

Texas Essential Knowledge and Skills for English Language Arts, Grade 5, 11(D) *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

4 What is the correct way to write...

F Zyla barely looked up as she ca

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

(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**

Needs cap

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

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

(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 **singl**

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 ✓s and Xs to help reduce their confusion.

Example

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**

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 5, 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

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

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

(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

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

Ella had to finish a project. Ella stayed after school.

- Ella had to finish a project, Ella stayed after school.
- Ella she had to finish a project, and Ella stayed after school.
- Ella had to finish a project, so she stayed after school.
- Ella had a project, but she stayed after school.

B Circle the more precise choice in each pair.

- student / fifth grader
- pediatrician / doctor
- animal / herbivore
- sports car / vehicle
- bluebonnet / flower
- building / skyscraper
- dachshund / dog

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

- The hard project was so difficult that the team didn't know how to begin.
- Kaleb quickly ran as fast as he could around the track.
- Iliana's pretty new dress was so beautiful.

D Draw a line through the sentence that does NOT belong in a paragraph about venomous snakes in Texas.

- The inland taipan of Australia is the world's most venomous snake.
- There are four kinds of venomous snakes in Texas.
- The dangerous cottonmouth can be found in Texas waterways.
- Nine different kinds of rattlesnakes live in Texas.

E Fill in the blanks with the best transition word or phrase from the box.

to begin finally then for example

Sahara makes interesting cookies. _____, she makes coconut raspberry cookies. _____, she mixes sugar, butter, and eggs. _____, she adds flour, baking soda, and coconut. She rolls the dough into balls and uses her thumb to make a dent in each cookie. _____, she fills the dent with raspberry jam.

Excerpt from: **Terrible Tuesday**

(1) It was a Tuesday, and I couldn't seem to find my pants. (2) I got on the bus anyway. (3) My friend Paz wanted me to sit by her. (4) I tried to move to the back of the bus to be near my friend, Paz, but we suddenly sped up. (5) At first, I couldn't keep my balance. (6) Then I started running as fast as I could down the aisle. (7) It was zooming forward so fast that I just kept running in the same place, like I was on a treadmill. (8) Finally, we came to a stop in front of school. (9) It wasn't our school, though. (10) It was a daycare. (11) I got off the bus. (12) I noticed again that I was missing pants. (13) Luckily, Paz was there by my side. (14) I turned to ask for pants, but she had turned into one of the laughing toddlers. (15) All of them, the children, were making fun of me! (16) That's when I woke up.

1 What revision should be made to sentence 4?

- A** Delete the comma
- B** Delete **my friend**,
- C** Change **the bus** to **it**
- D** Change **suddenly** to **sudden**

2 What change would improve the clarity of sentence 7?

- F** Change **was** to **were**
- G** Change **fast** to **faster**
- H** Delete zooming
- J** Change **It** to **The bus**

3 How should sentences 11 and 12 be combined?

- A** I got off the bus, I noticed again that I was missing pants.
- B** I got off the bus, and again I was missing pants.
- C** I got off the bus and noticed again that I was missing pants.
- D** I got off the bus, I noticed I was missing something, it was pants.

4 What is the most effective revision in sentence 15?

- F** All of them, the children, they were making fun of me!
- G** All the children were making fun of me!
- H** All of them, they were making fun of me!
- J** The children were making fun of me.

A Circle the word that best completes each sentence.

Everybody (love / loves) snow cones.

One of the kids (has / have) the right answer.

Three of the dogs (has / have) fleas.

Each of you (need / needs) to turn in a report by Monday.

B Underline the simple subject of each sentence.

Space is completely silent.

The footprints on the moon will last for millions of years.

One volcano on Mars is three times taller than Mt. Everest.

Scientists think there may have been life on Mars.

Jupiter is the largest planet.

C Change each fragment into a complete sentence.

Without even getting up.

 I can reach my TV without even getting up.

The ugly duckling.

Upon leaving for school each day.

Like he'd never heard that song.

D Write complete sentences using the provided words.

Jake Keith both cooks good and are

did enough you eat get to

neighbor a Jo drives my car yellow

E Complete each sentence with a correct verb from the box.

bark has have barks

A worm _____ no arms or legs.

Snakes _____ only one lung.

My dog _____ when I come home.

Dogs _____ to show worry.

Excerpt from: **No Bake Cookies**

(1) Making cookies without an oven are simple and fun!
 (2) First, your ingredients. (3) You'll need 2 cups of sugar, ¼ cup unsweetened cocoa, ½ cup milk, ½ cup butter, a teaspoon of vanilla, a pinch of salt, ½ cup chunky peanut butter, and 3 cups of quick oats. (4) Add the sugar, cocoa, milk, and butter to a pan over medium heat. (5) Bring the mix to a boil while gently stirring. (6) Boil for one minute. (7) And remove the mixture from heat. (8) Stir in the remaining ingredients. (9) Allow the mixture to cool for one hour. (10) Next, drop spoonfuls of the dough onto waxed paper. (11) Finally, place the cookies in the refrigerator, after chilling for one hour, your cookies are ready to enjoy.

1 What change is needed in sentence 1?	2 What change should be made to sentence 2?
A Change <i>are</i> to is	F Change <i>your</i> to you're
B Change <i>Making</i> to Make	G Add gather after the comma
C Add a comma after simple	H Delete the comma
D No change is needed	J Add needed after <i>ingredients</i>

3 How should sentences 6 and 7 be written?

A Boil, for one minute remove the mixture from heat.
B Boil for one minute. And remove the mixture, from heat.
C Boil for one minute and remove the mixture from heat.
D Boil for one minute, remove, the mixture from heat.

4 How should sentence 11 be written?

F Finally, place the cookies in the refrigerator and after chilling for one hour, your cookies are ready to enjoy.
G Place cookies in the refrigerator and chill and enjoy.
H Finally, your refrigerator cookies are ready to enjoy.
J Finally, place the cookies in the refrigerator. After chilling for one hour, your cookies are ready to enjoy.

A Draw a line connecting the different forms of each verb.

know	helped	known
feel	felt	spread
seek	<u>knew</u>	sought
keep	spread	felt
spread	kept	helped
see	saw	seen
help	sought	kept

B Circle the correct verb in each sentence.

Yolanda (crept / creeped) slowly down the hallway.

Shelby (choosed / chose) gummy bears to put on her yogurt.

The clock (striked / struck) nine and I (knew / knowed) I was late.

What do you think the teacher (meaned / meant) to say?

C Fill in the blanks with the correct form of the verb in parentheses.

Caterpillars _____ butterflies. (become / becomes)

Who keeps _____ the white board markers? (steals / stealing / stolen)

When I got to school, I realized I had _____ my lunchbox. (forgets / forgetting / forgotten)

D Circle all the irregular verbs.

hit collect examine get

say draw do yell

color bite scream fall

need open exclaim

go maneuver reiterate

undo freeze collect

assume evaluate swim

E Place a ✓ in the box next to each sentence that uses the correct verb forms.

Yelena help her mom in the kitchen.

In September, the leaves change color.

Samat hurry to get to the bus stop on time.

Iggy wonder why she can't have a dog.

We finished eating our sandwich and asked for a cookie.

Perla ask if she can be the lunch monitor today.

Excerpt from: **Rocky's Rebellion**

(1) "It fits!" Pauline gushed as she adjusted Rocky's bow. (2) Pauline had just bought a new doll's dress. (3) She was thrilled to see that her new puppy looking adorable in it! (4) "Now, a pretty bonnet will keep the sun from your eyes," Pauline said. (5) Rocky fought as Pauline tied a frilly bonnet over his ears. (6) "Oh, a skirt would be just the thing," she cooed. (7) She choosed a gauzy pink tutu and pulled it up over Rocky's rear paws. (8) "Just adorable!" she exclaimed as she runned to find her phone.

(9) Pauline's face fell when she returned. (10) The tutu was shredded. (11) Rocky had torn the frills from the bonnet, and the bib hanged in tatters from his neck. (12) He happily wagged his tiny tail.

1 What should be changed in sentence 2?

A Change **had** to **have**

B Change **doll's** to **dolls'**

C Change **new** to **knew**

D Change **buyed** to **bought**

2 How should sentence 3 be changed?

F Change **looking** to **looked**

G Change **looking** to **looks**

H Change **see** to **saw**

J Change **puppy** to **puppi**

3 What changed is needed in sentence 5?

A Change **bonnet** to **bonet**

B Change **ears** to **ear's**

C Change **fighted** to **fought**

D Change **tied** to **tyed**

4 What change should be made in sentence 7?

F Change **choosed** to **chose**

G Change **pulled** to **pooled**

H Change **Rocky's** to **rocky's**

J Add a comma after **tutu**

5 How should sentence 8 be changed?

A Change **her** to **she**

B Change **runned** to **ran**

C Change **find** to **finding**

D Make no change

6 What change should be made to sentence 11?

F Delete the comma

G Change **and** to **but**

H Change **torn** to **torned**

J Change **hanged** to **hung**

A Draw a 😊 next to the sentences that use adjectives correctly.

Thank you for the thoughtful gift.

It was a calm, peacely day.

Garlic has a powerful smell.

Please be respect to the substitute.

What a wonderful song!

B Circle the correct comparative adjective in each pair.

bigger / more big

complexer / more complex

tougher / more tough

talenteder / more talented

differenter / more different

softer / more soft

busier / more busy

C Fill in the blanks with adjectives.

School is _____

Homework is _____

Friends are _____

Fridays are _____

Reading is _____

Math is _____

Music is _____

D Match each noun with the appropriate adjective.

bee	bird	butterfly
small	smaller	smallest
paper	marker	pencil
light	lighter	lightest
skyscraper	tree	house
tall	taller	tallest

E Circle the correct choice in each sentence.

Getting braces is (more expensive / expensive) than I thought.

My sister's room is the (messier / messiest) in the house.

Thea seemed (nervouser / more nervous) than I expected.

Milos has a (fabulous / fabulouser) new coat.

My backpack has (more / most) capacity than Marcela's.

Harry hopes he can find a (interestinger / more interesting) book at the library this time.

Jhumpa was worried when she saw the (helpless / most helpless) kitten in the tree.

Excerpt from: **What Does it Take to be the Best?**

(1) Eliud Kipchoge, of Kenya, is the world's most fastest marathon runner. (2) One of the world's premier athletes, Kipchoge has been running since 2002. (3) When training for a marathon, Kipchoge runs every single day, twice on most days, and logs over 100 kilometers per week.

(4) The amazingly American swimmer, Michael Phelps, holds the world record for most Olympic gold medals, 23. (5) Phelps began swimming at 7 and was seriously training by age 10. (6) In peakish training periods, Phelps would train six days a week for five to six hours each day. (7) He might swim 80,000 meters a week.

(8) It turns out that it takes a lot of harder work to be the best!

<p>1 What change, if any, should be made to sentence 1?</p> <p>A Delete most</p> <p>B Change fastest to faster</p> <p>C Capitalize marathon</p> <p>D Change is to were</p>	<p>2 What change is necessary in sentence 2?</p> <p>F Delete been</p> <p>G Change world's to worlds</p> <p>H Change premier to premieral</p> <p>J No change is necessary</p>
<p>3 How should sentence 4 be changed?</p> <p>A Add more before amazingly</p> <p>B Change medals to metals</p> <p>C Change amazingly to amazing</p> <p>D Change gold to Gold</p>	<p>4 In what way should sentence 6 be changed?</p> <p>F Change would to wood</p> <p>G Change peakish to peak</p> <p>H Change training to trainy</p> <p>J Change week to weak</p>
<p>5 How should sentence 8 be written?</p> <p>A It turns out that it takes a lot of hard work to be the best!</p> <p>B It turns out that it takes a lot of harder work to be the better!</p> <p>C It turns out that it takes a lot of harder work to be the more better!</p> <p>D It turns out that it takes a lot of hard work to be the most best!</p>	