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CAHSEEHomeworkOrganizer #2 of 4

Writing Strategies Differentiation

**Due: Tuesday, 14 February 2012**

**All homework must be completed in its entirety. Incomplete or incorrect homework will not receive any points!** Random homework checks will be completed at the teacher’s discretion and students will be expected to have all assigned work complete and ready to be stamped at any time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** **Number** | **Assignment Description** | **Due Date**  | **Assignment Value** | **Points Earned** |
| **1** | “Adding Information to an Essay” Practice Test Questions* All questions answered according to the directions.
 | **Wednesday, 2/1** | 25 |  |
| **2** | Elements of Poetry* All questions answered according to the directions.
 | **Thursday, 2/2** | 25 |  |
| **3** | “Revisions to Writing” Practice Test Questions* All questions answered according to the directions.
 | **Friday, 2/3** | 25 |  |
| **4** | Fact vs. Opinion & Making Generalizations* All questions answered according to the directions.
 | **Monday, 2/6** | 25 |  |
| **5** | Author’s Purpose* All questions answered according to the directions.
 | **Wednesday, 2/8** | 25 |  |
| **6** | Using Reference Resources* All questions answered according to the directions.
 | **Friday, 2/10** | 25 |  |
| **7** | “Revisions to Writing” Practice Test Questions* All questions answered according to the directions.
 | **Tuesday, 2/14** | 25 |  |
| **8** | Answer Key and Self-Reflection* All questions answered according to the directions.
* Attach to the end of this packet.
 | **Tuesday, 2/14** | 10 |  |
| **9** | Grammar Packet* Attach your completed grammar packet to this homework organizer. Because we complete this as a class, you must have all portions of the review complete or you will receive a zero. In the event you are absent, you will need to get the notes from your tablemate so that you may complete the independent activities.
 | **Tuesday, 2/14** | 40 |  |
| **Total Points Earned****(of 225)** |  |

Assignment #1: Due **Wednesday, 1 February 2012**

Adding Information to an Essay

**Standard**: WS 1.4 – Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

**ESLR**: Resourceful Learner – Take responsibility for learning

**Rationale**: On the CAHSEE you will be asked to identify information that would be appropriate to add to a given essay. The information must support the main ideas within the essay. To answer these questions correctly, you must identify and understand the theme of the essay as well as understand the main ideas within it. This will enable you to determine which supporting information is relevant.

The information added may be: (a) a detail that more precisely describes an important idea in the essay; (b) an example to illustrate an important point in the essay; (c) the definition of an important term, phrase, or idea in the essay; (d) new information that elaborates upon or expands the theme of your essay.

**Directions**: Carefully read the following passages in order to correctly answer the questions. Find the correct answer using P.O.E. and your other test-taking strategies. Record your answer and be sure to provide support.

## “Make Your Own History” (A Book Review)

by Tom W. Kitchen III

In his book on the subject of history as a battleground for the hearts and minds of the American people, Barry Cohen talks about why there is so much emotional debate about the way history is written and taught. If we are sometimes surprised to find how possible it is to have different interpretations of events that happened in the past, we should remember that the battle is not over the past (which cannot be changed, regardless of how we decide to interpret it), but over the present and future. Those who control the way history is interpreted in books, the classroom, and other media control the way most people in a society view themselves and the world around them. This becomes particularly important in a society where the general public takes history they read or hear as a straightforward record of past events, without recognizing that it is just an interpretation. For as long as this is true, we must trust our historians to remind us that whatever may be the current dominant version of the past, there are always other ways to see things and other ways to understand what has gone before.

1. **Which sentence, if added, would BEST support the essay’s main idea?**
	1. It is not possible to teach well in a classroom—it is preferable to take students on field trips of historical significance.
	2. Television and radio news programs today don’t provide the news; they just give us entertaining “information.”
	3. Cohen argues that a handful of historians are to blame for presenting their interpretation of history as if it were the only way to understand past events.
	4. Today there are more people interested in history than ever before, and that is because historians have done such a wonderful job of making history come alive.

*What seems to be the essay’s main idea, or thesis?*

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*Use POE to cross out all the answer choices that do not support the main idea. From the remaining answers, choose the BEST answer, the one that BEST supports the main idea.*

*In your own words, explain how you knew this was the correct answer.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**A Woman Alone**

After her successful voyage ended in August 1998, Karen Thorndike was awarded the title “First American Woman to Sail around the World in a Sloop” by the Guinness Book of World Records. Thorndike, who is from Snohomish, Washington, captured her title in her thirty-six-foot yacht, *Amelia*. Along the way, she conquered the five Great Capes: Cape Horn, the Cape of Good Hope, Cape Leeuwin, South East Cape, and Southwest Cape. Her trip took her thirty-three thousand miles over a period of two years, during which time she had to endure treacherous winds, storm-rocked seas, and untold difficulties as she crossed the Southern Ocean.

1. **Which sentence, if added, would BEST support the main idea of the essay?**
	1. Thorndike made her first attempt to circumnavigate the globe alone in 1995, but damage from a lightning storm among other problems forced her back into harbor for repairs.
	2. The most exciting event of the journey was having a gray whale surface close to the boat.
	3. No one may take equipment or supplies on board from another boat while sailing or he or she will be disqualified from the contest.
	4. Thornton Thomas of Slocum Society said that the Joshua Slocum Single-Handed Award marked a century since Joshua Slocum himself circumnavigated the globe.

*What seems to be the essay’s main idea, or thesis?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Use POE to cross out all the answer choices that do not support the main idea. From the remaining answers, choose the BEST answer, the one that BEST supports the main idea.*

*In your own words, explain how you knew this was the correct answer.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Gotta Dance**

“Dance the tango and you face arrest,” Portland’s dance hall inspector said in 1913. So when the Cotillion Hall opened for business in Portland, Oregon, in January 1914, Montrose Ringler, the dance hall’s operator, knew he was going to have to take on Lola Baldwin, Portland’s leader on the moral crusade against dancing. Baldwin believed that dance halls were in large part responsible for the slippery slope of the moral decline of girls and women. Ringler believed that the people of Portland wanted to dance. He wasn’t alone, Portland had more than twenty dance halls in the early part of the decade. The rise in the popularity of dancing was due to a new kind of music—ragtime. Its upbeat, jerky rhythms inspired a whole host of energetic new dances, many of which imitated different animals. Critics latched onto the “animal dances” as a focus for their argument that dancing was immoral.

1. **Which sentence, if added, would BEST support the main idea of the essay?**
	1. Ringler opened dance halls in towns just outside of Portland, such as Milwaukee, Jantzen Beach, and one near Troutdale by the Sandy River
	2. The ballroom’s décor was lavish and impressive, with refined woodwork and plasterwork, as well as a grouping of sweeping arches, into which the stage was neatly incorporated.
	3. Paul van Fridagh, a long time acquaintance of Ringler’s wife, was a prosperous real estate developer and insurance agent.
	4. Portland, as well as other cities, began to ban particular dances including the “bunny hug,” “grizzly bear,” and the “turkey trot.”

*What seems to be the essay’s main idea, or thesis?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Use POE to cross out all the answer choices that do not support the main idea. From the remaining answers, choose the BEST answer, the one that BEST supports the main idea.*

*In your own words, explain how you knew this was the correct answer.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Directions**: The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 4-6.

**Festival**

(1)The school’s fall festival was approaching fast. (2) “Our Heritage” was the theme this year, and the student council had decided to display arts, foods, and traditional dress from different countries. (3)Everyone would contribute something based on his or her own background. (4)Everyone, that is, except Gregory, who had no idea what to do.

(5) “I think I’ll just stay home,” Gregory said quietly when his friend Hana asked what he had planned to bring to display. (6) “Many Armenians are incredibly artistic, but I’m not. (7) I can’t paint, and I’m no musician either.”

(8) “No, you absolutely are not staying home,” Hana insisted.

(9)Just then, Jin walked by, and asked Hana to help her.

(10) “I was sort of stuck too, but then I had a great idea,” Jin said.

(11) “I’m bringing some kimchi to the food booth—that’s spicy Korean cabbage.”

(12)That the answer was found was something Hana knew suddenly.

(13)She asked Gregory to bring the zucchini fritters and baked potato squares his mother fixed for the band potluck dinner.

(14) “They’re fabulous, Gregory, and everyone will love tasting Armenian food.”

(15)At the festival, the food booth was the most popular of all, and after only one hour, Gregory’s fritters and squares were sold out.

1. **Which revision of the sentence labeled 12 uses only the active voice?**
	1. Suddenly, the answer had been found, Hana knew.
	2. Suddenly, Hana knew that they had found the answer.
	3. The answer was something Hana suddenly knew had been found.
	4. Hana suddenly knew that something, the answer, had been found.

*In your own words, explain how you knew this was the correct answer. (Hint: What is the difference between* ***active*** *and* ***passive*** *voice?)*

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1. **Which sentence would BEST follow the sentence labeled 15 in the passage?**
	1. All of the food was sold out by the end of the festival.
	2. Many other booths were not as successful as the food booth.
	3. Next year, Gregory plans to bring a different Armenian dish.
	4. The student council plans to sell food at the next festival too.

*In your own words, explain how you knew this was the correct answer. (Hint: Use POE to eliminate any choices that are not related to the main idea.)*

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1. **If a student wanted to learn more about family, food, and customs in Korea, an Internet site would be more useful than an encyclopedia because the Internet site would probably--**
	1. discuss both history and politics.
	2. feature detailed information on nutrition.
	3. have more personal information on traditions.
	4. show a map of the country and surrounding area.

*In your own words, explain how you knew this was the correct answer. (Hint: What do you know about the Internet? How is it different from an encyclopedia?)*

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Assignment #2: Due **Thursday, 2 February 2012**

Elements of Poetry

**Standard**: R3.7 – Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

**ESLR**: Resourceful Learner – Take responsibility for learning

**Directions:** Match each of the terms in the box below with its definition. Write the correct term in the space provided.

 alliteration rhythm rhyme free verse

 onomatopoeia stanza imagery

1. a regular pattern of stressed and unstressed syllables \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. a group of lines within a poem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. the repetition of sounds at the end of words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. the use of words that imitate sounds, such as “buzz,” “hiss,” and “hoot” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. the repetition of consonant sounds at the beginning of words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. language that appeals to the senses and helps the reader imagine what is being described \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. poetry that does not have regular rhythm or does not follow a rhyme pattern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Read the following poems and answer the questions that follow.

**Hymn to the Night**

*By Henry Wadsworth Longfellow*

I heard the trailing garments of the Night

Sweep through her marble halls!

I saw her sable skirts all fringed with light

From the celestial walls!

I felt her presence, by its spell of might,

Stoop o’er me from above;

The calm, majestic presence of the Night,

As of the one I love.

I heard the sounds of sorrow and delight,

The manifold, soft chimes,

That fill the haunted chambers of the Night,

Like some old poet’s rhymes.

From the cool cisterns of the midnight air

My spirit drank repose;

The fountain of perpetual peace flows there,--

From those deep cisterns flows.

O holy Night! from thee I learn to bear

What man has borne before!

Thou layest thy finger on the lips of Care,

And they complain no more.

Peace! Peace! Orestes-like I breathe this prayer!

Descend with broad-winged flight,

The welcome, the thrice-prayed for, the most fair,

The best-beloved Night!

1. Identify an example of **imagery** in the first **four** lines of this poem. Which of the senses (sight, hearing, touch, taste, or smell) does the example appeal to?

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1. Which **literary technique** best describes the relationship between the **last word** in the lines “Sweep through her marble halls!” and “From the celestial walls!”?

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**Learning to Drive**

Put the clutch to the floor,

shift into first,

slowly depress the gas

while you ease off the clutch gently

and the car jerks,

sputters, stalls, stops.

Try it again.

Keep practicing!

Feel the car responding.

Getting into first is the hardest part.

Eventually you’ll learn

to drive.

1. Does this poem have a regular **rhythm**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Does this poem follow a **rhyme pattern**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is an example of **alliteration** in this poem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Types of Poetry**

Different types of poetry have different characteristics. Here are some types of poems.

\*A **couplet** is two lines in a row that rhyme, usually within a longer poem.

\*A **sonnet** is a poem made up of fourteen lines that follows a strict rhyme pattern and rhythm.

\*An **elegy** is a poem that shares sadness over someone’s death.

\*An **ode** is a poem that expresses appreciation for someone or something.

\*A **lyric** is a poem that uses musical language to express emotion.

\*A **narrative** is a poem that tells a story.

**Directions:** The following selections represent different types of poetry. Identify each poetry type (using the choices in the box) and explain your choice in the space below.

Make thee another self, for love of me,

That beauty still may live in thine or thee.

1. What type of poetry is this? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**How Do I Love Thee?**

*By Elizabeth Barrett Browning*

How do I love thee? Let me count the ways.

I love thee to the depth and breadth and height

My soul can reach, when feeling out of sight

For the ends of Being and Ideal Grace.

I love thee to the level of every day’s

Most quiet need, by sun and candle-light.

I love thee freely, as men strive for Right;

I love thee purely, as they turn from Praise.

I love thee with the passion put to use

In my old griefs, and with my childhood’s faith.

I love thee with a love I seemed to lose

With my lost saints—I love thee with the breath,

Smiles, tears, of all my life! – and, if God choose,

I shall but love thee better after death.

1. What type of poetry is this? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I walk outside on this cold day

And quickly head to the store

There is no time for delay

I rush the aisles and floor

I need a gift in a hurry,

There is no doubt,

If I don’t get a gift in hurry,

Someone will pout.

1. What type of poetry is this? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The apple of my eye

The cherry of my tummy

The berry as blue as the September sky

The crust that’s super yummy.

I try and try and try and try

But nothing’s better than my momma’s pie.

1. What type of poetry is this? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Oh, Simon, my Simon, why did you leave me

I always adored you, you must believe me

You are gone now, but your memory lives on

Even now, I can still hear your beautiful songs

1. What type of poetry is this? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Test Practice!**

**Directions:** Read the poems below and then answer the questions that follow.

**A Cradle Song**

*By William Blake*

Sleep, sleep, beauty bright,

Dreaming in the joys of night;

Sleep, sleep; in thy sleep

Little sorrows sit and weep.

Sweet babe, in thy face

Soft desires I can trace,

Secret joys and secret smiles,

Little pretty infant wiles.

As thy softest limbs I feel

Smiles as of the morning steal

O’er thy cheek, and o’er thy breast

Where thy little heart doth rest.

O the cunning wiles that creep

In thy little heart asleep!

When thy little heart doth wake,

Then the dreadful night shall break.

**Life**

*By Paul Laurence Dunbar*

A crust of bread and a corner to sleep in,

A minute to smile and an hour to weep in,

A pint of joy to a peck of trouble,

And never a laugh but the moans come double;

And that is life!

A crust and a corner that life makes precious,

With a smile to warm and tears to refresh us;

And joy seems sweeter when cares come after,

And a moan is the finest of foils for laughter;

And that is life!

1. **Which type of poetry is used throughout both poems?**
	1. Rhyme
	2. Free verse
	3. Sonnet
	4. Lyric
2. **Which of the following is NOT a couplet?**
	1. A pint of joy to a peck of trouble, / And never a laugh but the moans come double;
	2. Sleep, sleep; in thy sleep / Little sorrows sit and weep.
	3. And never a laugh but the moans come double; / And that is life!
	4. And joy seems sweeter when cares come after, / And a moan is the finest of foils for laughter;
3. **What is the primary theme of the first poem?**
	1. The time it takes to fall asleep
	2. The joy of waking up
	3. The sadness of dying
	4. The comfort of sleep
4. **How does the author of the second poem feel about life?**
	1. That it is horrible
	2. That it has its ups and downs
	3. That it’s more fun when you’re younger
	4. That it’s more fun when you’re older
5. **Which of the following poetry types best describes the first poem?**
	1. Elegy
	2. Lyric
	3. Ode
	4. Sonnet

Assignment #3: Due **Friday, 3 February 2012**

Revisions to Writing

**Standard**: WS 1.9 – Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**ESLR**: Resourceful Learner – Take responsibility for learning

**Rationale**: On the CAHSEE you will be asked to identify information that would be appropriate to add to a given essay. The information must support the main ideas within the essay. You will be asked to choose the most effective way to revise a sentence or to combine two sentences. In each case, the most effectively revised sentence will do one or all of the following: (a) make the sentence flow better; (b) clarify its meaning; (c) make it fit better with the rest of the essay.

The revision accomplishes this by changing the sentence in one or all of the following ways: (a) simplifying sentence structure; (b) using more precise words; (c) choosing words that affect the tone.

**Directions**: Carefully read the following passages in order to correctly answer the questions. Find the correct answer using POE and your other test-taking strategies. Record your answer and be sure to provide support.

Directions: The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 1-4.

**Communicating with a Giant**

(1) Elephants are known as one of the most respected and magnificent land-animals in the world. (2) Living peacefully with other creatures is easy for elephants because, despite their powerful strength, they do not abuse their power, and they carefully avoid harming other creatures. (3) Elephants live together easily. (4) Because they communicate well with each other. (5) Just like people, elephants use body language and sound to communicate easily with one another.

(6) The positions of an elephant’s trunk, ears, and head communicate. (7) When an elephant’s ears are outstreched and the head is high, it is showing signs of a threat, which indicates to smaller elephants that they should move away. (8) They recognize one another, by sight, smell, and voice. (9) Greetings to one another are communicated between two elephants by entwining their trunks and touching cheeks.

(10) A variety of sounds make up their language, including the rumbling sound produced in the larynx and the high-pitched trumpet-like sound produced with a raised trunk. (11) Elephants are animals that love to chatter when they are around each other! (12) A purring vibration can indicate pleasure when two meet. (13) On the other hand, their throats let out a rumbling sound when they are in pain. (14) Elephants are constantly in contact with one another through infrasound, even over long distances. (15) Infrasounds are sounds we can’t hear that animals make which causes a vibration in the air. (16) Humans are unable to hear the sounds because the frequencies are too low. (17) If strong enough, the frequencies can be felt physically.

1. **Which of the following from the first paragraph is an incomplete sentence?**
	1. Elephants are known as one of the most respected and magnificent land-animals in the world.
	2. Living peacefully with other creatures is easy for elephants because, despite their powerful strength, they do not abuse their power, and they carefully avoid harming other creatures.
	3. Elephants live together easily.
	4. Because they communicate well with each other.

*In your own words, explain how you knew this was the correct answer. (Hint: What two things does every complete sentence have? What is this one missing?)*

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1. **Which of the following is the correct way to punctuate sentence 8?**
	1. They recognize one another by sight smell, and voice.
	2. They recognize one another by sight, smell, and, voice.
	3. They recognize one another by, sight, smell, and voice.
	4. They recognize one another by sight, smell, and voice.

*Which punctuation rule did you use to help you answer this question? (Use your grammar packets to help you!)*

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1. **Which of the following words from the report is *not* spelled correctly?**
	1. magnificent
	2. outstreched
	3. entwining
	4. physically

*How* ***should*** *the misspelled word be spelled?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Which of the following would improve the structure of sentence 15?**
	1. Infrasounds which animals make are sounds which causes a vibration in the air which is an inaudible sound.
	2. Infrasounds, inaudible to humans, are vibrations in the air caused by animals.
	3. Infrasounds are sounds we can’t hear that animals make that cause a vibration in the air.
	4. Infrasounds are sounds humans can’t hear that animals make that make a vibration in the air.

*In your own words, explain how you knew this was the correct answer. (Hint: Where should modifiers always be placed? What is wrong with the three sentences you eliminated?)*

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**Directions:** For questions 5-11, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

1. **Akia told us about her safari across the plains of East Africa in our geography class.**
	1. In our geography class, Akia told us about her safari across the plains of East Africa.
	2. Akia told us about her safari in our geography class across the plains of East Africa.
	3. Akia, in our geography class, told us about her safari across the plains of East Africa.
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: Where should modifiers always be placed?)*

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1. **If Mark will have made fewer errors, he will have passed his driving test.**
	1. If Mark would have made fewer errors, he would have passed his driving test.
	2. If Mark had made fewer errors, he would have passed his driving test.
	3. If Mark would have made fewer errors, he would have passed his driving test.
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: It has to do with verb tense.)*

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1. **Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.**
	1. greeting customers, escort them to a table and offer a beverage.
	2. to greet customers, escorting them to a table and offer a beverage.
	3. to greet customers, escorting them to a table, and to offer a beverage.
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: It has to do with parallel structure, which means all verbs in a list must be in the same tense.)*

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1. **A dog bit Tom’s ankle while riding a bicycle.**
	1. Riding a bicycle, a dog bit Tom’s ankle.
	2. While riding a bicycle, a dog bit Tom’s ankle.
	3. While Tom was riding a bicycle, a dog bit his ankle.
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: What is a dangling modifier missing?)*

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1. **The poetry of Langston Hughes combining the idioms of African-American speech and the rhythms of the blues.**
	1. The poetry of Langston Hughes will combine
	2. The poetry of Langston Hughes combines
	3. Langston Hughes combines
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: It has to do with verb tense.)*

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1. **If you want to add your name to the list of volunteers; please go to Room 112.**
	1. list of volunteers please;
	2. list of volunteers, please
	3. list of volunteers; please
	4. Leave as is.

*Which punctuation rule did you use to answer this question? (Use your grammar packets to help you!)*

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1. **That collection of essays John wants on the bottom shelf.**
	1. John wants them, that collection of essays
	2. John wants that collection of essays
	3. Wanted by John, that collection of essays
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: What two things must every complete sentence have? Which answer choices are missing those things?)*

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**Assignment #4 – Due Monday, 6 February 2012**

**Fact versus Opinion: Do You Know the Difference?**

**and**

**Making Generalizations and Supporting Them**

**Standard Addressed:** *10RC 2.8* – Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence.

**ESLR:** Resourceful Learner

**Fact versus Opinion**

A **fact** is something that is *commonly accepted to be true*. Here are some examples of facts:

* George Washington was the first president of the United States.
* Albany is the capital of New York.
* Water contains both hydrogen and oxygen.
* Bees make honey.
* Apples are a type of fruit.

**No one** can disagree with these statements (and be right). They *always* hold true.

An **opinion** is a *belief* or a *judgment* that shows the thoughts and feelings of a person or group of people. Here are some examples of opinions:

* George Washington was our best president ever.
* Albany is a beautiful city.
* The water is too cold.
* Snakes are scary.
* Apples are the best fruit to have at lunch.

**Someone** might disagree with these statements. They *do not* hold true for everyone.

**Directions:** On the lines below, make a list of two **facts** you know.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** On the lines below, make a list of two **opinions** you have.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Rose is writing a research paper about mass transportation (e.g., buses, trains, etc.) in the United States. She read a number of newspaper articles and encyclopedia entries and then interviewed some people in her community. She has plans to use the following quotes in her paper. Identify each quote as either a fact (“**F**”) or opinion (“**O**”).

1. “It’s fun to take the bus.” \_\_\_\_\_\_\_\_
2. “The majority of American families has at least one car.” \_\_\_\_\_\_\_\_
3. “Riding my bike to work saves me $25 per month on gas.” \_\_\_\_\_\_\_\_
4. “The subway system in my city is very efficient.” \_\_\_\_\_\_\_\_
5. “Three out of four people in my company drive to work each day.” \_\_\_\_\_\_\_\_
6. “The city government should make improving public transportation a top priority.” \_\_\_\_\_\_\_\_
7. “My friend’s company provides a shuttle bus to the subway station.” \_\_\_\_\_\_\_\_
8. “It takes too long to get anywhere on the bus.” \_\_\_\_\_\_\_\_
9. “The number 63 bus runs by my house every eight minutes in the morning.” \_\_\_\_\_\_\_\_
10. “It costs $1.35 to take the subway from my house to the library.” \_\_\_\_\_\_\_

**Generalizations**

When you make a *generalization* in writing (and in speech, too), you must *support* or *illustrate* that generalization using *clear* and *specific* examples. While the generalization may be obvious to you as the writer (or speaker), if you wish to convince your reader (or listener), specific examples are helpful.

Example:

**Generalization**: Great athletes do not reach the top by talent alone, but by pushing themselves to the limit and beyond.

**Support/Illustration**:

1. Lebron James
	1. Worked hard despite early praise, Cavaliers, and Nike contract
	2. Demanding routine to improve weak outside shots
	3. Improved, won 2006 All-Star and brought Cavaliers to playoffs
2. Annika Sorenstam
	1. Dominates women’s golf
	2. Competes in men’s tournaments to push herself
	3. Does push-ups and pull-ups with extra weight
	4. Named Female Athlete of the Year, 2003-2005
3. Lance Armstrong
	1. 1996 cancer diagnosis
	2. After surgery and chemotherapy, strict training (diet and cycling)
	3. Won Tour de France 1999-2005

**Directions:** Each general statement in this practice is followed by several examples. Underline the generalization that is being made in each statement. Then, circle the letter of any example that does **not** clearly illustrate the generalization. Be prepared to explain your choices.

Example: The museum contains many fascinating examples of African art.

1. It houses a fine collection of Ashanti fertility dolls.
2. Drums and shamans’ costumes are displayed on the second floor.
3. **The museum building was once the home of Frederick Douglass.** (Incorrect: The fact that the building was once the home of Frederick Douglass is *not an example* of African art.)
4. The International Space Station is designed for efficient use of limited space.
	1. Food has been dehydrated so it can be stored in tiny packages.
	2. Special science laboratories onboard are the size of clothes closets.
	3. Daily life in the space station can be observed by 90% of the world’s population.
	4. Each little “bedroom” can be folded and stored in a single sleeping bag.
5. Today’s global companies sometimes find that their product names and slogans translate into embarrassing bloopers.
	1. Pepsi’s slogan, “Come alive with the Pepsi Generation” didn’t work in Taiwan, where it meant “Pepsi will bring your ancestors back from the dead.”
	2. When General Motors introduced its Chevy Nova in South America, company officials didn’t realize that *no* *va* in Spanish means “it won’t go.”
	3. In Chinese, the Kentucky Fried Chicken slogan, “finger-lickin’ good” means “eat your fingers off.”
	4. Nike runs the same ad campaigns in several countries, changing the ad slightly to fit each culture.
6. Many life-enhancing products that we take for granted were invented by women.
	1. Josephine Cochran invented the dishwasher in 1893, declaring that if no one else would build a machine to perform a boring task, she would do it herself.
	2. In 1966, chemist Stephanie Louise Kwoleck patented Kevlar, a fabric five times stronger than steel, now used in bulletproof vests and other important products.
	3. Lonnie Johnson got the idea for the famous Supersoaker squirtgun after the homemade nozzle on his sink sprayed water across the room.

Assignment #5: Due **Wednesday, 8 February 2012**

Author’s Purpose

**Standard**: WS1.1 – Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**ESLR**: Resourceful Learner – Take responsibility for learning

*Purposes of Different Texts*

A text might have any number of purposes. To determine the purpose, think carefully about what you are reading. What is the text telling you? Is the text giving you directions from your school to the library, or is it simply telling you a funny story that makes you laugh? Perhaps it’s telling you to vote for a particular candidate in your school’s election.

Let’s consider three general purposes of texts. The goal of a text might be **to inform** the reader of something. For example, an encyclopedia article about the Golden Gate Bridge tells the reader about the bridge, providing important information about its history and design. Another text might seek **to entertain** the reader. For instance, a spooky story about an old, rickety house gives its readers a good scare. Finally, a text might also be written **to persuade** the reader. A letter in your school newspaper might try to persuade you to support a change being considered by your school’s administration.

**Directions**: Read the following passages and answer the questions that follow **in** **complete sentences**.

**The Rainy Day**

*By Henry Wadsworth Longfellow*

The day is cold, and dark, and dreary

It rains, and the wind is never weary;

The vine still clings to the mouldering wall,

But at every gust the dead leaves fall,

 And the day is dark and dreary.

My life is cold, and dark, and dreary;

It rains, and the wind is never weary;

My thoughts still cling to the mouldering Past,

But the hopes of youth fall thick in the blast,

 And the days are dark and dreary.

Be still, sad heart! And cease repining;

Behind the clouds is the sun still shining;

Thy fate is the common fate of all,

Into each life some rain must fall,

 Some days must be dark and dreary.

1. What do you think the purpose of this poem is? Do you think it is meant to inform you, entertain you, or persuade you of something? Circle one detail in the poem that supports this.

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1. Consider the first two lines of the poem: “The day is cold, and dark, and dreary / It rains, and the wind is never weary.” What effect do these lines have on you as you read the poem?

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1. Look back at the final line of the poem: “Some days must be dark and dreary.” Why do you think this line concludes the poem? What did you think as you read this line?

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**Zucchini Bread**

Zucchini is a popular, vitamin-rich vegetable often found in salads and Asian stir-fry dishes. But did you know that this flavorful squash can also be the main ingredient of a moist and delicious bread? Zucchini bread might sound like a strange concoction, but it is actually a tasty and nutritious treat.

**Ingredients**

2 eggs 2 teaspoons vanilla extract

¾ cup vegetable oil 4 cups flour

1 ½ cups brown sugar 2 ¼ teaspoons ground cinnamon

¼ cup applesauce 1 teaspoon baking soda

1 tablespoon molasses ¼ teaspoon baking powder

1 tablespoon honey 3 ½ cups grated zucchini

**Directions:**

* Preheat oven to 350oF.
* Beat eggs and vegetable oil in a medium bowl. Then add brown sugar, applesauce, molasses, honey, and vanilla extract. Stir the combination well.
* In a separate bowl combine flour, cinnamon, baking soda, and baking powder. Add dry combination to the wet mixture in the other bowl. Thoroughly mix the entire combination.
* Stir shredded zucchini into the mixture.
* Evenly distribute the mixture into two greased eight-by-four-inch loaf pans.
* Bake for one hour. Allow the loaves to cool in pans for fifteen minutes before removing.
1. Look back at the introductory paragraph. What does it reveal about the author’s opinion of zucchini? What words or phrases give you this impression?

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1. What do you think the purpose of this passage is? Do you think it is meant to inform you, entertain you, or persuade you of something? Circle one detail in the passage that supports this.

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**A Case for Walking**

Dear Editor,

I am writing to tell your readers about the wonderful benefits of walking. Walking gets the blood flowing, the body going, the mind working. We should all go for a walk every day, marching at a brisk pace for at least twenty minutes. If we did, we would all have more energy, think more clearly, and enjoy life more deeply. Walking is easier on your knees than jogging—and doesn’t cost a thing to do. It’s absolutely free!

I walk three miles every morning, allowing me to say hello to the sun as it creeps up the eastern edge of town, the golden light slowly warming the sidewalk. I run my errands on foot—not in my car—and save money on gasoline. After dinner I stroll around the block and take in the smells of flowers as they close up for the evening, their corollas giving off one final burst of fragrance. I cherish my walks, and I hope your readers can also discover the joy of walking.

Sincerely,

Alice March

1. What do you think the purpose of this letter is? Do you think it is meant to inform you, entertain you, or persuade you of something? Circle one detail in the letter that supports this.

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1. In the second paragraph, why do you think Ms. March describes the walks she takes? What effect does this paragraph have on you as the reader?

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1. Consider this sentence from Ms. March’s letter: “It’s absolutely free!” Why did she use an exclamation point? Would you have read the sentence differently if she had used a period instead of an exclamation point?

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**Author’s Purpose**

The **author’s purpose** refers to the reason or intent that the author had when writing the text. It represents what the author wanted to express by writing the text.

**Directions:** Imagine that you wrote the following poem and passages and that your readers want to ask you some questions. Read the poem and passages carefully and think about the author’s purpose. Then answer the questions that follow. **Remember to answer the questions from the viewpoint of the author.**

**To Music**

*By Maude Gordon-Roby*

“Music, the language, the atmosphere of the Soul.”

Fly back where Melodies like lilies grow,

My weary heart is bending low;

Fly higher yet to joyful realms above,

Where holy Angels dwell in love.

Fly higher still and hear the Angel throng

And bring to me their Glory-song:

Ah Music, thou and I above the World

May dwell where heaven with shining song is pearled!

While Sun and Moon and all the planets roll

I’ll love thee, Music, language of my soul!

Music-lark from on high, song that doth fly,

Spark of the sky!

1. Your poem about music really grabbed readers’ interest. Can you tell us why you wrote this poem?

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1. Your title is very memorable. What were your reasons for choosing this title?

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1. You begin your poem with a quote: “Music, the language, the atmosphere of the Soul.” Why did you include that quote at the beginning of the passage?

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**The Wonders of Brazil**

Brazil is a beautiful, big country. In terms of population and size, it’s the largest nation in South America, boasting more people than all other South American countries combined. It covers almost half the continent and is the fifth largest nation in the world.

Brazilians are extremely diverse. Roughly 60 percent of the population claims ancestors from Europe, particularly Germany, Italy, Portugal, and Spain. Another 7 percent of the population is of African descent, while native Brazilians, or Indians, make up less than 1 percent of the population. The remainder of the people—nearly one-third of the population—is of mixed ancestry.

Roughly three out of every four Brazilians live in cities. The largest city in Brazil is Sao Paulo, which has approximately eleven million people, making it one of the world’s most populated cities. The second largest city is bustling Rio de Janeiro, or Rio, with about six million people. People from all over the world visit Rio, eager to walk along its stunning coastline or dance in its lively clubs. The capital city is Brasilia, located about six hundred miles from the Atlantic coast.

Brazil’s landscape is quite varied. An enormous tropical rain forest—the largest in the world—covers a good part of the north, blanketing the land with vast jungles and giant trees. The roaring Amazon River snakes through the forests, in contrast to the dry plains found in some northeastern sections of the country. Lush farmlands with bountiful grazing areas for animals cover low plateaus in southern and central Brazil, while sprawling white beaches stretch along the country’s Atlantic coast.

Brazil has considerable natural resources, which helps boost its economy. Annually, it produces about 25 percent of the world’s total coffee crop. It also produces an array of agricultural items, such as bananas, pineapples, corn, rice, cattle, horses, cotton, and sugarcane. Its forests provide enormous amounts of nuts and timber, and its rivers generate electricity in power plants.

Brazil is a large, fascinating country. From the rush of the Amazon River to the roar of dance clubs, it brims with energy.

1. You’re right—Brazil is a fascinating country. Tell us your reasons for writing this passage.

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1. The fourth paragraph of your passage is very interesting. What was your main point in that paragraph? Can you identify a detail that you included in that paragraph to support your main idea?

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1. In the second paragraph you explain that “roughly 60 percent of [Brazil’s] population claims ancestors from Europe, primarily Germany, Italy, Portugal, and Spain. Another 7 percent of the population is of African descent.” Why did you include that detail in the passage?

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**Plant a Garden**

Everyone should plant a garden. When you grow food with your own hands and watch a tiny seed transform into a healthy plant, you truly learn to appreciate your food. You understand where that orange carrot, that yellow lemon, and that green squash came from, having seen the time and energy it took to produce them. Even if you live in an apartment and have very little space, you can grow a tomato plant in a big pot and place it in a sunny window. This will give you fresh, lovely tomatoes that are juicier and more scrumptious than anything you can find in the grocery store. So what are you waiting for? Plant a garden today!

1. Readers reacted very strongly to what you wrote about the importance of planting a garden. Why did you write this passage?

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1. Readers are curious about the following sentence from the passage: “Even if you live in an apartment and have very little space, you can grow a tomato plant in a big pot and place it in a sunny window.” Why did you include this sentence in the passage?

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1. At the end of the passage, you wrote, “Plant a garden today!” Why did you include this sentence? What effect did you hope it would have on your readers?

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Assignment #6: Using Reference Resources

Due Friday, 10 February 2012

**Content Standard:** WS1.5 – Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

**ESLR:** Resourceful Learner – Take responsibility for own learning

**Rationale:** On the CAHSEE, you will be asked to identify a bibliography entry for a book, article, or other source in which you would be able to find relevant information about the topic of a given essay. Many answer choices are likely to be sources that have *something* to do with an idea discussed in the essay. Your job is to find the one *most* related to the essay topic. Some sources provided as answer choices might contain relevant information about the topic being researched, but the information would be too general to be useful. Always choose the source that will most likely provide the *most specific* information about the topic of the essay.

***Gotta Dance***

 “Dance the tango and you face arrest,” Portland’s dance hall inspector said in 1913. So when the Cotillion Hall opened for business in Portland, Oregon, in January 1914, Montrose Ringler, the dance hall’s operator, knew he was going to have to take on Lola Baldwin, Portland’s leader in the moral crusade against dancing. Baldwin heartily believed that dance halls were in large part responsible for the slippery slope of the moral decline of girls and women. Ringler heartily believed that the people of Portland wanted to dance. He wasn’t alone. Portland had more than twenty dance halls in the early part of that decade. The rise in the popularity of dancing was in large part due to a new kind of music—ragtime. Its upbeat, jerky rhythms inspired a whole host of energetic new dances, many of which imitated different animals. Critics latched onto the “animal dances” as a focus of their argument that dancing was immoral.

Which resource would likely provide the MOST information about the popular-dancing controversy in the early 1900s?

1. Zippadelli, Gerald. Popular Dances of the 20th Century: Trends and Techniques. New York: Vintage, 2000.
2. McGill, Colleen, and Daniel R. Hoy, eds. The History of American Dance Halls in the 1900s. Berkeley: University of California Press, 1988.
3. Banglawala, Sunil. Too Much Fun? Perspectives on Immorality Charges Against Popular Pastimes, 1900-1950. New York: Penguin, 1996.
4. Perez, Sarah. “Dancing Should Be Permitted at Boxford Blast.” Editorial. Boxford School Bugle, January 2002.

On the lines below, explain **WHY** each of the answers you eliminated is incorrect.

Wrong Answer #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wrong Answer #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wrong Answer #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Chiggeritis***

Common chiggers, sometimes called “jiggers” or “redbugs,” may be tiny pests but they can cause gigantic discomfort to the humans and warm-blooded animals they torment. Chiggers like to feed on skin pores or hair follicles. When they find an ideal spot on a human or a warm-blooded animal, they fasten themselves to it with their mouth. Contrary to popular belief, chiggers do not burrow beneath the skin, nor do they thirst for blood. Chiggers actually inject a fluid into the skin that works to break skin cells down into a form that enables chiggers to eat them. The chigger takes its food in through a “tube” it manufactures from a combination of a digestive secretion and the skin cells. After the chigger has its fill, it detaches from the skin and departs.

Which resource would probably provide the MOST information about protecting yourself from chiggers?

1. Jerome, Germaine. Chiggers, Termites, and Other Arthropods Important in Medicine—A Physician’s Manual. Kansas City: Volume Press, 1998.
2. Puri, Agatha, Ph.D. “Chiggers: Getting to Know Your (Least) Favorite Pest.” Pamphlet produced by University of Odwala Entomology Dept., April 2000.
3. “Species Information: Chiggers.” Prepared by Charles Vogel and David Klaus for Entomology Review, February 2002.
4. Biggs, Fairuza. “Protective Clothing in the Great Outdoors.” Camping Tips Magazine, May 1999.

On the lines below, explain **WHY** each of the answers you eliminated is incorrect.

Wrong Answer #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wrong Answer #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wrong Answer #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment #7: Due **Tuesday, 14 February 2012**

Revisions to Writing

**Standard**: WS 1.9 – Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**ESLR**: Resourceful Learner – Take responsibility for learning

**Rationale**: On the CAHSEE you will be asked to identify information that would be appropriate to add to a given essay. The information must support the main ideas within the essay. You will be asked to choose the most effective way to revise a sentence, or to combine two sentences. In each case, the most effectively revised sentence will do one or all of the following: (a) make the sentence flow better; (b) clarify its meaning; (c) make it fit better with the rest of the essay.

The revision accomplishes this by changing the sentence in one or all of the following ways: (a) simplifying sentence structure; (b) using more precise words; (c) choosing words that affect the tone.

**Directions**: Carefully read the following passages in order to correctly answer the questions. Find the correct answer using POE and your other test-taking strategies. Record your answer and be sure to provide support.

**The Real Captain Kidd**

(1) At the end of the seventeenth century, there were a lot of tales about how the pirate William Kidd went and did a lot of violent, merciless exploits. (2) Citizens of England and the North American colonies were terrorized when they heard about Kidd’s exploits. The truth was less exciting. William Kidd never wanted to be a pirate. In fact, he never admitted to being a pirate until the day in May 1701 when he was hanged on the gallows. Kidd had turned himself in. He was so convinced of his innocence that he thought if they just let him tell his side of the story, they would set him free. Obviously, he was sorely mistaken.

1. **Which is the MOST effective way to combine sentences (1) and (2)?**
	1. The pirate Captain William Kidd went and did a lot of violent, merciless exploits at the end of the seventeenth century, and there were many tales about it that, upon hearing about them, the citizens of England and the North American colonies became terrorized.
	2. There were a lot of tales about how the pirate William Kidd at the end of the seventeenth century terrorized citizens of England and the North American colonies due to his violent, merciless exploits.
	3. Citizens of England and the North American colonies were terrorized when they heard tales about the violent, merciless exploits of pirate Captain William Kidd at the end of the seventeenth century.
	4. At the end of the seventeenth century, tales about the violent, merciless exploits of the pirate Captain William Kidd terrorized citizens of England and the North American colonies.

Which of the answer choices can you eliminate because it is in **passive voice**? \_\_\_\_\_

Which of the answer choices can you eliminate because it has a **misplaced modifier** separating the subject and verb? \_\_\_\_\_

Which of the answer choices can you eliminate because it is wordy and confusing? \_\_\_\_\_

**The Real Captain Kidd (continued)**

William Kidd’s side of the story was long and twisted. It begins in 1696 when the ambitious Kidd sailed to England from his home in the New York colony. Kidd wanted to captain a Royal Navy warship in the king’s army. Unfortunately, the British Board of Trade had other plans for him. Kidd happened to arrive in England during the time that the Board of Trade was coming up with a plan to combat the rampant outbreak of piracy that was just then causing damage to Britain’s commercial shipping routes. (1) A “privateer” to do aggressive battle against the pirates on the high seas was wanted by the board. They also wanted their privateer to engage in a little of its own piracy by preying upon the French merchantmen. The board more or less roped the reluctant Kidd into doing their dirty work for them by “suggesting” that he might have trouble getting past customs when he returned home to New York.

By the time Kidd set sail in his thirty-four-gun ship, the *Adventure Galley*, February 1696, he had already been pressed into paying the board twenty thousand English pounds bond. (2) In addition, he had contracted that a 10 percent share of any valuables captured be given to King William. Furthermore, Kidd and his crew were to receive their payment out of the loot they confiscated from the pirates and the French. That meant that if they failed to get any loot, they would fail to be paid.

1. **Which is the MOST effective revision of sentence (1)?**
	1. The board wanted an aggressive battle against the pirates on the high seas to be done by a “privateer.”
	2. The board wanted a “privateer” who would be sent to battle the pirates aggressively on the high seas.
	3. The board wanted a “privateer” to aggressively battle pirates on the high seas.
	4. The board wanted an aggressive battle against the pirates on the high seas, and they decided to send a “privateer.”

*In your own words, explain how you knew this was the correct answer.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Which is the MOST effective revision of sentence (2)?**
	1. In addition, he had contracted to give King William a 10 percent share of any valuables captured.
	2. In addition, he had also signed a contract where King William was supposed to receive a share of 10 percent of any valuables they got.
	3. In addition, a 10 percent share of any valuables were contracted to be given to King William.
	4. In addition, a 10 percent share of any valuable captured, he had contracted that he give them to King William.

*In your own words, explain how you knew this was the correct answer.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Directions: For questions 4-11, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose, “Leave as is.” Remember to answer the questions that follow to support your answer.

1. **We’re sorry to bother you, but we need to ask you a question.**
	1. sorry, to bother you but we need
	2. sorry to bother you but we need
	3. sorry to bother you but, we need
	4. Leave as is.

*Which punctuation rule did you use to answer this question? (Use your grammar packets to help you!)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Uncle Yari often said; “My way is the best way.”**
	1. said “My way is the best way.”
	2. said, “My way is the best way”.
	3. said, “My way is the best way.”
	4. Leave as is.

*Which punctuation rule did you use to answer this question? (Use your grammar packets to help you!)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Since the bus was late, we arrived at our meeting on time and voted for the new proposal.**
	1. Because
	2. Provided
	3. Even though
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: What does each of these transitions mean? Only one suggests the proper cause-effect relationship.)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **A hero is a person who is honorable, brave, and likes to help.**
	1. who is honorable, likes to be brave, and help.
	2. who is honorable, brave, and helping.
	3. who is honorable, brave, and helpful.
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: This has do with parallel structure, which means everything in a list must be in the same form.)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Tony you may give me a call whenever you wish.**
	1. Tony, you may give
	2. Tony you, may give,
	3. Tony you may give,
	4. Leave as is.

*Which punctuation rule did you use to answer this question? (Use your grammar packets to help you!)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **I love sitting on the park bench. And watching the sunset.**
	1. bench. Watching the sunset.
	2. bench and watching the sunset.
	3. bench, I love watching the sunset.
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: This has to do with punctuation and what makes a complete sentence.)*

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1. **Walking and to jog and to cycle are activities many people can enjoy.**
	1. To walk and jogging and cycle
	2. To walk, to jog and cycling
	3. Walking, jogging, and cycling
	4. Leave as is.

*In your own words, explain how you knew this was the correct answer. (Hint: This has to do with punctuation and parallel structure, which means every verb in a list must be in the same tense.)*

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1. **The baker’s day began at 4:00 a.m., even though most of his customers did not visit his shop until 6:30 a.m.**
	1. 4:00 a.m.; even though
	2. 4:00 a.m. Even though
	3. 4:00 a.m. even though
	4. Leave as is.

*Which punctuation rule did you use to answer this question? (Use your grammar packets to help you!)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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