STUDENT WORKBOOK

Grade 3 Editing Workbook

Editing drafts with standard English conventions

SAMPLE

TEKS 3.11D Editing | 36 Week | Monday to Friday Practice

State Assessment-Style Questions

INSIDE THIS WORKBOOK

Short daily editing practice built from real passage excerpts, one 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 editing 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 excerpt comes from the low stamina passage of that week's cluster.

Day	Question	Passage excerpt
Monday	1 subject-verb agreement question	One excerpt with every error needed for Monday to Thursday (Informal Practice)
Tuesday	1 part of speech question	
Wednesday	1 capitalization question	
Thursday	1 punctuation question	
Friday	5 questions using this week's skills	A different excerpt with a new set of errors (Formal Independent Practice)

Daily routine (about 10 minutes)

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- Students read the whole excerpt in the box first. Each sentence is numbered, such as (1), (2), (3). When the excerpt is a poem, each line is numbered.
- Students read the question, return to the numbered sentence or line, and test each answer choice in it.
- Students fill in one bubble. Remind them that Make no change is a real choice on the state assessment, and sometimes it is the right answer.
- Each day practices one skill at a time. Friday mixes only the skills practiced Monday to Thursday.

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Read the selection and choose the best answer to each question.

The Mystery of the Traveling Shell

(1) Emsy pulled out her notebook. **(2)** "Mystery number one: How did this shells travel so far?"

(3) Her first clue were the shell itself. **(4)** It came from a coastal area but Poverty Point was inland.

(5) Her second clue was a map. **(6)** Emsy traced the distance from the Coast to Poverty Point with her finger. **(7)** "That is much too far for a shell to roll by itself," she said.

SAMPLE

What change, if any, should be made in sentence 3?

- ◯ **(A)** Change *were* to *was*
- ◯ **(B)** Change *were* to *are*
- ◯ **(C)** Change *were* to *have been*
- ◯ **(D)** Make no change

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SAMPLE

What change, if any, should be made in sentence 2?

- ◯ **(A)** Change *Mystery* to *Mysteries*
- ◯ **(B)** Change *number* to *numbers*
- ◯ **(C)** Change *shells* to *shell*
- ◯ **(D)** Make no change

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SAMPLE

What change, if any, should be made in sentence 6?

- ◯ **(A)** Change *Emsy* to *emsy*
- ◯ **(B)** Change *Coast* to *coast*
- ◯ **(C)** Change *Poverty Point* to *poverty point*
- ◯ **(D)** Make no change

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