STUDENT WORKBOOK

Grade 3 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

TEKS 3.11C Revising | 36 Weeks | Monday to Friday Practice | Assessment-Style Questions

INSIDE THIS WORKBOOK

Short daily revising practice built from student drafts about real passage topics, one revision skill at a time, with a Friday review of the week.

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

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

Daily routine (about 10 minutes)

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

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

The Mystery of the Traveling Shell

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

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

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

◯ **(A)** Poverty Point is a very old place in Louisiana where people lived long ago.

◯ **(B)** Emsy liked to write things down in her notebook.

◯ **(C)** Shells come in many different shapes and sizes.

◯ **(D)** Emsy had been to the coast before with her family.

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What is the BEST way to revise sentence 6?

- ◯ **(A)** The distance was traced by Emsy from the coast with her finger on the map.
- ◯ **(B)** Emsy traced the distance from the coast on the map with her finger.
- ◯ **(C)** With her finger, the distance from the coast was on the map traced by Emsy.
- ◯ **(D)** No revision is needed.

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

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

◯ **(A)** A shell could not roll that far by itself, the distance was too great.

◯ **(B)** A shell could not roll that far by itself because the distance was too great.

◯ **(C)** Although a shell could not roll that far by itself, the distance was too great.

◯ **(D)** A shell could not roll that far by itself when the distance was too great.

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

- ◯ **(A)** Sentence 1
- ◯ **(B)** Sentence 3
- ◯ **(C)** Sentence 4
- ◯ **(D)** Sentence 5

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

The Mystery of the Traveling Shell

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

(5) I think Emsy should visit the library after school to learn even more about trading. **(6)** The answer was scarcity. **(7)** People did not always have every resource they needed where they lived. **(8)** They could trade what they had.

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

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

- ◯ **(A)** She wondered why people would carry objects such a long distance.
- ◯ **(B)** Emsy always carried a pencil with her.
- ◯ **(C)** Notebooks are useful for writing down ideas.
- ◯ **(D)** Poverty Point is a popular place for students to visit on field trips.

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

- ◯ **(A)** Sentence 2
- ◯ **(B)** Sentence 5
- ◯ **(C)** Sentence 6
- ◯ **(D)** Sentence 7

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

3 Where is the BEST place to move sentence 4?

- ◯ **(A)** After sentence 1
- ◯ **(B)** After sentence 2
- ◯ **(C)** After sentence 3
- ◯ **(D)** After sentence 6

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

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

- ◯ **(A)** They could trade what they had, they could get valuable goods from other places.
- ◯ **(B)** They could trade what they had although they could get valuable goods from other places.
- ◯ **(C)** They could trade what they had for valuable goods from other places.
- ◯ **(D)** They could trade what they had and they could trade for valuable goods from other places.

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