

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “The Great Chocolate Chip Cookie Mystery”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The students found a thing in the cafeteria records.” → After: “The students found a clue in the cafeteria records.” <i>A weak word (thing) becomes an exact word (clue) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: "The Great Chocolate Chip Cookie Mystery"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v)	
revise drafts to combine ideas for coherence	Before: "The cookies ran out. The tray was empty." → After: "The cookies ran out, so the tray was empty." <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

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Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “The Great Chocolate Chip Cookie Mystery”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The students heard a rumor about the cookies. They checked the cafeteria records.” → After: “The students heard a rumor about the cookies, but they checked the cafeteria records.” <i>A transition (but) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

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Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: "The Great Chocolate Chip Cookie Mystery"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: "The students checked the records. The students compared the sources." → After: "The students checked the records and compared the sources." <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Tension to Revolution”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The colonists were angry. They had no vote.” → After: “The colonists were angry because they had no vote.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Tension to Revolution”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The taxes were bad.” → After: “The taxes were unfair and heavy.” <i>A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Tension to Revolution”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The colonists protested. They boycotted British goods.” → After: “The colonists protested and boycotted British goods.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Tension to Revolution”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The colonies were punished. They grew closer together.” → After: “Even though the colonies were punished, they grew closer together.” <i>A transition (Even though) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "Spain was a big country during this time." → After: "Spain was one of the most powerful countries in the world during this time." <i>A weak word (big) becomes an exact word (powerful) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: "Missions spread Catholic beliefs. Missions taught Spanish customs." → After: "Missions spread Catholic beliefs and taught Spanish customs." <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: "Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom." → After: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom." <i>A transition (Even though) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "Presidios helped the missions and nearby settlements." → After: "Presidios protected the missions and nearby settlements." <i>A weak word (helped) becomes an exact word (protected) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: “Our Rights, Our Voices”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The Bill of Rights protects important things for every person.” → After: “The Bill of Rights protects important freedoms for every person.” <i>A weak word (things) becomes an exact word (freedoms) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “Our Rights, Our Voices”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The Bill of Rights protects freedom of speech. It protects freedom of religion.” → After: “The Bill of Rights protects freedom of speech and freedom of religion.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: “Our Rights, Our Voices”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.” → After: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” <i>A transition (Therefore) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: "Our Rights, Our Voices"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: "The Bill of Rights protects fair trials. People deserve a chance to defend themselves." → After: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “Words That Changed a Nation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii)	
revise drafts to improve word choice	Before: “The colonists said British rule was bad.” → After: “The colonists said British rule was unfair.” <i>A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “Words That Changed a Nation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The colonists valued liberty. The colonists wanted to choose their own government.” → After: “The colonists valued liberty, so they wanted to choose their own government.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “Words That Changed a Nation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” → After: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” <i>A transition (Therefore,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “Words That Changed a Nation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The colonists wanted liberty. They rejected British rule.” → After: “The colonists wanted liberty, so they rejected British rule.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “A Difficult Compromise”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The Three Fifths Compromise made a change to representation in Congress.” → After: “The Three Fifths Compromise increased Southern representation in Congress.” <i>A weak word (made) becomes an exact word (increased) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “A Difficult Compromise”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “Delegates debated whether enslaved people should count toward a state’s population. They needed a rule for representation in Congress.” → After: “Delegates debated whether enslaved people should count toward a state’s population because they needed a rule for representation in Congress.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “A Difficult Compromise”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.” → After: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” <i>A transition (However,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "A Difficult Compromise"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: "The delegates debated counting population. They reached the Three Fifths Compromise." → After: "The delegates debated counting population before they reached the Three Fifths Compromise." <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "A Voice in the Community"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "Volunteering is a good way to help a community." → After: "Volunteering is a valuable way to help a community." <i>A weak word (good) becomes an exact word (valuable) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “A Voice in the Community”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “Maya attended the town meeting. Maya shared her idea about the new park.” → After: “Maya attended the town meeting and shared her idea about the new park.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “A Voice in the Community”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “Lena helped clean the park. Neighbors had a safer place to play.” → After: “Lena helped clean the park. As a result, neighbors had a safer place to play.” <i>A transition (As a result,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: "A Voice in the Community"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: "Nora voted in the class election. She encouraged her friends to vote." → After: "Nora voted in the class election, and she encouraged her friends to vote." <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “One Voice Can Start a Wave”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The colonists made a thing that helped people unite against unfair taxes.” → After: “The colonists made a statement that helped people unite against unfair taxes.” <i>A weak word (thing) becomes an exact word (statement) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “One Voice Can Start a Wave”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “One colonist asked a question. Other colonists heard the question.” → After: “One colonist asked a question, and other colonists heard it.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “One Voice Can Start a Wave”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The colonists questioned unfair taxes. They shared their concerns with more people.” → After: “The colonists questioned unfair taxes, so they shared their concerns with more people.” <i>A transition (so) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “One Voice Can Start a Wave”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The colonists spoke. The colonists united.” → After: “The colonists spoke, and they united for change.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Protest to Participation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The local problem became a big cause when people joined together.” → After: “The local problem became a shared cause when people joined together.” <i>A weak word (big) becomes an exact word (shared) that shows the reader what the writer means.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Protest to Participation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “People asked why the rule was unfair. They planned a protest.” → After: “People asked why the rule was unfair, so they planned a protest.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.
Passage: “From Protest to Participation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “A town’s unfair rule upset one family. Other families learned about the problem.” → After: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” <i>A transition (Soon) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE:	

Standards Sweep **REVISING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: “From Protest to Participation”

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “People asked questions. They wanted change.” → After: “People asked questions because they wanted change.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE:	