

Proofreading

The following letter is in rough-draft form. Read the letter, and then choose the best way to revise each underlined part of the letter. If the part is correct the way it is written, choose answer D, “no error.”

February 5, 2001

Best Bag Company
1250 Harbor Road
New London, CT 06141

Dear Sir or Madam:

I am returning the two book bags I ordered from your company last month.

These bags are not made very good so I do not want to except them. Each of the bags
1 2
are badly sewn, and the material is very flimsy. They aren't sturdy enough to carry
3
my books for very long because their made so poorly. Also, your book bags were
4
advertised as waterproof, but my books got wet when I was caught in the rain.

Your ad didn't say nothing about a money-back guarantee but I am requesting
5 6
a refund. Please send a check in the amount of \$49.90 to myself at the address on the
7
enclosed receipt. Otherwise, please advise me if your company cannot honor
8
my request. Thank you for your attention.

Yours truly,

Maria Escobar

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	1.1
<p>Introduction to Students:</p> <p>This skill requires you to know and use correct grammar and punctuation. In order to correct the mistakes for this question, you need to know the difference between an adjective and an adverb. Adjectives, such as “good,” “beautiful,” or “quick,” are used to describe nouns (people, places, things, or even ideas):</p> <ul style="list-style-type: none"> • “That’s a <u>great</u> idea!” <p>Adverbs modify verbs (action words), so adverbs tell <i>how</i> an action is performed:</p> <ul style="list-style-type: none"> • “The movie was just about to start, so we <u>quickly</u> found a place to sit.” <p>For this question, you also need to know how to use commas correctly. One clue is that a comma is necessary when a conjunction (<u>and</u>, <u>but</u>, <u>or</u>, <u>nor</u>, <u>for</u>, <u>so</u>, and <u>yet</u>) connects two clauses that could stand alone. The comma should appear before the conjunction in the sentence. Here are some examples:</p> <ul style="list-style-type: none"> • It was my first plane trip, so I was slightly nervous. • Ben was the first to turn in his application, but he was last to be interviewed. 		

“Letter to Best Bag Company”

1. If you answered A, B, or D, look back at the sentence with the underlined phrase. Think about what you know about adjectives, adverbs, and commas. What mistakes need to be corrected?
 - A. very good, so (**What is the problem with this answer?** One error has been corrected by placing a comma before the conjunction so, but there is another error in this phrase. Think about the differences between adjectives and adverbs.)
 - B. very good, therefore (**What is the problem with this answer?** Replacing so with therefore is unnecessary and caused a punctuation error. Think about the differences between adjectives and adverbs.)
 - D. no error (**What is the problem with this answer?** There are two mistakes that need to be corrected in this phrase. Is there a conjunction in the phrase? Then think about the difference between adjectives and adverbs. What word does the word good modify in this sentence?)
 - C. very well, so (**Correct. The adverb well replaces the adjective good, and there is a comma before the conjunction so. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	1.2
<p>Introduction to Students:</p> <p>This skill requires you to use correct spelling. Few people always know the correct spelling of every word. Fortunately, you can often use different resources, such as a dictionary, a glossary, or even the spell-check function on your computer, to help you figure out the correct spelling of a word.</p> <p>For this question, you also need to know that there are many words in English that are frequently mistaken for words that sound similar but have different meanings. Here are some examples:</p> <ul style="list-style-type: none"> • affect/effect • principal/principle • their/they're/there • loose/lose 		

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2. If you answered A, B, or D, look back at the sentence with the underlined phrase. What is the mistake that needs to be corrected?

- A. except them (**What is the problem with this answer?** The plural form of the pronoun (them) is correct, because the sentence is talking about more than one bag. What is wrong with the word except in this sentence? Think about the meaning of the word except. Also, this answer has a new error in how the word except is spelled.)
- B. accept it (**What is the problem with this answer?** One error has been corrected, but this answer makes a new mistake. Can you tell what the new mistake is? Think about the difference between the word accept and the word except.)
- D. no error (**What is the problem with this answer?** The underlined phrase *does* contain a mistake that needs to be corrected. Think about the meaning of the word except. Does this word fit in this sentence?)
- C. accept them (**Correct. The word accept replaces the word except, and the pronoun them correctly refers to more than one bag. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	2.1

Introduction to Students:

To answer this question, you need to know about subject-verb agreement. The form of the verb can change, depending on whether the subject of the verb is singular (one) or plural (more than one). Here are two sentences that use different forms of the same verb:

- Cedric and Alex plan to join us later. (Plural subject)
- Cedric plans to join us later. (Singular subject)

Use the third-person singular form, or the s form of regular verbs, in these cases:

- If the verb's subject is he, she, or it:
 1. He wants to play football next season.
 2. She plans to attend LSU in the fall.
 3. It seems like a good idea.
- If the subject of the verb is a singular noun (there is only one):
 1. Their employer offers flexible schedules and excellent salaries.
 2. The dog demands a great deal of attention.
- If the subject of the verb is a singular indefinite pronoun, such as everybody, anybody, someone, neither, none, each, either, or something:
 1. Everyone arrives early the first day of class.
 2. Neither of us takes the bus; we always walk.

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3. If you answered A, C, or D, look back at the sentence with the underlined phrase. Is the subject of the sentence singular or plural?
- A. are badly sewed (**What is the problem with this answer?** Are is the plural form of the verb. This answer also has a new mistake.)
- C. is badly sewed (**What is the problem with this answer?** One error has been corrected by using the singular form of the verb, but a new error has been added. What is the correct past participle for the verb to sew?)
- D. no error (**What is the problem with this answer?** There is a mistake in the subject-verb agreement. Is the subject singular or plural?)
- B. is badly sewn (**Correct. The subject is each, which is a singular pronoun, so the singular form of the verb is used. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	2.2
<p>Introduction to Students:</p> <p>Many words in English sound alike but have different spellings and different meanings. When you are using one of these commonly mistaken words, stop and think about the meaning. This will help you decide which word is correct for the sentence. Here are sentences that show two words that sound alike:</p> <ul style="list-style-type: none"> • <u>It's</u> going to be a beautiful day. (<u>It's</u> is a contraction for <u>It is</u>.) • The raccoon washed <u>its</u> food in the stream. (<u>Its</u> is a possessive form of the pronoun <u>it</u>.) <p>Here is another example of a pair of words that sound alike:</p> <ul style="list-style-type: none"> • <u>Whose</u> car is that? (<u>Whose</u> is a possessive pronoun.) • <u>Who's</u> going to give me a ride home? (<u>Who's</u> is a contraction of the words <u>who</u> and <u>is</u>.) <p>With these kinds of sound-alike words, it is helpful to remember that we use apostrophes in English to show contractions (<u>I'm</u>, <u>you're</u>, <u>we're</u>). It is also helpful to know that possessive pronouns, such as <u>its</u>, <u>whose</u>, <u>hers</u>, <u>ours</u>, etc., do <i>not</i> have apostrophes.</p>		

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4. If you answered B, C, or D, look back at the underlined word in the sentence. Does the underlined word make sense as it is used in the sentence?

- B. there (**What is the problem with this answer?** There refers to a place. Does this word make sense in the sentence? Think about other words that sound the same but are written differently.)
- C. they's (**What is the problem with this answer?** This is not a form that we use in English. The word they is a plural pronoun, so the correct contraction would use the plural form of the verb to be, which is are.)
- D. no error (**What is the problem with this answer?** Their is a plural possessive pronoun. It does not make sense in the sentence. What word sounds the same as their but is written differently?)
- A. they're (**Correct.** They're is the contraction for they are, and refers to the bags. **This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	3.1
<p>Introduction to Students:</p> <p>There is a general rule in English that we do not use “double negatives.” That means that if you use one negative word in a sentence, you cannot use another. Negative words such as <u>neither</u>, <u>none</u>, or <u>no one</u> should not be used with negative modifiers such as <u>not</u>, <u>never</u>, or <u>no</u>.</p> <p>Here is a sentence with a double negative:</p> <ul style="list-style-type: none"> • I <u>don’t</u> want to hear <u>no</u> more noise. <p><u>Don’t</u> is a contraction of the words <u>do not</u>. <u>Not</u> and <u>no</u> are both negative.</p> <p>Here is the correct way to write the sentence:</p> <ul style="list-style-type: none"> • I don’t want to hear any more noise. 		

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5. If you answered A, B, or D, look back at the underlined phrase in the sentence and then look at the answer choices. Which choice is correct and makes sense in the sentence?
- A. not say anything (**What is the problem with this answer?** When replace the underlined phrase with this phrase, it does not sound right. The helping verb is missing. Look at all the answer choices again. Which fits best in the sentence?)
- B. did’nt say nothing (**What is the problem with this answer?** This answer has two mistakes. The correct contraction for did not is didn’t; the words not and no are both negative. Look again at the answer choices.)
- D. no error (**What is the problem with this answer?** Look carefully at the underlined phrase. It has a double-negative construction, which we do not use in standard English. How can you correct the double negative?)
- C. said nothing (**Correct. This answer eliminates the double negative. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	3.2

Introduction to Students:

Conjunctions are words used to connect clauses in a sentence. We use different conjunctions, depending on what we want to say. If we want to show contrast, we might use a conjunction such as but:

- I wanted to have a car wash, but the rest of the class would rather sell magazines.

Transitions move us from one sentence (or a part of a sentence) to another. Some transitions are phrases, such as for example, after all, in addition, on the contrary, etc. Other transitions are conjunctions that are also adverbs because they modify the verb: similarly, still, also, otherwise, instead, meanwhile, however, etc.

Here is a sentence with a transition:

- The morning skies were clear; however, there was a storm warning for the evening.

Remember that the use of transitions and conjunctions usually requires some kind of punctuation to separate the clauses. You would use a comma before a conjunction that connects two independent clauses (clauses that would stand alone as sentences); however, a sentence with a transitional adverb would probably use a semicolon before the transition.

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6. If you answered A, C, or D, look back at the underlined word in the sentence. Does the underlined word make sense as it is used in the sentence?
- A. guarantee; therefore (**What is the problem with this answer?** You did recognize that this phrase needs punctuation, but therefore is not the best choice for this phrase. Also, a comma is needed after therefore.)
- C. guarantee however (**What is the problem with this answer?** However is a good choice, but the phrase still needs some kind of punctuation.)
- D. no error (**What is the problem with this answer?** Remember that there needs to be some kind of punctuation before a conjunction that connects two complete sentences. What punctuation mark fits best?)
- B. guarantee, but (**Correct. This phrase has an appropriate conjunction and has the necessary comma before the conjunction. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	4.1

Introduction to Students:

We use different forms of pronouns, depending on whether the pronoun is the subject or the object of the sentence. The subject is the person or the thing that performs an action in a sentence. These are the pronouns we use when the pronoun is the subject: I, you, he, she, it, we, they.

Here are some sentences that have pronouns as the subjects:

- **He volunteered with a dog rescue organization.**
- **We hiked twelve miles yesterday.**

When the pronoun is the object, or the person or thing that is acted upon, the form of the pronoun can change. Here are the pronouns we use when the pronoun is the object of the sentence: me, you, him, her, it, us, them.

Here are some sentences that have pronouns as the objects:

- **Did you help him with his algebra homework?**
- **I asked her to join the Spanish club.**

This is also the form of the pronoun that we use when the pronoun is the object of a preposition.

Here are some sentences in which the pronouns are the objects of prepositions:

- **I stopped to talk to them.**
- **Did you find a gift for him?**

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7. If you answered A, C, or D, look back at the underlined word in the sentence. Think about what you know about pronouns. Which pronoun is correct in the sentence?

- A. me myself (**What is the problem with this answer?** Part of this answer is correct. However, we don't use these two pronouns together in standard English. Which pronoun is correct in this sentence?)
- C. I (**What is the problem with this answer?** The pronoun *I* would be correct if the pronoun were the subject of the sentence. In this sentence, the pronoun is the object of a preposition. What form of the pronoun would be correct?)
- D. no error (**What is the problem with this answer?** This is not the correct form of the pronoun to use in this sentence.)
- B. me (**Correct. This is the correct form of the pronoun to use when the pronoun is the object of a preposition. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	4.2
<p>Introduction to Students:</p> <p>There are many words in English that sound similar but have different meanings. Here are some sound-alike words:</p> <ul style="list-style-type: none"> ▪ cite/site ▪ advise/advice ▪ complement/compliment ▪ heard/herd <p>If you can't decide which word to use, look up the words in a dictionary. Then you can choose the word that has the correct meaning for the sentence. A dictionary entry will also indicate that the word is a verb, a noun, an adjective, an adverb, or another kind of word. This will help you figure out which word is correct for a sentence. For example, if you want to tell about referring to a research study in a report, you would use the verb <u>cite</u>:</p> <ul style="list-style-type: none"> • The article about ape families <u>cited</u> the study by Bennett, Harrison, and Granger on primate communities. <p>However, if you were talking about a place, you would use the noun <u>site</u>:</p> <ul style="list-style-type: none"> • It was a perfect <u>site</u> for a recreation center. 		

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8. If you answered A, B, or C, look back at the underlined phrase in the sentence. Think about commonly misused words. What word fits best in this sentence?
- A. Otherwise, please advice (**What is the problem with this answer?** Part of this answer is correct; a comma is necessary after the word otherwise. Think about what the word advice means. It is a noun, but the sentence needs a verb. What word would fit better in this sentence?)
- B. Otherwise please advice (**What is the problem with this answer?** This answer has two errors: missing punctuation and a misused word. What part of this phrase needs punctuation? The second error is that the sentence needs a verb, but the word advice is a noun. Now think about a verb that could replace the word advice.)
- C. Or please advice (**What is the problem with this answer?** This answer has two errors. In standard written English, we do not use conjunctions such as or to begin a sentence. The second error is the word advice. This sentence needs a verb, not a noun. What verb can be used instead of advice?)
- D. no error (**Correct. There is a comma after the transition otherwise, and the word advice is correctly used in this sentence. This is the best answer.**)

Proofreading

The following is a first draft of a student essay. The writer has asked you to help revise it. Read the essay carefully, and then choose the best way to revise each underlined part. If the part is correct the way it is written, choose answer D, “no error.”

The First Day of Summer

The last day of school came in a flourish of crumpled papers and disheveled desks. While sad good-byes were whispered among my third-grade classmates. My mind was far from the classroom. I imagined myself sitting on a branch of my favorite climbing tree, reading, and I would watch a bird walking within a foot of me as I followed its clipped movements with my eyes.

The last glittery star stickers was placed on cheeks and hands, and the last pictures were drawn. I exited the school building into the bright light of the June sun thinking, “Tomorrow is the first day of summer!”

As I skipped all the way home, my lunch box bouncing off my thigh. The rest of the afternoon was filled with excitement and anticipation. That night thoughts of my favorite season filled my head until I was finally able to drift off to sleep.

The next morning I awoke early, sprang from my bed, and dressed hastily. Not breakfast, not my parents pleas, not even the ominous rumbling slowed my determination to get outside. Forceful, I threw open the door, smashing it into the wall, and dashed out into the first summer thunderstorm. The curtain of rain was so thick I couldn’t see the house across the street. The rain hit my face and mingled with my tears.

Slowly, with a heavy heart and led feet, I turned to reenter my house. I saw my parents standing in the hallway. At about the same time I became aware of the gaping hole in the wall that I had created with the door. Miserably, I awaited their chastisement. Instead, I felt their arms enclose my skinny little body in a gentle embrace. “I understand,” my dad whispered, “Today wasn’t what you expected.” They understood. My parents missed the first day of summer almost as much as myself.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	5.1
<p>Introduction to Students:</p> <p>Commas separate different parts of sentences, so that these different parts do not run together. By separating parts of sentences, commas help prevent misunderstandings. For example, this sentence is confusing without a comma:</p> <ul style="list-style-type: none"> • While we were out riding a squirrel ran across our path. <p>Without a comma, you might think that we were riding a squirrel. A comma easily clears up this misunderstanding:</p> <ul style="list-style-type: none"> • While we were out riding, a squirrel ran across our path. <p>Use a comma after an introductory clause or a clause that begins a sentence. These introductory clauses usually answer the questions when, where, or how the action of the sentence happens. Here is an example:</p> <p><u>When the audience kept cheering</u>, the band returned to the stage for an encore.</p>		

“The First Day of Summer”

1. If you answered A, C, or D, look back at the sentence with the underlined phrase. Think about what you know about different kinds of punctuation. What mistake needs to be corrected?
 - A. classmates: My (What is the problem with this answer? These sentences do need some kind of change in punctuation, but a colon is not correct here. A colon would only be correct if the first part could stand alone as a sentence.)
 - C. classmates; my (What is the problem with this answer? The capitalization is correct, but a semicolon is not correct here. A semicolon is used to connect two complete sentences.)
 - D. no error (What is the problem with this answer? There is a mistake that needs to be corrected. What makes a sentence complete?)
 - B. classmates, my (Correct. The introductory clause While sad good-byes were being said among my third-grade classmates cannot stand alone as a sentence. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	5.2
<p>Introduction to Students:</p> <p>You know that a verb is an action word, but sometimes a verb does not function as a verb. A verb can function as an adjective, an adverb, or even a noun. A verb that is functioning as another part of speech is called a <i>verbal</i>, or is part of a verbal phrase. Verbals include the following:</p> <p>infinitive: to walk, to go, to see</p> <p>present participle: walking, going, seeing</p> <p>past participle: walked, gone, seen</p> <p>Here are some examples of sentences that contain verbals and verbal phrases:</p> <ul style="list-style-type: none"> • A <u>walked</u> dog is a well-<u>behaved</u> dog. • <u>Wearing</u> the team’s colors is one way <u>to cheer</u> for our team. • She spent the afternoon <u>swinging</u> in the hammock and <u>daydreaming</u>. 		

“The First Day of Summer”

2. If you answered A, B, or D, look back at the sentence with the underlined phrase. What is wrong with the form of the verb as it is used in this sentence?

- A. I would be watching (**What is the problem with this answer?** Look at the other verbs in the phrase, sitting and reading. What form of the verb to watch would fit best?)
- B. I did watch (**What is the problem with this answer?** The past tense does not fit here. The form of the verb to watch should be parallel to the other verbs in the phrase.)
- D. no error (**What is the problem with this answer?** The underlined phrase does contain a mistake that needs to be corrected. The form of the verb to watch should be parallel to the other verbs in the phrase. What form of the verb would fit best with sitting and reading?)
- C. watching (**Correct. The present participle, watching, is the form of the verb that fits best in this sentence because it ends in -ing, as do sitting and reading. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	6.1

Introduction to Students:

To answer this question, you need to know about subject-verb agreement. The form of the verb can change, depending on whether the subject of the verb is singular (one) or plural (more than one). Here are two sentences that use different forms of the same verb:

Dana, Gabriel, and Keisha were on their way home when they met Jamie. (Plural subject)

Jamie was surprised to see them. (Singular subject)

Use the third-person singular form, or the s form of regular verbs, in these cases:

- If the verb's subject is he, she, or it:
- She plays the leading role in the musical.
- He likes mountain biking.
- It appears to be the best plan.
- If the subject of the verb is a singular noun (there is only one):
- The school policy forbids leaving the campus during lunch.
- The gorilla weighs more than any of the other primates at the zoo.
- If the subject of the verb is a singular indefinite pronoun, such as everybody, anybody, someone, neither, none, each, either, or something:
- Anybody who wants extra credit may request additional assignments.
- Neither of them likes attention; they are both very shy.

“The First Day of Summer”

3. If you answered A, B, or D, look back at the sentence with the underlined phrase. Is the subject of the sentence singular or plural?
- A. sticker were (**What is the problem with this answer?** It is the verb that needs to change, not the subject. How can you change the verb so that it agrees with the subject stickers?)
- B. stickers will be (**What is the problem with this answer?** The verb needs to remain in the past tense, as the essay takes place in the past. The verb does need to change in order to make the verb agree with the subject. What form of the verb should be used?)
- D. no error (**What is the problem with this answer?** There is a mistake in the subject-verb agreement. Is the subject singular or plural?)
- C. stickers were (**Correct. The subject is stickers, which is plural, so the third-person plural form of the verb is used. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	6.2

Introduction to Students:

This skill has to do with the verb tense. The tense of a verb changes, depending on when the action takes place. The present tense of a verb is used to show that an action is taking place in the present:

- We go to the movies every Tuesday.

The past tense is used to describe actions that happened in the past:

- When I was ten, we built a tree house in the back yard.

The future tense is used to describe actions that will take place in the future:

- Next year I will study harder than I have ever studied before.

When there are two or more verbs in a sentence, the verb tense should be consistent.

“The First Day of Summer”

4. If you answered A, C, or D, look back at the underlined word in the sentence. Does the form of the verb make sense as it is used in the sentence? Does the tense of the verb match any other verbs in the sentence?

- A. will bounce (**What is the problem with this answer?** Remember that the essay is written about events from the past. Look at the verb in the introductory clause of the sentence. The verb in the second part of the sentence should be in the same tense.)
- C. will be bouncing (**What is the problem with this answer?** Look again at the introductory clause, or the first part of the sentence. The verb in the clause is in the past tense. What tense would be best for the verb in the second part of the sentence?)
- D. no error (**What is the problem with this answer?** There is a mistake. The verb in the second part of the sentence needs to be in the same tense as the verb in the first part of the sentence. How can you change the verb to bounce so that the sentence is correct?)
- B. bounced (**Correct. Bounced is in the past tense, as is skipped. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	7.1
<p>Introduction to Students:</p> <p>In English, we show possession by using possessive pronouns, such as my, his, hers, yours, ours, theirs, and by using an apostrophe and adding -s. Here are some examples of using apostrophes to show possession:</p> <ul style="list-style-type: none"> • Is that your car or <u>David's</u> car? • I think that red folder is <u>Sheila's</u>. • Do you have the school's telephone number? <p>The placement of the apostrophe can change if the noun is plural. The apostrophe that shows possession appears after the –s at the end of nouns that add an –s in the plural form. Here are some examples:</p> <ul style="list-style-type: none"> • The <u>athletes'</u> schedules were coordinated so that they could compete in several events. • The <u>students'</u> lockers were painted last summer. 		

“The First Day of Summer”

5. If you answered A, C, or D, look back at the underlined word in the sentence. Is the word possessive? How should the word change?
- A. parent's (**What is the problem with this answer?** In this sentence, the word parents should be plural. How can you change the word parents to show possession?)
- C. parent (**What is the problem with this answer?** The word parent does not show possession. Think about the meaning the writer intended.)
- D. no error (**What is the problem with this answer?** Re-read the sentence in which the underlined word appears. What is the writer trying to say? What is the way to show that the noun is both plural and possessive?)
- B. parents' (**Correct. This answer shows that the noun is plural and possessive. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	7.2
<p>Introduction to Students:</p> <p>Adverbs are words that are used to modify a verb. Adverbs describe where, when, how, or how often an action is performed. Adverbs can also modify adjectives or other adverbs.</p> <p>Mistaking adjectives (words that modify nouns) for adverbs is a common mistake. Here are two examples of this mistake:</p> <p>1. The solution worked <u>good</u> for everyone. In this sentence, the adjective <u>good</u> should be replaced by the adverb <u>well</u>:</p> <ul style="list-style-type: none"> • The solution worked <u>well</u> for everyone. <p>2. He speaks so <u>quiet</u> that I can't understand him. In this sentence, the adjective <u>quiet</u> should be replaced by the adverb <u>quietly</u>:</p> <ul style="list-style-type: none"> • He speaks so <u>quietly</u> that I can't understand him. <p>If you are describing an action, you should use an adverb, not an adjective.</p>		

“The First Day of Summer”

6. If you answered A, C, or D, look back at the underlined phrase in the sentence. What is the writer trying to describe?
- A. Forcing, I threw (**What is the problem with this answer?** You did recognize that the adjective forceful is not correct as it is used in this sentence. But forcing cannot be used to modify the verb threw. How can you change forceful into an adverb?)
- C. Forceful, I was throwing (**What is the problem with this answer?** The problem with this phrase has to do with the adjective forceful, not the verb. An adjective cannot be used to describe a verb. What kind of word describes or modifies a verb?)
- D. no error (**What is the problem with this answer?** Remember that an adjective, such as forceful, cannot be used to describe a verb. The writer wants to show that the action was performed in a forceful way. How can you change the word forceful so that it is correct in this sentence?)
- B. Forcefully, I threw (**Correct. The adjective forceful has been changed to the adverb forcefully. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	8.1
<p>Introduction to Students:</p> <p>There are many words in English that sound similar, but have different meanings. Here are some sound-alike words:</p> <ul style="list-style-type: none"> • red/read • sale/sail • veil/vale • raze/raise • faze/phase <p>If you can't decide which word to use, look up the words in a dictionary. Then you can choose the word that has the correct meaning for the sentence. A dictionary entry will also indicate that the word is a verb, a noun, an adjective, an adverb, or another kind of word. This will help you figure out which word is correct for a sentence. For example, if you want to describe an object that is crimson, you would use the adjective <u>red</u>:</p> <ul style="list-style-type: none"> • The drivers of <u>red</u> cars receive more speeding tickets than people who are driving brown cars. <p>However, if you were talking about having learned something from reading about it, you would use the verb <u>read</u>:</p> <ul style="list-style-type: none"> • I <u>read</u> that fact in a driver's handbook. 		

“The First Day of Summer”

7. If you answered B, C, or D, look back at the underlined words in the sentence. Think about other words that sound the same but have different spellings and meanings. What change is necessary to correct the spelling?
- B. lead foot (**What is the problem with this answer?** You corrected the mistake in the spelling of the word lead, but changed the meaning intended by the writer. The writer is talking about both feet, not just one foot.)
- C. led feet (**What is the problem with this answer?** Led is the past tense of the verb to lead. Which word sounds the same but has a different spelling and meaning?)
- D. no error (**What is the problem with this answer?** The word led is the past tense of the verb to lead. What is a word that sounds the same but has a different spelling and meaning?)
- A. lead feet (**Correct. The word lead is used to show that the writer's feet felt heavy and moved slowly. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	8.2
<p>Introduction to Students:</p> <p>When you are using a pronoun in a comparison that has <u>than</u> or <u>as</u>, you will choose a different form of the pronoun, depending on what you want to say.</p> <p>Here is one example:</p> <ul style="list-style-type: none"> • She likes math better than me. <p>The choice of <u>me</u> is fine if I intend to say that she likes math better than she likes me. What I probably meant to say was that she likes math better <u>than I do</u>.</p> <p>When you use the words <u>than</u> and <u>as</u>, choosing a pronoun is easier if you think about what the rest of the sentence would be.</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> • Celeste is better at organizing events than I [am]. • No one can work as fast as he [can]. • Lee likes my friends better than [he likes] me. 		

“The First Day of Summer”

- 8. If you answered A, B, or D, look back at the underlined phrase in the sentence. Think about the meaning of the comparison. Which answer choice corrects the mistake?**
- A. as me (**What is the problem with this answer?** You recognized that myself is not the correct pronoun to use, but neither is me. Try adding a verb to the end of the sentence to help you choose the correct pronoun.)
- B. as there child (**What is the problem with this answer?** You recognized that myself is not the correct pronoun to use, but you added a new mistake. The word there is misspelled. Instead of adding more words, think of a pronoun that could replace the word myself.)
- D. no error (**What is the problem with this answer?** The word myself is not the correct pronoun. What other pronoun would be correct and have the same meaning?)
- C. as I (**Correct. I is the pronoun that is used following the word as. This is the best answer.**)

Proofreading

Read the following rough draft of a student’s letter, and then choose the best way to revise each underlined part. If the part is correct as written, then choose answer D, “no error.”

15 Main Street
Springvale, LA 70800
March 15, 2003

Mr. Joseph Chopin
87 South Street
Baton Rouge, LA 70804

Dear Mr. Chopin:

1

I am writing to thank you for your assistance in my obtaining the summer internship at the National Wildlife Society. This summer internship will be a powerful learning experience for me, it will also be enjoyable. I appreciate your recommendation and believe it helped me get the internship. I will be working for your friend who I met during the science fair.

4

Though I have wanted to be an environmentalist all of my life, I am looking forward to working for the NWS. I am not incapable of spending long hours researching animals and plants. I am especially looking forward to the time we will spend in the field recording the movements of the different animals. Although I am a little hesitant about the crocodiles. This will be an important experience that will prepare me for college courses in biology, ecology, and studying chemistry.

5

6

7

8

Thank you for assisting me in getting this position.

Sincerely,

Mary Jo Connelly

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	9.1
<p>Introduction to Students:</p> <p>The salutation, or the part of the letter that begins “Dear,” may end with either a comma or a colon following the name. You select the punctuation according to the kind of letter. A comma is used in the salutation in a social letter or a note to a friend. Here is an example:</p> <p>Dear Mike, I stopped by to say hello, but you weren’t home. See you later, Jamie</p> <p>However, in a business letter, the name in the salutation should be followed by a colon. Here is an example:</p> <p>Dear Dr. Rubio: This is to confirm your order, dated March 8, 2004. Please review the enclosed order form, and respond only if there is an error. Thank you for ordering through Bayview Veterinary Supplies. Sincerely, Alex Light</p>		

“Thank You Letter”

1. If you answered A, B, or C, look back at the letter. What kind of letter is it? What kind of punctuation is used in the salutation of this kind of letter?
 - A. Mr. Chopin (**What is the problem with this answer?** The salutation of any letter needs some kind of punctuation. What kind of punctuation is used for the salutation of a business letter?)
 - B. Mr. Chopin; (**What is the problem with this answer?** A semicolon is used to separate two independent clauses, or two sentences that could stand alone as complete sentences. The salutation of a letter needs either a comma or a colon, depending on whether it is a business letter or a social letter.)
 - C. Mr. Chopin, (**What is the problem with this answer?** You can tell from the letter that it is a business letter, not a social letter. What kind of punctuation is used in the salutation of a business letter?)
 - D. no error (**Correct. The colon is the correct form of punctuation for a salutation in a business letter. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	9.2
<p>Introduction to Students:</p> <p>A semicolon is used to join two independent clauses (sentences that could stand alone), forming a compound sentence. Each clause is a complete sentence by itself. The semicolon connects the clauses and forms one sentence. The independent clauses should have related ideas. One clue is that the second clause may begin with a transition, such as <u>however</u>, <u>moreover</u>, or <u>therefore</u>. A compound sentence does not always have a transition, however.</p> <p>Here are some examples of compound sentences:</p> <ul style="list-style-type: none"> • Rudy is looking for a part-time job; however, he can only work on weekends. • I am looking forward to studying psychology; I am not so sure about statistics. • Each component of a guitar is essential in creating the instrument’s sound; the kind of wood is especially important. 		

“Thank You Letter”

2. If you answered A, B, or D, look back at the sentence with the underlined phrase. What is wrong with the punctuation in this part of the sentence?

- A. me, it would (**What is the problem with this answer?** The verb tense is not the problem in the underlined part of the letter. The punctuation needs to be corrected. Look at the whole sentence. What kind of punctuation should replace the comma?)
- B. me: it will (**What is the problem with this answer?** You recognized that the comma is not the correct punctuation, but a colon is not correct, either.)
- D. no error (**What is the problem with this answer?** There is an error in the punctuation in the underlined part of the sentence. Look again at the sentence to see if you can figure out what kind of punctuation should be used instead of the comma.)
- C. me; it will (**Correct. The semicolon is used here to connect two independent clauses and to form a compound sentence. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	10.1
<p>Introduction to Students:</p> <p>There are many words in English that sound similar, but have different meanings. Here are some sound-alike words:</p> <ul style="list-style-type: none"> • they're/their/there • you're/your • we're/were • hair/hare • ware/where <p>If you can't decide which word to use, look up the words in a dictionary. Then you can choose the word that has the correct meaning for the sentence. A dictionary entry will also indicate that the word is a verb, a noun, an adjective, an adverb, or another kind of word. This will help you figure out which word is correct for a sentence. For example, if a word has an apostrophe, such as <u>you're</u> or <u>they're</u>, the word is a contraction of a pronoun and a verb (<u>you are</u> and <u>they are</u>).</p>		

“Thank You Letter”

3. If you answered A, B, or C, look back at the sentence with the underlined phrase. Is the possessive pronoun correct?

- A. you're recommendation (**What is the problem with this answer?** The word you're is a contraction for you are. In this sentence, the word your is used correctly to show possession. Look again at all the answer choices.)
- B. your recommendation (**What is the problem with this answer?** The word recommendation is correctly spelled in the sentence. Look again at all the answer choices.)
- C. his recommendation (**What is the problem with this answer?** You noticed that the word that comes before the word recommendation should be possessive. However, the letter is written to the same person who gave the recommendation, so his is not the correct possessive pronoun.)
- D. no error (**Correct. The word your is used correctly to show possession. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	10.2

Introduction to Students:

The words who and whom are pronouns, just like he and him. Your choice of pronoun depends on the sentence and what you are trying to say. One way to help decide whether to use who or whom is to figure out whether the pronoun is the subject (the person doing the action of a clause or sentence) or the object (the person who is acted upon in a clause or sentence). As with the pronouns him, her, and them, whom is used as an object of an action or as the object of a preposition.

Here are two examples:

- To whom should I address this letter? (Whom is the object of the preposition to.)
- The new cashier, whom Ms. Geraghty hired, was enthusiastic but inexperienced. (Whom is the object of the verb hired.)

When the sentence calls for a subject, who is the correct form of the pronoun:

- Who is going on the class trip? (Who is the subject of the sentence.)
- Mark, who always has good ideas, came up with the perfect solution. (Who is the subject of the clause.)

“Thank You Letter”

4. If you answered A, C, or D, look back at the underlined phrase. Think about how you know whether a pronoun is the subject or the object.
- A. that I meet (**What is the problem with this answer?** The error is not with the verb tense. Which word is the object of the word met?)
- C. whom I meet (**What is the problem with this answer?** You recognized that who was used incorrectly in the sentence, but you added a new error. The verb tense should remain in the past tense.)
- D. no error (**What is the problem with this answer?** There is a mistake. The clause calls for a different form of the pronoun. How can you show that the pronoun is an object in this clause?)
- B. whom I met (**Correct. Whom is used as an object of the verb met. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	11.1

Introduction to Students:

Transitions are used to help you make connections between what you have read and what you are going to read next. We use different transitions to show different relationships between ideas. Here are some of the ways transitions can be used:

- to give examples (for instance, in fact, for example)
- to add information (and, in addition, besides, furthermore)
- to compare (likewise, also, similarly)
- to contrast (but, however, although, even though)
- to show a connection (as a result, thus, therefore, since)
- to show time or place (after, finally, beyond, nearby)

When deciding which transition to use, think first about what you are trying to accomplish. Do you want to compare (show similarities) or to contrast (show differences)? Do you want to demonstrate a logical connection or to add information? When you are clear in your purpose, you can choose a transition that will make your writing clear.

“Thank You Letter”

5. If you answered A, B, or D, look back at the underlined phrase in the sentence. What would be the best transition to use in this phrase?
- A. Therefore I have wanted (**What is the problem with this answer?** Both therefore and though are transitions that are used to show contrast, but there is no contrasting idea in this sentence. What is a better transition to use?)
- B. Since I do want (**What is the problem with this answer?** You recognized that the transition though needed to be replaced; however, the verb should remain in the past tense. Look again at all the answer choices.)
- D. no error (**What is the problem with this answer?** There is a mistake in the transition. Look again at the sentence and figure out the purpose for the transition.)
- C. Since I have wanted (**Correct. This answer correctly replaces the transition though with the transition since to show the relationship between the writer’s desire to be an environmentalist and the writer’s eagerness to work for the National Wildlife Society. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	11.2
<p>Introduction to Students:</p> <p>There is a general rule in English that we do not use “double negatives.” That means that if you use one negative word in a sentence, you cannot use another. Negative words such as <u>neither</u>, <u>none</u>, or <u>no one</u> should not be used with negative modifiers such as <u>not</u>, <u>never</u>, or <u>no</u>. A negative could also begin with the prefixes <u>in-</u>, <u>dis-</u>, and <u>un-</u>.</p> <p>Here is a sentence using a double negative:</p> <ul style="list-style-type: none"> • I am <u>not</u> <u>unable</u> to meet you on Friday. <p>Here is the correct way to write the sentence:</p> <ul style="list-style-type: none"> • I am <u>unable</u> to meet you on Friday. <p>An exception to the “no double negatives” rule is that you may use two negatives if you want to show a positive meaning. Here is an example:</p> <ul style="list-style-type: none"> • The coach was <u>not</u> <u>unhappy</u> with the team during the game. (The coach was happy with the team.) 		

“Thank You Letter”

6. If you answered A, B, or D, look back at the underlined phrase in the sentence. What is the writer trying to say?
- A. I am incapable of (**What is the problem with this answer?** You did recognize that a change is necessary, but think again about the writer’s intention. This change means that the writer cannot put in extra time to do research.)
- B. I am not capable of (**What is the problem with this answer?** The prefix in- has the same meaning as the word not. This is another way of saying that the writer cannot put in extra research time. However, the writer means to say the opposite.)
- D. no error (**What is the problem with this answer?** Is there a better way to say what the writer wants to say?)
- C. I am capable of (**Correct. Eliminating the negatives shows that the writer is capable of working long hours. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	12.1
<p>Introduction to Students:</p> <p>Transitions are used to help you make a connection from one idea to the next. We use different transitions to show different relationships between the ideas in a sentence, a paragraph, or an essay. Here are some of the ways transitions can be used:</p> <ul style="list-style-type: none"> • to give examples (<u>for instance</u>, <u>in fact</u>, <u>for example</u>) • to summarize (<u>that is</u>, <u>in conclusion</u>, <u>therefore</u>) • to compare (<u>likewise</u>, <u>also</u>, <u>similarly</u>) • to contrast (<u>but</u>, <u>however</u>, <u>although</u>, <u>even though</u>) • to show a connection (<u>so</u>, <u>for this reason</u>, <u>since</u>) • to show time or place (<u>next</u>, <u>first</u>, <u>during</u>, <u>opposite</u>) <p>When deciding which transition to use, think first about the purpose for the transition. Do you want to add to the information you have given? Do you want to give an example or draw a conclusion? Once you know what you want to say, you can choose the transition that will best express your meaning.</p>		

“Thank You Letter”

7. If you answered A, C, or D, look back at the underlined phrase in the sentence. Think about the different purposes for transitions. What is the writer’s purpose for using a transition in this sentence?

- A. Although, I am (**What is the problem with this answer?** You recognized that there is a problem; however, no comma is necessary after the word although. If the word although is used, the sentence is not complete.)
- C. Since I am (**What is the problem with this answer?** You recognized that the transition needs to be replaced. However, if the word since is used, the sentence is a dependent clause, and not a complete sentence.)
- D. no error (**What is the problem with this answer?** As it is written, the sentence is a dependent clause, and not a complete sentence. What transition would make the sentence complete and express the meaning intended by the writer?)
- B. However, I am (**Correct. The transition however is used to show contrast. In addition, using however turns the dependent clause into a sentence that can stand alone. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	12.2
<p>Introduction to Students:</p> <p>Ideas are easier for the reader to understand if they are written in a parallel grammatical form. If we give a list, the items in the list should appear in the same grammatical form. If the items are not parallel, the sentence is awkward and confusing to the reader.</p> <p>Here is an example:</p> <ul style="list-style-type: none"> • She excels at most sports, but her favorites are <u>hiking</u>, <u>swimming</u>, and <u>to ski</u>. <p>In this sentence, two of the items in the list are the gerund, or the –ing, form of the verb, while one item appears in the infinitive form. The items are not parallel. Here is a better way to write the sentence:</p> <ul style="list-style-type: none"> • She excels at most sports, but her favorites are <u>hiking</u>, <u>swimming</u>, and <u>skiing</u>. 		

“Thank You Letter”

8. If you answered B, C, or D, look back at the underlined phrase in the sentence. Think about the items in the list. How can you make them parallel?
- B. ecology and studying chemistry (**What is the problem with this answer?** You recognized that the phrase needs to be changed. However, the comma is correct. Think about the three items in the list. What change can you make so that the items are parallel?)
- C. studying ecology, and learning chemistry (**What is the problem with this answer?** You recognized that a correction is necessary, but this change does not make all of the items in the list parallel.)
- D. no error (**What is the problem with this answer?** Think about the three items in the list. One item sticks out and is not parallel. How can you change it so that all three items are parallel?)
- A. ecology, and chemistry (**Correct. By taking out the verb that appears before the word chemistry, you create a parallel construction. This is the best answer.**)

Proofreading

A student has written a rough draft of an article for publication in a school’s newspaper to express views on censorship. Read the article, and then choose the best way to revise it.

Censorship Is Harmful

What should be taught in our schools? What should students be permitted and required and forbidden to learn and to read? Should school boards and community leaders be given the power to dictate the material that reaches the students? This type of power could only be detrimental to our youth. These questions raise the question of censorship.

Censorship would greatly limit the range of a student’s knowledge. How can we expect America’s young people to grow into adults and future leaders if they have gone through the public school system wearing blinders? For example, some schools have banned books such as *The Catcher in the Rye* and *The Diary of Anne Frank*. The school boards that banned these books did not consider the valuable lessons that these stories teach about life and history.

As censorship becomes more widespread, many teachers also fall victim. Their jobs are made even more difficult by having to worry about discussing anything controversial in the classroom. In addition to this fear of controversy there is also the fear of legal action that some school boards have taken against teachers. If this type of behavior continues, what will be left for students to study?

Then there are those who believe we should only be concerned with materials that are religiously objectionable. In parts of our nation, some public school systems try to exert religious influences upon their children. It is easy to understand parents concerns about religious influence. However, this concern should not lead to censorship. Personally, I have been fortunate enough to live in a school district that has not yet been poisoned by censorship. I am able to learn about ancient religions in my history class, but I can choose to sit in the school library and read books on religions other than my own. I am ⁶ sorry to know that many students throughout our country are not granted this freedom.

Supporters of censorship tend to lose sight of the real issue at hand. That issue is finding the best possible way to educate our children ⁷ because they are our country’s future. There are great risks in not allowing America’s young people to explore ideas, values, and beliefs from a variety of sources.

I have one final comment to make on the issue of censorship, if we allow it to begin, where will it finally end?

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	13.1
<p>Introduction to Students:</p> <p>We use commas to connect different parts of sentences. The proper use of commas can help the reader understand a complicated sentence. We also use commas to separate the items in a list. Without commas, you might read a sentence like this one:</p> <ul style="list-style-type: none"> • Kelly is studying chemistry and biology and algebra and French and English and United States government. <p>The repetition of the conjunction <u>and</u> makes this sentence long and awkward. This sentence can be streamlined by replacing all but one of the conjunctions with commas:</p> <ul style="list-style-type: none"> • Kelly is studying chemistry, biology, algebra, French, English, and United States government. 		

“Censorship Is Harmful”

1. If you answered A, B, or D, look back at the rough draft of the article. How can you improve this sentence?
 - A. be permitted and be required and forbidden (**What is the problem with this answer?** Even though permitted, required, and forbidden are all forms of verbs, these verbs function as adjectives in this sentence. Only the first of the list should be preceded by the helping verb be.)
 - B. be permitted and required and be forbidden (**What is the problem with this answer?** Using the helping verb be for two of the adjectives—permitted and forbidden—creates a construction that is not parallel.)
 - D. no error (**What is the problem with this answer?** Try reading the sentence aloud. You can tell that there is a problem. How can you make this construction less awkward?)
 - C. be permitted, required, and forbidden (**Correct. Replacing the first and with a comma makes the construction less awkward. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	13.2
<p>Introduction to Students:</p> <p>Learning the correct spelling of English words can be difficult. It is helpful to develop the habit of looking up words in the dictionary when you are unsure of the spelling. Another way to improve your spelling is to increase the amount that you read. The more you read, the more likely you are to recognize words that are spelled incorrectly.</p> <p>Yet another strategy for improving your spelling is to understand that many English words have Greek and Latin roots. The roots are combined with prefixes, such as in-, un-, non-, dis-, and pre-, and suffixes, such as -tion, -ment, -less, and -ful. As you develop the habit of looking up unfamiliar words in the dictionary, look at the word derivations. You will start to notice the Greek and Latin roots. If you are familiar with the spelling of these roots, prefixes, and suffixes, you will be able to spell many more words correctly.</p>		

“Censorship Is Harmful”

2. If you answered B, C, or D, look back at the sentence with the underlined phrase. What is wrong with the form of the verb as it is used in this sentence?

- B. detremental (**What is the problem with this answer?** You recognized that the underlined word is incorrectly spelled; however, this change does not correct the spelling.)
- C. detrementle (**What is the problem with this answer?** You recognized that the underlined word is incorrectly spelled; however, these changes do not correct the spelling.)
- D. no error (**What is the problem with this answer?** There is an error in the spelling of the underlined word. This word has a Latin root, detri-, which means “loss” or “damage.” How should the underlined word be spelled?)
- A. detrimental (**Correct. This change corrects the spelling. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	14.1
<p>Introduction to Students:</p> <p>In written English, apostrophes are used to show:</p> <ol style="list-style-type: none"> 1. possession 2. contractions <p>When used to show possession, the apostrophe is placed before the –s when the possessor (the owner) is singular (only one). Here are some examples:</p> <ul style="list-style-type: none"> • Use your <u>sister's</u> umbrella if you can't find yours. • Isaac <u>Newton's</u> Laws of Motion still hold true, even though it has been more than 300 years since Newton identified them. • In soccer, the ball is kicked toward the <u>opponent's</u> goal. <p>When the possessor is plural (more than one), the apostrophe is placed after the –s. Here are some examples:</p> <ul style="list-style-type: none"> • The <u>players'</u> shin guards help prevent injuries. • <u>Reptiles'</u> defense techniques include sharp teeth and claws, strong smells, camouflage, sudden changes in appearance, and the illusion of flying. 		

“Censorship Is Harmful”

3. If you answered A, B, or C, look back at the sentence with the underlined phrase. Which word is possessive? Is this word singular or plural?
- A. students' (What is the problem with this answer? Think about whether the word student is singular or plural. Then think about where the apostrophe should be placed.)
 - B. students (What is the problem with this answer? The word student is possessive in this sentence, so it does need an apostrophe.)
 - C. students's (What is the problem with this answer? This change adds an error. Look again at the other answer choices.)
 - D. no error (Correct. The word student's is correctly punctuated to show that it is possessive, and there are no other errors in the underlined part of the sentence. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	14.2
<p>Introduction to Students:</p> <p>Introductory clauses are dependent clauses. This means that they cannot stand alone as complete sentences. An introductory clause serves as an introduction to the independent clause, the main part of the sentence. An introductory clause usually answers a question about when, where, or how the action of the sentence happens.</p> <p>A comma follows the last word of the introductory clause in order to keep the clauses from running together. Here are some examples:</p> <ul style="list-style-type: none"> • <u>Although Shakespeare is credited with writing 37 plays,</u> some scholars believe he did not write all of the plays himself. • <u>Played by two team of four players each,</u> polo is an exciting, fast-moving game. • <u>As early as 700 B.C.,</u> the Greeks had developed three distinct forms of architecture, each with its own recognizable style. 		

“Censorship Is Harmful”

4. If you answered A, B, or D, look back at the underlined phrase. Think about how introductory clauses are punctuated.

- A. addition, (**What is the problem with this answer?** You recognized that the introductory clause needs a comma, but this is not the correct place for the comma. Which word is the last word in the introductory clause?)
- B. fear, (**What is the problem with this answer?** You recognized that the introductory clause needs a comma, but this is not the correct place for the comma. Look for the last word in the introductory clause.)
- D. no error (**What is the problem with this answer?** There is a mistake. The introductory clause requires a comma to separate it from the rest of the sentence.)
- C. controversy, (**Correct. A comma is necessary at the end of an introductory clause. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	15.1
<p>Introduction to Students:</p> <p>In written English, apostrophes are used to show:</p> <ul style="list-style-type: none"> • possession • contractions <p>When used to show possession, the apostrophe is placed before the –s when the possessor (the owner) is singular (only one). Here are some examples:</p> <ul style="list-style-type: none"> • Is it true that George <u>Washington’s</u> false teeth were made of wood? • There is a saying that a <u>leopard’s</u> spots don’t change. • Air Force One is the <u>president’s</u> home in the sky. <p>When the possessor is plural (more than one), the apostrophe is placed after the –s. Here are some examples:</p> <ul style="list-style-type: none"> • The <u>students’</u> proposals will be put to a vote at the next school board meeting. • The <u>artists’</u> biographies appear on cards under the paintings. 		

“Censorship Is Harmful”

5. If you answered B, C, or D, look back at the sentence with the underlined phrase. Which word is possessive? Is this word singular or plural?

- B. parent’s (What is the problem with this answer? You recognized that an apostrophe is necessary; however, the word parents is plural in this sentence. How can you show that the word is both plural and possessive?)
- C. parents’s (What is the problem with this answer? (Think about how to show possession in a plural word.)
- D. no error (What is the problem with this answer? There is an error. Look at the word parents. Is it plural or possessive or both?)
- A. parents’ (Correct. The word parents’ should have an apostrophe after the –s to show that it is both plural and possessive. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	15.2

Introduction to Students:

Both conjunctions and transitions are used to help the reader make connections. Conjunctions, such as and, but, so, and or, may be used to join two independent clauses, or clauses that could stand alone as complete sentences. Transitions are used to help you make connections between what you have read and what you are going to read next. Writers use transitions to introduce or to develop ideas. We use different transitions to show different relationships between ideas.

Here are some of the ways transitions can be used:

- to give examples (for instance, in fact, for example)
- to add information (and, in addition, besides, furthermore)
- to compare (likewise, also, similarly)
- to contrast (but, however, although, even though)
- to show a connection (as a result, thus, therefore, since)
- to show time or place (after, finally, beyond, nearby)

When deciding which transition to use, think first about what you are trying to accomplish. Do you want to compare (show similarities) or to contrast (show differences)? Do you want to demonstrate a logical connection or to add information? When you are clear in your purpose, you can choose a transition that will make your writing clear.

“Censorship Is Harmful”

6. If you answered B, C, or D, look back at the underlined phrase in the sentence. What would be the best transition to use in this phrase?

- B. class but (What is the problem with this answer? You recognized that there is a problem with the underlined phrase. However, removing the comma does not correct the problem.)
- C. class. But (What is the problem with this answer? There is a problem with the conjunction, and making it begin the sentence does not improve the meaning.)
- D. no error (What is the problem with this answer? There is a mistake. The conjunction and should be replaced with a transition.)
- A. class; furthermore, (Correct. This answer correctly replaces the conjunction but with the transition furthermore, which clarifies that additional related information follows in the sentence. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	16.1
<p>Introduction to Students:</p> <p>This skill requires you to use correct spelling. Few people always know the correct spelling of every word. Fortunately, you can often use different resources, such as a dictionary, a glossary, or even the spell-check function on your computer, to help you figure out the correct spelling of a word.</p> <p>For this question, you also need to know that there are many words in English that are frequently mistaken for words that sound similar but have different meanings. Here are some examples:</p> <ul style="list-style-type: none"> • sight/site/cite • be/bee • where/wear/ware • fair/fare • sale/sail • cell/sell • choose/chose <p>When you are trying to select the appropriate word to use in a sentence, think about the word meanings and the type of word. Should the word in the sentence be an adjective, a noun, or a verb?</p>		

“Censorship Is Harmful”

7. If you answered A, C, or D, look back at the underlined phrase in the sentence. What is the writer trying to say?
- A. loosed (**What is the problem with this answer?** You recognized that loose is not correct as it is used in this sentence, but this change does not correct the problem. Think about the writer’s intention.)
- C. site (**What is the problem with this answer?** The word sight is correct as it is used in this sentence. However, there is a mistake that needs to be corrected.)
- D. no error (**What is the problem with this answer?** There is an error that needs to be corrected. Look at the underlined words. Can you think of a replacement for one of these words? The replacement may sound similar but has a different meaning.)
- B. lose (**Correct. The verb lose correctly replaces the adjective loose in this sentence. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	16.2

Introduction to Students:

An independent clause is a clause that could stand alone as a complete sentence. Sometimes, dependent clauses, or clauses that cannot stand alone, are added to independent clauses. Here is an example:

- **Although there are about 4,600 species of mammals on Earth, there are 20,000 species of fish.**

It is also possible to join two independent clauses, but you must use a linking conjunction or a special form of punctuation, such as a semicolon. Here are some examples:

- **We think of the stars as remaining the same; however, stars do change their position in the sky.**
- **Sirius is called the dog star; this is a name left over from the time of the ancient Romans.**
- **Vertebrates have a skeleton that is covered with muscle, but invertebrates have a skeleton as an outer coating.**

Notice that two independent clauses must be linked by a conjunction or by a semicolon. A run-on sentence is formed by two independent clauses that appear in one sentence without a linking verb or special punctuation to join them.

“Censorship Is Harmful”

8. If you answered A, B, or D, look back at the underlined phrase in the sentence. Think about what makes a complete sentence. Then look at the underlined phrase. What correction needs to be made?

- A. have made (**What is the problem with this answer?** You recognized that there is a problem; however, the infinitive form of the verb is correct. Look again at the punctuation in the underlined phrase.)
- B. with (**What is the problem with this answer?** You recognized that there is an error that needs to be corrected; however, the use of the preposition on is correct in this sentence. Look at the punctuation.)
- D. no error (**What is the problem with this answer?** There is an error in the underlined phrase. Look at the punctuation.)
- C. censorship. If (**Correct. By adding a period and capitalizing the –i in if, you created a new sentence. This is the best answer.**)

Proofreading

The principal and teachers at a school are particularly concerned about why the dropout rate is increasing, and they have asked students for their opinions on why this is happening. Read the following rough draft of a letter to the school board carefully, and then answer the questions that follow.

Dear Members of the School Board:

1

I hope that this letter will give you some insight into the rise in the junior high and high school dropout rate which is being studied closely by many people across the country. I believe our dropout problem needs to be taken care of soon; it is effecting our nation significantly.

3

Students drop out of school for many reasons. Sometimes, students drop out because their families are having some sort of difficulty. Some students leave school to get a full-time job they need to help support their families. Others, who may just want to be independent, work during school hours to earn enough money to live on their own. The increased divorce rate also affects some children negatively. Divorce is a very traumatic experience for them. Many times their grades suffer, and they eventually drop out.

5

Some districts and schools have teachers who don't care yet I get the feeling that some teachers don't give one hundred percent because their students aren't giving one hundred percent. This isn't helping the problem! Students and teachers must work together to keep young people interested in they're studies. Teachers must understand that they can make a difference.

7

There are several ways to deal with this growing problem. Students who find it uncomfortable talking to their parents should talk to their teachers and school counselors. For those who think it's "cool" to drop out of school, they're wrong. A good education can lead to a decent job and a more satisfying life. I hope I have made clear to you some important reasons that students drop out of school before they graduate.

8

Sincerely,
Bill Jones

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	17.1

Introduction to Students:

The salutation, or the part of the letter that begins “Dear,” may end with either a comma or a colon following the name. You select the punctuation according to the kind of letter. A comma is used in the salutation in a social letter or a note to a friend. However, in a business letter, the name in the salutation should be followed by a colon. Here is an example:

Dear Congresswoman Hightower:

I am writing to express my support for Proposition 328, the legislation you have introduced to increase the efficiency of local government by allowing local government more control in the spending of federal funds. Please let me know how I may assist in the campaign for this legislation.

Sincerely,

Andrew Miller

“School Board Letter”

1. If you answered A, B, or C, look back at the letter. What kind of letter is it? What kind of punctuation is used in the salutation of this kind of letter?
 - A. members (**What is the problem with this answer?** The word *members* is correctly capitalized, as it is part of a title. Look again at all the answer choices.)
 - B. school board (**What is the problem with this answer?** These words are capitalized correctly, as they are the title of a specific organization. Look at all the answer choices to find the best answer.)
 - C. Board; (**What is the problem with this answer?** A semicolon is used to link two independent clauses in order to form one sentence. What kind of punctuation is used in the salutation of a business letter?)
 - D. no error (**Correct. The colon is the correct form of punctuation for a salutation in a business letter. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	17.2

Introduction to Students:

The words that and which are often confused. Either word may be used to begin a clause. The difference is that the word that is used with restrictive clauses. A restrictive clause defines or identifies the thing that is discussed in the sentence. No comma is used before the word that when it is used to begin a restrictive clause. Here is an example:

- Venice is a city that I have always wanted to visit.

The word which is used with nonrestrictive clauses. Nonrestrictive clauses give additional information about something that has already been defined. When the word which is used to begin a nonrestrictive clause, a comma precedes the word which. Here is an example:

- Researchers were not surprised by the statistics showing the rapid increase in Internet users, which they say may be attributed to ease of use, availability, and low costs.

“School Board Letter”

2. If you answered A, C, or D, look back at the sentence with the underlined phrase. What mistake needs to be corrected?

- A. dropout rate; which (**What is the problem with this answer?** You recognized that the sentence does need punctuation to set off the nonrestrictive clause. However, a semi-colon is not the correct punctuation to use. A semi-colon is used to join two independent clauses, which are clauses that can stand alone as complete sentences.)
- C. studied close (**What is the problem with this answer?** The mistake in the sentence does not have to do with the adverb. Look again at all the answer choices.)
- D. no error (**What is the problem with this answer?** There is an error that needs to be corrected.)
- B. dropout rate, which (**Correct.** The clause that begins with the word *which* is a restrictive clause, so a comma is required. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	18.1
<p>Introduction to Students:</p> <p>There are many words in English that sound similar but are spelled differently and have different meanings. Here are some sound-alike words:</p> <ul style="list-style-type: none"> • desert/dessert • lean/lien • except/accept • write/right <p>If you can't decide which word to use, look up the words in a dictionary. Then you can choose the word that has the correct meaning for the sentence. A dictionary entry will also indicate that the word is a verb, a noun, an adjective, an adverb, or another kind of word. This will help you figure out which word is correct for a sentence. For example, if a word has an apostrophe, such as <u>you're</u> or <u>they're</u>, the word is a contraction of a pronoun and a verb (<u>you are</u> and <u>they are</u>).</p>		

“School Board Letter”

3. If you answered A, C, or D, look back at the sentence with the underlined phrase. Think about the meaning of the words in the underlined part of the sentence. Is there a word that is not used correctly?
- A. soon it would be (**What is the problem with this answer?** It is not necessary to change the verb tense in the underlined part of the sentence. Look again at all the answer choices.)
- C. soon, it is (**What is the problem with this answer?** It is not necessary to change the semicolon to a comma. Look again at all the answer choices.)
- D. no error (**What is the problem with this answer?** There is an error that needs to be corrected. Think about what you know about words that sound alike but have different meanings.)
- B. affecting (**Correct. In the underlined part of the sentence, the word effecting should be changed to affecting because it tells how the school dropout rate is acting upon, or changing, our nation. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	18.2

Introduction to Students:

An independent clause is a clause that forms a complete sentence. If you want to write a sentence that contains two independent clauses, the independent clauses must be connected somehow. You may use a semicolon, as in this example:

- **Kristin Chenoweth used to play a secretary on a television show; however, she is probably more famous for singing in Broadway musicals.**

You may also use a conjunction, such as but, and, or because, to connect two independent clauses. Here is an example:

- **Many tourists visit the Niagara area to see the waterfalls, but Niagara-on-the-Lake is a town that is also well known for its annual festivals.**

“School Board Letter”

4. If you answered B, C, or D, look back at the underlined phrase. Think about whether this part of the sentence needs punctuation.

- B. job, they (**What is the problem with this answer?** You recognized that some form of punctuation is needed, but a comma is not correct here. What kind of punctuation is used to connect two independent clauses?)
- C. job: they (**What is the problem with this answer?** You did notice that this part of the sentence needs punctuation, but a colon is not correct here. Look again at all the answer choices.)
- D. no error (**What is the problem with this answer?** There is a mistake. This sentences contains two independent clauses. The clauses need to be connected by some form of punctuation or by a conjunction.)
- A. job; they (**Correct. A semicolon may be used to connect two independent clauses. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	19.1
<p>Introduction to Students:</p> <p>Adjectives describe a thing, and adverbs describe how an action is performed. Here are some examples of adjectives:</p> <ul style="list-style-type: none"> • beautiful • powerful • definite • stealthy <p>In English, we can use the suffix <i>-ly</i> to change adjectives into adverbs. If the adjective ends in <i>-e</i> or in <i>-ful</i>, we can simply add the suffix <i>-ly</i> without making any other changes to the word:</p> <ul style="list-style-type: none"> • definitely • beautifully <p>However, if the adjective ends in <i>-y</i>, we might have to make another change:</p> <ul style="list-style-type: none"> • stealthily 		

“School Board Letter”

5. If you answered A, B, or D, look back at the underlined phrase in the sentence. Which of these two words is misspelled? Think about how the words are formed. What is the best way to correct the misspelled word?

- A. childens (**What is the problem with this answer?** The word *children* is spelled correctly here. How can you correct the spelling of the other word?)
- B. negetively (**What is the problem with this answer?** This is not the correct spelling of the underlined word. Think about the base word and how it is spelled.)
- D. no error (**What is the problem with this answer?** There is a mistake in the spelling of one of these words.)
- C. negatively (**Correct. The word *negatively* was missing the *-e* at the end. The adverb is formed by adding *-ly* to the base word without making any other changes. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	19.2
<p>Introduction to Students:</p> <p>Commas separate different parts of sentences in order that these different parts do not run together. By separating parts of sentences, commas help prevent misunderstandings. For example, this sentence is confusing without a comma:</p> <ul style="list-style-type: none"> • With a height of more than six feet the conductor Keri-Lyn Wilson has a personality to match her impressive stature. <p>Without a comma, you can't quite tell what the writer is trying to say. A comma easily clears up this misunderstanding:</p> <ul style="list-style-type: none"> • With a height of more than six feet, the conductor Keri-Lyn Wilson has a personality to match her impressive stature. <p>Use a comma after an introductory clause, or a clause that begins a sentence. These introductory clauses usually answer the questions when, where, or how the action of the sentence happens. Here is an example:</p> <p><u>After elevators were invented,</u> skyscrapers sprang up to form new urban landscapes.</p>		

“School Board Letter”

6. If you answered A, C, or D, look back at the underlined phrase in the sentence. What is the writer trying to say?
- A. teachers which (**What is the problem with this answer?** The word who is used correctly here. Think about whether this part of the sentence needs some kind of punctuation.)
- C. will not (**What is the problem with this answer?** It is not necessary to change the word don't in the underlined part of the sentence. However, there is a mistake that needs to be corrected.)
- D. no error (**What is the problem with this answer?** There is a mistake in the underlined part of the sentence.)
- B. care, yet (**Correct.** Adding a comma after the word *yet* helps to clarify the meaning of the sentence. As originally written, the clause might have meant “teachers who don't care yet,” as though the teachers might start caring later. Adding the comma helps to separate the two ideas. **This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.2 Using the grammatical and mechanical conventions of standard English	20.1
<p>Introduction to Students:</p> <p>This skill requires you to use correct spelling. Few people always know the correct spelling of every word. Fortunately, you can often use different resources, such as a dictionary, a glossary, or even the spell-check function on your computer, to help you figure out the correct spelling of a word.</p> <p>It is also helpful to know that there are many homonyms in English. Homonyms are words that sound alike, but that are spelled differently and have different meanings. Here are some examples:</p> <ul style="list-style-type: none"> • affect/effect • principal/principle • great/grate • where/ware/wear • your/you're <p>When deciding which word is the correct word to use in a sentence, think first about form of the word. Is the word a verb, a noun, an adjective, or an adverb? If you are trying to decide between <u>your</u> and <u>you're</u>, you need to know that one is possessive and the other is a contraction for <u>you are</u>.</p>		

“School Board Letter”

7. If you answered A, C, or D, look back at the underlined words in the sentence. Think about what you know about homonyms. Do both these words make sense as they are used in this sentence?
- A. there (**What is the problem with this answer?** You recognized that there is a problem with the use of the contraction they're; however, is there another homonym that makes more sense in this sentence?)
- C. studys (**What is the problem with this answer?** The word *studies* is the correct way to write the plural form of this noun. Look at the other underlined word. Does the contraction for they are make sense in this sentence?)
- D. no error (**What is the problem with this answer?** There is a mistake. Think about the meaning of both words. Can you find a word to replace one of the words?)
- B. their (**Correct. The possessive form of the pronoun is correct, because the writer is referring to the studies performed by the students. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	3.3 Spelling accurately using strategies and resources	20.2
<p>Introduction to Students:</p> <p>Many words in English sound alike but have different spellings and different meanings. These words are called homonyms. When you are using one of these commonly mistaken words, stop and think about the meaning. This will help you decide which word is correct for the sentence. Here are sentences that show two words that sound alike:</p> <ul style="list-style-type: none"> • <u>It's</u> true that Charlotte Brontë used a pseudonym, or a false name, when she wrote the novel <i>Jane Eyre</i>. (<u>It's</u> is a contraction for <u>It is</u>.) • The horse shook <u>its</u> mane. (<u>Its</u> is a possessive form of the pronoun <u>it</u>.) <p>Here is another example of a pair of homonyms:</p> <ul style="list-style-type: none"> • <u>Their</u> house is the cottage at the edge of town. (<u>Their</u> is a possessive form of the pronoun <u>they</u>.) • <u>They're</u> rehearsing for the spring performance. (<u>They're</u> is a contraction of the words <u>they</u> and <u>are</u>.) <p>With these kinds of sound-alike words, it is helpful to remember that we use apostrophes in English to show contractions (<u>I'm</u>, <u>you're</u>, <u>we're</u>). It is also helpful to know that possessive pronouns, such as <u>its</u>, <u>whose</u>, <u>hers</u>, <u>ours</u>, etc., do not have apostrophes.</p>		

“School Board Letter”

8. If you answered A, B, or C, look back at the underlined phrase in the sentence. Then look at all the answer choices again to see if there is a mistake that needs to be corrected.

- A. its (**What is the problem with this answer?** The word it's is used correctly here.)
- B. dropout (**What is the problem with this answer?** The noun dropout means someone who has left school without graduating, but the verb phrase drop out is correct as it is used in this sentence. Look again at all the answer choices.)
- C. it was (**What is the problem with this answer?** The contraction for it is is correct as it is used in this sentence.)
- D. no error (**Correct.** The contraction it's means it is and is the correct verb tense. The verb phrase drop out is also correctly used here. **This is the best answer.**)