

GRADE

4



STUDY GUIDE

Texas Assessment of Knowledge and Skills

Writing



A Student and Family Guide to Grade 4 Writing



TAKS STUDY GUIDE
Texas Assessment of Knowledge and Skills

Grade 4

Writing

A Student and Family Guide

Dear Student and Parent:

The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. TAKS replaces the Texas Assessment of Academic Skills (TAAS) and is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. In addition, the test can provide valuable feedback to students, parents, and schools about student progress from grade to grade.

Students are tested in mathematics in grades 3–11; reading in grades 3–9; writing in grades 4 and 7; English language arts in grades 10 and 11; science in grades 5, 8, 10, and 11; and social studies in grades 8, 10, and 11. Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. By developing the academic skills specified in the TEKS, students can build a strong foundation for future success.

The Texas Education Agency has developed this study guide to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guide is designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on the TAKS. Every guide includes explanations, practice questions, detailed answer keys, and student activities. At the end of this study guide is an evaluation form for you to complete and mail back when you have finished the guide. Your comments will help us improve future versions of this guide.

There are a number of resources available for students and families who would like more information about the TAKS testing program. Information booklets are available for every TAKS subject and grade. Brochures are also available that explain the Student Success Initiative promotion requirements and the new graduation requirements for eleventh-grade students. To obtain copies of these resources or to learn more about the testing program, please contact your school or visit the Texas Education Agency website at www.tea.state.tx.us.

Texas is proud of the progress our students have made as they strive to reach their academic goals. We hope the study guides will help foster student learning, growth, and success in all of the TAKS subject areas.

Sincerely,



Lisa Chandler
Director of Student Assessment
Texas Education Agency

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WRITING

INTRODUCTION

What Are Objectives?

Good writers use many skills to communicate their ideas and experiences to readers. The TAKS writing test organizes these skills under six objectives, or goals for learning. These broad statements describe what fourth-grade students are expected to know and do when writing. Under each statement, specific skills are outlined.

What Kinds of Tasks Are Required on the Test?

On the TAKS writing test, students are given an opportunity to show that they understand each objective. For Objectives 1 and 2, students write a composition in response to a prompt. For Objectives 3, 4, 5, and 6, students read sample compositions and answer multiple-choice questions about revising and editing these papers.

How Is This Study Guide Organized?

This study guide provides information and practice for the objectives that will be tested on the TAKS writing test. Each of the six objectives is explained, and examples are provided. Both guided and independent practice activities follow.

Objectives 1 and 2 require students to write a composition in response to a prompt. In this guide students are given instruction in the writing process. Then some sample compositions are shown. Notes in the margins of each composition help students identify elements of effective and ineffective writing.

Next students are given an opportunity to write their own compositions in response to a prompt. Instructions guide students through the planning, writing, revising, and editing stages of the writing process.







Objectives 3, 4, 5, and 6 focus on the revising and editing process. These objectives deal with issues such as recognizing complete sentences, using verb tenses correctly, and including necessary punctuation marks. This guide gives instruction in each skill and then offers examples and practice exercises.

At the end of the instructional section, a sample composition is provided, with attention called to specific sentences within the composition. Students are guided through making improvements to the identified sentences. Finally, two compositions are offered. These compositions look similar to the papers that students will be asked to revise and edit on the TAKS test. As on the TAKS test, each composition is followed by multiple-choice questions. The answer key on pages 86–90 explains the correct answers and helps students understand why some answer choices are incorrect.

Your TAKS Progress Chart

Student's Name

WRITING

1	<p style="text-align: center;">Preparing to Write</p> <ul style="list-style-type: none"> ● Read pages 7–9 to learn what good writers do. ● Examine the sample papers on pages 10–14. Read the margin notes carefully so that you will understand what the writers have done well and what they need to work on. ● Study pages 15–21 to learn how a student uses the writing process to develop a paper. 	
2	<p style="text-align: center;">Writing a Paper</p> <ul style="list-style-type: none"> ● Follow the directions on pages 22–30. You will brainstorm, select and organize ideas, compose a rough draft, revise and edit the draft, and write a final paper. 	
3	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> ● Read pages 31–37 to learn about organizing papers. ● Practice writing supporting sentences and deleting extraneous ones. 	
4	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ● Read pages 38–48 to learn about writing good sentences. ● Practice writing complete sentences and correcting fragments, run-ons, and awkward or redundant sentences. 	
5	<p style="text-align: center;">Grammar and Usage</p> <ul style="list-style-type: none"> ● Read pages 49–60 to review correct grammar and usage. ● Practice using verbs, pronouns, adjectives, and adverbs correctly. 	
6	<p style="text-align: center;">Mechanics</p> <ul style="list-style-type: none"> ● Read pages 61–72 to review basic skills in punctuation, capitalization, and spelling. ● Practice using periods, exclamation points, question marks, commas, apostrophes, quotation marks, and capital letters. ● Review some important spelling rules. 	

Objective 1

The student will, within a given context, produce an effective composition for a specific purpose.

What is a given context?

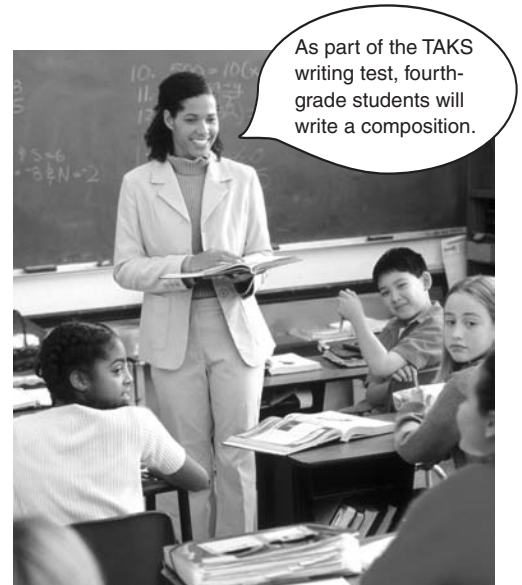
A given context is a topic that is provided. On the TAKS test a writing prompt will be given to all students. This prompt tells students what their composition should be about.

What is an effective composition?

An effective composition is a piece of writing that readers can understand. Before you write, you must decide the best way to get your message across to the reader.

What is a specific purpose?

A specific purpose is what you want to accomplish in your writing. If you are writing a story for a group of friends, your purpose is to entertain. If you are trying to tell your little brother how to give a dog a bath, your purpose is to explain or inform. If you are trying to get your classmates to help raise money for playground equipment, your purpose is to persuade.



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Objective 2

The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

What are these conventions?

The conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure are the rules people should follow when they write in standard English.

How does a student show a command of these conventions?

When a student is able to follow most of the rules, he or she shows a command of the conventions. All fourth graders will have some errors in their compositions, especially when they try to write interesting and complex sentences. Some of these errors are to be expected and will not count against students. Other errors, however, such as incomplete sentences, subjects and verbs that don't agree, and the improper use of capital letters, can overshadow the writer's message. If errors make it difficult for readers to understand the writer's message, the writer has not shown a command of the conventions of good writing.

Objectives 1–2



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The written composition on the TAKS test is always based on a writing topic called a **prompt**. The student is expected to

- respond directly to the prompt
- organize ideas so that a logical progression of thought is evident both within and across paragraphs
- remain focused on the topic throughout the composition
- develop ideas thoroughly and specifically
- write a complete composition—one that has a beginning, middle, and end
- express an individual voice

A student's written composition will be scored to show how well he or she has learned the skills tested in Objectives 1–2. A score point of 1 (the lowest), 2, 3, or 4 (the highest) is possible.

In this part of the writing study guide, you will find some sample papers. Each paper has been given a score. Notes in the margin explain why the paper received the score it did. Study these papers so you can understand what the writers did well and what they need to work on.



There are times each day when you will need to write. No matter what you are writing, you will want your ideas to be clear and complete so that readers can understand them.

Before you begin, decide what type of writing you will be doing. Try to complete a statement like one of these:

- I am writing to share an idea.
- I am writing to solve a problem.
- I am writing to give information.
- I am writing to explain how to do something.
- I am writing to describe a person or a place.
- I am writing to tell a story.
- I am writing to entertain people.

Follow these steps to be sure that people will be able to understand your writing:

- Before you write, think about what you want to say. Jot down the ideas that you want to include on a web, chart, graph, list, or other organizer.
- Put your ideas in an order that makes sense.
- Write a rough draft of your ideas. Focus on things you know or believe so that your personal voice will come through.
- Read what you have written. Look for a logical order and move sentences around if needed. Change words or sentences to make your writing clear. Add details if they are needed.
- Read your paper again. Be sure all your sentences are complete. Look for and correct mistakes in usage and mechanics.

Sample Papers

Now look at the sample papers on the next few pages. Pay careful attention to the score points and the margin notes.

These papers were written by fourth-grade students in response to the prompt below.

Write a composition about something that makes you happy.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about something that makes you happy
- make sure that each sentence you write helps the reader understand your composition
- write about your ideas in detail so that the reader really understands what you are saying
- try to use correct spelling, capitalization, punctuation, grammar, and sentences

The following sample papers show what fourth-grade writing looks like at each of the score points—1, 2, 3, and 4. As you read the sample papers, pay close attention to the way the writers develop their ideas. Margin notes are used to point out both the strengths and weaknesses of the writing.

Score Point 1

This is Eddie's paper. Can you understand what he is trying to say?

The first sentence helps you know a little about the setting of Eddie's story.

Suddenly Eddie is talking about cats. He has not stayed focused on his topic.

The last paragraph doesn't add anything about why the dog made Eddie happy.

One day I was walking to the beach and all of a sudden a German Sheperd was behind me. I'm going to tell you how that day made me fill happy.

The first way that dog made me fill happy was she played fatch with me. The second way is she let me throw a fresbee and she will catch it. The third way is she'll chase me. And she runs real fast.

Cats make me fill happy. One way cats make me happy is their always drowsy and they stay. The next thing is I like about cats is they pur. That means there happy, have happy thoughts, and nice.

That's my story about happyness. I hope you liked my story and Good Bye. p.s. Read the books called "How to talk to your dog." And "How to talk your dog."

This sentence tells what the paper will be about.

This paragraph is only a list. It doesn't help the reader understand how the dog makes Eddie happy.

Mistakes and words left out make this sentence hard to understand.

Score Point 2

This is Kelsey's paper. Kelsey tells you something about what music means to her. After reading this composition, do you think you know a little about Kelsey?

This sentence tells what the paper will be about—again!

The thing that makes me happy
Do you seem bored some times? Well the thing that makes me happy is listening to music. Music makes me very happy. There is lots of great music that I can sing along with. Sometimes I hear Backstreet Boys and start getting really wild. I have all of Britney Spears and Backstreet Boys cds. I like many different kinds of music.

This sentence tells what the paper will be about.

Your probobley are wondering why I like music? I like music cause it brings lots and lots of energy and makes me start thinking about a fresh new day and what I will do after school. Every morning I wake up and turn the music on.

Going from “after school” to “every morning” makes it hard for you to follow what Kelsey is trying to say. This does not show a logical progression of thought.

We want to know more! These ideas are not developed very well.

Music makes me happy when I'm sad or angrey. It makes me think of what was wrong and think of what I could have done to fix it. Sometimes at recess, I sing the part of the song I remember and start dancing. You can see now that music makes my day a happy day!

Score Point 3

This is Michael's paper. The whole composition is about a great day at the lake. Every sentence is about that happy day. There are mistakes, but it's not hard to understand what Michael is trying to say.

You can tell what's happening because everything is in a clear order.

You can really tell what Michael thinks and feels—that's called voice!

Michael uses transitions that make sense, so you always know where and when things are happening.

Load'em up head'em out! My dad yelled as we head toward the lake. It was my 9th birthday and we were going to the lake. It was going to be the best party.

The day before we left I ask four of my friends Tom, Hank, Jeff, and Charlie to come to the lake for a night. The next day we all met at my house. When every body was there we loaded the car and we hit the road. We threw paper at each other because we had to much energy ~~in~~ our body.

When we got there we unloaded the car and ran off to the lake and went tubing the rest of the day. When we were tubing it felt like you were flying because the wind was blowing in your face. The next morning we went wake boarding. I like going wakeboarding in the morning because it is as smooth as glass. We also go to the low water crossing and go fishing swimming and we go sliding down the side of the crossing.

When we went fishing we caught two fish. One was an algator gar and the other one was a big fat orange carp.

When the party was over we packed all our bathing suits, ate three donutnuts each, loaded the car up with all the stuff we brought like wakeboards, air chairs, skis and bikes.

I had a great time at the lake and I hope that my friends had a good time to. Here is some advice wear a wet suit in April because it is really cold! Brrrrrr!

Good! Michael grabs your attention from the very beginning.

This word is not spelled correctly, but you know what it is supposed to be. It's energy.

The details help you picture what is happening, but Michael seems to be rushing through his ideas. He probably could have developed his ideas further.

You can hear Michael's voice here, too.

Score Point 4

Here is Jackie's paper. Jackie writes about her trip to Hawaii. She gives us descriptions of the places she visited on her trip. Every sentence is about her trip.

Jackie does a very good job with her sentences, punctuation, and spelling. That's why her paper is so easy to read.

Jackie lets you know where she went on her trip.

Jackie takes the time to give you lots of details here.

Jackie shares specific information. You can picture the baby seal!

SPLISH! SPLASH! Have you ever had a dip, way down in the deep of the ocean, or just in your own small swimming pool? I have, and I am going to tell you about it.

Once, when I was nine, I went to the Hawaiian islands, to the island of Kawai, to the city of Luku. Sometimes, when our family explored the island, we left Luku, but we always slept there, and we never left the island Kawai. We visited the ocean every day at least once, but usually twice. And if we only went once, then we stayed for a long time. We stayed in Luku, Kawai, Hawai for a nice long three weeks. And every day of those three weeks was definitely filled, with action-packed fun! In the two days that we went snorkeling, we saw: fan coral, brain coral, coral I don't know the name of, clams, oysttyers, parrot fish, angel fish, minnows, tiger fish, Huma-Huma-Nuka-Nuka-Opa-Wols (the Hawaiian state fish), many fish I don't know the names of, jelly fish, dolphins, eels, and lots more. On land we also saw two wild seals, one mother, and her newly-born baby!! Usually, the baby stayed near its mother, but once it came over to the fence guarding it and looked up at me! On land, we also built sand castles. Jimmy and I did, not the seal.

Jackie tells you what she's going to write about in an interesting way.

This word is supposed to be oysters. Jackie didn't spell it right, but she still used it. That's good because it adds detail.

Ha! Ha! That's funny! Jackie is writing as if she is talking to you.

Keep going to see the rest of Jackie's paper.

I built an ocean-proof one, with a large pit in front of it to hold the water back. Behind the pit, there was also a wall so that if the ocean made it past the pit, it would also have to get past the wall.

During our stay in Kawai, we stayed in two hotels, both with swimming pools. The first one we stayed in had a pool that had fake sand along one end like an artificial beach. It also had a restaurant along the other end with a towel leaser beside it. At the towel leaser, you could not only rent towels, but beach toys, as well. At the other hotel, there was not only a towel leaser with the same things, but a deeper pool with a water slide. Both of the pools had hot tubs.

Going to Kawai was very fun. I hope to go again someday, and I would have fun all over again. Besides, I want to explore all the other islands too!

Good details!
You can understand what Jackie is describing.

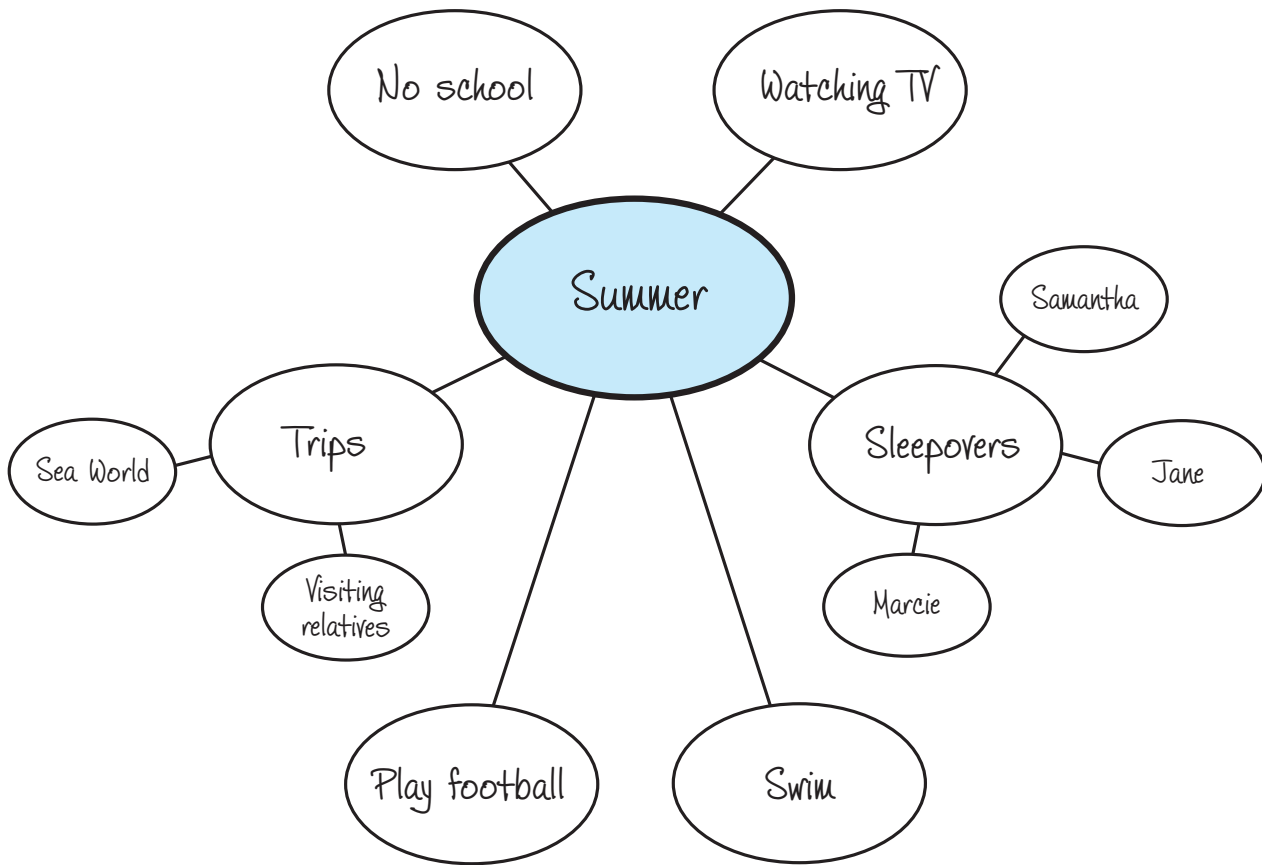
See, she didn't forget to tell you about both hotels.

Activity 1—Prewriting—What Will I Say?

Daisy has decided to write about something that makes her happy. Daisy knows it is a good idea to think about what she wants to say before she begins to write.

Although there are many different ways to plan a composition, Daisy has decided to use a web to help her organize her thoughts. Look at her web below.

What Makes Me Happy



Activity 2—Composing

Once Daisy finished her prewriting, she used the web she created to help put her ideas on paper. Look at Daisy's first draft. Can you see how she used the ideas from her web? She was not concerned with writing a perfect paper on the first try. She put her ideas down without worrying too much about correct grammar, spelling, punctuation, capitalization, or sentences. She will fix those later.

Yea school is over what a blast, now it is time for Summer. Oh boy, Does Summer make you happy? Well, it makes me happy.

Why do I like summer so much? That's easy, because no school, no math or reading homework. I can have sleepovers with freinds like Marcie, Jane, and Samantha. You may not know this but you have more time to do things. Like play football with your Dad, or swim. More time to sleep late, and watch TV.

I also like going on trips and going to places. Like Sea World, Six Flags, and seeing my family. My mom's red car it has, a CD player so it is not to bad when driving. I hope that you like the reasons why summer makes me happy.

The next morning my Mom woke me up at 6:45 A.M. because of school. I screamed I had forgotten all about school. No. Summer is gone! No, No, No, and No.

Activity 3—Revising

Look carefully at how Daisy revised her first draft. Think about the changes she made. Read the notes in the margins to see why she made the changes.

Yea school is over what a blast, now it is time for Summer. ~~Ok boy~~, Does Summer make you happy? Well, it makes me ^{very} happy. ^{because it gives me more time to do fun things}

Why do I like summer so much? That's easy, ^{since school is out, that means} ~~because no school,~~ no math or reading homework.

I can have sleepovers with freinds like Marcie, Jane, and Samantha. ~~You may not know this but you have more time to do things. Like play football with your Dad, or swim. More time to sleep late, and watch TV.~~ ^{There is fun swimming in the pool all day or playing football with my Dad}

~~Since I don't have to get up erly to go to school, I can have more sleepovers with my freinds~~

~~Marcie, Jane, and Samantha. We like to stay up late eating popcorn and watching movies on TV. Then we sleep until noon!~~

Keep going to see the rest of Daisy's paper.

Activities: Objectives 1-2

“Going on trips” and “going to places” mean the same thing.

This idea is in the wrong place. It works better here.

Daisy added this to help you know that summer is over.

Daisy’s last sentence makes her paper sound complete. It wraps up the paper and reminds you that the main idea is about having time for fun in the summer.

~~Summer also gives my family and me more time to take trips.~~
~~I also like going on trips and going to places.~~
~~Like Sea World, Six Flags, and seeing my family.~~ ^{We like to take my} My
mom’s red car it has, a CD player so it is not to bad when
~~we don’t get bored on long trips~~
~~driving.~~ ^{Some of the places we have been are Sea World, Six Flags, and my aunt and}
~~uncle’s house. Sea World and Six Flags are places to spend a day or two, but we can stay~~
~~longer when we visit our family. Then we go on picnics, swim at the lake, and play hide-and-~~
~~seek with our cousins.~~ ^{I hope that you like the reasons why summer}
~~makes me happy.~~
~~We did so many fun things in the Summer that it went by to fast.~~ ^{It seemed like only} The next
^{when} morning ^{My} Mom woke me up at 6:45 A.M.
~~No, No, No because~~
because of school. I screamed ^{I had forgotten all}
about school. ~~No. Summer is gone! No, No, No,~~
~~and No.~~ ^{Now we do not have time for fun until next summer.}

This sounds better and is a better way to connect the ideas between paragraphs.

Daisy made this more specific.

Here are more good details that help you picture what happens when Daisy visits her family.

Not needed

Daisy explains why she screams.

This was in the wrong place, so Daisy moved it.

Activity 4—Editing

All writers make mistakes in grammar, spelling, capitalization, punctuation, and sentences when they write. That’s why you need to edit your paper. When you edit, look for these kinds of mistakes and correct them. Mistakes make it difficult for your reader to understand what you are trying to say. Look carefully at Daisy’s edited composition below. Make sure you understand the changes she made.

Run-on sentences need punctuation to make new sentences.

No need to capitalize

Misspelled words

This is a run-on sentence. To make it read more smoothly, add “because” after “car” and remove the comma after “has.”

Wrong word

This was a run-on sentence.

This should be one sentence. Remove the period and make the “L” lowercase.

Misspelled word

Yea, school is over ^{! What} what a blast ^{! Now} now it is time for ~~Summer~~ ^{summer} Summer. Does ~~Summer~~ ^{summer} summer make you happy? Well, it makes me very happy because it gives me more time to do fun things.

Why do I like summer so much? That’s easy ~~since~~ ^{Since} since school is out, that means no math or reading homework.

There is more time to do fun things ~~like~~ ^{like} like swimming in the pool all day or playing football with my ~~Dad~~ ^{dad} dad. ~~Since~~ ^{early} early to go to school, I can have more sleepovers with my ~~friends~~ ^{friends} friends Marcie, Jane, and Samantha. We like to stay up late eating popcorn and watching movies on TV. Then we sleep until noon!

Summer also gives my family and me more time to take trips. We like to take my mom’s red car ^{because} it has ~~,~~ a CD player so we don’t get bored on long trips. Some of the places we have been are Sea World, Six Flags, and my aunt and uncle’s house. Sea World and Six Flags are places to spend a day or two, but we can stay longer when we visit our family. Then we go on picnics, swim at the lake, and play hide-and-seek with our cousins.

We did so many fun things in the ~~Summer~~ ^{summer} summer that it went by ~~to~~ ^{too} too fast. It seemed like only the next morning when my ~~Mom~~ ^{MOM} MOM woke me up at 6:45 A.M. because of school. I screamed No, No, No, because I had ~~forgoten~~ ^{forgotten} forgotten all about school. Summer is gone! Now we do not have time for fun until next summer.

Activity 5—Writing a Final Draft

Daisy has finished her paper. Read her composition and compare it to her first draft.

Yea, school is over! What a blast! Now it is time for summer. Does summer make you happy? Well, it makes me very happy because it gives me more time to do fun things.

Why do I like summer so much? That's easy. Since school is out, that means no math or reading homework. There is more time to do fun things like swimming in the pool all day or playing football with my dad. Since I don't have to get up early to go to school, I can have more sleepovers with my friends Marcie, Jane, and Samantha. We like to stay up late eating popcorn and watching movies on TV. Then we sleep until noon!

Summer also gives my family and me more time to take trips. We like to take my mom's red car because it has a CD player so we don't get bored on long trips. Some of the places we have been are Sea World, Six Flags, and my aunt and uncle's house. Sea World and Six Flags are places to spend a day or two, but we can stay longer when we visit our family. Then we go on picnics, swim at the lake, and play hide-and-seek with our cousins.

We did so many fun things in the summer that it went by too fast. It seemed like only the next morning when my mom woke me up at 6:45 A.M. because of school. I screamed No, No, No because I had forgotten all about school. Summer is gone! Now we do not have time for fun until next summer.

What score do you think Daisy would receive if she had written this composition on a TAKS test? To help you decide her score, look below at the short explanation of each score point.

- Score Point 1: An ineffective composition (a failing paper)
- Score Point 2: A somewhat effective composition (a passing paper)
- Score Point 3: A generally effective composition (a good paper)
- Score Point 4: A highly effective composition (a very good paper)

Daisy's composition would receive a 3 on TAKS because

- it is focused on how summer makes Daisy happy; everything Daisy writes is about this same idea.
- most of the sentences Daisy writes follow an order that makes sense to the reader. As she moves from one idea to the next, she connects her thoughts in a meaningful way.
- Daisy's ideas are generally clear because she has given some details.
- Daisy's composition is generally interesting and sounds "real." The reader can tell that these are Daisy's own thoughts and that she has expressed them in her own way. The reader can "hear" Daisy's voice off and on throughout the paper.
- Daisy has tried to use correct spelling, punctuation, capitalization, grammar, and sentences to make her writing easy for the reader to understand.

To get a score of 4, Daisy does not need to add any more ideas about why summer makes her happy. Instead, she would need to think harder so that she can add more depth to support the ideas she already has. If Daisy did this, her voice in the paper would be stronger, too.

Using the Skills

After reading about what good writers do and looking at samples of other students' writing, you are now ready to write your own paper. Look at the prompt below. It is similar to the kind of prompt you will see on the TAKS writing test.

Write a composition about your favorite thing to do.

The information in the box will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about your favorite thing to do
- make sure that each sentence you write helps the reader understand your composition
- write about your ideas in detail so that the reader really understands what you are saying
- try to use correct spelling, capitalization, punctuation, grammar, and sentences

Starting Your Paper

STOP! Before you begin to write, **THINK**.

- How will I write about this topic?
- Do I want to describe my favorite thing to do?
- Do I want to write an imaginary story about this topic?
- Do I want to tell someone else how to do the activity that is my favorite thing to do?
- Do I have another idea for a way to write about this topic?

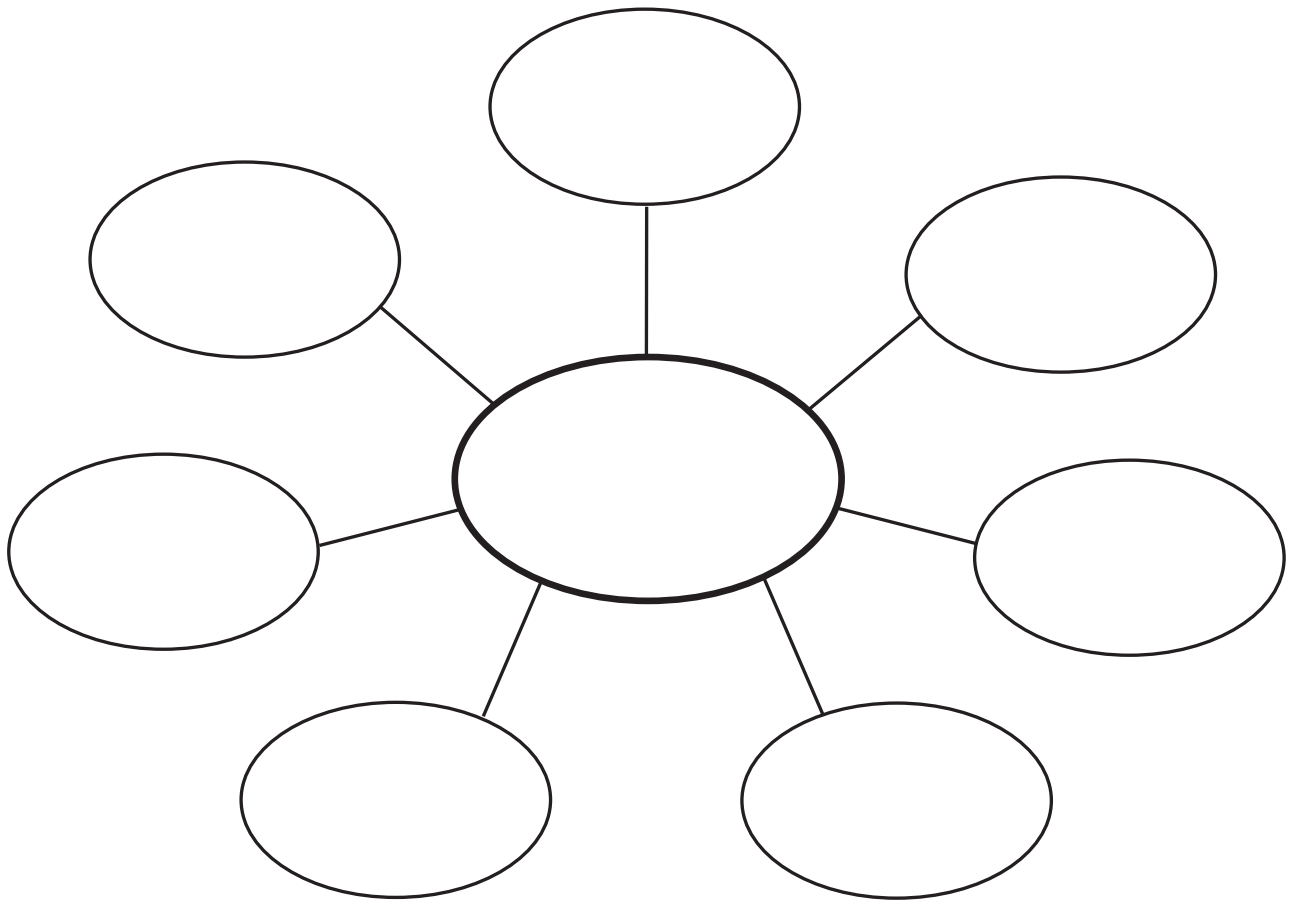
Look at the graphic organizers on the next two pages. Use one of these to help you brainstorm ideas for your composition. You may want to

- use the web to jot down ideas about your favorite thing to do
- use the chart to list the events in a story you plan to write about your favorite thing to do
- use the web to brainstorm a list of places where you would be able to do your favorite thing
- use the chart to record the things that happened once while you were doing your favorite thing

You may have an idea of your own. All that is important is that you take the time to think about some ideas you have on this topic before you begin to write.



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You can add more ovals if you need to.

A graphic organizer consisting of four empty rectangular boxes stacked vertically. Each box is connected to the one below it by a thick, black, downward-pointing arrow, indicating a sequential flow from top to bottom.

Now look carefully at your graphic organizer.

- Think about the ideas you brainstormed. Which ideas do you want to write about? Put a check by each of those ideas.
- In what order do you want to tell about your ideas? Write the numbers 1, 2, 3, and so on next to your ideas.
- Reread the things you are going to write about in your paper. Do you need to add any ideas?
- When you are finished organizing your ideas, you will be ready to start writing.

Use details that help your reader "see" the things you describe.

Don't leave anything out.

Revising Your Paper

Now you are ready to revise your paper. Reread your composition and ask yourself the questions below. Put a check in each box as you go through the list.

- Does my composition have a beginning, a middle, and an end?
- Do the events or ideas in my composition follow one another in an order that makes sense?
- Did I include enough details to help my reader “see” the things I describe?
- Did I begin my sentences in different ways?
- Do I need to correct any fragments, run-ons, or awkward sentences?
- Do I need to combine any sentences?
- Are there any sentences that don't belong in my paper?
- What can I add to make my paper better?

Editing Your Paper

All writers make mistakes in spelling, capitalization, punctuation, and usage. That's why it's important to edit your paper. When you edit, look for these kinds of mistakes:

Spelling

- Have I made spelling mistakes?

Capitalization

- Is there a capital letter at the beginning of each sentence?
- Is there a capital letter at the beginning of each proper noun?

Punctuation

- Did I end each sentence with a period, a question mark, or an exclamation point?
- Did I use apostrophes, commas, and quotation marks when they were needed?

Usage

- Did I use pronouns, adjectives, and adverbs correctly?
- Do the subjects and verbs in my sentences agree?
- Did I use correct verb tenses?
- Did I use homonyms (such as *to*, *too*, and *two*) correctly?

As you ask yourself these questions, use a colored pencil or pen to make edits on your first draft.

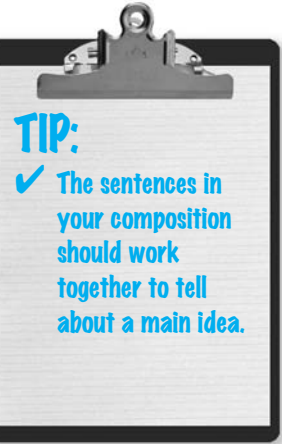
Objective 3

The student will recognize appropriate organization of ideas in written text.

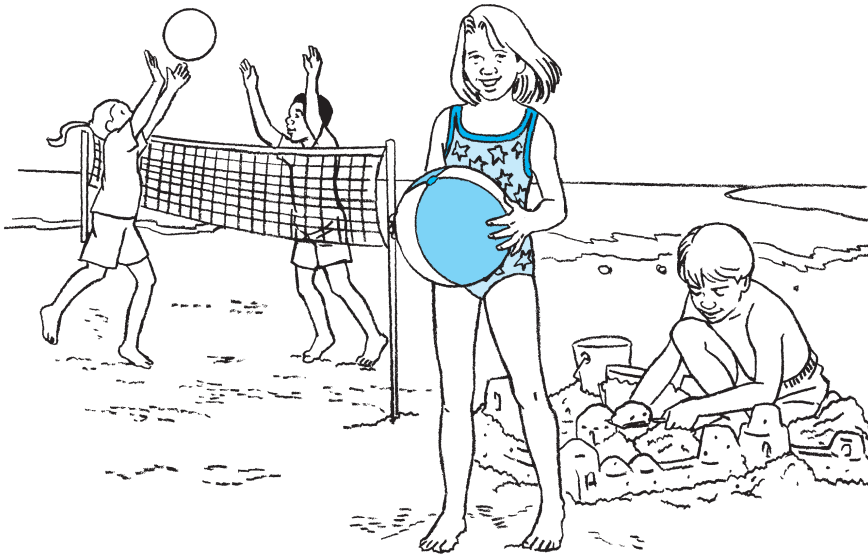
The Main Idea

Before you begin to write, think about the **main idea** of your paper. The main idea is what your paper is about. Look at the examples below.

- If you want to tell your reader how to bake a cake, your sentences should be about baking the cake.
- If you want to tell your reader about your summer vacation, your sentences should give information about the vacation.
- If you want to convince readers that a cat is the best pet to have, your sentences should tell why a cat is a great pet.



Read the paragraph in the box below. What is the paragraph about?



My family went to Corpus Christi this summer. My brother and I had fun playing on the beach. One day we built a huge sand castle. Another day we collected hundreds of shells. On the last day I learned to ride the waves on a wakeboard. I had a great time visiting the beach.

This paragraph tells about the writer's visit to the beach. Here is the main idea:

I had a great time visiting the beach.

The other sentences in the paragraph tell why the writer enjoyed her visit to the beach.

Supporting Sentences

When you write, you will need sentences to support some of your ideas. **Supporting sentences** explain or give more information about an idea.

Read this sentence:

Wolves usually hunt in packs, or groups.

Do you want to know more about this idea? Maybe you wonder what wolves hunt. Maybe you want to know why wolves hunt in packs. If you write a sentence that tells more about this basic idea, it is a supporting sentence.

Which of these sentences tells more about wolves hunting in packs?

- This helps them surround the animal they are hunting.
- Wolves look a little like dogs.

Did you select the first sentence? The first sentence explains why wolves hunt in packs. It is a supporting sentence. It's interesting that wolves look like dogs, but that doesn't tell anything about the groups they hunt in.

Read this sentence:

When you are riding your bike, there are many things you can do to stay safe.

Which sentences support, or tell more about, staying safe on a bike?

- Bicycle helmets can keep you safe if you crash.
- Hand signals let drivers know which way you are going.
- Riding a bicycle can be a very good form of exercise.
- You should wear light-colored clothing when you ride your bike at night.

The first, second, and last sentences tell things that bike riders can do to stay safe. The third sentence tells something interesting about riding bicycles, but it doesn't give any information about bicycle safety. It would not belong in a paragraph with the other ideas.

Try It

Now practice writing some supporting sentences of your own. First decide which season of the year is your favorite. Then fill in the blank below.

My favorite season of the year is _____.

Use the lines below to write three to four sentences that support your idea. Be sure to tell what you like about the season you picked. Your supporting sentences should tell how or why the season you picked is your favorite.

Sentences You Don't Need

Sometimes writers include sentences that do not belong in their papers. These sentences are called extraneous. **Extraneous sentences** do not give important information or help explain an idea.

Important Note

Extraneous sentences give unimportant information or information that is not directly related to the main idea. These sentences should not be included in your composition.

Read this paragraph:

Juan went to the store for his mother. He bought toothpaste and tomatoes. His mother works at the bank. He also bought peaches and soap. Juan used a wagon to carry the groceries home.

Which sentence has nothing to do with the other sentences?

The third sentence is extraneous. The paragraph is about Juan's trip to the store. Juan's mother might work at the bank, but that has nothing to do with the other ideas in the paragraph.

Try It

Look at the web below. A fourth grader named Luis has created this web to help him plan a story he wants to write. He has written a main idea in the center oval of the web. This is what he wants his story to be about.

In the outer ovals, Luis has written ideas he would like to include in his story. Look at Luis's ideas. Help him decide which ideas support his main idea and which are not needed. Cross out the ideas that you think Luis should not include in his story.



Answer Key: page 86

Try It

Look at the picture below.



Write a sentence to tell the main idea of this picture.

Maybe you wrote, “The family is having a picnic” or “On the Fourth of July, the Martínez family had a picnic at Mason Park.”

What sentences could you write to support your main idea? What details could you give to tell more about the picnic? Write four or five sentences on the lines below.

Check Your Work

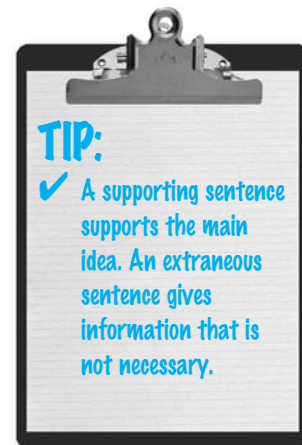
Look at the sentences you wrote on page 36.

- Did you write a sentence to describe what the children are doing?
- Did you write a sentence to describe what the adults are doing?
- Did you write a sentence about the fireworks in the sky?

If you wrote sentences like these, you wrote **supporting sentences**. You gave more information about an idea.

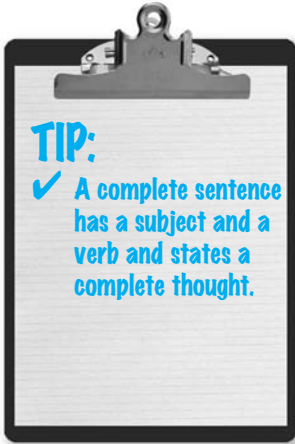
- Did you write a sentence about where the children go to school?
- Did you write a sentence about where people can buy fireworks?
- Did you write a sentence about a Fourth of July celebration you went to once?

If you wrote sentences like these, you wrote **extraneous sentences**. Extraneous sentences don't give important information or explain an idea. Try again. This time be sure to write some sentences that support the main idea.



Objective 4

The student will recognize correct and effective sentence construction in written text.



Complete Sentences

A complete sentence

- has a subject (who or what the sentence is about)
- has a verb (what the subject does, has, or is)
- states a complete thought

Important Note

People do not always speak in complete sentences. When you talk, there are many ways that you can tell people what you mean. You use words, but you might also use your face, hands, and tone of voice. When you write, you have only your words on the page to tell people what you mean. That's why it's important to write in complete sentences. Sentences that are not complete can confuse readers.

Here are some examples of complete sentences. Notice that each sentence has a subject and a verb. The subjects are underlined once. The verbs are underlined twice.

My cat sleeps next to me on the couch.

The flowers in Matt's garden are growing.

Jesse and I ride our bikes to the park.



Sentence Fragments

A **fragment** is a group of words that does not state a complete thought. Sometimes a fragment is missing a subject or a verb. Other times a fragment has a subject and a verb, but the thought still isn't complete. Look at these fragments:

- Took the books.
- My mom and dad.
- A puppy crying in Matt's backyard.

Look below to see how the fragments can be corrected. Notice the word or words that have been added to each fragment.

- Carlos took the books. ⇒ Now we know who took the books.
- My mom and dad bought a new car. ⇒ Now we know what my mom and dad did.
- A puppy is crying in Matt's backyard. ⇒ Now the sentence has a complete verb.

Sometimes a writer makes a fragment look like a complete sentence. The writer starts the fragment with a capital letter and ends it with a period, but the fragment is still a fragment. It does not express a complete thought.

Try It

Look at these fragments. They look like sentences, but they are not.

- Wrote a long letter to Granddad.
- To the store on the corner.
- Forgot his sister's birthday.

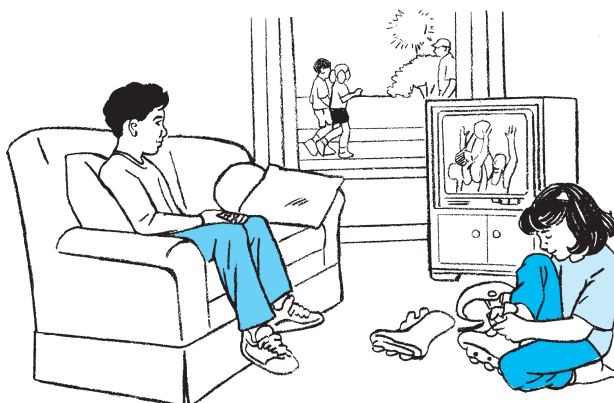
Think about what is missing in each fragment. Then think about what you could add to make each fragment a complete sentence. Write your complete sentences on the lines below.



Answer Key: page 86

Run-on Sentences

You have learned about sentence fragments. A sentence fragment does not state a complete thought. It is missing something. A run-on sentence is not missing anything, but it is still incorrect. A **run-on** is two or more sentences put together without the correct punctuation or capitalization. A reader cannot tell where one sentence ends and the next one begins.



Look at the sentence below.

Rafael is watching television his sister is going skating.

This is a run-on sentence. It is two sentences put together. One sentence tells about Rafael. The other sentence tells about his sister. There is no punctuation between the two sentences, and there is no capital letter to show where the second sentence begins.

This run-on can be corrected in different ways:

- The run-on may be written as two sentences.

Rafael is watching television. His sister is going skating.

- The two sentences may be combined with a connecting word.

Rafael is watching television, but his sister is going skating.

Here are some of the other words that can be used to connect the two parts of a run-on sentence:

and	when	or
before	if	after
but	because	since

Some run-ons can be corrected in other ways. Look at this run-on sentence:

Mr. Sánchez works at the park it is in our neighborhood.

If you take out the words *it is*, you will have a complete sentence.

Mr. Sánchez works at the park in our neighborhood.

Try It

Read the sentences below. Look for places where two complete sentences have been written as if they are one sentence. These are run-on sentences. Put a check in the box next to each run-on sentence.

- 1. My cousin works at the mall she sells jewelry.
- 2. Frankie went to the movies on Saturday.
- 3. My friend Caleb has a pet snake its name is Emerald.
- 4. Leo can't play outside today it is raining.
- 5. We have a soccer field on our school playground.
- 6. Bats hang upside down they do this when they sleep.

Did you put checks next to four run-on sentences? Sentences 2 and 5 are the only complete sentences. The rest of the sentences are run-ons. How can you correct the run-on sentences?

Use the lines below to correct the run-on sentences you just marked. You can

- write the sentences as two separate sentences
- use a connecting word to combine the two sentences
- leave some words out to combine the sentences



Answer Key: page 86

Awkward Sentences

Fragments and run-ons are hard to understand because they are not complete sentences. Sometimes a sentence is complete, but it is still hard to understand. Words and phrases might be written in a way that makes the meaning of the sentence unclear. This kind of sentence is called an awkward sentence.

The students sold cookies to raise money for a new swing set in my class.

The sentence in the box is a complete sentence. It has a subject and a verb.

Subject: The students

Verb: sold

Even though the sentence is complete, it sounds strange, and it's a little hard to understand. What if you tried to draw a picture to go with the sentence? Here's what you might draw:

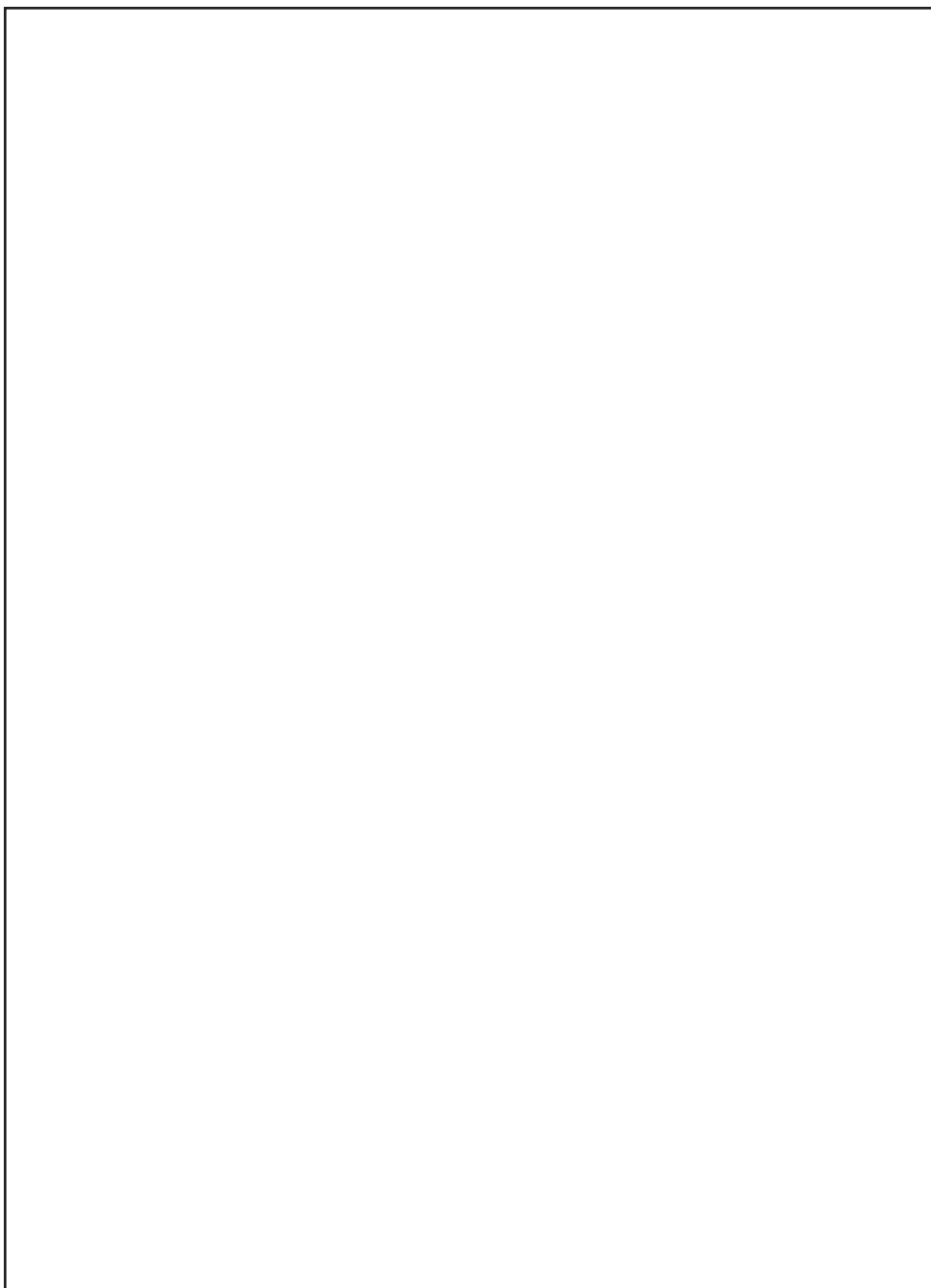


- Is the swing set in the class? Maybe.
- Are the students in the same class as the writer? Maybe.

It's hard to draw a picture to show what is happening in the sentence on page 42 because the meaning of the sentence is unclear. The sentence is awkward. Sometimes you can correct an awkward sentence by moving words around. Here's one way to rewrite the sentence. Is it easier to understand the meaning of this sentence?

The students in my class sold cookies to raise money for a new swing set.

Draw a new picture for this sentence.



Objective 4

Look at the chart below. Cover the right side of the chart with your hand. Read the awkward sentences. Think about what each sentence might mean. Then think about how you can rewrite each sentence to make its meaning clear. Uncover the right side of the chart and compare your ideas with the ideas in the chart.

Awkward Sentence	Clearer Sentence
Edgar on the table sets his dinner.	Edgar sets his dinner on the table.
Dark clouds often mean rain in the sky.	Dark clouds in the sky often mean rain.
Falling, Marissa tried to catch the vase.	Marissa tried to catch the falling vase.

TIP:

✓ If a sentence is unclear, it may mean two or more things. Figure out what you want the sentence to say. Then rewrite the sentence so that its meaning is clear.

Try It

Look at the awkward sentences below. Rewrite each sentence so that its meaning is clear.

Bradley for science class wrote about dinosaurs a report.

With a door and windows, my friends and I built a clubhouse.

Crowing, the farmer wakes up each morning when he hears the rooster.



Answer Key: page 86

Repetition—Too Much of the Same Thing

Sometimes a sentence is confusing because it repeats information. Look at this sentence:

We went in the backyard to play in the backyard.

This sentence says *in the backyard* twice. There is no need to say this twice. The sentence can be corrected in two different ways:

- We went in the backyard to play.
- We went to play in the backyard.

Try It

Read the sentences below. Draw a line through information that is given twice.

- My brother, my mom, and I ate lunch with my mom at Pizza Palace today.
- All the animals in the circus have special trainers that train them.
- The boy with the cool shoes is on my basketball team and has cool shoes.



Answer Key: page 86

Important Note

When you write sentences, it isn't usually necessary to give the same information twice. A sentence that has repeated words may be **wordy**. If a sentence sounds wordy to you, cross out some of the repeated words. Does the sentence still make sense? Will readers still know what you are trying to say? If so, the part of the sentence that you crossed out may not be needed. It may be repeating information that you have already given.

Combining Sentences

Sometimes writers use sentences that are complete, but short and choppy. Look at the sentences below.

Olivia eats breakfast. Olivia brushes her teeth. Olivia dresses for school.

Subject
1. Olivia
2. Olivia
3. Olivia

- | Verb |
|------------|
| 1. eats |
| 2. brushes |
| 3. dresses |

The subject of each sentence is the same. If these three sentences are combined into one sentence, the new sentence may look like this:

Olivia eats breakfast, brushes her teeth, and dresses for school.

In the new sentence one subject is combined with three different verbs. Doesn't the new sentence sound better than the three choppy sentences?

Look at the sentences below.

Andrew played tag at the park. Julie played tag at the park.
Nicole played tag at the park.

Do the sentences sound choppy to you? Look at the subjects and verbs of the sentences. What is the same? Every sentence has the words *played tag at the park*. How might you combine these sentences?

Andrew, Julie, and Nicole played tag at the park.

Sentences may be combined for many different reasons. Look at the examples below.

A Subject Is Repeated

Choppy: Mrs. Lin served peas. Mrs. Lin served turkey. Mrs. Lin served potatoes.

Combined: Mrs. Lin served peas, turkey, and potatoes.

A Verb Is Repeated

Choppy: Mary drew pictures for the class poster. Alice drew pictures for the class poster.

Combined: Mary and Alice drew pictures for the class poster.

The Ideas Are Closely Connected

Choppy: I saw the balloon in the tree. The balloon was too high to reach.

Combined: I saw the balloon in the tree, but it was too high to reach.

Something Makes Another Thing Happen

Choppy: The balloon popped. I had put too much air in it.

Combined: The balloon popped because I had put too much air in it.

Something Happens Before Something Else

Choppy: You must set the table. Then we can eat dinner.

Combined: You must set the table before we can eat dinner.

Try It

Look at the sentences and then combine them on the lines below. Remember that there may be more than one way to combine the sentences.

Jenna loves skating. Jenna loves riding her bike.

After school I have a snack. I also do my chores after school.

My mother plays the piano. My father plays the piano. I play the piano.

Tom likes to go to the park. It is a good place to run.

I like peas. I do not like potatoes.



Answer Key: page 86

Important Note

A complete sentence can sometimes be a short sentence. But some short sentences are choppy. They can be confusing because they force readers to stop and start too many times. To identify choppy sentences in your papers, read your sentences aloud. Do they stop and start and stop and start? If so, try to combine some of your sentences so that your writing flows more smoothly.

Objective 5

The student will recognize standard usage and appropriate word choice in written text.

Subject-Verb Agreement

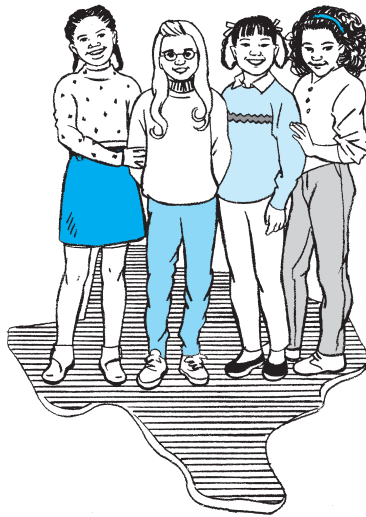
Having subject-verb agreement means that when you write a sentence, you use a singular verb with a singular subject and a plural verb with a plural subject.

Look at these sentences.

This girl lives in Texas. These girls live in Texas, too.



Singular subject and verb



Plural subject and verb

Study this chart. Notice how the verb form changes when the subject changes. When you are writing about one boy, you write *the boy eats*. But when you are writing about more than one boy, you write *the boys eat*.

Singular Subject and Verb	Plural Subject and Verb
The <u>boy</u> eats.	The <u>boys</u> eat.
The <u>bird</u> flies.	The <u>birds</u> fly.
The <u>teacher</u> reads.	The <u>teachers</u> read.

TIP:
✓ When you write, it is important to use words correctly so that people will understand what you are trying to say.

Try It

Which verb form goes with each subject below? Fill in the blanks.

The flowers _____ in Matt's garden.
(grow, grows)

My mom and dad _____ near the airport.
(work, works)

The lamp _____ pretty on that table.
(look, looks)



Answer Key: page 86

Verb Tense

Verb tense tells when an action happens. Look at the chart below.

Tense	When	Example
Present tense	Happening	Ryan opens the window.
Past tense	Already happened	Ryan opened the window yesterday.
Future tense	Will happen	Ryan will open the window tomorrow.

Most past tense verbs end in *-ed*.

walk + -ed = walked live + -ed = lived open + -ed = opened

Some past-tense verbs do not end in *-ed*. These verbs are called **irregular verbs**. This chart shows some irregular verbs.

Present Tense	Wrong Form of Past Tense	Right Form of Past Tense
build	builded	built
run	runned	ran
drink	drinked	drank
grow	grewed	grew
write	writed	wrote

Pronoun-Antecedent Agreement

Important Note

A **pronoun** is a word that is used in place of a noun. The noun that the pronoun replaces is called the **antecedent**. Some examples of pronouns are *I*, *she*, *him*, *we*, *myself*, and *your*.

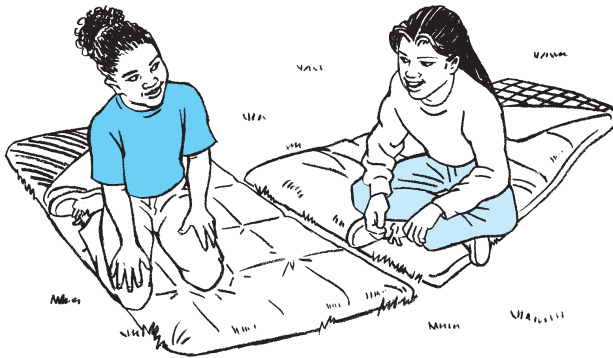
A pronoun must match the noun it is replacing in a sentence. Look at the sentence below.



Mary rolled up her sleeping bag and put *it* in the car.

The pronoun *it* replaces *her sleeping bag* in the sentence.

When people write, they sometimes use the wrong pronoun to refer to a noun.



The girls unrolled their sleeping bags and laid *it* on the ground.

What is wrong with this sentence?

There are two sleeping bags that were laid on the ground. The pronoun needs to stand for both sleeping bags. The sentence should be written like this:

The girls unrolled their sleeping bags and laid *them* on the ground.

Unclear Reference

Now look at these sentences:

The girls will watch some movies after school. They are very funny.

Who or what is funny—the girls or the movies?

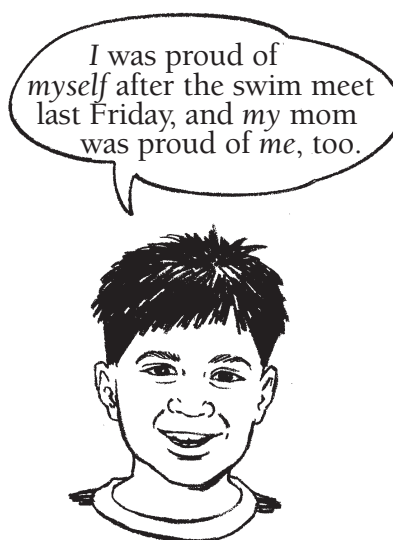
It is not clear what the pronoun *They* refers to. There are two different ways to rewrite the sentences so that the reader can understand what is funny:

- The girls will watch some movies after school. The movies are very funny.
- The girls will watch some very funny movies after school.

Pronoun Case

Pronouns change form depending on how and where they are used. Pronoun forms are called **cases**.

When you are writing about yourself, you can use five different forms of the same pronoun: *I*, *me*, *myself*, *mine*, *my*. All these pronouns refer to you, but each pronoun is in a different case. The pronoun case that you use when you write depends on how you use the pronoun in your sentence. Look at the sentence below.



Each of the pronouns is used differently in the sentence. That's why different cases are needed.

Look at these sentences. What is wrong?

Sasha plays games with I. Me love to play checkers.

Both sentences have a pronoun in the wrong case. The sentences should read:

Sasha plays games with me. I love to play checkers.

Try It

Read the sentences below. Decide which form of the pronoun should go in each blank.

I will go with _____ friends to Jan and Julie's house.
(my, mine)

_____ are having a sleepover.
(They, Them)

Jan and I will play games on _____ computer.
(them, their)



Answer Key: page 86

Important Note

When a name and a pronoun are used together in a sentence, it's sometimes hard to choose which pronoun to use. Here's a hint: pretend that the name is not there. Then ask yourself which pronoun should be used.

Look at this sentence.

Tom plays games with Sasha and I.

To some people the sentence sounds correct. But think about the hint above. If you take out the words *Sasha and*, what would the sentence say?

Tom plays games with I.

Does that sound right? No, it doesn't. The pronoun is not in the correct case. The correct sentence is written as follows:

Tom plays games with Sasha and me.

Try It

Which pronoun belongs in each blank below? Think about the important note above as you choose your answers.

Juanita and _____ will go to the movies tomorrow.
(she, her)

This snack is for my sister and _____.
(I, me)

_____ and I will eat lunch now.
(He, Him)

Kari and _____ are on the basketball team.
(I, me)



Answer Key: page 86

Using Adjectives Correctly

An adjective tells about a noun or a pronoun. Look at the underlined words in the sentences below. Each word describes a noun or a pronoun. What word does each adjective describe?

The strong man lifted the boxes. (Who was strong?)

The sun beat down on the hot travelers. (Who was hot?)

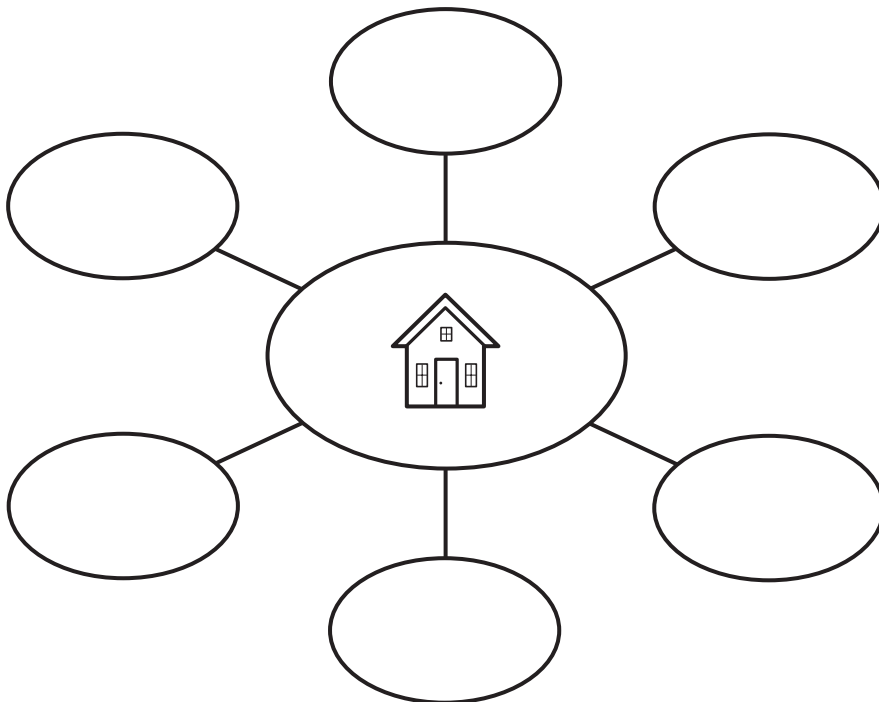
The day was windy and cold. (What was windy and cold?)

TIP:

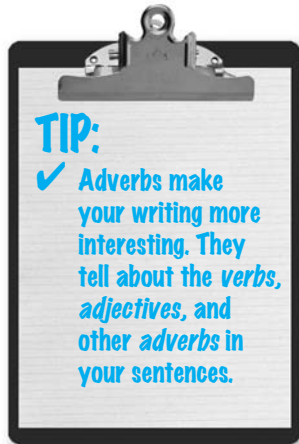
✓ Adjectives make your writing more interesting. They tell about the nouns and pronouns in your sentences.

Try It

Look at this web:



Imagine you are describing a house. What adjectives could you use? Write your adjectives in the empty ovals.



Using Adverbs Correctly

An **adverb** describes a verb, adjective, or another adverb. An adverb often tells *how*, *when*, or *where*. Look at these sentences. Each underlined word is an adverb. What does each adverb tell more about?

The girls dance gracefully.

This adverb tells *how* the girls dance.

The girls dance today.

This adverb tells *when* the girls dance.

The girls dance outside.

This adverb tells *where* the girls dance.

Try It

There is one adverb in each sentence below. Circle the adverb.

We went swimming yesterday.

Joe and his father climbed slowly up the steep ladder.

My sister Hannah sings beautifully.

Ryan listens carefully as the instructor explains the game.

My brother's scout troop will hike later.

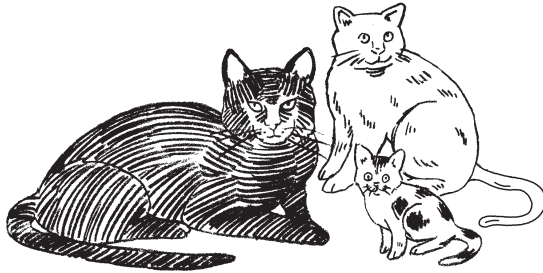
The nice man at the counter neatly wrote our names on the tags.



Answer Key: page 86

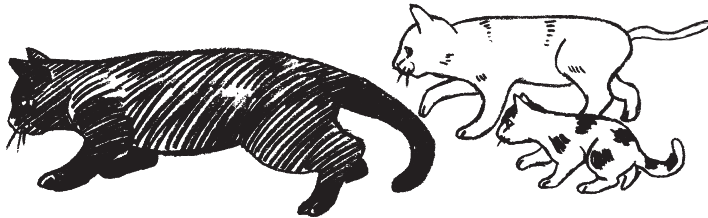
Using Adjectives and Adverbs to Compare or Contrast

When you compare two nouns, you add either *-er* to the adjective (*taller*) or *more* to the adjective (*more beautiful*). If you compare more than two nouns, you add either *-est* to the adjective (*tallest*) or *most* to the adjective (*most beautiful*). Look at the examples below.



The white cat is **bigger** than the kitten, but the black cat is the **biggest** of all.

Adverbs can compare verbs and other adverbs in the same way that adjectives compare nouns. When adverbs are used to compare, they change forms just as adjectives do. For example, if you compare two actions, you add *-er* to the adverb (*faster*) or use the word *more* with the adverb (*more carefully*). If you compare more than two actions, you add *-est* to the adverb (*fastest*) or use the word *most* with the adverb (*most carefully*).



The black cat walks **more quietly** than the kitten, but the white cat walks **most quietly** of all.

Try It

Which adjective or adverb belongs in each blank below?

Byron is the _____ of all the boys in our class.
(tall, taller, tallest)

Joe talks _____ than Mario.
(fast, faster, fastest)

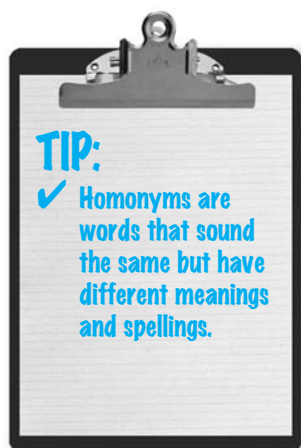
Sarah is _____ to her brother than to her sister.
(nice, nicer, nicest)



Answer Key: page 86

TIP:

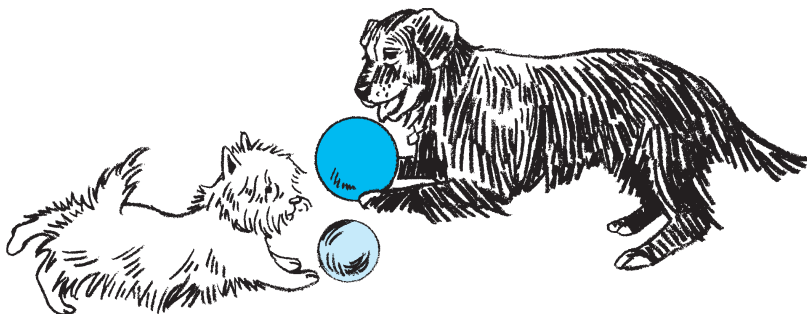
✓ Adjectives and adverbs can be used to compare two or more things.



Homonyms

Using the wrong homonym can make your writing unclear.

What is wrong with this sentence?



The dogs like **there** toys.

In this sentence the word *there* should be *their*. The words sound the same, but they do not mean the same thing. *There* tells where something is. *Their* shows ownership.

Here are some homonym groups to remember when you write. Do you know when to use each of the words in the box?

their, there, they're	right, write	it's, its
dear, deer	to, too, two	know, no
whose, who's	bear, bare	your, you're
buy, by	blew, blue	herd, heard

Try It

Choose five homonyms from the box and write a sentence using each one. Check a dictionary at home or at school to be sure you've used each homonym correctly.

Double Negatives

This sentence has a different problem that makes it unclear.

Abraham can't never remember his pencil.

Does this mean that Abraham remembers his pencil? Or does it mean he is unable to remember his pencil? This sentence is confusing because it has two negatives. The words *can't* and *never* are both negative. Using two negatives in one sentence makes the sentence's meaning unclear.

Here are some other negative words:

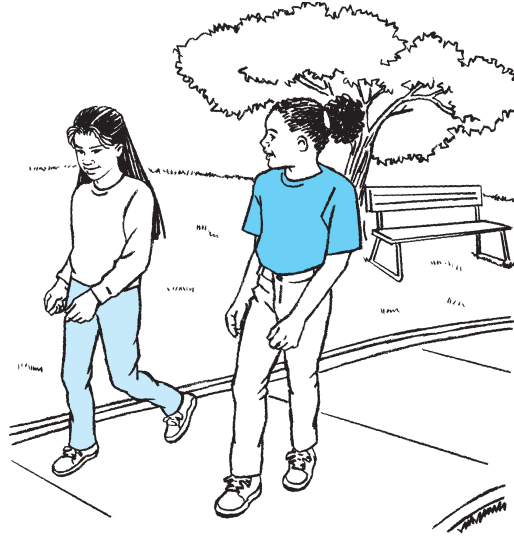
not	no	hardly
can't	don't	doesn't
barely	nobody	nothing

Remember that you should not use two negatives in the same sentence. Look at the chart to see how to correct some sentences with double negatives.

Double Negative	Correct Sentence
I am not never going to do that.	I am never going to do that.
Nobody did nothing about the fire.	Nobody did anything about the fire.
No one is no smarter than I am.	No one is smarter than I am.

Saying It Twice

Some sentences are incorrect because they use pronouns that are not needed. Look at the sentence below.



The girls **they** are going to the park.

In this sentence the noun phrase *The girls* and the pronoun *they* refer to the same people. The writer doesn't need both. There are two different ways to rewrite this sentence:

- The girls are going to the park.
- They are going to the park.

Try It

Can you find a word or words that you can delete in each sentence below? Cross out the word or words that are not needed.

My brother he showed me a story his friends had written.

I can't believe that Casey and Jacob they wrote such a funny story.

Their story it should be made into a movie.



Answer Key: page 86

Important Note

There are basic rules of standard English that you must remember when you are writing. Be sure to think about subject-verb agreement, verb tense, pronouns, and double negatives as you write.

Objective 6

The student will proofread for correct punctuation, capitalization, and spelling in written text.

When you are talking, people can stop you if they don't understand your words. They can ask you to explain or repeat things. When you are writing, your readers usually aren't nearby. To be sure that they will understand what you are trying to say, you must use correct punctuation, capitalization, and spelling.

- Punctuation tells readers when a sentence ends. It also tells them when to pause, when someone is talking, or when something belongs to someone.
- Capitalization tells readers when a sentence starts. Capital letters also mark the names of particular people, places, things, and titles.
- Spelling words correctly helps your readers understand what you are saying. When you spell a word incorrectly, readers have to stop to figure out which word you are trying to use.

Important Note

There are many rules for punctuation, capitalization, and spelling in English. There is no way to list all the rules here. The next few pages describe most of the rules that are important for fourth graders to know. Your parents and teachers may tell you other rules that will help you.

Punctuation

It is important to use proper punctuation when you write. Here are some punctuation marks that you need to know:

period [.]	comma [,]	exclamation point [!]
apostrophe [']	question mark [?]	quotation marks [“ ”]

End Punctuation

Every sentence must end with a punctuation mark.

- Use a period at the end of a statement. (*My house is blue.*)
- Use a question mark at the end of a question. (*Where is your house?*)
- Use an exclamation point at the end of a statement that shows strong feelings. (*What a lovely house!*)

Try It

For each sentence below, check the box that has the correct end punctuation.

Kelly will bat first today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you know she hit two home runs last week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What an amazing player she is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Answer Key: page 86

Important Note

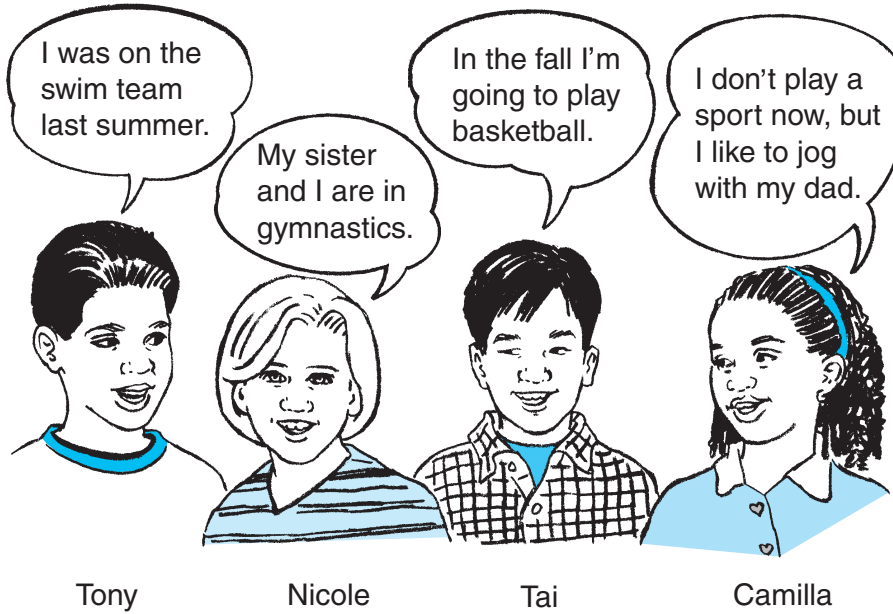
It can be hard to tell a statement that shows strong feelings from a regular statement. If you are not sure, say the sentence to yourself. Do you feel like you should be talking very loudly or fast or with lots of emotion? Then you might need an exclamation point. If not, you should probably use a period.

Using Quotation Marks

When you want to show the exact words that someone has said, you must put quotation marks around the words. Look at these examples:

- Mom said, “I think we should have hamburgers for dinner.”
- “I’ll start the grill,” Dad replied.
- “I’ll pour the drinks,” Ben added.
- “What can I do?” asked Sandy.
- “Your job is the most important,” said Mom. “You get to pick the dessert!”

Look at the cartoon below. Notice the speech bubbles that show what the characters are saying.



A cartoon uses speech bubbles to show the words the characters say. But if the sentences from this cartoon were written in a story, the characters' words would have to be in quotation marks.

Try It

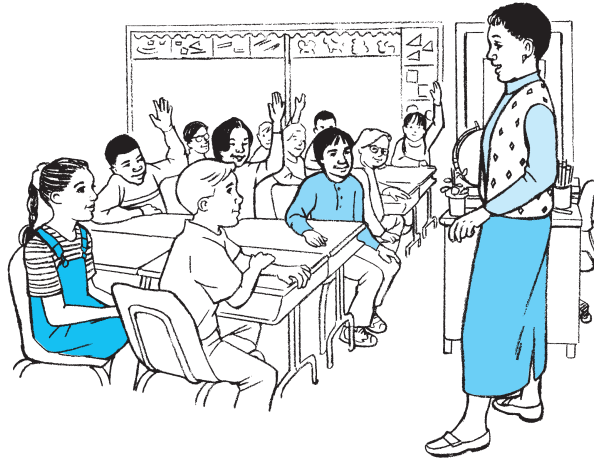
Rewrite the sentences from this cartoon using quotation marks. The first sentence has been done for you.

Tony said to his friends, "I was on the swim team last summer."



Answer Key: page 87

Punctuation with Quotation Marks



When you name the speaker and then show the words he or she said, use a comma before opening the quotation marks.

Mrs. Johnson said, “Each of you may choose a partner for the game.”

When you show the words the speaker said and then tell who said them, use a comma before closing the quotation marks.

“Each of you may choose a partner for the game,” Mrs. Johnson said.

If the speaker is asking a question or saying something in an excited way, do not use a comma before closing the quotation marks. Instead use a question mark or an exclamation point.

“Has everyone selected a partner?” Mrs. Johnson asked.
 Rylie questioned, “Is it okay if three of us work together?”
 “Oh, that sounds like a great idea!” the teacher said excitedly.

Try It

Add the correct punctuation to the sentences below.

“Do you have a dog ” Bailey asked.

“No, we have a cat ” said Tyrone.

Cilla added “I have gerbils, turtles, a snake, and a pet spider ”

“Wow, that sounds like a zoo ” Bailey shrieked.



Answer Key: page 87

Other Comma Uses

You don't need a quotation to use a comma. Commas are used for many other reasons. They are used to

- separate words in a series (*apples, bananas, and oranges*)
- separate a city and its state (*Houston, Texas*)
- separate a date and its year (*January 1, 2000*)
- separate parts of a compound sentence (*I ran fast, but Sue ran faster.*)
- show when someone is being spoken to (*Sue, that was a great race!*)

Look at the letter below. How would commas help make this letter easier to read? Insert commas wherever you think they are needed.

March 8 2005

Kyle Graham
2312 Tower Drive
Austin Texas 78732

Dear Aunt Connie,

You will not believe this. I was at the grocery store today and I saw a man with a duck. The duck was brown blue and green. It was sitting in the front of a grocery cart and it was eating pears drinking soda and flapping its wings. I guess I must have been staring because the man finally said "Would you like to meet my friend Rex?" I shook that duck's webbed foot turned around and ran out of the store laughing. Aunt Connie I plan to shop at that grocery store more often. Who knows what I'll see next time?

Love,

Kyle

Did you add 12 commas to the letter? Look at the commas that should have been added:

March 8, 2005

Kyle Graham
2312 Tower Drive
Austin, Texas 78732

Dear Aunt Connie,

You will not believe this. I was at the grocery store today, and I saw a man with a duck. The duck was brown, blue, and green. It was sitting in the front of a grocery cart, and it was eating pears, drinking soda, and flapping its wings. I guess I must have been staring because the man finally said, "Would you like to meet my friend Rex?" I shook that duck's webbed foot, turned around, and ran out of the store laughing. Aunt Connie, I plan to shop at that grocery store more often. Who knows what I'll see next time?

Love,

Kyle

Important Note

You know to use commas when you are listing items in a series. (*The duck was brown, blue, and green.*) Some people use a comma before the *and*, and some people do not. Both ways are correct.

Apostrophes

Apostrophes are used for two reasons:

- to show that someone owns something (*Kay's book, Sam's shirt, the man's house*)
- to form a contraction (*don't, can't, she's*)

Showing Ownership

To show that something belongs to someone, you must use an apostrophe. Look at the examples below.

- The dog that belongs to Jorge is **Jorge's dog**.
- The coat that belongs to Connie is **Connie's coat**.
- The desk that belongs to Mrs. Simpson is **Mrs. Simpson's desk**.

Try It

Use an apostrophe to rewrite each of the phrases below.

the library that belongs to the school _____

the chair that belongs to the coach _____

the shell that belongs to the turtle _____

the den that belongs to that bear _____



Answer Key: page 87

Contractions

When two words are combined and some letters are left out, a contraction is formed. In a contraction an apostrophe shows where letters have been left out. Look at these examples:

would + not = wouldn't you + are = you're he + is = he's
does + not = doesn't they + are = they're let + us = let's

Try It

Can you think of some other contractions? Make a list here.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Important Note

The word *it* can be used in a contraction and to show possession. As a contraction, *it + is = it's*. When you use *its* to show ownership, you drop the apostrophe (*The cat licks its fur*).

Capitalization

There are two important rules for capitalization:

- Every sentence must start with a capital letter.
- Every proper noun must start with a capital letter.

Beginning a Sentence

Look at the sentences below.

the boy and his uncle went on a trip. they went fishing at the lake.

What is wrong with these sentences? How would you correct them?

- Remember that a sentence must start with a capital letter.
- Whenever you see punctuation that ends a sentence (a period, a question mark, or an exclamation point), the next word should be capitalized.

Look at the sentences now.

The boy and his uncle went on a trip. They went fishing at the lake.

Now the sentences are correct. Each sentence starts with a capital letter.

Proper Nouns

Proper nouns must also be capitalized. What is a proper noun?

Remember that nouns are the names of people, places, or things.

Proper nouns are the names of specific people, places, or things.

- The word *ocean* is a noun because it is the name of something.
- *Atlantic Ocean* is a proper noun because it names a specific ocean.

Recognizing Proper Nouns

Study this chart. Notice the difference between common nouns and proper nouns.

Common Nouns	Proper Nouns
skater	Tony Hawk
athlete	Lance Armstrong
teacher	Mr. Suárez
astronaut	John Glenn
school	Parker Elementary
city	San Antonio
country	Canada
continent	Asia
planet	Saturn
book	<i>James and the Giant Peach</i>
movie	<i>Ice Age</i>
street	Timber Lane
month	July

Look at the sentences below. What is wrong with these sentences?

Ryan and uncle jeff went on a trip. They went fishing at lake travis.

Did you notice that these sentences contain proper nouns? Proper nouns need to be capitalized. Here is how the sentences should be written:

Ryan and Uncle Jeff went on a trip. They went fishing at Lake Travis.

Spelling

When you write, it is important to spell words correctly so that your readers will know what you are trying to say. There are some rules you can learn to help you spell more words correctly. Some of these rules are listed below.

- When a word ends in a short vowel followed by one consonant, double the consonant before adding a suffix that starts with a vowel.

sit	+	<i>-ing</i>	=	sitting	flat	+	<i>-est</i>	=	flattest
clap	+	<i>-ed</i>	=	clapped	red	+	<i>-ish</i>	=	reddish
hot	+	<i>-er</i>	=	hotter	big	+	<i>-est</i>	=	biggest
snap	+	<i>-ing</i>	=	snapping	mud	+	<i>-y</i>	=	muddy

- When a word ends with a silent *-e*, drop the *-e* before adding a suffix that starts with a vowel.

breathe	+	<i>-ing</i>	=	breathing	shake	+	<i>-ing</i>	=	shaking
care	+	<i>-ed</i>	=	cared	invite	+	<i>-ed</i>	=	invited
fine	+	<i>-er</i>	=	finer	dance	+	<i>-ing</i>	=	dancing
cute	+	<i>-est</i>	=	cutest	noise	+	<i>-y</i>	=	noisy

- When a word ends in *-y*, change the *-y* to *-i* before adding a suffix that starts with a vowel.

funny	+	<i>-est</i>	=	funniest	fly	+	<i>-es</i>	=	flies
carry	+	<i>-ed</i>	=	carried	glory	+	<i>-ous</i>	=	glorious
shaky	+	<i>-er</i>	=	shakier	copy	+	<i>-es</i>	=	copies
cloudy	+	<i>-est</i>	=	cloudiest	try	+	<i>-ed</i>	=	tried

Try It

Think about the spelling rules you reviewed on page 71. Write the new words on the lines below.

scrub + *-ing* = _____

fame + *-ous* = _____

reply + *-ed* = _____

mad + *-est* = _____

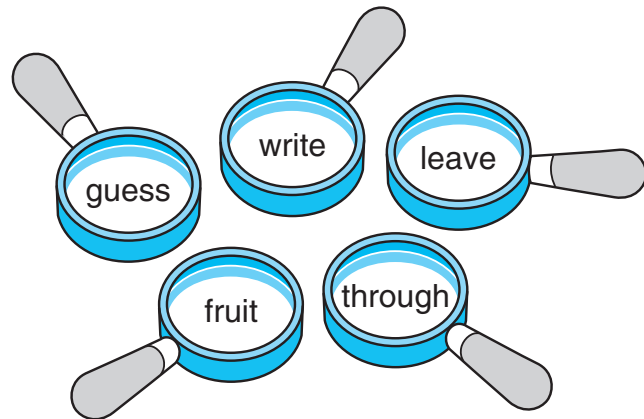
wise + *-er* = _____

lucky + *-est* = _____



Answer Key: page 87

For some words there are no spelling rules to help you. You just have to remember how to spell those words. They are called **sight words**.



Important Note

If you are trying to spell a word, write it one way. Then write it a different way. Often the correct spelling will look right to you. That may be because you have seen the word in books or magazines. The more you read, the easier it will be for you to remember how to spell words.

Using the Skills

Revising and Editing a Paper

You have just reviewed some of the things you need to think about when you write. Now you are ready to help a student your age revise and edit her paper.

The paper on the next page was written by a fourth grader named Kara. Read Kara's paper carefully. As you read, ask yourself these questions:

- **How well has Kara organized and supported her ideas?** Does she need to give more information about any of her ideas? Did she include any ideas that don't really belong in this paper?
- **Are Kara's sentences clear and complete?** Did she use any fragments or run-ons? Are any of her sentences awkward or wordy?
- **Has Kara followed the rules of standard English?** Do her subjects and verbs agree? Are her verbs in the right tense? Has she used homonyms and pronouns correctly? Does she use any double negatives in the paper?
- **Has Kara made any punctuation, capitalization, or spelling mistakes?** Did she start and end all sentences correctly? Did she remember to start each proper noun with a capital letter? Did she use commas, quotation marks, and apostrophes correctly?

When you come to words or sentences that you think Kara should change, write notes in the margins. If you know what is wrong, show how you would fix it. If you're unsure, just write "This sounds odd" or "I know this is wrong, but I'm not sure how to fix it." When you are finished, look at pages 75–78.

Kara is in the fourth grade. She read a story about a girl named Maria Pepe and decided to write about her. This is a draft of Kara's paper. Read the paper and think about changes you would make to help Kara improve it.

Changing Sports Forever

(1) If you are a girl who plays Little League baseball, you should thank Maria Pepe. (2) Thirty years ago girls were not allowed to play Little League baseball. (3) However, that did not stop some girls from trying.

(4) Maria Pepe was only 12 years old when she signed up for Little League in 1972 at the age of 12. (5) She had gone to tryouts with some neighborhood boys. (6) One of the coaches allowed Maria to try out, too. (7) And was picked for a team in her hometown of Hoboken, New Jersey. (8) She was a good pitcher, but many people did not want her to play because she was a girl. (9) Some parents and players on other teams complained. (10) The Little League organization told Maria's coach that he had to take her off the team. (11) Maria's feelings was hurt, but she did not know what to do.

(12) Then a national women's group heard about Maria's problem. (13) The group took the Little League organization to court so they could ask a judge if the rule was fair. (14) By that time Maria Pepe was not the only girl who wanted to play Little League baseball. (15) In 1974 a 12-year-old named Grace Reef she was chosen to play on a Little League team in Maine. (16) The Little League tried to force Graces coach to drop her from the team, but her parents also took the Little League to court. (17) That year the courts ruled that girls ages 8 through 12 must be allowed to play Little League baseball. (18) Sadly, this decision did not help Maria Pepe. (19) By then she was 14 and to old to play.

How Would You Change Kara's Paper?

Sentence 4

Did you mark this sentence? Some of the information in sentence 4 is written twice. This repetition is not necessary and makes the sentence wordy.

Read sentence 4 again. What information is repeated?

Maria Pepe was only 12 years old when she signed up for Little League in 1972 at the age of 12.

Kara tells us twice that Maria Pepe was 12. That's not necessary. Which of the following choices would correct the problem in sentence 4?

- *Maria Pepe was only 12 years old when she signed up for Little League in 1972.*
- *Maria Pepe was only 12. When she signed up for Little League in 1972 at the age of 12.*

The first choice is the correct answer. It removes the phrase *at the age of 12* from the end of the sentence. Now the writer tells Maria's age once instead of twice.

The second choice has two problems. It still contains repeated information, and it also contains a fragment. The part that begins *When she signed up for . . .* is not a complete thought.

Sentence 7

Did you notice that something was wrong with sentence 7? Read the sentence again.

And was picked for a team in her hometown of Hoboken, New Jersey.

When you read the sentence, you are left with this question: who was picked for a team? The sentence does not tell who. There is no subject in this sentence. That means the sentence is not complete; it is a sentence fragment.

How would you correct sentence 7?

- *She was picked for a team it was in her hometown of Hoboken, New Jersey.*
- *She was picked for a team in her hometown of Hoboken, New Jersey.*

Both choices have a subject now, but look carefully at the first choice. It is a run-on sentence. A run-on cannot be the correct answer. The second choice is the correct answer.

Sentence 8

Did anything in sentence 8 look strange to you? There is a word in this sentence that is misspelled. Study sentence 8 again.

She was a good pitcher, but many peeple did not want her to play because she was a girl.

Does the underlined word look strange to you? Is it spelled correctly? Let's try it some other ways:

- *peepel*
- *pepple*
- *people*
- *peapel*

Do you know how to spell the word Kara is trying to use? Did you pick the third choice, *people*? If so, you picked the correct spelling.

The word *people* is a sight word. There are no rules you can follow to help you spell this word. You simply have to learn how this word should be spelled.

Sentence 10

There's nothing wrong with this sentence, but maybe you marked it anyway. You might have wanted Kara to give more information here. Look at sentence 10 again.

The Little League organization told Maria's coach that he had to take her off the team.

What happened when the organization told the coach to take Maria off the team? Did he do it?

It would help to add a supporting sentence after sentence 10. Which of the following sentences should Kara add after sentence 10?

- *Maria didn't really want to play baseball anyway.*
- *The coach had to tell Maria that she could not play anymore.*
- *The organization told the coach that she could not play.*

The first choice is incorrect because it isn't true. We know from the rest of the paper that Maria still wanted to play baseball.

The third choice doesn't give any new information, so it is not a good supporting sentence. It just repeats what was already said in sentence 10.

Did you mark the second choice? This sentence is a good supporting sentence because it tells more about the information in sentence 10. Now we know what happened when the organization told the coach to take Maria off the team.

Sentence 11

Did you find a mistake in sentence 11? If not, read the sentence again.

Maria's feelings was hurt, but she did not know what to do.

Does this sentence sound right? Did Kara follow the rules of standard English? No, Kara did not follow the rules. She used a subject and a verb that do not agree.

- Look at the first part of the sentence: *Maria's feelings was hurt . . .*
- The subject is *feelings*. That is a plural noun. A plural noun needs a plural verb.
- Think of other plural nouns you know: *boys, girls, friends, dogs*.
- Do plural nouns agree with the verb *was* or *were*? Look at these sentences:

The boys was creative. -or- *The boys were creative.*

The girls was friendly. -or- *The girls were friendly.*

- Plural nouns agree with the verb *were*, not *was*. You would write *The boys were creative* and *The girls were friendly*. Therefore, sentence 11 should start like this: *Maria's feelings were hurt. . . .*

Sentence 15

What is wrong with sentence 15? Take a look at the sentence again.

In 1974 a 12-year-old named Grace Reef she was chosen to play on a Little League team in Maine.

This sentence has a pronoun that is not necessary. The proper noun *Grace Reef* and the pronoun *she* are talking about the same person. Since the proper noun and the pronoun are together, the writer does not need both. The word *she* should be taken out of this sentence.

Sentence 16

Is there something in sentence 16 you would like to change? Study sentence 16 again.

The Little League tried to force Graces coach to drop her from the team, but her parents also took the Little League to court.

- Look at the word *tried*. Is the word spelled correctly?
- Look at the phrase *Graces coach*. Is something missing?
- Look at the comma after *team*. Is that comma needed?

Did you figure out what was wrong with sentence 16? The phrase *Graces coach* shows ownership. The coach is the one who belonged to Grace. Of course, Grace didn't really own him, but since he was her coach, we say it that way.

Since the phrase shows ownership, it needs an apostrophe. The phrase should look like this: *Grace's coach*.

Sentence 19

What about this sentence? What needs to be changed?

By then she was 14 and to old to play.

- Look at the first *to*. This word is a homonym. When you write, you should always look carefully at the homonyms you use. You want to be sure you have chosen the correct word.
- There are three words that sound like the one Kara is trying to use in her sentence: *to*, *too*, and *two*.
- Has Kara chosen the correct word for the first *to*? No, she has not. When you are saying something is *too big*, *too hard*, *too sticky*, *too old*, or *too much* of anything, the correct homonym is *too*.

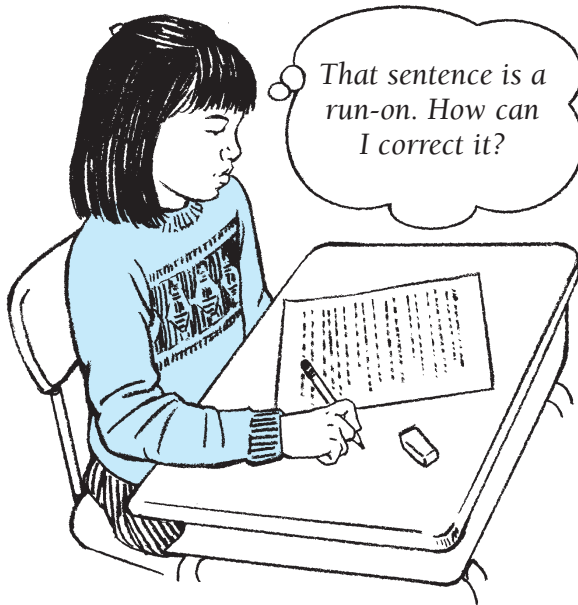
How Does TAKS Test the Skills You Have Been Reviewing?

When you take the TAKS test, you will be asked to read some papers that might have been written by fourth graders like you. It will be your job to help the students decide how to revise and edit their papers.

On the next few pages, you will find papers like the ones you will see on a real TAKS test. These papers contain some mistakes.

Important Note

- Read the first paper and think about the changes you would make.
- When you are finished reading, look at the questions on the pages that follow. Read the first question and all the answer choices. Decide which answer choice is correct and mark it. Read the rest of the questions and mark a correct answer for each one.
- Look at pages 87–89 of the Answer Key. Each answer choice is explained. Don't look just at the correct answer. Read all the explanations so that you will understand why one choice is correct and the others are not.
- Read the second passage and answer the questions that go with it.
- Return to the Answer Key and look at pages 89–90. Compare your answers to the ones given there.



Justin is in the fourth grade. His teacher has asked students to write about the perfect summer camp. This is a draft of Justin's paper. Read it and think about what you would do to improve it. Then answer the questions that follow.

Video-Game Camp

(1) If I could start my own summer camp, I know exactly what I would do. (2) I'd create a video-game camp called Camp Imagination. (3) Kids would love to come to my camp. (4) To learn and have fun at the same time.

(5) Let me tell you what my camp would be like. (6) Every morning we would go outside. (7) We would do exercises to warm up our fingers outside. (8) We wouldn't want to get hurt pushing buttons. (9) Some games use joysticks instead of buttons. (10) Later we would go inside for sports activities. (11) Instead of playing outdoor sports, we would play video games based on basketball football, ice hockey, baseball, and skateboarding.

(12) Waiting in line for lunch is boring at most camps, but it would be fun at a video-game camp. (13) We would have handheld video games to play while we were waiting to eat. (14) It would be the only thing that could get us to stop playing our games.

(15) After lunch the camp counselors would tell us secrets and tricks that we could use to win the games. (16) On some days they might teach ourselves about new games that aren't even for sale yet. (17) Kids who need help in school could play video games that review math, reading, or writing skills.

(18) At my camp we would build nightly campfires, just like people do at other camps. (19) While roasting marshmallows, we would tell scary stories the stories would be about haunted video games. (20) My camp would be fun for kids, and it would help us learn. (21) I hope I get to go to a video-game camp someday.

Question 1

What is the **BEST** way to revise sentence 4?

- A To learn and have fun. At the same time.
- B They could learn and have fun at the same time.
- C They could learn they could have fun at the same time.
- D No revision is needed.



Answer Key: page 87

Question 2

What is the **BEST** way to combine sentences 6 and 7?

- A Every morning we would go outside and do exercises to warm up our fingers.
- B Every morning we would go outside, and we would do exercises to warm up our fingers outside.
- C Every morning we would go outside we would do exercises to warm up our fingers outside.
- D Every morning we would go outside and would do exercises and would warm up our fingers.



Answer Key: page 87

Question 3

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

- A Change *Instead* to **Insted**
- B Change *we* to **they**
- C Insert a comma after *basketball*
- D Make no change



Answer Key: page 87

Question 4

What change, if any, should be made in sentence 12?

- A Change *boring* to **borring**
- B Delete the comma after *camp*s
- C Change *fun* to **funnest**
- D Make no change



Answer Key: page 88

Question 5

The meaning of sentence 14 can be improved by changing *It* to —

- A Food
- B The line
- C They
- D The video games



Answer Key: page 88

Question 6

What change should be made in sentence 16?

- A Change *might teach* to **taught**
- B Change *ourselves* to **us**
- C Change *aren't* to **isn't**
- D Change *sale* to **sell**



Answer Key: page 88

Question 7

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

- A Change *school* to **School**
- B Delete the comma after *math*
- C Change *writeing* to **writing**
- D Make no change



Answer Key: page 88

Question 8

What is the **BEST** way to rewrite the ideas in sentence 19?

- A While roasting marshmallows. We would tell scary stories, they would be about haunted video games.
- B While roasting marshmallows, we would tell scary stories. About haunted video games.
- C While roasting marshmallows, we would tell scary stories, and the scary stories would be about haunted video games.
- D While roasting marshmallows, we would tell scary stories about haunted video games.



Answer Key: page 88

Question 9

Which sentence does **NOT** belong in this paper?

- A Sentence 3
- B Sentence 5
- C Sentence 9
- D Sentence 15



Answer Key: page 89

Bianca is in the fourth grade. Her class had a special visitor one day, and Bianca wrote a paper about the visitor. As part of a peer-editing assignment, she wants you to read her paper. As you read, think about the corrections and improvements Bianca should make. Then answer the questions that follow.

Dr. Cobra's Visit

(1) I know Dad will be excited when I tell him about the special guest we had at Taylor Elementary School today. (2) A snake expert named Dr. Cobra came to visit our class. (3) He didn't just tell us about snakes. (4) He brought several harmless snakes with him.

(5) Dr. Cobra explained that snakes are important animals. (6) They are part of the balance of nature. (7) Without snakes we would probably have too many rodents, such as rats and mice. (8) Also, snakes are food for eagles, hawks, and other animals. (9) The bald eagle used to be an endangered bird. (10) Dr. Cobra explained that we should think of nature as a long chain. (11) If we remove one link, we could destroy the whole chain.

(12) After his discussion Dr. Cobra walked around with a corn snake. (13) When I touched the bright orange snake, I was surprised at how calm they seemed. (14) However, Dr. Cobra warned us to never touch a snake in the woods. (15) He said that although most snakes are shy and harmless, some will strike if they are afraid.

(16) Before Dr. Cobra left, he asked whether any of us had ever thought about having a snake for a pet? (17) About five people raised their hand, including me. (18) To learn more about snakes, we should read some books first, and Dr. Cobra suggested that. (19) He told us that keeping snakes can be a lot of work.

(20) Dr. Cobra's presentation was over. (21) Then I went straight to the school library. (22) I checked out four books to share with my mom and dad. (23) I have always wanted to have a pet snake. (24) If I learn enough about taking care of snakes, maybe I am getting one for my birthday next month.

Question 10

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

- A Change *excited* to *exsited*
- B Change *him* to *himself*
- C Change *taylor elementary school* to **Taylor Elementary School**
- D Make no change



Answer Key: page 89

Question 11

What change, if any, should be made in sentence 2?

- A Change *named* to *nammed*
- B Insert **he** after *Dr. Cobra*
- C Change *are* to *our*
- D Make no change



Answer Key: page 89

Question 12

Which sentence could **BEST** be added after sentence 7?

- A Snakes shed their skin once a year.
- B We had mice in our garage one time.
- C Snakes are cold-blooded reptiles.
- D That's because snakes eat these rodents.



Answer Key: page 89

Question 13

What is the **BEST** way to revise sentence 12?

- A After his discussion. Dr. Cobra walked around with a corn snake.
- B After his discussion Dr. Cobra walked around he had a corn snake.
- C After his discussion Dr. Cobra walked around. With a corn snake.
- D No revision is needed.



Answer Key: page 89

Question 14

What change should be made in sentence 13?

- A Change *bright* to *brite*
- B Change the comma to a period
- C Change *calm* to *calmest*
- D Change *they* to *it*



Answer Key: page 89

Question 15

What change, if any, should be made in sentence 16?

- A Change *us* to *we*
- B Change *thought* to *thinked*
- C Change the question mark to a period
- D Make no change



Answer Key: page 90

Question 16

What is the **BEST** way to rewrite the ideas in sentence 18?

- A To learn more about snakes first. We should read some books, and Dr. Cobra suggested that.
- B We should read some books to learn more about snakes first, that is what Dr. Cobra suggested.
- C Dr. Cobra suggested that we read some books first to learn more about snakes.
- D Dr. Cobra he suggested that to learn more about snakes we read some books first.



Answer Key: page 90

Question 17

What is the **BEST** way to combine sentences 20 and 21?

- A Dr. Cobra's presentation was over and went straight to the school library.
- B After Dr. Cobra's presentation I went straight to the school library.
- C During Dr. Cobra's presentation I went straight to the school library.
- D Dr. Cobra's presentation was over I went straight to the school library then.



Answer Key: page 90

Question 18

What change, if any, should be made in sentence 24?

- A Change *enough* to **enuff**
- B Change *am getting* to **will get**
- C Change *birthday* to **BirthDay**
- D Make no change



Answer Key: page 90

Question 19

Which sentence does **NOT** belong in this paper?

- A Sentence 9
- B Sentence 11
- C Sentence 15
- D Sentence 22



Answer Key: page 90



Try It

Page 35

Cross out:

I would like to have a cocker spaniel someday.

My neighbor's cat is named Fluffy.

I used to have a dog named Fido.

Page 39

Possible Answers:

My sister Sara wrote a long letter to Granddad.

The boys ran to the store on the corner.

Mr. Cortez forgot his sister's birthday.

Page 41

Possible Answers:

1. My cousin works at the mall. She sells jewelry.
3. My friend Caleb has a pet snake named Emerald.
4. Leo can't play outside today because it is raining.
6. Bats hang upside down when they sleep.

Page 44

Possible Answers:

For science class Bradley wrote a report about dinosaurs.

My friends and I built a clubhouse with a door and windows.

The farmer wakes up each morning when he hears the rooster crowing.

Page 45

Possible Answers:

My brother, my mom, and I ate lunch ~~with my mom~~ at Pizza Palace today.

All the animals in the circus have special trainers ~~that train them~~.

The boy with the cool shoes is on my basketball team ~~and has cool shoes~~.

Page 48

Possible Answers:

Jenna loves skating and riding her bike.

After school I have a snack and do my chores.

My mother, my father, and I play the piano.

Tom likes to go to the park because it is a good place to run.

I like peas, but I do not like potatoes.

Page 50

grow, work, looks

Page 53

my, They, their

Page 54

she, me, He, I

Page 56

yesterday, slowly, beautifully, carefully, later, neatly

Page 57

tallest, faster, nicer

Page 60

Possible Answers:

My brother ~~he~~ showed me a story his friends had written.

I can't believe that Casey and Jacob ~~they~~ wrote such a funny story.

Their story ~~it~~ should be made into a movie.

Page 62

Kelly will bat first today.

Did you know she hit two home runs last week?

What an amazing player she is!

Page 63

Possible Answers:

Nicole responded, “My sister and I are in gymnastics.”

“In the fall I’m going to play basketball,” Tai added.

“I don’t play a sport now, but I like to jog with my dad,” said Camilla.

Page 64

“Do you have a dog?” Bailey asked.

“No, we have a cat,” said Tyrone.

Cilla added, “I have gerbils, turtles, a snake, and a pet spider.”

“Wow, that sounds like a zoo!” Bailey shrieked.

Page 67

the school’s library

the coach’s chair

the turtle’s shell

that bear’s den

Page 72

scrubbing

famous

replied

maddest

wiser

luckiest

Video-Game Camp

Question 1 (page 81)

Sentence Fragment

- A Incorrect. This answer choice is two fragments. Neither fragment has a subject or a verb.
- B Correct. This answer choice is a complete and clear sentence.
- C Incorrect. This answer choice is a run-on because it is two sentences put together with no punctuation.
- D Incorrect. The sentence in the passage is a fragment because it has no subject. Who is going “to learn and have fun at the same time”?

Question 2 (page 81)

Sentence Combining

- A Correct. This answer choice is a good way to combine the sentences without changing what the writer is saying in the passage.
- B Incorrect. This answer choice repeats the words *we would* and the word *outside* when it is not necessary.
- C Incorrect. This answer choice is a run-on because it is two sentences put together with no punctuation.
- D Incorrect. This answer choice is awkward and wordy. There is no reason to repeat the word *would* three times.

Question 3 (page 81)

Comma in a Series

- A Incorrect. The word *Instead* is spelled correctly in the passage.
- B Incorrect. The writer is talking in the first person throughout the passage. He uses the word *we* correctly. The word *they* would refer to some other group of people.
- C Correct. The writer is listing different sports, so he should put a comma after each one.
- D Incorrect. A change needs to be made because a comma is missing.

Question 4 (page 81)

Make no change

- A** Incorrect. *Boring* is spelled correctly in the passage. The base word is *bore*. The spelling rule says that when a word ends with silent *-e*, you drop the *-e* before adding *-ing*. The rule about doubling consonants does not apply to this word.
- B** Incorrect. This is a compound sentence, so the writer needs to leave the comma before the conjunction *but*.
- C** Incorrect. The writer is not saying that this line is more fun than most lines he waits in. The writer is saying that this line is fun, while most lines are no fun at all. Therefore, there is no reason to use the *-est* form of the adjective. Also, if the writer **did** want to compare this line to all the other lines he's waited in, he would need to say it was the *most fun*, not the *funnest*.
- D** Correct. Nothing in this sentence needs to be changed.

Question 5 (page 81)

Indefinite Reference

- A** Correct. This answer choice makes sense. Food would get the campers to stop playing their games.
- B** Incorrect. This answer choice doesn't make sense. The campers are playing games while waiting in line. How could the line get the campers to stop playing games?
- C** Incorrect. The word *They* is another pronoun. It leaves the sentence just as unclear as the word *It*. The reader still wonders what it is that gets the campers to stop playing video games.
- D** Incorrect. This answer choice doesn't make sense. How can the video games get the campers to stop playing video games?

Question 6 (page 81)

Pronoun Case

- A** Incorrect. The word *taught* is in the past tense. This passage is all about things that *might* happen, not things that have already happened.
- B** Correct. The pronoun *ourselves* needs to be changed to *us*. The word *ourselves* suggests that the writer is part of the group doing the teaching. However, the counselors are teaching and the students are learning, so the writer needs to say "they might teach **us**."
- C** Incorrect. The verb *aren't* needs to agree with the subject *games*. *Games* is plural, so *aren't* is the correct form.
- D** Incorrect. The word *sell* is a verb. You can sell peaches, sell pencils, sell cars, or sell computers. You do not put items up *for sell*, though. The phrase the writer needs to use is *for sale*.

Question 7 (page 82)

Rule-Based Spelling

- A** Incorrect. The school is not named, so there is no reason to capitalize this word.
- B** Incorrect. Three subjects are listed, so they need to be separated by commas.
- C** Correct. The base word of *writing* is *write*. There is a spelling rule for adding *-ing* to a word that ends with a silent *-e*. You drop the *-e* before adding *-ing*.
- D** Incorrect. This sentence contains a spelling mistake.

Question 8 (page 82)

Run-on Sentence

- A** Incorrect. The first part of this answer choice is a fragment (*While roasting marshmallows*). The second part of the answer choice is a run-on because it is two sentences put together with only a comma separating them.
- B** Incorrect. Part of this answer choice is a fragment (*About haunted video games*).
- C** Incorrect. This answer choice repeats words. There is no reason to say *scary stories* twice.
- D** Correct. This answer choice is a complete and clear sentence.

Question 9 (page 82)

Extraneous Sentence

- A Incorrect. This sentence supports the main idea of the passage and helps convince the reader that the video-game camp would be fun.
- B Incorrect. This sentence opens the second paragraph and lets the reader know that the next few sentences are going to describe the camp.
- C **Correct.** This sentence does not fit with the other sentences in this paper. It relates to the topic of video games, but it doesn't give any information about the video-game camp.
- D Incorrect. This sentence tells more about how the camp would be fun.

Dr. Cobra's Visit

Question 10 (page 84)

Capitalization

- A Incorrect. The word *excited* is spelled correctly in the passage.
- B Incorrect. The pronoun *himself* cannot be used here.
- C **Correct.** *Taylor Elementary School* is the name of a specific school, so it is a proper noun and must be capitalized.
- D Incorrect. This sentence contains a capitalization mistake.

Question 11 (page 84)

Word Usage

- A Incorrect. The word *named* is spelled correctly. The base word is *name*. When a word ends with a silent *-e*, the rule says to drop the *-e* before adding *-ed*.
- B Incorrect. There is no reason to add the pronoun *he* after *Dr. Cobra*. *Dr. Cobra* and *he* refer to the same person, so you don't need to identify him twice in a row.
- C **Correct.** The writer is trying to use the pronoun *our*. The word *are* is a verb.
- D Incorrect. A word needs to be changed in this sentence.

Question 12 (page 84)

Supporting Sentence

- A Incorrect. This is an interesting fact about snakes, but it doesn't support the ideas in sentence 7.
- B Incorrect. This sentence doesn't have anything to do with the ideas in the passage. It really doesn't matter what the writer had in her garage.
- C Incorrect. This is another interesting fact about snakes, but it doesn't support the ideas in sentence 7.
- D **Correct.** This sentence supports the ideas in sentence 7. It tells the reader why we would have more rats and mice if there were no snakes.

Question 13 (page 84)

No Revision Is Needed

- A Incorrect. Part of this answer choice is a fragment (*After his discussion*).
- B Incorrect. This answer choice is a run-on because it is two sentences put together without the proper punctuation and capitalization.
- C Incorrect. Part of this answer choice is a fragment (*With a corn snake*).
- D **Correct.** The sentence in the passage is a complete and clear sentence. It does not need to be revised.

Question 14 (page 84)

Pronoun-Antecedent Agreement

- A Incorrect. The word *bright* is spelled correctly in the passage.
- B Incorrect. If you changed the comma to a period, you would create a fragment (*When I touched the bright orange snake*).
- C Incorrect. The *-est* form of *calm* is not needed here. The writer is not comparing this snake to other snakes.
- D **Correct.** The writer is talking about one snake that she touched. The correct pronoun is *it*.

Question 15 (page 84)

End Punctuation

- A Incorrect. The word *we* is a subject pronoun, so it cannot be used in this part of the sentence.
- B Incorrect. The past tense of *think* is *thought*, not *thinked*.
- C **Correct.** Although this sentence sounds a little like a question, it isn't. The writer is telling readers what Dr. Cobra did before he left. The writer is not asking a question.
- D Incorrect. This sentence contains a punctuation mistake.

Question 16 (page 85)

Awkward Sentence

- A Incorrect. Part of this answer choice is a fragment (*To learn more about snakes first*). The rest of the answer choice is still awkward.
- B Incorrect. This answer choice is a run-on because it is two sentences put together with only a comma.
- C **Correct.** This answer choice is a clear and complete sentence.
- D Incorrect. This answer choice names Dr. Cobra twice (*Dr. Cobra he*).

Question 17 (page 85)

Sentence Combining

- A Incorrect. This answer choice says that Dr. Cobra's presentation went to the library.
- B **Correct.** This answer choice is a good way to combine the two sentences without changing what they are saying. The word *After* is used to show when the writer went to the library.
- C Incorrect. This answer choice changes what the two sentences are saying in the passage. The writer didn't go to the library *during* the presentation. She went later.
- D Incorrect. This answer choice is a run-on because it is two sentences put together with only a comma.

Question 18 (page 85)

Verb Tense

- A Incorrect. The word *enough* is spelled correctly in the passage.
- B **Correct.** The writer says her birthday is next month, so the verb in this sentence needs to show future tense.
- C Incorrect. The word *birthday* is not a proper noun. It does not need to be capitalized.
- D Incorrect. The verb in this sentence needs to be changed to show future tense.

Question 19 (page 85)

Extraneous Sentence

- A **Correct.** This paper is about snakes. There is no reason to include this information about the bald eagle.
- B Incorrect. This sentence supports the rest of the paragraph. It tells more about why we need snakes.
- C Incorrect. This sentence tells more about why it's important not to touch wild snakes.
- D Incorrect. This sentence supports the rest of the paragraph. It gives information about what the writer did at the library.

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