TEACHER EDITION

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 | 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 5 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 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.
  Correct. This sentence explains what the problem was, which supports the idea that fifth grade had a serious problem.
- ○ **(B)** Jordan often sat near the cafeteria serving window.
  Distractor. This tells where Jordan sat, but it does not explain what the problem was after sentence 2.
- ○ **(C)** Maya was a fifth grade student at the school.
  Distractor. This introduces Maya but does not explain the problem or support the seriousness of the situation.
- ○ **(D)** The cafeteria served lunch at 11:42 on Friday.
  Distractor. This repeats the time but does not explain why fifth grade had a problem.

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What is the BEST way to revise sentence 9?

SAMPLE

- ● **(A)** Jordan pointed dramatically at the empty silver tray.
  Correct. This revision places the subject before the verb and keeps the action clear and easy to follow.
- ○ **(B)** The empty silver tray was pointed at dramatically by Jordan.
  Distractor. This version is still written in an awkward passive voice and puts the action after the object.
- ○ **(C)** Dramatically, Jordan pointed the empty silver tray.
  Distractor. This changes the meaning because Jordan pointed the tray instead of pointing at the tray.
- ○ **(D)** No revision is needed.
  Distractor. Sentence 9 has an awkward word order that makes it hard to follow. A 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.

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○ **(A)** The chocolate chip cookies were gone, the silver tray was empty.
Distractor. This creates a comma splice. Two complete thoughts are joined with only a comma, which is not correct.

● **(B)** The chocolate chip cookies were gone, and the silver tray was empty.
Correct. This correctly joins the two related ideas into one complete sentence and keeps the meaning clear.

○ **(C)** Although the chocolate chip cookies were gone, the silver tray was empty.
Distractor. The word although creates a contrast that does not make sense here. The two ideas are not opposites.

○ **(D)** The chocolate chip cookies were gone because the silver tray was empty.
Distractor. The word because suggests the empty tray caused the cookies to be gone, which changes the meaning.

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