

GRADE

7




STUDY GUIDE

Texas Assessment of Knowledge and Skills

Writing



A Student and Family Guide to Grade 7 Writing



TAKS STUDY GUIDE

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Grade 7

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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?

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

What Kinds of Tasks Are Required on the Test?

On the TAKS writing test, students are given an opportunity to demonstrate their writing skills. For Objectives 1 and 2, students write a composition in response to a prompt (selected topic). For Objectives 3, 4, 5, and 6, students read five or six passages that resemble student writing and answer multiple-choice questions about revising and editing these passages.

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 given. Both guided and independent practice activities follow.

Objectives 1 and 2 require writing a composition in response to a prompt. In this guide students are given instruction in the writing process. Then four 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, clear 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 revising and editing passage is provided, with attention called to specific sentences within the passage. Students are guided through making improvements to the identified sentences. Finally, two more revising and editing passages are offered. These passages look similar to the passages that students are asked to revise and edit on the TAKS test. As on the TAKS test, each passage is followed by multiple-choice questions. The answer key on pages 96–100 explains the correct answers and helps students understand why the incorrect answers should be ruled out.





Your TAKS Progress Chart

Student's Name

WRITE A PAPER

1	<p>Prepare to Write</p> <ul style="list-style-type: none">● Read pages 8–9 to learn what good writers do.● Examine the sample papers on pages 9–15. 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 16–22 to learn how a student uses the writing process to develop a paper.	
2	<p>Write a Paper</p> <ul style="list-style-type: none">● Follow the directions on pages 23–32. You will brainstorm, organize, and select ideas; compose a rough draft; revise and edit the draft; and write a final paper.	

PRACTICE THE SKILLS

3	<p>Organization</p> <ul style="list-style-type: none">● Read pages 34–41 to learn about organizing ideas.● Practice writing supporting sentences, deleting extraneous ones, and using appropriate transitions.	
4	<p>Sentence Structure</p> <ul style="list-style-type: none">● Read pages 42–55 to learn about writing good sentences.● Practice writing complete sentences and correcting fragments, run-ons, and awkward or redundant sentences.	
5	<p>Grammar and Usage</p> <ul style="list-style-type: none">● Read pages 56–68 to review correct grammar and usage.● Practice using verbs, pronouns, adjectives, and adverbs correctly.	
6	<p>Mechanics</p> <ul style="list-style-type: none">● Read pages 69–82 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?

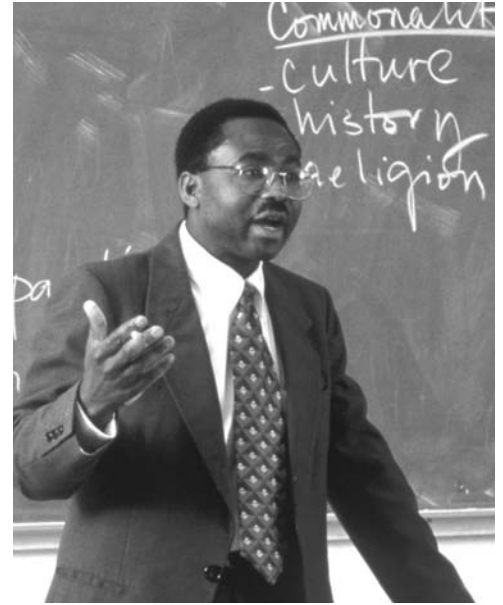
A given context is a topic that is provided. On the TAKS test a writing prompt will be given to all students. This prompt tells students what the composition should be about.

What is an effective composition?

An effective composition is a piece of writing that clearly communicates the writer's ideas to a reader. 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. Although every student will be writing about the same topic, you select your own purpose. Will you write to inform, to persuade, to compare, to reflect, or to entertain? Or will you decide to use a combination of these strategies?



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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 need to 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. For example, seventh-grade students should be able to use conjunctions to connect ideas, use prepositional phrases to develop ideas, use adjectives and adverbs to create vivid descriptions, and punctuate and capitalize most sentences correctly. Some errors are to be expected, but if the errors make it difficult for readers to understand the writer's message, the writer has not shown a command of these conventions.

Writing a Composition

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, a middle, and an end
- express an individual voice

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



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

Before you begin writing, decide what type of writing you will do. Try to complete a statement like one of the following:

- I am writing to share my thoughts about an experience.
- I am writing to propose a solution to a problem.
- I am writing to explain something.
- I am writing to persuade someone.
- I am writing to describe something.
- I am writing to compare and contrast two or more things.
- I am writing to tell a story.

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. Use a web, chart, graph, list, or other organizer to brainstorm the ideas that you want to include.
- Look at the ideas you have brainstormed and put them in an order that makes sense.
- Write a rough draft of your ideas.
- Reread what you have written. Look for logical order and move sentences around if needed. Change words or sentences to make your writing clear. Add additional details where they are needed.
- Read your paper again. Be sure all your sentences are complete. Look for and correct any errors in usage and mechanics.

Sample Papers

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

The sample papers that follow were written by seventh-grade students in response to the prompt below.

Write a composition about someone who has made a difference in your life.

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 someone who has made a difference in your life
- make your writing interesting to the reader
- make sure that each sentence you write helps the reader understand your composition
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in detail so that the reader really understands what you are saying
- check your work for correct spelling, capitalization, punctuation, grammar, and sentences

These papers show what seventh-grade writing looks like at each of the score points. A paper that scores a 1 is “not effective,” a 2 paper is “somewhat effective,” a 3 paper is “generally effective,” and a 4 paper is “highly effective.”

As you read each sample paper, pay close attention to the way the writer develops ideas about someone who has made a difference in his or her life. Margin notes point out what’s good about the paper and where the writing needs more work. Some mistakes the student made in spelling, capitalization, punctuation, grammar, and sentence structure are also included.

Score Point 1

Kevin’s Paper

It slows you down when you have to figure out which words Kevin really meant.

Kevin has already told you this in the second sentence.

Basic words aren’t spelled correctly.

My friend Anthony is someone who has made a difference in my life. If it wasn't for him I would be outrageous. So I'm glad I have a friend like him. He is the best friend I have ever had. He has made me were I'm not as wild as I would be if he wasn't my friend.

Anthony had put me on the write trail and that's all that madders. He tells me like not to get into fights with people and don't do drugs or acohol. This stuff will hurt you if it is used. Also do good in school. So I'm very glad that he is my friend.

Basic words aren't spelled correctly.

Kevin needs more specific examples to tell about his ideas.

Kevin may think that it's obvious why Anthony is a great friend and how Anthony put him “on the right trail,” but good writing needs to be clear and specific. Kevin needs to tell the reader more!

Score Point 2

Tamara's Paper

Tamara tells you what she wants to write about; her mom will be the focus of the paper.

Have you ever had someone in your life that has made a big difference? My mom can wipe away my tears when I am down. My mom taught me what is right and wrong.

In the third grade my mom had found a new love. He would open the door for her and everything. He just happened to live two hours away. When they got married I had to move to a new school with new people, and teachers. Now I have friends that are so kind. I love all my teachers, they do so much for me. That was a major difference.

Suddenly Tamara switches to moving, new teachers, etc. She has lost the focus on Mom.

Tamara gets back on track here, but she could explain this more clearly.

When I am feeling down and really need someone to talk to my mom is always there. I know if I fall she is the one who would pick me up. I talk to her about my friends, my teachers, and even about the boys I have a crush on.

Good detail.

My mom taught me how to love. She gave me advice on how to treat friends and to love them. She also told me to love all of my family. Be kind and always be there for them when they need you. That's why she is the one who has made a difference in my life.

What advice?

What does "be there" really mean?

Overall, Tamara's paper is only somewhat effective. She needs to make sure that everything she writes is connected to the focus of her paper, and she needs to explain her ideas in more detail so that the reader can really understand what she's saying.

Score Point 3

Matt's Paper

Good introduction. Matt tells you the focus of his paper and gets you interested right away.

Someone who has made a difference in my life is Martin Luther King Jr. When I was younger if I got mad at someone else and they weren't my same color, I would say something racial. My mom would always tell me that it wasn't right but I would never listen to her.

Until one day when I was in the 5th grade. We had to do a report on someone who made a difference in the U.S.A. and I did mine on Dr. Martin Luther King Jr. In order for me to do the report I had to read books about his life. After just reading one chapter of the book it made me realize that what I had been saying to people for years was really wrong.

Matt could have told you a little more about what was in that chapter.

Nice transition. It's a good way to move from the ideas in paragraph 2 to the ideas in paragraph 3.

Then I started to think about what if people called me names that I didn't want to be called. Back in the 1950s white people had a lot more than black people did. And a lot of black people were scared to come out and tell them how they felt. But Martin Luther King Jr. was one of the few people who spoke his mind about how he felt. He thought it was wrong for people to judge other people just by the color of their skin. A lot of white people didn't like what he was doing and they tried

You can hear Matt's voice when he writes about history in a simple way.

many things to make him stop. But he never did. He never gave up. And the best thing about it is that he never not once used violence. He was just a talking man.

This conclusion is O.K., but the ideas here remain general. They could be more developed.

→ After doing that report I thought long and hard about it. And I think that he was a pretty cool guy. Even today I'm still trying to learn more about him.

Overall, Matt wrote a generally effective composition. Matt stayed focused on how Dr. King's ideas and actions made an impression on him and caused a change in his behavior. This personal connection is one of the ways that you "hear" Matt's voice. Throughout the paper Matt moved forward logically from one idea to the next. There are a few mistakes in mechanics, but they do not prevent you from understanding Matt's ideas. However, Matt could have developed his ideas in more depth.

Score Point 4

Bianca's Paper

Nice introduction. Bianca connects with the reader right away.

Have you ever met someone who has made a huge difference in your life? Someone who you saw and promised yourself you would someday be like him/her? I have. In fact this wonderful person is my father. Let me explain how he made a difference.

Bianca gives you specific examples about how her dad helps her with school.

Everyone gets mad at their parents. Everyone wishes they could change that small detail that's so annoying. I don't; if I could change something about my dad it would be nothing. When I have a low grade at school, he doesn't ground me or scold me. Instead he sits down with me and asks me to tell him what's wrong, why I've made that low grade. Once I had a 72 on my science average, he helped me understand about kilometers, grams, meters and all of the metric measurements. Now my grade is an 87.9!

From Bianca's school experiences to her dad's—the ideas follow logically.

My dad never finished school. He had to drop out in tenth grade to help my uncles work on the ranch. They worked from when the sun rose at 5 a.m. till the sun went down at 8 p.m. Such hard work paid off, cause my Papa bought land for each one of his 12 kids. Even though Dad didn't go to school, Nanna taught him everything he needs to know. Dad always tells me that the day I graduate will be as if he were graduating with me.

You get a good picture of Bianca's dad and why she admires him.

The story about the trip adds depth and voice.

2 months ago, I heard about a trip to Washington D.C. I was eager to go from the day I heard about it. I went home that day to beg my parents for permission. They were discussing about bills. I felt selfish to ask for permission to go on this \$1,500 trip. My dad asked me how school went that day. I told him about the trip. And he said "We'll see." About a week later my dad had figured out a way for me to go. He would work 1 1/2 hours longer every day for 3 weeks. Then my uncle would pay him the money he owed him. I said "No Dad, you don't have to do that." He said "Nonsense Bianca, you deserve to go."

Use of dialogue makes the characters seem more real.

I love my dad for his kind and gentle heart, for always encouraging me when I need him most. I want to be exactly the way he is because I feel that that way, someday when I have kids they'll love me as much as I love him.

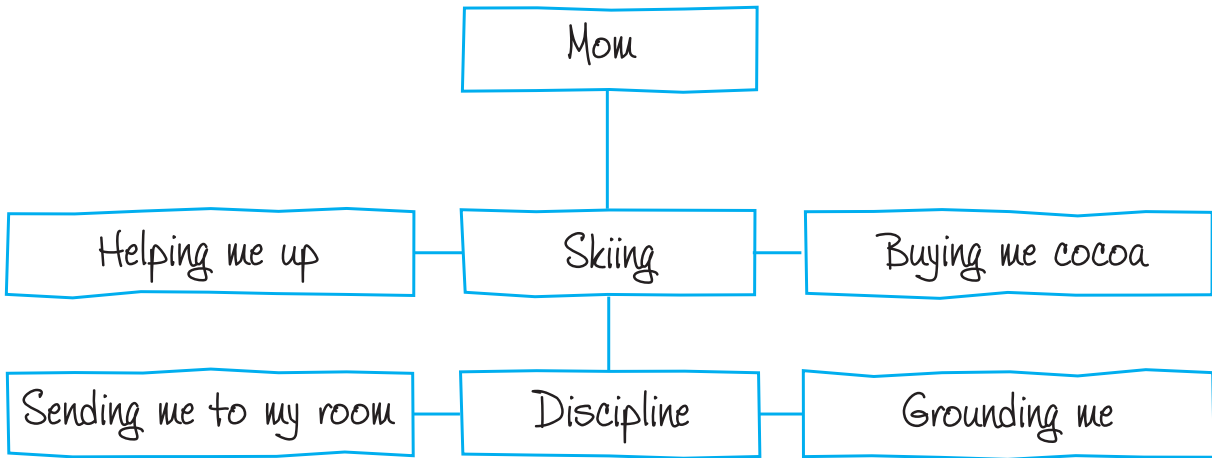
Bianca's conclusion adds new thoughts; she doesn't just repeat what she's already said.

Bianca's composition isn't perfect; for example, there's a run-on sentence in the second paragraph, and there are a few misspelled words—can you find them? However, the paper as a whole is very effective; Bianca's sentences flow smoothly, she develops her ideas well, and you are interested in what she has to say because you can "hear" her voice.

Activity 1—Prewriting—What Will I Say?

Roberto has decided to write about someone who has made a difference in his life. Roberto knows it is a good idea to think about what he wants to say before he begins to write.

Although there are many different ways to plan a composition, Roberto has decided to use a graphic organizer to help him organize his thoughts.



Activity 2—Composing

With the prewriting done, it's time to get those ideas on paper. Look at Roberto's first draft below. He was not concerned about writing a perfect paper on the first try. He put his ideas down without trying to correct spelling, capitalization, punctuation, or grammar. He will fix those things later.

Have you ever thought about someone who has made a tremendous impact on your life. Well there is someone in my life and that person is my mom, which has stayed by my side through tough times and disciplined me when I needed it. There are a couple of reasons that she has made an impact on my life.

The first is, she has helped me when I needed it most. For instance, when we went skiing she stayed by my side and helped me do better by helping me up when I fell down and by buying me some cocoa when I got cold.

The next thing is, discipline. My mom has sent me to my room so many time I can't even count them, but yet I thank her for doing so because it will help me make better decisions later on down the road. One time she found me playing video games on a weekday, and I'm not suppose to, and she grounded me. I tried to reason with her, but that night I rememberd that I hadn't finished my homework and I would have made a 0 on it if I wouldn't have listened to my mom.

I hope the composition reminded you of that special person that has made all the differce in your life and I hope you find the courage to thank him.

Notice how Roberto has used the ideas from his prewriting in his first draft.

Activity 3—Revising

Look carefully at how Roberto revised his first draft. Think about the changes he made. Read the notes in the margins to see why he made the changes.

Adding this makes it easier to understand why Roberto needed help.

This is a smoother transition from “skiing” to “discipline.”

This adds depth and helps explain the idea of “making better decisions.”

This is a much better ending because it’s specific to Roberto’s paper. It also ties the whole composition together so that it sounds finished.

Have you ever thought about someone who has made a tremendous impact on your life. Well there is someone in my life and that person is my mom, which has stayed by my side through tough times and disciplined me when I needed it. There are a couple of reasons that she has made an impact on my life.

The first is, she has helped me when I needed it most. ~~I am not a very good skier, but when our family took a ski vacation last year, I was determined to try hard to learn to ski better.~~ For instance, ~~when we went skiing she stayed by my side and~~ ^{I am not a very good skier, but when our family took a ski vacation last year, I was determined to try hard to learn to ski better. During the first few days on the slopes my mom} helped me do better by helping me up when I fell down, ~~and by~~ ^{it was extremely cold there in the mountains. My mom helped me} buying me some cocoa when I got cold.

~~Another thing my mother does for me is discipline me.~~

~~The next thing is, discipline.~~ My mom has sent me to my room so many time I can’t even count them, but yet I thank

her for doing so because it will help me make better decisions ~~later on down the road.~~ ^{She is trying to teach me right from wrong and that doing wrong will have bad consequences.} One time she found me playing video

games on a weekday, and I’m not suppose to, ~~and she grounded me~~ ^{and sent me to my room. As I was sitting there without any video games to distract me,} ~~I tried to reason with her, but~~ that night I rememberd

that I hadn’t finished my homework, ~~and I would have made a 0 on it if I wouldn’t have listened to my mom.~~

~~I’m lucky because my mom knows when to help me and when to make me take responsibility for myself. I know I will be a better person because of her.~~

~~I hope the composition reminded you of that special person that has made all the differce in your life and I hope you find the courage to thank him.~~

~~my homework assignment if I had kept playing those video games. I hated to admit it, but~~

my mom was right!

This is more specific than writing “when we went skiing.”

More details help you get a better picture of the events.

Now it’s easier to understand why Roberto would suddenly remember his homework.

The video game story is clearer and more complete now.

Activity 4—Editing

All writers make mistakes in spelling, capitalization, punctuation, grammar, and sentence structure when they write and revise. That’s why editing is an important part of writing. Editing is the process of finding and correcting those errors.

Why is it important to correct errors? They make it difficult for you as a writer to present your ideas clearly and effectively. Errors can also cause confusion, making it difficult for your reader to understand what you are trying to say.

Take a closer look at Roberto’s edited composition below.

Misspelled word.

Needs a question mark rather than a period.

“Those” is better because it refers directly to the reasons already stated.

“My mom” is clearer; “the first is” isn’t necessary.

This sentence has two conjunctions; “yet” isn’t necessary.

Have you ever thought about someone who has made a ^{tremendous} ~~tremendouse~~ impact on your life. Well there is someone in my life ^{like that} and that person is my mom, ^{she} ~~which~~ has stayed by my side through tough times and disciplined me when I needed it. ^{Those} ~~There~~ are a couple of reasons that she has made an impact on my life. ^{My mom} ~~The first is,~~ she has helped me when I needed it most. For instance, I am not a very good skier, but when our family took a ski vacation last year, I was determined to try hard to learn to ski better. During the first few days on the slopes my mom stayed by my side and helped me do better by helping me up when I fell down. It was extremely cold there in the mountains. My mom helped me by buying me some cocoa when I got cold.

Another thing my mother does for me is discipline me. My mom has sent me to my room so many ^{times} ~~time~~ I can’t even count them, but ~~yet~~ I thank her for doing so because it will help me make better decisions later on down the road. She is trying to teach me right from wrong and that doing wrong will have bad consequences. One time she found me playing video games on a weekday, and I’m not ^{supposed} ~~suppose~~ to. I tried to

Refers to the idea in the first sentence, the person who makes an impact.

Better to make this into two sentences and eliminate the incorrect pronoun “which.”

This should be “times” (plural), not “time.”

Misspelled word.

reason with her, but she grounded me and sent me to my room.

As I was sitting there without any video games to distract me, I ~~remembered~~ ^{remembered} that I hadn't finished my homework. I would have made a 0 on my homework assignment if I had kept playing those video games. I hated to admit it, but my mom was right!

I'm lucky because my mom knows when to help me and when to make me take responsibility for myself. I know I will be a better person because of her.

Misspelled word.

Activity 5—Writing a Final Draft

Roberto has finished his paper. Read his composition and compare it to his first draft.

Have you ever thought about someone who has made a tremendous impact on your life? Well there is someone in my life like that and that person is my mom. She has stayed by my side through tough times and disciplined me when I needed it. Those are a couple of reasons that she has made an impact on my life.

My mom has helped me when I needed it most. For instance, I am not a very good skier, but when our family took a ski vacation last year, I was determined to try hard to learn to ski better. During the first few days on the slopes my mom stayed by my side and helped me do better by helping me up when I fell down. It was extremely cold there in the mountains. My mom helped me by buying me some cocoa when I got cold.

Another thing my mother does for me is discipline me. My mom has sent me to my room so many times I can't even count them, but I thank her for doing so because it will help me make better decisions later on down the road. She is trying to teach me right from wrong and that doing wrong will have bad consequences. One time she found me playing video games on a weekday, and I'm not supposed to. I tried to reason with her, but she grounded me and sent me to my room. As I was sitting there without any video games to distract me, I remembered that I hadn't finished my homework. I would have made a 0 on my homework assignment if I had kept playing those video games. I hated to admit it, but my mom was right!

I'm lucky because my mom knows when to help me and when to make me take responsibility for myself. I know I will be a better person because of her.

What score do you think Roberto would receive if he had written this composition on a TAKS test? To help you decide his 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)

Roberto's composition would receive a 3 on TAKS because

- ✓ it is focused on someone who has made a difference in Roberto's life; everything Roberto writes is about this same idea.
- ✓ most of the sentences Roberto writes follow an order that makes sense to the reader.
- ✓ Roberto gives some details and specifics to make his ideas generally clear to the reader.
- ✓ Roberto's composition is generally interesting and sounds "real." The reader can tell that these are Roberto's own thoughts and that he has expressed them in his own way. The reader can "hear" Roberto's voice off and on throughout the paper.
- ✓ Roberto has tried to use correct spelling, punctuation, capitalization, grammar, and sentences to make his writing easy for the reader to understand.

To get a score of 4, Roberto would not need to add any more ideas about the person who has made a difference in his life. Instead, he would need to think harder so that he can provide more depth to support the ideas he already has. If Roberto did this, his voice in the paper would be stronger, too.

It's Your Turn!

Now that you've read about what good writers do and looked at samples of other students' writing, it's your turn to write. 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 an experience that has changed you in some way.

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 an experience that has changed you
- make your writing interesting to the reader
- make sure that each sentence you write helps the reader understand your composition
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in detail so that the reader really understands what you are saying
- check your work for correct spelling, capitalization, punctuation, grammar, and sentences



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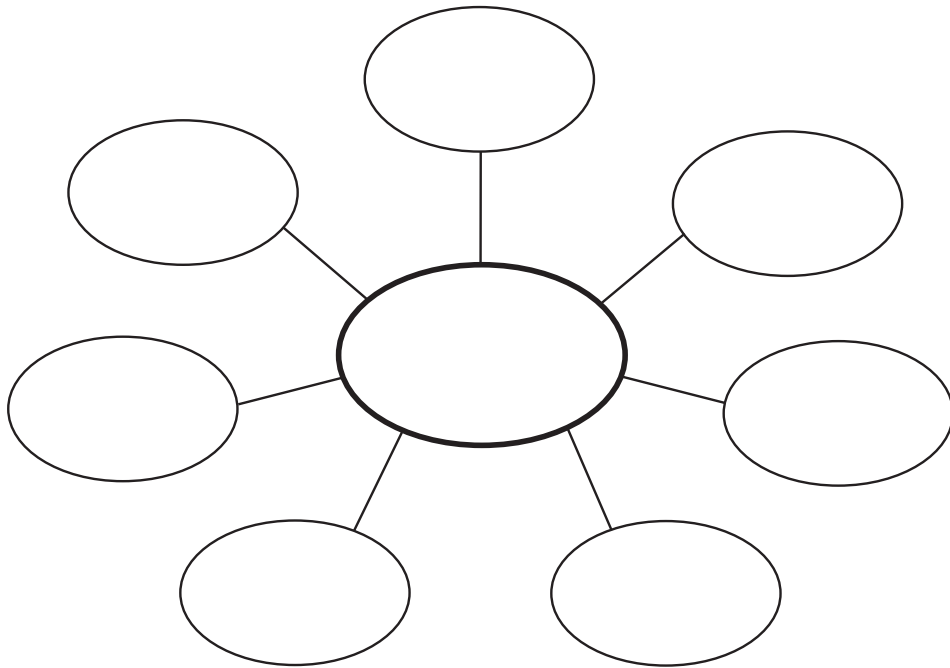
STOP! Before you begin to write, THINK.

- How will I address this topic?
- Do I want to reflect on an experience I had when I was younger?
- Do I want to write a story about an experience I have had at school?
- Do I want to convince others that an experience I have had is something they should experience, too?
- Do I have another idea for a way to approach this topic?

Look at the graphic organizers on the next page. Use one to help you brainstorm some ideas for your composition or make one of your own in the blank space provided on page 26. You may want to

- use the web to record your feelings about an experience that has changed you
- use the web to list the events in a story about an experience you once had
- use the chart to list the reasons you think a particular experience changed you
- use the chart to list points you want to make about something other people should experience

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 your first draft.



You can add more ovals if you need to.

Empty rectangular box for writing.



Empty rectangular box for writing.



Empty rectangular box for writing.



Empty rectangular box for writing.

Activities: Objectives 1–2

Use this page to create a different type of graphic organizer if you prefer.

Look over the ideas you brainstormed in the graphic organizers. Number the ideas you would like to write about in the order you want to present them. After putting your ideas in order, decide whether there is anything else you want to include in your paper. When you finish planning and organizing your ideas, you are ready to start your first draft.

Revising Your Paper

Reread your composition and ask yourself the following questions:

- Have I accomplished the purpose I selected for my composition?
- Does my writing “fit” my audience?
- Do the ideas or events in my composition follow a logical order?
- Have I given adequate support for my ideas?
- Have I used language clearly and effectively so that readers can understand what I am saying?
- Do I need to correct any fragments, run-ons, or awkward sentences?

As you think about the questions above, use a colored pencil or pen to show the revisions you would like to make to your composition.

Editing Your Paper

All writers must edit their papers for errors in spelling, capitalization, punctuation, and usage. When you edit, look for these kinds of mistakes:

Spelling

- Did I follow spelling rules for words that fit common patterns?
- Did I check a dictionary for unfamiliar words?

Capitalization

- Did I capitalize all the proper nouns and proper adjectives?
- Did I capitalize the first word in each sentence and direct quotation?

Punctuation

- Did I use appropriate end punctuation in each sentence?
- Did I use commas, colons, and semicolons correctly?
- Did I use apostrophes correctly in possessives and contractions?
- Did I use quotation marks correctly?

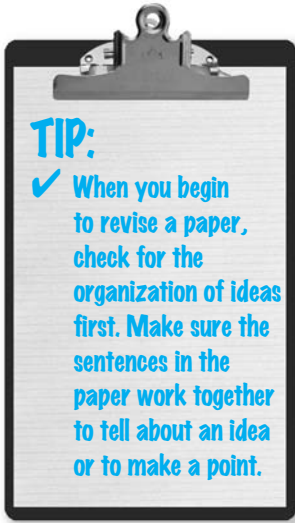
Usage

- Did I use adjectives and adverbs appropriately?
- Does each verb agree with its subject?
- Did I shift verb tense only when necessary?
- Did I use pronouns correctly?
- Did I use words that sound similar, such as *are* and *our*, correctly?
- Did I use homonyms correctly?
- Did I remove any double negatives?
- Did I delete any sentences that unnecessarily repeat information?

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.



You are probably used to revising and editing most of your papers when you are finished writing. Sometimes you may also be asked to help another writer revise and edit his or her work.

As you read a paper, ask yourself what the paper is about. Can you identify a point or points the writer is trying to make? For example, the paper may

- explain how a car's engine works
- describe a favorite movie
- convince people that one CD player is better than another
- compare and contrast two sports
- tell a story about a visit to the Grand Canyon

A paper with a clear idea or point is much more effective than a paper that has no main focus.

Developing a Paper

Read the paper in the box and ask yourself these questions:

- What is this paper about?
- What point or points is the writer trying to make?

When I was younger, I loved going to theme parks. They were magical worlds filled with amazing characters, exotic food, and fabulous rides. But my recent visits to theme parks have been disappointing. The colorful scenery has faded, and the smell of stale popcorn seems to fill the air. The lines are the worst part. It sometimes feels like I spend the entire day waiting in lines. Until last week I had pretty much given up on theme parks.

Everything changed when I went to Wonder World, the new theme park that opened just outside town. The first thing I noticed when I came through the gate was that the park was very clean. As I walked around, I noticed something else: a wide variety of food selections. There was Chinese food on one corner, a Mexican buffet in a nearby pavilion, and pizza for sale at the picnic site. I was impressed, but I hadn't seen any of the attractions yet. I was eager to find something to ride.

When I walked through the entrance for the Jungle River Adventure Ride, I expected a line—and I was right. The line was long, but it moved quickly. As I waited, entertainers worked their way through the crowd. Some juggled, some performed card tricks, and others played music. All of them made me laugh. When I found myself getting on the boat for the ride, I was almost reluctant to leave the line.

Wonder World has given me a good reason to return to theme parks. It's the most entertaining park I've ever visited. I will definitely return, and I plan on bringing all my friends!



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In these paragraphs the writer tells why he enjoyed Wonder World more than other theme parks. Here is the point he is trying to make:

Wonder World is much better than other theme parks.

Here are some of the details the writer uses to support his point:

- Wonder World is very clean.
- There are lots of food choices at Wonder World.
- The lines are long, but they move quickly.
- Entertainers keep people occupied when the lines are long.

Using Supporting Sentences

Writers use supporting sentences to develop the ideas in a paper. A well-written paper includes many supporting sentences.

Important Note

Supporting sentences tell more about an idea by defining it, explaining it, or providing examples of it.

Read this sentence:

There are nine planets in our solar system.

If you were writing a paper about this idea, what kind of supporting sentences would you need? You would need sentences that tell more about this idea.

Put a check next to the sentence that tells more about the nine planets in our solar system.

- Each planet spins around a star we call the sun.
- Many different solar systems make up the universe.
- Stars can be red, yellow, blue, or white, depending on their temperature.

Did you select the first idea? You are correct. It's interesting that the universe is made of many different solar systems, but that doesn't give information about the nine planets in our solar system. It's also interesting that stars come in many different colors, but that doesn't tell anything about the planets in our solar system, either. The first sentence explains how the planets in our solar system move. It tells more about the idea in the box, so it is a supporting sentence.

Try It

Read the sentence below and think about the kind of ideas that would support it.

School cafeterias should have snack machines.

What kind of sentences would you need to write if you wanted to support this idea? What would your sentences need to be about?



Answer Key: page 96

Deleting Extraneous Sentences

Sometimes writers include sentences that do not belong in the composition. These sentences are called extraneous. Extraneous sentences may relate to the topic of an essay, but they do not help explain any important ideas.

Important Note

Extraneous sentences give unimportant or unrelated information and should not be included.

Read this paragraph:

Saul wanted to build a table for his mother's birthday. He found a design that showed him how to put the table together. His mother's birthday is April 24. Then Saul bought planks of poplar and cherry wood. Saul's shop teacher let him use the tools at school to build his birthday surprise.

Circle the extraneous sentence in this paragraph.

The paragraph is about the table Saul wanted to make for his mother's birthday. The date of his mother's birthday is not directly related to this idea. In this paragraph that detail is extraneous.

Using Transitions

As writers develop their papers, they use transition words and phrases to help readers move from one idea to the next. When you write, you will sometimes want to begin your sentences with transitions such as these:

For example,	On the other hand,
In addition,	Therefore,
However,	In other words,

Read the two sentences below. Circle the transition word or phrase from the list above that would logically take a reader from the first sentence to the second sentence.

The Apaches are often thought of as great horsemen. This Native American tribe did not even have horses until the Spaniards arrived in the 1500s.

Did you select the word *however*? That's the best choice. You don't want to use the phrase *in addition* because that means you're giving another reason. *Therefore* suggests a cause and effect. *In other words* means that you're repeating the previous statement in a different way. By choosing *however*, you tell the reader that the next sentence offers information in contrast to the idea in the first sentence. *However* can be used to alert the reader that the second sentence may contradict the sentence before it or bring up an opposing idea.

Important Note

Supporting sentences give more information about an idea. Transition words and phrases can be used to connect supporting sentences to one another and to the rest of the paragraph.

Developing a Strong Paragraph

Think about what you have learned about main ideas, supporting sentences, extraneous sentences, and transition words and phrases. Then read the sentence in the box. Imagine that a student wants to write a paper about this idea:

Every student should have access to a computer.

Put a check next to each of the sentences that can be used to support the idea in the box.

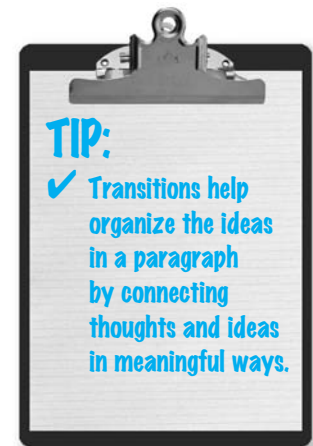
- Students can use computers to improve their stories and reports.
- A computer's thesaurus can help students select words that are more interesting.
- Information from thousands of books can be found on a computer.
- It is quicker and easier to research a topic when a computer is available.
- Buying a computer can be very expensive.
- Selecting the right computer can take a little time.

The first four ideas tell why every student should have access to a computer. The last two ideas do not. They talk about buying and selecting a computer but not about why a student should have access to one. The last two ideas wouldn't belong in a paragraph with the others.

What if you wanted to use the first four ideas in a paragraph? Here is one way you could use transitions to put these sentences together. A closing sentence has also been added to the paragraph.

Every student should have access to a computer. **First of all**, students can use computers to improve their stories and reports. **For example**, a computer's thesaurus can help students select words that are more interesting. **Furthermore**, information from thousands of books can be found on a computer. **As a result**, it is quicker and easier to research a topic when a computer is available. When students have computers, they are able to work more efficiently.

In this paragraph the writer uses a transition at the beginning of most of the sentences. **This is certainly not necessary in every paragraph. Just use a transition when it will help your readers connect one idea to another.**



Try It

Now is a good time to practice writing a paragraph or group of paragraphs on your own. Look at the picture below and think of a story or paragraph you might write about it.



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First decide what you want your paragraph(s) to be about. You may select from one of these ideas, or you may have an idea of your own.

Jacob and his friends have started a band.

My brother's band played in a citywide contest last year.

Playing in a band in front of a large crowd can be a little frightening.

Write your idea here:

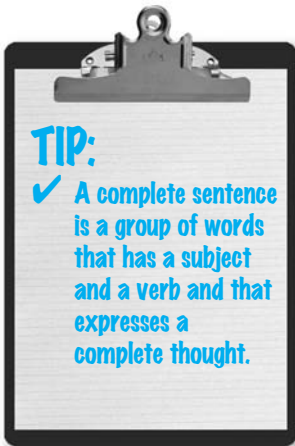
What sentences could you include in your paragraph? Remember the sentences should directly relate to the idea you wrote. Be sure not to include extraneous sentences that relate to the topic but don't really give information about the idea.

Look carefully at your supporting sentences and ask yourself these questions:

- Do my supporting sentences tell more about the idea I decided to write about?
- Have I deleted any extraneous ideas?
- Have I left out any important information?

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)
- expresses a complete thought

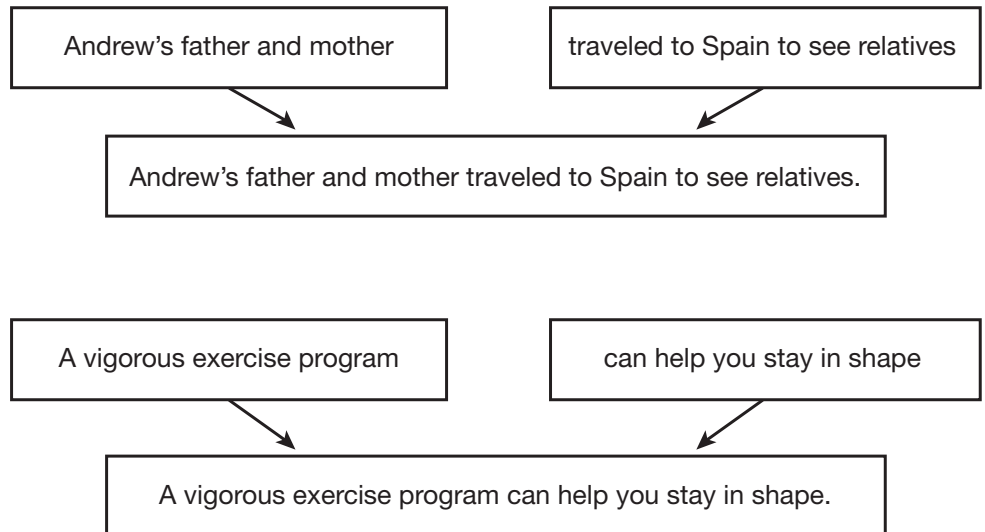
Important Note

People do not always speak in complete sentences. When you talk, you can add meaning to your words with hand gestures and facial expressions. Even the sound of your voice can make the same words mean different things. When you write, you have only words to communicate meaning. That's why it's important to write in complete sentences. Sentences that are incomplete can be confusing because readers can't tell where one thought ends and the next one begins.

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

- The dog chases the ducks in the water.
- The cereal in the pantry is getting old and stale.
- Orlando and Rafi skated down the street.

Look how the following subjects and verbs have been put together to form complete sentences:



Sentence Fragments

A **fragment** is a group of words that does not express a complete thought. Sometimes a fragment is missing a subject or a verb. Other times a fragment has both a subject and a verb, but it is still not a complete thought. Look at these fragments:

- Broke down on Fifth Avenue.
- Two or three hundred flag-waving fans.
- A cat scratching at the back door.
- Although we arrived on time.

Since a sentence fragment is an incomplete thought, each of the fragments in the box must be missing something. Look again at the first fragment in the box. What broke down on Fifth Avenue? The sentence doesn't say. To correct this sentence, you need to add a subject.

My car broke down on Fifth Avenue.

What about the second fragment? It has a subject. But what did the two or three hundred flag-waving fans do? This sentence needs a verb.

Two or three hundred flag-waving fans **cheered for the home team.**

The third fragment is a little different. We know the subject is *a cat*. We also know what the cat is doing; it is *scratching at the back door*. But the verb is not complete. A verb that ends in *-ing* needs a helping (auxiliary) verb. Here's one way you could correct the third fragment:

A cat **is** scratching at the back door.

Helping verb Complete verb

The fourth fragment has a subject and a verb, but it is still not a complete thought. Here is one way to correct this fragment:

Although we arrived on time, **we couldn't find seats in the theater.**

A writer can make a fragment look like a complete sentence by beginning it with a capital letter and ending it with a period, a question mark, or an exclamation point. But if a group of words does not have a subject and a verb and does not express a complete thought, it is not a complete sentence.

Try It

Look at these fragments. They look like complete sentences, but they are not. Think about what each fragment is missing. Then think about what you could add to each fragment to make it a complete sentence. Write your complete sentences on the lines below.

Mailed a very heavy package to Austin.

The cars in the back of the parking lot.

And decided not to try out for the play.

Because I planned to surprise her with a party.

The last place I wanted to be.



Answer Key: page 96

Run-On Sentences

You have just learned that a sentence fragment does not state a complete thought because it is missing something. A **run-on sentence** is not missing anything. In fact, it has too much of something. A run-on sentence is actually two or more sentences that have been put together as if they are one.

Look at the sentence below.

Eduardo and his sister were playing a game she went into the kitchen to get something to drink.

This is a run-on sentence. It is two sentences put together. Both sentences have subjects and complete verbs and state complete thoughts, but there is no punctuation or capitalization between them.

Some people think they can correct a run-on by putting a comma between the two sentences like this:

Eduardo and his sister were playing a game, she went into the kitchen to get something to drink.

This is still a run-on. Putting a comma between the two sentences does not correct a run-on sentence. The run-on sentence can be corrected in many ways. Here are two examples:

- It can be rewritten as two sentences.

Eduardo and his sister were playing a game. She went into the kitchen to get something to drink.

- A connecting word can be used to combine the two sentences.

Eduardo and his sister were playing a game **when** she went into the kitchen to get something to drink.



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Objective 4

Take a look at another run-on sentence:

Eduardo's sister opened the cupboard, she wanted to find a clean glass.

This run-on can be corrected in either of the ways described above, or it can be corrected by leaving some words out. You could correct this run-on by removing the comma and the words *she wanted*:

Eduardo's sister opened the cupboard to find a clean glass.

Try It

Read the sentences below and put a check on the line next to each run-on sentence. Look for places where two complete sentences have been written as one.

- _____ 1. My father works in a factory he makes televisions.
- _____ 2. Lois won the kite-flying contest in the park on Saturday.
- _____ 3. My friend Caleb has four brothers, they are all older than he is.
- _____ 4. Ursula has a cold she cannot play basketball with us today.
- _____ 5. Students should report to the cafeteria each morning before school.
- _____ 6. You may see a cat licking its fur it does this to get clean.
- _____ 7. Alex hopes to play quarterback on the seventh-grade football team in the fall.
- _____ 8. Patricia called her father, she told him she would be home soon.
- _____ 9. Because I love math, I hope to be an engineer someday.
- _____ 10. I smiled at the new girl, I wanted her to know she had a friend.

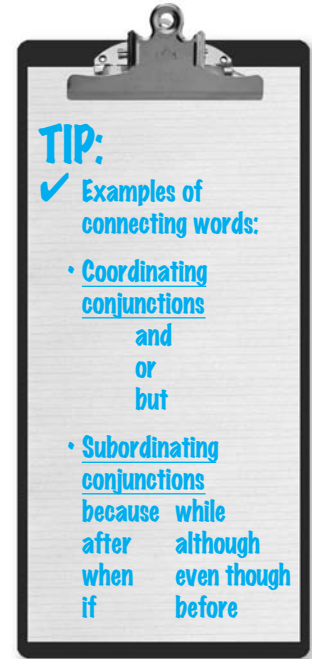
Did you put a check next to sentences 1, 3, 4, 6, 8, and 10? These are run-on sentences. Correct the run-ons on the lines below.

Remember that you can

- write the sentences as two separate sentences
- use a connecting word to combine the two sentences
- delete some words to create one sentence



Answer Key: page 96



Important Note

Run-on sentences happen because the writer doesn't think about where one sentence ends and the next sentence begins. As you write, think about what you know about complete sentences. When a thought is complete, use end punctuation. Then use a capital letter to start a new sentence.

Awkward Sentences

Sentence fragments and run-ons are hard to understand because they leave a reader asking questions. Sometimes sentences that state complete thoughts can cause problems, too. Words and phrases might be written in a way that makes the meaning of a sentence unclear. This kind of sentence is called an **awkward sentence**.

In the science fair everyone wants to participate in my class, and it's in the winter.

The sentence in the box is a complete sentence. It has a subject and a verb, and it expresses a complete thought. Even though it's complete, it is difficult to understand. You may have to read the words over and over to figure out what the writer is trying to communicate. You may have questions like these:

- Does everyone want to participate in the class or in the science fair?
- What is in the winter? Is it the class or the fair?

This sentence is hard to understand because it's awkward. The sentence can be rewritten like this:

Everyone in my class wants to participate in the winter science fair.

Try It

Look at the awkward sentences below. Think about what the writer is trying to say. Rewrite each sentence on the appropriate line so that its meaning is clear.

My brother Jacob for the school newspaper at his school writes stories.

For mowing yards Thomas earned last summer \$185, and it was in his neighborhood.

I prepared a speech that I should serve as class president, and it was to convince my classmates.



Answer Key: page 96

Misplaced Modifiers

A **modifier** is a word or group of words that tells more about a subject or a verb. Sometimes a sentence is confusing because a modifier is in the wrong place.

Look at this sentence:

Simone picked a flower in the backyard that was pretty.

This sentence is confusing because the modifier (*pretty*) is not close to the word it modifies (*flower*). The way this sentence is written, it is the backyard that is pretty, not the flower. If *pretty* were put closer to *flower*, the sentence's meaning would be clear.

Simone picked a pretty flower in the backyard.

Look at another example:

Rich and delicious, I baked a birthday cake for my mother.

Which word(s) should the phrase *rich and delicious* modify? How can you rewrite the sentence to put the modifier close to its object?

If you put *rich and delicious* before *birthday cake*, you made a good choice.

Try It

Now rewrite the sentences below by placing the modifiers where they should be.

The fox chased the rabbit across the empty field that had amazing speed.

The model airplane on the kitchen table that I was building fell to the floor and broke.



Answer Key: page 96

Repetition—Too Much of the Same Thing

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

In the enormous jungles of Africa, wild animals roam freely in the jungles.

This sentence repeats unnecessary information. The reader needs to be told only once that the animals are in the jungles. The sentence can be corrected in two different ways:

- In the enormous jungles of Africa, wild animals roam freely.
- In Africa wild animals roam freely in the enormous jungles.

When a sentence repeats information unnecessarily, it is called **redundant**. Even a sentence that does not repeat a word exactly can be redundant, as in the examples below:

- “Come over here!” Tom **shouted**, **yelling** loudly.
- Sandra loves candy because it is **delicious** and **tastes good**.
- The superhero was **invisible** and **could not be seen**.

In each of these sentences, the writer says the same thing twice, just using different words. Aren't shouting and yelling the same thing? If something is delicious, doesn't that mean that it tastes good? When you say a superhero is invisible, doesn't that already tell a reader that the superhero can't be seen?

Important Note

When you write, try to avoid **redundancy**, or giving the same information more than once.

Try It

Read the sentences below and look for information that has been given twice. Draw a line through words that can be deleted from each sentence. Rewrite each sentence on the line below it.

Yesterday Sam and Tyler ate lunch at the Burger Barn yesterday.

My family went to the beach for a vacation on our vacation.

The horse with the white stripe on his head won the race and was the winner.

Ignacio was tired and exhausted after the district swim meet.



Answer Key: page 96

Important Note

When you write, you may say the same thing twice without even realizing it. That's why you should always review what you have written to make sure that you haven't repeated yourself unnecessarily.

Combining Sentences

Sometimes writers use complete sentences, but the sentences are short and choppy. They are hard to read because they are not connected. Read the sentences in the box below.

Octavio wrote a paper about dolphins. He drew a diagram of a dolphin's body. He built a model of a dolphin's habitat.

Who or what is each of these sentences about?

Because all the sentences are about Octavio, it would probably sound better to combine them to form one sentence. Look at the sentence in the box below.

Octavio wrote a paper about dolphins, drew a diagram of a dolphin's body, and built a model of a dolphin's habitat.

The new sentence contains a single subject and a compound (meaning "more than one") verb. The subject is *Octavio*. The compound verb tells three things the subject did: *wrote*, *drew*, and *built*. Now let's look at some sentences that have different subjects but the same verb.

Jamal sings in the school choir. Hector sings in the school choir. Janice sings in the school choir.

What is the same in all three sentences?

Because all the subjects sing in the school choir, the three sentences should probably be combined to form one sentence. You can do this by creating a compound subject:

Jamal, Hector, and Janice sing in the school choir.

Sometimes several sentences can be combined even if they aren't exactly the same. Look at these sentences:

Ryan works at Baker's Doughnuts, which is the doughnut shop in the mall. Kaneisha just got a job at the same doughnut shop. Candace sells doughnuts at the shop in the mall, too.

Even though these sentences use different words, they all tell about the same thing, so they can be combined. Here's one way to put the sentences together:

Ryan, Kaneisha, and Candace work at Baker's Doughnuts, the doughnut shop in the mall.

Important Note

When you combine sentences in your writing, you need to make sure that the ideas in your new sentence are **parallel**. This means that ideas that are alike should be written in the same way. For instance, you might write, "I like to swim, but I don't like to bowl." The writer's thoughts on swimming and bowling are written in the same way. If the ideas in a sentence are not parallel, the meaning of the sentence is often unclear.

Read this sentence:

Tyrone bathed the dog, washed the car, and the lawn mowing.

The student who wrote the sentence about Tyrone tried to combine three ideas into one sentence. But the sentence sounds odd because the writer did not express the ideas in a parallel way. We know that Tyrone *bathed* the dog and *washed* the car, but we don't have an action verb that tells us what he did to the lawn. How could you rewrite the sentence so that the ideas are parallel?

Tyrone **bathed** the dog, **washed** the car, and **mowed** the lawn.

Now the sentence is parallel. The verbs (*bathed*, *washed*, *mowed*) are in the same form, and the objects of the verbs (*the dog*, *the car*, *the lawn*) are expressed similarly.

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

A Subject Is Repeated

Short and Choppy: Maya blew up balloons. Maya hung streamers. Maya played loud music.

Combined but a Run-On: Maya blew up balloons, she hung streamers, and played loud music.

Combined Effectively: Maya blew up balloons, hung streamers, and played loud music.

A Verb Is Repeated

Short and Redundant: Amy ran for class president. Jason and Joe ran for class president.

Combined but Redundant: Amy and Jason and Joe ran for class president.

Combined Effectively: Amy, Jason, and Joe ran for class president.

The Ideas Contrast

Short and Redundant: The sun rises in the east. The sun sets in the west.

Combined but Not Parallel: The sun rises in the east, but the west is where the sun sets.

Combined Effectively: The sun rises in the east but sets in the west.

Something Makes Another Thing Happen

Wordy: Chris fell off his bike. This happened because the wheel hit a rock.

Combined but Awkward: Chris fell off his bike that hit a rock because it happened.

Combined Effectively: Chris fell off his bike because the wheel hit a rock.

Something Happens Before Something Else

Short and Choppy: You must wash your hands. You must dry your hands. Then you can hold the baby.

Combined but Not Accurate: You must wash your hands and dry your hands and hold the baby.

Combined Effectively: You must wash and dry your hands before you can hold the baby.

Try It

Read each pair of sentences and combine them on the lines provided. Try to combine the sentences in different ways. Make sure your new sentences are parallel.

Martin loves to watch the stars at night. Martin loves to listen to the crickets at night.

After soccer practice I have to run laps. I also have to do push-ups after practice.

My mother enjoys reading. My father enjoys reading. I enjoy reading.

Angelina prefers carrots to mushrooms. Carrots are crunchier than mushrooms.

Dora will choose a puppy at the Humane Society. First she has to fill out the application.

I'm going to San Antonio next week. I will not have time to visit the Alamo.



Answer Key: page 96

Important Note

Sometimes a short sentence can be an effective sentence. However, you do not want your papers to be full of short sentences because they will make your writing sound choppy. To avoid choppy writing, reread your sentences aloud when you are finished writing a paper. If it sounds like you are stopping and starting too much, look for places where you can combine ideas.

Objective 5

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

TIP:

✓ If you follow the rules of standard English, your writing will be easier for others to understand.

There are many rules to follow when you write in standard English. You follow some of the rules without even thinking about them. There are other rules, however, that you need to learn and practice.

Subject-Verb Agreement

Subject-verb agreement means using a singular verb with a singular subject and a plural verb with a plural subject.

Look at the sentences below.



©Photodisc

Singular subject and verb

This officer works at the police station.



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Plural subject and verb

These officers work at the police station, too.

In the chart below notice how the verbs change form when the subject changes from singular to plural. If you are writing about one airplane, you write *it flies*. But when you write about more than one airplane, you write *they fly*.

Singular Subject and Verb	Plural Subject and Verb
The <u>airplane</u> <u>flies</u> .	The <u>airplanes</u> <u>fly</u> .
One <u>tiger</u> <u>pounces</u> .	Two <u>tigers</u> <u>pounce</u> .
The <u>team</u> <u>plays</u> baseball.	The <u>teams</u> <u>play</u> baseball.
<u>Ted</u> <u>is running</u> to work.	<u>Ted and Jo</u> <u>are running</u> to work.
<u>Sandra</u> , who has three jobs, <u>is</u> always busy.	<u>Sandra and Lisa</u> , who met at work, <u>are</u> good friends.
<u>One</u> of the boys <u>is</u> on the track team.	<u>Some</u> of the boys <u>are</u> on the track team.

Try It

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

The mosquitoes in my yard _____ my feet when I walk in the grass.
(bite, bites)

Juan's brothers _____ to visit their grandparents.
(is going, are going)

Fred _____ decisions quickly.
(make, makes)



Answer Key: page 96

Verb Tense

Verbs can be written in different forms called tenses. A verb's **tense** tells when an action happens. There are three main tenses: present, past, and future.

- *Present tense* Angel **cleans** her room.
- *Past tense* Angel **cleaned** her room last night.
- *Future tense* Angel **will clean** her room tomorrow.

Past-tense verbs are usually formed by adding *-ed*.

talk + *-ed* = talked dance + *-ed* = danced hug + *-ed* = hugged

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

Present Tense	Incorrect Past Tense	Correct Past Tense
drive	drived	drove
write	writed	wrote
grow	growed	grew

Shifting Tenses

Some writers change from one tense to another when there's no reason to change. This is called shifting tense. Look at the paragraph in the box.

I'm walking down the street when a dog appears out of nowhere and starts barking at me. I turn and tell it to go home, but it did not listen to me. Instead it will follow me all the way to my house.

Did you notice that the paragraph starts off in the present: *I'm walking, a dog appears*?

Then it shifts to the past tense in the middle of a sentence: *it did not listen*.

At the end of the paragraph, the writer switches to future tense: *it will follow*.

These tense shifts confuse and distract the reader. When you are writing, it is important to stay in the same tense—unless there is a very good reason to shift.

In the sentence below, the tense changes from past to present for a good reason.

Last night I **danced** for hours, so I **am** very tired today.

Pronoun Reference

Important Note

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

A pronoun must agree with its **antecedent**, or the noun it refers to. If the noun is singular, the pronoun must be singular. For example, the pronoun *it* can be used to replace the noun *box*. If the noun is feminine, then the pronoun must be feminine. For example, the pronoun *she* can be used to replace the noun phrases *my mom* or *your sister*.

Look at the sentence below.

I talked to the **police officer**, and **she** reminded me not to skateboard in the street.

The pronoun *she* replaces *the police officer* in the sentence.

Sometimes people use the wrong pronoun to refer to a noun or noun phrase. This can make a sentence confusing because readers can't tell what the pronoun refers to.

After we talked, the police **officers** said **she** needed to report back to the station.

What is confusing about this sentence? There are two police officers who need to go back to the station, so the pronoun should refer to both of the officers. The sentence should read as follows:

After we talked, the police **officers** said **they** needed to report back to the station.



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Clear Pronoun Reference

Sometimes a writer uses a pronoun, but the reader can't tell what the pronoun refers to. Look at these sentences.

My friend Jamal rode his bike to Redwood Middle School. It was new.

What was new? Was it the bike or Redwood Middle School? It's hard to tell because the pronoun *It* does not have a clear reference. There are different ways to correct the sentences. If you know it is the bike that is new, you can rewrite the sentences in either of the ways below.

- My friend Jamal rode his bike to Redwood Middle School. The bike was new.
- My friend Jamal rode his new bike to Redwood Middle School.

Pronoun Case

Pronouns have different forms called **cases**. For example, when you talk about your father or brother, you may use any one of these words: **he**, **him**, **his**, or **himself**. How do you know which case of pronoun to use when you write? The case you use depends on how the pronoun is used in the sentence. Look at the sentences below.



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Daniel finished **his** project early. **He** was really proud of **himself**, and Mrs. Bennet was proud of **him**, too.

In these sentences the pronouns are used in different ways. That's why different cases are used.

Look at the following sentences. What is wrong with each sentence?

- Melinda does her homework with myself.
- Us like to work on science and math.

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

- Melinda does her homework with **me**.
- **We** like to work on science and math.

Try It

Read the following sentences and decide which pronoun should go in each blank.

Aunt Lil invited me to spend the summer with _____.
(she, her, hers, herself)

We are going to spend the summer having as much fun as
_____ can.
(we, us, our, ourselves)

Jo and Mia will share the computer their parents bought for
_____.
(theirs, them, they, themselves)



Answer Key: page 96

Important Note

When you have a name and a pronoun together in a sentence, it can be difficult to decide which pronoun case to use. Here's a hint that will help you: take the name and the conjunction out of the sentence and ask yourself which case of the pronoun you would use.

Look at the following sentence.

My mother packed lunches for Rico and I.

This sentence sounds very formal, and some people would say it is correct. However, look at the hint above and think about the sentence again. If you take out the words *Rico and*, what would the sentence say? *My mother packed lunches for I.* Now it is clear that the sentence is incorrect. That's because the pronoun is not in the correct case. The correct sentence reads as follows:

My mother packed lunches for Rico and **me**.

Try It

Use the hint to help you decide which case of the pronoun belongs in each blank below.

Derrick, Jake, and _____ need to work on our class project tonight. (I, me)

Don't forget to tell the librarian about my friend and _____.
(I, me)

_____ and our neighbors want to plant new trees in the park.
(We, Us)



Answer Key: page 96

Using Adjectives and Adverbs Correctly

Important Note

Adjectives and **adverbs** are descriptive words that make your writing more interesting. These words give more information about the ideas in your sentences.

An adjective can help a reader picture what you are writing about. Look at the underlined adjectives in the sentences below. Which noun or pronoun in the sentence is each adjective describing?

- The mover lifted the large, heavy boxes. (Who or what was large and heavy?)
- The freezing guests sat by the fire and drank coffee. (Who was freezing?)
- Before long the weather turned humid. (What turned humid?)

Imagine you are describing the perfect car. What words would you use to describe the car? The words you use are adjectives.

The adverb in each of the sentences below is underlined. In what way is each adverb describing the verb *ran*?

Joshua and Hakim ran <u>quickly</u> .	This adverb tells <i>how</i> the friends ran.
Joshua and Hakim ran <u>yesterday</u> .	This adverb tells <i>when</i> the friends ran.
Joshua and Hakim ran <u>upstairs</u> .	This adverb tells <i>where</i> the friends ran.

Try It

Find and circle the adverb in each sentence below.

You will be able to see the full moon tomorrow.

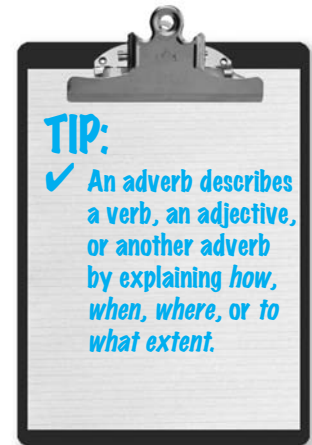
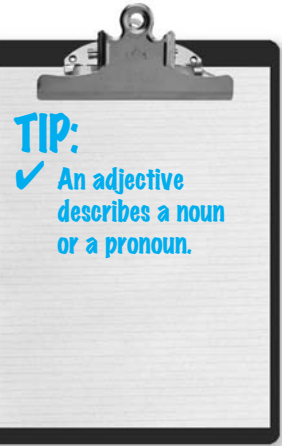
The big deer scrambled awkwardly up the steep hill.

Companies look everywhere for oil and natural gas.

The detectives searched the house thoroughly.



Answer Key: page 96





Knowing When to Use an Adjective and When to Use an Adverb

You need to recognize adjectives and adverbs so that you can use the right word at the right time. Look at the sentences below. Ask yourself what the word in parentheses modifies. Then underline the correct form of the word.

I walked (quiet/quietly) through the halls.

The word needs to tell how I walked. That means it needs to be an adverb, so the correct choice is *quietly*.

Marsha grinned (happy/happily) at her sister.

The word needs to tell how Marsha grinned. That means it needs to be an adverb, so the correct choice is *happily*.

Tyrone wanted the (large/largely) drink.

The word needs to tell the size of the drink. That means it needs to be an adjective, so the correct choice is *large*.

Here is a situation that can be tricky. When you use a verb based on one of your senses (such as *feel*, *look*, *appear*, *sound*, *smell*, or *taste*) or any form of the verb *to be* (such as *am*, *are*, *is*, *was*, or *were*), you will often use an adjective following the verb.

Look at these examples.

Sara felt **hungry** at lunchtime. (not **hungrily**)

The band sounds **good**. (not **well**)

Honey tastes **sweet**. (not **sweetly**)

I'm sorry that I was **angry**. (not **angrily**)

Here are some more challenging examples:

I feel **bad** about missing your baseball game. (not **badly**)

Callie's voice sounds **good** when she sings. (not **well**)

Comparing Using Adjectives and Adverbs

Adjectives

When you compare two nouns, you use either *-er* (*wider*) or *more* (*more destructive*). This is called the **comparative** form of the adjective.

When you compare more than two nouns, you use either *-est* (*widest*) or *most* (*most destructive*). This is called the **superlative** form of the adjective.



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Tip:

✓ Adjectives and adverbs can compare two or more things.

The middle car is **faster** than the car on the right, but the car on the left is the **fastest** of all.

Adverbs

Adverbs can compare verbs and other adverbs in the same way that adjectives compare nouns, using the comparative and superlative forms. For example, if you compare two actions, you add *-er* to the adverb (*earlier*) or use the word *more* with the adverb (*more cheerfully*). If you compare more than two actions, you add *-est* to the adverb (*earliest*) or use the word *most* with the adverb (*most cheerfully*).

The driver in the middle car will race **more aggressively** than the driver in the car on the right. The driver in the car on the left will race the **most aggressively** of all three.

Try It

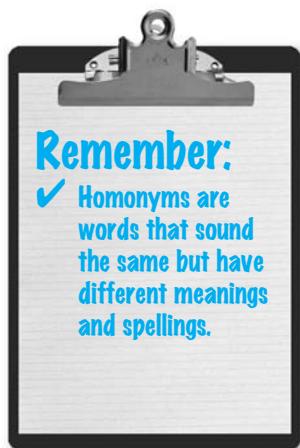
Look at the sentences below and decide which word belongs in each blank.

Summer days are _____ than winter days.
(hot, hotter, hottest)

Ramón practices the _____ of all the players on his team.
(hard, harder, hardest)



Answer Key: page 96



Using Homonyms

Using the wrong homonym when you write can confuse people. Look at the sentence under the picture. Can you tell what is wrong?



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Crystal and Akmar do not know when **their** going to see each other again.

Their shows ownership. *They're* means *they are*. In this sentence the writer means *they are*, so the word *their* should be *they're*.

Here are some other homonyms. Think about the meaning of each word.

you're, your	it's, its	to, too, two	stare, stair
right, write	break, brake	pair, pear	road, rode
know, no	read, red	passed, past	buy, by
patience, patients	peace, piece	meat, meet	whose, who's

Try It

Write a paragraph using some of the homonyms from the list or other homonyms you know. Use a dictionary to be sure you've used each homonym correctly.

Avoiding Double Negatives

Using double negatives will also confuse people who read your papers. Look at this sentence.

Spencer **didn't** know whether he **wouldn't** like to go to the game.

What does the writer mean? Does Spencer want to go to the game or not? This sentence is confusing because it has two negatives. The words *didn't* and *wouldn't* are both negative. You shouldn't use two negatives to express the same idea.

Here are some other negative words. Avoid using more than one of these words to express the same idea in the same sentence.

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

Saying It Twice

You learned a little about redundancy in the last section. One area where you have to watch for redundancy is in pronoun use. Look at the sentence below.



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The police officer he is teaching a class on self-defense.

In this sentence the noun phrase *The police officer* and the pronoun *he* refer to the same person. The writer doesn't need both. There are two different ways to rewrite this sentence:

The police officer is teaching a class on self-defense.

He is teaching a class on self-defense.

Try It

Look for a word or words that you can delete in each sentence below. Then cross out the unnecessary word or words.

My cousin and I we worked on the car all night.

It was hard to believe that a picture Rahib had taken it was in that magazine.

Two of my sisters, Melinda and Jackie, they took a picture of the statue.



Answer Key: page 97

Important Note

There are basic rules of standard English that you must remember when you are writing. As you check over your work, think about the rules you have learned regarding subject-verb agreement, verb tense, pronoun case, homonyms, and double negatives. Correct any mistakes you have made so that your writing will be easier for people to understand.

Objective 6

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

When you speak, the people you are speaking to are usually nearby. They can ask you to stop if you say something they don't understand. Then you can repeat yourself or reword your thoughts until the meaning you are trying to convey is clear. The people who read your writing are not always nearby. They may not be able to ask you to clarify your words. To help people understand your writing, you must use correct punctuation, capitalization, and spelling.

- **Punctuation** gives your reader information such as when a sentence ends, when there is a pause, when someone is talking, and when someone owns something.
- **Capitalization** tells your reader when a sentence starts. It also identifies the names of particular people, places, and things.
- **Spelling** helps your reader focus on the ideas you are trying to communicate. When you spell a word incorrectly, readers have to spend time figuring out the word instead of thinking about the meaning of the sentence.

Important Note

Standard English has many rules for punctuation, capitalization, and spelling. It would be impossible to list all of them in this guide. The next few pages describe some of the rules that seventh-grade students should know. Your parents and teachers may tell you about other rules.

Punctuation

Imagine reading a book with no periods, commas, question marks, or quotation marks. Words would run into words. You would not know where to stop reading and where to start again. It would probably take you a long time to figure out what the writer was trying to say.

Punctuation helps you understand what you are reading. It gives you directions for reading a group of sentences. Look at this short story.

Sheila thought she was hearing things. “What did you just say?” she asked her friend.

Eliza tried to calm down enough to talk. “Our band has been invited to play at the summer festival,” she repeated slowly.

Sheila couldn’t believe her ears. “That’s awesome news!” she replied. The band the girls had formed last year had finally received a break; the summer festival was a major event.

Sheila smiled as she remembered what her mother had always told her: believe in yourself and good things will happen. Sheila’s mother had been right. The band members had worked hard and believed in their abilities. Now they were going to be given a chance to perform at the biggest event of the summer!

Did you notice all the punctuation in the story? What are the names of each of the punctuation marks? Do you know what each mark tells you to do?

You can see that punctuation is very important. Let's review the way you use certain marks of punctuation.

End Punctuation

Every sentence must end with some form of punctuation. Different types of sentences end with different punctuation marks.

- Use a period at the end of a statement. (*I'm going to play soccer in September.*)
- Use a question mark at the end of a question. (*Would you like to play on my team?*)
- Use an exclamation point at the end of an exclamatory statement. (*What an exciting game!*)

Try It

For each sentence below insert the correct end punctuation on the line provided.

What do you like to do when you are outdoors____ Do you enjoy running or working in the garden____ Maybe you prefer sports, such as baseball, soccer, or football____ As for me, I love to go outside to read____ First I lay a soft blanket under a shade tree____ As soon as I'm comfortable, I bury myself in the pages of an exciting novel____ What a relaxing way to spend an afternoon____



Answer Key: page 97

Important Note

Sometimes it can be hard to decide whether a sentence needs a period or an exclamation point. If you are unsure, say the sentence to yourself. Is it a sentence you would say loudly or with great feeling? If so, it may need an exclamation point. However, it's important not to use too many exclamation points in a piece of writing. If you do, the exclamation points will lose their effectiveness.

Quotation Marks

When you write, you need to use quotation marks to show when someone is speaking. These marks should be placed around the exact words that a person says. Look at the sentences below. Pay careful attention to where the quotation marks have been placed.

The firefighter said, “What do you know about staying safe in a fire?”

“You should feel a door to see whether it’s hot before you open it,” Kylie replied.

“People have to stay low to the ground,” Candace added, “because there is more oxygen near the floor.”

“Call 911 as soon as you’re in a safe place!” someone shouted from the back of the room.

“That’s excellent,” the firefighter responded. “You seem to know a lot about fire safety.”

Did you notice that quotation marks were placed around the words that each speaker said? Did you notice the other punctuation that was used in these sentences? Do you know when to use commas, periods, exclamation points, and question marks with quotation marks?

Using Other Punctuation with Quotation Marks

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

The firefighter said, “Fires can spread very quickly.”

When the quotation comes before the speaker has been named, use a comma before closing the quotation marks.

“That’s why you need to move fast,” the teacher noted.

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

“Does anyone here hope to be a firefighter someday?” the firefighter asked.

“Absolutely!” James shouted excitedly.

Try It

Add the correct punctuation to the sentences below.

“How does a person become a firefighter__” Theresa asked.

The firefighter responded__ “You must apply and be accepted by the city__”

“After that, you have to attend an intensive training program__” the teacher added.

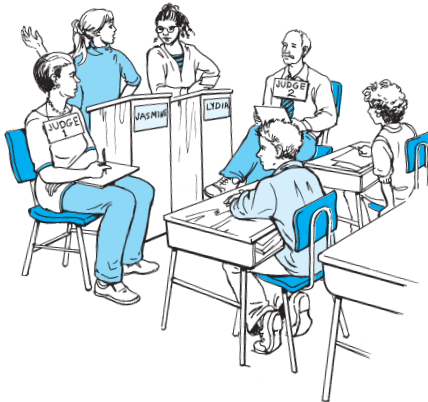
“Wow__” Alisha said excitedly. “Where can I learn more about this__”



Answer Key: page 97

Try It

Now study the picture below. Think about what the characters might be saying in this picture. Use quotation marks to write some dialogue that corresponds to this scene. Some of the dialogue has been started for you. Continue this dialogue or cross it out and write your own.



Lydia concluded, “That’s why we need to put a soda machine in our school.”

Jasmine responded, “_____”

Commas, Semicolons, and Colons

Commas, semicolons, and colons are used for different reasons, but each of these punctuation marks tells you to pause.

Commas can be used to

- separate words or phrases in a series (*tires, mufflers, and pipes*)
- separate a city from its state (*Dallas, Texas*)
- separate a city and state from the rest of the sentence (*I lived in Dallas, Texas, for two years.*)
- separate a date from its year (*June 6, 2001*)
- separate a date and its year from the rest of the sentence (*The dance held on June 6, 2001, was fun.*)
- separate parts of a compound sentence (*John opened his present carefully, but Brian tore his apart.*)
- separate some clauses and phrases from the rest of the sentence (*The can, which was rusted around its edges, was heavy.*)
- separate an introductory subordinate clause from the rest of the sentence (*Because it was Dad's birthday, I mowed the yard without being reminded.*)
- separate an introductory participial phrase from the rest of the sentence (*Sensing danger, the mouse retreated to his nest.*)
- set off a noun of direct address (*"Ollie, clean up your room."*)
- set off a direct quotation (*"Come inside when you're finished," my mother said.*)
- follow a salutation in a personal letter (*Dear Uncle Melvin,*)

Semicolons can be used to

- separate parts of a compound sentence when no conjunction is used (*I opened the door slowly; the house was dark.*)
- separate items in a series that already contains commas (*Dallas, Texas; Houston, Texas; and San Antonio, Texas*)

Colons tell the reader to pay close attention to something that follows. They can be used to

- set off an explanation or example that follows an independent clause (*There are three primary colors: red, blue, and yellow.*)
- separate numbers in descriptions of time (*3:45 P.M.*)
- follow a salutation in a business letter (*Dear President Hutchinson:*)

Try It

Pretend you are a copyeditor for a newsmagazine. The advertisement below has been submitted for publication in your magazine. You need to correct this advertisement before it can be used.

Study the advertisement carefully. How would commas, semicolons, and colons help make this ad easier for readers to understand? Insert these punctuation marks wherever you think they are needed.

**At 8 00 A.M.
on
September 17 2003
ART WORLD
will open its
newest location.**

ART WORLD
2312 Tower Drive

SUPER STORE

In addition to stores in Paris France and London England **ART WORLD** will now offer a superstore in **Houston Texas**.

Artists will find the same **ART SUPPLIES** they have been ordering from Europe nothing will be different **EXCEPT** the prices. Since the supplies won't have to be shipped overseas you will **PAY LESS**.

Visit **ART WORLD** on Monday.
Here's the location **2312 Tower Drive**

**When European style comes to America
we hope you will be a part of it!**

ART WORLD
SUPER STORE



Answer Key: page 97

Important Note

You know to use commas when you are listing items in a series (The cars were black, red, and yellow). Some people use a comma before the word *and*, but some people do not. Most grammar books say to use a comma before *and*. However, since this is a matter of style, it will not be tested on the TAKS test.

Using Apostrophes

Apostrophes are used

- to show possession (*Reva's plant, Sara's glasses, the girls' lockers*)
- to create contractions (*shouldn't, won't, they're*)

Showing Possession

You must use an apostrophe to show ownership. If the noun that owns something is singular, you add -'s to the noun.

- The car that belongs to Lina is **Lina's** car.
- The garden that belongs to Paolo is **Paolo's** garden.
- The desk that belongs to the teacher is the **teacher's** desk.
- The sandwich that belongs to James is **James's** sandwich.

If the noun that owns something is plural, sometimes you add -'s, and other times you add just an apostrophe. Look at these examples.

- The dog that belongs to the twins is the **twins'** dog.
- The football that belongs to the boys is the **boys'** football.
- The nest that belongs to the mice is the **mice's** nest.
- The club that belongs to the women is the **women's** club.

In the first two examples, the plurals were formed by adding -s (*twin + -s = twins, boy + -s = boys*). In plurals like these, you put an apostrophe after the -s to show ownership.

In the second two examples, the plurals were formed by creating a new word (*mouse became mice; woman became women*). In plurals like these, you add -'s to show ownership.

Try It

Use a possessive form to rewrite each of the phrases below.

the trailer that belongs to the couple

the supplies that belong to Mr. Wentz

the books that belong to the students

the rattle that belongs to the snake

the telephone that belongs to the children



Answer Key: page 97

Contractions

Sometimes two words are combined, and some letters are left out. This is called a **contraction**. When you form a contraction, you must use an apostrophe. The apostrophe stands for the letters that are missing.

could + not = couldn't

he + is = he's

they + are = they're

we + are = we're

will + not = won't

can + not = can't

Try It

There are many other contractions in standard English. Look through some books and copy a few of the contractions you find. What two words make up each contraction? What letter or letters do the apostrophes represent?

Some contractions are frequently misused. The rules below will help you avoid the mistakes many people make.

- When you mean *who is*, use the contraction *who's*. (*Who's going to help with the carnival?*)
- When you mean *it is*, use the contraction *it's*. (*It's almost time for the bell to ring.*)
- When you mean *you are*, use the contraction *you're*. (*You're a very good artist.*)
- When you mean *there is*, use the contraction *there's*. (*There's a telephone on my desk.*)

Capitalization

In standard English the rules for capitalization are fairly simple.

- A sentence always starts with a capital letter. (*The boys missed the student council meeting because their bus was late.*)
- A proper noun must begin with a capital letter. (*The building stood on the corner of Waterloo Street and Downing Avenue.*)
- A proper adjective must also begin with a capital letter. (*At the front of the building, there was a row of Roman columns.*)

Proper Nouns

Common nouns identify people, places, and things, while **proper nouns** name specific people, places, and things. Proper nouns must always be capitalized. For example, the word *bridge* is a common noun because it is the name of a thing, but the phrase *Golden Gate Bridge* is a proper noun because it names a specific bridge.

In the chart below notice the difference between common nouns and proper nouns.

Common Nouns	Proper Nouns
singer	Britney Spears
team	Texas Longhorns
principal	Walter Thompson
park	Harris Park
school	Hatfield High School
continent	Africa
galaxy	Milky Way
book	<i>The Adventures of Tom Sawyer</i>
movie	<i>Spider-Man</i>
street	Wylie Avenue

Look at the sentences in the box. Circle the proper nouns that need to be capitalized.

My friends, megan and david, went with their parents to dallas, texas. On the way the family stopped and had a picnic at lake waco. In dallas they went to a football game at texas stadium. The dallas cowboys played the new york giants.

Were you able to find the proper nouns in the sentences? Capitalization makes the nouns easier to identify. Here is how the sentences should have been written:

My friends, Megan and David, went with their parents to Dallas, Texas. On the way the family stopped and had a picnic at Lake Waco. In Dallas they went to a football game at Texas Stadium. The Dallas Cowboys played the New York Giants.

Proper Adjectives

Most students understand proper nouns, but proper adjectives may be a little less familiar. Look at this sentence.

The elephants at the zoo are from Africa.

The word *Africa* is a proper noun because it names a specific place. Look at the next sentence.

The elephants at the zoo are known as African elephants.

The word *African* is not a proper noun. It does not name a person, place, or thing. It is an adjective that has been formed from a proper noun. Adjectives like this are called **proper adjectives**. Proper adjectives are used in a different way than proper nouns are used, but they still need to be capitalized.

Try It

Find and underline the proper adjective in each sentence. Then cross out the proper adjectives and write them with correct capitalization.

Ryan asked for italian bread with his lasagna.

The spanish dancers were elegant and graceful.

Dee's favorite dish is new england clam chowder.

It was hard to learn the arabic letters, but I finally did it.



Answer Key: page 97

Spelling

There are many spelling rules that will help you spell words correctly. A few of the most common rules are listed below.

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

compel + <i>-ing</i>	= compelling	spot + <i>-ed</i>	= spotted
flit + <i>-ed</i>	= flitted	fog + <i>-y</i>	= foggy
propel + <i>-er</i>	= propeller	big+ <i>-est</i>	= biggest
grip + <i>-ing</i>	= gripping	sad + <i>-est</i>	= saddest

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

inhale + <i>-ing</i>	= inhaling	assure + <i>-ance</i>	= assurance
spare + <i>-ed</i>	= spared	trudge + <i>-ed</i>	= trudged
cleanse + <i>-ing</i>	= cleansing	taste + <i>-ed</i>	= tasted
little + <i>-est</i>	= littlest	dare + <i>-ing</i>	= daring

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

crazy + <i>-est</i>	= craziest	imply + <i>-es</i>	= implies
multiply + <i>-ed</i>	= multiplied	happy + <i>-est</i>	= happiest
victory + <i>-ous</i>	= victorious	shaky + <i>-er</i>	= shakier
story + <i>-es</i>	= stories	drowsy + <i>-est</i>	= drowsiest

Objective 6

- When a word contains the letters *i* and *e*, remember this little rhyme:

I before *e*,
Except after *c*,
Or when sounding like “*a*,”
As in *neighbor* and *weigh*.

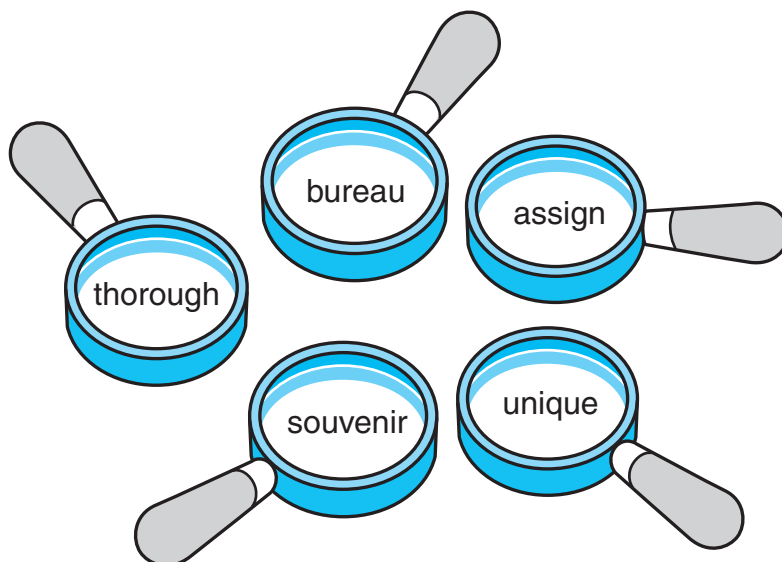
thief	<i>i</i> before <i>e</i>
deceive	<i>e</i> before <i>i</i> since the letter pair comes after <i>c</i>
weight	<i>e</i> before <i>i</i> since the letter pair sounds like “ <i>a</i> ”
ceiling	<i>e</i> before <i>i</i> since the letter pair comes after <i>c</i>
freight	<i>e</i> before <i>i</i> since the letter pair sounds like “ <i>a</i> ”
receipt	<i>e</i> before <i>i</i> since the letter pair comes after <i>c</i>
believe	<i>i</i> before <i>e</i>

Important Note

As with many spelling rules, there are some exceptions to the “*i* before *e*” rule. Here are a few examples: *species*, *society*, *efficient*, *their*, *weird*.

Sight Words

For many English words there are no spelling rules. You must simply learn to spell these words. These words are called **sight words**. Here are some examples:



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 fellow student revise and edit his paper.

The narrative on the next page was written by a seventh grader named Andrew. Read the paper carefully. As you read, ask yourself questions such as these:

- **How well has Andrew organized and supported his ideas?** Does he need to include additional details to give support to any of his main ideas? Does he need to add transition words or phrases to connect any of his details? Should he delete any extraneous sentences?
- **Has Andrew used clear and complete sentences?** Does the paper contain any fragments or run-ons that should be corrected? Has Andrew fixed any awkward or redundant sentences? Are there places where Andrew needs to combine ideas?
- **Has Andrew followed the rules of standard English?** Do his subjects and verbs agree? Are his verbs in the correct tense? Has he used homonyms and pronouns correctly? Has he avoided using double negatives?
- **Has Andrew made any punctuation, capitalization, or spelling mistakes?** Did he begin and end all sentences correctly? Did he remember to start each proper noun and proper adjective with a capital letter? Did he use commas, quotation marks, and apostrophes correctly? Did he follow common spelling rules?

As you read Andrew's paper, you may come to some words or sentences that you think he should change. When this happens, write notes in the margin. If you know what is wrong, mark how you would fix it. If you're unsure, just write a simple phrase such as "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 85–88.

Andrew learned something important about his parents and decided to write a narrative about his experience. Read Andrew's narrative and think about the changes you would make to improve the story.

Green Hair

(1) I learned something important about my parents a few days ago. (2) There not as strict as I once thought. (3) Last Friday I spent the night at Tony's house. (4) My friends Terrence and Daiki also spent the night at Tony's house. (5) When we went into Tony's room, Daiki pulled some green hair dye out of his backpack. (6) He said he was going to put a streak in his hair, just like a guy in a movie we'd seen. (7) We see all the good movies together. (8) My friends and me followed Daiki into the bathroom to watch. (9) When he was finished, Daiki's hair looked so cool that Terrence decided to add a streak to his hair. (10) I didn't want to be left out, I put a streak in my hair, too.

(11) As I stared at myself in the mirror the next morning, I had two thoughts. (12) The first was that I didn't look half as cool as the guy in the movie. (13) The second thought was worse. (14) "My parents are going to ground me until I'm 55," I said to my reflection.

(15) Eventually I had to go home. (16) I tried to sneak in quietly, but Mom and Dad saw me before I could get to my room. (17) They were completely silent as they stared at me. (18) After a minute Mom hid her face and started shaking. (19) For a minute I thought she was crying. (20) Then I realized she was laughing. (21) "Am I in serious trouble," I asked.

(22) "Yes, Andrew," my father said sternly. (23) "Your punishment is that you have to wear a green streak in your hair for a while." (24) Both of my parents laughed this time. (25) On Monday I went to school with my green streak. (26) A few kids thought it was real cool, but everyone else just laughed. (27) I can't wait for my hair to grow out so I can cut it.

(28) Terrence and Daiki were both grounded for dyeing their hair, but my parents didn't ground me. (29) Not only are my parents less strict than I thought, they actually have a pretty good sense of humor.

How should Andrew revise his paper?

Sentence 2

Did you find something wrong with this sentence? Look at it carefully.

There not as strict as I once thought.

The first word in the sentence is a homonym. Has Andrew used the correct homonym? No, he has not. He is trying to say *They are not as strict as I once thought*. Which spelling shows the word Andrew is trying to use?

- *There*
- *Their*
- *They're*

Did you select the last spelling? That's correct. Andrew needs to change *There* to *They're*.

Sentences 3 and 4

Did you notice that Andrew repeated information in these two sentences? Look at the sentences again. Which words are repeated?

Last Friday I spent the night at Tony's house. My friends Terrence and Daiki also spent the night at Tony's house.

Since both sentences talk about spending the night at Tony's house, Andrew can combine these ideas into one sentence. What is the best way to combine sentences 3 and 4?

- *Last Friday I spent the night at Tony's house with Terrence and Daiki because they also spent the night at Tony's house.*
- *Last Friday I spent the night at Tony's house, my friends Terrence and Daiki did, too.*
- *Last Friday I spent the night at Tony's house with my friends Terrence and Daiki.*

The first answer choice is incorrect because it uses an inappropriate connecting word. There is no evidence that Andrew spent the night at Tony's house **because** Terrence and Daiki did. This answer choice also repeats information.

The second answer choice doesn't repeat information, but it contains a new problem. Did you identify this answer choice as a run-on sentence? When you combine sentences, the new sentence you create must be clear and complete.

Did you choose the third answer choice? This is the most effective way to combine sentences 3 and 4. This sentence is complete, its meaning is clear, and it does not repeat information unnecessarily.

Sentence 7

Did anything bother you about this sentence? Take a look at it again.

We see all the good movies together.

The sentence is complete, and its meaning is clear. No words or phrases are unnecessarily repeated. However, something still doesn't seem right.

This paper is about an experience a group of friends had one night. The details in the paper describe what the friends did and how their parents reacted. It may be true that the boys see many good movies together, but that doesn't really relate to the ideas in this paper. This is an extraneous sentence, and it should be deleted from Andrew's final draft.

Sentence 8

Did you find a mistake in sentence 8? If not, read the sentence again.

My friends and me followed Daiki into the bathroom to watch.

Does this sentence sound right? Did Andrew follow the rules of standard English? Look at the pronoun *me*. Is this the pronoun Andrew should have used?

Remember, there are four cases of this pronoun: *I*, *me*, *myself*, and *my/mine*. Andrew used the pronoun *me* in the subject of this sentence. Is that correct? No, it's not. The pronoun *I* should be used in the subject of a sentence. Just imagine that the words *My friends and* are not there. Which of the following sentences would be correct?

- *Me followed Daiki into the bathroom to watch.*
- *I followed Daiki into the bathroom to watch.*

Of course, you would use the pronoun *I*. That means that sentence 8 should read *My friends and I followed Daiki into the bathroom to watch.*

Sentence 10

Did you revise sentence 10 in some way? Here it is again:

I didn't want to be left out, I put a streak in my hair, too.

This sentence is a run-on sentence. It is two complete sentences connected with a comma. What is the best way to correct this run-on?

- *I didn't want to be left out. And put a streak in my hair, too.*
- *I didn't want to be left out. I put a streak in my hair, too.*
- *I didn't want to be left out, so I put a streak in my hair, too.*

The first choice isn't correct. The phrase *And put a streak in my hair, too* is a fragment. It has no subject.

The second choice is two complete sentences, but they sound choppy. Because the sentences are short and closely related, the ideas should probably be combined.

The third choice shows the best way to correct the run-on sentence. A connecting word is used to combine the two sentences. The word *so* shows the relationship between the ideas: one idea caused the other.

Sentence 17

Did anything in sentence 17 look odd to you? There is a misspelled word in this sentence. Look at the sentence again.

They were completly silent as they stared at me.

Do all the words in this sentence look right to you? What about the underlined word? Is it spelled correctly?

Think about the root word of the underlined word. What is it? The word *complete* is the root word. What rule have you learned about adding suffixes to words that end in a silent *-e*?

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

Does the suffix *-ly* start with a vowel? No, it starts with an *l*. The letter *l* is a consonant. Therefore, there is no reason to drop the *-e* when adding this suffix. The word Andrew is trying to spell is *completely*.

Sentence 21

What error did Andrew make in this sentence?

“Am I in serious trouble,” I asked.

In this sentence Andrew is asking a question, but he hasn't used a question mark anywhere. Where should the question mark be inserted?

When you write a question in a direct quotation, a question mark is used before the closing quotation marks. Andrew should replace the comma with a question mark. The sentence should look like this:

“Am I in serious trouble?” I asked.

Sentence 26

Did you notice anything wrong with sentence 26? This is a common mistake, so look at the sentence again.

A few kids thought it was real cool, but everyone else just laughed.

The word *real* is modifying the adjective *cool*. When you modify an adjective, you need to use an adverb. *Real* is an adjective, not an adverb. To express this idea correctly, Andrew would need to write the sentence like this:

A few kids thought it was really cool, but everyone else just laughed.

How does TAKS test the skills you have been reviewing?

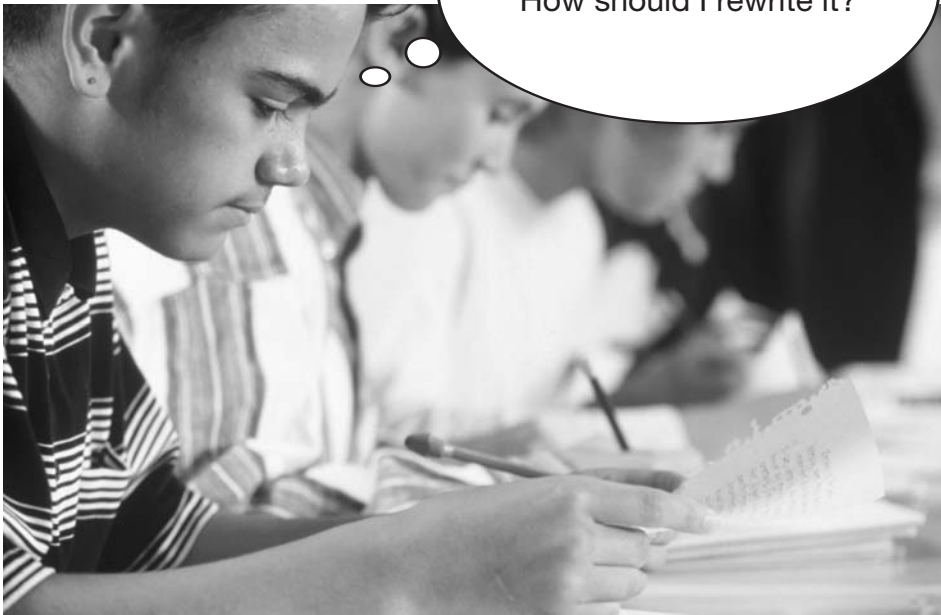
On the TAKS writing test, you will be asked to review some papers written by seventh-grade students. The papers will contain mistakes. You will need to study each paper and decide how it should be changed.

The papers on the following pages are like the ones you will see on a real TAKS test. As you read each paper, think about how you would change it.

Important Note

- Read the first paper and think about what you would change.
- When you finish reading, look at 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 an answer for each one.
- Look at pages 98–99 of the Answer Key. Each answer choice is explained. 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 corresponding questions.
- Return to the Answer Key and look at pages 99–100. Compare your answers to the ones given there.

That sentence sounds awkward.
How should I rewrite it?



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Taneisha is in the seventh grade. She read about the seven wonders of the ancient world and wrote a report about one of them. As part of a peer-editing assignment, she has asked you to read her report and think about the suggestions you would make to help her correct and improve it. When you have finished reading, answer the questions that follow.

The Brightest Wonder

(1) When medieval scholars decided to try to identify the seven wonders of the ancient world, they looked at written records from ancient Greece. (2) The scholars came up with a list that included two stachues, two tombs, a temple, a garden, and a lighthouse.

(3) All were amazing works of art or architecture. (4) The Lighthouse of Pharos, the seventh wonder of the world, was different from the others. (5) It had a job to do.

(6) In 330 B.C. Alexander the Great founded the city of Alexandria Egypt, to serve as a seaport. (7) The seaports location made it a perfect center for trade, but there was one problem.

(8) Ships kept crashing into the sandbars at the edge of the harbor.

(9) Ptolemy Soter, one of Alexander's generals and the ruler of Egypt, ordered that a huge lighthouse be constructed to guide ships safely into port. (10) He chose Pharos Island as the location for the lighthouse. (11) The island sat at the edge of the harbor.

(12) The lighthouse amazed everyone who saw it. (13) It was a huge structure that looked more like a skyscraper then a lighthouse.

(14) According to historical records it was constructed in three sections: a square base nearly 200 feet tall, an octagonal section nearly 100 feet tall, and a round tower about 25 feet tall. (15) With its foundation the lighthouse stood as high as a 40-story building.

(16) At the top of the tower, workers builded a large fire in front of several mirrors. (17) The mirrors reflected the light from the fire.

(18) This reflected light was so bright that they could be seen from 40 miles away.

(19) It stood for 15 centuries before earthquakes finally brought it to the ground. (20) Even today its memory inspiring architects and dreamers around the world.

Question 1

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

- A Change *came* to **come**
- B Change *that* to **it**
- C Change *stachues* to **statues**
- D Make no change



Answer Key: page 98

Question 2

What transition word or phrase should be added to the beginning of sentence 4?

- A As a result,
- B Then
- C For example,
- D However,



Answer Key: page 98

Question 3

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

- A Change *Great* to **great**
- B Change *founded* to **founding**
- C Insert a comma after *Alexandria*
- D Make no change



Answer Key: page 98

Question 4

What change, if any, should be made in sentence 7?

- A Change *seaports* to **seaport's**
- B Change *it* to **them**
- C Change *perfect* to **perfict**
- D Make no change



Answer Key: page 98

Question 5

What is the BEST way to combine sentences 10 and 11?

- A He chose Pharos Island as the location for the lighthouse, it sat at the edge of the harbor.
- B He chose Pharos Island, which sat at the edge of the harbor, as the location for the lighthouse.
- C He chose Pharos Island as the location for the lighthouse and sat at the edge of the harbor.
- D He chose Pharos Island as the location for the lighthouse, and the lighthouse sat at the edge of the harbor.



Answer Key: page 98

Question 6

What change, if any, should be made in sentence 13?

- A Change *that* to **it**
- B Change *looked* to **looks**
- C Change *then* to **than**
- D Make no change



Answer Key: page 98

Question 7

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

- A Change *builded* to **built**
- B Change *large* to **larger**
- C Change *several* to **sevaral**
- D Make no change



Answer Key: page 99

Question 8

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

- A Delete *was*
- B Change *bright* to **brighter**
- C Change *they* to **it**
- D Make no change



Answer Key: page 99

Question 9

The meaning of sentence 19 can be improved by changing *It* to —

- A They
- B The Lighthouse of Pharos
- C Its memory
- D Alexandria



Answer Key: page 99

Question 10

What is the BEST way to revise sentence 20?

- A Even today its memory inspires architects. And dreamers around the world.
- B Even today its memory inspires them. Architects and dreamers around the world.
- C Even today its memory inspires architects and dreamers around the world.
- D No revision is needed.



Answer Key: page 99

Brandon is in the seventh grade. His language arts teacher asked him to write a story about an unusual pet. Brandon wants you to help him revise and edit the story he wrote. Read Brandon's story and think about the corrections and improvements he should make. When you are finished reading, answer the questions that follow.

Raising a Dragon

(1) A dragon moved in with us this weekend. (2) Yes, it's true. (3) I have a pet dragon. (4) Dad and I went to a reptile show on Saturday at the Morristown civic center. (5) I noticed several bearded dragons resting together on a rock under a heat lamp. (6) As I watched these unusual lizards interact I became very interested in them. (7) The dominant male in the group let the others know to move out of the highest resting spot by bobbing his head up and down. (8) He looked so hilarious with his spiny body doing disjointed push-ups. (9) I asked Dad if I could buy one of the baby lizards and take it home as a pet. (10) I was thrilled when he said yes.

(11) Everyone in my family have enjoyed watching our new pet dragon scurry around in its tank chasing crickets. (12) We all laugh when the dragon raises a front leg in a slow circular wave that looks like a greeting. (13) The breeder said that when a baby motions like this, it could mean one of two things. (14) She added that males usually outgrow this behavior; females, however, display it throughout their lives.

(15) Right now my pet dragon is about six inches long, but I've read that if it is properly cared for, it will grow quickly. (16) Within a year my lizard could measure almost two feet in length. (17) I'm making sure that it gets a nutritious diet of crickets, fruits, and vegetables as well as the vitamin and mineral supplements it needs. (18) My pet has been a little picky about eating vegetables, and my pet prefers to be hand-fed.

(19) Mom says I'm spoiling my dragon, but I'm really enjoying myself.

(20) I'm convinced that I have it, the most unusual pet in the neighborhood. (21) I can't wait to take my bearded dragon to science class and showing it to all my friends. (22) After all, how many students at my school can say they have their own pet dragon?

Question 11

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

- A Change *I* to **me**
- B Insert a comma after *show*
- C Change *civic center* to **Civic Center**
- D Make no change



Answer Key: page 99

Question 12

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

- A Insert a comma after *interact*
- B Change *became* to **become**
- C Change *interested* to **intrested**
- D Make no change



Answer Key: page 99

Question 13

How should sentence 8 be revised?

- A He looked so hilarious. With his spiny body doing disjointed push-ups.
- B He looked so hilarious, his spiny body was doing disjointed push-ups.
- C He looked so hilarious, and his spiny body was hilarious doing disjointed push-ups.
- D No revision is needed.



Answer Key: page 99

Question 14

What transition word or phrase could BEST be added to the beginning of sentence 9?

- A Furthermore,
- B However,
- C In comparison,
- D At the end of the day,



Answer Key: page 100

Question 15

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

- A Change *have enjoyed* to **has enjoyed**
- B Change *its* to **it's**
- C Change *chasing* to **chaseing**
- D Make no change



Answer Key: page 100

Question 16

Which sentence could BEST be added after sentence 13 to support the ideas in this sentence?

- A The breeder, Ms. Johnson, raises and sells many unusual animals, including sugar gliders and sea monkeys.
- B It could be either a display of recognition or an act meant to calm a larger bearded dragon.
- C We buy the crickets at Brennan's Pet Store, which is down the street from our house.
- D Bearded dragons are the best pets to have because they are quiet but very interesting.



Answer Key: page 100

Question 17

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

- A My pet has been a little picky about eating vegetables. Preferring to be hand-fed.
- B My pet has been a little picky about eating vegetables, it prefers to be hand-fed.
- C My pet has been a little picky about eating vegetables that prefer to be hand-fed.
- D My pet has been a little picky about eating vegetables and prefers to be hand-fed.



Answer Key: page 100

Question 18

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

- A Change *convinced* to *convinsed*
- B Delete *it* and the comma
- C Change *most unusual* to *unusualest*
- D Make no change



Answer Key: page 100

Question 19

What change should be made in sentence 21?

- A Insert a comma after *class*
- B Change *showing* to *show*
- C Change *it* to *them*
- D Change *friends* to *freinds*



Answer Key: page 100



Try It

Page 36

The sentences would need to describe some of the pros and cons of snack machines in school cafeterias.

Page 44

Possible Answers:

My grandmother mailed a very heavy package to Austin.

The cars in the back of the parking lot will be moved first.

Tai was busy and decided not to try out for the play.

I didn't get Kat a present because I planned to surprise her with a party.

The principal's office was the last place I wanted to be.

Page 47

Possible Answers:

My father works in a factory. He makes televisions.

My friend Caleb has four older brothers.

Ursula has a cold, so she cannot play basketball with us today.

You may see a cat licking its fur to get clean.

Patricia called her father and told him she would be home soon.

I smiled at the new girl because I wanted her to know she had a friend.

Page 48

Possible Answers:

My brother Jacob writes stories for his school newspaper.

Last summer Thomas earned \$185 for mowing yards in his neighborhood.

I prepared a speech to convince my classmates that I should serve as class president.

Page 49

Possible Answers:

With amazing speed, the fox chased the rabbit across the empty field.

The model airplane that I was building on the kitchen table fell to the floor and broke.

Page 51

Possible Answers:

Delete the second *yesterday*.

Delete the phrase *on our vacation*.

Delete the phrase *and was the winner*.

Delete the words *tired and*.

Page 55

Possible Answers:

Martin loves to watch the stars and listen to the crickets at night.

After soccer practice I have to run laps and do push-ups.

My mother, my father, and I enjoy reading.

Angelina prefers carrots to mushrooms because carrots are crunchier.

Dora will choose a puppy at the Humane Society after she fills out the application.

I'm going to San Antonio next week, but I will not have time to visit the Alamo.

Page 57

bite, are going, makes

Page 61

her, we, them

Page 62

I, me, We

Page 63

tomorrow, awkwardly, everywhere, thoroughly

Page 65

hotter, hardest

Page 68

Possible Answers:

Delete the word we.
Delete the second it.
Delete the word they.

Page 71

What do you like to do when you are outdoors? Do you enjoy running or working in the garden? Maybe you prefer sports, such as baseball, soccer, or football. As for me, I love to go outside to read. First I lay a soft blanket under a shade tree. As soon as I'm comfortable, I bury myself in the pages of an exciting novel. What a relaxing way to spend an afternoon!

Page 73

"How does a person become a firefighter?" Theresa asked.

The firefighter responded, "You must apply and be accepted by the city."

"After that, you have to attend an intensive training program," the teacher added.

"Wow!" Alicia said excitedly. "Where can I learn more about this?"

Page 75

At 8:00 A.M. on September 17, 2003, ART WORLD will open its newest location.

In addition to stores in Paris, France, and London, England, ART WORLD will now offer a superstore in Houston, Texas.

Artists will find the same ART SUPPLIES they have been ordering from Europe; nothing will be different EXCEPT the prices. Since the supplies won't have to be shipped overseas, you will PAY LESS.

Visit ART WORLD on Monday. Here's the location: 2312 Tower Drive.

When European style comes to America, we hope you will be a part of it!

Page 77

the couple's trailer, Mr. Wentz's supplies, the students' books, the snake's rattle, the children's telephone

Page 80

Italian, Spanish, New England, Arabic

The Brightest Wonder

Question 1 (page 91)

Spelling

- A Incorrect. This sentence should be in the past tense, so *came* is the correct verb.
- B Incorrect. Changing *that* to *it* would create a run-on sentence.
- C **Correct.** The word *stachues* is spelled incorrectly. In this word the /ch/ sound is spelled with a *t*, so *statues* is the correct spelling.
- D Incorrect. There is a spelling mistake in this sentence.

Question 2 (page 91)

Transition

- A Incorrect. *As a result* shows a cause-and-effect relationship. The Lighthouse of Pharos wasn't different **because** it was amazing. All the wonders were amazing.
- B Incorrect. *Then* suggests a sequence of events. This paragraph is not about a sequence of events.
- C Incorrect. *For example* would mean that the information in sentence 4 gives an example of a statement made in sentence 3.
- D **Correct.** *However* suggests a contrast in the paragraph. This is the best transition because that is the point the author is trying to make. All the wonders were amazing works of art or architecture, but this one was different because it was the only one with a job to do.

Question 3 (page 91)

Comma

- A Incorrect. Alexander the Great was a specific person. His full name must be capitalized.
- B Incorrect. Changing *founded* to *founding* would create a sentence fragment.
- C **Correct.** A comma must be used to separate a city and state or a city and country.
- D Incorrect. There is a punctuation mistake in this sentence.

Question 4 (page 91)

Apostrophe

- A **Correct.** This word shows possession. The location belongs to the seaport, so *seaport* needs an -'s.
- B Incorrect. The pronoun *it* refers to the noun *seaport*. This noun is singular, so the pronoun needs to be singular. *Them* is a plural pronoun.
- C Incorrect. The word *perfect* is spelled correctly in the report.
- D Incorrect. There is a punctuation mistake in this sentence.

Question 5 (page 91)

Sentence Combining

- A Incorrect. This answer choice is a run-on because it is two complete sentences put together with only a comma.
- B **Correct.** This answer choice uses an adjective clause to combine the two sentences in a clear and effective way.
- C Incorrect. This answer choice says that Alexander the Great sat at the edge of the harbor, but it was actually the island that sat at the edge of the harbor.
- D Incorrect. This answer choice is redundant because it says *the lighthouse* twice. It is also inaccurate because it says that the lighthouse sat at the edge of the harbor, but it was actually the island that sat at the edge of the harbor.

Question 6 (page 91)

Word Usage

- A Incorrect. Changing *that* to *it* would create a run-on sentence.
- B Incorrect. This sentence needs the past tense verb *looked*.
- C **Correct.** The word *then* is a time-order word. The word *than* is used in comparisons. The writer is using the word as part of a comparison, so *than* is the word that should be used.
- D Incorrect. A word is used incorrectly in this sentence.

Question 7 (page 92)**Verb Form**

- A **Correct.** The past tense of *build* is *built*, not *builded*.
- B **Incorrect.** The word *larger* is incorrect because two things are not being compared.
- C **Incorrect.** The word *several* is spelled correctly in the report.
- D **Incorrect.** A verb in the sentence is formed incorrectly.

Question 8 (page 92)**Pronoun-Antecedent Agreement**

- A **Incorrect.** Deleting *was* would create a sentence fragment.
- B **Incorrect.** The word *brighter* is incorrect because two things are not being compared.
- C **Correct.** The pronoun *they* is used to refer to plural nouns. In this sentence the pronoun is supposed to be replacing the phrase *this reflected light*. This phrase is singular, so the correct pronoun to use is *it*.
- D **Incorrect.** This sentence contains a mistake in pronoun-antecedent agreement.

Question 9 (page 92)**Indefinite Reference/Clarity**

- A **Incorrect.** To switch one pronoun for another wouldn't clarify the meaning of the sentence.
- B **Correct.** The Lighthouse of Pharos is what stood for 15 centuries.
- C **Incorrect.** A memory cannot stand for 15 centuries.
- D **Incorrect.** The city of Alexandria is not what the passage is about. It wouldn't make sense to end the passage with a paragraph about how long Alexandria stood.

Question 10 (page 92)**Sentence Fragment**

- A **Incorrect.** This answer choice contains a fragment. (*And dreamers around the world.*)
- B **Incorrect.** This answer choice contains a fragment. (*Architects and dreamers around the world.*)
- C **Correct.** This answer choice is a clear and complete sentence.
- D **Incorrect.** The sentence in the passage is a fragment because *inspiring* needs a helping verb.

Raising a Dragon**Question 11 (page 94)****Capitalization**

- A **Incorrect.** The pronoun is part of a compound subject, so *I* is the correct case to use.
- B **Incorrect.** There is no reason to put a comma before the prepositional phrase *on Saturday*.
- C **Correct.** *Morristown Civic Center* is the name of a specific place, so it needs to be capitalized.
- D **Incorrect.** This sentence contains a capitalization mistake.

Question 12 (page 94)**Comma with a Subordinate Clause**

- A **Correct.** The clause *As I watched these unusual lizards interact* is a subordinate clause. An introductory subordinate clause must be followed by a comma.
- B **Incorrect.** This sentence is in the past tense, so *became* is the correct form of the verb.
- C **Incorrect.** The word *interested* is spelled correctly in the story.
- D **Incorrect.** This sentence contains a punctuation mistake.

Question 13 (page 94)**No Revision Is Needed**

- A **Incorrect.** This answer choice contains a fragment. (*With his spiny body doing disjointed push-ups.*)
- B **Incorrect.** This answer choice is a run-on because it is two complete sentences with only a comma between them.
- C **Incorrect.** This answer choice is awkward and repeats words unnecessarily.
- D **Correct.** The sentence in the passage does not need to be revised.

Question 14 (page 94)

Transition

- A Incorrect. The word *furthermore* suggests that this is one in a series of things the writer did.
- B Incorrect. The word *however* suggests that this sentence is in contrast to the one before it.
- C Incorrect. There is nothing being compared in this sentence.
- D **Correct.** The phrase *at the end of the day* suggests a time that the events in the sentence happened. This transition makes the most sense.

Question 15 (page 94)

Subject-Verb Agreement

- A **Correct.** The subject in this sentence is *everyone*, and this pronoun is always singular because it refers to every person individually. This singular noun agrees with the singular verb *has enjoyed* rather than *have enjoyed*, which is plural.
- B Incorrect. *It's* stands for *it is*. The homonym in this sentence does not stand for *it is*. In this sentence the word should be *its* because it is being used to show ownership of the tank.
- C Incorrect. The root word of *chasing* is *chase*. When a word ends in a silent *-e*, you must drop the *-e* before adding *-ing*.
- D Incorrect. There is a subject-verb agreement mistake in this sentence.

Question 16 (page 94)

Supporting Detail

- A Incorrect. The passage is about bearded dragons. It doesn't matter what else Ms. Johnson sells in his store.
- B **Correct.** This sentence tells more about the detail in sentence 13. It explains the two things that the motion could mean.
- C Incorrect. This detail is completely unrelated to the information in sentence 13.
- D Incorrect. This is an interesting opinion, but it does not support sentence 13.

Question 17 (page 95)

Redundancy

- A Incorrect. This answer choice contains a fragment. (*Preferring to be hand-fed.*)
- B Incorrect. This answer choice is a run-on sentence. It is two complete sentences connected by only a comma.
- C Incorrect. This answer choice says that the vegetables prefer to be hand-fed.
- D **Correct.** This answer choice eliminates the redundancy and is a clear and complete sentence.

Question 18 (page 95)

Double Indicator

- A Incorrect. The word *convinced* is spelled correctly in the story.
- B **Correct.** The pronoun *it* and the noun phrase *the most unusual pet in the neighborhood* refer to the same thing. There is no need to use both.
- C Incorrect. The superlative form of *unusual* is *most unusual*, not *unusualest*.
- D Incorrect. There is an unnecessary pronoun in this sentence.

Question 19 (page 95)

Parallelism

- A Incorrect. There is no need to insert a comma after *class*. The writer is not listing items in a series, and this is not a compound sentence.
- B **Correct.** The verbs in this sentence are not parallel. The writer will *take* and *show* the dragon, not *take* and *showing* it.
- C Incorrect. The pronoun *it* refers to the dragon. Since there is only one dragon, it would not be correct to say *them*.
- D Incorrect. The word *friends* is spelled correctly in the story. This word follows the "i before e" spelling rule.

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