

Standards Sweep REVISING Tracking Sheet

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

Reading Selection: "The Mystery of the Traveling Shell"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(i) Revising: Improve Sentence Structure revise drafts to improve sentence structure	"Emsy picked up the smooth, old shell." <i>One clear subject and smooth wording – good sentence structure.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(3) Emsy she picked up the shell carefully.

What is the BEST way to revise sentence 3?

- ☐ A. Emsy picked up the shell carefully.
- ☐ B. Emsy she picked up the shell carefully.
- ☐ C. She Emsy picked up the shell carefully.
- ☐ D. Picked up the shell carefully Emsy.

Why I chose it:

GRADE 3 • PREPARE • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(i) Revising: Improve Sentence Structure • Reading Selection: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Read all three sentences. Find the ONE that does not sound smooth or clear.

- (1) The shell was buried in the sand.
- (2) Emsy she picked up the shell carefully.
- (3) It sparkled in the sunlight.

CHOOSE

Emergent

With support, choose the version that reads more smoothly.

(Emsy she picked up the shell. / Emsy picked up the shell.)

SHOW

Visible

Underline the awkward part. Tell why the smoother version is better.

“The shell it was very old.”

OWN

Independent

Revise the awkward sentence so it reads smoothly — no word bank.

“Emsy she studied the shell.”

DEFEND

Reflective

Defend your revision, then write your own smooth sentence about the shell.

Explain why “Emsy studied the shell” is smoother. Then write your own clear sentence about the mystery shell.

Standards Sweep REVISING Tracking Sheet

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

Reading Selection: "The Mystery of the Traveling Shell"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ii) Revising: Improve Word Choice revise drafts to improve word choice	"Emsy found a smooth shell on the beach." <i>shell is exact; a vague word like thing would be unclear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(3) Emsy found a thing on the beach that was very old.

What is the BEST word to replace thing in sentence 3?

- ☐ A. shell
- ☐ B. object
- ☐ C. item
- ☐ D. piece

Why I chose it:

GRADE 3 • PREPARE • MODULE 2 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(ii) Revising: Improve Word Choice • Reading Selection: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Read the sentence. Find the word that is not exact or clear.

“Emsy found a thing on the beach.”

CHOOSE

Emergent

With support, choose the more exact word.

Emsy found a (thing / shell) on the beach.

SHOW

Visible

Underline the vague word. Tell what exact word would be clearer and why.

“The shell was very nice.”

OWN

Independent

Replace the vague word with a more exact one — no word bank.

“Emsy found a thing on the beach.”

DEFEND

Reflective

Defend your word, then write your own sentence using an exact, vivid word.

Explain why “shell” is clearer than “thing.” Then write your own sentence about the beach using a precise word.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "The Mystery of the Traveling Shell"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iii) Revising: Adding Ideas revise drafts by adding ideas for coherence	After "Emsy studied the old shell," add: "It was smooth and covered in tiny lines." <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Emsy studied the old shell.
 (2) _____
 (3) She wondered where it had traveled from.

Which sentence could BEST be added as sentence 2?

- ☐ A. It was smooth and covered in tiny lines.
☐ B. Emsy really likes pizza for lunch.
☐ C. The sky outside was bright blue.
☐ D. Then Emsy walked home for dinner.

Why I chose it:

GRADE 3 • PREPARE • MODULE 3 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
(11)(C)(iii) Revising: Adding Ideas • Reading Selection: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Read the draft. Find a spot where more detail would help.

“Emsy studied the old shell. She wondered where it came from.”

CHOOSE

Emergent

With support, choose the sentence that fits best after the first one.

(It was smooth and covered in tiny lines. / Emsy liked pizza.)

SHOW

Visible

Tell why the added sentence fits and keeps the ideas connected.

Add after: “Emsy studied the old shell.”

OWN

Independent

Write a sentence that could be added to give more detail — on topic.

After “Emsy studied the old shell,” add one detail sentence.

DEFEND

Reflective

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "The Mystery of the Traveling Shell"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iv) Revising: Deleting Ideas revise drafts by deleting ideas for coherence	Delete: "Emsy's favorite color is purple." (off-topic in a paragraph about the shell). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Emsy examined the ancient shell.
- (2) It had traveled far across the ocean.
- (3) Emsy's favorite color is purple.
- (4) The shell held clues about its long journey.

Which sentence should be DELETED from the paragraph?

- ☐ A. Sentence 1
- ☐ B. Sentence 2
- ☐ C. Sentence 3
- ☐ D. Sentence 4

Why I chose it:

GRADE 3 • PREPARE • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iv) Revising: Deleting Ideas • Reading Selection: “The Mystery of the Traveling Shell”

NOTICE

Foundational

Read the paragraph. Find the sentence that does not belong.

One sentence is about the shell; one is about something else.

CHOOSE

Emergent

With support, choose the sentence that should be removed.

(keep: about the shell / delete: about a favorite color)

SHOW

Visible

Tell why the off-topic sentence should be deleted.

Look at a paragraph about the shell.

OWN

Independent

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

DEFEND

Reflective

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then find and remove an off-topic sentence in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "The Pilgrims Chose Plymouth"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(v) Revising: Combining Ideas revise drafts by combining ideas for coherence	"The Pilgrims sailed on the crowded Mayflower." <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) The Pilgrims sailed on the Mayflower.
(3) The Mayflower was crowded.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. The Pilgrims sailed on the crowded Mayflower.
- ☐ B. The Pilgrims sailed on the Mayflower, it was crowded.
- ☐ C. The Pilgrims sailed on the Mayflower and the Mayflower was crowded.
- ☐ D. The Pilgrims sailed. On the crowded Mayflower.

Why I chose it:

GRADE 3 • CLUSTER 1 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(v) Revising: Combining Ideas • Reading Selection: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the draft. Find two short sentences that could be joined.

“The Pilgrims sailed on the Mayflower. The Mayflower was crowded.”

CHOOSE

Emergent

With support, choose the smoothest way to combine the two sentences.

(The Pilgrims sailed on the Mayflower, it was crowded. / The Pilgrims sailed on the crowded Mayflower.)

SHOW

Visible

Tell why the combined sentence is smoother and keeps the ideas.

“They landed at Plymouth. Plymouth had fresh water.”

OWN

Independent

Combine two short sentences into one smooth sentence — no word bank.

“The winter was long. The winter was cold.”

DEFEND

Reflective

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "The Pilgrims Chose Plymouth"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vi) Revising: Rearranging Ideas revise drafts by rearranging ideas for coherence	First → Then → Finally (events in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Finally, they built homes at Plymouth.
- (2) First, the Pilgrims sailed across the ocean.
- (3) Then they explored the rocky coast.

Where should sentence 1 be moved so the events are in order?

- ☐ A. To the end, after sentence 3
- ☐ B. Leave it where it is
- ☐ C. Before sentence 2
- ☐ D. Delete sentence 1

Why I chose it:

GRADE 3 • CLUSTER 1 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
(11)(C)(vi) Revising: Rearranging Ideas • Reading Selection: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the draft. Find the sentence that is in the wrong place.

“Finally, they built homes. First, they sailed across the ocean.”

CHOOSE

Emergent

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

SHOW

Visible

Tell how order words show where a sentence belongs.

“First, they sailed. Then they explored. Finally, they settled.”

OWN

Independent

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...

DEFEND

Reflective

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “The Pilgrims Chose Plymouth”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vii) Revising: Adding Ideas for Clarity revise drafts by adding ideas for clarity	Add: “The land had fresh water and good soil for farming.” (explains why they chose it). <i>The added sentence explains the reason, making the idea clear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) The Pilgrims chose Plymouth.
 (2) _____
 (3) So they decided to stay and build their homes.

Which sentence could BEST be added as sentence 2 to make the idea clearer?

- ☐ A. The land had fresh water and good soil for farming.
☐ B. The ocean was very big and blue.
☐ C. Ships are usually made of wood.
☐ D. The Pilgrims were tired.

Why I chose it:

GRADE 3 • CLUSTER 1 • MODULE 3 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(vii) Revising: Adding Ideas for Clarity • Reading Selection: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the draft. Find a spot where the reader might ask “why” or “how.”

“The Pilgrims chose Plymouth. So they decided to stay.”

CHOOSE

Emergent

With support, choose the sentence that best explains the idea.

(The land had fresh water and good soil. / The ocean is very big.)

SHOW

Visible

Tell why the added sentence makes the meaning clear.

Add a reason after: “The Pilgrims chose Plymouth.”

OWN

Independent

Write a sentence that explains or gives a reason — to make the idea clear.

After “They planted crops,” add a sentence that tells why.

DEFEND

Reflective

Defend your added sentence, then add a clarifying idea to a draft of your own.

Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "The Pilgrims Chose Plymouth"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(viii) Revising: Deleting Ideas for Clarity revise drafts by deleting ideas for clarity	Delete: "Corn is a yellow vegetable." (a distracting fact in a paragraph about surviving the winter). <i>Removing the distracting fact keeps the paragraph clear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Plymouth had good soil for crops.
- (2) The Pilgrims planted corn and beans.
- (3) Corn is a yellow vegetable.
- (4) Their harvest helped them survive the winter.

Which sentence should be DELETED to make the paragraph clearer?

- ☐ A. Sentence 1
- ☐ B. Sentence 2
- ☐ C. Sentence 3
- ☐ D. Sentence 4

Why I chose it:

GRADE 3 • CLUSTER 1 • MODULE 4 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(viii) Revising: Deleting Ideas for Clarity • Reading Selection: “The Pilgrims Chose Plymouth”

NOTICE

Foundational

Read the paragraph. Find the sentence that pulls the reader off the point.

One sentence is a random fact that does not fit.

CHOOSE

Emergent

With support, choose the sentence that should be removed for clarity.

(keep: about farming / delete: a random fact about corn’s color)

SHOW

Visible

Tell why removing the sentence makes the paragraph clearer.

Look at a paragraph about the harvest.

OWN

Independent

Cross out the sentence that distracts from the point — no word bank.

Find the distracting sentence in a short paragraph.

DEFEND

Reflective

Defend your deletion, then remove a distracting sentence from a draft of your own.

Explain why the deleted sentence distracted the reader. Then find and remove one in your own writing.

Standards Sweep REVISING Tracking Sheet

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

Reading Selection: "Laura Ingalls Wilder"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ix) Revising: Combining Ideas for Clarity revise drafts by combining ideas for clarity	"Laura loved the prairie, so she wrote books about it." <i>so shows why she wrote – the ideas connect clearly.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) Laura loved the prairie.
(3) She wrote books about it.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. Laura loved the prairie, so she wrote books about it.
☐ B. Laura loved the prairie she wrote books about it.
☐ C. Laura loved the prairie. So she wrote books about it.
☐ D. Laura loved the prairie, she wrote books about it.

Why I chose it:

GRADE 3 • CLUSTER 2 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(ix) Revising: Combining Ideas for Clarity • Reading Selection: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the draft. Find two sentences whose ideas are related.

“Laura loved the prairie. She wrote books about it.”

CHOOSE

Emergent

With support, choose the word that best shows how the ideas relate.

Laura loved the prairie, (and / so) she wrote books about it.

SHOW

Visible

Tell how the connecting word makes the relationship clear.

“The winters were hard, _____ the family stayed strong.”

OWN

Independent

Combine two related sentences with a connecting word — no word bank.

“The soil was rich. Crops grew well.”

DEFEND

Reflective

Defend your connecting word, then combine two ideas in a draft of your own.

Explain why so shows the connection. Then combine two related sentences in your own writing with a connecting word.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Laura Ingalls Wilder"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(x) Revising: Rearranging Ideas for Clarity revise drafts by rearranging ideas for clarity	Move the main idea ("Moving west was a big adventure") to the beginning. <i>A clear main idea up front tells the reader what the paragraph is about.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

- (1) The wagon was packed with food and tools.
- (2) The family traveled west for many weeks.
- (3) Moving to a new home was a big adventure for Laura's family.

To make the paragraph clearer, where should sentence 3 be moved?

- ☐ A. To the beginning, before sentence 1
- ☐ B. Leave it at the end
- ☐ C. After sentence 1
- ☐ D. Delete sentence 3

Why I chose it:

GRADE 3 • CLUSTER 2 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(x) Revising: Rearranging Ideas for Clarity • Reading Selection: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the paragraph. Find the sentence that states the big idea.

One sentence tells the big idea; the others give details.

CHOOSE

Emergent

With support, choose where the main idea belongs for clarity.

The main-idea sentence belongs at the (beginning / end).

SHOW

Visible

Tell why moving the main idea to the front makes the paragraph clearer.

Look at a paragraph about the family’s move.

OWN

Independent

Mark where the main idea sentence should be moved — no word bank.

Find the main idea and move it to the front.

DEFEND

Reflective

Defend your new order, then move a main idea in a draft of your own.

Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Laura Ingalls Wilder”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(i) Revising: Improve Sentence Structure revise drafts to improve sentence structure	“Laura and her family traveled in a covered wagon.” <i>One clear subject and smooth wording – no extra they.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(2) Laura and her family they traveled in a covered wagon.

What is the BEST way to revise sentence 2?

- ☐ A. Laura and her family traveled in a covered wagon.
- ☐ B. Laura and her family they traveled in a covered wagon.
- ☐ C. They Laura and her family traveled in a covered wagon.
- ☐ D. Traveled in a covered wagon Laura and her family.

Why I chose it:

GRADE 3 • CLUSTER 2 • MODULE 3 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
(11)(C)(i) Revising: Improve Sentence Structure • Reading Selection: “Laura Ingalls Wilder”

NOTICE

Foundational

Read all three sentences. Find the ONE that does not read smoothly.

- (1) The prairie stretched for miles.
- (2) Laura and her family they traveled in a covered wagon.
- (3) At night they camped under the stars.

CHOOSE

Emergent

With support, choose the version that reads more smoothly.

(Laura and her family they traveled. / Laura and her family traveled.)

SHOW

Visible

Underline the awkward part. Tell why the smoother version is better.

“The prairie it stretched for miles.”

OWN

Independent

Revise the awkward sentence so it reads smoothly — no word bank.

“Laura and her family they traveled west.”

DEFEND

Reflective

Defend your revision, then smooth out a sentence in a draft of your own.

Explain why removing *they* is smoother. Then fix an awkward sentence in your own writing.

Standards Sweep REVISING Tracking Sheet

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

Reading Selection: "Laura Ingalls Wilder"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ii) Revising: Improve Word Choice revise drafts to improve word choice	"The vast prairie stretched to the horizon." <i>vast paints a clearer picture than the plain word big.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(3) The prairie was a big place with tall grass.

What is the BEST word to replace big in sentence 3?

- ☐ A. vast
- ☐ B. good
- ☐ C. okay
- ☐ D. fine

Why I chose it:

GRADE 3 • CLUSTER 2 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(ii) Revising: Improve Word Choice • Reading Selection: “Laura Ingalls Wilder”

NOTICE

Foundational

Read the sentence. Find the word that is plain or unclear.

“The prairie was a big place with tall grass.”

CHOOSE

Emergent

With support, choose the more vivid, exact word.

The prairie was a (big / vast) place.

SHOW

Visible

Underline the vague word. Tell what stronger word paints a clearer picture.

“The wagon went across the plains.”

OWN

Independent

Replace the vague word with a stronger, more exact one — no word bank.

“The prairie was a big place.”

DEFEND

Reflective

Defend your word, then improve a vague word in a draft of your own.

Explain why *vast* is stronger than *big*. Then replace a vague word in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iii) Revising: Adding Ideas revise drafts by adding ideas for coherence	After “Communities make laws,” add: “Laws tell people what they can and cannot do.” <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Communities make laws.
- (2) _____
- (3) These rules keep everyone safe.

Which sentence could BEST be added as sentence 2?

- ☐ A. Laws tell people what they can and cannot do.
- ☐ B. My street is very long and quiet.
- ☐ C. The sky was gray that morning.
- ☐ D. Then everyone went home for lunch.

Why I chose it:

GRADE 3 • CLUSTER 3 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iii) Revising: Adding Ideas • Reading Selection: “Why We Need Laws”

NOTICE

Foundational

Read the draft. Find a spot where more detail would help.

“Communities make laws. These rules keep everyone safe.”

CHOOSE

Emergent

With support, choose the sentence that fits best.

(Laws tell people what they can and cannot do. / My street is very long.)

SHOW

Visible

Tell why the added sentence fits and keeps the ideas connected.

Add after: “Communities make laws.”

OWN

Independent

Write a sentence that could be added to give more detail – on topic.

After “Communities make laws,” add one detail sentence.

DEFEND

Reflective

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iv) Revising: Deleting Ideas revise drafts by deleting ideas for coherence	Delete: “My uncle drives a red truck.” (off-topic in a paragraph about traffic safety). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Traffic laws keep drivers safe.
- (2) Drivers must stop at red lights.
- (3) My uncle drives a red truck.
- (4) Following the rules prevents accidents.

Which sentence should be DELETED from the paragraph?

- ☐ A. Sentence 1
- ☐ B. Sentence 2
- ☐ C. Sentence 3
- ☐ D. Sentence 4

Why I chose it:

GRADE 3 • CLUSTER 3 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iv) Revising: Deleting Ideas • Reading Selection: “Why We Need Laws”

NOTICE

Foundational

Read the paragraph. Find the sentence that does not belong.

One sentence is about traffic safety; one is about something else.

CHOOSE

Emergent

With support, choose the sentence that should be removed.

(keep: about traffic laws / delete: about an uncle’s truck)

SHOW

Visible

Tell why the off-topic sentence should be deleted.

Look at a paragraph about traffic laws.

OWN

Independent

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

DEFEND

Reflective

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Why We Need Laws”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(v) Revising: Combining Ideas revise drafts by combining ideas for coherence	“Laws protect people and keep order.” <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) Laws protect people.
- (3) Laws keep order.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. Laws protect people and keep order.
- ☐ B. Laws protect people, they keep order.
- ☐ C. Laws protect people and laws keep order.
- ☐ D. Laws protect people. Keep order.

Why I chose it:

GRADE 3 • CLUSTER 3 • MODULE 3 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(v) Revising: Combining Ideas • Reading Selection: “Why We Need Laws”

NOTICE

Foundational

Read the draft. Find two short sentences that could be joined.

“Laws protect people. Laws keep order.”

CHOOSE

Emergent

With support, choose the smoothest way to combine the two sentences.

(Laws protect people, they keep order. / Laws protect people and keep order.)

SHOW

Visible

Tell why the combined sentence is smoother and keeps the ideas.

“Police help people. Police enforce the law.”

OWN

Independent

Combine two short sentences into one smooth sentence — no word bank.

“Rules are fair. Rules are clear.”

DEFEND

Reflective

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Why We Need Laws"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vi) Revising: Rearranging Ideas revise drafts by rearranging ideas for coherence	First → Then → Finally (steps in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

- (1) Finally, the town voted on the new law.
- (2) First, people noticed a problem.
- (3) Then they wrote a plan to fix it.

Where should sentence 1 be moved so the events are in order?

- ☐ A. To the end, after sentence 3
- ☐ B. Leave it where it is
- ☐ C. Before sentence 2
- ☐ D. Delete sentence 1

Why I chose it:

GRADE 3 • CLUSTER 3 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(vi) Revising: Rearranging Ideas • Reading Selection: “Why We Need Laws”

NOTICE

Foundational

Read the draft. Find the sentence that is in the wrong place.

“Finally, the town voted. First, people noticed a problem.”

CHOOSE

Emergent

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

SHOW

Visible

Tell how order words show where a sentence belongs.

“First, they met. Then they planned. Finally, they voted.”

OWN

Independent

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...

DEFEND

Reflective

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Benjamin Franklin and Electricity”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vii) Revising: Adding Ideas for Clarity revise drafts by adding ideas for clarity	Add: “Light bulbs let homes stay bright after dark.” (explains how life changed). <i>The added sentence explains how, making the idea clear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Electricity changed daily life.
 (2) _____
 (3) People no longer needed candles at night.

Which sentence could BEST be added as sentence 2 to make the idea clearer?

- ☐ A. Light bulbs let homes stay bright after dark.
☐ B. Candles are usually made of wax.
☐ C. The weather was cold that winter.
☐ D. People were very tired.

Why I chose it:

GRADE 3 • CLUSTER 4 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(vii) Revising: Adding Ideas for Clarity • Reading Selection: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the draft. Find a spot where the reader might ask “how” or “why.”
 “Electricity changed daily life. People no longer needed candles.”

CHOOSE

Emergent

With support, choose the sentence that best explains the idea.

(Light bulbs let homes stay bright after dark. / Candles are made of wax.
)

SHOW

Visible

Tell why the added sentence makes the meaning clear.

Add a reason after: “Electricity changed daily life.”

OWN

Independent

Write a sentence that explains or gives a reason — to make the idea clear.

After “Factories used electricity,” add a sentence that tells how it helped.

DEFEND

Reflective

Defend your added sentence, then add a clarifying idea to a draft of your own.

Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Benjamin Franklin and Electricity"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(viii) Revising: Deleting Ideas for Clarity revise drafts by deleting ideas for clarity	Delete: "Light bulbs are usually round." (a distracting fact in a paragraph about Edison's hard work). <i>Removing the distracting fact keeps the paragraph clear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Edison worked hard to make a better light bulb.
- (2) He tested thousands of materials.
- (3) Light bulbs are usually round.
- (4) Finally, he found one that lasted.

Which sentence should be DELETED to make the paragraph clearer?

- ☐ A. Sentence 1
- ☐ B. Sentence 2
- ☐ C. Sentence 3
- ☐ D. Sentence 4

Why I chose it:

GRADE 3 • CLUSTER 4 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(viii) Revising: Deleting Ideas for Clarity • Reading Selection: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the paragraph. Find the sentence that pulls the reader off the point.

One sentence is a random fact that does not fit.

CHOOSE

Emergent

With support, choose the sentence that should be removed for clarity.

(keep: about Edison’s work / delete: a random fact about bulb shape)

SHOW

Visible

Tell why removing the sentence makes the paragraph clearer.

Look at a paragraph about inventing the light bulb.

OWN

Independent

Cross out the sentence that distracts from the point — no word bank.

Find the distracting sentence in a short paragraph.

DEFEND

Reflective

Defend your deletion, then remove a distracting sentence from a draft of your own.

Explain why the deleted sentence distracted the reader. Then find and remove one in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Benjamin Franklin and Electricity”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ix) Revising: Combining Ideas for Clarity revise drafts by combining ideas for clarity	“The power went out, so everyone lit candles.” <i>so shows why they lit candles – the ideas connect clearly.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) The power went out.
(3) Everyone lit candles.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. The power went out, so everyone lit candles.
- ☐ B. The power went out everyone lit candles.
- ☐ C. The power went out. So everyone lit candles.
- ☐ D. The power went out, everyone lit candles.

Why I chose it:

GRADE 3 • CLUSTER 4 • MODULE 3 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(ix) Revising: Combining Ideas for Clarity • Reading Selection: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the draft. Find two sentences whose ideas are related.

“The power went out. Everyone lit candles.”

CHOOSE

Emergent

With support, choose the word that best shows how the ideas relate.

The power went out, (and / so) everyone lit candles.

SHOW

Visible

Tell how the connecting word makes the relationship clear.

“The wires broke, _____ the lights went dark.”

OWN

Independent

Combine two related sentences with a connecting word — no word bank.

“The switch was on. The bulb glowed.”

DEFEND

Reflective

Defend your connecting word, then combine two ideas in a draft of your own.

Explain why *so* shows the connection. Then combine two related sentences in your own writing with a connecting word.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Benjamin Franklin and Electricity"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(x) Revising: Rearranging Ideas for Clarity revise drafts by rearranging ideas for clarity	Move the main idea ("Electricity became one of the most important inventions ever") to the beginning. <i>A clear main idea up front tells the reader what the paragraph is about.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) It powered lights, machines, and trains.
- (2) Factories could run day and night.
- (3) Electricity became one of the most important inventions ever.

To make the paragraph clearer, where should sentence 3 be moved?

- ☐ A. To the beginning, before sentence 1
- ☐ B. Leave it at the end
- ☐ C. After sentence 1
- ☐ D. Delete sentence 3

Why I chose it:

GRADE 3 • CLUSTER 4 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(x) Revising: Rearranging Ideas for Clarity • Reading Selection: “Benjamin Franklin and Electricity”

NOTICE

Foundational

Read the paragraph. Find the sentence that states the big idea.

One sentence tells the big idea; the others give details.

CHOOSE

Emergent

With support, choose where the main idea belongs for clarity.

The main-idea sentence belongs at the (beginning / end).

SHOW

Visible

Tell why moving the main idea to the front makes the paragraph clearer.

Look at a paragraph about electricity’s importance.

OWN

Independent

Mark where the main idea sentence should be moved — no word bank.

Find the main idea and move it to the front.

DEFEND

Reflective

Defend your new order, then move a main idea in a draft of your own.

Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Henry Ford: Visionary of Travel"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(i) Revising: Improve Sentence Structure revise drafts to improve sentence structure	"Henry Ford built cars on a moving line." <i>One clear subject and smooth wording – no extra he.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(2) Henry Ford he built cars on a moving assembly line.

What is the BEST way to revise sentence 2?

- ☐ A. Henry Ford built cars on a moving assembly line.
- ☐ B. Henry Ford he built cars on a moving assembly line.
- ☐ C. He Henry Ford built cars on a moving assembly line.
- ☐ D. Built cars on a moving assembly line Henry Ford.

Why I chose it:

GRADE 3 • CLUSTER 5 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(i) Revising: Improve Sentence Structure • Reading Selection: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read all three sentences. Find the ONE that is awkward or not built correctly.

- (1) The first cars were expensive.
- (2) Henry Ford he built cars on a moving line.
- (3) Soon more families owned one.

CHOOSE

Emergent

With support, choose the version that reads more smoothly.

(Henry Ford he built cars. / Henry Ford built cars.)

SHOW

Visible

Underline the awkward part. Tell why the smoother version is better.

“The factory it ran all day.”

OWN

Independent

Revise the awkward sentence so it reads smoothly — no word bank.

“Henry Ford he built cars.”

DEFEND

Reflective

Defend your revision, then smooth out a sentence in a draft of your own.

Explain why removing *he* is smoother. Then fix an awkward sentence in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Henry Ford: Visionary of Travel"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ii) Revising: Improve Word Choice revise drafts to improve word choice	"Ford's cars were affordable for many families." <i>affordable is exact; the plain word good does not tell why.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(3) The new cars were really good for families.

What is the BEST word to replace good in sentence 3?

- ☐ A. affordable
- ☐ B. nice
- ☐ C. okay
- ☐ D. neat

Why I chose it:

GRADE 3 • CLUSTER 5 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(ii) Revising: Improve Word Choice • Reading Selection: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the sentence. Find the word that is plain or unclear.

“The new cars were really good.”

CHOOSE

Emergent

With support, choose the more exact word.

The cars were (good / affordable) for families.

SHOW

Visible

Underline the vague word. Tell what stronger word is clearer.

“The line moved really fast.”

OWN

Independent

Replace the vague word with a stronger, more exact one — no word bank.

“The cars were really good.”

DEFEND

Reflective

Defend your word, then improve a vague word in a draft of your own.

Explain why *affordable* is stronger than *good*. Then replace a vague word in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Henry Ford: Visionary of Travel"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iii) Revising: Adding Ideas revise drafts by adding ideas for coherence	Add: "The moving line built each car quickly and cheaply." <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Ford made cars faster than ever.
 (2) _____
 (3) More families could finally buy one.

Which sentence could BEST be added as sentence 2?

- ☐ A. The moving line built each car quickly and cheaply.
☐ B. Cars come in many different colors.
☐ C. The weather was warm that day.
☐ D. Then everyone drove home.

Why I chose it:

GRADE 3 • CLUSTER 5 • MODULE 3 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iii) Revising: Adding Ideas • Reading Selection: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the draft. Find a spot where more detail would help.

“Ford made cars faster. More families could buy one.”

CHOOSE

Emergent

With support, choose the sentence that fits best.

(The moving line built each car quickly and cheaply. / Cars come in many colors.)

SHOW

Visible

Tell why the added sentence fits and keeps the ideas connected.

Add after: “Ford made cars faster.”

OWN

Independent

Write a sentence that could be added to give more detail — on topic.

After “Ford made cars faster,” add one detail sentence.

DEFEND

Reflective

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Henry Ford: Visionary of Travel"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iv) Revising: Deleting Ideas revise drafts by deleting ideas for coherence	Delete: "My favorite color is blue." (off-topic in a paragraph about building cars). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Ford's cars were easy to build.
- (2) Workers added parts on a moving line.
- (3) My favorite color is blue.
- (4) This made cars cheaper for everyone.

Which sentence should be DELETED from the paragraph?

- ☐ A. Sentence 1
- ☐ B. Sentence 2
- ☐ C. Sentence 3
- ☐ D. Sentence 4

Why I chose it:

GRADE 3 • CLUSTER 5 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iv) Revising: Deleting Ideas • Reading Selection: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the paragraph. Find the sentence that does not belong.

One sentence is about building cars; one is about something else.

CHOOSE

Emergent

With support, choose the sentence that should be removed.

(keep: about the assembly line / delete: about a favorite color)

SHOW

Visible

Tell why the off-topic sentence should be deleted.

Look at a paragraph about building cars.

OWN

Independent

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

DEFEND

Reflective

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Crash”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(v) Revising: Combining Ideas revise drafts by combining ideas for coherence	“The bike was fast and red.” <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) The bike was fast.
(3) The bike was red.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. The bike was fast and red.
- ☐ B. The bike was fast, it was red.
- ☐ C. The bike was fast and the bike was red.
- ☐ D. The bike was fast. Was red.

Why I chose it:

GRADE 3 • CLUSTER 6 • MODULE 1 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(v) Revising: Combining Ideas • Reading Selection: “Crash”

NOTICE

Foundational

Read the draft. Find two short sentences that could be joined.

“The bike was fast. The bike was red.”

CHOOSE

Emergent

With support, choose the smoothest way to combine the two sentences.

(The bike was fast, it was red. / The bike was fast and red.)

SHOW

Visible

Tell why the combined sentence is smoother and keeps the ideas.

“I wore a helmet. I wore knee pads.”

OWN

Independent

Combine two short sentences into one smooth sentence — no word bank.

“The path was steep. The path was long.”

DEFEND

Reflective

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Crash"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vi) Revising: Rearranging Ideas revise drafts by rearranging ideas for coherence	First → Then → Finally (steps in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Finally, I reached the bottom of the hill.
 (2) First, I climbed onto my bike.
 (3) Then I started down the path.

Where should sentence 1 be moved so the events are in order?

- ☐ A. To the end, after sentence 3
☐ B. Leave it where it is
☐ C. Before sentence 2
☐ D. Delete sentence 1

Why I chose it:

GRADE 3 • CLUSTER 6 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(vi) Revising: Rearranging Ideas • Reading Selection: “Crash”

NOTICE

Foundational

Read all three sentences. Find the ONE that is in the wrong place.

- (1) Finally, I reached the bottom of the hill.
- (2) First, I climbed onto my bike.
- (3) Then I started down the path.

CHOOSE

Emergent

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

SHOW

Visible

Tell how order words show where a sentence belongs.

“First, I pedaled. Then I turned. Finally, I stopped.”

OWN

Independent

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...

DEFEND

Reflective

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “Crash”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vii) Revising: Adding Ideas for Clarity revise drafts by adding ideas for clarity	Add: “The path ahead was steep and rocky.” (explains WHY slowing down was right). <i>The added sentence explains why, making the idea clear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) I slowed down on the hill.
 (2) _____
 (3) It was the right choice.

Which sentence could BEST be added as sentence 2 to make the reason clear?

- ☐ A. The path ahead was steep and rocky.
☐ B. My bike is blue and silver.
☐ C. Birds were singing that morning.
☐ D. Then I rode home for lunch.

Why I chose it:

GRADE 3 • CLUSTER 6 • MODULE 3 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
(11)(C)(vii) Revising: Adding Ideas for Clarity • Reading Selection: “Crash”

NOTICE

Foundational

Read the draft. Find a spot where the reader needs more explanation.

“I slowed down. It was the right choice.”

CHOOSE

Emergent

With support, choose the sentence that best explains or gives a reason.

(The path ahead was steep and rocky. / My bike is blue.)

SHOW

Visible

Tell why the added sentence makes the meaning clearer.

Add after: “I slowed down.”

OWN

Independent

Write a sentence that explains or gives a reason — to make the idea clear.

After “I slowed down,” add a sentence that tells why.

DEFEND

Reflective

Defend your added sentence, then add a clarifying idea to a draft of your own.

Explain how your sentence makes the meaning clearer. Then add a clarifying idea to your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "Crash"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(viii) Revising: Deleting Ideas for Clarity revise drafts by deleting ideas for clarity	Delete: "I held on to the handlebars really tight with my hands." (repeats sentence 1). <i>Removing the repeated sentence keeps the writing clear.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) I gripped the handlebars tightly.
- (2) I held on to the handlebars really tight with my hands.
- (3) The bike bounced over the rocks.
- (4) I stayed balanced the whole way down.

Which sentence should be DELETED to make the writing clear?

- ☐ A. Sentence 1
☐ B. Sentence 2
☐ C. Sentence 3
☐ D. Sentence 4

Why I chose it:

GRADE 3 • CLUSTER 6 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(viii) Revising: Deleting Ideas for Clarity • Reading Selection: “Crash”

NOTICE

Foundational

Read all four sentences. Find the ONE that confuses the reader or just repeats.

- (1) I gripped the handlebars tightly.
- (2) I held on to the handlebars really tight with my hands.
- (3) The bike bounced over the rocks.
- (4) I stayed balanced the whole way down.

CHOOSE

Emergent

With support, choose the sentence that should be removed for clarity.

(keep: “The bike bounced over the rocks.” / delete: the repeated handlebars sentence)

SHOW

Visible

Tell why the confusing or repeated sentence should be deleted.

Two sentences say the same thing about the handlebars.

OWN

Independent

Cross out the confusing or repeated sentence — no word bank.

Find the sentence that repeats an idea in a short paragraph.

DEFEND

Reflective

Defend your deletion, then check a draft of your own for a confusing or repeated sentence.

Explain why the deleted sentence muddled the meaning. Then remove one in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "A Dream Can Grow"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ix) Revising: Combining Ideas for Clarity revise drafts by combining ideas for clarity	"Dr. King wanted fairness, so he led peaceful marches." <i>so shows why he marched – the ideas connect clearly.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) Dr. King wanted fairness.
 (3) He led peaceful marches.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. Dr. King wanted fairness, so he led peaceful marches.
- ☐ B. Dr. King wanted fairness he led peaceful marches.
- ☐ C. Dr. King wanted fairness. So he led peaceful marches.
- ☐ D. Dr. King wanted fairness, he led peaceful marches.

Why I chose it:

GRADE 3 • CLUSTER 7 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(ix) Revising: Combining Ideas for Clarity • Reading Selection: “A Dream Can Grow”

NOTICE

Foundational

Read the draft. Find two sentences whose ideas are related.

“Dr. King wanted fairness. He led peaceful marches.”

CHOOSE

Emergent

With support, choose the word that best shows how the ideas relate.

Dr. King wanted fairness, (and / so) he led peaceful marches.

SHOW

Visible

Tell how the connecting word makes the relationship clear.

“The laws were unfair, _____ people marched for change.”

OWN

Independent

Combine two related sentences with a connecting word — no word bank.

“He gave a speech. The crowd listened.”

DEFEND

Reflective

Defend your connecting word, then combine two ideas in a draft of your own.

Explain why *so* shows the connection. Then combine two related sentences in your own writing with a connecting word.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “A Dream Can Grow”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(x) Revising: Rearranging Ideas for Clarity revise drafts by rearranging ideas for clarity	Move the main idea (“Dr. King changed the country with peaceful action”) to the beginning. <i>A clear main idea up front tells the reader what the paragraph is about.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) He gave speeches that gave people hope.
- (2) He led marches for equal rights.
- (3) Dr. King changed the country with peaceful action.

To make the paragraph clearer, where should sentence 3 be moved?

- ☐ A. To the beginning, before sentence 1
- ☐ B. Leave it at the end
- ☐ C. After sentence 1
- ☐ D. Delete sentence 3

Why I chose it:

GRADE 3 • CLUSTER 7 • MODULE 2 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
(11)(C)(x) Revising: Rearranging Ideas for Clarity • Reading Selection: “A Dream Can Grow”

NOTICE

Foundational

Read the paragraph. Find the sentence that states the big idea.

One sentence tells the big idea; the others give details.

CHOOSE

Emergent

With support, choose where the main idea belongs for clarity.

The main-idea sentence belongs at the (beginning / end).

SHOW

Visible

Tell why moving the main idea to the front makes the paragraph clearer.

Look at a paragraph about Dr. King’s dream.

OWN

Independent

Mark where the main idea sentence should be moved — no word bank.

Find the main idea and move it to the front.

DEFEND

Reflective

Defend your new order, then move a main idea in a draft of your own.

Explain why the main idea works best at the beginning. Then move a topic sentence in your own paragraph.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “A Dream Can Grow”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(i) Revising: Improve Sentence Structure revise drafts to improve sentence structure	“Dr. King spoke to the huge crowd.” <i>One clear subject and smooth wording – no extra he.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(2) Dr. King he spoke to the huge crowd.

What is the BEST way to revise sentence 2?

- ☐ A. Dr. King spoke to the huge crowd.
- ☐ B. Dr. King he spoke to the huge crowd.
- ☐ C. He Dr. King spoke to the huge crowd.
- ☐ D. Spoke to the huge crowd Dr. King.

Why I chose it:

GRADE 3 • CLUSTER 7 • MODULE 3 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(i) Revising: Improve Sentence Structure • Reading Selection: “A Dream Can Grow”

NOTICE

Foundational

Read all three sentences. Find the ONE that is awkward or not built correctly.

- (1) The crowd filled the whole street.
- (2) Dr. King he spoke to the huge crowd.
- (3) Everyone listened quietly.

CHOOSE

Emergent

With support, choose the version that reads more smoothly.

(Dr. King he spoke. / Dr. King spoke.)

SHOW

Visible

Underline the awkward part. Tell why the smoother version is better.

“The speech it lasted many minutes.”

OWN

Independent

Revise the awkward sentence so it reads smoothly — no word bank.

“Dr. King he spoke to the crowd.”

DEFEND

Reflective

Defend your revision, then smooth out a sentence in a draft of your own.

Explain why removing *he* is smoother. Then fix an awkward sentence in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “A Dream Can Grow”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(ii) Revising: Improve Word Choice revise drafts to improve word choice	“Dr. King gave a powerful speech.” <i>powerful is exact; the plain word good does not tell how strong it was.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

(3) Dr. King’s speech was really good and full of hope.

What is the BEST word to replace good in sentence 3?

- ☐ A. powerful
- ☐ B. nice
- ☐ C. okay
- ☐ D. fine

Why I chose it:

GRADE 3 • CLUSTER 7 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(ii) Revising: Improve Word Choice • Reading Selection: “A Dream Can Grow”

NOTICE

Foundational

Read the sentence. Find the word that is plain or unclear.

“Dr. King’s speech was really good.”

CHOOSE

Emergent

With support, choose the more exact word.

The speech was (good / powerful) and full of hope.

SHOW

Visible

Underline the vague word. Tell what stronger word is clearer.

“The crowd was really big.”

OWN

Independent

Replace the vague word with a stronger, more exact one — no word bank.

“The speech was really good.”

DEFEND

Reflective

Defend your word, then improve a vague word in a draft of your own.

Explain why *powerful* is stronger than *good*. Then replace a vague word in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: “A Place to Grow”

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iii) Revising: Adding Ideas revise drafts by adding ideas for coherence	Add: “They watered the seeds every morning.” <i>The added sentence gives more detail and stays on topic.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Neighbors planted a community garden.
- (2) _____
- (3) Soon fresh vegetables grew for everyone.

Which sentence could BEST be added as sentence 2?

- ☐ A. They watered the seeds every morning.
- ☐ B. My favorite fruit is grapes.
- ☐ C. The bus was late that day.
- ☐ D. Then everyone went home.

Why I chose it:

GRADE 3 • CLUSTER 8 • MODULE 1 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iii) Revising: Adding Ideas • Reading Selection: “A Place to Grow”

NOTICE

Foundational

Read the draft. Find a spot where more detail would help.

“Neighbors planted a garden. Soon fresh food grew.”

CHOOSE

Emergent

With support, choose the sentence that fits best.

(They watered the seeds every morning. / My favorite fruit is grapes.)

SHOW

Visible

Tell why the added sentence fits and keeps the ideas connected.

Add after: “Neighbors planted a garden.”

OWN

Independent

Write a sentence that could be added to give more detail – on topic.

After “Neighbors planted a garden,” add one detail sentence.

DEFEND

Reflective

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "A Place to Grow"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iv) Revising: Deleting Ideas revise drafts by deleting ideas for coherence	Delete: "My cousin has a new video game." (off-topic in a paragraph about the garden). <i>Removing the off-topic sentence keeps the paragraph focused.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) The garden gave the neighborhood fresh food.
- (2) Families shared the vegetables they grew.
- (3) My cousin has a new video game.
- (4) Everyone worked together to care for the plants.

Which sentence should be DELETED from the paragraph?

- ☐ A. Sentence 1
☐ B. Sentence 2
☐ C. Sentence 3
☐ D. Sentence 4

Why I chose it:

GRADE 3 • CLUSTER 8 • MODULE 2 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(iv) Revising: Deleting Ideas • Reading Selection: “A Place to Grow”

NOTICE

Foundational

Read all four sentences. Find the ONE that does not belong.

- (1) The garden gave the neighborhood fresh food.
- (2) Families shared the vegetables they grew.
- (3) My cousin has a new video game.
- (4) Everyone worked together to care for the plants.

CHOOSE

Emergent

With support, choose the sentence that should be removed.

(keep: about sharing vegetables / delete: about a video game)

SHOW

Visible

Tell why the off-topic sentence should be deleted.

Look at a paragraph about the community garden.

OWN

Independent

Cross out the sentence that does not belong — no word bank.

Find the off-topic sentence in a short paragraph.

DEFEND

Reflective

Defend your deletion, then check a draft of your own for an off-topic sentence.

Explain why the deleted sentence did not belong. Then remove an off-topic sentence in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "A Place to Grow"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(v) Revising: Combining Ideas revise drafts by combining ideas for coherence	"The garden was small but busy." <i>Two short sentences combined into one smooth sentence.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (2) The garden was small.
(3) The garden was busy.

What is the BEST way to combine sentences 2 and 3?

- ☐ A. The garden was small but busy.
☐ B. The garden was small, it was busy.
☐ C. The garden was small and the garden was busy.
☐ D. The garden was small. Was busy.

Why I chose it:

GRADE 3 • CLUSTER 8 • MODULE 3 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(v) Revising: Combining Ideas • Reading Selection: “A Place to Grow”

NOTICE

Foundational

Read the draft. Find two short sentences that could be joined.

“The garden was small. The garden was busy.”

CHOOSE

Emergent

With support, choose the smoothest way to combine the two sentences.

(The garden was small, it was busy. / The garden was small but busy.)

SHOW

Visible

Tell why the combined sentence is smoother and keeps the ideas.

“Kids planted seeds. Kids pulled weeds.”

OWN

Independent

Combine two short sentences into one smooth sentence — no word bank.

“The soil was rich. The soil was dark.”

DEFEND

Reflective

Defend your combined sentence, then combine two short sentences in a draft of your own.

Explain why your combined sentence flows better. Then combine two choppy sentences in your own writing.

Standards Sweep **REVISING** Tracking Sheet

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

Reading Selection: "A Place to Grow"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(vi) Revising: Rearranging Ideas revise drafts by rearranging ideas for coherence	First → Then → Finally (steps in the order they happened). <i>Order words show where each sentence belongs.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

- (1) Finally, they picked the ripe tomatoes.
 (2) First, they planted the seeds.
 (3) Then the small plants grew tall.

Where should sentence 1 be moved so the events are in order?

- ☐ A. To the end, after sentence 3
☐ B. Leave it where it is
☐ C. Before sentence 2
☐ D. Delete sentence 1

Why I chose it:

GRADE 3 • CLUSTER 8 • MODULE 4 • REVISING
Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.
 (11)(C)(vi) Revising: Rearranging Ideas • Reading Selection: “A Place to Grow”

NOTICE

Foundational

Read all three sentences. Find the ONE that is in the wrong place.

- (1) Finally, they picked the ripe tomatoes.
- (2) First, they planted the seeds.
- (3) Then the small plants grew tall.

CHOOSE

Emergent

With support, choose where the out-of-order sentence belongs.

A sentence that starts with (Finally) should go (last).

SHOW

Visible

Tell how order words show where a sentence belongs.

“First, they dug. Then they planted. Finally, they watered.”

OWN

Independent

Number the sentences in the order they should go — no word bank.

Put in order: Finally... / First... / Then...

DEFEND

Reflective

Defend your new order, then fix the order in a draft of your own.

Explain why your order makes sense. Then reorder the steps in one of your own paragraphs.