EDITING AND REVISING TRAINING

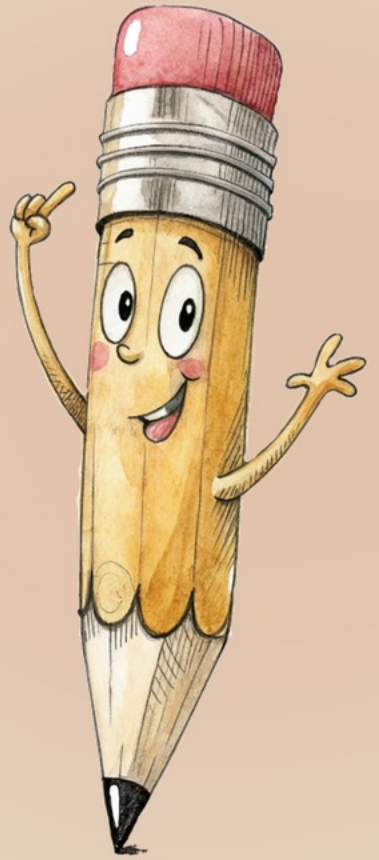
Editing

Teacher Edition

Grade 5

SAMPLE

Complete answer key and explanations for the Grade 5 Editing Student Workbook.



Randi Whitney

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Follow the student workbook's skill order. Each skill has four explanation pages.

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SAMPLE

Find the tools

Quick answer key: pages 5-6
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Avoidance of splices

Workbook label: 5.11(D)(iii) | Question 3 | Student page 19

(1) The museum closed early, the storm knocked out power. **(2)** Guards locked every door. **(3)** The rain poured, the streets flooded fast. **(4)** The siren wailed, dogs barked all night. **(5)** The bridge iced, cars slid sideways.

Q3. What change should be made in sentence 4?

Ⓐ **Change wailed to wails**

T: Too Weak a Fix

Wails changes a verb's time but leaves two independent clauses joined only by a comma.

Ⓑ **Change night to Night**

E: Extra Error

Night is a common noun here. The capital adds an error and leaves the comma splice untouched.

Ⓒ **No change is needed**

T: Too Weak a Fix

The original comma is not enough to join these independent clauses. No change does not repair the splice.

● **Insert the word and after wailed**

CORRECT ANSWER

The original already has a comma after wailed. Add and after that comma to connect The siren wailed with dogs barked all night.

SAMPLE

PROVE THE FIX | CORRECTED SENTENCE

The siren wailed, and dogs barked all night.

TEACH THE THINKING

Ask: Read each side of the comma as a separate thought. Then identify the mark and conjunction that make the intended join.

Teaching distinction: Model the precise placement as wailed, and dogs. Retain the existing comma before the added conjunction.

Listen for: The student explains why a comma alone differs from a complete coordinating join.

Source: Grade 5 Bubble Edition, p. 19; Forecast, p. 17. Original PDF practice: p. 16.

Conjunctive adverbs

Workbook label: 5.11(D)(x) | Question 2 | Student page 46

(1) The field was wet, however, the game went on. **(2)** Fans cheered in the rain. **(3)** The road was slick, therefore, the bus ran late. **(4)** The tent leaked, still, we slept dry. **(5)** The bulb burned out, meanwhile, the hall went dark.

Q2. What is the correct way to write sentence 3?

A **The road was slick; therefore, the bus ran late.**

CORRECT ANSWER

The semicolon separates two independent clauses, and the comma sets off therefore at the start of the second clause. The cause-and-result relationship is retained.

B **The road was slick, therefore, the bus ran late.**

T: Too Weak a Fix

A comma alone before therefore leaves the original comma splice between the two complete clauses.

C **The road was slick therefore the bus ran late.**

I: Incomplete or Jumbled

Neither the clause boundary nor the comma after therefore is present. The complete ideas run together.

D **The road was slick, therefore the bus ran late.**

T: Too Weak a Fix

This keeps the inadequate comma before therefore and also omits the comma after it. The boundary problem is not solved.

SAMPLE

PROVE THE FIX | CORRECTED SENTENCE

The road was slick; therefore, the bus ran late.

TEACH THE THINKING

Ask: Cover the linking adverb and find the two complete clauses. Then explain the strong boundary before the adverb.

Listen for: The student places punctuation by clause structure rather than by a pause alone.

Source: Grade 5 Bubble Edition, p. 46; Forecast, p. 45. Original PDF practice: p. 36.

Capitalization of initials

Workbook label: 5.11(D)(xvii) | Question 1 | Student page 74

(1) The letter was signed j. r. Ortiz. **(2)** It thanked the whole crew. **(3)** The note was signed k. l. Marsh. **(4)** Our captain is d. a. Reyes. **(5)** The poem credits m. j. Crane.

Q1. What change needs to be made in sentence 1?

(A) **Change letter to Letter**

E: Extra Error

Letter is a common noun. Capitalizing it adds an error and leaves the two name initials lowercase.

(B) **Change j. r. to J. R.**

CORRECT ANSWER

J. and R. stand for parts of a person's name. Each initial is capitalized and keeps its period; Ortiz already has its capital.

(C) **Change thanked to thanks**

T: Too Weak a Fix

Thanked is in sentence 2. Changing its time does not correct the initials in sentence 1.

(D) **Change crew to Crew**

E: Extra Error

Crew is a common noun in sentence 2. Capitalizing it cannot repair the name in sentence 1.

SAMPLE

PROVE THE FIX | CORRECTED SENTENCE

The letter was signed J. R. Ortiz.

TEACH THE THINKING

Ask: Identify the letters that stand for parts of the person's name. Check each capital and each period in order.

Listen for: The student preserves the surname and formats all the initials, not only the first one.

Source: Grade 5 Bubble Edition, p. 74; Forecast, p. 73. Original PDF practice: p. 57.

Underlining for titles

Workbook label: 5.11(D)(xxv) | Question 2 | Student page 106

(1) Her report reviewed the book Holes. **(2)** The class discussed it Friday. **(3)** We studied the play Storms at Sea. **(4)** The choir sang the song Rivers Run. **(5)** They watched the film Desert Night.

Q2. What is the correct way to write sentence 3?

Ⓐ **We studied the play Storms at Sea.**

T: Too Weak a Fix

The play title remains plain, so the chapter's underline convention has not been applied.

Ⓑ **We studied the play <u>Storms at Sea</u>.**

CORRECT ANSWER

The complete play title is Storms at Sea. Underlining all three title words, while leaving the surrounding sentence plain, follows the chapter's handwriting convention.

Ⓒ **We studied the play <u>Storms</u> at Sea.**

T: Too Weak a Fix

Only Storms is underlined. At Sea is also part of the play title, so the formatting is incomplete.

Ⓓ **We studied the play STORMS AT SEA.**

T: Too Weak a Fix

All capitals do not apply the underlining required by the lesson. The title is not formatted with the requested mark.

SAMPLE

PROVE THE FORMAL HANDWRITTEN-TITLE MODEL

We studied the play <u>Storms at Sea</u>.

TEACH THE THINKING

Ask: Identify the work type and the complete title. Apply the handwriting convention only to the title words.

Listen for: The student distinguishes title boundaries, long-work formatting, and the usual treatment of a song.

Source: Grade 5 Bubble Edition, p. 106; Forecast, p. 105. Original PDF practice: p. 81.