

Planning, Revising, and Editing

Name: _____

Date: _____

Score: _____ / 10



Quick Review

REVISING changes what writing SAYS (cutting wordiness, adding specifics, fixing coherence, clarifying ideas). EDITING fixes surface mistakes (spelling, capitalization, punctuation, grammar). Strong writers do BOTH - and they fix the actual problem without creating a new one. A 'before' and 'after' that simply adds more words is not a real revision.

PART 1 — READ

Read the passage. Then answer the questions.

Student first draft - My Visit to the Science Museum (with line numbers)

(1) Last weekend I went to the science museum with my class. (2) It was very, very, very interesting. (3) We did a lot of stuff there.

(4) The first exhibit we went to was about the human body and stuff. (5) It had a big model of a heart that you could walk inside. (6) The model was as big as our classroom and was painted red, pink, and dark purple inside.

(7) Their was also a section on space, which I thought was cool. (8) we saw a meteorite that you could actually touch with you're hand. (9) The meteorite was heavier than it looked.

(10) The museum was good. (11) I had fun. (12) It was a good trip.

PART 2 — PRACTICE

Read each before/after revision and the student draft. Answer the questions about what improved and what is still off.

- Sentence (2) reads: *It was very, very, very interesting.* Which REVISION is BEST?
 - It was very very interesting!!!
 - It was the most super amazing wonderful place that I ever went to in my whole life.
 - Inside the museum, every room held something I had never seen up close before - from a walk-through heart to a meteorite cold enough to leave a tingle on my palm.
 - It was, in my opinion, kind of sort of pretty interesting I guess maybe.



2. Sentence (3) reads: *We did a lot of stuff there.* Which revision adds SPECIFIC DETAIL without creating new problems?
- A. We did a whole lot of really interesting and cool stuff in there for hours.
 - B. We walked through a giant model of a human heart, touched a meteorite, and watched a live demonstration about static electricity.
 - C. We did some things, including various items of educational interest.
 - D. We did stuff that was awesome and stuff that was cooler than other stuff.
3. Sentence (7) reads: *Their was also a section on space, which I thought was cool.* Which is the BEST EDIT?
- A. There was also a section on space, which I thought was cool.
 - B. Their was, also a section, on space which I thought was cool.
 - C. There was also a section on space (which is the area beyond Earth's atmosphere) which I thought was cool.
 - D. Their, a section on space, was also cool I thought.
4. Sentence (8) reads: *we saw a meteorite that you could actually touch with you're hand.* Which is the BEST EDIT?
- A. we saw a meteorite that you could actually touch with your hand.
 - B. We saw a meteorite that you could actually Touch with you're hand.
 - C. We saw a meteorite that you could actually touch with your hand.
 - D. we saw a meteorite that you could actually touch with you're Hand!!!
5. Sentences (10), (11), and (12) end the draft with three short, similar sentences. Which is the BEST REVISION?
- A. The museum was good. I had fun. It was a good trip. The end.
 - B. The museum was a good trip that I had a good time at on my good day.
 - C. Walking back to the bus that afternoon, I was already trying to figure out which exhibit I wanted to come back to first - probably the meteorite, but the giant heart was a close second.
 - D. Museum = good. Trip = fun. Day = good times had by all.
6. Compare BEFORE: *The first exhibit we went to was about the human body and stuff.* AFTER: *The first exhibit we walked through was about the human body, including the giant heart model and a clear plastic display of a working lung.* What kind of revision is this?
- A. EDITING for punctuation only.
 - B. REVISION that replaces vague language (*and stuff*) with SPECIFIC details (giant heart model, clear plastic display of a working lung).
 - C. REVISION that makes the sentence shorter and more general.
 - D. EDITING for a homophone error.



7. Read this sentence the writer wants to add: *The plastic lung filled and emptied every six seconds, and a small red light blinked each time it 'breathed' out.* Where would it BEST fit?
- A. Inside paragraph 2, with the giant heart description.
 - B. Inside paragraph 3, with the meteorite description.
 - C. After sentence (12), as a brand-new conclusion.
 - D. At the very beginning, replacing sentence (1).
8. Which option correctly identifies a revision that FIXES ONE PROBLEM but CREATES a new one?
- A. Replacing *very, very, very* with one strong adjective like *striking* (cuts wordiness; keeps meaning).
 - B. Replacing *a lot of stuff* with named exhibits (adds specifics).
 - C. Capitalizing *we* at the start of sentence (8) (fixes capitalization).
 - D. Replacing *The museum was good* with *The museum was good and it had a lot of nice good stuff inside it that was really good* (tries to fix flatness but ADDS repetition and the word *good* three more times).
9. Rewrite this flat sentence to be more SPECIFIC: *The food at the cafeteria was good.* Add at least ONE sense detail and ONE named food.

10. Read this sentence: *their going to the library after lunch and i can't wait to go their too.* Find and FIX all FOUR surface errors (two capitalization errors and two homophone errors). Write the corrected sentence.



Answer Keys

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|---|--|
| <p>1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> | <p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations | |
|--------------|---|
| 1. C | C cuts the empty intensifier <i>very, very, very</i> and replaces it with SPECIFIC, image-rich content drawn from the rest of the draft - that's true revision. A only removes punctuation. B swaps one stack of intensifiers for another. D weakens the statement with hedges. |
| 2. B | B swaps the vague phrase <i>a lot of stuff</i> for SPECIFIC nouns and verbs (walked through a heart, touched a meteorite, watched a demonstration). A only adds intensifiers. C is a thesaurus rewrite that stays vague. D adds wordiness AND repetition. |
| 3. A | A fixes the homophone error (<i>Their then There</i>) and changes nothing else - clean editing. B adds incorrect commas. C edits the spelling but adds a long, off-topic definition. D rewrites the sentence in a way that creates a confusing comma-only structure AND keeps the homophone error. |
| 4. C | C makes TWO needed edits: capitalizes the first word of the sentence (<i>We</i>) AND fixes the contraction error (<i>you're then your</i>). A fixes only the contraction. B fixes capitalization but keeps the homophone wrong and also over-capitalizes <i>Touch</i> . D adds noise (caps on <i>Hand</i> , extra exclamation marks) without fixing the real errors. |
| 5. C | C combines and revises three flat sentences into ONE specific, image-rich closing that ties back to two earlier details (meteorite, giant heart). A just adds <i>The end</i> . B reuses the same vague word. D collapses into note form, not real sentences. |
| 6. B | The revision is about CONTENT: the vague <i>and stuff</i> becomes specific examples. A is wrong (no punctuation changed). C is wrong (the AFTER is longer and more specific). D is wrong (no homophone is involved). |
| 7. A | Paragraph 2 is the HUMAN BODY paragraph, and the lung is part of that exhibit. A new specific detail belongs with related details. B is the space paragraph - wrong topic. C drops new evidence after the closing. D would replace the topic-introducing first line. |
| 8. D | D names a revision that tries to fix one problem (flatness) but introduces MORE wordiness and repetition. A, B, and C all improve the draft cleanly without creating a new problem. |
| 9. | Answer: Examples: (1) The grilled cheese had crisp golden edges and stretched into long strings of melted cheddar when I pulled it apart. (2) The cafeteria pasta was buttery, salty, and dusted with so much parmesan I could smell it from across the table. (3) The tomato soup came in a thick paper cup, warm enough to fog my glasses on the first sip. Accept any rewrite that (a) replaces the vague word <i>good</i> with SPECIFIC details, (b) names at least one actual FOOD, and (c) uses at least one sense detail (smell, taste, sight, sound, or touch). NOT acceptable: a rewrite that just adds intensifiers (very good, super good) without specifics, or a rewrite that names no actual food. |

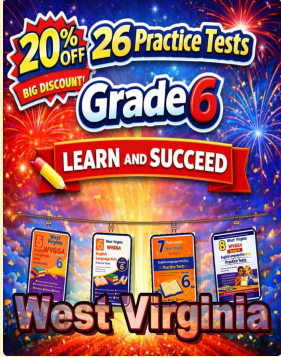


10.

Answer: Correct: They're going to the library after lunch and I can't wait to go there too. Accept ONLY a sentence that fixes all four errors: (a) capitalizes *They're* at the start, (b) fixes the homophone *their then They're*, (c) capitalizes *I*, and (d) fixes the second homophone *their then there*. Reject any version that fixes only some of the errors, introduces new errors, or rewrites the sentence beyond fixing those four issues.



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