An edit needs a grammatical reason.

Decide what the sentence is actually about before changing its verb. A noun close to the verb can distract an editor from the subject.

Name _____ Date _____

1. Read these two sentences. "The list of questions shows our concerns." "The questions on the list show our concerns." Explain why the verbs differ. Then write a similar pair about a collection and the objects in it.

2. An editor changes "The notes about the film help me remember it" to "The notes about the film helps me remember it." Decide whether to accept the edit. Explain which word controls the verb and why film does not control it.

3. A notice reads, "The poster beside the doors show the opening time. The volunteers near the entrance explains the rules." Repair both sentences. Underline the subject in each corrected sentence.

4. Write two sentences about a school project. In the first, put a plural noun between a singular subject and its verb. In the second, put a singular noun between a plural subject and its verb. Make both sentences grammatical.

Changing a noun can change the paragraph.

Follow the reference through the whole passage. A change from it to them can change the message even when both versions are grammatical.

Name _____ Date _____

5. Repair this passage in two different ways. One version should describe a single suggestion. The other should describe several suggestions. "These suggestion is promising, so we want to test it before rehearsal."

6. A writer says, "The proposal contains three suggestions. We will revise it tomorrow." A reader changes it to them because suggestions is plural. Explain why that change might alter the meaning. Write both versions with a noun in place of the pronoun.

7. Read this passage. "The sketch is beside the instructions. We will change them after lunch." Explain what them refers to if the passage is grammatical. Then rewrite the second sentence so that the sketch is what will change.

8. Write a short note about one suggestion and two questions. Use it once and them once. Exchange the note with a reader, or reread it yourself, and write the noun that each pronoun replaces.

The same word can do different work.

Use the position and meaning of a word to decide which form fits. Explain a repair when the choice could otherwise look arbitrary.

Name _____ Date _____

9. Rewrite "We think about the rehearsal before we make another attempt" so that its opening becomes "Our thinking." Keep the connection between thinking and the next attempt. Then underline the verb in each version and explain why think changes form.

10. Revise this passage without changing the verb forms of was or helped. "The activity was enjoyably. Our think helped us explain our choices." Underline the two word forms you changed and explain what each one does in its sentence.

11. A student writes, "Reflective writing can be enjoyable." An editor proposes enjoyably because writing is an activity. Write a short reply explaining whether that reason justifies the change. Include a different sentence about an activity to support your reply.

12. Write a three-sentence account of reviewing a decision. Use reflect as a verb, reflection as a noun, and reflective before a noun. Make the three sentences develop one account rather than repeat the same idea.

A change of verb can change its pattern.

Keep track of what follows the verb, including a second object. Some edits improve a sentence, while others remove a construction that was already grammatical.

Name _____ Date _____

13. Revise this sentence while keeping both objects. "We think what the visitors noticed and our next decision." Put brackets around each object in your revision. Explain whether the same preposition can serve both of them.

14. Read these two sentences. "We think about our mistakes." "We understand our mistakes." Rewrite the second sentence so that it begins "We think," and rewrite the first so that it begins "We understand." Explain why the words after the verb change.

15. Repair this note for a classmate who missed the activity. "We look back our notes. We reflect at what happened. We think our next decision." Keep all three verbs and all three ideas. Explain one preposition you chose.

16. Describe a decision you would make differently now. Write one sentence using look back at, one using think about, and one using reflect on. Use the sentences to describe different parts of the decision rather than repeating the same information.

A boundary should express a relationship.

Keep the relationship between the ideas when you move a full stop or add a connecting word. Do not create a cause that the information does not support.

Name _____ Date _____

17. Turn these notes into two complete sentences. "The room is noisy. Because of this. The group moves outside." Then write a version using because rather than because of this. Keep the same cause and result.

18. Read "When the rehearsal ends. We discuss our mistakes." Produce one version that connects the discussion to the end of the rehearsal. Produce another that states both events in separate complete sentences without using when.

19. Write this passage twice. In one version, describe what the group can do. In the other, give the reader two commands. "We can review our work. Notice the errors and correct them." Explain how the subject and the sentence boundaries show the difference.

20. A notice says, "The workshop is popular, places are limited." Repair the boundary without introducing a cause that the notice has not established. Write a second version that adds a plausible reason for the limited places, and identify the information you invented.

A shorter version must keep the meaning.

Remove unnecessary repetition while keeping every action and its object clear. The shortest version is useful only if it still says what the writer intends.

Name _____ Date _____

21. Combine these statements into one sentence. "We can review our notes. We can reflect on our choices. We can plan a new attempt." Use we can only once, while keeping all three actions. Then write a separate command telling the reader what to do first.

22. Shorten this passage without removing an action or losing the reference to the three proposals. "Our group has three proposals. We can explain the three proposals. We can compare the three proposals. We can improve the three proposals." Explain which repetition you removed and how the replacement remains clear.

23. Make the smallest set of changes needed to repair this passage. "The list of questions show our concerns. We think our choices, our think becomes clearer." Keep every idea. Underline the words you added or changed, and mark any boundary you repaired.

24. Read these two versions. "We think about our choices and our mistakes." "We think about our choices and learn from our mistakes." Explain what and joins in each version. Then write a short context in which you would choose one version over the other.

The information must survive the revision.

Use the supplied information to write for a reader. Your sentences must make the relationships clear without changing the facts.

Name _____ Date _____

25. A club has one display and three proposals. The display describes the proposals. Visitors may comment on any proposal. Write a three-sentence notice explaining this arrangement. Use a pronoun once, then identify its noun so that a reader can check the reference.

26. A group tries a design, reviews its notes and succeeds on its next attempt. These facts do not establish why the second attempt succeeds. Write a short report that keeps that uncertainty. Then add an invented fact that would justify a complete sentence beginning with because, and write that sentence.

27. A message says, "The diagram is attached to the instructions. Please revise it before the meeting." Rewrite the message once to request a change to the diagram and again to request changes to the instructions. Make each request unmistakable without relying on the reader to guess what the pronoun means.

28. Turn this unpunctuated message into a clear notice. "when the doors open the volunteers show visitors the display the display explains our ideas because the room is small we admit one group at a time" Preserve every fact, add sentence boundaries and capitals, and justify where you ended one sentence.

A paragraph needs selective editing.

Some wording below needs repair and some should remain unchanged. For each passage, preserve its intended information and explain the changes you can justify.

Name _____ Date _____

29. Edit this announcement while preserving its facts. "The display near the windows show three designs. Visitors can study our idea and discuss them. Because the room is small. We admit one group at a time." Explain two different kinds of change you made.

30. Revise this review so that it praises the film consistently. "The story and the acting keeps the audience interested. It gives them an enjoyably experience, it makes them feel bored." Identify which changes repair grammar and which change the message.

31. A student writes, "We think about what the visitors said and our next attempt. These comments help us plan. The first proposal is promising, and we want to improve it." An editor proposes adding have before said, changing help to helps, and changing it to them. Evaluate each proposal and preserve any wording that is already grammatical.

32. Edit this report without changing its main claim. "The list of problems help the group plan another attempt. We look back our notes, we find a missing step. Our think becomes clearer when we explain it." Make each pronoun reference clear enough for a reader to follow.

An explanation must match the actual edit.

Distinguish a grammatical repair from a change of meaning or preference. Use the wording in front of you as evidence for each decision.

Name _____ Date _____

33. Read "The film keeps the audience interested and makes them laugh." An editor replaces them with people, saying that them is ungrammatical after audience. Write a reply identifying what them refers to and explaining whether grammar requires the replacement. If you prefer one version for clarity, explain that preference separately.

34. Rewrite this statement for a class display. Keep the word thinking, use one grammatical sentence and do not turn it into a command. "Thinking about our decisions. Helps us understand our mistakes." Then explain how its subject differs from the subject of "Our decisions help us learn."

35. A writer wants to say that all three actions belong to we can. The draft reads, "We can explain our idea clearly. Discuss them and improve them." Identify both problems, then revise the passage once for a single idea and once for several ideas. Explain which changes follow from the intended meaning.

36. Write a short note explaining how you would check this sentence before editing it. "The notes beside the drawing show our thinking, and we want to improve it." State what controls show and give two possible references for it. Rewrite the sentence to make one of those references explicit.

Your revision should show a reason.

Return to your original work before writing about a new topic. Keep a record of the actual changes so that the revision can be compared with the first version.

Name _____ Date _____

37. Choose three sentences from your original handwritten work that contain different grammar problems. Copy the sentences and mark the exact words or boundaries you intend to change. Explain what you want a reader to understand in each sentence.

38. Rewrite those three sentences as a connected passage. Keep the original meaning unless it was unclear. If you change the meaning, explain what you decided it should be.

39. A friend is deciding whether to join an activity you know. Write four connected sentences describing what one participant does, what participants do together, and one reason to join. Refer to a specific part of the activity with it or them, making the noun reference clear.

40. Read your new passage aloud. Check each verb against its subject, trace each pronoun to a noun, and test each sentence boundary. Write the revised passage, or explain why you made no changes. Finish by explaining one decision you can now justify, or quote a decision you still need help checking.