

Editing and Revising

State Released Items

Ryan's English teacher asked the students to write a narrative about a person they respected. Ryan decided to write about his friend Jim Hardy. First he made a web of the ideas he wanted to include in his narrative. Then he wrote a rough draft. Now he needs help revising and editing it.

This is Ryan's rough draft. Read and use it to answer questions 1–6.

1 Until this year Jim Hardy had no rival for the quarterback position on Central Middle
2 School's football team. When Tomás Castro moved to town, things changed. Tomás was from
3 Longview Texas, and he could run and pass just as well as Jim. Gradually coach Dickerson
4 began playing them equally. The team was set to play its critical final game on Thursday night.
5

6 Both boys were in Mrs. Harmon's English class. At the end of class on Tuesday, Mrs.
7 Harmon asked Tomás to see her about his report. Jim needed to ask Mrs. Harmon a question so
8 he waited while Tomás talked to her so he could ask her a question.
9

10 "Tomás, I'm surprised that you didn't turn in you're report on Monday when it was due,"
11 Mrs. Harmon said.
12

13 "But I did turn it in. I left it on your desk at the end of class," Tomás explained.
14

15 "I'd like to think you did. You've always turned your work in on time. But I haven't seen it.
16 Did you keep a copy?"
17

18 "No, I only have a rough draft. I hope its still at home."
19

20 Gritting his teeth, Jim wrestled with himself. He knew Tomás had turned the paper in. He
21 had seen Tomás put it on Mrs. Harmon's desk. Without the paper, Tomás would be ineligible to
22 play in Thursday's game. That definitely meant Jim would definitely play.
23

24 "Tomás, I'll take another copy of the paper, but you won't get full credit," said Mrs. Harmon.
25

26 Jim sighed and stepped forward. "Mrs. Harmon, I saw Tomás lay the report on your desk
27 Monday. Maybe it's been misplaced."
28

29 "Okay, Tomás, I'll look for the paper a little longer before I ask you to redo it. Since I
30 know you turned it in, I won't take any points off," she smiled. "Thanks for your honesty, Jim."
31

32 "Yeah, Jim. Thanks a lot," Tomás said.
33

34 "Sure," Jim nodded as he left. He would have to work hard in practice this week, but he
felt good.

[Comma—City/state]

- 1 What is the **best** change, if any, to make in the sentence in lines 2–3 (*Tomás . . . as Jim.*)?
- a Change *was* to **is**.
 - b Insert a comma after *Longview*.
 - c Change *well* to **good**.
 - d Make no change

[Capitalization—Titles of people]

- 2 What is the **best** change, if any, to make in the sentence in lines 3–4 (*Gradually . . . equally*)?
- f Change *coach* to **Coach**.
 - g Change *began* to **beginned**.
 - h Change *them* to **him**.
 - j Make no change

[Redundancy of Word/phrase]

- 3 In lines 7–8, the sentence (*Jim needed . . . a question.*) is poorly written. Which one of these is the **best** way to rewrite it?
- a Jim needed to ask Mrs. Harmon a question so he waited. While Tomás talked to her so he could ask her a question.
 - b Jim needed to ask Mrs. Harmon a question, he waited while Tomás talked to her so he could ask her a question.
 - c Jim needed to ask Mrs. Harmon a question so he waited while Tomás talked to her.
 - d Jim needed to ask Mrs. Harmon a question so he waited while Tomás talked to her, and then he could ask her a question.

[Special problems—you're/your]

- 4 What is the **best** change, if any, to make in the sentence in lines 10–11 (*“Tomás, . . . Harmon said.”*)?
- f Change *surprised* to **suprised**.
 - g Change *you’re* to **your**.
 - h Change *it* to **I**.
 - j Make no change

[Special problems—its/it’s]

- 5 What is the **best** change, if any, to make in the sentence in line 18 (*I hope . . . home.*)?
- a Change *its* to **it’s**.
 - b Change *hope* to **hopes**.
 - c Delete the quotation marks after *home*.
 - d Make no change

[Redundancy of Words]

- 6 In line 22, the sentence (*That . . . play.*) is poorly written. Which one of these is the **best** way to rewrite it?
- f That definitely meant something, Jim would definitely play.
 - g That definitely meaning that Jim would definitely play.
 - h That meant Jim would definitely play.
 - j That definitely meant it. Jim definitely playing.

[Logical/chronological order]

- 7 Ryan wants to add the following sentence to paragraph 7: *No one else had seen Tomás do that because no one else had been around.*

The sentence would **best** fit

- f after the sentence in line 20
(*Gritting . . . himself.*)
- g after the sentence in line 20
(*He knew . . . paper in.*)
- h after the sentence in lines 20–21
(*He had . . . Harmon's desk.*)
- j after the sentence in lines 21–22
(*Without . . . Thursday's game.*)

Juan's social studies teacher asked each student to write a report about a career that sounded interesting. Juan had recently read an article about bush pilots so he went back to the library to search for the article. When he found it, he jotted down some notes and used them to write a rough draft of his report. Now he needs help revising and editing it.

This is Juan's rough draft. Read and use it to answer questions 7–12.

1 When the telephone in her cabin near Nenana Alaska, rang at 4:30 a.m., Myra Larsen was
2 already wide-awake. A few minutes earlier the distress call on her radio had broken the early
3 morning silence. "Climber needs help!" the radio had said.

4
5 Myra, a bush pilot who is always prepared for emergencies, calmly answered the phone.
6 Bill Markley of the U.S. Forest Service was calling to say a mountain climber on Mount
7 McKinley was having severe stomach pains. "He needs medical assistance. It looks like
8 appendicitis," Bill said.

9
10 Already dressed, Myra said she could be there in 45 minutes. She started the engine of her
11 small airplane, reported her flight plans to the Nenana control tower and flew off. Despite a light
12 snowfall and dangerous winds, she reached her destination in record time. The sick man was
13 carried hurriedly onto the plane, and Myra quickly ferried him to the nearest hospital.

14
15 This time it was Myra who braved the weather and logged a rescue in her flight journal.
16 Next time, the responsibility could fall to any of the Alaskan bush pilots who devote their lives
17 to helping others.

18
19 Technology has improved substantially since the first bush pilots made these dangerous
20 flights. Flying without radios and maps, those pioneers took passengers, mail and supplies in
21 and out of Alaska's back country without radios and maps. Now, pilots like Myra have
22 sophisticated radio and navigation systems and accurate maps to make their flying safer.

23
24 What remains the same are the valuable services bush pilots provide. They still carry mail
25 and supplies. They also provide taxi services for tourists and residents in foul and fair weather,
26 and they scout for forest fires and downed airplanes. But their most important jobs are the heroic
27 efforts like Myra's rescue. Most Alaskan bush pilots, however, do not see themselves as heroes.
28 They see themselves as no more than people doing their jobs.

[Comma—city/state]

8 What is the **best** change, if any, to make in the sentence in lines 1–2 (*When the . . . wide-awake.*)?

- a Change *cabin* to *cabbin*.
- b Insert a comma after *Nenana*.
- c Change *was* to *is*.
- d Make no change.

[Logical/chronological order]

- 9 Jason wants to add the following sentence to paragraph 3: *She eased the skis of the small, six-passenger plane onto the packed snow near the climbers.*

The sentence would **best** fit

- f after the sentence in line 10 (*Already dressed, . . . 45 minutes.*).
- g after the sentence in lines 10–11 (*She started . . . flew off.*).
- h after the sentence in lines 11–12 (*Despite . . . record time.*).
- j after the sentence in lines 12–13 (*The sick . . . nearest hospital.*).

[Redundancy of Word/phrase]

- 10 In lines 20–21, the sentence (*Flying without . . . and maps.*) is poorly written. Which one of these is the **best** way to rewrite it?
- a Flying without radios and maps. Those pioneers took passengers, mail, and supplies in and out of Alaska’s back country without radios and maps.
 - b Flying without radios and maps, those pioneers took passengers, mail, and supplies. In and out of Alaska’s back country without radios and maps.
 - c Flying without radios and maps, those pioneers took passengers, mail, and supplies they went in and out of Alaska’s back country without radios and maps.
 - d Flying without radios and maps, those pioneers took passengers, mail and supplies in and out of Alaska’s back country.

[Special problems—there/their/they’re]

- 11 What is the **best** change, if any, to make in the sentence in lines 21–22 (*Now, pilots . . . flying safer.*)?
- f Change *have* to **has**.
 - g Change *there* to **their**
 - h Change *safer* to **more safe**.
 - j Make no change

[Topic sentence]

- 12 The topic sentence of paragraph 6 is the sentence in
- a line 24 (*What remains . . . provide.*)
 - b lines 24–25 (*They still . . . supplies.*).
 - c lines 25–26 (*They also . . . airplanes.*).
 - d line 27 (*Most . . . as heroes.*).

[Special problems—then/than]

- 13 What is the **best** change, if any, to make in the sentence in line 28 (*They see . . . their jobs.*)?
- f Change *themselves* to **himself**.
 - g Change *jobs* to **job’s**.
 - h Change *then* to **than**.
 - j Make no change