

Texas Essential Knowledge and Skills for English Language Arts, Grade 4, 11(C) edit drafts using standard English conventions including: sentences, verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions, capitalization, and spelling.

Analyze and Code

The effectiveness of these pages as teaching tools correlates directly to the amount of analysis kids do as they work through the answer choices. Have them go slowly through the work, making notes and coding to demonstrate thinking.

Example from Page 9

- 4 What is the correct way to write the sentence?
- F Zyla barely looked up as she calmly kept walking.
- G Zyla barely looked up as she calmly kept walking.
- H Zyla barely looked up as she calmly kept walking.
- J Zyla barely looked up as she calmly kept walking.

1. Find and circle the points where the sentences differ.
2. Analyze the differences by asking questions about each choice to determine why it does or doesn't work.

As she did what?
Incomplete idea!

Make the Codes Fun and Memorable

Create a fun shared language around the codes you use for these pages. A master teacher we know has her students put a tiny dot next to any answer they think *could* be right. They call the dot the “maybe baby.”

Code both the original sentence and each answer choice.

Example from page 48

(7) One girl is from Guatemala, and one boy is vietnamese.

3 What change needs to be made in sentence 7?

- A Change **Guatemala** to **guatemala**
- B Change **boy** to **boy's**
- C Capitalize **vietnamese** (maybe baby)
- D Capitalize **girl**

Countries → CAPS
boy's = boy is or belongs to boy
Ethnicity → CAPS (maybe baby)
girl = common noun → no caps

Needs cap

Teach with Wrong Answers

Wrong answer choices were thoughtfully written to give students extra practice with frequently missed skills. Teach students to tackle each answer choice individually. Reinforce your own teaching by having students use the tricks and strategies that work in your classroom.

Example from Page 65

(1) Every singel day, your heart beats about 100,000 times, pumping close to 2,000 gallons of blood through your body.

- 1 What change, if any, is needed in sentence 1?
- A Change **heart** to **hart**
- B Change **your** to **you're**
- C Change **singel** to **single**
- D Change **through** to **threw**

“You are” heart beats? Nope!

Single – Pringle?
Yep!

Go through the tiny tunnel.

The wrong answer choices in this question provide practice with high-frequency words, homophones, and contractions.

Reduce confusion

There's a lot going on in each question, and it can be challenging for kids to manage all the “noise” on each page. Use the checks and Xs to help reduce their confusion.

Example from Page 65

- 1 What change, if any, is needed in sentence 1?
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- D Change **through** to **threw**

Should I change the right choice (✓) to the wrong choice (X)? No. So it's not A.

Should I change the wrong choice (X) to the right choice (✓)? Yes. So it's C!

Additional Note: It's important that kids code and mark and make notes while **actively** working through these pages. They should highlight and circle mistakes, draw arrows to show connections and support, write question marks when they don't understand something, and underline key ideas. We've found that it is helpful to give them special editing pens or markers that are reserved just for this type of work. Kids make more notes and the colorful marks help teachers “see” what kids are thinking.

Texas Essential Knowledge and Skills for English Language Arts, Grade 4, 11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Adding / Deleting Sentences

Adding / Deleting questions are essentially main idea / supporting detail questions, which can be very challenging to young readers and writers. To help them with this type of question, have students use the following:

Example from Page 1

C Draw a line through the sentence that does NOT belong in the paragraph.

Willa slowly lifted the box's lid. Inside were two of the dirtiest animals she had ever seen. Their friendly barks told her they were young puppies in to pet the

This paragraph is about two puppies in a box.

Is this sentence about two puppies in a box ?

If **yes**, it belongs in the paragraph. If **no**, it should be removed.

Combining Sentences

To tackle this type of question, have students code each answer choice. They should identify and label the following mistakes:

Repetition Inaccuracies Punctuation Problem Missing Information

Example from Page 1

B Check the box next to the choice that best combines the two sentences.

Rocco ran into the woods. Eli followed Rocco into the woods.

Rocco and Eli ran into the woods. **MI** (Missing info about Eli following)

Eli followed Rocco as he ran into the woods. **Correct**

Rocco ran **into the woods**, and Eli followed him **into the woods**. **R** (Repeats)

Rocco followed Eli running into the woods. **I** (Eli followed Robert)

Revising Sentences

Technically, all 11C questions are **revising** questions. However, some questions specifically ask about the best way to **revise** a sentence. Students can often manage these questions with the same coding used for **Combining Sentences** questions. Note: they will need to code the original sentence to discover *why* it needs to be revised.

Example from Page 1

(8) Instead, the chocolate milk it went flying all over the cafeteria!

R (Repetitive because "it" represents "chocolate milk")

4 What is the most effective revision to make in sentence 8?

F Instead, the chocolate went flying! **MI** (Leaves out "milk" and "flying...")

G Instead, the chocolate milk went flying all over the cafeteria! **Correct**

H Instead the chocolate, milk went flying all over the cafeteria! **PP** (Punctuation Problem)

Note that coding the questions presents opportunities to practice other skills.

Chocolate is an adjective modifying milk.

Do we need a comma after "Instead"?

Rearranging for Clarity

Students are expected to **rearrange** and revise for coherence and clarity by considering *where* certain sentences or phrases should go in a paragraph, distinguishing between introductory/conclusion sentences and supporting details, and correctly using transitions.

Example from Page 1

D Fill in the blank with the best transition word or phrase from the box.

I needed help, so I raised my hand.

as a result
because
however

Teachers can use **Fast Focus™** questions for additional practice in **rearranging**. Discuss how switching word order in the sentence would change the necessary transition word.

Rearrange the sentence:

I raised my hand _____ I needed help.

Now the appropriate transition word is **because**.

Additional Note: It's important that kids code and mark and make notes while **actively** working through these pages. They should highlight and circle mistakes, draw arrows to show connections and support, write question marks when they don't understand something, and underline key ideas. We've found that it is helpful to give them special editing pens or markers that are reserved just for this type of work. Kids make more notes and the colorful marks help teachers "see" what kids are thinking.

A The underlined word in each sentence needs to be replaced. Circle the choice that makes the sentence clearer.

The students had worked on projects all week. The teacher wanted them to finish them by lunch. (the students / the projects)

Lakshmi's cousin Sarabeth was coming to visit. She was very excited. (The cousin / Lakshmi)

The dog buried his bone and lost his ball. Joey went outside to help find it. (the dog / the ball)

B Check the box next to the choice that best combines the two sentences.

Rocco ran into the woods. Eli followed Rocco into the woods.

- Rocco and Eli ran into the woods.
- Eli followed Rocco as he ran into the woods.
- Rocco ran into the woods, and Eli followed him into the woods.
- Rocco followed Eli running into the woods.

C Draw a line through the sentence that does NOT belong in the paragraph.

Willa slowly lifted the box's lid. Inside were two of the dirtiest animals she had ever seen. Their friendly barks told her they were young puppies. Puppies eyes open at about two weeks. Willa reached in to pet the pups, and their tales began wagging.

D Fill in the blank with the best transition word or phrase from the box.

I needed help, _____ I raised my hand.

Toby left the water running. _____, there is water all over the bathroom floor.

Janice wanted an ice cream cone. _____, she didn't have enough money.

_____ her brother, Analisa loved fractions.

Alfonso got a good grade on the test _____ he had studied.

- as a result
- because
- however
- so
- unlike

Excerpt from: **Chocolate Milk Free Throw**

(1) It was the end of lunch and Ms. Kravitz was telling everyone to throw their milk cartons away. (2) Ms. Kravitz was wearing a purple sweater. (3) Everyone was standing up. (4) Everyone was placing their trash in the trash can and lining up. (5) She thought she'd show off her basketball skills and crack up her classmates at the same time. (6) Without standing up, she "threw" her chocolate milk away from the far end of the table. (7) Elia was sure she could make a clean shot. (8) Instead, the chocolate milk it went flying all over the cafeteria!

1 Which sentence should be deleted from this paragraph?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 4
- D** Sentence 7

2 What change would improve the clarity of sentence 5?

- F** Change **off** to **of**
- G** Change **skills** to **skill**
- H** Change **she'd** to **she did**
- J** Change **She** to **Elia**

3 What is the best way to combine sentences 3 and 4?

- A** Everyone was standing up and they were placing their trash in the trash can and lining up.
- B** Everyone was standing up and lining up.
- C** Everyone was standing up, placing their trash in the trash can, and lining up.
- D** Everyone was standing up, everyone was placing their trash in the trash can, and everyone was lining up.

4 What is the most effective revision to make in sentence 8?

- F** Instead, the chocolate went flying!
- G** Instead, the chocolate milk went flying all over the cafeteria!
- H** Instead the chocolate, milk went flying all over the cafeteria!
- J** Instead, the chocolate milk spilled all over the cafeteria!

A Circle the best word for each sentence.

The boy wished he were (taller / older) so he could go to school.

You must be (taller / bigger) than 20 inches to ride this ride.

My dad is six feet (tall / high).

Ivette's hair is (bigger / longer) than her sister's.

She was born first, so she was (older / bigger) than her friend.

B Draw a line through the word that should be removed from each sentence.

The dogs they are barking.

I saw that the cat she was stuck in the tree.

My friends and I we are going to a movie.

Elephants they are very smart.

C Fill in the blanks with *then* or *than*.

I woke up, _____ I ate cereal.

Poodles are bigger _____ Chihuahuas.

He runs faster _____ me.

First, write your name. _____ write the date.

Mars is smaller _____ Earth.

D Draw a line between the sentence and where it is likely to go in a paragraph about the importance of practice.

As you can see, practice really does _____ introduction
make perfect.

The key to success is lots of practice. _____ supporting detail

Lizzo practices piano for up to four hours a day. _____ conclusion

E Draw a ☺ next to the sentence that is correctly written.

One day he decided he himself would buy him a huge ice cream cone just for him.

One day, he decided to buy himself a huge ice cream cone just for himself.

One day, he decided to buy a huge ice cream cone just for himself.

One day he decided himself that he would buy him a huge ice cream cone for himself.

Excerpt from: **Golden Poison Frogs**

(1) The bright yellow color of golden poison frogs makes them look like small toys. (2) About the length of a paper clip, their tiny size also makes them appear harmless and cute. (3) Looks can be deceiving. (4) These tiny frogs they are extremely dangerous. (5) One golden poison frog has enough venom to kill up to 10 people. (6) They may be cute. (7) They are deadly.

1 Which of these would be the best introduction to the paragraph?

A Hunters used the poison frog's venom on the tip of their darts.

B Golden poison frogs are about one inch long.

C It's easy to get the wrong idea about the golden poison frog.

D Golden poison frogs are small golden frogs with poison.

2 What change, if any, should be made to sentence 2?

F Change *their* to *there*

G Remove the comma after *clip*

H Insert a comma after *harmless*

J Make no change

3 Which transition word should go at the beginning of sentence 3?

A However,

B Although,

C Finally,

D But,

4 What change would improve the clarity of sentence 4?

F Change *these* to *this*

G Change *tiny* to *Tiny*

H Remove *they*

J Add a comma after *frogs*

5 What is the best way to combine sentences 6 and 7?

A They are cute and deadly.

B They may be cute, but they are deadly.

C They are cute, even though they are deadly.

D They may be cute, that's because they are deadly.

A Put a ✓ next to the sentences that belong in a paragraph about how to make a peanut butter and jelly sandwich.

- First, get two slices of bread.
- Smear one slice of bread with your favorite peanut butter.
- My favorite peanut butter is the chunky kind.
- Historians think peanut butter is as old as the Aztecs.
- Choose a jelly that you like.
- Soldiers in WWII ate peanut butter and jelly sandwiches.

B Do these transitions help readers understand **time order** or **cause and effect**? Follow the example and write the following transition words where they belong in the table.

eventually because next so consequently finally

Time Order	Cause/Effect
<i>eventually</i>	<i>because</i>
_____	_____
_____	_____

C These sentences are repetitive. Circle the two words in each sentence that mean the same thing.

The flowers are pretty and very beautiful.

She said the book was too difficult and hard.

When will this test end and be over?

The dog looked sad and depressed.

D Someone tried to combine these sentences about Jack. Find and circle the mistake they made in each of the following sentences.

Jack ate a chocolate cookie. Jack drank lemonade.

Jack ate a chocolate cookie and Jack drank lemonade.
[inaccurate / repetitive / punctuation problem / missing information]

Jack ate a cookie and drank lemonade.
[inaccurate / repetitive / punctuation problem / missing information]

Jack ate and drank a chocolate cookie and lemonade.
[inaccurate / repetitive / punctuation problem / missing information]

Jack ate a chocolate cookie, and drank lemonade.
[inaccurate / repetitive / punctuation problem / missing information]

Excerpt from: **DIY Stickers**

(1) Did you know you can make your own stickers at home? (2) First, design your stickers. (3) Cut out the stickers. (4) Third, make the glue. (5) Use the kid-safe recipe. (6) The kid-safe recipe follows. (7) Next, paint the back of the sticker with your homemade glue. (8) Allow the glue to dry. (9) When you're ready to use your stickers, simply lick the back and apply. (10) Like a postage stamp, your stickers should stay where you put them. (11) Have fun!

1 Which sentence should go between sentences 1 and 2 to improve the flow of the paragraph?

- A** It's easy!
- B** Did you know you can make many things at home?
- C** Teachers often use stickers in the classroom.
- D** Stickers are made with paper and glue.

2 Sentence 2 gives a direction that is unclear. Which of the following sentences would help clarify the instructions?

- F** Designing stickers is easy and fun.
- G** Use markers or colored pencils to draw your own pictures on plain white paper.
- H** Kids love stickers that have silly designs.
- J** Store-bought stickers can be expensive.

3 What transition should be added at the beginning of sentence 3?

- A** Actually,
- B** Third,
- C** Eventually,
- D** Second,

4 Which two sentences should be combined?

- F** Sentences 1 and 2
- G** Sentences 3 and 4
- H** Sentences 5 and 6
- J** Sentences 8 and 9

A Circle the more precise word within each pair.

mother / parent
 kid / 4th grader
 toddler / child
 slurp / drink
 roach / bug
 walk / stroll
 cook / boil

B Combine each pair of sentences.

Sarah finished her homework.
 She went to play.

Are you going to the party?
 Are you staying home?

C Complete each sentence with **then** or **than**.

My dog is bigger _____ yours.
 Eat your peas, _____ clear your plate.
 It is colder here _____ in California.
 I got more _____ I needed.
 He will get your table set up, and _____ you can be seated.

D Circle the choice that makes each sentence more clear.

Mom really wants me to wash (the car / it).
 Beth and Janine watched (her / Janine's) little sister.
 Ramah told Lourdes that (Lourdes / she) wasn't nice.
 The dogs and cats fought over (the cats' / their) food.

E Draw a line through the sentence that does NOT belong in each paragraph.

Chihuahuas are small dogs with a lot of attitude. Weighing less than 10 pounds, Chihuahuas are some of the littlest dogs around. My grandmother has a Chihuahua. You can recognize Chihuahuas by their little round heads, huge eyes, and pointy ears.

Xi finished his test early and put his pencil down. He knew he should check his answers, but he felt exhausted. They had been working since 8:00 that morning. It was 1:00 now. Ms. Allsup had given them mint gum. Xi looked around and saw that many students were still writing. "I might as well check my work," he sighed.

Excerpt from: **The Unkind Prince**

(1) There was a young prince named Eldor. (2) Eldor was the bravest prince in all the land. (3) He was unkind. (4) King Lenox, Eldor's father, was getting old. (5) Instead of spending his days resting, as he should have been, the king could usually be found pacing around the castle. (6) The castle was huge with elaborate furnishings. (7) The king was worried. (8) The king didn't trust his unkind son to rule the kingdom. (9) "My unkind son must learn some lessons about being kind," thought the king.

<p>1 What introductory phrase should begin sentence 1?</p> <p>A At first, B One day, C Once upon a time, D In the beginning,</p>	<p>2 What transition best goes at the beginning of sentence 3?</p> <p>F Unfortunately, G Luckily, H Actually, J So,</p>
<p>3 Which sentence should be removed from the paragraph?</p> <p>A Sentence 2 B Sentence 3 C Sentence 6 D Sentence 8</p>	<p>4 Which of the following words is overused in the paragraph?</p> <p>F <i>sadly</i> G <i>prince</i> H <i>king</i> J <i>unkind</i></p>
<p>5 What is the best way to combine sentences 7 and 8?</p> <p>A The king was worried because he didn't trust his unkind son to rule the kingdom. B The king was worried and he trusted his unkind son to rule the kingdom. C The king was worried, and the king didn't trust his unkind son to rule the kingdom. D The king was worried, and he didn't trust his son.</p>	

A Draw a line through the word in each sentence that should be removed.

The doctor she has a worried look on her face.

The book fell down to the ground.

Kalaneh frowned and Kalaneh started to cry.

He was nearly almost finished.

B Complete each sentence with either **so** or **and**.

He's the oldest brother, _____ he gets his own room.

I went to bed early, _____ I am rested for the big game.

He's a big fan of football, _____ he loves soccer.

Lu was tired, _____ he was very hungry.

C Put a ✓ in the box next to the best revision of the following sentence.

All day long it was a silly song he had in his head.

All day long he had been thinking about a silly song all day.

All day long he had had a really silly song in his head.

He had a silly song in his head all day long.

He had been, all day long, having a silly song in his head.

He had a song in his head all day long.

D Circle the word or phrase that should replace the word **biggest** in this sentence.

Our school's **biggest** rule is that we must all respect one another. (most big / realest / most important / heaviest / newest)

E Circle the sentence that would make the best conclusion to a paragraph about how sharks hunt.

Sharks have lateral lines that run down their body, helping them detect vibrations in the water.

These adaptations make sharks some of the best hunters in the animal kingdom.

What makes sharks such terrifyingly effective hunters?

And that's why sharks are good hunters.

Excerpt from: **Snakes Make Great Pets**

(1) Are you one of those people who hates them? (2) If so, I'm here to change your mind. (3) Snakes are cool creatures that make perfect pets. (4) The most venomous snake in the world is the inland taipan of Australia. (5) Most other pets leave a mess in your home and require lots of attention. (6) Snakes, on the other hand, make good houseguests. (7) Snakes are clean. (8) Snakes are easy to take care of. (9) Snakes are fun to watch.

1 What change would clarify sentence 1?

A Insert **really** after **who**

B Change the question mark to a period

C Change **those** to **the**

D Change **them** to **snakes**

2 Which sentence does NOT belong in the paragraph?

F Sentence 3

G Sentence 4

H Sentence 5

J Sentence 6

3 Sentence 6 would be improved if the word **good** were replaced with –

A excellent

B decent

C slimy

D happy

4 Read the following sentence.

Just think about the cat's litter box that needs changing or the frequent walks dogs need.

This supporting detail should be added after –

F sentence 4 **H** sentence 5

G sentence 6 **J** sentence 7

5 How could sentences 7, 8, and 9 be combined to make the paragraph flow better?

A Snakes are clean, easy to take care of, and fun to watch.

B Snakes are clean and they are easy to take care of and fun to watch.

C Snakes are clean, easy, and fun.

D Snakes which are clean, are easy, and they are fun to watch.