STUDENT WORKBOOK

# Grade 5 Revising Workbook

*Revising drafts by adding, deleting, combining, and rearranging*

SAMPLE

TEKS 5.11C 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 5 scope and sequence*

RANDI WHITNEY

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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 5 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 mystery in the cafeteria. Then answer the questions that follow.

## The Great Chocolate Chip Cookie Mystery

**(1)** By 11:42 on Friday morning, fifth grade had a problem. **(2)** A serious problem. **(3)** Jordan stared through the cafeteria serving window. **(4)** His face looked as if summer vacation had been canceled.

**(5)** Maya asked what he meant. **(6)** 'The cookies,' Jordan said. **(7)** The chocolate chip cookies were gone. **(8)** The silver tray was empty.

**(9)** At the empty silver tray was pointed dramatically by Jordan. **(10)** The tray had no cookies on it.

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

SAMPLE

- ◯ **(A)** The chocolate chip cookies were missing from the cafeteria.
- ◯ **(B)** Jordan often sat near the cafeteria serving window.
- ◯ **(C)** Maya was a fifth grade student at the school.
- ◯ **(D)** The cafeteria served lunch at 11:42 on Friday.

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Read the draft a student wrote about a mystery in the cafeteria. Then answer the questions that follow.

## The Great Chocolate Chip Cookie Mystery

**(1)** By 11:42 on Friday morning, fifth grade had a problem. **(2)** A serious problem. **(3)** Jordan stared through the cafeteria serving window. **(4)** His face looked as if summer vacation had been canceled.

**(5)** Maya asked what he meant. **(6)** 'The cookies,' Jordan said. **(7)** The chocolate chip cookies were gone. **(8)** The silver tray was empty.

**(9)** At the empty silver tray was pointed dramatically by Jordan. **(10)** The tray had no cookies on it.

**What is the BEST way to revise sentence 9?**

SAMPLE

- ◯ **(A)** Jordan pointed dramatically at the empty silver tray.
- ◯ **(B)** The empty silver tray was pointed at dramatically by Jordan.
- ◯ **(C)** Dramatically, Jordan pointed the empty silver tray.
- ◯ **(D)** No revision is needed.

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### What is the most effective way to combine sentences 7 and 8?

*Sentences 7 and 8 read: The chocolate chip cookies were gone. The silver tray was empty.*

SAMPLE

- ◯ **(A)** The chocolate chip cookies were gone, the silver tray was empty.
- ◯ **(B)** The chocolate chip cookies were gone, and the silver tray was empty.
- ◯ **(C)** Although the chocolate chip cookies were gone, the silver tray was empty.
- ◯ **(D)** The chocolate chip cookies were gone because the silver tray was empty.


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