TEACHER EDITION

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 | Answers and Rationales

INSIDE THIS TEACHER EDITION

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

PREPARE and Clusters 1 to 8, following the Grade 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.
Correct. This sentence explains what Poverty Point is, which helps the reader understand why finding a shell there is a mystery.

○ **(B)** Emsy liked to write things down in her notebook.
Distractor. This sentence is about Emsy's notebook, not about where she found the shell. It does not support the idea in sentence 2.

○ **(C)** Shells come in many different shapes and sizes.
Distractor. This is a general fact about shells that does not help explain why finding this shell at Poverty Point is a mystery.

○ **(D)** Emsy had been to the coast before with her family.
Distractor. This tells about a trip Emsy took, but it does not support the idea that finding the shell at Poverty Point was unusual.

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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.
Distractor. This version still separates the subject from the main action and places "with her finger" in an awkward position.

● **(B)** Emsy traced the distance from the coast on the map with her finger.
Correct. This revision places the subject before the verb and keeps the verb near its object, making the sentence clear and easy to follow.

○ **(C)** With her finger, the distance from the coast was on the map traced by Emsy.
Distractor. This version makes it sound as though the distance, not Emsy, is performing the action. The subject and verb are separated.

○ **(D)** No revision is needed.
Distractor. Sentence 6 has an awkward word order that makes it hard to understand who is doing what. A 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.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.

● **(B)** A shell could not roll that far by itself because the distance was too great.
Correct. The word because shows the correct cause-and-effect relationship: the great distance is the reason the shell could not roll there.

○ **(C)** Although a shell could not roll that far by itself, the distance was too great.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.

○ **(D)** A shell could not roll that far by itself when the distance was too great.
Distractor. The word when suggests a specific time, but the distance is always too great. This changes the meaning.

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(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.

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

○ **(A)** Sentence 1

Distractor. Sentence 1 introduces the mystery, which is the main idea of the draft. Removing it would take away important information.

○ **(B)** Sentence 3

Distractor. Sentence 3 gives the important detail that the shell came from a coastal area. This fact is needed to understand the mystery.

● **(C)** Sentence 4

Correct. Sentence 4 says Poverty Point was inland and not near the coast. This repeats the idea already stated in sentence 3, which says the shell came from a coastal area far away. The reader already understands that the two places are far apart.

○ **(D)** Sentence 5

Distractor. Sentence 5 introduces a new clue. Removing it would take away a detail that moves the investigation forward.

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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.
Correct. This sentence explains what Emsy's question was about, which connects sentence 3 to sentence 4 and supports the idea that she was investigating.

○ **(B)** Emsy always carried a pencil with her.
Distractor. This detail is about Emsy's supplies, not about her investigation or the trading mystery.

○ **(C)** Notebooks are useful for writing down ideas.
Distractor. This is a general statement about notebooks that does not connect to the specific question Emsy wrote.

○ **(D)** Poverty Point is a popular place for students to visit on field trips.
Distractor. This introduces a new topic about field trips that does not support the writer's idea about trade and patterns.

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

○ **(A)** Sentence 2
Distractor. Sentence 2 establishes that several objects create a pattern, which is an important part of the argument about trade.

● **(B)** Sentence 5
Correct. Sentence 5 introduces a personal opinion about Emsy visiting the library after school. This does not support the main idea about why people traded goods over long distances.

○ **(C)** Sentence 6
Distractor. Sentence 6 gives the answer to Emsy's question about why people brought things so far. It is an essential part of the draft.

○ **(D)** Sentence 7
Distractor. Sentence 7 explains what scarcity means in this situation. Removing it would leave the reader without an important explanation.

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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

Distractor. Sentence 1 is about a single accident, and sentence 4 answers a question that has not been asked yet at that point.

○ **(B)** After sentence 2

Distractor. Sentence 2 is about finding a pattern. Placing the question about why people brought things before the notebook detail in sentence 3 would separate Emsy's thinking from her action.

● **(C)** After sentence 3

Correct. Sentence 3 says Emsy wrote a question in her notebook. Sentence 4 tells what that question was. Placing sentence 4 right after sentence 3 connects the action to the question.

○ **(D)** After sentence 6

Distractor. By sentence 6, the answer to the question has already been given. Moving the question after the answer would confuse the order of the writer's ideas.

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.

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

○ **(B)** They could trade what they had although they could get valuable goods from other places.

Distractor. The word although creates a contrast that does not match the meaning. Trading and getting goods are not opposing ideas.

● **(C)** They could trade what they had for valuable goods from other places.

Correct. This combines both ideas into one clear, concise sentence. The word for shows the purpose of the trade without repeating "they could."

○ **(D)** They could trade what they had and they could trade for valuable goods from other places.

Distractor. This repeats "they could trade," making the sentence wordy and less effective.

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