TEACHER EDITION

Grade 3 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

SAMPLE

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

RANDI WHITNEY
The Writing Academy®, LLC

© The Writing Academy®, LLC

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)

SAMPLE

- 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.

© The Writing Academy®, LLC

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.

SAMPLE

 © The Writing Academy®, LLC

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.

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.

SAMPLE

 © The Writing Academy®, LLC

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.

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.

SAMPLE

 © The Writing Academy®, LLC