STUDENT WORKBOOK

Grade 4 Revising Workbook

Revising drafts by adding, deleting, combining, and rearranging

SAMPLE

TEKS 4.11C Revising | 36 Weeks | Monday to Friday Practice | Assessment-Style Questions

INSIDE THIS WORKBOOK

Short daily revising practice built from student drafts about real passage topics, one revision skill at a time, with a Friday review of the week.

PREPARE and Clusters 1 to 8, following the Grade 4 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 4 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.

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Read the draft a student wrote about a big crowd at the Lincoln Memorial. Then answer the questions that follow.

Dream

(1) I held Mama's hand tightly as we moved through the enormous crowd. **(2)** Everywhere I looked, people stood shoulder to shoulder. **(3)** Some carried signs. **(4)** Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. **(6)** I was only nine years old. **(7)** So many people gathered in one place had never been seen by me before. **(8)** The crowd was very big.

(9) "Why did everyone come?" I asked Mama.

Which sentence could BEST be added after sentence 2 to support the writer's idea?

SAMPLE

- ◯ **(A)** The crowd stretched as far as I could see.
- ◯ **(B)** Mama held my hand tightly.
- ◯ **(C)** I like to sing songs at home.
- ◯ **(D)** The Lincoln Memorial is in Washington, D.C.

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Dream

(1) I held Mama's hand tightly as we moved through the enormous crowd. **(2)** Everywhere I looked, people stood shoulder to shoulder. **(3)** Some carried signs. **(4)** Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. **(6)** I was only nine years old. **(7)** So many people gathered in one place had never been seen by me before. **(8)** The crowd was very big.

(9) "Why did everyone come?" I asked Mama.

What is the BEST way to revise sentence 7?

SAMPLE

- ◯ **(A)** So many people in one place had never been seen by me before.
- ◯ **(B)** I had never seen so many people gathered in one place before.
- ◯ **(C)** Never before had I seen so many people in one place gathered by me.
- ◯ **(D)** No revision is needed.

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Read the draft a student wrote about a big crowd at the Lincoln Memorial. Then answer the questions that follow.

Dream

(1) I held Mama's hand tightly as we moved through the enormous crowd. **(2)** Everywhere I looked, people stood shoulder to shoulder. **(3)** Some carried signs. **(4)** Some sang songs.

(5) Others talked quietly while we waited near the Lincoln Memorial. **(6)** I was only nine years old. **(7)** So many people gathered in one place had never been seen by me before. **(8)** The crowd was very big.

(9) "Why did everyone come?" I asked Mama.

What is the most effective way to combine sentences 3 and 4?

Sentences 3 and 4 read: Some carried signs. Some sang songs.

SAMPLE

- ◯ **(A)** Some carried signs some sang songs
- ◯ **(B)** Some carried signs, and some sang songs.
- ◯ **(C)** Although some carried signs, some sang songs.
- ◯ **(D)** Some carried signs but sang songs.

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