (10) Chocolate chip cookies are my favorite dessert.

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



(A) Sentence 1

Distractor. This sentence introduces the conversation about the missing cookies, which is the main idea of the draft. Removing it would take away important information.



(B) Sentence 3

Distractor. This sentence explains why Maya thinks her brother would not steal the cookies. It supports the main idea.



(C) Sentence 7

Distractor. This sentence shows Mrs. Delgado's reaction, which is an important part of the conversation.



(D) Sentence 10

Correct. This sentence is about the writer's favorite dessert. It does not support the main idea about the cookie mystery or the conversation between the characters.

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

The Great Chocolate Chip Cookie Mystery

(1) Jordan paused. (2) Mrs. Delgado smiled. (3) "From Eli," someone said. (4) Everyone looked at Eli.

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

(9) The mystery was still not solved.

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

- ☒ (A) He was trying to remember exactly what he had heard.
Correct. This sentence explains why Jordan paused and connects to the conversation about what someone heard.
- ☐ (B) Jordan always pauses before he speaks.
Distractor. This is a general statement that does not explain the specific moment or support the mystery.
- ☐ (C) The class was learning about mysteries that day.
Distractor. This introduces a new topic about a lesson that is not part of the draft.
- ☐ (D) Eli shrugged at everyone.
Distractor. This repeats an action that already appears in sentence 5 and does not fit after sentence 1.

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

- ☐ (A) Sentence 3
Distractor. This sentence introduces the name Eli and moves the conversation forward.
- ☐ (B) Sentence 6
Distractor. This sentence gives important information about what Eli heard.
- ☒ (C) Sentence 8
Correct. This sentence is a personal opinion about snacks and does not support the mystery in the draft.
- ☐ (D) Sentence 9
Distractor. This sentence connects to the mystery and shows that the situation is not fully explained.

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

3 Where is the BEST place to move sentence 2?

- ☐ (A) After sentence 1
Distractor. Placing Mrs. Delgado's smile here interrupts the moment before anyone speaks.
- ☐ (B) After sentence 3
Distractor. This location separates the statement about Eli from the reaction of the class.
- ☒ (C) After sentence 6
Correct. Mrs. Delgado's smile fits best after Eli explains what he heard, which matches the order of events.
- ☐ (D) After sentence 9
Distractor. This location puts the smile after the final reflection and makes the sequence confusing.

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

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

- ☐ (A) Everyone looked at Eli, Eli shrugged.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Everyone looked at Eli, and he shrugged.
Correct. This combines both ideas into one clear sentence and avoids repeating the name Eli.
- ☐ (C) Everyone looked at Eli although Eli shrugged.
Distractor. The word although creates a contrast that does not match the meaning of the two actions.
- ☐ (D) Everyone looked at Eli and he shrugged.
Distractor. This joins two complete thoughts without a comma before and, making the sentence less effective.

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

The Fifth-Grade Cookie Commission

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

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

- ☒ (A) Principals with clipboards rarely arrived to announce an extra recess.
Correct. This detail explains why the clipboard made everyone suspicious and connects to the main event in the draft.
- ☐ (B) The classroom had a large window that looked out at the playground.
Distractor. This detail is about the room and does not explain why the students were suspicious.
- ☐ (C) Jordan liked to eat cookies after lunch.
Distractor. This is a personal preference that does not support the idea that the principal's clipboard was suspicious.
- ☐ (D) Monday morning was the beginning of a new school week.
Distractor. This is a general statement that does not add useful information about the principal or the students' reaction.

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

The Fifth-Grade Cookie Commission

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

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

- ☒ (A) The fifth grade helped solve Friday's dessert problem.
Correct. This revision places the subject before the verb and states the action clearly.
- ☐ (B) Friday's dessert problem helped solve the fifth grade.
Distractor. This changes the meaning by saying the problem helped the fifth grade instead of the fifth grade helping solve the problem.
- ☐ (C) The fifth grade was helped by Friday's dessert problem.
Distractor. This also reverses the meaning. The fifth grade did the helping, not the problem.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has awkward word order, so the reader has trouble understanding who helped solve the problem.

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

The Fifth-Grade Cookie Commission

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

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

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

- ☐ (A) Jordan sat up taller, he said, "We saved the cookies."
Distractor. This is a comma splice. It joins two complete thoughts with only a comma.
- ☒ (B) Jordan sat up taller and said, "We saved the cookies."
Correct. This combines both ideas into one clear sentence without changing the meaning.
- ☐ (C) Although Jordan sat up taller, he said, "We saved the cookies."
Distractor. The word although suggests a contrast, but sitting taller and speaking are not opposing ideas.
- ☐ (D) Jordan sat up taller because he said, "We saved the cookies."
Distractor. The word because reverses the relationship. Sitting taller did not cause him to say the words.

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

The Fifth-Grade Cookie Commission

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

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the principal and the setting, which are important to the main event.
- ☐ (B) Sentence 4
Distractor. Sentence 4 states that fifth grade helped solve Friday's dessert problem, which is the main event.
- ☐ (C) Sentence 6
Distractor. Sentence 6 shows Jordan's claim about saving cookies, which is part of the event.
- ☒ (D) Sentence 9
Correct. Sentence 9 is about a window and the playground. This detail is unrelated to how fifth grade helped solve the dessert problem.

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

The Fifth-Grade Cookie Commission

- (1) A student said, "And then we saved the cookies." (2) Principal Bennett smiled.
(3) Principal Bennett said Ms. Ruiz would like student input. (4) Ms. Ruiz plans next month's Friday treats.
(5) So Principal Bennett gave the fifth grade a challenge. (6) She wrote on the board three words. (7) The room exploded. (8) I think the fifth grade should get more recess.
(9) The challenge was about Friday treats.

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

- ☒ (A) The challenge asked students to share ideas about the Friday treats.
Correct. This sentence explains what the challenge was about and connects to Ms. Ruiz wanting student input before she plans the treats.
- ☐ (B) Principal Bennett smiled at the fifth grade.
Distractor. This detail repeats information from sentence 2 and does not add new support after the challenge is introduced.
- ☐ (C) Cookies are a popular dessert for many people.
Distractor. This general statement about cookies does not explain the challenge or why the fifth grade reacted.
- ☐ (D) Ms. Ruiz plans next month's Friday treats.
Distractor. This detail is already stated in sentence 4 and does not add new information about the challenge.

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

- ☐ (A) Sentence 4
Distractor. This sentence explains what Ms. Ruiz plans, which is important to understanding the challenge.
- ☒ (B) Sentence 8
Correct. This sentence gives a personal opinion about recess. It does not relate to the challenge about Friday treats.
- ☐ (C) Sentence 5
Distractor. This sentence introduces the challenge, which is the main idea of the draft.
- ☐ (D) Sentence 9
Distractor. This sentence connects the challenge to Friday treats and helps keep the draft focused.

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

3 What is the BEST way to revise sentence 6?

- ☒ (A) She wrote three words on the board.
Correct. This revision places the words before the place and makes the sentence clear and natural.
- ☐ (B) She wrote three words, on the board.
Distractor. The comma breaks the sentence awkwardly and does not fix the unclear order.
- ☐ (C) She on the board wrote three words.
Distractor. This word order is still awkward and unclear.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a revision is needed.

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

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

- ☐ (A) Principal Bennett said Ms. Ruiz would like student input, Ms. Ruiz plans next month's Friday treats.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Principal Bennett said Ms. Ruiz would like student input before she plans next month's Friday treats.
Correct. This combines both ideas into one clear sentence. The word before shows the correct relationship between getting input and planning treats.
- ☐ (C) Principal Bennett said Ms. Ruiz would like student input because she plans next month's Friday treats.
Distractor. The word because suggests the planning causes the input, but the input is meant to come before planning.
- ☐ (D) Principal Bennett said Ms. Ruiz would like student input and plans next month's Friday treats.
Distractor. This sentence is unclear about who plans the treats and changes the meaning of the original sentences.

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

The Fifth-Grade Cookie Commission

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

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

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

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

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

- ☒ (A) For example, they could find out how much each treat costs and which treats students prefer.

Correct. This sentence gives a specific example of information the students could gather about cost and student needs.

- ☐ (B) Principal Bennett is the principal of the school.

Distractor. This sentence tells about Principal Bennett's job, but it does not explain what information the students should gather.

- ☐ (C) The students could ask for two Fridays every week.

Distractor. This sentence introduces a new idea about changing the week, not a detail about gathering information for the treat plan.

- ☐ (D) Raisins are dried grapes.

Distractor. This sentence is an interesting fact about raisins, but it does not support the idea of gathering information about cost and student needs.

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

The Fifth-Grade Cookie Commission

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

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

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

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

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

- ☒ (A) Principal Bennett held up one hand to get everyone quiet.
Correct. This revision places the subject before the verb and keeps the action clear, so the reader can easily understand who held up a hand and why.
- ☐ (B) One hand was held up by Principal Bennett so that everyone would get quiet.
Distractor. This version still uses an awkward passive order and separates the action from the person doing it.
- ☐ (C) Principal Bennett held up everyone to get one hand quiet.
Distractor. This version changes the meaning by saying Principal Bennett held up everyone instead of holding up one hand.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has an awkward word order that makes it less clear, so a revision is needed.

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

The Fifth-Grade Cookie Commission

(1) Principal Bennett told the fifth grade students that they would recommend one Friday treat plan. (2) The students asked if they could choose doughnuts. (3) They also asked if Friday could have two Fridays. (4) One student asked if they could abolish raisins. (5) One hand was held up by Principal Bennett to get everyone quiet. (6) The students must gather information about cost and student needs. (7) They must hear different viewpoints. (8) They must present their recommendation. (9) I think Friday is the best day of the week.

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

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

- ☐ (A) They must hear different viewpoints, they must present their recommendation.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) They must hear different viewpoints and present their recommendation.
Correct. This sentence combines both ideas clearly and concisely while keeping the meaning that the students must do both tasks.
- ☐ (C) Although they must hear different viewpoints, they must present their recommendation.
Distractor. The word although suggests a contrast, but the two ideas are steps that go together, not opposite ideas.
- ☐ (D) Hearing different viewpoints and presenting their recommendation.
Distractor. This is a fragment because it does not have a subject and a complete verb.

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

The Fifth-Grade Cookie Commission

(1) Principal Bennett told the fifth grade students that they would recommend one Friday treat plan. (2) The students asked if they could choose doughnuts. (3) They also asked if Friday could have two Fridays. (4) One student asked if they could abolish raisins. (5) One hand was held up by Principal Bennett to get everyone quiet. (6) The students must gather information about cost and student needs. (7) They must hear different viewpoints. (8) They must present their recommendation. (9) I think Friday is the best day of the week.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the main idea that the students will recommend a Friday treat plan, so it is needed.
- ☐ (B) Sentence 6
Distractor. Sentence 6 explains that the students must gather information about cost and student needs, which is an important part of the plan.
- ☒ (C) Sentence 9
Correct. Sentence 9 gives a personal opinion about Friday and does not support the main idea about recommending a Friday treat plan.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains that the students must present their recommendation, which is a key step in the process.

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

The Fifth-Grade Cookie Commission

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

1 What is the BEST way to revise sentence 2?

- ☒ (A) Maya did not think that was what democracy meant.
Correct. This version puts the words in a clear order and keeps the original meaning.
- ☐ (B) Maya did not think that what democracy meant was that, and she said so.
Distractor. This adds extra words that are not needed and makes the sentence less concise.
- ☐ (C) Maya did not think that democracy meant what it was.
Distractor. This changes the meaning and does not make sense in the context of the conversation.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☐ (A) One of them was Cookies for All, Eli founded that party.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☒ (B) One of them was Cookies for All, which Eli founded.
Correct. This combines both ideas into one clear sentence and uses which to connect the party to its founder.
- ☐ (C) One of them was Cookies for All because Eli founded that party.
Distractor. The word because suggests a cause that does not match the meaning. Eli founding the party did not cause it to be one of them.
- ☐ (D) One of them was Cookies for All and Eli founded that party.
Distractor. This joins two complete thoughts without the correct punctuation, creating a fused sentence.

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

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

☐

(A) Sentence 3

Distractor. Sentence 3 continues the conversation between Jordan and Maya and helps show their different views about democracy.

☐

(B) Sentence 5

Distractor. Sentence 5 introduces Cookies for All, which is an important part of the draft about the new political parties.

☒

(C) Sentence 7

Correct. Sentence 7 gives a personal opinion about chocolate chip cookies. It does not support the main idea about the fifth grade political parties.

☐

(D) Sentence 8

Distractor. Sentence 8 connects to the detail that the party had a slogan, which is part of the source information.

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

☒

(A) A slogan is a short phrase that helps people remember a group's message.

Correct. This sentence explains why the party would need a slogan and connects to sentence 8.

☐

(B) Eli liked chocolate chip cookies more than oatmeal cookies.

Distractor. This is a personal opinion about cookies that does not support the idea about the party and its slogan.

☐

(C) By lunch, fifth grade had political parties.

Distractor. This repeats information already given in sentence 4 and does not add a new supporting detail.

☐

(D) Jordan and Maya were still whispering to each other.

Distractor. This goes back to the beginning of the draft and does not support the idea about the party's slogan.

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

From Tension to Revolution

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

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

(9) My favorite subject in school is math.

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

- ☒ (A) It required colonists to pay taxes on printed materials such as newspapers and legal documents.
Correct. This sentence gives a specific detail about the Stamp Act and explains what the law required, which supports the writer's idea.
- ☐ (B) Great Britain gained land after the French and Indian War.
Distractor. This detail tells about land gained in the war, but it does not explain what the Stamp Act was or what it required.
- ☐ (C) Many colonists considered themselves loyal to the king.
Distractor. This idea was already stated earlier in the draft. It does not add new information about the Stamp Act.
- ☐ (D) Taxes are used to pay for public services today.
Distractor. This sentence is about taxes today, not about the Stamp Act or the colonies. It takes the draft in a new direction.

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

From Tension to Revolution

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

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

(9) My favorite subject in school is math.

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

- ☒ **(A)** One of these laws was the Stamp Act.
Correct. This revision places the subject and verb in a clear order and keeps the meaning of the original sentence.
- ☐ **(B)** The Stamp Act one of these laws was.
Distractor. This version is still awkward because the subject and verb are not in a clear order.
- ☐ **(C)** One of these laws the Stamp Act had been.
Distractor. This version uses awkward wording and changes the meaning by using had been.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 8 has an awkward word order that makes it hard to read, so a revision is needed.

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

From Tension to Revolution

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

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

(9) My favorite subject in school is math.

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

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

- ☐ (A) Great Britain needed money, Parliament placed new taxes on the colonies.
Distractor. This is a comma splice because two complete sentences are joined with only a comma.
- ☒ (B) Because Great Britain needed money, Parliament placed new taxes on the colonies.
Correct. This sentence correctly shows that needing money was the reason Parliament placed new taxes.
- ☐ (C) Although Great Britain needed money, Parliament placed new taxes on the colonies.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ (D) Great Britain needed money when Parliament placed new taxes on the colonies.
Distractor. The word when suggests a time relationship, but the sentence needs to show cause and effect.

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

From Tension to Revolution

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

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

(9) My favorite subject in school is math.

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

- ☐ (A) Sentence 5
Distractor. Sentence 5 explains that Great Britain gained debt, which led to the new taxes. It supports the main idea.
- ☐ (B) Sentence 6
Distractor. Sentence 6 tells why Parliament placed new taxes. It helps explain the events in the draft.
- ☐ (C) Sentence 8
Distractor. Sentence 8 introduces the Stamp Act, an important law in the draft. It supports the main idea.
- ☒ (D) Sentence 9
Correct. Sentence 9 tells about a favorite school subject, which is not related to the American Revolution or the events in the draft.

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

From Tension to Revolution

(1) Colonists strongly opposed the new law. (2) They had no representatives in Parliament. (3) Strongly opposed this law the colonists because they had no voice in Parliament. (4) They argued that being taxed without a voice was unfair. (5) This led to the phrase “taxation without representation.” (6) Tensions continued to rise. (7) In 1770, British soldiers fired into a crowd. (8) They killed several colonists in Boston. (9) This event increased anger and distrust toward British authority. (10) My cousin visited Boston last summer and bought a hat.

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

- ☐ (A) Parliament is a building in London.
Distractor. This sentence gives a general fact about a building and does not explain why the colonists thought the tax was unfair.
- ☒ (B) They believed they should have a say in the laws that affected them.
Correct. This sentence explains the colonists’ belief and directly supports the idea that being taxed without a voice felt unfair.
- ☐ (C) The Boston Massacre happened in 1770.
Distractor. This sentence jumps ahead to a later event and does not support the idea about why the tax felt unfair.
- ☐ (D) They had no representatives in Parliament.
Distractor. This sentence repeats information already given in sentence 2 instead of adding a new supporting detail.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains why colonists opposed the law, which is an important part of the draft.
- ☐ (B) Sentence 6
Distractor. Sentence 6 introduces the growing tensions that lead to the Boston Massacre, so it helps move the draft forward.
- ☐ (C) Sentence 9
Distractor. Sentence 9 explains how the Boston Massacre affected the colonists, which supports the main idea.
- ☒ (D) Sentence 10
Correct. Sentence 10 tells about a cousin buying a hat. This personal detail does not support the main idea about events that led to the American Revolution.

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

3 What is the BEST way to revise sentence 3?

- ☒ (A) Colonists strongly opposed this law because they had no voice in Parliament.
Correct. This revision places the subject and verb in a clear order and keeps the meaning of the original sentence.
- ☐ (B) Strongly opposed, the colonists this law because they had no voice in Parliament.
Distractor. This revision is still awkward because the verb does not follow the subject in a clear way.
- ☐ (C) Because they had no voice in Parliament, this law strongly opposed the colonists.
Distractor. This revision changes the meaning by saying that the law opposed the colonists instead of the colonists opposing the law.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward order, so it does need revision.

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

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

- ☐ (A) In 1770, British soldiers fired into a crowd, they killed several colonists in Boston.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) In 1770, British soldiers fired into a crowd and killed several colonists in Boston.
Correct. This combines both ideas into one clear sentence and shows that the soldiers did both actions.
- ☐ (C) In 1770, British soldiers fired into a crowd because they killed several colonists in Boston.
Distractor. The word because creates a cause and effect relationship that does not make sense.
- ☐ (D) In 1770, British soldiers fired into a crowd. They killed several colonists in Boston.
Distractor. This does not combine the sentences. It simply repeats the two original sentences.

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

From Tension to Revolution

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

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

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

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

- ☒ (A) They helped the colonists work together against British laws.
Correct. This sentence explains how Samuel Adams and the Sons of Liberty supported resistance by helping colonists unite, which supports the idea in sentence 3.
- ☐ (B) Samuel Adams was a leader who lived in Boston.
Distractor. This tells where Samuel Adams lived, but it does not explain how he and the Sons of Liberty organized resistance.
- ☐ (C) Tea was an important drink in the colonies.
Distractor. This is a general fact about tea that does not support the idea that the Sons of Liberty helped organize resistance.
- ☐ (D) The colonists dumped tea into Boston Harbor.
Distractor. This repeats the idea already stated in sentence 2 and does not add new support after sentence 3.

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

From Tension to Revolution

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

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

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

What is the BEST way to revise sentence 4?

- ☐ (A) In response, the Intolerable Acts were by Great Britain passed, which punished the colonies and limited their rights.

Distractor. This version still keeps the verb after “by Great Britain” in an awkward order and separates the subject from the action.

- ☒ (B) In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.

Correct. This revision places the subject before the verb and clearly shows who passed the acts and what the acts did.

- ☐ (C) In response, Great Britain passed, which punished the colonies and limited their rights, the Intolerable Acts.

Distractor. This version separates the verb from its object and makes the sentence confusing.

- ☐ (D) No revision is needed.

Distractor. Sentence 4 has awkward word order, so a revision is needed to make the meaning clear.

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

From Tension to Revolution

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

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

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

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

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

- ☐ (A) These actions did not end the conflict, they brought the colonies closer together.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) These actions did not end the conflict but brought the colonies closer together.
Correct. This combines both ideas into one complete sentence and uses “but” to show the contrast between not ending the conflict and bringing the colonies closer.
- ☐ (C) Because these actions did not end the conflict, they brought the colonies closer together.
Distractor. The word “because” suggests that not ending the conflict caused the colonies to come closer, which changes the meaning.
- ☐ (D) These actions did not end the conflict when they brought the colonies closer together.
Distractor. The word “when” suggests a time relationship, but the two ideas show a contrast.

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

From Tension to Revolution

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

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

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

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives the key detail that colonists dumped tea into Boston Harbor during the protest. It supports the main idea.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains that the actions did not end the conflict, which connects to the growing tension in the colonies.
- ☒ (C) Sentence 8
Correct. Sentence 8 is about the writer's favorite tea. It does not support the main idea about tension and revolution in the colonies.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains that many colonists wanted to remove British control, which is an important part of the main idea.

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

From Tension to Revolution

- (1) Before the American Revolution, the thirteen colonies were part of Great Britain. (2) Many colonists considered themselves loyal to the king. (3) Great Britain was a superpower at the time. (4) However, this began to change after the French and Indian War. (5) Great Britain gained land. (6) Great Britain also gained significant debt. (7) To recover money, Parliament placed new taxes on the colonies. (8) One of these laws was the Stamp Act. (9) My favorite part of history is learning about the kings and queens of Great Britain.

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

- ☐ (A) The French and Indian War was fought in North America.
Distractor. This detail tells where the war was fought, but it does not explain why the debt led to new taxes.
- ☒ (B) This debt was a serious problem for Great Britain.
Correct. This sentence connects the debt in sentence 6 to the taxes in sentence 7 by explaining why Great Britain needed more money.
- ☐ (C) Many colonists had families and jobs.
Distractor. This detail about colonists does not support the writer's idea about war debt and new taxes.
- ☐ (D) Great Britain gained land, and land is always valuable.
Distractor. This is a vague opinion about land, and it does not help explain the debt or the taxes.

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

- ☐ (A) Sentence 5
Distractor. Sentence 5 explains that Great Britain gained land, which is important because it contrasts with the debt that follows.
- ☐ (B) Sentence 6
Distractor. Sentence 6 explains that Great Britain gained significant debt, which is a key cause of the new taxes.
- ☐ (C) Sentence 8
Distractor. Sentence 8 gives the Stamp Act as a specific example of a new tax, so it supports the main idea.
- ☒ (D) Sentence 9
Correct. Sentence 9 is a personal opinion about the writer's favorite history topic. It does not support the main idea about why the colonies and Great Britain grew apart.

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

3 Where is the BEST place to move sentence 3?



(A) After sentence 1

Correct. Sentence 3 describes Great Britain as a superpower, so it belongs right after sentence 1, which first mentions Great Britain.



(B) After sentence 2

Distractor. Moving sentence 3 after sentence 2 would separate the description of Great Britain from the sentence that introduces Great Britain.



(C) After sentence 4

Distractor. At that point, the draft has already moved to the French and Indian War, so describing Great Britain as a superpower would interrupt the flow.



(D) After sentence 7

Distractor. By sentence 7, the draft is focused on taxes, so moving the superpower detail there would confuse the order of ideas.

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

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



(A) Great Britain gained land, it also gained significant debt.

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



(B) Although Great Britain gained land, it also gained significant debt.

Correct. This combines both ideas into one clear sentence and uses although to show the contrast between gaining land and gaining debt.



(C) Great Britain gained land because it also gained significant debt.

Distractor. The word because creates a cause and effect relationship that does not make sense. Gaining land did not cause the debt in this sentence.



(D) Great Britain gained land and Great Britain also gained significant debt.

Distractor. This is wordy because it repeats Great Britain and does not combine the ideas as effectively as possible.

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

The Ocean Lesson

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

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

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

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

- ☒ (A) Tiny heads appeared as the sand shifted around them.
Correct. This sentence adds a clear detail about the hatching described in sentence 2. It helps the reader picture the turtles coming out of the sand.
- ☐ (B) Nyla had never seen a sea turtle before.
Distractor. This sentence tells about Nyla's past experience, but it does not explain what was happening as the turtles hatched from the sand.
- ☐ (C) Sea turtles can swim very fast in the water.
Distractor. This sentence gives a fact about swimming, not about hatching. It does not support the idea in sentence 2.
- ☐ (D) The beach was warm and sunny that day.
Distractor. This sentence describes the weather, but it does not add information about the turtles hatching from the sand.

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

The Ocean Lesson

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

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

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

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

- ☒ (A) Nyla asked her guide how they know where to go.
Correct. This revision places the subject and verb in a clear order and states the action directly, so the sentence is easy to follow.
- ☐ (B) How they know where to go, Nyla asked her guide.
Distractor. This version still has an awkward word order and does not clearly connect the question to Nyla's action.
- ☐ (C) Nyla asked her guide how do they know where to go.
Distractor. This version uses question word order inside a statement, which is not correct.
- ☐ (D) No revision is needed.
Distractor. Sentence 5 has awkward word order, so a revision is needed to make the meaning clear.

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

The Ocean Lesson

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

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

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

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

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

- ☐ (A) One by one, they broke through their shells, they started moving toward the ocean.

Distractor. This creates a comma splice by joining two complete sentences with only a comma, which is not correct.

- ☒ (B) One by one, they broke through their shells and started moving toward the ocean.

Correct. This combines both ideas into one clear sentence and keeps the order of events.

- ☐ (C) One by one, they broke through their shells because they started moving toward the ocean.

Distractor. The word because gives the wrong cause. Breaking through the shells did not happen because the turtles started moving.

- ☐ (D) Although one by one they broke through their shells, they started moving toward the ocean.

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

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

The Ocean Lesson

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

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

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

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 describes the turtles breaking through their shells, which is an important part of the hatching process.
- ☐ (B) Sentence 6
Distractor. Sentence 6 explains what the guide says about the turtles not needing to be taught, which supports the main idea.
- ☒ (C) Sentence 9
Correct. Sentence 9 gives a personal opinion about the writer's favorite animal. It does not support the main idea about how sea turtles act after they hatch.
- ☐ (D) Sentence 10
Distractor. Sentence 10 shows Nyla watching closely, which connects to her interest in the turtles and supports the main idea.

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

The Ocean Lesson

(1) The turtles moved slowly but with determination. (2) Birds circled above. (3) Even though the sand was uneven, continued most toward the water. (4) Their instinct guided them through the transition from sand to ocean.

(5) This increased their chances of survival during a dangerous moment. (6) The guide smiled and said, “Slow and steady wins the race.” (7) Later that day, Nyla visited a marine biology exhibit at an aquarium. (8) She stopped in front of a large tank.

(9) A group of orcas swam together in coordinated patterns. (10) I think the aquarium gift shop is the best place to buy souvenirs.

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

- ☒ (A) They turned and dove at the same time, moving as one group.
Correct. This sentence gives a specific example of the coordinated patterns described in sentence 9 and supports the idea that the orcas moved together.
- ☐ (B) Nyla thought the gift shop had many nice items.
Distractor. This detail is about the gift shop and does not support the idea of orcas swimming in coordinated patterns.
- ☐ (C) Orcas are mammals that breathe air.
Distractor. This is a general fact about orcas that does not explain or support their coordinated movements in the tank.
- ☐ (D) The tank was made of thick glass.
Distractor. This detail describes the tank, not the behavior of the orcas, so it does not support the writer’s idea.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 describes the setting and helps explain the turtles’ difficult journey toward the water.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains why the turtles’ instinct was important for survival, which is a key part of the draft.
- ☐ (C) Sentence 7
Distractor. Sentence 7 introduces Nyla and the aquarium, which leads to the information about the orcas.
- ☒ (D) Sentence 10
Correct. Sentence 10 is a personal opinion about the gift shop. It does not support the main idea about ocean animals and their movements.

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

3 What is the BEST way to revise sentence 3?

- ☐ (A) Even though the sand was uneven, continued most toward the water.
Distractor. This version still lacks a clear subject and keeps the awkward word order.
- ☒ (B) Even though the sand was uneven, most continued toward the water.
Correct. This version places the subject "most" before the verb "continued," making the sentence clear and grammatically correct.
- ☐ (C) Even though the sand was uneven, most toward the water continued.
Distractor. This version puts the phrase "toward the water" before the verb, which makes the sentence awkward and unclear.
- ☐ (D) No revision is needed.
Distractor. The original sentence is missing a clear subject before "continued," so a revision is needed.

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

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

- ☐ (A) She stopped in front of a large tank, a group of orcas swam together in coordinated patterns.
Distractor. This creates a comma splice by joining two complete sentences with only a comma.
- ☒ (B) She stopped in front of a large tank where a group of orcas swam together in coordinated patterns.
Correct. This combines both ideas into one clear sentence. The word "where" correctly shows that the orcas were in the tank.
- ☐ (C) She stopped in front of a large tank although a group of orcas swam together in coordinated patterns.
Distractor. The word "although" suggests a contrast, but there is no contrast between stopping in front of a tank and seeing orcas swim.
- ☐ (D) Stopping in front of a large tank where a group of orcas swam together in coordinated patterns.
Distractor. This is a sentence fragment because it does not have a main subject and verb for the whole sentence.

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

The Ocean Lesson

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

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

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

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

- ☒ (A) That means the orcas must learn from one another to work as a team.
Correct. This sentence explains how learning and cooperation help the orcas succeed. It connects directly to the idea in sentence 8.
- ☐ (B) Nyla liked the blue water in the orca pool.
Distractor. This sentence is about the water, not about how orcas learn or cooperate. It does not support the idea in sentence 8.
- ☐ (C) The trainer smiled at Nyla.
Distractor. This sentence gives a small action but does not add a detail or explanation about learning and cooperation.
- ☐ (D) Orcas are large animals that live in the ocean.
Distractor. This is a general fact about orcas. It does not help explain why learning and cooperation are important to their success.

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

The Ocean Lesson

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

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

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

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

- ☒ (A) Nyla thought about what she had seen.
Correct. This revision places the subject first and uses active voice, making the sentence clear and easy to follow.
- ☐ (B) What she had seen was thought about by Nyla.
Distractor. This version keeps the awkward passive wording. It does not make the sentence clearer.
- ☐ (C) Nyla thought about she had seen.
Distractor. This version is missing the word what and is not a complete, correct sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has awkward word order that makes it hard to read. A revision is needed.

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

The Ocean Lesson

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

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

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

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

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

- ☐ (A) Nyla noticed that the orcas stayed close together, they moved as one team.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Nyla noticed that the orcas stayed close together and moved as one team.
Correct. This sentence combines both ideas smoothly and shows that the two actions are closely related.
- ☐ (C) Although Nyla noticed that the orcas stayed close together, they moved as one team.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.
- ☐ (D) Nyla noticed that the orcas stayed close together when they moved as one team.
Distractor. The word when suggests a specific time, which changes the meaning of the original sentences.

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

The Ocean Lesson

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

(5) They moved as one team. (6) Their actions seemed planned and purposeful.

(7) Nyla asked if the orcas had to learn how to survive. (8) The trainer said their success depends on learning and cooperation.

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

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



(A) Sentence 1

Distractor. Sentence 1 introduces the setting and the main subject of the draft. Removing it would take away important information.



(B) Sentence 10

Correct. Sentence 10 is about the gift shop and does not support the main idea about orcas learning and cooperation. It should be deleted.



(C) Sentence 4

Distractor. Sentence 4 describes how the orcas stayed close together. This detail supports the main idea of teamwork.



(D) Sentence 8

Distractor. Sentence 8 states the main idea that success depends on learning and cooperation. Removing it would weaken the draft.

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

The Ocean Lesson

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

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

- ☒ (A) The tiny turtles used their flippers to pull themselves across the sand.
Correct. This sentence gives a specific detail about how the turtles moved toward the ocean, which supports the writer’s idea about their behavior after hatching.
- ☐ (B) The ocean water was cool and blue.
Distractor. This detail describes the water but does not explain how the turtles move or know where to go, so it does not support the main idea.
- ☐ (C) Nyla had visited the beach many times before.
Distractor. This introduces a new detail about Nyla’s past visits that is not connected to the turtles’ movement or instincts.
- ☐ (D) Sea turtles can live for many years.
Distractor. This fact about lifespan is interesting but it does not support the idea about hatchlings moving toward the ocean.

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

- ☐ (A) Sentence 2
Distractor. This sentence describes the turtles breaking through their shells, which is an important part of the hatching event.
- ☐ (B) Sentence 5
Distractor. This sentence gives the guide’s explanation that the turtles do not need to be taught, which supports the main idea about instinct.
- ☒ (C) Sentence 6
Correct. This sentence states a personal opinion about sea turtles being interesting. It does not help explain how the turtles know where to go.
- ☐ (D) Sentence 7
Distractor. This sentence introduces the idea of instinct, which is central to the guide’s explanation.

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

3 What is the BEST way to revise sentence 1?

- ☒ (A) Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand.

Correct. This revision places the phrase “from the sand” next to “hatch,” making the sentence clear and smooth.

- ☐ (B) Nyla stood quietly on the beach as dozens of sea turtles began from the sand to hatch.

Distractor. This version still keeps “from the sand” in an awkward place between “began” and “to hatch,” so the sentence is not clear.

- ☐ (C) Nyla stood on the beach quietly as dozens from the sand of sea turtles began to hatch.

Distractor. This version changes the word order in a confusing way and separates “sea turtles” from “dozens,” which makes the meaning unclear.

- ☐ (D) No revision is needed.

Distractor. The original sentence places “from the sand” in an awkward spot, so a revision is needed.

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

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

- ☐ (A) It is an instinct, they are born with that behavior.

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

- ☐ (B) It is an instinct although they are born with that behavior.

Distractor. The word although shows a contrast, but the two ideas are not opposing. They explain each other.

- ☒ (C) It is an instinct that they are born with.

Correct. This combines both ideas into one clear sentence. It shows that the behavior is an instinct the turtles have from birth.

- ☐ (D) They are born with that behavior so it is an instinct.

Distractor. The word so suggests that being born with the behavior causes it to be an instinct, which changes the meaning.

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

Spanish Rule in Early Texas

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

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

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

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

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

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

- ☒ **(A)** Missionaries also taught Native Americans Spanish customs and skills such as farming, cooking, and building.
Correct. This sentence adds a specific detail about another role of missionaries, which supports the idea that missions affected Native American life.
- ☐ **(B)** Spanish leaders wanted to expand their empire and protect their land.
Distractor. This sentence repeats ideas that were already stated earlier in the draft. It does not add new support after sentence 7.
- ☐ **(C)** Missions were important places in early Texas.
Distractor. This sentence is too vague. It does not give a specific detail or example that supports the idea in sentence 7.
- ☐ **(D)** My cousin lives in Spain and speaks Spanish.
Distractor. This sentence tells about the writer's cousin, which is not related to the main idea about Spanish missions and Native Americans.

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

Spanish Rule in Early Texas

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

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

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

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

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

What is the BEST way to revise sentence 5?

- ☒ (A) To reach these goals, Spain built missions and presidios across the region.

Correct. This revision puts Spain before the verb built and keeps the sentence in a clear order.

- ☐ (B) To reach these goals, built across the region by Spain were missions and presidios.

Distractor. This version is still awkward because the verb comes before the subject and the phrase built across the region by Spain interrupts the sentence.

- ☐ (C) To reach these goals, missions and presidios built Spain across the region.

Distractor. This version changes the meaning by making it seem that missions and presidios built Spain.

- ☐ (D) No revision is needed.

Distractor. Sentence 5 has words in an awkward order, so a revision is needed.

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

Spanish Rule in Early Texas

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

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

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

- ☐ (A) Many Native Americans lived at the missions, they were expected to follow Spanish customs and rules.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.
Correct. This sentence joins both ideas smoothly with and, showing that Native Americans lived at the missions and were expected to follow customs and rules.
- ☐ (C) Many Native Americans lived at the missions because they were expected to follow Spanish customs and rules.
Distractor. The word because creates a cause-and-effect relationship that does not match the ideas in the two sentences.
- ☐ (D) Although many Native Americans lived at the missions, they were expected to follow Spanish customs and rules.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.

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

Spanish Rule in Early Texas

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

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

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

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

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

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

☐

(A) Sentence 5

Distractor. Sentence 5 explains that Spain built missions and presidios, which is important to the main idea of the draft.

☐

(B) Sentence 7

Distractor. Sentence 7 states the main goal of the missions, which is a key detail about Spanish rule in early Texas.

☒

(C) Sentence 8

Correct. Sentence 8 tells about the writer's cousin, which is a personal detail that has nothing to do with Spanish rule in early Texas.

☐

(D) Sentence 10

Distractor. Sentence 10 explains that Native Americans were expected to follow Spanish customs and rules, which supports the main idea.

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

Spanish Rule in Early Texas

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

(5) Native Americans lost land and freedom. **(6)** This caused tension between groups.

(7) The presidios had to when protecting nearby settlements stand their ground. **(8)** I think visiting Spanish missions would be a fun field trip for our class.

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

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

- ☒ **(A)** For example, many towns and rivers in Texas have Spanish names.
Correct. This sentence gives a specific example of how place names reflect Spanish influence, which directly supports the idea in sentence 3.
- ☐ **(B)** Spanish rule began many years ago.
Distractor. This sentence is vague and repeats that Spanish rule happened long ago instead of giving a detail about place names or traditions.
- ☐ **(C)** Many people enjoy learning about history.
Distractor. This is a general reaction that does not support the point that place names and traditions show Spanish influence.
- ☐ **(D)** The presidios were built to protect settlements.
Distractor. This introduces a new detail about presidios that does not explain how place names and traditions reflect Spanish influence.

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

- ☐ **(A)** Sentence 6
Distractor. Sentence 6 explains that tension grew between groups, which is an important part of the conflict caused by Spanish rule.
- ☐ **(B)** Sentence 7
Distractor. Sentence 7 tells about presidios protecting settlements, which is a detail related to Spanish rule in Texas.
- ☒ **(C)** Sentence 8
Correct. Sentence 8 gives a personal opinion about a field trip. It does not support the main idea about the lasting effects and conflicts of Spanish rule.
- ☐ **(D)** Sentence 9
Distractor. Sentence 9 restates the main idea that the effects of Spanish rule can still be seen, so it should stay.

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

3 What is the BEST way to revise sentence 7?

- ☒ (A) The presidios had to stand their ground when protecting nearby settlements.
Correct. This version puts the words in a clear order and keeps the meaning that presidios defended nearby settlements.
- ☐ (B) The presidios had to stand their ground, when protecting nearby settlements.
Distractor. The comma is not needed and makes the sentence less clear.
- ☐ (C) The presidios had to stand their ground and protecting nearby settlements.
Distractor. This version is awkward and changes the meaning by using and with protecting.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order, so it does need revision.

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

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

- ☐ (A) Native Americans lost land and freedom, this caused tension between groups.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Native Americans lost land and freedom although this caused tension between groups.
Distractor. The word although shows a contrast that does not match the cause and effect relationship in the sentences.
- ☒ (C) Native Americans lost land and freedom, which caused tension between groups.
Correct. This combines both ideas into one clear sentence and correctly shows that losing land and freedom caused tension.
- ☐ (D) Native Americans lost land and freedom and tension between groups.
Distractor. This version leaves out the idea that tension was caused by the loss of land and freedom, so it changes the meaning.

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

Spanish Rule in Early Texas

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

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

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

(8) Native Americans lost freedom.

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

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



(A) The presidios were important forts in the region.

Distractor. This sentence tells about presidios, but it does not support the idea that place names and traditions still show Spanish influence.



(B) For example, the names of many Texas rivers come from Spanish words.

Correct. This sentence gives a specific example of a place name that came from Spanish, which directly supports the idea in sentence 5.



(C) Learning about Texas history is fun.

Distractor. This is a vague reaction that does not add any detail about place names, traditions, or Spanish influence.



(D) Native Americans lost land and freedom, which caused tension between groups.

Distractor. This sentence introduces the conflict idea, which does not support the idea in sentence 5 about place names and traditions.

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

Spanish Rule in Early Texas

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

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

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

(8) Native Americans lost freedom.

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

What is the BEST way to revise sentence 2?

- ☐ (A) The nearby settlements had to be protected by the presidios that stood their ground.
Distractor. This version uses passive voice and extra words, so it is wordier and less clear than the best revision.
- ☒ (B) The presidios had to stand their ground to protect nearby settlements.
Correct. This revision puts the subject before the verb and clearly states that the presidios protected the settlements.
- ☐ (C) The presidios stood their ground when the nearby settlements were protected.
Distractor. This version makes it unclear who was protecting the settlements and changes the meaning of the sentence.
- ☐ (D) No revision is needed.
Distractor. Sentence 2 has awkward word order that hides who is doing what, so a revision is needed.

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

Spanish Rule in Early Texas

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

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

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

(8) Native Americans lost freedom.

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

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

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

- ☐ (A) Native Americans lost land, Native Americans lost freedom.
Distractor. This joins two complete thoughts with only a comma and repeats the subject, which is not correct.
- ☒ (B) Native Americans lost land and freedom.
Correct. This sentence combines both ideas clearly and concisely by using the word and.
- ☐ (C) Although Native Americans lost land, they lost freedom.
Distractor. The word although suggests a contrast, but the two ideas are not opposites.
- ☐ (D) Native Americans lost land because they lost freedom.
Distractor. The word because suggests that losing freedom caused the loss of land, which changes the meaning.

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

Spanish Rule in Early Texas

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

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

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

(8) Native Americans lost freedom.

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

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



(A) Sentence 3

Distractor. Sentence 3 gives a key detail about how Spanish became part of daily life, so it supports the main idea and should stay.



(B) Sentence 6

Distractor. Sentence 6 introduces the conflict that the rest of the draft explains, so it should stay.



(C) Sentence 9

Distractor. Sentence 9 explains the result of Native Americans losing land and freedom, so it helps the draft move forward.



(D) Sentence 10

Correct. Sentence 10 is a personal opinion about a school subject, and it has nothing to do with Spanish rule in Texas.

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

Spanish Rule in Early Texas

(1) Before 1600, Spain began to explore and claim land in what is now Texas. **(2)** Spanish leaders wanted to expand their empire. **(3)** They also wanted to spread the Catholic religion. **(4)** They wanted to protect their land from other countries.

(5) Missions were settlements led by Spanish priests called missionaries. **(6)** To reach these goals, they built missions and presidios across the region. **(7)** Their main goal was to convert Native Americans to Catholicism. **(8)** At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building.

(9) Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. **(10)** I think Spanish missions would be a fun place for a field trip.

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

- ☐ **(A)** The Catholic religion is practiced in many countries around the world today.
Distractor. This general fact about the Catholic religion today does not explain how missionaries worked to convert Native Americans at the missions.
- ☒ **(B)** Missionaries taught Catholic prayers and beliefs to the Native Americans who lived at the missions.
Correct. This sentence gives a specific example of how missionaries worked to convert Native Americans, which directly supports the idea in sentence 7.
- ☐ **(C)** Missions were often built near rivers and streams.
Distractor. This detail about where missions were built does not support the idea that converting Native Americans was a main goal.
- ☐ **(D)** Converting people to a new religion can be a difficult process.
Distractor. This is a general comment about conversion and does not provide a specific supporting detail about the missionaries in Texas.

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

- ☐ **(A)** Sentence 4
Distractor. Sentence 4 states one of Spain's goals, so it supports the main idea about why Spain acted in the region.
- ☒ **(B)** Sentence 10
Correct. Sentence 10 gives a personal opinion about a field trip. It does not support the main idea about Spanish rule, missions, or Native Americans.
- ☐ **(C)** Sentence 6
Distractor. Sentence 6 explains that Spain built missions and presidios to reach its goals. This is an important supporting detail.
- ☐ **(D)** Sentence 9
Distractor. Sentence 9 explains what was expected of Native Americans at the missions. This supports the main idea about Spanish rule.

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

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 4
Distractor. Sentence 4 states a goal. Sentence 6 has not yet introduced missions, so a definition of missions does not fit here.
- ☒ (B) After sentence 6
Correct. Sentence 6 first mentions that Spain built missions. Moving sentence 5 right after it defines missions at the moment readers need that information.
- ☐ (C) After sentence 7
Distractor. Sentence 7 describes the main goal of the missions. The definition should come before this description, not after it.
- ☐ (D) After sentence 9
Distractor. By sentence 9, the draft has already discussed missionaries and Native Americans at missions. Moving the definition this late would confuse readers.

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

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

- ☐ (A) Spanish leaders wanted to expand their empire, they also wanted to spread the Catholic religion.
Distractor. This is a comma splice. It joins two complete thoughts with only a comma.
- ☐ (B) Spanish leaders wanted to expand their empire although they also wanted to spread the Catholic religion.
Distractor. The word although shows contrast, but expanding an empire and spreading a religion were both goals, not opposing ideas.
- ☒ (C) Spanish leaders wanted to expand their empire and spread the Catholic religion.
Correct. This sentence combines both goals clearly and concisely. It keeps the meaning and uses the word and to connect the ideas.
- ☐ (D) Spanish leaders wanted to expand their empire and they wanted to expand the Catholic religion.
Distractor. This repeats 'they wanted to' and changes 'spread' to 'expand,' which makes the meaning less clear.

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

A Harvest to Remember

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

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

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

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

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

- ☒ (A) Some became sick during the long winter.
Correct. This sentence adds a specific hardship that made the year difficult, which supports the idea in sentence 4 that many did not have enough food.
- ☐ (B) The Pilgrims lived in Plymouth, in what is now Massachusetts.
Distractor. This repeats the location already given in sentence 1, but it does not explain how the difficult year affected the Pilgrims.
- ☐ (C) Squanto taught the Pilgrims how to grow corn.
Distractor. This tells about help that came later, not a hardship during the difficult year before the celebration.
- ☐ (D) The Wampanoag tribe helped the Pilgrims.
Distractor. This repeats the idea in sentence 5 and is too general to add a supporting detail after sentence 4.

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

A Harvest to Remember

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

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

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

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

What is the BEST way to revise sentence 10?

- ☐ (A) The geography of the area was understood by Squanto, and he showed them how to use the land in ways that worked best.
Distractor. This version keeps the awkward passive wording and separates the subject from the action, so it is not the best revision.
- ☒ (B) Squanto also understood the geography of the area and showed them how to use the land in ways that worked best.
Correct. This revision puts Squanto first as the subject and keeps the actions in a clear order.
- ☐ (C) The geography of the area was understood, and Squanto showed them how to use the land in ways that worked best.
Distractor. This removes Squanto from the first action, so it is unclear who understood the geography.
- ☐ (D) No revision is needed.
Distractor. Sentence 10 has awkward word order and should be revised for clarity.

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

A Harvest to Remember

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

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

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

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

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

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

- ☒ **(A)** Squanto showed the Pilgrims how to catch fish and find food in the area.
Correct. This combines both ideas into one sentence and avoids repeating Squanto and showed.
- ☐ **(B)** Squanto showed the Pilgrims how to catch fish, he showed them how to find food in the area.
Distractor. This is a comma splice. Two complete thoughts are joined with only a comma.
- ☐ **(C)** Although Squanto showed the Pilgrims how to catch fish, he showed them how to find food in the area.
Distractor. The word although suggests a contrast, but the two ideas are both ways Squanto helped. It changes the meaning.
- ☐ **(D)** Squanto showed the Pilgrims how to catch fish.
Distractor. This leaves out the second idea about finding food, so it does not combine both sentences.

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

A Harvest to Remember

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

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

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

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

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

- ☐ **(A)** Sentence 4
Distractor. Sentence 4 gives an important detail about the hard winter and does not repeat an idea.
- ☐ **(B)** Sentence 6
Distractor. Sentence 6 introduces Squanto and how he helped, which is a key detail in the draft.
- ☒ **(C)** Sentence 9
Correct. Sentence 9 repeats the idea already stated in sentence 5 that the Wampanoag tribe helped the Pilgrims. It does not add new information.
- ☐ **(D)** Sentence 10
Distractor. Sentence 10 explains that Squanto understood the geography and showed the Pilgrims how to use the land. This is an important supporting detail.

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

A Harvest to Remember

(1) The Pilgrims had help from the Wampanoag. (2) With this help, they grew enough food for a good harvest. (3) After they gathered their crops, the Pilgrims decided to celebrate. (4) During the celebration, Massasoit and about 90 Wampanoag men joined them. (5) For several days the gathering lasted. (6) People shared food. (7) People played games. (8) They spent time together. (9) I think Thanksgiving is the best holiday of the year. (10) It was a way to give thanks for the harvest and the help they had received.

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

- ☐ (A) The Pilgrims had traveled across the ocean on a ship.
Distractor. This introduces a new detail about travel that does not support the idea of the celebration.
- ☒ (B) This made the celebration a shared event between the two groups.
Correct. This sentence explains how the Wampanoag joining the celebration made it a shared event, which supports the idea that the gathering brought people together.
- ☐ (C) Massasoit and the Wampanoag men joined the Pilgrims.
Distractor. This repeats information already stated in sentence 4 instead of adding a supporting detail.
- ☐ (D) People should always be thankful for what they have.
Distractor. This is a general opinion about thankfulness and does not connect to the specific event.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains how the help led to a good harvest, which is important to the main idea.
- ☐ (B) Sentence 5
Distractor. This sentence tells how long the gathering lasted, which supports the main idea of the celebration.
- ☒ (C) Sentence 9
Correct. This sentence gives a personal opinion about Thanksgiving. It does not support the main idea about the Pilgrims and the harvest celebration.
- ☐ (D) Sentence 10
Distractor. This sentence explains the purpose of the gathering, which is central to the main idea.

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

3 What is the BEST way to revise sentence 5?

- ☒ (A) The gathering lasted for several days.
Correct. This version places the words in a clear order and keeps the meaning of the sentence.
- ☐ (B) For several days the gathering was lasting.
Distractor. This version uses an awkward verb tense and sounds unnatural.
- ☐ (C) The gathering, for several days, lasted.
Distractor. This version interrupts the sentence with a phrase and is less clear.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☐ (A) People shared food, and people played games.
Distractor. This version repeats "people" and is less concise than the correct sentence.
- ☒ (B) People shared food and played games.
Correct. This sentence combines both ideas smoothly and concisely by using one subject and two verbs.
- ☐ (C) People shared food, people played games.
Distractor. This is a comma splice because it joins two complete thoughts with only a comma.
- ☐ (D) People shared food although people played games.
Distractor. The word although creates a contrast that does not match the meaning of the two sentences.

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

A Harvest to Remember

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

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

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

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

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

- ☒ (A) The foods they ate came from the area around where they lived.
Correct. This sentence explains what local foods means by telling where the foods came from. It supports the idea that the Pilgrims ate foods found nearby.
- ☐ (B) The Pilgrims wore dark clothing and tall hats.
Distractor. This sentence tells about clothing, not about the foods eaten at the celebration. It does not support the idea in sentence 3.
- ☐ (C) Thanksgiving is celebrated in November.
Distractor. This sentence tells when Thanksgiving is celebrated today. It does not add a detail about the foods eaten at the early celebration.
- ☐ (D) Corn is a popular food today.
Distractor. This sentence is about corn today, not about what the Pilgrims ate. It does not support the writer's idea about local foods at the celebration.

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

A Harvest to Remember

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

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

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

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

What is the BEST way to revise sentence 2?

- ☒ (A) The foods at the celebration were different from what many people eat today.
Correct. This version places the subject before the verb and keeps the comparison clear. It makes the sentence easy to read.
- ☐ (B) Different were the foods at the celebration from what many people eat today.
Distractor. This version still has an awkward word order. It puts the adjective before the subject and separates the comparison.
- ☐ (C) The foods at the celebration were different from many people eat today.
Distractor. This version is missing the word what in the comparison. It does not clearly state what the foods are different from.
- ☐ (D) No revision is needed.
Distractor. Sentence 2 has an awkward word order. A revision is needed to make it clear.

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

A Harvest to Remember

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

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

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

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

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

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

- ☐ (A) It was not a large feast like modern Thanksgiving meals, it was an important event.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) It was not a large feast like modern Thanksgiving meals, but it was an important event.
Correct. The word but shows the correct contrast between the two ideas. The sentence is clear and keeps both ideas.
- ☐ (C) It was not a large feast like modern Thanksgiving meals because it was an important event.
Distractor. The word because suggests that the event was not large for the reason that it was important. That relationship does not make sense.
- ☐ (D) It was not a large feast like modern Thanksgiving meals, so it was an important event.
Distractor. The word so suggests that the event was important as a result of not being large. That changes the meaning of the two ideas.

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

A Harvest to Remember

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

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

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

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

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 supports the main idea by explaining that the foods at the celebration were different from foods eaten today.
- ☐ (B) Sentence 5
Distractor. Sentence 5 supports the main idea by telling that the event was important even though it was not a large feast.
- ☒ (C) Sentence 7
Correct. Sentence 7 tells a personal favorite food, which does not support the main idea about the Pilgrims' harvest celebration. It is off topic.
- ☐ (D) Sentence 8
Distractor. Sentence 8 supports the main idea by connecting the early gathering to how people celebrate Thanksgiving today.

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

A Harvest to Remember

(1) In 1621, the Pilgrims held a celebration in Plymouth. (2) The year before had been very difficult. (3) The Pilgrims were not used to the cold climate or the new land. (4) Many did not have enough food, and some became sick during the long winter.

(5) Native Americans from the Wampanoag tribe helped them. (6) A man named Squanto showed the Pilgrims how to grow corn. (7) He also taught them to catch fish and find food in the area. (8) I think fall is the best season because of all the holidays.

(9) Things started to get better after that help. (10) The help from the Wampanoag and Squanto made a big difference.

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

- ☒ (A) The Pilgrims needed help to survive the hard winter.
Correct. This sentence explains why the Pilgrims needed help, which connects sentence 4 to sentence 5 and supports the idea that the first year was hard.
- ☐ (B) The Wampanoag tribe lived in the area.
Distractor. This gives background about the Wampanoag tribe, but it does not explain the Pilgrims' need after sentence 4.
- ☐ (C) Winter is a cold season with snow and ice.
Distractor. This is a general fact about winter that does not support the specific idea about the Pilgrims' difficult year.
- ☐ (D) I think the Pilgrims should have brought more food with them.
Distractor. This is a personal opinion that does not support the writer's idea about the Pilgrims' need and the help they received.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 tells about the lack of food and sickness, which are key details about the hard year.
- ☒ (B) Sentence 8
Correct. Sentence 8 gives a personal opinion about fall and holidays. It does not support the main idea about the Pilgrims' difficult year and the help they received.
- ☐ (C) Sentence 6
Distractor. Sentence 6 introduces Squanto and his help, which is an important part of the draft.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains the importance of the help, so removing it would weaken the ending of the draft.

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

3 Where is the BEST place to move sentence 9?

- ☐ (A) After sentence 1
Distractor. Sentence 9 refers to 'that help,' but sentence 1 does not mention any help, so the meaning would be unclear.
- ☐ (B) After sentence 3
Distractor. Sentence 9 refers to help that has not been mentioned yet. Placing it after sentence 3 would confuse the order of events.
- ☒ (C) After sentence 5
Correct. Sentence 5 introduces the help from the Wampanoag. Sentence 9 explains that things improved after that help, and sentences 6 and 7 give details about the help.
- ☐ (D) After sentence 10
Distractor. Sentence 10 is a concluding statement. Moving sentence 9 after it would make the paragraph end with a detail that should come earlier.

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

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

- ☐ (A) A man named Squanto showed the Pilgrims how to grow corn, he also taught them to catch fish and find food in the area.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) A man named Squanto showed the Pilgrims how to grow corn although he also taught them to catch fish and find food in the area.
Distractor. The word although creates a contrast that does not match the meaning. Both actions are ways Squanto helped the Pilgrims.
- ☒ (C) A man named Squanto taught the Pilgrims how to grow corn, catch fish, and find food in the area.
Correct. This combines both ideas into one clear sentence and lists the skills without repeating words.
- ☐ (D) A man named Squanto showed the Pilgrims how to grow corn and he also taught them how to catch fish and find food in the area.
Distractor. This repeats 'he also taught them' and is wordier than the correct combination.

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

Our Rights, Our Voices

(1) Long ago, when the nation was new, leaders asked what they should do. (2) They wrote down rights to make things fair. (3) These rights would protect people's freedoms. (4) The First says you can speak your mind. (5) It also says you can practice religion of any kind. (6) Your thoughts can be written down and with others ideas shared. (7) You can gather with other people. (8) You can share ideas with them. (9) My favorite subject is social studies because we learn about history. (10) The First helps people use their voices.

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

- ☒ (A) For example, these rights allow people to speak and worship freely.
Correct. This sentence gives a specific example of how rights protect freedoms, which supports the main idea that the rights make things fair.
- ☐ (B) The leaders met in a building long ago.
Distractor. This sentence tells where the leaders met, but it does not explain how the rights protect people's freedoms.
- ☐ (C) Many people today still enjoy these rights.
Distractor. This sentence is a general statement that does not add a specific detail or example about how the rights protect freedoms.
- ☐ (D) I think the leaders made a wise choice.
Distractor. This sentence gives a personal opinion instead of a supporting detail about the rights and freedoms.

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

Our Rights, Our Voices

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

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

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

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

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

- ☐ (A) Your thoughts can be written down and ideas with others shared.
Distractor. This version still places the words in a confusing order, so the reader cannot easily tell who is doing the action.
- ☒ (B) You can write down your thoughts and share ideas with others.
Correct. This revision puts the subject first, uses clear active verbs, and states both actions in a natural order.
- ☐ (C) Your thoughts can be written down, and with others, ideas can be shared.
Distractor. This version is awkward and does not make clear who is sharing the ideas with others.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has confusing word order, so a revision is needed to make the meaning clear.

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

Our Rights, Our Voices

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

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

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

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

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

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

- ☐ (A) You can gather with other people, you can share ideas with them.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.
- ☒ (B) You can gather with other people and share ideas with them.
Correct. This sentence combines both ideas smoothly and keeps the meaning that people can gather and share ideas.
- ☐ (C) You can gather with other people because you can share ideas with them.
Distractor. The word because suggests that sharing ideas causes gathering, which changes the relationship between the ideas.
- ☐ (D) You can gather with other people when you can share ideas with them.
Distractor. The word when suggests a time or condition that does not match the ideas in the two sentences.

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

Our Rights, Our Voices

(1) Long ago, when the nation was new, leaders asked what they should do. (2) They wrote down rights to make things fair. (3) These rights would protect people's freedoms. (4) The First says you can speak your mind. (5) It also says you can practice religion of any kind. (6) Your thoughts can be written down and with others ideas shared. (7) You can gather with other people. (8) You can share ideas with them. (9) My favorite subject is social studies because we learn about history. (10) The First helps people use their voices.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 explains why the rights were written, so it supports the main idea and should stay.
- ☐ (B) Sentence 6
Distractor. Sentence 6 describes how people can use their rights to share thoughts, so it belongs in the draft.
- ☒ (C) Sentence 9
Correct. Sentence 9 tells about a favorite subject, which is a personal opinion that does not support the main idea about rights and voices.
- ☐ (D) Sentence 10
Distractor. Sentence 10 concludes that the First helps people use their voices, which supports the main idea and should stay.

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

Our Rights, Our Voices

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

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

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

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

- ☒ (A) This means you decide who can stay in your home.
Correct. This sentence explains the right in sentence 3 by showing that the Third Amendment gives people control over their homes.
- ☐ (B) The Second Amendment is another amendment in the Bill of Rights.
Distractor. This sentence repeats a general idea and does not add a specific detail about the Third Amendment.
- ☐ (C) Many students learn about rights in social studies class.
Distractor. This sentence shifts to a new topic about school classes and does not support the idea about the Third Amendment.
- ☐ (D) Soldiers have important jobs in the military.
Distractor. This sentence is about soldiers' jobs and does not explain the right described in sentence 3.

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

- ☐ (A) Sentence 4
Distractor. Sentence 4 introduces the Fourth Amendment, which is one of the rights described in the draft.
- ☒ (B) Sentence 7
Correct. Sentence 7 gives a personal opinion about visiting the library after school. It does not explain the rights listed in the draft.
- ☐ (C) Sentence 8
Distractor. Sentence 8 gives a detail about searches that belongs with the Fourth Amendment, so it supports the main idea.
- ☐ (D) Sentence 9
Distractor. Sentence 9 summarizes how the rights protect people, which supports the main idea.

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

3 Where is the BEST place to move sentence 8?



(A) After sentence 1

Distractor. Sentence 1 introduces the Bill of Rights, but sentence 8 gives a detail about the Fourth Amendment, so it would not fit there.



(B) After sentence 4

Correct. Sentence 8 explains that the Fourth Amendment says no searches happen without a case. Placing it after sentence 4 makes the pronoun "It" clear.



(C) After sentence 6

Distractor. Sentence 6 is about courts following laws. Sentence 8 is about searches, so moving it there would separate it from the Fourth Amendment.



(D) After sentence 9

Distractor. Sentence 9 concludes the draft. Moving sentence 8 after it would place a specific detail after the summary and confuse the order.

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

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



(A) The Fifth Amendment says courts must treat you fair, they must follow laws with proper care.

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



(B) The Fifth Amendment says courts must treat you fair and follow laws with proper care.

Correct. This combines both ideas into one clear sentence and uses "and" to show that both actions belong to the courts.



(C) The Fifth Amendment says courts must treat you fair although courts must follow laws with proper care.

Distractor. The word "although" creates a contrast that does not match the meaning. Treating people fairly and following laws are not opposing ideas.



(D) The Fifth Amendment says courts must treat you fair. Courts must follow laws with proper care.

Distractor. This does not combine the sentences at all. It repeats the original two sentences instead of making one effective sentence.

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

Our Rights, Our Voices

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

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

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

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

- ☒ (A) For example, a person can ask a court to settle a disagreement over money.
Correct. This sentence gives an example of a case where someone uses the right to sue, which supports sentence 4.
- ☐ (B) The Seventh Amendment is about the number seven.
Distractor. This sentence is about the number seven, not about the right to sue in court.
- ☐ (C) Some court cases can take a long time to finish.
Distractor. This is a general fact about court cases that does not explain the right to sue in certain cases.
- ☐ (D) The Sixth Amendment also protects people in court.
Distractor. This sentence moves back to the Sixth Amendment and does not support the idea in sentence 4 about the Seventh Amendment.

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

Our Rights, Our Voices

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

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

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

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

- ☒ (A) The Ninth Amendment protects rights even when they are not written in the list.
Correct. This revision places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) Protected by the Ninth Amendment are rights even when they are not written in the list.
Distractor. This version still uses an awkward passive structure that makes the sentence hard to understand.
- ☐ (C) The Ninth Amendment even when they are not written in the list protects rights.
Distractor. This version separates the subject from the verb and makes the sentence confusing.
- ☐ (D) No revision is needed.
Distractor. Sentence 9 has awkward word order that makes it hard to understand who is doing what. A revision is needed.

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

Our Rights, Our Voices

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

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

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

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

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

- ☐ (A) The Ninth Amendment reminds us rights still exist, these rights may not be on the list.

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

- ☒ (B) The Ninth Amendment reminds us that rights still exist even if they are not on the list.

Correct. The phrase even if shows the correct relationship between the two ideas and keeps the meaning clear.

- ☐ (C) Although the Ninth Amendment reminds us rights still exist, these rights may not be on the list.

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

- ☐ (D) The Ninth Amendment reminds us rights still exist when these rights may not be on the list.

Distractor. The word when suggests a specific time, but the rights are not on the list at all times. This changes the meaning.

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

Our Rights, Our Voices

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

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

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

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



(A) Sentence 2

Distractor. Sentence 2 explains the role of a jury in the Sixth Amendment. Removing it would take away an important detail.



(B) Sentence 6

Distractor. Sentence 6 explains that punishments must not be too harsh. This supports the main idea about rights in the amendments.



(C) Sentence 9

Distractor. Sentence 9 is awkward, but it still supports the main idea about rights protected by the Ninth Amendment.



(D) Sentence 10

Correct. Sentence 10 is about watching movies and does not support the main idea about rights in the amendments.

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

Our Rights, Our Voices

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

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

(8) They can write their thoughts and gather together.

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

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

- ☒ (A) These rights are listed in the Bill of Rights.
Correct. This sentence explains where the important rights were written down. It connects sentence 3 to sentence 4 by showing that the rights were specific protections.
- ☐ (B) The leaders worked for many long days.
Distractor. This detail describes how long the leaders worked but does not explain what rights they wrote down or why the rights mattered.
- ☐ (C) Every student should memorize all the rights.
Distractor. This is a personal opinion about what students should do. It does not support the writer's idea about the rights that leaders wrote down.
- ☐ (D) The United States has fifty states today.
Distractor. This fact about the number of states is not related to the important rights or the freedoms described in the draft.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains why leaders wrote down rights, which is an important part of the main idea about fairness and freedom.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives a specific example of a right, which supports the main idea about the First Amendment and people's freedoms.
- ☒ (C) Sentence 7
Correct. Sentence 7 gives a personal opinion about visiting Washington, D.C., on vacation. This does not support the main idea about rights and voices.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains that people can share ideas, which connects to the main idea about voices being heard.

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

3 What is the BEST way to revise sentence 6?

- ☐ (A) People can practice any religion they choose also.
Distractor. This version keeps the awkward placement of also at the end of the sentence, so the word order is still unclear.
- ☒ (B) People can also practice any religion they choose.
Correct. This version places also before the verb practice, making the sentence clear and natural while keeping the same meaning.
- ☐ (C) People can practice also any religion they choose.
Distractor. This version puts also in an awkward position between practice and any religion, which makes the sentence confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order because also is at the end, so a revision is needed.

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

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

- ☐ (A) They can write their thoughts and gather together, they can share ideas with others.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) They can write their thoughts, gather together, and share ideas with others.
Correct. This version combines both ideas into one clear sentence. It removes repeated words and uses a list to show the actions smoothly.
- ☐ (C) They can write their thoughts and gather together although they can share ideas with others.
Distractor. The word although suggests a contrast, but writing, gathering, and sharing ideas are connected actions, not opposing ideas.
- ☐ (D) They can write their thoughts and gather together.
Distractor. This version leaves out the idea that people can share ideas with others, so it does not combine both sentences.

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

A Voice of Their Own

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

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

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

- ☒ (A) Colonists in America had no say in making those laws.
Correct. This sentence explains that colonists had no voice in the laws made far away, which helps the reader understand why some colonists began to question the laws.
- ☐ (B) Mr. Harris often looks over papers while Thomas sweeps.
Distractor. This sentence repeats what sentence 2 already shows and does not add a detail about the laws made in Great Britain.
- ☐ (C) Many laws in Great Britain were written on paper.
Distractor. This sentence is a general fact about laws, but it does not help explain why colonists would question laws made far away.
- ☐ (D) Thomas liked to sweep the sidewalk in front of the shop.
Distractor. This sentence tells about Thomas and sweeping, but it does not support the idea that laws were made far away in Great Britain.

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

A Voice of Their Own

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

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

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

- ☐ (A) The rules make by the king and Parliament, Mr. Harris told Thomas.
Distractor. This version is missing a helping verb and has an awkward order that makes the sentence confusing.
- ☒ (B) Mr. Harris told Thomas that the king and Parliament make the rules.
Correct. This revision places Mr. Harris as the subject and keeps the words in a clear order, so the reader knows who told Thomas what.
- ☐ (C) The rules were made by the king and Parliament, Mr. Harris told Thomas.
Distractor. This version joins two complete ideas with only a comma and does not clearly show that Mr. Harris is speaking to Thomas.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order, so it is hard to understand who did what. A revision is needed.

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

A Voice of Their Own

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

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

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

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

- ☐ (A) Over time, some colonists began to question this, Thomas asked Mr. Harris why they follow laws from people who do not live there.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Over time, some colonists began to question this, and Thomas asked Mr. Harris why they follow laws from people who do not live there.
Correct. This sentence combines both ideas smoothly and shows that Thomas's question is connected to the colonists questioning the laws.
- ☐ (C) Although some colonists began to question this, Thomas asked Mr. Harris why they follow laws from people who do not live there.
Distractor. The word although suggests a contrast that does not make sense here. The two ideas are related, not opposite.
- ☐ (D) Over time, some colonists began to question this because Thomas asked Mr. Harris why they follow laws from people who do not live there.
Distractor. The word because changes the meaning by saying the colonists questioned the laws because Thomas asked a question.

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

A Voice of Their Own

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

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

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

- ☐ (A) Sentence 2
Distractor. This sentence describes what Mr. Harris is doing and helps set up the conversation with Thomas.
- ☐ (B) Sentence 5
Distractor. This sentence shows Thomas asking the question that starts the discussion about laws.
- ☒ (C) Sentence 8
Correct. This sentence is about drinking tea and does not relate to colonists questioning laws from Great Britain.
- ☐ (D) Sentence 7
Distractor. This sentence answers why the colonists follow the laws, so it supports the main idea.

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

A Voice of Their Own

(1) Thomas stops sweeping and leans on the broom. (2) Mr. Harris looks thoughtful. (3) Thomas asks if people there have a voice. (4) Mr. Harris tells Thomas that more laws were passed. (5) He says colonists began to think differently. (6) Mr. Harris has been hearing about Virginia. (7) Virginia has a group of representatives. (8) The representatives help make decisions. (9) I think Thomas should visit Virginia after school to see the representatives. (10) Thomas is interested in what Mr. Harris is saying.

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

- ☒ (A) They wanted a voice in the decisions that were made.
Correct. This sentence gives a clear example of how colonists began to think differently and connects to Thomas's question about having a voice.
- ☐ (B) Thomas always sweeps the floor carefully.
Distractor. This detail is about sweeping and does not support the idea that colonists changed their thinking about laws.
- ☐ (C) Mr. Harris has been hearing about Virginia.
Distractor. This repeats the idea in sentence 6 instead of explaining how colonists began to think differently.
- ☐ (D) Many laws are difficult to understand.
Distractor. This is a general statement about laws and does not connect to the colonists wanting a voice.

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

- ☐ (A) Sentence 2
Distractor. This sentence shows Mr. Harris is thoughtful, which helps introduce his important news about laws and Virginia.
- ☐ (B) Sentence 5
Distractor. This sentence explains that colonists began to think differently, which is a key part of the conversation.
- ☒ (C) Sentence 9
Correct. This sentence gives a personal opinion about Thomas visiting Virginia and does not support the main idea about having a voice.
- ☐ (D) Sentence 10
Distractor. This sentence shows Thomas is interested in the conversation and helps connect his question to Mr. Harris's news.

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

3 Where is the BEST place to move sentence 3?

- ☐ (A) After sentence 1
Distractor. This placement is too early because Mr. Harris has not yet mentioned Virginia or representatives.
- ☐ (B) After sentence 4
Distractor. This placement still comes before Mr. Harris talks about Virginia and its representatives.
- ☒ (C) After sentence 8
Correct. Sentence 8 explains that representatives help make decisions, so Thomas's question about having a voice fits best right after it.
- ☐ (D) After sentence 10
Distractor. This placement is too late because sentence 10 already shows Thomas reacting to the conversation.

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

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

- ☐ (A) Virginia has a group of representatives, they help make decisions.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Virginia has a group of representatives who help make decisions.
Correct. This combines both ideas into one clear sentence and uses "who" to connect the representatives to their role.
- ☐ (C) Virginia has a group of representatives although they help make decisions.
Distractor. The word "although" shows a contrast that does not match the meaning of the two ideas.
- ☐ (D) Virginia has a group of representatives and the representatives help make decisions.
Distractor. This repeats "the representatives" and is less concise than the best combined sentence.

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

A Voice of Their Own

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

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

- ☐ (A) Mr. Harris believes that following laws and helping make laws should go together.
Distractor. This sentence repeats the idea already stated in sentence 2 without adding a new supporting detail or explanation.
- ☒ (B) This would give people a chance to speak up about the rules they must obey.
Correct. This sentence explains why having a part in making laws matters, which supports Mr. Harris's idea.
- ☐ (C) Thomas listens carefully and nods at Mr. Harris.
Distractor. This sentence tells what Thomas does, but it does not explain or support the idea that people should help make laws.
- ☐ (D) The colonies had many laws about trade and farming.
Distractor. This sentence moves to a new topic about colony laws and does not support the idea in sentence 2.

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

A Voice of Their Own

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

What is the BEST way to revise sentence 6?

- ☒ (A) These ideas helped shape the future of the colonies.
Correct. This revision places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) The future of the colonies these ideas helped shape.
Distractor. This version still puts the object before the subject and sounds awkward.
- ☐ (C) These ideas were helped by the future of the colonies to shape.
Distractor. This version changes the meaning and makes it sound as if the future helped the ideas.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has words in an awkward order that makes the meaning hard to follow. A revision is needed.

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

A Voice of Their Own

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

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

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

- ☐ **(A)** Thomas begins to understand this idea, he says that people want to be heard.
Distractor. This is a comma splice because two complete thoughts are joined with only a comma.
- ☒ **(B)** Thomas begins to understand this idea and says that people want to be heard.
Correct. This sentence combines both ideas smoothly and shows that Thomas both understands and speaks.
- ☐ **(C)** Although Thomas begins to understand this idea, he says that people want to be heard.
Distractor. The word *although* suggests a contrast, but the two ideas do not oppose each other.
- ☐ **(D)** Thomas begins to understand this idea, and people want to be heard.
Distractor. This version leaves out the detail that Thomas is the one who says people want to be heard.

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

A Voice of Their Own

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

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

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

- ☐ **(A) Sentence 2**
Distractor. Sentence 2 gives Mr. Harris's main point about laws, which is central to the draft.
- ☐ **(B) Sentence 4**
Distractor. Sentence 4 tells what Thomas says about people being heard, which supports the main idea.
- ☐ **(C) Sentence 6**
Distractor. Sentence 6 tells how the ideas affected the colonies, which is important to the draft.
- ☒ **(D) Sentence 8**
Correct. Sentence 8 gives a personal opinion about a moment in the play and does not support the main idea about ideas of government spreading.

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

A Voice of Their Own

(1) Thomas sweeps outside a small shop. (2) Mr. Harris stands nearby and looks over papers. (3) In the colonies, most laws were made far away in Great Britain. (4) Some colonists over time began to question this. (5) Thomas asks Mr. Harris why they follow laws from people who do not live there. (6) Mr. Harris sighs and says that the king and Parliament make the rules. (7) I think Thomas should ask more questions after school. (8) The king and Parliament were far away. (9) The colonists had no say in those laws. (10) This made some colonists want a voice of their own.

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

- ☒ (A) They wondered why they should follow rules made by people who did not live in the colonies.

Correct. This sentence explains what some colonists began to question, which connects sentence 4 to the rest of the draft.

- ☐ (B) Thomas swept the same sidewalk every morning.

Distractor. This detail is about Thomas's routine and does not explain why colonists questioned laws.

- ☐ (C) Great Britain is across the ocean from the colonies.

Distractor. This fact is related to distance but does not show how or why colonists began to question the laws.

- ☐ (D) Mr. Harris looked over many papers that day.

Distractor. This detail describes Mr. Harris and does not support the idea that colonists questioned laws.

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

- ☐ (A) Sentence 3

Distractor. Sentence 3 explains where laws were made, which is important background for the colonists' questions.

- ☐ (B) Sentence 5

Distractor. Sentence 5 gives Thomas's question, which is central to the draft.

- ☒ (C) Sentence 7

Correct. Sentence 7 is a personal opinion about Thomas asking more questions after school and does not support the main idea about colonists questioning laws.

- ☐ (D) Sentence 8

Distractor. Sentence 8 explains that the king and Parliament were far away, which helps show why colonists had no say in the laws.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) Over time, some colonists began to question this.
Correct. This places the phrase Over time at the beginning, making the sentence clear and easy to read.
- ☐ (B) Some colonists began over time to question this.
Distractor. This keeps the phrase over time in an awkward place between the verb and the rest of the idea.
- ☐ (C) Some colonists began to question over time this.
Distractor. This word order is confusing and does not clearly show what the colonists questioned.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has an awkward word order, so a revision is needed.

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

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

- ☐ (A) The king and Parliament were far away, the colonists had no say in those laws.
Distractor. This joins two complete ideas with only a comma, creating a comma splice.
- ☒ (B) Because the king and Parliament were far away, the colonists had no say in those laws.
Correct. This combines both ideas into one clear sentence and shows that distance was the reason the colonists had no say.
- ☐ (C) The king and Parliament were far away because the colonists had no say in those laws.
Distractor. This reverses the cause and effect, suggesting the colonists' lack of say made the king and Parliament far away.
- ☐ (D) The king and Parliament were far away although the colonists had no say in those laws.
Distractor. The word although creates a contrast that does not match the ideas in the two sentences.

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

The Garden That Wouldn't Grow

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

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

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

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

- ☒ (A) She especially enjoyed helping her grandmother care for the plants.
Correct. This sentence gives a specific way Kendrix enjoyed spending time in the garden, which supports the writer's idea in sentence 1.
- ☐ (B) Kendrix's grandmother had a blue watering can.
Distractor. This detail tells about a watering can, but it does not explain why Kendrix enjoyed spending time in the garden.
- ☐ (C) Gardens can be very hard work.
Distractor. This is a general statement about gardens, but it does not support the idea that Kendrix enjoyed being in her grandmother's garden.
- ☐ (D) Kendrix also liked to ride her bike after school.
Distractor. This introduces a new activity that is not related to the garden, so it does not support the writer's idea.

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

The Garden That Wouldn't Grow

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

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

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

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

- ☐ (A) More water for the plants was suggested because she thought she understood the problem by Kendrix.
Distractor. This version still has awkward word order and places "by Kendrix" too far from the action she performed.
- ☒ (B) Thinking she understood the problem, Kendrix suggested that the plants needed more water.
Correct. This revision places the subject before the verb and keeps the ideas in a clear, natural order.
- ☐ (C) The plants suggested that Kendrix needed more water because she understood the problem.
Distractor. This version changes the meaning by making it seem as though the plants made the suggestion.
- ☐ (D) No revision is needed.
Distractor. Sentence 8 has awkward word order that makes the meaning less clear, so a revision is needed.

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

The Garden That Wouldn't Grow

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

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

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

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

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

- ☐ (A) The leaves were pale, the stems were beginning to droop.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) The leaves were pale, and the stems were beginning to droop.
Correct. This combines both ideas into one clear sentence and correctly connects the two related details.
- ☐ (C) Although the leaves were pale, the stems were beginning to droop.
Distractor. The word although suggests a contrast, but the two details describe the same weak condition.
- ☐ (D) The leaves were pale and drooping stems.
Distractor. This is not a complete sentence and leaves out the idea that the stems were beginning to droop.

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

The Garden That Wouldn't Grow

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

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

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

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



(A) Sentence 1

Distractor. Sentence 1 introduces the main idea that Kendrix enjoyed spending time in the garden. Removing it would take away important information.



(B) Sentence 5

Distractor. Sentence 5 gives an important observation that the plants appeared weak. Removing it would leave out a key detail.



(C) Sentence 8

Distractor. Sentence 8 shows what Kendrix suggested to help the plants. Removing it would take away an important event.



(D) Sentence 9

Correct. Sentence 9 repeats the idea already stated in sentence 1 that Kendrix liked being in her grandmother's garden.

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

The Garden That Wouldn't Grow

(1) The next day, Kendrix watered each plant much more than usual. (2) She had believed that adding more water would help the plants grow stronger. (3) Instead of improving, the garden's condition worsened. (4) Her grandmother examined the soil.

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

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

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

- ☒ (A) The extra water had filled the spaces in the soil where air should be.
Correct. This sentence explains why the wet soil harmed the plants. It connects the yellow leaves to the grandmother's later explanation about roots and air.
- ☐ (B) Kendrix liked the bright yellow color of the leaves.
Distractor. This detail is about Kendrix's opinion of the color. It does not support the idea that too much water was harming the garden.
- ☐ (C) Watering plants is a common job in many gardens.
Distractor. This is a general statement about gardening. It does not explain what was happening to Kendrix's plants.
- ☐ (D) The garden was near a wooden fence.
Distractor. This detail describes the garden's location. It is not related to the problem of too much water.

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

- ☐ (A) Sentence 2
Distractor. This sentence explains what Kendrix believed, which helps show why she watered the plants more. It supports the main idea.
- ☐ (B) Sentence 5
Distractor. This sentence describes the wet soil, which is an important effect of overwatering. It supports the main idea.
- ☐ (C) Sentence 9
Distractor. This sentence gives the key explanation about too much water and roots. Removing it would take away an important detail.
- ☒ (D) Sentence 10
Correct. This sentence tells about the grandmother's watering can. It does not support the main idea about why the garden would not grow.

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

3 Where is the BEST place to move sentence 4?



(A) After sentence 2

Distractor. This would place the grandmother's examination before the reader learns that the garden worsened. The action would be too early.



(B) After sentence 3

Distractor. This would still place the examination before the wet soil and yellow leaves are described, so the reason for examining the soil is less clear.



(C) After sentence 7

Correct. Sentence 7 tells that Kendrix felt puzzled and frustrated. Moving sentence 4 here shows that her grandmother examined the soil after seeing Kendrix's concern.



(D) After sentence 9

Distractor. This would place the examination after the grandmother has already explained the problem. The action would come too late.

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

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



(A) Her grandmother explained that water is necessary for plant growth, too much water can prevent roots from getting enough air.

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



(B) Her grandmother explained that water is necessary for plant growth because too much water can prevent roots from getting enough air.

Distractor. The word because creates a relationship that does not make sense. Too much water preventing air does not cause water to be necessary.



(C) Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air.

Correct. This sentence combines both ideas clearly. The word while shows the contrast between water being necessary and too much water being harmful.



(D) Her grandmother explained that water is necessary for plant growth. Too much water can prevent roots from getting enough air.

Distractor. This choice does not combine the two sentences. It leaves them as two separate sentences.

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

The Garden That Wouldn't Grow

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

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

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

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

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

- ☒ (A) When soil stays too wet, roots cannot get the air they need.
Correct. This sentence explains why the wet soil was harmful and connects to sentence 3, which says roots need proper air.
- ☐ (B) Kendrix used a blue watering can in the garden.
Distractor. This detail about a watering can does not explain why the wet soil harmed the plants.
- ☐ (C) The plants were not healthy.
Distractor. This repeats information already given in sentence 2 and does not add a new supporting detail after sentence 5.
- ☐ (D) Watering a garden can take a lot of time.
Distractor. This is a general statement about watering that does not support the idea that wet soil affected the roots.

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

The Garden That Wouldn't Grow

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

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

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

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

What is the BEST way to revise sentence 5?

- ☒ (A) The soil was too wet because she watered it every day.
Correct. This revision puts the subject she before the verb watered and makes the cause clear.
- ☐ (B) The soil was too wet because every day it was watered by her.
Distractor. This version uses passive voice and still places every day awkwardly, so the sentence remains unclear.
- ☐ (C) Because the soil was too wet every day, she watered it.
Distractor. This changes the meaning by suggesting that she watered the soil because it was wet, not that watering made it wet.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed to make the cause clear.

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

The Garden That Wouldn't Grow

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

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

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

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

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

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

- ☐ (A) Together, they changed their plan by watering less often, they let the soil dry out between watering.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.
- ☒ (B) Together, they changed their plan by watering less often and letting the soil dry out between watering.
Correct. This combines both ideas into one sentence and shows that both actions were part of the same plan.
- ☐ (C) Although they changed their plan by watering less often, they let the soil dry out between watering.
Distractor. The word although suggests a contrast, but the two actions work together without contrast.
- ☐ (D) Together, they changed their plan by watering less often when they let the soil dry out between watering.
Distractor. The word when suggests a time relationship that does not match the ideas and makes the sentence awkward.

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

The Garden That Wouldn't Grow

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

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

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

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

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives a key fact about roots and air, which explains why the soil problem mattered.
- ☐ (B) Sentence 5
Distractor. Sentence 5 explains the cause of the wet soil and is needed to understand the problem.
- ☐ (C) Sentence 8
Distractor. Sentence 8 introduces the important detail that the plants needed sunlight, and no other sentence states this.
- ☒ (D) Sentence 9
Correct. Sentence 9 repeats the idea in sentence 8 that the plants needed sunlight. Deleting it removes unnecessary repetition.

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

The Garden That Wouldn't Grow

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

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

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

- ☒ (A) After two weeks, Kendrix noticed that the plants appeared weak.
Correct. This sentence explains what Kendrix observed when the plants did not grow as expected. It connects the problem in sentence 5 to the details about pale leaves and drooping stems.
- ☐ (B) Kendrix's grandmother had a favorite gardening hat.
Distractor. This detail is about a hat, not about the plants failing to grow. It does not support the writer's idea about the garden's problem.
- ☐ (C) Plants need water and sunlight to grow.
Distractor. This is a general fact about plants. It does not add a specific detail about what Kendrix saw in this garden.
- ☐ (D) They looked forward to planting every year.
Distractor. This repeats an idea already stated and does not explain the problem that began this season.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells what the family planted, which is an important detail about the garden.
- ☐ (B) Sentence 5
Distractor. Sentence 5 introduces the main problem that the plants did not grow as expected. Removing it would hurt the draft.
- ☒ (C) Sentence 8
Correct. Sentence 8 repeats the idea in sentence 4 that planting was something they looked forward to each year. It does not add new information.
- ☐ (D) Sentence 7
Distractor. Sentence 7 describes the drooping stems, which is a key detail about the weak plants.

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

3 What is the BEST way to revise sentence 1?

- ☒ (A) Kendrix enjoyed spending time in her grandmother's garden.
Correct. This version places the words in a clear order and keeps the original meaning. It tells who enjoyed what and where.
- ☐ (B) Kendrix enjoyed in her grandmother's garden spending time.
Distractor. This word order is still awkward because the phrase about the garden interrupts the verb and its object.
- ☐ (C) Spending time in her grandmother's garden enjoyed Kendrix.
Distractor. This changes the meaning by making spending time the subject that enjoyed Kendrix.
- ☐ (D) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed.

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

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

- ☒ (A) Their leaves were pale instead of a healthy green, and several stems were beginning to droop.
Correct. This combines both details into one clear sentence and uses and to connect the two related observations.
- ☐ (B) Their leaves were pale instead of a healthy green, several stems were beginning to droop.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (C) Their leaves were pale instead of a healthy green although several stems were beginning to droop.
Distractor. The word although suggests a contrast that does not fit. Pale leaves and drooping stems are both signs of weakness.
- ☐ (D) Their leaves were pale instead of a healthy green and several stems beginning to droop.
Distractor. This is not a complete sentence because the second part is missing a verb.

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

Words That Changed a Nation

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

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

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

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

- ☒ (A) It did more than announce freedom from Great Britain.
Correct. This sentence explains that the document did more than announce freedom, which supports the writer’s idea that it also shared important ideas for the new nation.
- ☐ (B) The Declaration of Independence is a famous document that people still read today.
Distractor. This sentence is a general statement about the document’s fame and does not add a supporting detail about what else the document did.
- ☐ (C) Many leaders traveled a long way to meet in 1776.
Distractor. This sentence tells about travel to the meeting, which is not the idea in sentence 5 and does not explain the document’s role.
- ☐ (D) Freedom is an important idea for all people.
Distractor. This sentence offers a broad opinion about freedom and does not support the idea that the document explained new national ideas.

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

Words That Changed a Nation

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

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

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

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

- ☒ **(A)** The document explained the important ideas for the new nation.
Correct. This revision places the subject before the verb and clearly states what the document did.
- ☐ **(B)** The ideas for the new nation the document explained were important.
Distractor. This version keeps an awkward word order and separates the subject from the main action, so it is not the best revision.
- ☐ **(C)** The document explained the important ideas, for the new nation.
Distractor. This version adds a comma that breaks the phrase in a confusing way and makes the sentence less clear.
- ☐ **(D)** No revision is needed.
Distractor. The original sentence has an awkward order that makes the meaning unclear, so a revision is needed.

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

Words That Changed a Nation

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

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

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

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

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

- ☐ (A) It also stated that people are born with certain unalienable rights, these rights include life, liberty, and the pursuit of happiness.
Distractor. This version creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness.
Correct. This version combines the two ideas into one clear sentence and correctly shows which rights are included.
- ☐ (C) It also stated that people are born with certain unalienable rights because these rights include life, liberty, and the pursuit of happiness.
Distractor. The word because suggests that the rights are born because they include life, liberty, and happiness, which changes the meaning.
- ☐ (D) Although it also stated that people are born with certain unalienable rights, these rights include life, liberty, and the pursuit of happiness.
Distractor. The word although creates a contrast that does not make sense between the two ideas.

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

Words That Changed a Nation

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

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

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

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



(A) Sentence 1

Distractor. Sentence 1 introduces the meeting of colonial leaders, which is important background for the draft.



(B) Sentence 4

Distractor. Sentence 4 gives the key date when the Declaration was approved, so it supports the main idea.



(C) Sentence 7

Distractor. Sentence 7 states an important claim from the Declaration, which is central to the main idea.



(D) Sentence 10

Correct. Sentence 10 tells about a personal holiday and fireworks, which does not support the main idea about the Declaration of Independence.

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

Words That Changed a Nation

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

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

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

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

- ☒ (A) For example, Abigail Adams noticed that these ideas were not fully applied.
Correct. This sentence gives a specific example of someone who saw that the ideas were not fully applied. It connects sentence 3 to the letter in sentence 4.
- ☐ (B) Abigail Adams was married to John Adams.
Distractor. This detail about her marriage does not explain how people questioned whether the ideas were fully applied.
- ☐ (C) Many important documents are written on paper.
Distractor. This is a general statement about documents and does not support the idea that not everyone believed the rights were fully applied.
- ☐ (D) The Declaration of Independence is a famous document.
Distractor. This repeats a general fact about the document but does not show how someone questioned the promise of equality.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains what natural rights meant and supports the main idea about rights that a government could not take away.
- ☐ (B) Sentence 6
Distractor. Sentence 6 explains Abigail Adams's argument, which is central to the draft about equality and rights.
- ☒ (C) Sentence 7
Correct. Sentence 7 is a personal opinion about the paper Abigail Adams used. It does not support the main idea about equality and rights.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains the important idea that people questioned who was included in the promise of equality. It moves the draft forward.

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) Abigail Adams wrote to her husband John Adams a letter.
Distractor. The word order is still awkward because the object "a letter" comes after "John Adams."
- ☒ (B) Abigail Adams wrote a letter to her husband, John Adams.
Correct. This revision places the words in a clear order and uses a comma to set off the name John Adams.
- ☐ (C) Abigail Adams, she wrote a letter to her husband John Adams.
Distractor. This adds an unnecessary pronoun "she" and is less clear.
- ☐ (D) A letter was written by Abigail Adams to her husband John Adams.
Distractor. This sentence is passive and less direct than the correct revision. It also does not set off the name with a comma.

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

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

- ☐ (A) Her words showed something important, people were already asking who was included in the promise of equality.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Her words showed something important although people were already asking who was included in the promise of equality.
Distractor. The word although creates a contrast that does not match the meaning. The ideas are not opposing ideas.
- ☒ (C) Her words showed that people were already asking who was included in the promise of equality.
Correct. This combines both ideas into one clear sentence. It removes the vague phrase "something important" and shows the relationship between the ideas.
- ☐ (D) Her words showed something important and people were already asking who was included in the promise of equality.
Distractor. This is wordy and keeps the vague phrase "something important." It does not clearly connect the two ideas.

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

Words That Changed a Nation

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

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

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

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

- ☒ (A) For example, women were not allowed to have the same rights as men.
Correct. This sentence gives a specific example of people not being fully included in the promise of rights. It supports the idea in sentence 3 that not everyone believed the ideas were fully applied.
- ☐ (B) Abigail Adams was married to John Adams.
Distractor. This sentence tells who Abigail Adams was married to, but it does not support the idea that rights were not fully applied to everyone.
- ☐ (C) The government could not take away natural rights.
Distractor. This sentence repeats the idea from sentence 2. It does not add new support after sentence 3.
- ☐ (D) Many people in the colonies enjoyed reading letters.
Distractor. This sentence is about reading letters, not about whether rights were fully applied. It does not support the writer’s idea.

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

Words That Changed a Nation

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

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

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

What is the BEST way to revise sentence 7?

- ☐ **(A)** Women should also have greater rights and protections was argued by her.
Distractor. This version is still awkward and grammatically unclear. The subject and verb do not fit together well.
- ☒ **(B)** She argued that women should also have greater rights and protections.
Correct. This revision places the subject before the verb and states the idea clearly and directly.
- ☐ **(C)** She argued greater rights and protections should also have women.
Distractor. This version has confusing word order and changes the meaning. It does not say clearly that women should have greater rights.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 7 has awkward word order, so a revision is needed to make the meaning clear.

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

Words That Changed a Nation

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

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

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

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

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

- ☐ **(A)** Abigail Adams wrote a letter to leaders, she urged them to “Remember the Ladies.”
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ **(B)** Abigail Adams wrote a letter to leaders asking them to “Remember the Ladies.”
Correct. This combines both ideas into one clear sentence and keeps the meaning that she wrote the letter to urge the leaders.
- ☐ **(C)** Abigail Adams wrote a letter to leaders, but she urged them to “Remember the Ladies.”
Distractor. The word but suggests a contrast, but the two ideas are not opposites. It changes the relationship between the ideas.
- ☐ **(D)** Abigail Adams wrote a letter to leaders so she urged them to “Remember the Ladies.”
Distractor. The word so suggests a cause and effect relationship that does not make sense here. It changes the meaning.

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

Words That Changed a Nation

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

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

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

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

- ☐ **(A)** Sentence 4
Distractor. Sentence 4 introduces Abigail Adams and the problem she noticed. It helps move the draft forward.
- ☐ **(B)** Sentence 7
Distractor. Sentence 7 states Abigail Adams’s argument about women’s rights. This is a key detail in the draft.
- ☒ **(C)** Sentence 9
Correct. Sentence 9 repeats the idea already stated in sentence 7 about women having greater rights and protections. The reader does not need to read the same idea again.
- ☐ **(D)** Sentence 10
Distractor. Sentence 10 provides a strong concluding idea that the questions about equality did not disappear. It helps end the draft.

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

Words That Changed a Nation

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

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

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

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

- ☒ (A) These rights include life, liberty, and the pursuit of happiness.
Correct. This sentence gives specific examples of the rights that cannot be taken away. It supports the writer's idea by explaining what those rights include.
- ☐ (B) The Liberty Bell is a popular symbol in Philadelphia.
Distractor. This detail is about a symbol in Philadelphia, not about the rights described in the Declaration of Independence.
- ☐ (C) The leaders met in the summer of 1776.
Distractor. This repeats information from the beginning of the draft and does not add support after sentence 10.
- ☐ (D) Many people enjoy learning about history in school.
Distractor. This is a general statement about learning history. It does not explain or support the idea about rights.

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

- ☐ (A) Sentence 3
Distractor. This sentence explains why the leaders wanted their own nation. It supports the main idea about the Declaration of Independence.
- ☐ (B) Sentence 5
Distractor. This sentence tells when the Declaration was approved. It is an important fact in the draft.
- ☒ (C) Sentence 6
Correct. This sentence is about a cousin visiting the Liberty Bell. It does not support the main idea about the Declaration of Independence and its ideas.
- ☐ (D) Sentence 8
Distractor. This sentence explains that the Declaration described the ideas for the new nation. It is central to the draft.

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

3 What is the BEST way to revise sentence 5?

- ☒ (A) Then they approved the Declaration of Independence on July 4, 1776.
Correct. This places the object of approved next to the verb and keeps the date at the end. The sentence is clear and complete.
- ☐ (B) Then they approved on July 4, 1776 the Declaration of Independence.
Distractor. This keeps the awkward order by putting the date before the Declaration of Independence.
- ☐ (C) Then they approved the Declaration of Independence, and on July 4, 1776.
Distractor. This creates a sentence fragment at the end and does not clearly show what happened on that date.
- ☐ (D) Then they approved the Declaration of Independence on July 4, 1776, and it was approved.
Distractor. This repeats the idea that the Declaration was approved, making the sentence wordy and confusing.

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

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

- ☐ (A) They were tired of being ruled by Great Britain, they wanted to start their own nation.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) They were tired of being ruled by Great Britain, so they wanted to start their own nation.
Correct. This shows the cause and effect relationship in one clear sentence. It preserves both ideas without repeating words.
- ☐ (C) They were tired of being ruled by Great Britain although they wanted to start their own nation.
Distractor. The word although shows a contrast that does not make sense. Being tired of British rule and wanting a new nation are connected causes.
- ☐ (D) They were tired of being ruled by Great Britain and they wanted to start their own nation, and they wanted to start their own nation.
Distractor. This repeats the last idea and becomes wordy. It is not concise.

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

A Difficult Compromise

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

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

- ☒ (A) This would give those states more influence in Congress than their free population alone would provide.
Correct. This sentence adds a specific detail that explains how counting enslaved people would increase Southern power in Congress.
- ☐ (B) The Southern states had many farms and plantations.
Distractor. This sentence tells about farms and plantations, but it does not explain how counting enslaved people would affect representation or power.
- ☐ (C) The leaders met in Philadelphia in the summer of 1787.
Distractor. This sentence repeats information from sentence 1 and does not support the idea that counting enslaved people would give Southern states more power.
- ☐ (D) Many students today study the Constitution in school.
Distractor. This sentence moves to a new idea about students today. It does not support the writer's point about representation in Congress.

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

A Difficult Compromise

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

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

- ☒ (A) The disagreement was about how to count enslaved people when deciding representation in Congress.
Correct. This revision places the subject and verb at the beginning and states the idea in a clear, direct order.
- ☐ (B) How to count enslaved people when deciding representation in Congress was what they had a disagreement about.
Distractor. This version still has an awkward order and separates the main idea from the subject and verb.
- ☐ (C) The disagreement about how to count enslaved people when deciding representation in Congress was what it was.
Distractor. This version adds unclear words and does not make the sentence easier to understand.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has an awkward word order that makes the reader work too hard to understand the disagreement.

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

A Difficult Compromise

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

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

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

- ☐ (A) Southern states wanted enslaved people counted as part of their population, if they were counted, those states would have more representatives and more power.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Southern states wanted enslaved people counted as part of their population so that those states would have more representatives and more power.
Correct. This sentence combines both ideas clearly and uses so that to show the result of counting enslaved people.
- ☐ (C) Although Southern states wanted enslaved people counted as part of their population, those states would have more representatives and more power.
Distractor. The word although creates a contrast that does not make sense because the second idea is a result, not an opposite.
- ☐ (D) Southern states wanted enslaved people counted as part of their population when those states would have more representatives and more power.
Distractor. The word when suggests a time relationship instead of showing the cause and result between the two ideas.

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

A Difficult Compromise

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

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 introduces the main disagreement, which is important to the draft and is developed later.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives the key detail that Southern states wanted enslaved people counted as part of their population.
- ☒ (C) Sentence 7
Correct. Sentence 7 repeats the idea that the two sides did not agree, which has already been stated in sentence 3.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains the Northern states' argument and helps the reader understand why the disagreement was serious.

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

A Difficult Compromise

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

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

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

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

- ☒ (A) Each enslaved person would count as three fifths of a person instead of being fully counted or not counted at all.
Correct. This sentence explains the specific compromise about counting enslaved people. It connects the general idea in sentence 4 to the name in sentence 5.
- ☐ (B) Delegates came from different states and had different opinions.
Distractor. This sentence is too general and does not explain how enslaved people would be counted.
- ☐ (C) Compromises are often difficult to reach.
Distractor. This sentence repeats a vague idea and does not add a specific detail about the compromise.
- ☐ (D) The convention was held in a large building.
Distractor. This sentence gives an irrelevant detail about the building instead of supporting the idea about counting enslaved people.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains why delegates were worried, which supports the main idea about a difficult compromise.
- ☐ (B) Sentence 5
Distractor. Sentence 5 names the compromise and is important to the main idea.
- ☒ (C) Sentence 9
Correct. Sentence 9 gives a personal opinion about group projects in history class. It does not support the main idea about the compromise.
- ☐ (D) Sentence 7
Distractor. Sentence 7 explains why some delegates agreed, which supports the main idea.

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

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

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

- ☐ (A) Some delegates agreed, they wanted the convention to succeed.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Some delegates agreed because they wanted the convention to succeed.
Correct. This combines both ideas into one clear sentence and shows the reason the delegates agreed.
- ☐ (C) Some delegates agreed although they wanted the convention to succeed.
Distractor. The word although creates a contrast that does not match the meaning. Wanting the convention to succeed is a reason to agree, not a contrast.
- ☐ (D) Some delegates agreed and they wanted the convention to succeed.
Distractor. This joins the ideas with and but does not show why the delegates agreed. It is also less concise than needed.

4 What is the BEST way to revise sentence 8?

- ☒ (A) Others were uncomfortable with the decision, but they felt there was no easy answer.
Correct. This revision uses active voice and clear word order. It keeps the meaning that others were uncomfortable but saw no easy answer.
- ☐ (B) No easy answer was felt by them, but others were uncomfortable with the decision.
Distractor. This revision keeps the awkward passive voice and reverses the order of ideas.
- ☐ (C) Others were uncomfortable with the decision, no easy answer was felt by them.
Distractor. This revision creates a comma splice and still uses awkward passive voice.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because it uses passive voice and unclear wording, so a revision is needed.

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

A Difficult Compromise

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

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

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

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

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

- ☒ (A) The deeper problem was how to decide whether representation should be based on total population or only on those who had rights.

Correct. This sentence explains what the deeper problem was, which supports the idea that the compromise did not solve it.

- ☐ (B) Some people were unhappy after the meeting.

Distractor. This is a vague reaction that does not explain what the deeper problem was.

- ☐ (C) The group met in a large room with many chairs.

Distractor. This detail is about the meeting room and does not support the idea that a deeper problem remained.

- ☐ (D) The compromise helped the group move forward.

Distractor. This repeats the idea in sentence 2 and does not add support after sentence 3.

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

A Difficult Compromise

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

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

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

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

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

- ☒ (A) The question of representation was still an issue for the group.
Correct. This revision places the words in a clear order and shows that the group still faced the issue.
- ☐ (B) The question of representation with the group was still an issue.
Distractor. This version still has an awkward phrase, with the group, in the wrong place.
- ☐ (C) Still an issue for the group the question of representation was.
Distractor. This version has an unusual word order that makes the sentence hard to follow.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order, so it does need revision.

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

A Difficult Compromise

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

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

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

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

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

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

- ☒ (A) Should representation be based on total population or only on those who had rights?
Correct. This version combines both questions into one clear question and keeps the two choices.
- ☐ (B) Should representation be based on total population and only on those who had rights?
Distractor. The word and changes the meaning by suggesting both choices would be used together instead of asking which one is better.
- ☐ (C) Should representation be based on total population because only on those who had rights?
Distractor. The word because creates a cause and effect relationship that does not make sense with the two choices.
- ☐ (D) Should representation be based on total population, only on those who had rights?
Distractor. This is not a complete combined sentence and the two parts are not joined correctly.

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

A Difficult Compromise

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

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

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

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

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



(A) Sentence 1

Distractor. Sentence 1 introduces the meeting and the compromise, which is the main topic of the draft. Removing it would take away important information.



(B) Sentence 4

Distractor. Sentence 4 shows that people kept questioning the decision, which supports the idea that the problem did not go away.



(C) Sentence 7

Distractor. Sentence 7 asks a key question about representation, which is central to the draft.



(D) Sentence 10

Correct. Sentence 10 gives a personal opinion about meetings ending on time and does not support the main idea about the compromise and representation.

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

A Difficult Compromise

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

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

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

1 What is the BEST way to revise sentence 4?

- ☒ (A) It was about how to count enslaved people when deciding representation in Congress.
Correct. This version places the ideas in a clear order and keeps the original meaning. It tells what the issue was about without awkward wording.
- ☐ (B) It was about deciding representation in Congress and how to count enslaved people.
Distractor. This version separates counting enslaved people from representation, which changes the meaning of the issue.
- ☐ (C) It was about when to count enslaved people in Congress for representation.
Distractor. This version suggests the issue was about when to count people in Congress, which is not what the source says.
- ☐ (D) No revision is needed.
Distractor. The original sentence has confusing word order, so it does need revision.

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

- ☐ (A) Many leaders traveled a long way to attend the convention.
Distractor. This sentence is about travel to the convention, not about why Southern states wanted enslaved people counted.
- ☒ (B) More representatives would give those states more power in Congress.
Correct. This sentence explains why Southern states wanted enslaved people counted. It connects more representatives to more power, which is the writer's point.
- ☐ (C) Representatives meet in Congress to make laws for the country.
Distractor. This is a general fact about Congress. It does not explain why Southern states wanted more representatives.
- ☐ (D) The summer of 1787 was a hot season in Philadelphia.
Distractor. This sentence is about the weather in Philadelphia. It does not support the idea about representation.

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

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 introduces the serious disagreement that the draft explains, so it is important to the main idea.
- ☒ (B) Sentence 7
Correct. Sentence 7 is about a personal visit and the Liberty Bell. It does not support the main idea about counting enslaved people for representation.
- ☐ (C) Sentence 8
Distractor. Sentence 8 shows how Northern states responded to the Southern states' idea, which moves the draft forward.
- ☐ (D) Sentence 9
Distractor. Sentence 9 explains the Northern states' argument, which is central to the disagreement.

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

Sentences 8 and 9 read: Northern states pushed back. They argued that it was not fair to count people who were not free and could not vote.

- ☐ (A) Northern states pushed back, they argued that it was not fair to count people who were not free and could not vote.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) Northern states pushed back, arguing that it was not fair to count people who were not free and could not vote.
Correct. This combines the ideas clearly and concisely. The word arguing shows how the second sentence explains the first.
- ☐ (C) Northern states pushed back, but they argued that it was not fair to count people who were not free and could not vote.
Distractor. The word but suggests a contrast between pushing back and arguing, but arguing is the way they pushed back.
- ☐ (D) Northern states pushed back because they argued that it was not fair to count people who were not free and could not vote.
Distractor. The word because creates a cause relationship that does not make sense. They did not push back because they argued; they pushed back by arguing.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. (2) The streets were darker than Zaylen had expected. (3) She held her brother's hand tightly. (4) They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. (6) Wires stretched across tables, and glass bulbs sat in rows. (7) Thomas Edison in the center of the room stood and quickly spoke. (8) He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

- ☒ (A) Men hurried between tables, checking wires and adjusting bulbs.
Correct. This sentence gives a specific example of the activity in the workshop, so it supports the idea that the room buzzed with activity.
- ☐ (B) The building was on a quiet street.
Distractor. This describes the street, not the activity inside the workshop.
- ☐ (C) Zaylen thought the workshop was interesting.
Distractor. This is a vague reaction and does not add a specific detail about the activity.
- ☐ (D) Thomas Edison was an inventor.
Distractor. This is a general fact, but it does not explain what was happening inside the busy workshop.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. (2) The streets were darker than Zaylen had expected. (3) She held her brother's hand tightly. (4) They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. (6) Wires stretched across tables, and glass bulbs sat in rows. (7) Thomas Edison in the center of the room stood and quickly spoke. (8) He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

- ☐ (A) In the center of the room stood Thomas Edison and he spoke quickly.
Distractor. This version is awkward and joins two clauses without a clear connection.
- ☒ (B) Thomas Edison stood in the center of the room and spoke quickly.
Correct. This revision places the subject before the verbs and keeps the actions in a clear order.
- ☐ (C) Thomas Edison quickly stood in the center of the room and spoke.
Distractor. This changes the meaning by saying he stood quickly instead of speaking quickly.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has awkward word order, so a revision is needed.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. (2) The streets were darker than Zaylen had expected. (3) She held her brother's hand tightly. (4) They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. (6) Wires stretched across tables, and glass bulbs sat in rows. (7) Thomas Edison in the center of the room stood and quickly spoke. (8) He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

Sentences 3 and 4 read: *She held her brother's hand tightly. They walked toward a small building filled with light.*

- ☐ (A) She held her brother's hand tightly, they walked toward a small building filled with light.

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

- ☒ (B) She held her brother's hand tightly as they walked toward a small building filled with light.

Correct. This combines both ideas into one clear sentence and shows that the two actions happened at the same time.

- ☐ (C) Although she held her brother's hand tightly, they walked toward a small building filled with light.

Distractor. The word although suggests a contrast, but the two actions happen together without contrast.

- ☐ (D) She held her brother's hand tightly because they walked toward a small building filled with light.

Distractor. The word because suggests that walking caused her to hold his hand, which changes the meaning.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) In 1880, Zaylen and her brother walked through city streets at night. (2) The streets were darker than Zaylen had expected. (3) She held her brother's hand tightly. (4) They walked toward a small building filled with light.

(5) Inside, the workshop buzzed with activity. (6) Wires stretched across tables, and glass bulbs sat in rows. (7) Thomas Edison in the center of the room stood and quickly spoke. (8) He moved from one experiment to another as he talked.

(9) Zaylen watched a man carefully adjust a thin wire inside a glass bulb.

(10) The man was good at his job.

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

☐

(A) Sentence 2

Distractor. This sentence describes how dark the streets were, which helps explain why the lighted building mattered to Zaylen.

☐

(B) Sentence 5

Distractor. This sentence introduces the busy workshop, which is an important part of the visit.

☐

(C) Sentence 9

Distractor. This sentence gives an important detail about what Zaylen saw in the workshop.

☒

(D) Sentence 10

Correct. This sentence gives a personal opinion about the man, but it does not support the main idea of visiting the workshop.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen stood beside Edison in the workshop. (2) They waited and watched. (3) A moment later, it began to glow. (4) The room filled with a steady, warm light.

(5) Zaylen gasped. (6) Edison smiled as around the room he looked. (7) I think the workshop should have more windows for fresh air. (8) “We’re getting closer,” he said.

(9) Edison and Zaylen kept working.

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

- ☒ (A) It was brighter than any candle she had ever seen.
Correct. This sentence explains how bright the light was, which supports Zaylen’s reaction after she gasped.
- ☐ (B) Zaylen liked to blow out candles on her birthday.
Distractor. This detail is about birthdays and candles, not about the light in the workshop.
- ☐ (C) Edison had a candle in his pocket.
Distractor. This detail about Edison’s pocket does not connect to the glow or Zaylen’s reaction.
- ☐ (D) The workshop was a quiet place to read.
Distractor. This statement about reading does not support the idea that the light was surprising and bright.

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

- ☐ (A) Sentence 2
Distractor. This sentence shows that Zaylen and Edison were waiting, which connects to the glow that follows.
- ☐ (B) Sentence 4
Distractor. This sentence describes the warm light filling the room, which is a key part of the event.
- ☒ (C) Sentence 7
Correct. This sentence gives a personal opinion about windows and fresh air. It does not support the main idea about the glowing light and Edison’s words.
- ☐ (D) Sentence 8
Distractor. This sentence gives Edison’s statement, which is important to the draft’s ending.

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

3 What is the BEST way to revise sentence 6?

- ☒ (A) Edison smiled as he looked around the room.
Correct. This revision puts the words in a clear order and keeps the meaning that Edison smiled while he looked around.
- ☐ (B) Edison smiled around the room as he looked.
Distractor. This version moves the words around awkwardly and changes the meaning of the action.
- ☐ (C) Edison looked around the room as he smiled around.
Distractor. This version repeats around and makes the action confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because the words are out of order, so a revision is needed.

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

Sentences 1 and 2 read: Zaylen stood beside Edison in the workshop. They waited and watched.

- ☐ (A) Zaylen stood beside Edison in the workshop, they waited and watched.
Distractor. This joins two complete ideas with only a comma, which creates a comma splice.
- ☐ (B) Zaylen stood beside Edison in the workshop because they waited and watched.
Distractor. The word because suggests waiting caused them to stand there, which reverses the meaning.
- ☒ (C) Zaylen stood beside Edison in the workshop as they waited and watched.
Correct. This combines both ideas into one clear sentence and shows that they waited and watched at the same time.
- ☐ (D) Zaylen stood beside Edison in the workshop although they waited and watched.
Distractor. The word although suggests a contrast that does not make sense in this context.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. (2) A worker said, “People should have light that is safe and lasts longer.” (3) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (4) She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. (6) Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. (8) She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. (10) The lights continued to shine late into the night.

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

- ☒ (A) With a steady light, her family could read and work at night without worrying about smoke.

Correct. This sentence gives a specific example of how a steady light would help Zaylen’s family, which supports the idea she is imagining in sentence 4.

- ☐ (B) Many workshops have tools and machines for building new things.

Distractor. This sentence is about workshops in general, but it does not explain why a steady light would matter to Zaylen or her family.

- ☐ (C) Oil lamps can be made in different shapes and sizes.

Distractor. This sentence gives a general fact about oil lamps, but it does not support the idea of wanting a steady light that does not go out.

- ☐ (D) Zaylen’s brother liked to walk home in the evening.

Distractor. This sentence tells about Zaylen’s brother, which does not help explain the writer’s idea about safe and lasting light.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. (2) A worker said, “People should have light that is safe and lasts longer.” (3) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (4) She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. (6) Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. (8) She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. (10) The lights continued to shine late into the night.

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

- ☐ (A) Before leaving, one last look at the glowing bulbs was taken by Zaylen.
Distractor. This version keeps the awkward passive wording and does not clearly place Zaylen as the one taking the look.
- ☒ (B) Before leaving, Zaylen took one last look at the glowing bulbs.
Correct. This version places Zaylen before the verb and states the action clearly and concisely.
- ☐ (C) One last look at the glowing bulbs was taken by Zaylen before leaving.
Distractor. This version is still passive and less direct than the original meaning requires.
- ☐ (D) No revision is needed.
Distractor. The sentence has an awkward word order and should be revised to make the action clear.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. (2) A worker said, “People should have light that is safe and lasts longer.” (3) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (4) She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. (6) Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. (8) She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. (10) The lights continued to shine late into the night.

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

Sentences 7 and 8 read: *Outside, the streets were still dim. She knew something was changing.*

- ☐ (A) Outside, the streets were still dim, she knew something was changing.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) Outside, the streets were still dim, but she knew something was changing.
Correct. This combines both ideas clearly and uses but to show the contrast between the dim streets and her hope that something was changing.
- ☐ (C) Because outside the streets were still dim, she knew something was changing.
Distractor. This suggests the dim streets caused her to know something was changing, which changes the meaning.
- ☐ (D) Outside, the streets were still dim when she knew something was changing.
Distractor. This uses when to connect the ideas as a time relationship, but the ideas are not about one event happening at a specific time.

Read the draft a student wrote about a visit to a workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) Zaylen visited a workshop where workers were testing new kinds of lights. (2) A worker said, “People should have light that is safe and lasts longer.” (3) Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. (4) She imagined what it would be like to have a steady light that didn’t go out so easily.

(5) Zaylen also thought the workshop was more interesting than any other place in town. (6) Before leaving, one last look at the glowing bulbs was taken by Zaylen.

(7) Outside, the streets were still dim. (8) She knew something was changing.

(9) As she and her brother walked home, she glanced back at the workshop. (10) The lights continued to shine late into the night.

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

☐

(A) Sentence 1

Distractor. Sentence 1 introduces the visit to the workshop, which is needed to understand the draft.

☐

(B) Sentence 3

Distractor. Sentence 3 gives the important contrast between smoky oil lamps and the new lights.

☒

(C) Sentence 5

Correct. Sentence 5 gives an opinion about the workshop being interesting, but it does not support the main idea about safe and lasting light.

☐

(D) Sentence 9

Distractor. Sentence 9 describes Zaylen leaving the workshop and connects to the lights she saw, so it supports the main idea.

Read the draft a student wrote about a visit to Thomas Edison's workshop. Then answer the questions that follow.

A Visit to the Workshop

(1) The year was 1880, and the city streets were darker than Zaylen expected. (2) She held her brother's hand tightly as toward a small building filled with light they walked. (3) "That is where he works," her brother whispered. (4) Inside, the room buzzed with activity.

(5) Wires stretched across tables. (6) Glass bulbs sat in rows. (7) In the center of it all stood Thomas Edison. (8) He spoke quickly as he moved from one experiment to another.

(9) I think Thomas Edison was the greatest inventor who ever lived.

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

- ☒ (A) Zaylen looked up at the glowing windows and wondered what was inside.
Correct. This sentence connects the brother's whisper about the workshop to Zaylen's next action of going inside, and it supports the idea that the visit was mysterious and exciting.
- ☐ (B) Her brother had walked this way many times before.
Distractor. This detail is about the brother's past trips and does not help explain what Zaylen saw or felt at the workshop.
- ☐ (C) The building was made of brick and had a wooden door.
Distractor. This is a general description that does not support the main idea of visiting the workshop or seeing Thomas Edison.
- ☐ (D) Thomas Edison was born in Ohio in 1847.
Distractor. This introduces a fact about Edison's early life that is not connected to the events in the draft.

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

- ☐ (A) Sentence 3
Distractor. This sentence gives the brother's important words that explain where they are going.
- ☐ (B) Sentence 4
Distractor. This sentence introduces the activity inside the workshop, which is a key part of the visit.
- ☒ (C) Sentence 9
Correct. This sentence gives a personal opinion about Edison's greatness. It does not support the main idea of describing Zaylen's visit to the workshop.
- ☐ (D) Sentence 7
Distractor. This sentence names Thomas Edison and shows that he is at the center of the workshop, which is important to the draft.

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

3 What is the BEST way to revise sentence 2?

- ☒ (A) She held her brother's hand tightly as they walked toward a small building filled with light.
Correct. This version places the words in a clear order and keeps the meaning that Zaylen walked with her brother toward the lit building.
- ☐ (B) She held her brother's hand tightly, as toward a small building filled with light they walked.
Distractor. This version still has an awkward word order and adds a comma that does not fix the sentence.
- ☐ (C) She held tightly her brother's hand as they walked toward a small building filled with light.
Distractor. This version places 'tightly' in an awkward spot and changes the natural word order.
- ☐ (D) No revision is needed.
Distractor. The original sentence is confusing because the words 'toward a small building filled with light they walked' are out of order.

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

Sentences 5 and 6 read: Wires stretched across tables. Glass bulbs sat in rows.

- ☒ (A) Wires stretched across tables, and glass bulbs sat in rows.
Correct. This sentence combines both details clearly with a comma and the word 'and' to join two related ideas.
- ☐ (B) Wires stretched across tables, glass bulbs sat in rows.
Distractor. This is a comma splice because two complete sentences are joined with only a comma.
- ☐ (C) Wires stretched across tables because glass bulbs sat in rows.
Distractor. The word 'because' creates a cause and effect relationship that does not make sense for these two details.
- ☐ (D) Wires stretched across tables, so glass bulbs sat in rows.
Distractor. The word 'so' suggests that the wires caused the bulbs to sit in rows, which is not the intended meaning.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

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

- ☒ **(A)** For example, a town meeting lets residents share ideas about local rules.
Correct. This sentence gives a specific local example that explains how actions can happen at the local level, which supports sentence 3.
- ☐ **(B)** Civic actions are important for everyone in a community.
Distractor. This sentence gives a vague reaction instead of a specific detail that explains the levels of civic action.
- ☐ **(C)** Many people enjoy watching movies at home.
Distractor. This sentence is about entertainment and does not support the idea that civic actions can happen at different levels.
- ☐ **(D)** These actions can happen at the local, state, or national level.
Distractor. This sentence repeats the same idea already stated in sentence 3 without adding new support.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

What is the **BEST** way to revise sentence 10?

- ☐ **(A)** The laws for the whole country can by a national election be shaped.
Distractor. This version keeps the same awkward word order and does not make the sentence clear.
- ☒ **(B)** A national election can shape laws for the whole country.
Correct. This revision places the subject before the verb and states the idea in a clear, natural order.
- ☐ **(C)** The whole country can shape laws by a national election for the whole country.
Distractor. This version has awkward wording and changes the meaning by saying the whole country shapes laws.
- ☐ **(D)** No revision is needed.
Distractor. Sentence 10 has an awkward word order that makes it hard to follow, so a revision is needed.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

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

Sentences 6 and 7 read: People can vote. People can speak up.

- ☐ **(A)** People can vote, people can speak up.
Distractor. This creates a comma splice by joining two complete ideas with only a comma.
- ☒ **(B)** People can vote and speak up.
Correct. This sentence combines both ideas clearly and concisely without changing the meaning.
- ☐ **(C)** People can vote because people can speak up.
Distractor. The word because shows a cause and effect relationship that does not make sense here.
- ☐ **(D)** People can vote although people can speak up.
Distractor. The word although creates a contrast that is not present in the two original sentences.

Read the draft a student wrote about civic life in communities. Then answer the questions that follow.

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** These actions can happen at the local, state, or national level. **(4)** Some people believe it is important to take part in civic affairs.

(5) They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(6)** People can vote. **(7)** People can speak up. **(8)** For example, a local election might decide how money is used in schools.

(9) Many people also enjoy watching movies at home. **(10)** The laws for the whole country can by a national election be shaped.

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

☐

(A) Sentence 2

Distractor. Sentence 2 explains what civic life can include, which is an important part of the main idea.

☐

(B) Sentence 5

Distractor. Sentence 5 gives details about how decisions can affect daily life, which supports the main idea.

☐

(C) Sentence 8

Distractor. Sentence 8 gives an example of a local election, which supports the idea that civic actions affect communities.

☒

(D) Sentence 9

Correct. Sentence 9 is about watching movies at home and does not relate to civic life or community decisions.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Many people want to make their community better. **(2)** Others feel that taking part is not always necessary. **(3)** They may think one person's vote will not make much of a difference, especially in large elections. **(4)** Some people are busy with work or family and choose not to get involved.

(5) Others may feel unsure. **(6)** They do not have enough information about the issues.

(7) My neighbor grows tomatoes in her garden every summer. **(8)** By the people who live in them, communities are shaped even so.

(9) Some voices are heard more often, but every action can still have an effect over time.

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

- ☒ **(A)** A parent might work late and miss a town meeting.
Correct. This sentence gives a specific example of how work can keep someone from taking part, which supports the idea in sentence 4.
- ☐ **(B)** Town meetings are often held in large rooms.
Distractor. This detail about meeting rooms does not explain why some people choose not to get involved.
- ☐ **(C)** Everyone should attend every community meeting.
Distractor. This is a strong opinion that does not support the writer's point about people being busy with work or family.
- ☐ **(D)** Some people like to spend time with their families.
Distractor. This is a general statement that does not show how being busy with family can affect taking part.

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

- ☐ **(A)** Sentence 2
Distractor. This sentence introduces a reason some people give for not taking part, which is important to the draft.
- ☐ **(B)** Sentence 4
Distractor. This sentence explains that work or family can keep people from getting involved, which supports the main idea.
- ☒ **(C)** Sentence 7
Correct. This sentence is about a neighbor's garden and does not support the main idea about taking part in a community.
- ☐ **(D)** Sentence 9
Distractor. This sentence gives the writer's closing point that every action can still have an effect over time.

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

3 What is the BEST way to revise sentence 8?

- ☒ (A) Even so, communities are shaped by the people who live in them.
Correct. This version places the words in a clear order and keeps the original meaning.
- ☐ (B) Communities are shaped even so by the people who live in them.
Distractor. This word order is still awkward and unclear.
- ☐ (C) By the people who live in them, communities are shaped.
Distractor. This version removes the word even so, which changes the connection to the previous idea.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because the phrase even so is placed at the end, so a revision is needed.

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

Sentences 5 and 6 read: *Others may feel unsure. They do not have enough information about the issues.*

- ☐ (A) Others may feel unsure, they do not have enough information about the issues.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Others may feel unsure although they do not have enough information about the issues.
Distractor. The word although creates a contrast that does not match the meaning. The lack of information is the reason for feeling unsure.
- ☒ (C) Others may feel unsure because they do not have enough information about the issues.
Correct. This combines both ideas into one clear sentence and uses because to show the correct cause and effect relationship.
- ☐ (D) Others may feel unsure so they do not have enough information about the issues.
Distractor. This reverses the cause and effect. Not having enough information is the reason they may feel unsure.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. (2) They may believe that one vote will not make much of a difference in a large election. (3) Some people are busy with work or family, so they choose not to get involved. (4) Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. (6) Some voices are heard more often than others. (7) Every action can still have an effect over time. (8) The local library has a new reading area with soft chairs.

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

- ☐ (A) Many people have busy schedules and cannot attend meetings.
Distractor. This explains why some people do not take part, but it does not support the idea that communities are shaped by the people who live in them.
- ☒ (B) For example, when residents speak at town meetings, they can help decide how local parks are used.
Correct. This gives a specific example of how people shape their community, which supports the idea in sentence 5.
- ☐ (C) Communities are places where people live and work.
Distractor. This is a general definition that repeats the basic idea without adding a supporting detail.
- ☐ (D) Large elections happen every few years.
Distractor. This is about elections, not about how people shape their communities.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. (2) They may believe that one vote will not make much of a difference in a large election. (3) Some people are busy with work or family, so they choose not to get involved. (4) Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. (6) Some voices are heard more often than others. (7) Every action can still have an effect over time. (8) The local library has a new reading area with soft chairs.

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

- ☐ (A) Others may feel unsure about the issues because enough information they do not have.
Distractor. This version still has awkward word order. The words about the issues interrupt the cause and effect.
- ☒ (B) Others may feel unsure because they do not have enough information about the issues.
Correct. This revision places the subject and verb in a clear order and makes the cause and effect easy to understand.
- ☐ (C) Because enough information about the issues, others may feel unsure they do not have.
Distractor. This version is confusing and does not clearly state who does not have enough information.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has awkward word order that makes it hard to follow. A revision is needed.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. (2) They may believe that one vote will not make much of a difference in a large election. (3) Some people are busy with work or family, so they choose not to get involved. (4) Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. (6) Some voices are heard more often than others. (7) Every action can still have an effect over time. (8) The local library has a new reading area with soft chairs.

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

Sentences 6 and 7 read: Some voices are heard more often than others. Every action can still have an effect over time.

- ☐ (A) Some voices are heard more often than others, every action can still have an effect over time.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.
- ☒ (B) Although some voices are heard more often than others, every action can still have an effect over time.
Correct. This sentence combines both ideas and shows the correct contrast. It explains that even with unequal voices, actions can still matter.
- ☐ (C) Some voices are heard more often than others because every action can still have an effect over time.
Distractor. The word because shows a cause and effect that does not make sense. Actions having an effect is not the reason some voices are heard more often.
- ☐ (D) When some voices are heard more often than others, every action can still have an effect over time.
Distractor. The word when suggests a specific time, but the two ideas are about a contrast, not a time relationship.

Read the draft a student wrote about taking part in a community. Then answer the questions that follow.

A Voice in the Community

(1) Some people feel that taking part in community decisions is not always necessary. (2) They may believe that one vote will not make much of a difference in a large election. (3) Some people are busy with work or family, so they choose not to get involved. (4) Others may feel unsure because enough information about the issues they do not have.

(5) Even so, communities are shaped by the people who live in them. (6) Some voices are heard more often than others. (7) Every action can still have an effect over time. (8) The local library has a new reading area with soft chairs.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains why some people think one vote does not matter. This supports the main idea about why people may not take part.
- ☐ (B) Sentence 5
Distractor. Sentence 5 states the important idea that communities are shaped by the people who live in them. Removing it would weaken the draft.
- ☐ (C) Sentence 6
Distractor. Sentence 6 introduces the idea that some voices are heard more often. This connects to the main idea about taking part and being heard.
- ☒ (D) Sentence 8
Correct. Sentence 8 tells about a library reading area. It does not support the main idea about taking part in community decisions.

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

A Voice in the Community

(1) In many communities across the United States, people have chances to take part in civic life. **(2)** These chances can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. **(3)** Civic actions can happen at the local, state, or national level. **(4)** They can affect how a community changes over time.

(5) Some people believe it is important to take part in civic affairs. **(6)** They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. **(7)** For example, a local election might decide how money is used in schools. **(8)** By voting or speaking up, people can have a say in those decisions.

(9) A national election can shape laws for the whole country. **(10)** My cousin plays soccer on Saturdays.

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

☐

(A) Sentence 3

Distractor. Sentence 3 explains the levels at which civic actions can happen, which is an important part of the draft.

☐

(B) Sentence 7

Distractor. Sentence 7 gives a specific example of a local election decision, which supports the main idea even though it is currently out of order.

☐

(C) Sentence 8

Distractor. Sentence 8 states how voting or speaking up gives people a say in decisions, which is central to the draft.

☒

(D) Sentence 10

Correct. Sentence 10 describes a personal activity that is not related to civic life or taking part in community decisions.

2 Where is the BEST place to move sentence 7?

☐

(A) After sentence 4

Distractor. Sentence 4 is about community changes over time, but sentence 7 gives an example of a local election and does not yet connect to the general idea about voting or speaking up.

☐

(B) After sentence 6

Distractor. Sentence 6 explains how leaders' decisions affect daily life, but sentence 8 introduces voting and speaking up, which sentence 7 should follow.

☒

(C) After sentence 8

Correct. Sentence 8 states that voting or speaking up gives people a say in decisions. Sentence 7 provides a clear local example, and sentence 9 then gives a national example.

☐

(D) After sentence 9

Distractor. Sentence 9 gives a national election example. Placing the local election example after the national example would break the local-to-national order.

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

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

Sentences 3 and 4 read: Civic actions can happen at the local, state, or national level. They can affect how a community changes over time.

- ☐ (A) Civic actions can happen at the local, state, or national level, they can affect how a community changes over time.
Distractor. This joins two complete thoughts with only a comma, creating a comma splice.
- ☐ (B) Civic actions can happen at the local, state, or national level because they can affect how a community changes over time.
Distractor. The word because suggests the levels cause the effect, which changes the meaning of the two ideas.
- ☒ (C) Civic actions can happen at the local, state, or national level and can affect how a community changes over time.
Correct. This combines both ideas into one clear sentence. The word and shows that civic actions have both a level and an effect without repeating they can.
- ☐ (D) Civic actions can happen at the local, state, or national level, and they can happen and affect how a community changes over time.
Distractor. This repeats can happen and adds unnecessary words, making the sentence wordy.

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

- ☒ (A) For example, a city might repair a road or add a stop sign near a school.
Correct. This sentence gives a specific example of how a decision by leaders can affect roads and safety, which supports the idea in sentence 6.
- ☐ (B) Some people like to watch the news on television.
Distractor. This is a general statement about watching television that does not explain how leaders' decisions affect daily life.
- ☐ (C) Leaders make many decisions.
Distractor. This repeats the idea that leaders make decisions without adding a specific supporting detail.
- ☐ (D) Schools, roads, and safety are important.
Distractor. This lists topics already mentioned but does not give a specific example of how a decision can affect daily life.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. (2) The steamship was entering New York Harbor. (3) Rosa and her family had traveled for weeks from Italy. (4) The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. (6) The passengers toward the giant statue rising above the water hurried to the rail and pointed. (7) Rosa whispered that it was even bigger than she had imagined. (8) An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. (10) He added that many people see it before they ever step onto American soil.

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

- ☒ (A) A new life meant finding work and a safe home.
Correct. This sentence explains what building a new life meant for the family, which supports the idea in sentence 5.
- ☐ (B) Rosa liked to watch the waves from the deck.
Distractor. This tells about Rosa's interest in the waves, but it does not explain the family's hope for a new life.
- ☐ (C) The Statue of Liberty is a famous landmark.
Distractor. This is a general fact about the statue. It does not support the idea that the family hoped to build a new life.
- ☐ (D) The family had packed warm coats for the trip.
Distractor. This detail about packing does not explain the family's hope to build a new life in the United States.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. (2) The steamship was entering New York Harbor. (3) Rosa and her family had traveled for weeks from Italy. (4) The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. (6) The passengers toward the giant statue rising above the water hurried to the rail and pointed. (7) Rosa whispered that it was even bigger than she had imagined. (8) An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. (10) He added that many people see it before they ever step onto American soil.

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

- ☒ (A) The passengers hurried to the rail and pointed toward the giant statue rising above the water.
Correct. This revision places the subject and verb together and clearly shows where the passengers hurried and what they pointed toward.
- ☐ (B) The passengers toward the giant statue rising above the water hurried to the rail and pointed.
Distractor. This keeps the awkward word order. The phrase about the statue separates the subject from the verb.
- ☐ (C) The giant statue rising above the water hurried the passengers to the rail and pointed.
Distractor. This changes the meaning by making the statue seem to do the actions.
- ☐ (D) No revision is needed.
Distractor. The original sentence has an awkward word order, so a revision is needed.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. (2) The steamship was entering New York Harbor. (3) Rosa and her family had traveled for weeks from Italy. (4) The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. (6) The passengers toward the giant statue rising above the water hurried to the rail and pointed. (7) Rosa whispered that it was even bigger than she had imagined. (8) An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. (10) He added that many people see it before they ever step onto American soil.

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

Sentences 1 and 2 read: In the spring of 1907, Rosa stood on the deck of a crowded steamship. The steamship was entering New York Harbor.

- ☐ (A) In the spring of 1907, Rosa stood on the deck of a crowded steamship, it was entering New York Harbor.
Distractor. This creates a comma splice. Two complete ideas are joined with only a comma.
- ☒ (B) In the spring of 1907, Rosa stood on the deck of a crowded steamship as it entered New York Harbor.
Correct. This combines both ideas into one clear sentence and shows that the ship was entering the harbor while Rosa stood on deck.
- ☐ (C) In the spring of 1907, Rosa stood on the deck of a crowded steamship because it entered New York Harbor.
Distractor. The word because suggests that Rosa stood on deck because the ship entered the harbor, which changes the meaning.
- ☐ (D) In the spring of 1907, Rosa stood on the deck of a crowded steamship, and it was entering New York Harbor.
Distractor. This is grammatically correct, but it is less concise than needed and does not combine the ideas as smoothly as the correct choice.

Read the draft a student wrote about a young traveler who sees the Statue of Liberty. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In the spring of 1907, Rosa stood on the deck of a crowded steamship. **(2)** The steamship was entering New York Harbor. **(3)** Rosa and her family had traveled for weeks from Italy. **(4)** The trip across the ocean took many weeks.

(5) They hoped to build a new life in the United States. **(6)** The passengers toward the giant statue rising above the water hurried to the rail and pointed. **(7)** Rosa whispered that it was even bigger than she had imagined. **(8)** An older passenger smiled at Rosa.

(9) The older passenger told her that it was the Statue of Liberty. **(10)** He added that many people see it before they ever step onto American soil.

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

- ☐ **(A)** Sentence 2
Distractor. Sentence 2 tells where the steamship was going. It gives important setting and does not repeat an idea.
- ☐ **(B)** Sentence 3
Distractor. Sentence 3 introduces the family's journey from Italy. It is an important detail, not a repetition.
- ☒ **(C)** Sentence 4
Correct. Sentence 4 repeats the idea that the family traveled for weeks, which is already stated in sentence 3.
- ☐ **(D)** Sentence 6
Distractor. Sentence 6 describes the passengers seeing the statue. It moves the draft forward and does not repeat an earlier idea.

Read the draft a student wrote about the Statue of Liberty and Ellis Island. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. (2) The tablet reminded people in the statue's arm of July 4, 1776, the day the United States declared its independence. (3) At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. (4) Some looked excited. (5) Others looked nervous. (6) I think the ferry ride to the island is the best part of any trip. (7) The statue was a gift that welcomed millions of people.

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

- ☐ (A) Rosa's father worked as a tour guide in the city.
Distractor. This detail is about Rosa's father's job and does not explain the meaning of the torch in sentence 1.
- ☐ (B) The ship moved closer to the statue.
Distractor. This repeats the action already stated in sentence 1 and does not add a supporting detail.
- ☒ (C) Her father explained that the torch stood for hope and freedom.
Correct. This sentence directly explains the meaning of the torch and connects to the father's role in the passage.
- ☐ (D) The tablet in the statue's arm reminded people of July 4, 1776.
Distractor. This introduces the tablet too early and does not support the idea about the torch in sentence 1.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives an important fact about the tablet and the date of independence, which supports the main idea.
- ☐ (B) Sentence 3
Distractor. Sentence 3 introduces Ellis Island and the families waiting to enter, which is central to the draft.
- ☒ (C) Sentence 6
Correct. Sentence 6 gives a personal opinion about the ferry ride. It is not about the statue or the families at Ellis Island.
- ☐ (D) Sentence 7
Distractor. Sentence 7 summarizes the statue as a gift that welcomed millions, which supports the main idea of the draft.

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

3 What is the BEST way to revise sentence 2?

- ☐ (A) No revision is needed.
Distractor. The sentence is awkward because it says people were in the statue's arm, so a revision is needed.
- ☒ (B) The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.
Correct. This version clearly places the tablet in the statue's arm and keeps the original meaning.
- ☐ (C) The tablet reminded people in the statue's arm of July 4, 1776, the day the United States declared its independence.
Distractor. This version repeats the awkward wording and still suggests that people were in the statue's arm.
- ☐ (D) The tablet, in the statue's arm, reminded of people July 4, 1776, the day the United States declared its independence.
Distractor. This version mixes up the word order and makes the sentence confusing.

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

Sentences 4 and 5 read: Some looked excited. Others looked nervous.

- ☐ (A) Some looked excited, others looked nervous.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☐ (B) Some looked excited although others looked nervous.
Distractor. The word although does not show the correct relationship between the two groups.
- ☒ (C) Some looked excited, while others looked nervous.
Correct. This combines both ideas into one clear sentence and shows the contrast between the two groups.
- ☐ (D) Some looked excited and others looked nervous and they looked nervous.
Distractor. This repeats an idea and makes the sentence wordy and awkward.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. (2) They spoke different languages. (3) They smiled when they first caught sight of the Statue of Liberty. (4) Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. (6) The Statue of Liberty had not promised that life would be easy. (7) Instead, her family was reminded by it why they had made the journey. (8) They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

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

- ☒ (A) She remembered how the tall statue seemed to welcome her family as they arrived.
Correct. This sentence gives a specific detail about what Rosa remembered, which supports the idea that she often thought about that morning in the harbor.
- ☐ (B) The boat ride across the ocean took many long weeks.
Distractor. This sentence tells about the trip itself, not about what Rosa remembered from that morning. It does not support the idea in sentence 5.
- ☐ (C) The Statue of Liberty is one of the most famous statues in the world.
Distractor. This is a general fact about the statue. It does not add a detail about Rosa or her memory of the harbor.
- ☐ (D) They spoke different languages on the boat.
Distractor. This sentence repeats an idea already stated in sentence 2 and does not explain what Rosa remembered.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. (2) They spoke different languages. (3) They smiled when they first caught sight of the Statue of Liberty. (4) Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. (6) The Statue of Liberty had not promised that life would be easy. (7) Instead, her family was reminded by it why they had made the journey. (8) They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

What is the BEST way to revise sentence 7?

- ☐ (A) Instead, her family was reminded by it why they had made the journey.
Distractor. This version keeps the passive voice, so it is unclear and awkward. The statue is what did the reminding. A revision is needed.
- ☒ (B) Instead, it reminded her family why they had made the journey.
Correct. This revision puts the subject before the verb and clearly states that the statue did the reminding, making the sentence easy to follow.
- ☐ (C) Instead, why they had made the journey was reminded to her family by it.
Distractor. This version separates the subject from the verb and makes the sentence even harder to understand.
- ☐ (D) Instead, the journey was why her family had been reminded by it.
Distractor. This version keeps the awkward passive voice and also changes the meaning by making the journey the subject.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. (2) They spoke different languages. (3) They smiled when they first caught sight of the Statue of Liberty. (4) Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. (6) The Statue of Liberty had not promised that life would be easy. (7) Instead, her family was reminded by it why they had made the journey. (8) They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

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

Sentences 8 and 9 read: They hoped to find new opportunities. They wanted to become part of a country built on the ideas of freedom and democracy.

- ☐ (A) They hoped to find new opportunities, they wanted to become part of a country built on the ideas of freedom and democracy.
Distractor. This is a comma splice. Two complete ideas are joined with only a comma, which is not correct.
- ☒ (B) They hoped to find new opportunities and become part of a country built on the ideas of freedom and democracy.
Correct. This sentence combines both ideas smoothly with the word and and keeps the meaning clear and complete.
- ☐ (C) Although they hoped to find new opportunities, they wanted to become part of a country built on the ideas of freedom and democracy.
Distractor. The word although shows a contrast that does not make sense here. The two hopes are not opposites.
- ☐ (D) They hoped to find new opportunities when they wanted to become part of a country built on the ideas of freedom and democracy.
Distractor. The word when suggests a time relationship, but the two ideas are both hopes, not events that happened at different times.

Read the draft a student wrote about the Statue of Liberty and the families who arrived in America. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) Many people came to the United States by boat long ago. (2) They spoke different languages. (3) They smiled when they first caught sight of the Statue of Liberty. (4) Many people smiled when they saw the statue.

(5) Years later, Rosa often thought about that morning in the harbor. (6) The Statue of Liberty had not promised that life would be easy. (7) Instead, her family was reminded by it why they had made the journey. (8) They hoped to find new opportunities.

(9) They wanted to become part of a country built on the ideas of freedom and democracy.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the people arriving in the United States, which is the main idea of the draft. Removing it would take away important information.
- ☐ (B) Sentence 3
Distractor. Sentence 3 gives the key action of the people smiling when they saw the statue. This detail moves the draft forward and should stay.
- ☒ (C) Sentence 4
Correct. Sentence 4 repeats the idea that many people smiled when they saw the statue, which is already stated in sentence 3. The reader does not need this idea twice.
- ☐ (D) Sentence 6
Distractor. Sentence 6 introduces the idea that life would not be easy. This is an important part of the draft's message and should not be deleted.

Read the draft a student wrote about Rosa arriving in New York Harbor. Then answer the questions that follow.

A Gift that Welcomed Millions

(1) In 1907, Rosa traveled to New York Harbor on a crowded steamship, twelve-year-old.

(2) Her family had come from Italy. (3) They hoped to start a new life in the United States.

(4) The trip across the ocean took many weeks.

(5) My cousin visited New York last summer. (6) When the ship entered the harbor, passengers rushed to the rail. (7) They pointed at a huge statue that rose above the water.

(8) Rosa stared at the statue and whispered.

(9) "It is even bigger than I imagined." (10) An older passenger told her it was the Statue of Liberty.

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



(A) My cousin visited New York last summer.

Distractor. This detail is about a relative's trip and does not support the main idea about Rosa arriving in the harbor.



(B) Rosa had never seen a statue so large.

Correct. This sentence shows Rosa's reaction to the statue and connects smoothly to her whispered words in sentence 9.



(C) The ship entered the harbor.

Distractor. This sentence repeats information already given in sentence 6.



(D) Statues can be made from different materials.

Distractor. This general statement about statues does not describe Rosa's experience or the Statue of Liberty.

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



(A) Sentence 2

Distractor. Sentence 2 tells where Rosa's family came from, which is important background for the draft.



(B) Sentence 5

Correct. Sentence 5 is a personal detail about the writer's cousin and does not support the main idea about Rosa's arrival.



(C) Sentence 7

Distractor. Sentence 7 describes the statue the passengers saw, which is central to the draft.



(D) Sentence 10

Distractor. Sentence 10 identifies the statue, which is important information for the reader.

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

3 What is the BEST way to revise sentence 1?

- ☒ (A) In 1907, twelve-year-old Rosa traveled to New York Harbor on a crowded steamship.
Correct. This version places the description 'twelve-year-old' directly before Rosa's name, making the sentence clear and grammatically correct.
- ☐ (B) In 1907, Rosa traveled on a crowded steamship to New York Harbor, twelve-year-old.
Distractor. This version still leaves 'twelve-year-old' at the end, so the awkward order is not fixed.
- ☐ (C) In 1907, Rosa traveled to New York Harbor, and she was twelve years old on a crowded steamship.
Distractor. This version adds unnecessary words and separates Rosa's age from her name in a confusing way.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because the age description is misplaced, so a revision is needed.

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

Sentences 2 and 3 read: *Her family had come from Italy. They hoped to start a new life in the United States.*

- ☐ (A) Her family had come from Italy, they hoped to start a new life in the United States.
Distractor. This is a comma splice because two complete ideas are joined with only a comma.
- ☒ (B) Her family had come from Italy hoping to start a new life in the United States.
Correct. This sentence combines both ideas smoothly and shows that hoping for a new life was part of why the family came from Italy.
- ☐ (C) Her family had come from Italy, so they hoped to start a new life in the United States.
Distractor. The word so suggests that coming from Italy caused the hope, which reverses the meaning.
- ☐ (D) Her family had come from Italy although they hoped to start a new life in the United States.
Distractor. The word although creates a contrast that does not make sense because the two ideas are connected.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

- (1) One voice speaks, and another person hears it. (2) A question can grow and help people conquer their fears. (3) One person asks, “Is this thing fair?” (4) Another person stops to listen.
- (5) A whisper travels down the street. (6) Then other voices rise to meet it. (7) A stronger tone can a thought once spoken all alone quickly find. (8) The whole group once went to the park after school.
- (9) A single voice can start a wave of change.

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

- ☒ (A) That listener may decide to ask the same question too.
Correct. This sentence explains how one listener can spread the question, which supports the idea that one voice can start a wave.
- ☐ (B) Whispers are usually very quiet and hard to hear.
Distractor. This fact about whispers does not explain how a question spreads or grows stronger.
- ☐ (C) Some questions are difficult to answer.
Distractor. This sentence is a general statement about questions and does not support the idea that one voice can lead to more voices.
- ☐ (D) The street was empty and quiet that afternoon.
Distractor. This detail about the street does not connect to the main idea that one voice can start a wave.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. (2) A question can grow and help people conquer their fears. (3) One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. (6) Then other voices rise to meet it. (7) A stronger tone can a thought once spoken all alone quickly find. (8) The whole group once went to the park after school.

(9) A single voice can start a wave of change.

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

- ☐ (A) A stronger tone can a thought once spoken all alone quickly find.
Distractor. This version keeps the words in an awkward order, so the meaning is still hard to follow.
- ☒ (B) A thought once spoken all alone can quickly find a stronger tone.
Correct. This revision places the subject before the verb and keeps the verb near its object, making the sentence clear and easy to follow.
- ☐ (C) A thought can all alone quickly find a stronger tone once spoken.
Distractor. This version separates the phrase once spoken from the word it describes and sounds awkward.
- ☐ (D) No revision is needed.
Distractor. The sentence has an awkward word order, so a revision is needed to make the meaning clear.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. (2) A question can grow and help people conquer their fears. (3) One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. (6) Then other voices rise to meet it. (7) A stronger tone can a thought once spoken all alone quickly find. (8) The whole group once went to the park after school.

(9) A single voice can start a wave of change.

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

Sentences 5 and 6 read: A whisper travels down the street. Then other voices rise to meet it.

- ☐ (A) A whisper travels down the street, then other voices rise to meet it.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) A whisper travels down the street, and then other voices rise to meet it.
Correct. This combines both ideas into one clear sentence and uses and then to show the correct sequence.
- ☐ (C) Although a whisper travels down the street, other voices rise to meet it.
Distractor. The word although creates a contrast that does not make sense because the two ideas are not opposites.
- ☐ (D) A whisper travels down the street when other voices rise to meet it.
Distractor. The word when suggests a time or condition that changes the meaning of the two ideas.

Read the draft a student wrote about one voice starting a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One voice speaks, and another person hears it. **(2)** A question can grow and help people conquer their fears. **(3)** One person asks, “Is this thing fair?”

(4) Another person stops to listen.

(5) A whisper travels down the street. **(6)** Then other voices rise to meet it. **(7)** A stronger tone can a thought once spoken all alone quickly find. **(8)** The whole group once went to the park after school.

(9) A single voice can start a wave of change.

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

- ☐ **(A)** Sentence 3
Distractor. Sentence 3 introduces the question that starts the spread of voices, so it supports the main idea.
- ☐ **(B)** Sentence 5
Distractor. Sentence 5 shows how the voice travels and supports the main idea.
- ☒ **(C)** Sentence 8
Correct. Sentence 8 tells about a group going to the park, which is not related to the main idea that one voice can start a wave.
- ☐ **(D)** Sentence 9
Distractor. Sentence 9 states the main idea and helps conclude the draft.

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

One Voice Can Start a Wave

(1) People can to help protect the change they seek gather, write, and speak. (2) They share their thoughts and make them known. (3) Leaders hear more than their own ideas. (4) A voice may start out soft and small.

(5) Yet one brave question can reach all. (6) People can listen. (7) People can learn. (8) Then they can speak up for what they believe.

(9) I think everyone should bring a poster to the next meeting.

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

- ☒ (A) A single question can make other people want to share their ideas too.
Correct. This sentence explains how one brave question can reach other people by inspiring them to share ideas. It directly supports the idea in sentence 5.
- ☐ (B) Asking questions is a good skill to practice in school.
Distractor. This sentence is about practicing a skill in school, which is not connected to the main idea about voices starting change.
- ☐ (C) Everyone should always agree with the leader.
Distractor. This sentence suggests people should always agree with the leader, which does not support the idea that people share thoughts to create change.
- ☐ (D) A voice may start out soft and small.
Distractor. This sentence repeats the idea already stated in sentence 4, so it does not add new support after sentence 5.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 explains how sharing ideas can help leaders hear more than their own thoughts. It supports the main idea.
- ☐ (B) Sentence 5
Distractor. Sentence 5 introduces the idea that one brave question can reach all, which is central to the draft.
- ☐ (C) Sentence 8
Distractor. Sentence 8 tells what people can do after they listen and learn. It moves the draft forward.
- ☒ (D) Sentence 9
Correct. Sentence 9 is about bringing a poster to a meeting. This detail does not support the main idea about voices creating change.

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

3 What is the BEST way to revise sentence 1?

- ☒ (A) People can gather, write, and speak to help protect the change they seek.
Correct. This revision places the words in a clear order and keeps the meaning that people act to protect the change they seek.
- ☐ (B) People can gather to help protect the change they seek, write, and speak.
Distractor. This version separates the actions in a way that makes it sound like writing and speaking are not part of helping protect the change.
- ☐ (C) People can gather, write, and speak so help protect the change they seek.
Distractor. This version uses so help, which is not grammatically correct and makes the sentence confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order, so a revision is needed.

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

Sentences 6 and 7 read: People can listen. People can learn.

- ☐ (A) People can listen, people can learn.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) People can listen and learn.
Correct. This combines both actions into one clear sentence and keeps the meaning that people can do both.
- ☐ (C) People can listen although people can learn.
Distractor. The word although shows a contrast that does not exist between listening and learning.
- ☐ (D) People can listen or learn.
Distractor. The word or suggests people choose only one action, which changes the meaning.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek.

(2) They share their thoughts and make them known. (3) Leaders hear more than their own ideas. (4) A voice may start out soft.

(5) It may start out small. (6) Yet one brave question can reach all. (7) A mighty wave by one voice can be started when people listen, learn, and say. (8) Some people like to write letters to friends.

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

- ☒ (A) They can speak at a town meeting or write a letter to a leader.
Correct. This sentence gives specific ways people share their thoughts with leaders, which supports the idea in sentence 2.
- ☐ (B) Some people feel nervous when they speak in front of others.
Distractor. This sentence tells how some people feel, but it does not explain how they share their thoughts or help leaders hear them.
- ☐ (C) Leaders have many duties during the day.
Distractor. This sentence is about leaders' duties, not about people sharing their thoughts, so it does not support the writer's idea.
- ☐ (D) People share their thoughts and make them known.
Distractor. This sentence repeats the idea already stated in sentence 2 instead of adding a new supporting detail.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek. (2) They share their thoughts and make them known. (3) Leaders hear more than their own ideas. (4) A voice may start out soft. (5) It may start out small. (6) Yet one brave question can reach all. (7) A mighty wave by one voice can be started when people listen, learn, and say. (8) Some people like to write letters to friends.

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

- ☐ (A) A mighty wave by one voice can be started when people listen, learn, and say.
Distractor. This version keeps the awkward phrase by one voice in the middle of the sentence, making it unclear who starts the wave.
- ☒ (B) One voice can start a mighty wave when people listen, learn, and say.
Correct. This revision places one voice clearly as the subject and keeps the verb near its object, making the sentence easy to understand.
- ☐ (C) When people listen, learn, and say, one voice can be started by a mighty wave.
Distractor. This version changes the meaning by saying that a mighty wave starts one voice instead of one voice starting a mighty wave.
- ☐ (D) No revision is needed.
Distractor. The sentence has awkward word order that makes the meaning less clear, so a revision is needed.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek. (2) They share their thoughts and make them known. (3) Leaders hear more than their own ideas. (4) A voice may start out soft. (5) It may start out small. (6) Yet one brave question can reach all. (7) A mighty wave by one voice can be started when people listen, learn, and say. (8) Some people like to write letters to friends.

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

Sentences 4 and 5 read: A voice may start out soft. It may start out small.

- ☐ (A) A voice may start out soft, it may start out small.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) A voice may start out soft and small.
Correct. This combines both ideas into one clear sentence and uses and to connect the two descriptions.
- ☐ (C) Although a voice may start out soft, it may start out small.
Distractor. The word although suggests a contrast, but the two ideas are not opposites, so the relationship is wrong.
- ☐ (D) A voice may start out soft when it may start out small.
Distractor. The word when suggests a time relationship, which does not make sense here.

Read the draft a student wrote about how one voice can start a wave. Then answer the questions that follow.

One Voice Can Start a Wave

(1) People can gather, write, and speak to help protect the change they seek.

(2) They share their thoughts and make them known. (3) Leaders hear more than their own ideas. (4) A voice may start out soft.

(5) It may start out small. (6) Yet one brave question can reach all. (7) A mighty wave by one voice can be started when people listen, learn, and say. (8) Some people like to write letters to friends.

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

☐

(A) Sentence 1

Distractor. Sentence 1 introduces the main idea that people can gather, write, and speak for change, so it is important to keep.

☐

(B) Sentence 3

Distractor. Sentence 3 explains what happens when people share their thoughts, which supports the main idea.

☐

(C) Sentence 6

Distractor. Sentence 6 shows how a brave question can reach others, which supports the main idea.

☒

(D) Sentence 8

Correct. Sentence 8 tells about writing letters to friends, which does not relate to people sharing their thoughts with leaders to create change.

Read the draft a student wrote about speaking up and joining voices. Then answer the questions that follow.

One Voice Can Start a Wave

(1) One person speaks up about something that is not fair. (2) Another person stops to listen. (3) Down the street then travels the message. (4) More voices begin to rise and join the call. (5) I think everyone should carry a notebook to write down ideas. (6) A single thought may seem small at first. (7) That thought can grow stronger. (8) When other voices join, a thought can find a stronger tone.

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

- ☐ (A) The street is usually quiet in the afternoon.
Distractor. This detail describes the street but does not explain how voices join together to support the main idea.
- ☐ (B) A notebook can help a person remember a thought.
Distractor. This sentence repeats the off-topic idea about notebooks and does not support the idea of voices joining.
- ☒ (C) For example, one person's question can lead a whole group to speak together.
Correct. This sentence gives a specific example of how one voice can lead more voices to join. It connects sentence 4 to the writer's idea about growing support.
- ☐ (D) More voices begin to rise and join the call.
Distractor. This sentence repeats the exact idea already stated in sentence 4 and does not add new support.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 shows that another person stops to listen, which is an important step in the main idea about voices joining.
- ☒ (B) Sentence 5
Correct. Sentence 5 introduces a personal opinion about carrying a notebook. This detail is not related to the main idea about speaking up and joining voices.
- ☐ (C) Sentence 6
Distractor. Sentence 6 explains that a single thought may seem small at first, which helps develop the main idea about one voice starting a wave.
- ☐ (D) Sentence 8
Distractor. Sentence 8 explains what happens when other voices join, which directly supports the main idea of the draft.

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

3 What is the BEST way to revise sentence 3?

- ☒ (A) Then the message travels down the street.
Correct. This revision places then at the beginning and keeps the subject and verb together in a clear order.
- ☐ (B) Down the street the message then travels.
Distractor. This version keeps the words out of order and is still awkward to read.
- ☐ (C) The message down the street then travels.
Distractor. This version separates the subject from the verb and sounds confusing.
- ☐ (D) No revision is needed.
Distractor. The original sentence is awkward because then appears in the middle of the phrase, so a revision is needed.

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

Sentences 6 and 7 read: A single thought may seem small at first. That thought can grow stronger.

- ☒ (A) A single thought may seem small at first, but it can grow stronger.
Correct. This sentence combines both ideas into one complete sentence. The word but shows the contrast between seeming small and growing stronger.
- ☐ (B) A single thought may seem small at first, it can grow stronger.
Distractor. This creates a comma splice because two complete thoughts are joined with only a comma.
- ☐ (C) A single thought may seem small at first because it can grow stronger.
Distractor. The word because suggests the thought grows stronger because it seems small, which changes the meaning.
- ☐ (D) A single thought may seem small at first and that thought can grow stronger and stronger.
Distractor. This version repeats thought and stronger, making the sentence wordy and less effective.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

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

- ☒ (A) For example, the leaves and the ground can show you clues.
Correct. This sentence gives a specific example of the clues that are all around, which supports the idea in sentence 2.
- ☐ (B) I once found a pretty rock near my house.
Distractor. This sentence tells about a personal event, but it does not explain the important clues that are all around.
- ☐ (C) Clues are important.
Distractor. This sentence repeats the idea in sentence 2 without adding a specific detail or example.
- ☐ (D) Before you choose what to do, you should make a guess.
Distractor. This sentence moves ahead to making a guess, but the draft has not yet explained stopping to see what facts tell you.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

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

- ☐ (A) The facts that are around you should first be looked at by you.
Distractor. This version is still written in passive voice and keeps the awkward order of the original.
- ☒ (B) You should first look at the facts that are around you.
Correct. This version places the subject before the verb and clearly shows who looks at the facts.
- ☐ (C) First, the facts around you should be looked at.
Distractor. This version is still passive and does not tell who should look at the facts.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has an awkward word order, so a revision is needed to make the meaning clear.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

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

Sentences 5 and 6 read: You make a guess. You test your way.

- ☐ (A) You make a guess, you test your way.
Distractor. This sentence joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) You make a guess and then test your way.
Correct. This sentence combines both ideas in one clear sentence and shows that testing comes after making a guess.
- ☐ (C) Although you make a guess, you test your way.
Distractor. The word although suggests a contrast, but the two ideas are steps that go together.
- ☐ (D) You make a guess when you test your way.
Distractor. The word when changes the meaning by suggesting that guessing and testing happen at the same time.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

- (1) When you face a problem, look at the leaves and observe the ground.
(2) Important clues are all around you. (3) Before you choose what you should do, first stop and see what facts tell you. (4) The facts that are around you should be looked at first by you.
(5) You make a guess. (6) You test your way. (7) My favorite color is blue.
(8) You try, you learn, and you change.
(9) Trying, learning, and changing can help you solve a problem.

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

- ☐ (A) Sentence 1
Distractor. Sentence 1 introduces the idea of looking at the leaves and the ground, which is part of the main topic.
- ☐ (B) Sentence 3
Distractor. Sentence 3 gives an important step about stopping to see what facts tell you.
- ☒ (C) Sentence 7
Correct. Sentence 7 tells about a favorite color, which has nothing to do with trying, learning, and changing.
- ☐ (D) Sentence 9
Distractor. Sentence 9 states the main idea that trying, learning, and changing can help solve a problem.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

- (1) Trying something new can feel hard at first. (2) If something fails, do not turn away. (3) Look closely at what happened. (4) The evidence can guide your next step. (5) My sister likes to draw horses after school. (6) Not strange is a wrong first answer. (7) It gives you information. (8) New information helps you change. (9) Watch what happens day by day.

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

- ☒ (A) You can compare what you expected with what actually happened.
Correct. This sentence explains how to look closely at what happened. It adds a specific supporting detail that connects the action to the evidence in sentence 4.
- ☐ (B) Trying new things is always easy for everyone.
Distractor. This statement contradicts sentence 1, which says trying something new can feel hard. It also does not support the idea of learning from mistakes.
- ☐ (C) Horses can be hard to draw.
Distractor. This detail is about the sister's drawing hobby. It is not related to the main idea about using failures and evidence to improve.
- ☐ (D) You should never make a mistake.
Distractor. This idea goes against the draft's message that a wrong first answer is normal. It does not support the writer's idea.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives an important action for the reader to take when something fails. Removing it would weaken the main idea.
- ☐ (B) Sentence 4
Distractor. Sentence 4 explains how evidence can help. It is a key part of the draft's message.
- ☒ (C) Sentence 5
Correct. Sentence 5 tells about the sister's hobby. It is a personal detail that does not support the main idea about learning from mistakes.
- ☐ (D) Sentence 8
Distractor. Sentence 8 states a central idea about change. It is essential to the draft.

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

3 What is the BEST way to revise sentence 6?

- ☒ (A) A wrong first answer is not strange.
Correct. This version places the words in a clear order. It matches the meaning that a wrong first answer is normal.
- ☐ (B) No revision is needed.
Distractor. The original sentence has awkward word order, so a revision is needed. This choice leaves the problem in place.
- ☐ (C) A wrong answer first is not strange.
Distractor. This version still has an awkward order. The words 'wrong answer first' do not clearly describe the first answer being wrong.
- ☐ (D) A first answer is wrong and not strange.
Distractor. This version changes the meaning. It says the first answer is wrong, but the draft is about a wrong first answer not being strange.

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

Sentences 7 and 8 read: *It gives you information. New information helps you change.*

- ☐ (A) It gives you information, new information helps you change.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☐ (B) It gives you information although new information helps you change.
Distractor. The word although shows a contrast that does not fit. New information helping change is not an opposing idea.
- ☒ (C) It gives you new information that helps you change.
Correct. This sentence combines both ideas clearly and concisely. It shows that the information a mistake gives can help a person change.
- ☐ (D) It gives you information and it gives you new information that helps you change.
Distractor. This version repeats information and new information in a wordy way. It is less effective than the correct choice.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. (2) If something fails, do not turn away. (3) The evidence can guide your way. (4) A wrong first answer is not strange.

(5) New information helps us change. (6) A wrong first answer is not odd. (7) The next step was guided by the evidence that the student used. (8) The evidence can show what went wrong.

(9) The evidence can show what to try next.

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

- ☒ (A) For example, if a try does not work, the evidence can show what to do differently.
Correct. This sentence gives a specific example of how evidence can guide the next step, which supports the idea in sentence 3.
- ☐ (B) Trying something new can be exciting.
Distractor. This sentence is a general reaction about excitement. It does not explain how evidence can guide the next step.
- ☐ (C) A wrong first answer is not strange.
Distractor. This sentence repeats the idea in sentence 4 instead of adding a supporting detail after sentence 3.
- ☐ (D) The evidence can guide your way.
Distractor. This sentence repeats sentence 3 word for word and does not add new support.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. (2) If something fails, do not turn away. (3) The evidence can guide your way. (4) A wrong first answer is not strange.

(5) New information helps us change. (6) A wrong first answer is not odd. (7) The next step was guided by the evidence that the student used. (8) The evidence can show what went wrong.

(9) The evidence can show what to try next.

What is the BEST way to revise sentence 7?

- ☐ (A) The next step was guided by the evidence that the student used.
Distractor. This version keeps the passive voice and does not place the student clearly as the subject.
- ☒ (B) The student used the evidence to guide the next step.
Correct. This version uses a clear subject and verb and places the action before the detail about the evidence.
- ☐ (C) The next step was by the student guided with evidence.
Distractor. This version separates the verb from its subject and uses awkward word order.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 is awkward because it uses passive voice and hides who did the action. A revision is needed.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. (2) If something fails, do not turn away. (3) The evidence can guide your way. (4) A wrong first answer is not strange.

(5) New information helps us change. (6) A wrong first answer is not odd. (7) The next step was guided by the evidence that the student used. (8) The evidence can show what went wrong.

(9) The evidence can show what to try next.

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

Sentences 8 and 9 read: The evidence can show what went wrong. The evidence can show what to try next.

- ☐ (A) The evidence can show what went wrong, the evidence can show what to try next.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) The evidence can show what went wrong and what to try next.
Correct. This version combines both ideas into one smooth sentence and shows that evidence can do two things.
- ☐ (C) The evidence can show what went wrong because it can show what to try next.
Distractor. The word because suggests that showing what went wrong causes showing what to try next, which is not the intended meaning.
- ☐ (D) The evidence can show what went wrong when it can show what to try next.
Distractor. The word when suggests a time relationship, but the two ideas are not about time.

Read the draft a student wrote about learning from mistakes. Then answer the questions that follow.

Try, Learn, Change

(1) When you try something new, watch what happens day by day. (2) If something fails, do not turn away. (3) The evidence can guide your way. (4) A wrong first answer is not strange.

(5) New information helps us change. (6) A wrong first answer is not odd. (7) The next step was guided by the evidence that the student used. (8) The evidence can show what went wrong.

(9) The evidence can show what to try next.

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

- ☐ (A) Sentence 3
Distractor. Sentence 3 gives the important idea that evidence can guide the way. Removing it would weaken the draft.
- ☐ (B) Sentence 4
Distractor. Sentence 4 introduces the idea that a wrong first answer is not strange. This idea is part of the main message.
- ☒ (C) Sentence 6
Correct. Sentence 6 repeats the idea in sentence 4 that a wrong first answer is not strange. It does not add new information.
- ☐ (D) Sentence 7
Distractor. Sentence 7 needs to be revised for clarity, but it is not a repeated idea. Removing it would take away a key point about using evidence.

Read the draft a student wrote about trying, learning, and changing. Then answer the questions that follow.

Try, Learn, Change

(1) When you want to solve a problem, start by looking closely. (2) Look at the leaves, and observe the ground. (3) Important clues are all around you. (4) You should first before choosing what to do stop and see what facts tell you.

(5) You make a guess. (6) You test your way. (7) If it does not work, try again and learn from the result. (8) My cousin keeps a lucky rock in his pocket for good luck.

(9) You can change your idea and make it better. (10) Trying and learning can help you change.

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

- ☒ (A) For example, a footprint or a bent leaf can be a clue.
Correct. This sentence gives a specific example of clues that are all around, which supports the idea in sentence 3.
- ☐ (B) Clues are always easy to find.
Distractor. This sentence is a general claim that does not give a supporting detail and may not be true for all clues.
- ☐ (C) You should carry a notebook to write down your clues.
Distractor. This sentence introduces a new idea about carrying supplies rather than explaining what kinds of clues might be around.
- ☐ (D) The ground can be wet after it rains.
Distractor. This fact about wet ground does not explain how clues can be all around or how to look for them.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 tells the reader to look at leaves and the ground, which is an important step in finding clues.
- ☐ (B) Sentence 3
Distractor. Sentence 3 states the main idea that important clues are all around.
- ☒ (C) Sentence 8
Correct. Sentence 8 is about a cousin's lucky rock. It does not support the main idea about trying, learning, and changing by using facts and tests.
- ☐ (D) Sentence 10
Distractor. Sentence 10 restates the main idea that trying and learning can lead to change.

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) You should first before choosing what to do stop and see what facts tell you.
Distractor. This option keeps the words in an awkward order and is hard to follow.
- ☒ (B) Before you choose what to do, first stop and see what facts tell you.
Correct. This option places the time order clearly and keeps the meaning of the original idea.
- ☐ (C) You should stop and see what facts tell you after you choose what to do.
Distractor. This option changes the meaning by saying to check facts after choosing instead of before.
- ☐ (D) You should first stop, and you should see what facts tell you, and you should choose what to do.
Distractor. This option adds unnecessary words and still does not make the order of actions clear.

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

Sentences 5 and 6 read: You make a guess. You test your way.

- ☐ (A) You make a guess, you test your way.
Distractor. This option joins two complete thoughts with only a comma, which creates a comma splice.
- ☒ (B) You make a guess and test your way.
Correct. This option combines both ideas into one clear sentence and avoids repeating the subject and verb.
- ☐ (C) You make a guess although you test your way.
Distractor. This option uses although to show contrast, but making a guess and testing it are steps that go together, not opposing ideas.
- ☐ (D) Making a guess and testing your way.
Distractor. This option is a fragment because it does not have a subject and verb for a complete sentence.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. (2) Borders can move, and new inventions can transform daily life. (3) New people can arrive and build communities. (4) Laws can be written, challenged, or replaced. (5) Some of the most important changes cannot be seen on a map. (6) They begin with a question. (7) Before any big change can begin, asked by someone is a question. (8) People ask questions. (9) They work together to find answers. (10) I like to draw maps in my notebook.

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

- ☐ (A) Some laws are very long and hard to read.
Distractor. This sentence is about laws, but it does not explain how laws can be written, challenged, or replaced. It does not support the idea in sentence 4.
- ☒ (B) For example, a law can be changed when people speak up for what they believe.
Correct. This sentence gives a specific example of how a law can be challenged or replaced. It supports the idea in sentence 4.
- ☐ (C) My uncle works in a building where laws are made.
Distractor. This sentence tells about a personal connection, but it does not explain how laws can change. It does not support the writer's idea.
- ☐ (D) Borders can move when countries make agreements.
Distractor. This sentence is about borders, not laws. It does not support the idea in sentence 4.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. (2) Borders can move, and new inventions can transform daily life. (3) New people can arrive and build communities. (4) Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. (6) They begin with a question. (7) Before any big change can begin, asked by someone is a question. (8) People ask questions.

(9) They work together to find answers. (10) I like to draw maps in my notebook.

What is the BEST way to revise sentence 7?

- ☒ (A) Someone asks a question before any big change can begin.
Correct. This revision puts the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) A question by someone is asked before any big change can begin.
Distractor. This version is still awkward because the subject is separated from the action and the wording is confusing.
- ☐ (C) Before any big change can begin, asked by someone is a question.
Distractor. This version keeps the awkward word order from the original sentence. It is not clear who asks the question.
- ☐ (D) No revision is needed.
Distractor. Sentence 7 has an awkward word order that makes it hard to understand. A revision is needed.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. (2) Borders can move, and new inventions can transform daily life. (3) New people can arrive and build communities. (4) Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. (6) They begin with a question. (7) Before any big change can begin, asked by someone is a question. (8) People ask questions.

(9) They work together to find answers. (10) I like to draw maps in my notebook.

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

Sentences 8 and 9 read: People ask questions. They work together to find answers.

- ☐ (A) People ask questions, they work together to find answers.
Distractor. This joins two complete thoughts with only a comma. It creates a comma splice.
- ☒ (B) People ask questions and work together to find answers.
Correct. This combines both ideas into one clear sentence and keeps the meaning of the original sentences.
- ☐ (C) Although people ask questions, they work together to find answers.
Distractor. The word although suggests a contrast, but the two ideas do not oppose each other. It changes the meaning.
- ☐ (D) People ask questions when they work together to find answers.
Distractor. The word when suggests timing, but the original sentences do not say that asking questions happens only at that time. It changes the meaning.

Read the draft a student wrote about how a nation changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A nation can change in many ways. (2) Borders can move, and new inventions can transform daily life. (3) New people can arrive and build communities. (4) Laws can be written, challenged, or replaced.

(5) Some of the most important changes cannot be seen on a map. (6) They begin with a question. (7) Before any big change can begin, asked by someone is a question. (8) People ask questions.

(9) They work together to find answers. (10) I like to draw maps in my notebook.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains ways a nation can change, which is part of the main idea. It should not be deleted.
- ☐ (B) Sentence 5
Distractor. Sentence 5 introduces the important idea that some changes cannot be seen on a map. It should not be deleted.
- ☐ (C) Sentence 7
Distractor. Sentence 7 helps explain how big changes begin with a question. It should not be deleted.
- ☒ (D) Sentence 10
Correct. Sentence 10 tells about a personal hobby. It does not support the main idea of how a nation changes.

Read the draft a student wrote about how democracy changes. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) The history of the United States has many examples of people asking important questions about how the country should work. (2) Sometimes their answers led to protests.

(3) Sometimes their answers led to documents, laws, compromises, elections, or new amendments. (4) Sometimes people discovered that another problem had been created by an earlier solution.

(5) Studying these examples helps us understand that democracy is not a single event. (6) It is a continuing process of ideas, decisions, actions, and consequences. (7) I think our class should watch a movie about history instead of reading.

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

- ☒ (A) For example, a new law might fix one problem but cause a different one.
Correct. This sentence gives a specific example of how an earlier solution can create another problem. It connects sentence 4 to the idea that democracy keeps facing consequences.
- ☐ (B) Protests can happen in many different places.
Distractor. This sentence is about protests, not about an earlier solution creating a new problem.
- ☐ (C) The United States has a long and interesting history.
Distractor. This is a general statement that does not explain the problem described in sentence 4.
- ☐ (D) Documents and laws are written by people.
Distractor. This fact about documents and laws does not support the idea that a solution can lead to another problem.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 shows one result of people's answers, which is part of the main idea.
- ☐ (B) Sentence 3
Distractor. Sentence 3 lists other results of people's answers, which supports the main idea.
- ☐ (C) Sentence 5
Distractor. Sentence 5 connects the examples to the main idea that democracy is not a single event.
- ☒ (D) Sentence 7
Correct. Sentence 7 gives a personal opinion about watching a movie. It does not support the main idea about how democracy changes through ideas, decisions, and consequences.

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

3 What is the BEST way to revise sentence 4?

- ☒ (A) Sometimes people discovered that an earlier solution had created another problem.
Correct. This version uses clear, active word order. It correctly states that the earlier solution caused the new problem.
- ☐ (B) Sometimes people discovered another problem had been created by an earlier solution.
Distractor. This version is still awkward and uses passive voice, so the relationship between the solution and the problem is less clear.
- ☐ (C) Sometimes people discovered that another problem had created an earlier solution.
Distractor. This version reverses the meaning by saying the problem created the solution.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 is awkward because it uses passive voice and an unclear order, so a revision would make it easier to understand.

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

Sentences 5 and 6 read: Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

- ☐ (A) Studying these examples helps us understand that democracy is not a single event, it is a continuing process of ideas, decisions, actions, and consequences.
Distractor. This joins two complete thoughts with only a comma, which creates a comma splice.
- ☐ (B) Studying these examples helps us understand that democracy is not a single event although it is a continuing process of ideas, decisions, actions, and consequences.
Distractor. The word although shows a contrast that does not fit. The second idea explains what democracy is, not an unexpected contrast.
- ☒ (C) Studying these examples helps us understand that democracy is not a single event but a continuing process of ideas, decisions, actions, and consequences.
Correct. This combines both ideas in one clear sentence. The word but correctly connects the idea that democracy is not a single event to the idea that it is a continuing process.
- ☐ (D) Studying these examples helps us understand that democracy is not a single event and it is a continuing process of ideas, decisions, actions, and consequences.
Distractor. The word and makes the sentence less clear because it does not show the contrast between a single event and a continuing process. It also repeats the phrase it is and is less concise.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. (2) For many years, many colonists considered themselves loyal British subjects. (3) They traded with Britain and followed British laws. (4) They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. (6) New taxes affecting the colonies were by Parliament passed. (7) The Stamp Act placed taxes on printed materials. (8) Other taxes followed.

(9) I think learning about taxes is boring.

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

- ☒ (A) These ties helped many colonists feel loyal to Britain.
Correct. This sentence explains why the colonists felt loyal, which connects the details in sentence 4 to the main idea about the colonies before the taxes.
- ☐ (B) Many people today study the American Revolution.
Distractor. This sentence gives a general fact about studying history and does not explain the colonists' loyalty.
- ☐ (C) The Stamp Act was a tax on printed materials.
Distractor. This sentence repeats information from later in the draft and does not fit after sentence 4.
- ☐ (D) Taxes are never a fun topic to discuss.
Distractor. This sentence gives a personal opinion and does not support the writer's idea about the colonies.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. (2) For many years, many colonists considered themselves loyal British subjects. (3) They traded with Britain and followed British laws. (4) They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. (6) New taxes affecting the colonies were by Parliament passed. (7) The Stamp Act placed taxes on printed materials. (8) Other taxes followed.

(9) I think learning about taxes is boring.

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

- ☐ (A) New taxes were by Parliament affecting the colonies passed.
Distractor. This version keeps the words in an awkward order and separates the verb from the subject.
- ☒ (B) Parliament passed new taxes that affected the colonies.
Correct. This revision puts Parliament first as the subject and places the verb passed next to it, making the action clear.
- ☐ (C) New taxes affected the colonies by Parliament were passed.
Distractor. This version mixes two verb phrases and does not clearly show who passed the taxes.
- ☐ (D) No revision is needed.
Distractor. Sentence 6 has an awkward word order, so a revision is needed.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. (2) For many years, many colonists considered themselves loyal British subjects. (3) They traded with Britain and followed British laws. (4) They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. (6) New taxes affecting the colonies were by Parliament passed. (7) The Stamp Act placed taxes on printed materials. (8) Other taxes followed.

(9) I think learning about taxes is boring.

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

Sentences 7 and 8 read: *The Stamp Act placed taxes on printed materials. Other taxes followed.*

- ☐ (A) The Stamp Act placed taxes on printed materials, other taxes followed.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) The Stamp Act placed taxes on printed materials, and other taxes followed.
Correct. This sentence combines both ideas clearly and correctly with the conjunction and.
- ☐ (C) Because the Stamp Act placed taxes on printed materials, other taxes followed.
Distractor. The word because suggests that the Stamp Act caused other taxes, which is not supported by the draft.
- ☐ (D) Although the Stamp Act placed taxes on printed materials, other taxes followed.
Distractor. The word although creates a contrast that does not make sense because the two ideas are not opposites.

Read the draft a student wrote about how Great Britain taxed the American colonies. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Before the American Revolution, the thirteen colonies belonged to Great Britain. (2) For many years, many colonists considered themselves loyal British subjects. (3) They traded with Britain and followed British laws. (4) They also depended on British military protection.

(5) After the French and Indian War, Great Britain had large debts. (6) New taxes affecting the colonies were by Parliament passed. (7) The Stamp Act placed taxes on printed materials. (8) Other taxes followed.

(9) I think learning about taxes is boring.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives background about the colonists' loyalty, which helps explain why the taxes were an important change.
- ☐ (B) Sentence 6
Distractor. Sentence 6 explains that Parliament passed taxes, which is central to the main idea even though the wording is awkward.
- ☐ (C) Sentence 8
Distractor. Sentence 8 shows that the Stamp Act was not the only tax, which supports the main idea about new taxes.
- ☒ (D) Sentence 9
Correct. Sentence 9 gives a personal opinion about studying taxes and does not support the main idea about how Great Britain taxed the colonies.

Read the draft a student wrote about how colonists asked for change. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

- (1) In the 1700s, many colonists in America began to ask questions about taxes. (2) Parliament was making laws about taxes for the colonies. (3) The colonies did not elect representatives to Parliament. (4) Colonists asked why Parliament could tax them if representatives to Parliament the colonies did not elect. (5) Their complaint became known as taxation without representation. (6) My favorite subject is math. (7) At first, many colonists were not demanding independence. (8) They wanted the British government to change its policies. (9) They wanted it to listen to colonial concerns. (10) That distinction is important because a movement for major change may begin with a much smaller request.

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

- ☒ (A) This phrase meant that colonists were taxed by a government they did not help choose.
Correct. This sentence explains the meaning of taxation without representation and supports the idea that colonists lacked a voice in Parliament.
- ☐ (B) Taxes are payments that people make to a government.
Distractor. This is a general definition of taxes. It does not explain the colonists' specific complaint or connect to the term taxation without representation.
- ☐ (C) Many people in the colonies lived on farms or in towns.
Distractor. This detail about where colonists lived is not related to the complaint about taxes and representation.
- ☐ (D) Parliament met in London and made laws for the British Empire.
Distractor. This fact about Parliament is true, but it does not help explain why colonists called the complaint taxation without representation.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 explains that Parliament made tax laws for the colonies. This fact is needed to understand the colonists' complaint.
- ☐ (B) Sentence 5
Distractor. Sentence 5 gives the name of the colonists' complaint. It is an important part of the draft.
- ☒ (C) Sentence 6
Correct. Sentence 6 is about a favorite school subject. It does not relate to the colonists' questions about taxes and representation.
- ☐ (D) Sentence 10
Distractor. Sentence 10 explains why the distinction between protest and independence matters. It supports the main idea.

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

3 What is the BEST way to revise sentence 4?

- ☐ (A) Colonists asked why Parliament could tax them if representatives to Parliament the colonies did not elect.

Distractor. This keeps the same awkward word order and does not make the sentence clear.

- ☒ (B) Colonists asked why Parliament could tax them if the colonies did not elect representatives to Parliament.

Correct. This version puts the words in a clear order and keeps the meaning of the original sentence.

- ☐ (C) Colonists asked why Parliament could tax them, the colonies did not elect representatives to Parliament.

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

- ☐ (D) No revision is needed.

Distractor. The original sentence is awkward because the words representatives to Parliament come before the colonies did not elect. A revision is needed.

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

Sentences 8 and 9 read: *They wanted the British government to change its policies. They wanted it to listen to colonial concerns.*

- ☐ (A) They wanted the British government to change its policies, they wanted it to listen to colonial concerns.

Distractor. This is a comma splice because two complete ideas are joined with only a comma.

- ☐ (B) They wanted the British government to change its policies because they wanted it to listen to colonial concerns.

Distractor. The word because suggests that listening was the cause of changing policies. The original sentences do not show that relationship.

- ☒ (C) They wanted the British government to change its policies and listen to colonial concerns.

Correct. This combines both ideas into one clear sentence and avoids repeating the words they wanted.

- ☐ (D) They wanted the British government to change its policies and they wanted it to listen to colonial concerns.

Distractor. This repeats the words they wanted and is less concise than the best answer.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. (2) Some wrote letters and newspaper articles. (3) Some signed petitions. (4) Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. (8) Ordinary people were given ways to participate by these actions.

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

- ☒ (A) This group gave colonists a way to work together.
Correct. This sentence explains how joining a group such as the Sons of Liberty helped colonists work together. It supports the idea that colonists used different ways to respond.
- ☐ (B) The Sons of Liberty is a very interesting group to learn about.
Distractor. This sentence gives a personal reaction to the group. It does not add a detail that explains how colonists responded.
- ☐ (C) Some colonists wrote letters to family members in other colonies.
Distractor. This sentence is about writing letters to family members, not about joining organizations. It does not support sentence 4.
- ☐ (D) Many colonists lived in towns and on farms.
Distractor. This sentence tells where colonists lived. It is not related to the Sons of Liberty or how colonists responded.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. (2) Some wrote letters and newspaper articles. (3) Some signed petitions. (4) Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. (8) Ordinary people were given ways to participate by these actions.

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

- ☒ (A) These actions gave ordinary people ways to participate.
Correct. This revision puts the subject first and uses active voice. It clearly states that the actions gave people ways to participate.
- ☐ (B) Ways to participate were given to ordinary people by these actions.
Distractor. This version is still in passive voice and sounds awkward. It does not make the sentence clearer.
- ☐ (C) Ordinary people gave these actions ways to participate.
Distractor. This version changes the meaning by saying that ordinary people gave the actions ways to participate. The actions, not the people, gave the ways.
- ☐ (D) No revision is needed.
Distractor. Sentence 8 has awkward word order. A revision is needed to make the meaning clear.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. (2) Some wrote letters and newspaper articles. (3) Some signed petitions. (4) Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. (8) Ordinary people were given ways to participate by these actions.

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

Sentences 2 and 3 read: Some wrote letters and newspaper articles. Some signed petitions.

- ☐ (A) Some wrote letters and newspaper articles, some signed petitions.
Distractor. This is a comma splice. Two complete sentences are joined with only a comma.
- ☒ (B) Some wrote letters and newspaper articles, and some signed petitions.
Correct. This revision joins the two related ideas with a comma and the word and. It keeps both ideas and is a complete sentence.
- ☐ (C) Some wrote letters and newspaper articles because some signed petitions.
Distractor. The word because suggests that signing petitions caused people to write letters. The two actions are separate responses, not a cause and effect.
- ☐ (D) Some wrote letters and newspaper articles, but some signed petitions.
Distractor. The word but suggests a contrast. Writing letters and signing petitions are both ways colonists responded, so a contrast is not correct.

Read the draft a student wrote about how colonists responded to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Colonists did not all respond to British laws in the same way. (2) Some wrote letters and newspaper articles. (3) Some signed petitions. (4) Some joined organizations such as the Sons of Liberty.

(5) Merchants took part in boycotts by refusing to buy certain British goods.

(6) Families made more goods at home instead of buying imported products.

(7) My favorite colonial group is the Sons of Liberty. (8) Ordinary people were given ways to participate by these actions.

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

- ☐ (A) Sentence 2
Distractor. Sentence 2 gives an example of how some colonists responded. It supports the main idea and should not be deleted.
- ☒ (B) Sentence 7
Correct. Sentence 7 is a personal opinion about the writer's favorite group. It does not explain how colonists responded, so it does not support the main idea.
- ☐ (C) Sentence 5
Distractor. Sentence 5 explains a merchant boycott, which is an important way colonists responded. It should not be deleted.
- ☐ (D) Sentence 8
Distractor. Sentence 8 tells how the actions helped ordinary people participate. It is the main point of the draft and should not be deleted.

Read the draft a student wrote about how the colonies reacted to British laws. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) Tensions continued. (2) The Boston Massacre increased distrust of British soldiers.

(3) The Tea Act led to the Boston Tea Party. (4) Great Britain responded with laws the colonists called the Intolerable Acts.

(5) Stronger control British leaders hoped would stop resistance. (6) My cousin visited Boston last summer and liked the harbor. (7) The punishment of Massachusetts happened.

(8) It helped bring several colonies closer together.

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

- ☐ (A) The Boston Tea Party was an important event in American history.
Distractor. This choice is too general. It does not explain how the Boston Tea Party supported the idea that colonists were protesting British laws.
- ☐ (B) Colonists drank tea every afternoon.
Distractor. This choice is off topic. The draft is about protests and growing tensions, not about daily habits.
- ☒ (C) This protest showed that colonists were willing to act against British laws.
Correct. This choice explains why the Boston Tea Party mattered. It connects the protest to the idea that colonists were resisting British laws.
- ☐ (D) The Intolerable Acts were laws that colonists disliked.
Distractor. This choice jumps ahead to the next event. It does not support the idea in sentence 3 about the Boston Tea Party.

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

- ☐ (A) Sentence 2
Distractor. This sentence is important because it shows one way tensions increased. Removing it would weaken the main idea about growing conflict.
- ☐ (B) Sentence 5
Distractor. This sentence explains what British leaders hoped to accomplish. It helps show why Great Britain took stronger action.
- ☒ (C) Sentence 6
Correct. This sentence is a personal detail about a cousin visiting Boston. It does not support the main idea about how the colonies reacted to British laws.
- ☐ (D) Sentence 7
Distractor. This sentence introduces the result of the punishment. It helps explain how the colonies moved closer together.

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

3 What is the BEST way to revise sentence 5?

- ☒ (A) British leaders hoped stronger control would stop resistance.
Correct. This version places the words in a clear order. It correctly states that British leaders hoped stronger control would stop resistance.
- ☐ (B) British leaders hoped would stop resistance stronger control.
Distractor. This version keeps the words in a confusing order. The meaning is unclear.
- ☐ (C) British leaders stronger control hoped would stop resistance.
Distractor. This version separates the subject from the verb in an awkward way. It does not make the sentence clear.
- ☐ (D) No revision is needed.
Distractor. The original sentence has words in an awkward order. It needs revision to make the meaning clear.

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

Sentences 7 and 8 read: *The punishment of Massachusetts happened. It helped bring several colonies closer together.*

- ☐ (A) The punishment of Massachusetts happened, it helped bring several colonies closer together.
Distractor. This choice creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) The punishment of Massachusetts happened and helped bring several colonies closer together.
Correct. This choice combines both ideas into one clear sentence. It keeps the meaning and avoids unnecessary repetition.
- ☐ (C) The punishment of Massachusetts happened because it helped bring several colonies closer together.
Distractor. This choice uses because to show a cause that does not match the meaning. The punishment did not happen because it helped the colonies.
- ☐ (D) The punishment of Massachusetts happened, but it helped bring several colonies closer together.
Distractor. This choice uses but to show a contrast that does not fit. The two ideas are connected, not opposing.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. (2) People saw that a concern affecting someone else could soon affect them too. (3) That is one way movements grow. (4) By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. (6) It did more than declare independence. (7) It explained ideas. (8) The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

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

- ☒ (A) When people share a concern, they may work together to make a change.
Correct. This sentence explains how movements grow by showing what can happen when a concern is shared.
- ☐ (B) Many people enjoy reading about history in their free time.
Distractor. This sentence is about a free time activity and does not explain how movements grow.
- ☐ (C) A problem that once seemed local began to feel shared.
Distractor. This sentence repeats the idea already stated in sentence 1 and does not add new support.
- ☐ (D) The Declaration of Independence was signed in Philadelphia.
Distractor. This sentence gives a fact about the Declaration, but it does not support the idea that movements grow when people share a concern.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. (2) People saw that a concern affecting someone else could soon affect them too. (3) That is one way movements grow. (4) By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. (6) It did more than declare independence. (7) It explained ideas. (8) The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

What is the BEST way to revise sentence 4?

- ☒ (A) By 1776, more colonial leaders believed independence was necessary.
Correct. This revision places the subject before the verb and makes the sentence clear and easy to follow.
- ☐ (B) By 1776, independence was necessary believed by more colonial leaders.
Distractor. This version keeps an awkward word order and separates the verb from its object.
- ☐ (C) More colonial leaders by 1776 independence was necessary believed.
Distractor. This version scrambles the words so the sentence is confusing and unclear.
- ☐ (D) No revision is needed.
Distractor. Sentence 4 has an awkward order that makes the meaning hard to follow, so a revision is needed.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. (2) People saw that a concern affecting someone else could soon affect them too. (3) That is one way movements grow. (4) By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. (6) It did more than declare independence. (7) It explained ideas. (8) The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

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

Sentences 6 and 7 read: *It did more than declare independence. It explained ideas.*

- ☐ (A) It did more than declare independence, it explained ideas.
Distractor. This creates a comma splice by joining two complete thoughts with only a comma.
- ☒ (B) It did more than declare independence; it explained ideas.
Correct. This correctly joins the two related ideas into one clear sentence and preserves the meaning.
- ☐ (C) Although it did more than declare independence, it explained ideas.
Distractor. The word although creates a contrast that does not make sense with these two ideas.
- ☐ (D) It did more than declare independence when it explained ideas.
Distractor. The word when suggests a time relationship, but the sentence does not explain when something happened.

Read the draft a student wrote about how ideas about independence grew. Then answer the questions that follow.

From Protest to Participation: How a Nation Changes

(1) A problem that once seemed local began to feel shared. (2) People saw that a concern affecting someone else could soon affect them too. (3) That is one way movements grow. (4) By 1776, independence was believed necessary by more colonial leaders.

(5) The Declaration of Independence announced that the colonies intended to separate from Great Britain. (6) It did more than declare independence. (7) It explained ideas. (8) The Declaration stated that people possess rights that government should protect.

(9) My favorite holiday is the Fourth of July because my family has a picnic.

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



(A) Sentence 1

Distractor. Sentence 1 introduces the main idea that a local problem began to feel shared, so it is important to the draft.



(B) Sentence 5

Distractor. Sentence 5 states what the Declaration of Independence announced, which is an important detail for the main idea.



(C) Sentence 8

Distractor. Sentence 8 explains the rights idea in the Declaration, which supports the main idea of the draft.



(D) Sentence 9

Correct. Sentence 9 tells about a personal holiday picnic and does not support the main idea about movements and the Declaration of Independence.

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

From Protest to Participation: How a Nation Changes

(1) The Declaration of Independence proclaimed equality. **(2)** These ideas created a standard against which government could be judged. **(3)** If a government was supposed to protect rights, people could ask questions. **(4)** The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

(5) The nation still had work to do to reach its ideals. **(6)** My family goes to the beach every summer. **(7)** Women could not participate equally in political life. **(8)** Enslaved people were denied freedom.

(9) Native American nations faced increasing pressure and conflict as colonial settlement expanded.

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

- ☒ **(A)** They could ask whether the government was protecting everyone's rights.
Correct. This sentence gives an example of the kind of question people could ask, which supports the idea that the Declaration's ideas let people judge government.
- ☐ **(B)** The Declaration was signed in 1776.
Distractor. This fact about the signing date does not explain what questions people could ask.
- ☐ **(C)** People in 1776 did not have cars.
Distractor. This detail is not related to government protecting rights or asking questions about rights.
- ☐ **(D)** Asking questions is important.
Distractor. This general statement is vague and does not add a specific supporting detail.

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

- ☐ **(A)** Sentence 4
Distractor. This sentence states the key contrast between the Declaration's equality and unequal rights in society.
- ☐ **(B)** Sentence 5
Distractor. This sentence connects the examples to the idea that the nation had not yet reached its ideals.
- ☒ **(C)** Sentence 6
Correct. This sentence is about a family beach trip, which does not support the main idea about equality and rights.
- ☐ **(D)** Sentence 8
Distractor. This sentence gives a specific example of a group that was denied freedom, which supports the main idea.

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

3 Where is the BEST place to move sentence 5?

- ☐ (A) After sentence 1
Distractor. Placing the conclusion right after the first sentence would come before any evidence or examples.
- ☐ (B) After sentence 4
Distractor. This location is too early because the examples of unequal rights have not been given yet.
- ☐ (C) After sentence 6
Distractor. This location would interrupt the list of examples and place the conclusion before sentences 7 through 9.
- ☒ (D) After sentence 9
Correct. Sentence 5 is a conclusion about the nation's unfinished work. It makes the most sense after the examples in sentences 7 through 9 show unequal rights.

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

Sentences 7 and 8 read: Women could not participate equally in political life. Enslaved people were denied freedom.

- ☒ (A) Women could not participate equally in political life, and enslaved people were denied freedom.
Correct. This combines both ideas into one complete sentence. The word and joins the two examples without changing the meaning.
- ☐ (B) Women could not participate equally in political life, enslaved people were denied freedom.
Distractor. This joins two complete thoughts with only a comma, creating a comma splice.
- ☐ (C) Women could not participate equally in political life because enslaved people were denied freedom.
Distractor. The word because suggests that one event caused the other, but the two facts are separate examples of inequality.
- ☐ (D) Women could not participate equally in political life and enslaved people.
Distractor. This option leaves out the idea that enslaved people were denied freedom and does not form a complete sentence.