

Revising and Editing

Guided Revising

Read the following story. Then read each question and mark the correct answer.

Deshawna wrote this story about an outdoor experience. She would like you to read her story and think about the improvements she should make. When you finish reading, answer the questions that follow.

Fishing for Monsters

(1) It wasn't going to be the kind of day anyone would want to be outside. (2) It was already muggy. (3) It was a little bit breezy. (4) It was getting hot. (5) Still, right after she crawled out of bed, Kim called Nichelle, hoping she'd thought of something "outdoorsy" to do. (6) They talked a while, and Nichelle said she wanted to try fishing at Muddy Branch Pond. (7) Kim hung up. (8) She got her brother's fishing gear and met Nichelle outside. (9) The weather was muggy, breezy, and hot. (10) Even though the fish usually didn't bite on warm, windy days, they rode their bikes to the edge of the woods and then walked them down through the trees to the pond.

(11) The pond was green. (12) Nichelle knew more about what she was doing than Kim did. (13) Kim didn't catch anything at all. (14) Nichelle caught a couple of "keepers"; she tossed them back.

(15) Kim, after she started to get bored, saw something peeking up from behind a couple of tree stumps in the water. (16) It looked huge. (17) It looked bumpy. (18) It looked sort of grey.

(19) "See that?"

(20) "No."

(21) She pointed at the thing. (22) "There," she said. (23) "The big alligator thing with its back sticking out of the water. (24) Maybe it's the Loch Ness monster of Muddy Branch Pond."

(25) Kim realized that it was a tent floating in the pond. (26) She stood up. (27) Nichelle shouted for her not to get in the water, but Kim got in and swam toward the thing. (28) Kim stood up a few minutes later, holding an old tent in one hand.

1 Deshawna is evaluating the use of *muggy*, *breezy*, and *hot* in her description of the weather in the first paragraph (sentences 1–10). What is the most effective way for her to improve her paragraph?

- A Delete sentence 9
- B Delete sentence 10
- C Combine sentences 2–4
- D Change *warm* and *windy* to *hot* and *breezy* in sentence 10

EXPLANATION: Sentence 9 repeats ideas in sentences 2, 3, and 4, so it should be deleted.

A is correct.

- **B** is incorrect because sentence 10 contains important information that should not be deleted.
- **C** is incorrect. Combining sentences 2–4 would create a sentence that is too similar to sentence 9.
- **D** is incorrect because changing *warm* and *windy* to *hot* and *breezy* would reduce variety in word choice.

TEKS 13C

2 What is the most effective way for Deshawna to revise sentence 14 so that its idea is clear?

- F Nichelle used her fishing pole to catch a couple of “keepers”; she tossed them back.
- G Nichelle caught a couple of “keepers,” fish that were big enough for her to keep legally, but she tossed them back.
- H All Nichelle caught that whole hot and humid morning were a couple of “keepers” that she tossed back.
- J All Nichelle did was fish and complain about the heat, but she caught a couple of “keepers” that she tossed back.

EXPLANATION: Many readers will find sentence 14 confusing because they need help understanding *keepers*. **G** is correct.

- **F**, **H**, and **J** are all incorrect because they don’t make the idea of sentence 14 clearer.

TEKS 13C

3 Deshawna thinks that sentences 16, 17, and 18 sound choppy. What is the most effective way for her to rewrite them?

- A It looked huge, bumpy, and sort of grey.
- B Because it looked huge and bumpy, it looked sort of grey.
- C Although it looked huge and bumpy, it also looked sort of grey.
- D It looked huge; it looked bumpy; it looked sort of grey.

EXPLANATION: To eliminate the choppiness, Deshawna can use commas and a coordinating conjunction to combine the sentences. **A** is correct.

- **B** and **C** are incorrect because they don’t make sense.
- **D** is incorrect because the new sentence still sounds choppy.

TEKS 13C

4 Deshawna’s audience may be confused by the dialogue in sentences 19–24. What change, if any, should she make?

- F Identify the speakers
- G Delete sentences 20–23
- H Move sentence 20 to the paragraph below
- J Make no change

EXPLANATION: Deshawna can use a dialogue tag, such as “Kim said,” to tell who is speaking. **F** is correct.

- **G** and **H** are incorrect because neither change will help identify who is speaking.
- **J** is incorrect because it is unclear who is speaking; revision is necessary.

TEKS 13C

5 What is the most effective way for Deshawna to improve the level of suspense in the seventh paragraph (sentences 25–28)?

- A Move sentence 27 so that it appears after sentence 28
- B Use more descriptive details in sentence 28 to show how dirty the pond is
- C Add a scene in which Kim and Nichelle argue about whether to get into the water
- D Replace sentence 25 with a scary description of the strange object in the pond

EXPLANATION: Sentence 25 tells readers that the object is a tent and that Kim knows it. Including a scary description would increase the level of suspense, so **D** is correct.

- **A** is incorrect because this change would place events out of sequence.
- **B** and **C** are incorrect because the changes would increase tension and conflict, not the level of suspense.

TEKS 13C

6 Deshawna wants to use figurative language to describe Kim and the tent. What is the most effective way for her to rewrite sentence 28?

- F Kim stood up a few minutes later, holding an old tent in one hand and wearing a big grin.
- G Kim stood up a few minutes later, holding an old tent in one hand, and Nichelle started laughing.
- H Kim stood up a few minutes later, holding an old tent in one hand, letting it dangle there like a prize-winning fish.
- J Kim stood up a few minutes later, holding an old tent in a really funny way.

EXPLANATION: Figurative language is used to make comparisons that are not literally true. **H** is correct because it compares the tent to a fish.

- **F**, **G**, and **J** are incorrect because they do not use figurative language in their descriptions.

TEKS 13C



Revising Practice 1

Read the following story. Then read each question and mark the correct answer.

Matthew wrote this story about a time that information proved helpful to someone. He would like you to read his story and think about the improvements he should make. When you finish reading, answer the questions that follow.

A Thanksgiving Scare

(1) Last summer, Robert decided to sign up for a course at his local teen center. (2) A few people said he should take first aid, so Robert signed up for the class. (3) It lasted four weeks, and Robert learned a lot. (4) They covered the basics, including what injuries needed a doctor's examination and when to call for help.

(5) After the class ended, Robert did not spend much time thinking about what he had learned. (6) Then, on Thanksgiving, he had to put his knowledge into practice. (7) When his uncle started to carve the turkey, the knife slipped! (8) He wound up with a deep cut in his hand, and it bled a lot. (9) Luckily, everything was going to be all right!

(10) "Well, that one's going to smart, isn't it?" his uncle asked.

(11) "It probably will," Robert answered. (12) "Cold water'll help." (13) Robert's uncle immediately put his hand in the sink, but the blood kept coming.

(14) Robert scrubbed his hands, found some bandages, and pressed them over the cut. (15) "Hey, that hurts," his uncle said.

(16) "If we don't add pressure, it's going to keep bleeding."

(17) "Okay," his uncle said. (18) "Just hurry up, okay?"

(19) Robert taped a bandage in place. (20) They called the hospital and were told that Robert's uncle should see a doctor. (21) They drove to the hospital and waited a while in the Emergency Room. (22) A doctor checked the cut. (23) "Nice job," he said. (24) "Go home."

(25) Robert learned how important it is to stay calm, administer first aid, and call for help in an emergency. (26) Robert wound up feeling very happy that he'd taken the course.

- 1 Matthew wants sentence 1 to show that Robert doesn't want to take a summer course. What is the most effective replacement for *decided to sign up for*?
- A longed to take
 - B was asked to register for
 - C considered taking
 - D dreaded the thought of sitting through
- 2 In the second paragraph (sentences 5–9), what is the most effective way to increase the story's level of suspense?
- F Move sentence 6 so that it follows sentence 8
 - G Replace sentence 9 with a detailed description of the cut and of the danger
 - H Build in descriptive details that tell the reader more about Robert's uncle
 - J Insert a flashback to Robert's class on the day that he learns how to treat dangerous cuts
- 3 In sentence 10, Matthew wants readers to recognize that Robert's uncle is acting brave but is frightened. What is the most effective replacement for *his uncle asked*?
- A his uncle sobbed, his voice shaking
 - B his uncle shrugged, his voice trembling
 - C his uncle glared, his voice quiet and calming
 - D his uncle grinned, his voice loud and comforting
- 4 Which of the following sentences uses figurative language to create a more vivid description of the cut in sentence 13?
- F Blood ran down his arm and started to splash in the sink.
 - G Although the sink's water was cold, his arm wouldn't stop bleeding.
 - H As if a pipeline had burst in his arm, blood just kept pouring into the sink.
 - J The bright red liquid mixed with water from the sink, looking pink as it ran into the drain.
- 5 Sentence 21 begins, "They drove to the hospital . . ." Matthew would like to use a more vivid verb to describe their trip. Which of the following is the most effective replacement for *drove*?
- A raced
 - B went
 - C headed
 - D traveled
- 6 Matthew's audience might not understand what the doctor means when he says "Nice job" in sentence 23. Which of the following sentences would be most effective following sentence 23?
- F "The cut's not too bad," he said.
 - G He smiled at them and nodded.
 - H "You two treated the cut exactly as you should have."
 - J The doctor meant that they had done the right thing.



Revising Practice 2

Read the following story. Then read each question and mark the correct answer.

Sacha wrote this story about an experiment in the future. She would like you to read her story and look for the improvements she should make. When you finish reading, answer the questions that follow.

Food in the Future

(1) Everyone looked toward the door as the robot instructor rolled into the classroom. (2) The robot told us to turn on our laptops to access today's science lesson. (3) I read the material on the screen. (4) I pulled a lever beside my desk. (5) A table rose from the floor. (6) The robot pushed a button at his desk, and small rolling cabinets started to appear at each of our desks. (7) The carts had the equipment we needed for today's experiment. (8) Our experiment was studying how people on Earth used to grow vegetables.

(9) A screen lowered from the ceiling. (10) Images appeared on the screen. (11) The instructor explained that farmers grew vegetables in the ground. (12) We all laughed. (13) He had to be joking! (14) The instructor continued his speech. (15) People had really planted seeds in the ground, watered the seeds, and waited for the plants to grow. (16) It sounded crazy. (17) Today our food is grown in labs and is available immediately.

(18) Our assignment, Screen 3 explained, is to attempt to grow food like people of the past. (19) I touched a button on my screen, and my lab assistant robot appeared. (20) First I read the instructions for the experiment and began to fill a cup with dirt. (21) Then I took a bean seed from the assistant and put it in a hole in the dirt. (22) I covered the hole and requested water. (23) The assistant gave me a container of water, and I poured a small stream onto the seed. (24) Finally, I placed the cup under a sun lamp. (25) My family uses a sun lamp to warm our house in the winter. (26) The bean plant began to grow. (27) I was growing food like people in the ancient past!

- 1 Sacha wants to use figurative language to introduce the setting. What is the most effective way for her to rewrite sentence 1?
- A Everyone looked toward the door as the futuristic instructor bolted into the classroom.
 - B Everyone looked toward the door as the shiny metal instructor teetered into the classroom.
 - C The enthusiastic students looked up eagerly as the robot instructor rolled into the classroom.
 - D The students gazed up like obedient pets as the robot instructor rolled into the classroom.
- 2 What is the most effective way to combine sentences 12 and 13 and make the meaning more clear?
- F We all laughed and we realized he had to be joking.
 - G We all laughed, we knew he was joking.
 - H We all laughed because we thought he had to be joking.
 - J We laughed, of course he was joking.
- 3 What sentence should be added after sentence 17 to support sentence 16 and add to readers' understanding of the futuristic setting?
- A My least favorite food is broccoli.
 - B No one touches dirt or steps outside to grow our food.
 - C Most labs are located inside large factories outside the main city.
 - D Restaurants purchase their vegetables from labs.
- 4 Sacha wants to convey the narrator's feelings about the first step of the experiment. Which of the following sentences would be most effective following sentence 20?
- F I could not believe I was touching real dirt.
 - G The dirt was a dark, grainy substance.
 - H I knew what dirt was but had never seen it before.
 - J Some of the dirt spilled on my desk, and I brushed it off.
- 5 What transition word or phrase could Sacha add to the beginning of sentence 22 to help the reader follow the narrator's actions?
- A Next
 - B Therefore
 - C Finally
 - D In addition to
- 6 Which sentence should be deleted because it does not relate to the story line?
- F Sentence 24
 - G Sentence 25
 - H Sentence 26
 - J Sentence 27



Guided Editing

Read the following essay. Then read each question and mark the correct answer.

Carlos wrote this expository essay about changes in how we read books. He would like you to read his essay and think about the corrections he should make. When you finish reading, answer the questions that follow.

Books: No Longer the Same Old Thing

(1) When an author publishes a novel, how will you read it? (2) You may run to a bookstore and buy them or order it online. (3) You may decide, however, to download the book in digital format. (4) Like printed books, digital books can be bought online. (5) The two types of books share certain characteristics, but they also differ, and digital books are becoming more and more popular!

(6) Although the content in print and digital books may be the same, there are differences among the two. (7) The first difference is access. (8) Printed books are borrowed from libraries or bought at bookstores by people. (9) Millions of printed books can be ordered online. (10) Although a couple of million titles are available for download, more are in print. (11) While a couple of million sounds like a lot, it does not help if you are looking for one of the millions, which are unavailable. (12) Libraries don't have every book, so you may need to buy one. (13) However, if someone was to order a book online, delivery might take days. (14) Digital books come immediately, and you don't have to travel to a library or bookstore.

(15) Another difference is storage. (16) You may run out of room for printed books, but a digital book reader can hold thousands. (17) If the reader's battery dies, you may lose books. (18) However, this does not occur with printed books; they will still be on the shelf!

(19) A final difference concerns how the books are made. (20) Printed books use raw materials like wood pulp and water. (21) Digital books do not require paper or water. (22) They may be better for the environment.

(23) Make your own choice, print or digital. (24) Just keep on reading!

1 What change should be made in sentence 2?

- A Change *may* to **should**
- B Change *bookstore* to **book store**
- C Change *online* to **on line**
- D Change *them* to **it**

EXPLANATION: Pronouns should agree in number with the nouns they represent. The pronoun *them* is plural, but *novel*, the noun it represents, is singular. **D** is correct.

- **A** is incorrect. Changing *may* to *should* would change the meaning of the sentence.
- **B** is incorrect. *Bookstore* is already correct.
- **C** is incorrect. Changing *online* to *on line* will create an error.

TEKS 13D, 17, 19

2 What change should be made in sentence 6?

- F Change *Although* to **When**
- G Change *among* to **between**
- H Delete the comma after *same*
- J Change *differences* to **diferences**

EXPLANATION: *Between* refers to two things. *Among* refers to a group of three or more. In sentence 6, only two kinds of books are being compared, so *between* should replace *among*. **G** is correct.

- **F** is incorrect because changing *Although* to *When* would result in a sentence introduction that does not make sense.
- **H** is incorrect because the comma correctly separates a lengthy introductory clause from the independent clause that follows it.
- **J** is incorrect because *differences* is spelled correctly.

TEKS 13D, 17, 18B, 19

3 What is the correct way to rewrite sentence 8 so that it is in the active voice?

- A Printed books are loaned by libraries or sold by bookstores to people.
- B People borrow printed books from libraries or buy them at bookstores.
- C Books are borrowed from libraries or sold at bookstores by people.
- D Printed books are borrowed or bought by people who use libraries or bookstores.

EXPLANATION: In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence receives the action. Because the word *people* performs the action upon *books*, a sentence in the active voice should use *people* as its subject. **B** is correct.

- **A, C,** and **D** are incorrect because the subject of these sentences, *books*, receives the action rather than performs it.

TEKS 13D, 17A

4 What change, if any, should be made in sentence 11?

- F Change **sounds** to **sound**
- G Change **a couple of** to **several**
- H Change **millions, which are** to **millions that are**
- J Make no change

EXPLANATION: The clause *which are unavailable* is restrictive because *the millions* would not make sense without it. Therefore, the clause should begin with *that* instead of *which* and should not be preceded by a comma. **H** is correct.

- **F** is incorrect because *couple* and *sounds* agree in number; *sound* would introduce an agreement error.
- **G** is incorrect because *several* would indicate that there are far more than two million books, changing the sentence's meaning.
- **J** is incorrect because the sentence contains an error and needs to be corrected.

TEKS 13D, 17A

5 What change should be made in sentence 13?

- A Change **was** to **were**
- B Insert a comma after **someone**
- C Change **a book** to **books**
- D Replace the second comma with a semicolon

EXPLANATION: The word *if* shows that the sentence is in the subjunctive mood. *Were*, not *was*, is the past subjunctive form of *to be*. **A** is correct.

- **B** is incorrect because inserting a comma after *someone* would separate the clause's subject from its verb.
- **C** is incorrect because *a book* is correct and does not need to be changed.
- **D** is incorrect because the comma correctly separates an introductory adverb clause from the clause it modifies.

TEKS 13D, 17B, 18B

6 What change, if any, should be made in sentence 18?

- F Delete **However**,
- G Change **ocur** to **occur**
- H Replace the semicolon after **books** with a comma
- J Make no change

EXPLANATION: *Occur* should be spelled with two c's. **G** is correct.

- **F** is incorrect because *However* is used correctly.
- **H** is incorrect because the change would create an error in punctuation.
- **J** is incorrect because sentence 18 contains an error and must be corrected.

TEKS 13D, 17C, 18B, 19



Editing Practice 1

Read the following essay. Then read each question and mark the correct answer.

Julia wrote this essay about an issue that affects teenagers and their families. She would like you to read her essay and think about the corrections she should make. When you finish reading, answer the questions that follow.

Too Busy for Her Own Good

(1) On Mondays Monica swims. (2) On Tuesdays she takes karate; she plays basketball each Wednesday. (3) On Thursdays she has school newspaper and plays guitar. (4) She is also on the speech team, that means she has tournaments on Fridays. (5) She plays tennis every weekend. (6) Some people say she's a busy, well-rounded teen. (7) They're wrong. (8) She has to keep her grades up, but she doesn't have time for homework. (9) Teens like Monica are not well-rounded; they're too busy.

(10) Monica made an activity chart and learned the truth. (11) Every minute was full. (12) When she showed the chart to her parents, they were surprised. (13) She hadn't realized how full every day was for Monica. (14) It was time for a change.

(15) Monica's grades started to drop, and that worried her parents. (16) It also worried her. (17) Therefore, they made an appointment with the school councilor. (18) She said Monica was doing too much. (19) She had to drop some activities but she wasn't sure which ones. (20) She knew that if she had to choose a favorite activity between all of the choices, she would choose playing guitar. (21) She dropped basketball and karate. (22) Then Monica decided to drop speech but stay on the newspaper staff.

(23) When these changes went into effect, Monica's life seemed empty, but she slept more, had time for homework, and was happier than she had been for a long time. (24) She had time to hang out, and her grades improved. (25) Monica's advice is simple. (26) If she was you, she would drop unnecessary activities and make time for herself!

1 What change, if any, should be made in sentence 4?

- A Change **that** to **which**
- B Delete the comma after **team**
- C Change **tournaments** to **tournaments**
- D Make no change

2 What change should be made in sentence 13?

- F Change **She** to **They**
- G Add a comma after **realized**
- H Change **every day** to **everyday**
- J Add a colon after **was**

3 What change, if any, should be made in sentence 17?

- A Change **made** to **set up**
- B Change the comma to a dash
- C Change **councilor** to **counselor**
- D Make no change

4 What change should be made in sentence 19?

- F Change **ones** to **one**
- G Change **wasn't** to **is not**
- H Insert a comma after **activities**
- J Change the period to a question mark

5 What change should be made in sentence 20?

- A Delete **playing**
- B Change **between** to **among**
- C Insert a comma after **favorite**
- D Delete the comma after **choices**

6 What change should be made in sentence 26?

- F Change **was** to **were**
- G Replace the comma after **you** with a colon
- H Change **herself** to **her self**
- J Insert a comma after **activities**



Editing Practice 2

Read the following passage. Then read each question and mark the correct answer.

Madison wrote this paper about a historical figure. She would like you to read her paper and look for the corrections she should make. When you finish reading, answer the questions that follow.

Sam Houston

(1) Sam Houston is an important figure in Texas history. (2) He was born in Virginia on March 2, 1793. (3) In 1807, Houston's family moves to Tennessee. (4) While living in Tennessee Houston fought in the War of 1812. (5) He also was a member of the House of Representatives for Tennessee.

(6) Houston left Tennessee and eventually moved to Texas. (7) Before coming to Texas, he had been living with a Cherokee tribe. (8) Some people believe that Houston came to Texas because he wanted to get land for the Cherokee tribe.

(9) Once in Texas, Houston began to support the cause of the American settlers. (10) At that time, Texas was a Mexican state. (11) The settlers wanted independence from Mexico. (12) They formed an army. (13) In 1836 Sam Houston was named commanding general of the revolutionary army. (14) On March 2, 1836, he signed the Texas declaration of independence.

(15) On March 6, the Mexican army led by General Santa Anna defeated a group of soldiers at the Alamo. (16) After hearing of the defeat, Houston and his army retreated. (17) The army camped at a farm and made plans for attack.

(18) On April 21, 1836, Houston and his army surprised Santa Anna and the Mexican forces. (19) The battle lasted less than 18 minutes. (20) The Mexican army was defeated, and Santa Anna was captured. (21) He signed a treaty that gave Texas independence.

(22) After the treaty was signed, Texas became the Republic of Texas. (23) Sam Houston became the first president. (24) Later, Texas became a part of the United States. (25) Houston served as a United States senator for Texas and as a governor. (26) He died in 1863.

1 What change, if any, should be made in sentence 3?

- A Change *In 1807* to **During 1807**
- B Change *Houston's* to **Houstons'**
- C Change *moves* to **moved**
- D Make no change

2 What change should be made in sentence 4?

- F Change *War* to **war**
- G Insert a comma after *Tennessee*
- H Insert a semicolon after *Tennessee*
- J Change *fought* to **fights**

3 What change should be made in sentence 14?

- A Change *March* to **march**
- B Delete the comma after *March 2*
- C Insert a colon after *signed*
- D Change *declaration of independence* to **Declaration of Independence**

4 What change, if any, should be made in sentence 15?

- F Change *led* to **lead**
- G Change *General* to **general**
- H Change *defeated* to **that defeated**
- J Make no change

5 What change should be made in sentence 17?

- A Change *at a farm* to **to a farm**
- B Insert a comma after *farm*
- C Change *atack* to **attack**
- D Change *camped* to **camps**

6 What change, if any, should be made in sentence 20?

- F Change *was captured* to **is captured**
- G Delete the comma after *defeated*
- H Change *was defeated* to **was defeating**
- J Make no change



