Teach BIG™

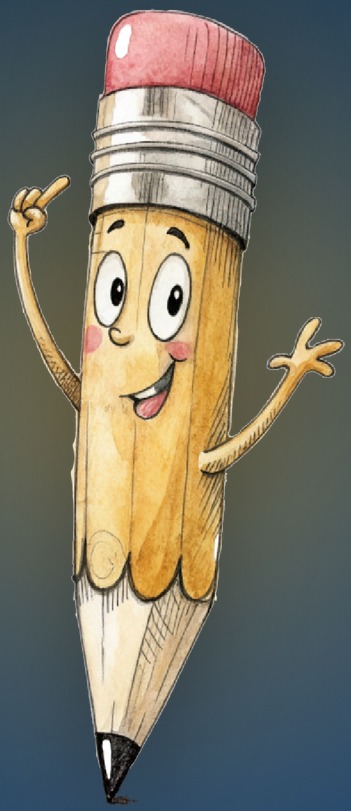
EDITING AND REVISING TRAINING

Revising

Teacher Edition

Complete practice sets, keys, and teaching moves
for every revising lesson

SAMPLE



RANDI WHITNEY

Contents

50 short drafts. 25 fiction passages. 25 nonfiction passages.

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SAMPLE

Ready for the Craft Fair

PRACTICE 07 | QUESTION 13 | STUDENT PAGE 11

(1) Our class made bookmarks to sell at the school craft fair. **(2)** We set the bookmarks on a table. **(3)** We wanted visitors to see the different designs. **(4)** Tessa made a sign showing the price of each bookmark.

(5) Before the fair opened, she taped the sign to the table. **(6)** Then the first customers arrived. **(7)** A customer chose a bookmark with a blue bird. **(8)** I thanked him as he placed his payment in our box.

Combine ideas to express a purpose

13. What is the best way to combine sentences 2 and 3?

Keep: The students put bookmarks on a table so visitors could see the different designs.

CORRECT ANSWER D

We set the bookmarks on a table so visitors could see the different designs.

So expresses the purpose of setting out the bookmarks. The students do the arranging, and the visitors are meant to see the designs.

A | Wrong Relationship

We set the bookmarks on a table after visitors saw the different designs.

After changes the purpose into a time sequence and says visitors had already seen the designs. That is not what the originals state.

B | Missing Essential Meaning

We set the bookmarks on a table.

The display action remains, but the reason for it is missing. A combination must retain the idea from sentence 3.

C | Changed Meaning of Agency

Visitors set the bookmarks on a table so we could see the different designs.

The visitors now arrange the bookmarks for the students. The people's roles have been reversed.

TEACH THE THINKING

Ask why the bookmarks were set out. Name the purpose before choosing a connector.

TRY IT WITHOUT CHOICES

Combine: We made price cards. We wanted customers to know the cost.

One effective response: We made price cards so customers would know the cost.

Look for: The student connects the intended purpose without changing who acts or who benefits.

SAMPLE

The Shell Imprint

PRACTICE 19 | QUESTION 37 | STUDENT PAGE 23

(1) Our class made models of the marks a shell can leave. **(2)** I pressed a shell into a flat piece of soft clay. **(3)** Then I lifted the shell away. **(4)** It now held a copy of the shell's ridges.

(5) We placed the shell and clay beside a sketch of our work. **(6)** They were the two objects visitors could compare with the sketch. **(7)** I explained that the clay was a model, not an actual fossil. **(8)** My partner labeled the model for our display.

Use the event sequence to resolve reference

37. Which phrase should replace It in sentence 4 to identify what holds the copied ridges?

Keep: The shell is removed; the clay retains the copied pattern.

CORRECT ANSWER B

The clay

After the shell is lifted, its pattern remains pressed into the clay. The clay holds the copy.

A | Changed Meaning or Agency

The shell

The shell has the original ridges, not the copied marks left in the clay.

C | Vague or Partial Referent

The material

Material could refer to more than one thing and is less precise than naming the clay.

D | Changed Meaning or Agency

The sketch

The sketch has not yet been introduced, and the copy here is the pressed imprint.

TEACH THE THINKING

Reenact pressing and lifting, then name what stays behind.

TRY IT WITHOUT CHOICES

Clarify: We pressed a stamp into clay and removed the stamp. It held the mark.

One effective response: The clay held the mark.

Look for: The student uses what happened, not just the nearest noun.

SAMPLE

Our Wind Spinner

PRACTICE 31 | QUESTION 61 | STUDENT PAGE 35

(1) Our group made a paper spinner to observe moving air. **(2)** We folded the paper along the marked lines. **(3)** Our teacher attached the folded paper to a holder. **(4)** Then we carried the finished spinner outside.

(5) At first, the spinner stayed still beside the doorway. **(6)** A breeze reached the paper as we stepped into the open yard. **(7)** The spinner began to turn. **(8)** We drew what happened in our science notebooks.

Place a check after assembly

61. The writer wants to add: "She checked that the paper could turn freely on the holder." Where should the sentence be placed?

Keep: The teacher attaches the paper, checks free movement, and then the group takes it outside.

CORRECT ANSWER B

After sentence 3

She refers to the teacher, and checking the attachment comes after assembly but before carrying the finished spinner outside.

A | Sequence Break

After sentence 1

Neither the teacher nor the holder has been introduced, and the paper is not attached yet.

C | Sequence Break

After sentence 2

The teacher has not attached the paper to a holder, so there is no attachment to check.

D | Sequence Break

After sentence 8

The observation is complete; an assembly check belongs earlier.

TEACH THE THINKING

Use She and on the holder to identify the required setup.

TRY IT WITHOUT CHOICES

Place: He checked that the lid was secure. Draft: Mr. Lee put the lid on. We carried the container.

One effective response: After Mr. Lee put the lid on.

Look for: The student identifies both the actor and the completed action needed first.

SAMPLE

From Object to Exhibit

PRACTICE 46 | QUESTION 91 | STUDENT PAGE 50

(1) A class exhibit begins with careful study of an object. **(2)** Students record its material, shape, and known use. **(3)** They check reliable information before making claims about its history.

(4) Next, they write a short label using the information they gathered. **(5)** The label names the object and explains useful facts. **(6)** A partner checks that the wording is clear.

(7) The object and finished label are placed together in the display. **(8)** Visitors can look at the object while reading the explanation. **(9)** The exhibit combines direct observation with written information.

Connect research with writing

91. Which sentence should be added between the first two paragraphs to connect their ideas?

Keep: The facts gathered in the study become the label's content.

CORRECT ANSWER D

The information gathered during the study provides the facts for the exhibit label.

It connects researched observations to the label that will communicate those facts.

A | One-Sided Bridge

Objects can be made from different materials.

This stays with observation and does not point toward writing the label.

B | One-Sided Bridge

A label should be easy to read.

This concerns the next stage but does not connect it to the information already gathered.

C | Changed Meaning or Agency

A label is useful because it can replace all observation.

The exhibit combines observation and text; one does not replace the other.

TEACH THE THINKING

Name what moves from the first stage into the next: the information.

TRY IT WITHOUT CHOICES

Connect: We measured the model. We wrote a description with its measurements.

One effective response: Our measurements supplied details for the written description.

Look for: The bridge states how the earlier work supports the later work.

SAMPLE