

# GRAMMAR, LANGUAGE, AND COMPOSITION

## Digital Resource Sampler



Over 800 Grammar and  
Composition Skill Lessons

Spelling Lists and Grammar Quizzes

Sentence Diagramming  
Workshops and Practice

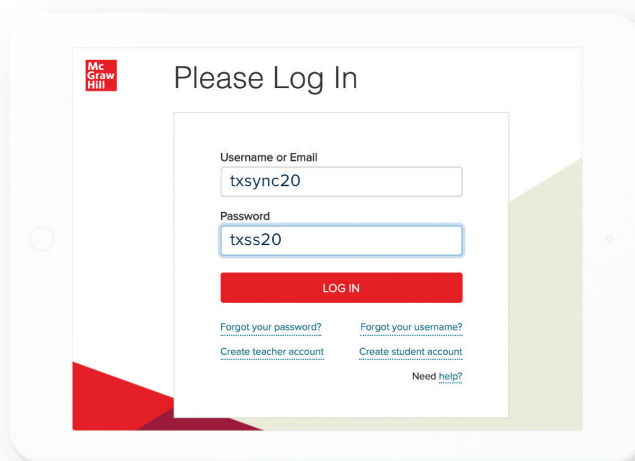
GRADE  
**10**

# GRAMMAR AND LANGUAGE SKILLS

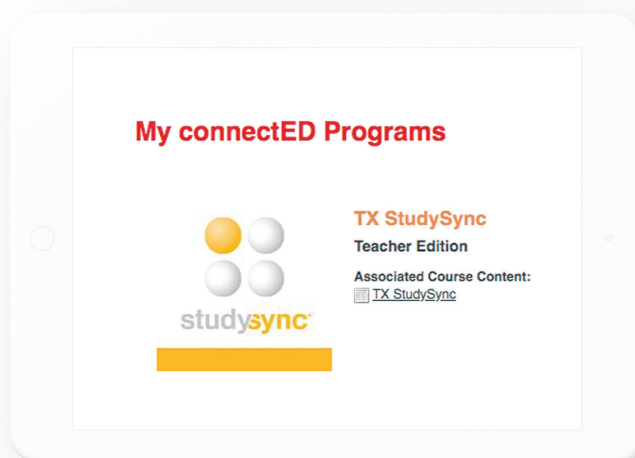
Digital grammar skill lessons follow the common lesson sequence of Vocabulary, Model, and Your Turn. The model section of each lesson uses authentic, grade-appropriate texts to show how grammar and language rules function to improve writing. In these lessons, students learn about a particular skill or concept, but they also see how great writers use those concepts to communicate effectively to their audiences.

Additional grammar skills can be found in the StudySync Skills Library.

- 1 Visit **my.mheducation.com** to log in.  
Use the username and password provided below.

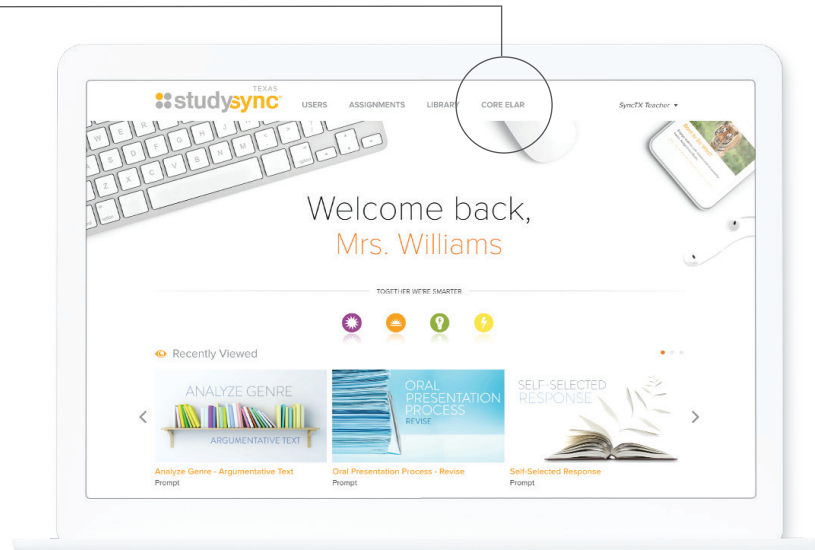


- 2 Select the **TX StudySync** Teacher Edition.

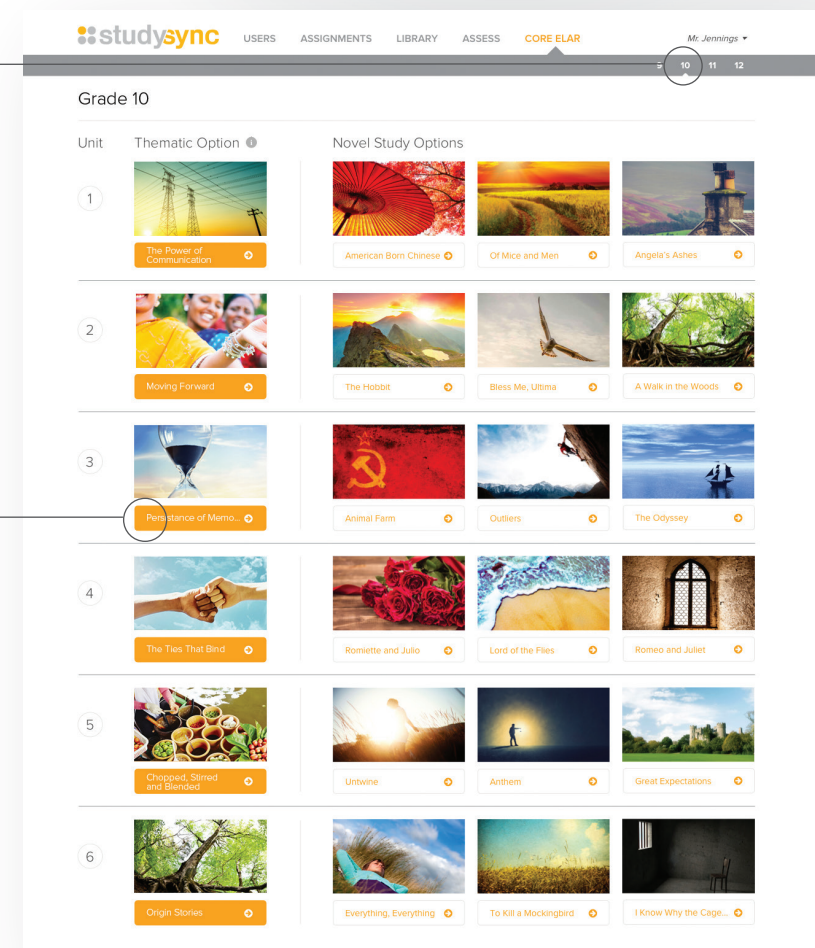


## Digital Access

- 1 Click on **CORE ELAR** at the top navigation

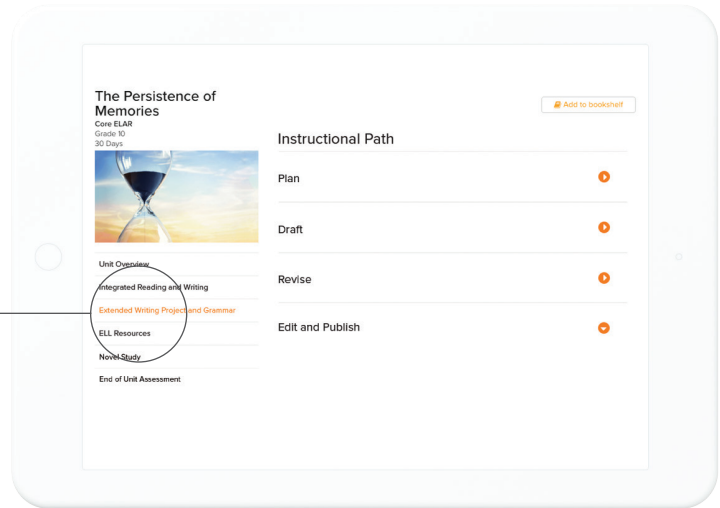


- 2 Choose **Grade 10, Unit 3**

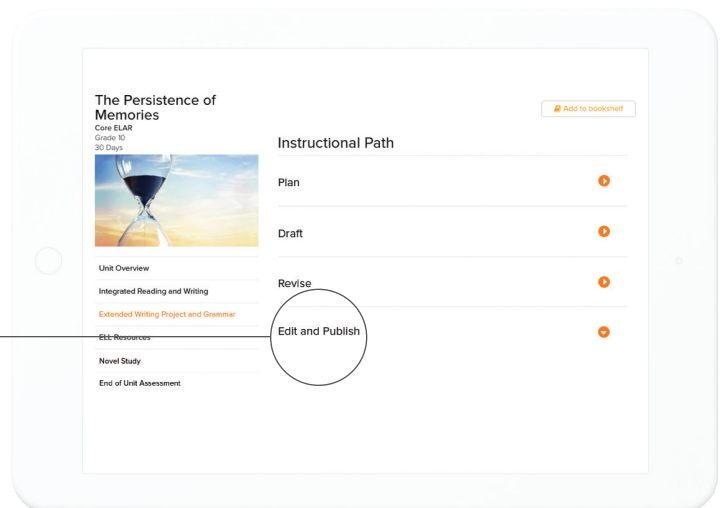


## Digital Access (continued)

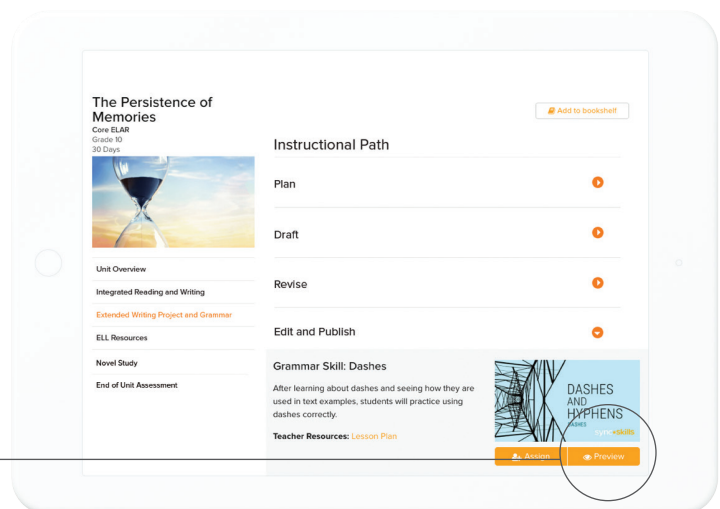
- 4 Click on  
Extended Writing Project



- 5 Click on  
Edit and Publish

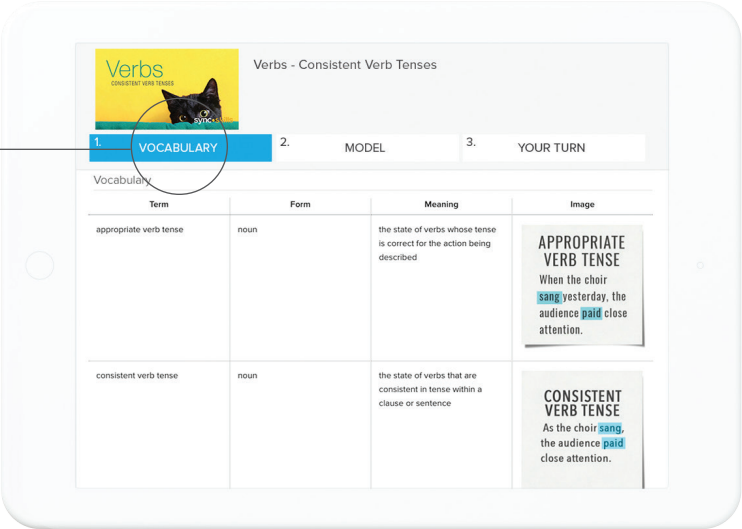


- 6 Preview a  
Grammar Lesson

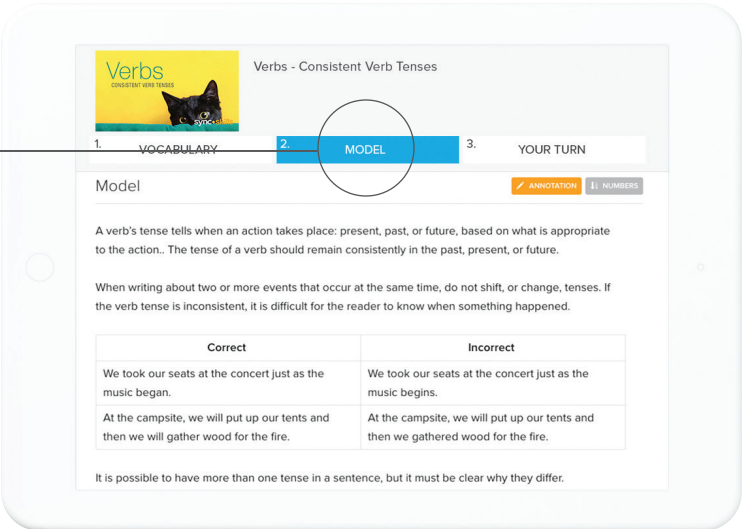


Grammar Lesson Sample

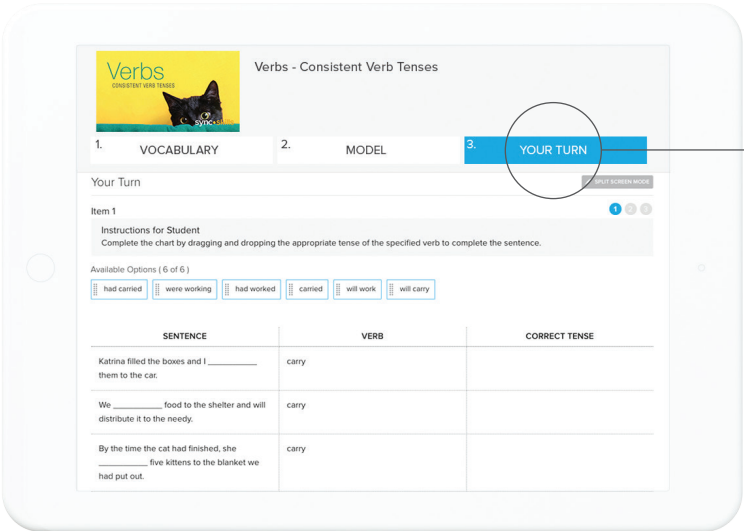
1 Vocabulary practice solidifies understanding.



2 Models present clear repeatable processes for applying skills.



**Your Turn**  
Students are able to answer questions in the style of state assessments.





# Contents

<b>Handbook of Definitions and Rules .....</b>	<b><u>1</u></b>	4.31 Sentence Fragments .....	<u>121</u>
<b>Troubleshooter .....</b>	<b><u>21</u></b>	4.32 Run-on Sentences.....	<u>123</u>
<b>Part 1 Grammar .....</b>	<b><u>45</u></b>	Unit 4 Review .....	<u>125</u>
<b>Unit 1 Parts of Speech</b>		Cumulative Review: Units 1–4.....	<u>126</u>
1.1 Nouns: Concrete, Abstract, and Collective .....	<u>47</u>	<b>Unit 5 Diagraming Sentences</b>	
1.2 Nouns: Proper and Common .....	<u>49</u>	5.33 Diagraming Simple Sentences .....	<u>127</u>
1.3 Pronouns: Personal and Possessive; Reflexive and Intensive.....	<u>51</u>	5.34 Diagraming Simple Sentences with Phrases.....	<u>129</u>
1.4 Pronouns: Interrogative and Relative; Demonstrative and Indefinite .....	<u>53</u>	5.35 Diagraming Sentences with Clauses.....	<u>133</u>
1.5 Action Verbs: Transitive and Intransitive .....	<u>55</u>	Unit 5 Review .....	<u>137</u>
1.6 Linking Verbs .....	<u>57</u>	Cumulative Review: Units 1–5.....	<u>138</u>
1.7 Verb Phrases .....	<u>59</u>	<b>Unit 6 Verb Tenses and Voice</b>	
1.8 Adjectives .....	<u>61</u>	6.36 Regular Verbs .....	<u>141</u>
1.9 Adverbs.....	<u>63</u>	6.37 Irregular Verbs.....	<u>143</u>
1.10 Prepositions.....	<u>67</u>	6.38 Verb Tenses: Present, Past, and Future ...	<u>145</u>
1.11 Conjunctions: Coordinating, Correlative, and Subordinating.....	<u>69</u>	6.39 Perfect Tenses: Present, Past, and Future	<u>147</u>
1.12 Conjunctive Adverbs and Interjections.....	<u>71</u>	6.40 Distinguishing Tenses .....	<u>149</u>
Unit 1 Review .....	<u>73</u>	6.41 Progressive and Emphatic Forms .....	<u>151</u>
Cumulative Review: Unit 1 .....	<u>74</u>	6.42 Compatibility of Tenses .....	<u>153</u>
<b>Unit 2 Parts of the Sentence</b>		6.43 Voice of Verbs: Active and Passive .....	<u>155</u>
2.13 Simple Subjects and Simple Predicates.....	<u>75</u>	Unit 6 Review .....	<u>157</u>
2.14 Complete Subjects and Complete Predicates .....	<u>77</u>	Cumulative Review: Units 1–6.....	<u>158</u>
2.15 Compound Subjects and Compound Predicates .....	<u>79</u>	<b>Unit 7 Subject-Verb Agreement</b>	
2.16 Order of Subject and Predicate.....	<u>81</u>	7.44 Subject-Verb Agreement .....	<u>161</u>
2.17 Complements: Direct and Indirect Objects .....	<u>83</u>	7.45 Agreement: Intervening Prepositional Phrases.....	<u>163</u>
2.18 Object Complements and Subject Complements.....	<u>85</u>	7.46 Agreement: Linking Verbs .....	<u>165</u>
Unit 2 Review .....	<u>87</u>	7.47 Agreement: Inverted Sentences .....	<u>167</u>
Cumulative Review: Units 1–2.....	<u>88</u>	7.48 Agreement: Special Subjects .....	<u>169</u>
<b>Unit 3 Phrases</b>		7.49 Agreement: Compound Subjects .....	<u>171</u>
3.19 Prepositional Phrases.....	<u>89</u>	7.50 Agreement: Intervening Expressions.....	<u>173</u>
3.20 Appositives and Appositive Phrases.....	<u>91</u>	7.51 Agreement: Indefinite Pronouns as Subjects.....	<u>175</u>
3.21 Participles and Participial Phrases.....	<u>93</u>	Unit 7 Review .....	<u>177</u>
3.22 Gerunds and Gerund Phrases .....	<u>95</u>	Cumulative Review: Units 1–7.....	<u>178</u>
3.23 Infinitives and Infinitive Phrases .....	<u>97</u>	<b>Unit 8 Using Pronouns Correctly</b>	
Unit 3 Review .....	<u>99</u>	8.52 Personal Pronouns: Case.....	<u>181</u>
Cumulative Review: Units 1–3.....	<u>100</u>	8.53 Pronouns with and as Appositives; After <i>Than</i> and <i>As</i> .....	<u>183</u>
<b>Unit 4 Clauses and Sentence Structure</b>		8.54 <i>Who</i> and <i>Whom</i> in Questions and Subordinate Clauses.....	<u>185</u>
4.24 Main and Subordinate Clauses.....	<u>101</u>	8.55 Pronoun-Antecedent Agreement: Number and Gender.....	<u>187</u>
4.25 Simple and Compound Sentences .....	<u>103</u>	8.56 Pronoun-Antecedent Agreement: Person .....	<u>189</u>
4.26 Complex and Compound-Complex Sentences.....	<u>105</u>	8.57 Pronoun-Antecedent Agreement: Indefinite Pronoun Antecedents .....	<u>191</u>
4.27 Adjective Clauses .....	<u>107</u>	8.58 Clear Pronoun Reference .....	<u>193</u>
4.28 Adverb Clauses.....	<u>111</u>	Unit 8 Review .....	<u>195</u>
4.29 Noun Clauses.....	<u>115</u>	Cumulative Review: Units 1–8.....	<u>196</u>
4.30 Kinds of Sentences.....	<u>119</u>		

**Unit 9 Using Modifiers Correctly**

9.59	Modifiers: Three Degrees of Comparison .....	<a href="#">199</a>
9.60	Modifiers: Irregular Comparisons.....	<a href="#">201</a>
9.61	Modifiers: Double and Incomplete Comparisons.....	<a href="#">203</a>
9.62	Using <i>Good</i> and <i>Well</i> ; <i>Bad</i> and <i>Badly</i> .....	<a href="#">205</a>
9.63	Double Negatives.....	<a href="#">207</a>
9.64	Misplaced and Dangling Modifiers .....	<a href="#">209</a>
Unit 9 Review .....		<a href="#">213</a>
Cumulative Review: Units 1–9.....		<a href="#">214</a>

**Part 2 Usage .....[217](#)****Unit 10 Usage Glossary**

10.65	Usage: <i>a</i> to <i>altogether</i> .....	<a href="#">219</a>
10.66	Usage: <i>amount</i> to <i>would of</i> .....	<a href="#">221</a>
10.67	Usage: <i>different from</i> to <i>regardless</i> .....	<a href="#">223</a>
10.68	Usage: <i>this kind</i> to <i>reason is because</i> .....	<a href="#">225</a>
10.69	Usage: <i>respectfully</i> to <i>where at</i> .....	<a href="#">227</a>
Unit 10 Review .....		<a href="#">229</a>
Cumulative Review: Units 1–10 .....		<a href="#">230</a>

**Part 3 Mechanics .....[233](#)****Unit 11 Capitalization**

11.70	Capitalization of Sentences .....	<a href="#">235</a>
11.71	Capitalization of Proper Nouns .....	<a href="#">237</a>
11.72	Capitalization of Proper Adjectives.....	<a href="#">239</a>
Unit 11 Review .....		<a href="#">241</a>
Cumulative Review: Units 1–11 .....		<a href="#">242</a>

**Unit 12 Punctuation, Abbreviations, and Numbers**

12.73	End-of-Sentence Punctuation .....	<a href="#">245</a>
12.74	Colons .....	<a href="#">247</a>
12.75	Semicolons .....	<a href="#">249</a>
12.76	Commas: Compound Sentences .....	<a href="#">251</a>
12.77	Commas: Series and Coordinate Adjectives.....	<a href="#">253</a>
12.78	Commas: Nonessential Elements.....	<a href="#">255</a>
12.79	Commas: Interjections, Parenthetical Expressions, and Conjunctive Adverbs....	<a href="#">257</a>
12.80	Commas: Introductory Phrases, Adverb Clauses, and Antithetical Phrases .....	<a href="#">259</a>
12.81	Commas: Titles, Addresses, and Numbers .....	<a href="#">261</a>
12.82	Commas: Direct Address, Tag Questions, and Letters .....	<a href="#">263</a>
12.83	Commas in Review.....	<a href="#">265</a>
12.84	Dashes to Signal Change and to Emphasize .....	<a href="#">267</a>
12.85	Parentheses.....	<a href="#">269</a>
12.86	Quotation Marks for Direct Quotations....	<a href="#">271</a>
12.87	Quotation Marks with Titles of Short Works, Unusual Expressions, and with Other Marks of Punctuation .....	<a href="#">273</a>
12.88	Italics (Underlining).....	<a href="#">275</a>

12.89	The Apostrophe.....	<a href="#">277</a>
12.90	The Hyphen .....	<a href="#">279</a>
12.91	Abbreviations .....	<a href="#">281</a>
12.92	Numbers and Numerals .....	<a href="#">283</a>
Unit 12 Review .....		<a href="#">285</a>
Cumulative Review: Units 1–12 .....		<a href="#">286</a>

**Part 4 Vocabulary & Spelling.....[289](#)****Unit 13 Vocabulary and Spelling**

13.93	Building Vocabulary: Learning from Context.....	<a href="#">291</a>
13.94	Building Vocabulary: Word Roots.....	<a href="#">293</a>
13.95	Building Vocabulary: Prefixes and Suffixes .....	<a href="#">295</a>
13.96	Basic Spelling Rules I .....	<a href="#">297</a>
13.97	Basic Spelling Rules II .....	<a href="#">299</a>
Review: Building Vocabulary .....		<a href="#">301</a>
Review: Basic Spelling Rules .....		<a href="#">303</a>

**Part 5 Composition .....[305](#)****Unit 14 Composition**

14.98	The Writing Process: Prewriting .....	<a href="#">307</a>
14.99	The Writing Process: Drafting .....	<a href="#">311</a>
14.100	The Writing Process: Revising .....	<a href="#">315</a>
14.101	The Writing Process: Editing .....	<a href="#">317</a>
14.102	The Writing Process: Presenting .....	<a href="#">319</a>
14.103	Outlining .....	<a href="#">321</a>
14.104	Writing Effective Sentences .....	<a href="#">323</a>
14.105	Building Paragraphs .....	<a href="#">327</a>
14.106	Paragraph Ordering .....	<a href="#">331</a>
14.107	Personal Letters.....	<a href="#">333</a>
14.108	Business Letters: Letters of Request or Complaint.....	<a href="#">337</a>
14.109	Business Letters: Résumés and Cover Letters .....	<a href="#">339</a>
Index .....		<a href="#">343</a>

# Unit 8: Using Pronouns Correctly

## Lesson 52

### Personal Pronouns: Case

Pronouns that refer to persons or things are called **personal pronouns**. Personal pronouns have three cases, or forms, called nominative, objective, and possessive. The case of a personal pronoun depends on the pronoun's function in the sentence.

CASE	SINGULAR	PLURAL	FUNCTION IN SENTENCE
<b>Nominative</b>	I, you, she, he, it	we, you, they	subject or predicate nominative
<b>Objective</b>	me, you, her, him, it	us, you, them	direct object, indirect object, or object of preposition
<b>Possessive</b>	my, mine, your, yours, her, hers, his, its	our, ours, your, yours, their, theirs	replacement for possessive noun(s)

Use the **nominative case** for a personal pronoun in a compound subject.

Ricardo and **she** are taking the advanced placement test.

Use the **objective case** for a personal pronoun in a compound object.

The guide handed the questionnaire to Mom and **me**.

In formal writing, after a form of the linking verb *be*, use the nominative case. People often use the objective case, however, in informal writing and speaking.

The person at the door was **he**.      The best player is **I**.

Use **possessive pronouns** to indicate ownership and before gerunds (*-ing* forms used as nouns). Do not spell possessive pronouns with apostrophes.

**His** playing is getting better.      That canoe is **theirs**.

#### ► Exercise 1 Underline the pronoun in parentheses that best completes each sentence.

If your tent is leaking, you can sleep in (our's, ours).

1. Lina and (she, her) expect to hear from the representative very soon.
2. Dell's parents are quite pleased about (him, his) attending summer school.
3. Address your complaints to Mr. Bowles and (they, them).
4. Lupe believes that pile of trash is (theirs, their's).
5. The person on the phone is (he, him).
6. Thomas, Tran, and (I, me) are going to represent the school at the conference.



7. In spite of (it's, its) injured beak, the seagull was able to feed itself.
8. The heaviest responsibility for the project fell on Sarah and (she, her).
9. Anyone interested in working on the scrap paper drive should contact Gina or (I, me).
10. (Me, My) singing finally put the baby to sleep.
11. The Red Raiders, the Yellow Jackets, and (they, them) are tied for second place in the league.
12. It looks as though the leaders after the first round will be Forrest and (she, her).
13. Frederick Douglass and (him, he) are two well-known African American leaders of the last century.
14. I imagine your parents are happy about (you, your) practicing for the recital.
15. The man standing between my sister and (I, me) is Uncle Drake.
16. Peter and (she, her) will perform a scene from *Our Town* for the class.
17. Ask Josh about (his, him) joining the Spanish Club.
18. David and Jacob turned the mountain bike on (it's, its) side to replace the chain.
19. Moira and (he, him) have been researching the Underground Railroad for their presentation.
20. Are you certain that book is (your's, yours)?
21. The others in the group were getting a little tired of (him, his) joking and teasing.
22. There's no doubt the championship is (their's, theirs).
23. Tonya ran to pick up the phone, certain it would be for (she, her).
24. The teachers in charge of the video yearbook are Ms. Ramey and (he, him).
25. Is that prize-winning steer (your's, yours)?
26. I hope you don't mind (us, our) laughing so hard at the movie, but it's awfully funny.
27. What really concerns John and (I, me) is the distance to the cabin.
28. Danielle is convinced the bracelet in the school Lost and Found is (her's, hers).
29. Michael, Brian, and (we, us) are planning an Open House after the game.
30. The coach tried to encourage (them, their) running to and from school every day.
31. The gloves on the radiator by the art room are (her's, hers).
32. Do you and (her, she) want to meet us after school by the chemistry lab?
33. The plot of the movie revolved around the wolves and (he, him).
34. That blue truck with the white cap is (ours, our's).

## Lesson 53

Pronouns with and as Appositives; After *Than* and *As*

Use the nominative case for a pronoun that is in apposition to a subject or a predicate nominative.

The representatives, **Sherlyn** and **he**, attended the meeting. (*Representatives* is the subject.)

The only other people there were teachers, **Mr. Blaine** and **she**. (*Teachers* is the predicate nominative.)

Use the objective case for a pronoun that is in apposition to a direct object, an indirect object, or an object of a preposition.

The audience applauded the stars of the show, **Armando** and **her**. (*Stars* is a direct object.)

Aunt Rachel sent her nieces, **Sonia** and **me**, the book. (*Nieces* is an indirect object.)

The warning must have been meant for both groups, **them** and **us**. (*Groups* is an object of the preposition *for*.)

When a pronoun is followed by an appositive, choose the case of the pronoun that would be correct if the appositive were omitted.

**We actors** have fun at the Drama Club rehearsals. (*We* instead of *us* is the correct form because *we* is the subject of the sentence.)

Uncle Rex sent the package to **us nephews**. (*Us* instead of *we* is the correct form because *us* is the object of the preposition *to*.)

In incomplete adverb clauses using *than* and *as*, choose the case of the pronoun that you would use if the missing words were present.

Amanda finished her sundae more quickly than **she**. (The nominative pronoun *she* is the subject of the incomplete adverb clause *than she finished her sundae*.)

The comedy amused Robert and Boyd as much as **him**. (The objective pronoun *him* is the direct object of the incomplete adverb clause *as much as it amused him*.)

► **Exercise 1** Underline the correct pronoun. Identify the case by writing *nom.* (nominative) or *obj.* (objective) in the blank.

obj. Mom offered the tickets to her friends, Sally and (her, she).

\_\_\_\_\_ 1. Pablo saw two people, Anita and (I, me), at the movies.

\_\_\_\_\_ 2. We spoke to the artists, Mr. Santiago and (him, he), about their work.

\_\_\_\_\_ 3. Tell the co-captains, Robin and (she, her), what you learned about the equipment.

\_\_\_\_\_ 4. Hakim did more work for the recycling project than (her, she).

\_\_\_\_\_ 5. (Us, We) Salazar sisters always stick together when things get tough!

- \_\_\_\_\_ 6. The two girls, Becca and (she, her), asked if they could give their presentation first.
- \_\_\_\_\_ 7. Stand between your friends, David and (him, he).
- \_\_\_\_\_ 8. Please call one of the organizers, Sandra or (I, me), if you won't be able to come to the pizza party.
- \_\_\_\_\_ 9. The man's constant talking during the movie bothered everyone else as much as (me, I).
- \_\_\_\_\_ 10. The magazine story was about the young scientists who made the discovery, Marcus Hamilton and (they, them).
- \_\_\_\_\_ 11. The winners of the award are the best players on the volleyball team, Nikki and (her, she).
- \_\_\_\_\_ 12. The boy cheerleaders lifted the girls, Darlene, Tracey, and (I, me), into the air.
- \_\_\_\_\_ 13. Both of the musicians, Yuri and (he, him), received the highest marks at the district competition.
- \_\_\_\_\_ 14. The lawyer offered his clients, Ms. Constable and (her, she), some useful advice about their legal problem.
- \_\_\_\_\_ 15. The subjects of the book were two great photographers, Matthew Brady and (he, him).
- \_\_\_\_\_ 16. At the assembly be sure to sit with (we, us) drama club members.
- \_\_\_\_\_ 17. Sandra sent cards to her favorite teachers, Ms. Fukuzawa and (he, him).
- \_\_\_\_\_ 18. The gorilla watched the zoo visitors, (we, us), carefully.
- \_\_\_\_\_ 19. Club members, Carlos, Jalen, and (he, him) share many of the same interests.
- \_\_\_\_\_ 20. Jay's teasing bothers his friends, Rey and (I, me).
- \_\_\_\_\_ 21. The president and vice president of the class for next year will be two of my friends, Shawn and (she, her).
- \_\_\_\_\_ 22. The zookeeper's presentation about carnivores impressed me as much as (them, they).
- \_\_\_\_\_ 23. Bring the typists, Brian and (he, him), your manuscript as soon as you can.
- \_\_\_\_\_ 24. The detective noticed the strangers, the tall one and (he, him), standing by the door ready to run away.
- \_\_\_\_\_ 25. The people standing by the popcorn machine are Michael's cousins, Lillian, Whitney, and (him, he).
- \_\_\_\_\_ 26. The senators from our state, Mr. Ortiz and (her, she), will be appearing together on election night.

## Lesson 54

**Who and Whom in Questions and Subordinate Clauses**

Use the nominative pronoun *who* for subjects of sentences and clauses.

**Who** answered the door? (*Who* is the subject.)

Tell me **who** will give the speech. (*Who* is the subject of the noun clause *who will give the speech*.)

The person **who** took the cupcake ran out the back door. (*Who* is the subject of the adjective clause *who took the cupcake*.)

Use the objective pronoun *whom* for the direct or indirect object of a verb or verbal or for the object of a preposition.

To **whom** are you writing? (*Whom* is the object of the preposition *To*.)

Mr. Kim wondered **whom** we had seen at the library. (*Whom* is the direct object of the verb *had seen* in the noun clause *whom we had seen at the library*.)

Joaquin wondered to **whom** the letter was addressed. (*Whom* is the object of the preposition *to* in the noun clause *to whom the letter was addressed*.)

► **Exercise 1** Complete each sentence by adding *who* or *whom*, whichever is correct.

Do you know anyone who has traveled around the world?

- \_\_\_\_\_ hasn't dreamed of traveling around the world?
- Is there anyone to \_\_\_\_\_ the life of a traveler doesn't sound appealing?
- A woman about \_\_\_\_\_ few people have heard made this dream come true.
- Ida Pfeiffer, \_\_\_\_\_ many consider to have been the first female professional traveler, was born in Vienna, Austria, in 1797.
- The few women of her time \_\_\_\_\_ did travel were usually wives of diplomats or missionaries.
- The thought of an ordinary woman \_\_\_\_\_ simply went wherever she wanted to go was preposterous!
- Ida Pfeiffer, \_\_\_\_\_ grew up in a large family with six brothers, was brave and determined from the very beginning.
- Ida's father, \_\_\_\_\_ had progressive ideas for his time, felt she should receive the same education as her brothers.
- Ida, to \_\_\_\_\_ the long petticoats and skirts that girls wore were a bother, often preferred boys' trousers.
- When she was twenty-two, Ida married a man \_\_\_\_\_ was much older than she.
- Her husband, \_\_\_\_\_ was a government official, lost his job because of political tensions.

12. Ida and her husband, \_\_\_\_\_ moved to a small town, separated in 1835.
13. \_\_\_\_\_ could have guessed what lay in store for this amazing woman?
14. Her friends, to \_\_\_\_\_ she confided her plans, were shocked.
15. They wondered \_\_\_\_\_ she thought she was to harbor such ambitions!
16. Ida, \_\_\_\_\_ had conceived a plan to visit the Holy Land, described her trip to friends.
17. Most people \_\_\_\_\_ she told agreed that a religious trip was less scandalous for a single woman.
18. However, Ida, \_\_\_\_\_ kept quiet about her other plans, was also heading to Egypt.
19. \_\_\_\_\_ among her friends didn't shake their heads when she claimed, "Privation and discomfort had no terrors for me"?
20. Ida, \_\_\_\_\_ knew that Egypt was a dangerous place, made out her will before she left.
21. Many travelers \_\_\_\_\_ had explored Egypt had never returned.
22. Ida, \_\_\_\_\_ spent nine months on her first voyage, did return.
23. Her adventures included an argument with a camel driver \_\_\_\_\_ she was certain had cheated her.
24. Friends \_\_\_\_\_ read the diary she kept urged her to publish it.
25. When Ida, \_\_\_\_\_ sold her book to a publisher in 1846, received money, she embarked on a second trip to Iceland.
26. No one knows from \_\_\_\_\_ Ida got her next idea for a trip.
27. Ida, \_\_\_\_\_ was now becoming well known as a traveler, set sail for South America in 1846, the first stop on her round-the-world trip.
28. Ida, \_\_\_\_\_ carried a pair of pistols for protection, went from South America to China, India, and the Middle East.
29. Those \_\_\_\_\_ read her book *A Lady's Voyage Around the World* learned of her fearless attitude and unquenchable curiosity.
30. Readers with \_\_\_\_\_ she shared her amazing journeys admired her sense of adventure, even if they did not dare duplicate her feats.

► **Writing Link** Write a brief paragraph about someone you know who has traveled to another state or country. Use *who* or *whom* in at least two of your sentences.

---



---



---



---

## Lesson 55

## Pronoun-Antecedent Agreement: Number and Gender

An **antecedent** is the word or group of words to which a pronoun refers or that a pronoun replaces. A pronoun must agree with its antecedent in number (singular or plural) and gender (masculine, feminine, or neuter).

**Edna O'Brien** published **her** book *The Lonely Girl* in 1962. (singular feminine pronoun)

**Gabriel García Márquez** published **his** novel *Love in the Time of Cholera* in 1985. (singular masculine pronoun)

**Edna O'Brien** and **Gabriel García Márquez** have sold many copies of **their** books in the United States. (plural pronoun)

The old saying about never judging a **book** by **its** cover contains a lot of truth! (singular neuter pronoun)

► **Exercise 1** Complete each sentence by adding a personal pronoun that agrees with the antecedent. Underline the antecedent.

Cats often give birth to their kittens in secluded places.

1. Did your grandparents tell you all about \_\_\_\_\_ trip to Hawaii?
2. A girl on the soccer team has to buy \_\_\_\_\_ own soccer shoes.
3. The large sugar maple in the park by the school lost one of \_\_\_\_\_ limbs in the storm last night.
4. Soldiers are expected to obey \_\_\_\_\_ commanding officer's orders.
5. My father is going to \_\_\_\_\_ twenty-fifth high school reunion this Saturday.
6. Beavers and buffalo were hunted for \_\_\_\_\_ pelts in the last century.
7. A student in Ms. Archibald's class has to be ready to do \_\_\_\_\_ best work.
8. My dog Ellie takes very good care of \_\_\_\_\_ six new puppies.
9. This computer has something wrong with \_\_\_\_\_ disk drive.
10. Uncle Dwight told us about \_\_\_\_\_ tour of duty in Vietnam.
11. Ms. Sunjoo said you could take \_\_\_\_\_ aerobic exercise class.
12. The members of the Chess Club want to bring \_\_\_\_\_ own chess boards and pieces.
13. A person who plans to join the military has to make sure \_\_\_\_\_ grades are good.
14. A police officer must maintain \_\_\_\_\_ weight at a certain level.
15. Are Jon and Kyle going to give \_\_\_\_\_ multimedia presentation today?



16. Ask your mother if she'll let you borrow \_\_\_\_\_ tennis racquet.
17. Do you think this robot can do \_\_\_\_\_ job as well as a person?
18. If a singer wants to try out for the choir, \_\_\_\_\_ name has to be on the sign-up sheet by this afternoon.
19. A professional football player spends much of \_\_\_\_\_ time in training.
20. Our next-door neighbors asked me to water \_\_\_\_\_ plants while they are in Chicago.
21. The people who live in that house spend a lot of time working in \_\_\_\_\_ garden.
22. Did you tell me that Tina had \_\_\_\_\_ job application accepted?
23. Walnut is a favorite wood, prized for \_\_\_\_\_ deep brown color.
24. Evergreens don't lose \_\_\_\_\_ leaves in the fall the way deciduous trees do.
25. Susan's father broke \_\_\_\_\_ arm playing rugby.
26. A professional dancer has to work very hard on \_\_\_\_\_ flexibility and strength.
27. Don't let the children lose \_\_\_\_\_ gloves at the playground.
28. The mother bird returned to \_\_\_\_\_ nest with a fat worm.
29. Allan and Margaret asked if I had seen \_\_\_\_\_ paintings in the art show.
30. Janice's car hit a pothole in the road and lost \_\_\_\_\_ muffler.
31. My little sister Louisa took \_\_\_\_\_ first step on my birthday.
32. The race cars revved \_\_\_\_\_ engines at the starting line.
33. Mr. Lopez and Ms. Tyler take what \_\_\_\_\_ students say very seriously.
34. We wanted to play soccer on Saturday, but the ball had lost all \_\_\_\_\_ air.
35. The new blouse that we bought for Cassandra was \_\_\_\_\_ favorite color.
36. Paula and Jerome were looking for new homes for \_\_\_\_\_ pets.
37. We enjoyed the movie you recommended, but we had trouble understanding \_\_\_\_\_ plot.
38. My stepfather likes \_\_\_\_\_ new job at the branch bank.
39. Australia is famous for \_\_\_\_\_ beautiful coral reefs and unusual animals.
40. Can you return the jacket and hat to \_\_\_\_\_ rightful owner?

## Lesson 56

### Pronoun-Antecedent Agreement: Person

A pronoun must agree in person with its antecedent. When a pronoun has another pronoun as its antecedent, the two pronouns should agree in person. Be sure not to refer to an antecedent in the third person by using the second-person pronoun *you*. Use either an appropriate third-person pronoun or a suitable noun.

**POOR** Sal and Jarrod are going to a lake where **you** can catch **your** limit of bass.

**BETTER** Sal and Jarrod are going to a lake where **they** can catch **their** limit of bass.

#### ► Exercise 1 Complete each sentence with the correct personal pronoun.

Dawn carefully hung her new jacket in the closet.

- Two of the most famous American travelers were Fanny Bullock Workman and \_\_\_\_\_ husband William Workman.
- For twenty-five years they traveled together, \_\_\_\_\_ relationship based on equality.
- Fanny was born into a well-to-do family in Massachusetts, where \_\_\_\_\_ father was governor.
- In 1881 Fanny Bullock met \_\_\_\_\_ partner for life and married the doctor William Workman.
- Several years later Dr. Workman decided to give up \_\_\_\_\_ medical practice because of his poor health.
- You should hope that \_\_\_\_\_ health is as “poor” as Dr. Workman’s.
- He lived for another forty-eight years after \_\_\_\_\_ retirement!
- After William and Fanny moved to Germany, \_\_\_\_\_ soon took up an active outdoor life.
- The Bullocks spent some of \_\_\_\_\_ time mountain climbing in Norway and Sweden.
- Fanny showed off \_\_\_\_\_ skills when she became one of the first women to climb the Matterhorn in Switzerland.
- Soon the Workmans were ready to abandon \_\_\_\_\_ ordinary life.
- Placing their daughter Rachel in a boarding school, \_\_\_\_\_ began a bicycle trip through North Africa and Spain.
- At about this time in \_\_\_\_\_ life, Fanny became involved in women’s rights issues.
- Her own life, \_\_\_\_\_ believed, proved that women were just as capable as men.
- On their next trip, \_\_\_\_\_ took their bicycles to India, Burma, Java, Cambodia, and Sri Lanka, then known as Ceylon.

16. In northern India they saw the Himalayan Mountains, with \_\_\_\_\_ majestic peaks and inaccessible villages.
17. Setting aside their bicycles, the Workmans decided to take up mountaineering in the Himalayan Range and \_\_\_\_\_ companion, the Karakoram Range.
18. Fanny's desire to accomplish things no woman ever had, led \_\_\_\_\_ to climb Mt. Koser Gunge, setting a world record for women mountaineers.
19. Fanny continued to set climbing records throughout \_\_\_\_\_ life.
20. William Workman was always supportive of Fanny's exploits and praised \_\_\_\_\_ wife for her "courage, endurance, and enthusiasm."

► **Exercise 2** Underline each personal pronoun and its antecedent.

I am excited about taking my first trip to New York.

1. Traveling is fun and interesting, but it can also be quite exhausting.
2. When Randall and I visited New York City, we must have walked twenty miles!
3. When Randall packed for the trip, he only put in one pair of shoes.
4. I could have used at least three pairs during my trip!
5. When my parents were in college, they went on backpacking trips.
6. Mom and Dad carried up to fifty pounds in their packs.
7. Many travelers might choose bicycling as one of their favorite methods of transportation.
8. A touring bike has its handlebars twisted low, away from the rider.
9. Handlebars in this shape help a rider use his or her energy more efficiently.
10. The bicycles the Workmans rode across North Africa, however, were very different from their modern counterparts.
11. Where would you like to go on your dream trip?
12. I am interested in seeing China, where my parents were born.
13. When my grandfather retired, he took a trip to Hawaii with a friend.
14. Hawaii, with its warm climate, fascinating culture, and gorgeous scenery, is a favorite tourist destination.
15. I also find that Alaska appeals to me very much.
16. You can make your way up the western coast of Canada on a boat.

## Lesson 57

## Pronoun-Antecedent Agreement: Indefinite Pronoun Antecedents

In general, use a **singular personal pronoun** when the antecedent is a singular indefinite pronoun such as *anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, or something*.

**Neither** of the girls gave **her** report on Tuesday.

Use a **plural personal pronoun** when the antecedent is a plural indefinite pronoun like *several, both, few, and many*.

**Both** of the boys presented **their** essays on Friday.

Some **indefinite pronouns**, such as *all, any, enough, more, most, none, plenty, and some*, can be singular or plural depending on the sentence.

**Most** of the tigers in the exhibit had finished **their** meals.

**Most** of the cornmeal had spilled out of **its** box.

► **Exercise 1** Complete each sentence by inserting a personal pronoun that agrees with the antecedent. Underline the indefinite pronoun antecedent.

Each of the tigers looked at ease in \_\_\_\_\_ **its** \_\_\_\_\_ cage.

- Does anyone in the Computer Club have \_\_\_\_\_ own computer?
- All of the players on the college basketball team earned \_\_\_\_\_ degrees.
- Something has left \_\_\_\_\_ scent on the tent, and I think it might be a skunk!
- Someone made a big mistake, and I hope \_\_\_\_\_ corrects it right away.
- If there is any of that juice left in the container, could you please drink \_\_\_\_\_?
- Only a few of the soldiers returned from \_\_\_\_\_ attack on the fort.
- All of the water had leaked out of \_\_\_\_\_ container.
- Neither of the pine trees reached \_\_\_\_\_ full height.
- No one should feel that \_\_\_\_\_ work is finished until the clean-up is complete.
- If enough of the citizens cast \_\_\_\_\_ votes for her, she will win the election.
- If everyone keeps \_\_\_\_\_ composure, I'm sure we can resolve this difficult situation.
- Most of the people in the community lost \_\_\_\_\_ homes in the disastrous flooding.
- Either of the cars seems to be well worth \_\_\_\_\_ price.

14. I hope everybody remembers to take \_\_\_\_\_ geometry book to class.
15. Both of the orangutans seem to have recovered from \_\_\_\_\_ illness.
16. Several of the students who took the test earned \_\_\_\_\_ best grades ever.
17. Everybody on the team agreed to do \_\_\_\_\_ best.
18. Each of the attendees at the conference received \_\_\_\_\_ copy of the speaker's book.
19. If anybody would like to help with the homecoming committee, \_\_\_\_\_ should contact the chairperson.
20. Neither of the boys brought \_\_\_\_\_ calculator to school.

► **Exercise 2** Place a check (✓) beside each sentence in which the pronoun and antecedent are in agreement.

- \_\_\_\_\_ Everybody needs to bring their softball glove to practice.
- \_\_\_\_\_ 1. Several of the play's cast members have performed their roles before.
- \_\_\_\_\_ 2. Judith couldn't find anyone who would finish their homework early and then go play tennis.
- \_\_\_\_\_ 3. One of the churches in the village lost its steeple in the windstorm.
- \_\_\_\_\_ 4. Somebody wrote their name on the sign-up sheet without writing a telephone number.
- \_\_\_\_\_ 5. Few of the people knew how much they had done to improve the situation.
- \_\_\_\_\_ 6. Dad and Mom were sure we had plenty of gas in the car, but we ran out of them near El Paso.
- \_\_\_\_\_ 7. Both Paul and Lawrence hoped they would be considered for the role.
- \_\_\_\_\_ 8. Nobody should exit a computer file without saving, unless they want to risk losing their work.
- \_\_\_\_\_ 9. Neither of the teachers could recall anything so odd ever happening in her class.
- \_\_\_\_\_ 10. Much of this newly painted fence has fingerprints on them.
- \_\_\_\_\_ 11. There was no one left in the cafeteria to finish their meal.
- \_\_\_\_\_ 12. Enough of the cake mix had gotten wet to make it unusable.
- \_\_\_\_\_ 13. Every book by that author has a picture of white horses on their cover.
- \_\_\_\_\_ 14. Everybody will just have to wait their turn!
- \_\_\_\_\_ 15. Would either of the foreign exchange students please raise their hand?
- \_\_\_\_\_ 16. Each of the tapirs at the zoo put their nose in the air and sniffed.

## Lesson 58

### Clear Pronoun Reference

Make sure that the antecedent of a pronoun is clear and that a pronoun cannot possibly refer to more than one antecedent. Do not use the pronouns *this*, *that*, *which*, or *it* without a clearly stated antecedent.

VAGUE Todd is a good writer, and **that** was something that he was proud of.

CLEAR Todd is a good writer, and **his writing ability** was something he was proud of.

If a pronoun seems to refer to more than one antecedent, either reword the sentence to make the antecedent clear or eliminate the pronoun.

VAGUE After the planes unloaded the passengers, **they** left the terminal.

CLEAR After **they** were unloaded from the plane, the passengers left the terminal.

Avoid the indefinite use of the pronouns *you* and *they*.

VAGUE At most zoos, **they** feed the animals tons of fresh vegetables.

CLEAR At most zoos, the zookeepers feed the animals tons of fresh vegetables.

► **Exercise 1** Replace the italicized pronoun in each sentence with a word or phrase that makes the meaning more clear.

Joon does sit-ups every day because *it* is important to her.

staying healthy

1. When the trees are full of apples, *they* begin falling to the ground.

\_\_\_\_\_

2. In some countries *they* do not allow people to own guns.

\_\_\_\_\_

3. Indira's cat had died, and *it* showed in her expression.

\_\_\_\_\_

4. When Craig opened the door to the cage, *he* got away.

\_\_\_\_\_

5. The Golden Bears met the Yellow Jackets in the first game, and *they* won easily.

\_\_\_\_\_

6. He said he was sorry about the accident, but *it* was too late.

\_\_\_\_\_



7. She opened the windows and yelled for help, and *that* made the fire spread.
- 
8. When the sun goes behind the clouds, *it* gets dark.
- 
9. On the radio *they* said to leave your home and move to higher ground.
- 
10. Meryl wants to go to college like her sister, because *that* can help you get a good job.
- 
11. Because of the new law, *you* can't construct a building without a permit.
- 
12. If you expect to win, you need to enter before *it* is over.
- 
13. Both computers had color graphics, and *they* were state-of-the-art.
- 
14. Amir wants to be a photographer because he likes *it*.
- 
15. In some restaurants *they* won't bring the check unless you ask.
- 
16. Michael was a wonderful person and artist, and *this* was obvious when you saw his paintings.
- 
17. She wanted to see her favorite musician, but *it* seemed hopeless.
- 
18. When poachers in Africa hunt elephants, *they* are slaughtered for their ivory.
- 
19. Kim thought about getting a job because *it* would help her pay her expenses.
- 
20. When traveling in space, *you* weigh less because of a lack of gravity.
-



## Unit 8 Review

### ► Exercise 1 Underline the pronoun in parentheses that correctly completes each sentence.

The two best bowlers in my class, Michael and (he, him), tied for the first place trophy.

1. When Alena and (I, me) finished our science project, we had a great feeling of accomplishment.
2. My grandmother is a person for (who, whom) I would do anything.
3. Gymnasts have to spend a lot of time working on (his, their) balance and coordination.
4. While waiting for the bus, I saw your friends, Jamal and (she, her).
5. All of the choir members had to prepare (his, their) audition numbers.
6. Most of the critics felt that the female lead in the play did a better acting job than (he, him).
7. The tomato, because of (its, their) versatility, is found in cuisines from many different parts of the world.
8. The president of the Drama Club reminded everyone to bring (his, their) contribution to the bake sale.
9. In some European countries, (they, students) go to school on Saturday mornings.
10. At summer camp last year, (he, him) and his cabinmates went fishing almost every day.
11. Excuse me, could you tell us (who, whom) to contact about swimming pool memberships?
12. Neither of the puppies would venture far away from (its, their) mother.
13. The poem made a greater impression on Rose than (I, me).
14. Some of the musicians had neglected to learn (her, their) parts by heart.
15. (Who, Whom) is going to be the first to volunteer for the decorations committee?
16. Someone hiking for the first time in the White Mountains has to watch out for (herself, themselves).
17. The assistant principal congratulated (we, us) sophomores on our homecoming float.
18. Sachi and Shannon went to a music store where (you, they) could find the new CD.
19. (Who, Whom) did Thomas say won first prize in the speech contest?
20. The folder lying on the table is (theirs, their's).
21. Would somebody please raise (her, their) hand and offer to help with the aluminum can drive?
22. Two of the league all-stars are players on our team, Roberto and (he, him).

## Unit 5: Diagramming Sentences

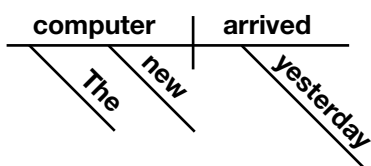
### Lesson 33

### Diagramming Simple Sentences

#### Grammar

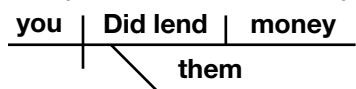
To diagram a simple sentence, write the simple subject and verb on a horizontal line and then draw a vertical line between them. Add adjectives and adverbs on a slanted line under the words they modify.

The new computer arrived yesterday.



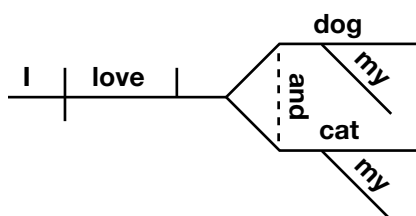
Place a direct object on the same line as the simple subject and the verb. Separate it from the verb with a vertical line. An indirect object is placed under the verb.

Did you lend them money?

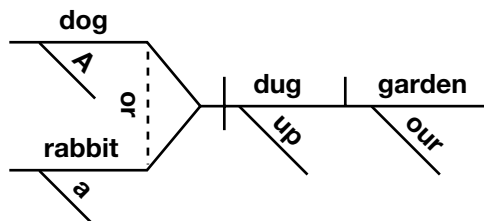


To diagram a simple sentence with a compound part, follow the model diagrams below.

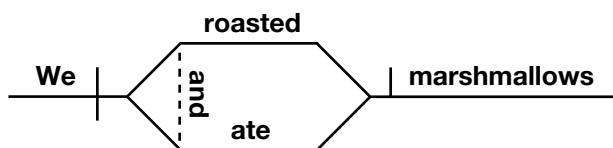
I love my dog and my cat.



A dog or a rabbit dug up our garden.

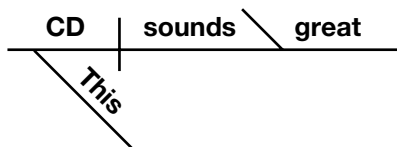


We roasted and ate marshmallows.

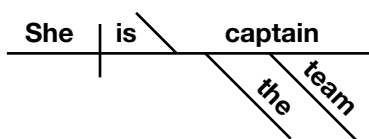


To diagram a simple sentence with a subject complement (a predicate nominative or a predicate adjective), follow the model diagrams below.

This CD sounds great!



She is the team captain.



# Table of Contents at a Glance

<b>Part 1 Ready Reference</b>	<b><u>2</u></b>
Glossary of Terms	<u>4</u>
Usage Glossary	<u>42</u>
Abbreviations	<u>82</u>
<b>Part 2 Grammar, Usage, and Mechanics</b>	<b><u>90</u></b>
Chapter 1 Parts of Speech	<u>92</u>
Chapter 2 Parts of the Sentence	<u>129</u>
Chapter 3 Phrases	<u>145</u>
Chapter 4 Clauses and Sentence Structure	<u>160</u>
Chapter 5 Verb Tenses and Voice	<u>184</u>
Chapter 6 Subject-Verb Agreement	<u>214</u>
Chapter 7 Using Pronouns Correctly	<u>231</u>
Chapter 8 Using Modifiers Correctly	<u>254</u>
Chapter 9 Diagraming Sentences	<u>273</u>
Chapter 10 Capitalizing	<u>291</u>
Chapter 11 Punctuation, Abbreviations, and Numbers	<u>312</u>
Chapter 12 Sentence Combining	<u>363</u>
Chapter 13 Spelling and Vocabulary	<u>382</u>
<b>Part 3 Composition</b>	<b><u>430</u></b>
Chapter 14 Argumentative Essay	<u>432</u>
Chapter 15 Response Essay	<u>442</u>
Chapter 16 Analytical Essay	<u>451</u>
Chapter 17 Research Report	<u>460</u>
Chapter 18 Narrative	<u>473</u>
Chapter 19 Graphic Organizers	<u>483</u>
Chapter 20 MLA Style Guide	<u>496</u>
<b>Part 4 Resources</b>	<b><u>502</u></b>
Chapter 21 The Library or Media Center	<u>504</u>

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

<b>Chapter 22</b> Using Print and Digital Resources . . . . .	<a href="#">508</a>
<b>Chapter 23</b> Accessing Digital Resources . . . . .	<a href="#">545</a>
<b>Common Core State Standards Correlations</b> . . . . .	<a href="#">548</a>
<b>Index</b> . . . . .	<a href="#">556</a>

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Chapter 18

Narrative

18.1 Plan ..... 474

18.2 Draft ..... 477

18.3 Revise ..... 478

18.4 Edit ..... 480

18.5 Publish ..... 482

A **narrative** is a story of an event. Narrative writing can be **personal**, allowing the author to focus on important events in his or her life; **historical**, capturing a moment from the past and presenting it in a story format; or **fictional**, using imagination to produce a short story. Here are the basic elements of a narrative:

ELEMENT	DEFINITION
<b>Plot</b>	the sequence of events
<b>Conflict</b>	a problem the main character faces
<b>Resolution</b>	the outcome of the conflict
<b>Characters</b>	the individuals in a literary work
<b>Theme</b>	overall message of the narrative
<b>Setting</b>	the time and place in which the events of a narrative occur
<b>Mood</b>	emotional quality of a literary work

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.



Most authors usually follow several steps before getting the first draft onto paper. These steps allow for planning and organization, as well as character and plot development.

The instruction on the pages that follow will guide you through the process for writing a narrative while meeting the Common Core State Standards for narrative writing. For a list of the writing and grammar Common Core State Standards, see pages 548–555.

## 18.1 PLAN

### Graphic Organizers

During the planning stage, you will be gathering and organizing writing ideas. When you are planning your narrative, you may wish to use graphic organizers like the Story Map, Character Chart, and Setting and Mood Diagram on pages 491–493.

### Identify Key Elements

Write down the names of your characters (or real people if you're writing a personal narrative) and the topic of your narrative. The **topic** is the general subject you wish to write about. Examples of narrative topics are taking a trip or playing a sport.

Write a possible theme for your narrative, and you can revise it as you draft. The **theme** is the central message that a writer wants to express. Theme can be expressed as a statement about life, such as “Winning isn’t everything.” Theme may be stated explicitly (directly); or it may be presented implicitly (revealed gradually and indirectly). If your narrative topic were playing a sport, your theme might be “It takes hard work and determination to achieve your goals.”

Identify the **setting** of your narrative, or the time and place in which the events occur.

Clearly define your narrative's **point of view**, or the perspective from which it is told. There are two main points of view.

POINT OF VIEW	NARRATOR	USES
<b>First-person</b>	The narrator is a character in the narrative and uses the word <i>I</i> .	Use first-person point of view if you want to reveal the action through the main character's eyes.
<b>Third-person</b>	The narrator is not a character in the narrative but tells the story from outside the action, referring to characters as <i>he</i> and <i>she</i> .	Use third-person point of view if you want readers to see the action from outside the narrative.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

### Create Characters

Write down the names of the main character or person and secondary characters or people of your narrative. For each character or person, provide examples of

- how the character/person looks
- what the character/person thinks, feels, and says
- how the character/person acts and interacts with others
- what the narrator or other characters/people think and say about the character/person

You can list words or phrases that describe the character or person and then think of details that illustrate each word or phrase. The details you choose should be related to the story and should help set up or advance the plot.

Map Out Conflict and Resolution

To develop your plot, identify the conflict and the resolution of your narrative and list the events in chronological order. A narrative is driven by a **conflict**, a struggle or a problem, that the main character or person faces. The ending usually presents the **resolution**, or the outcome of the conflict. The resolution suggests whether or not the conflict has been solved. The **events** of the narrative are the situations that show how the conflict unfolds.

Use Literary Devices to Enhance the Plot

Writers use various literary devices and narrative techniques to develop experiences, events, and characters. Some of these techniques are listed below.

DEVICE OR TECHNIQUE	DEFINITION
Dialogue	the conversation between characters in a literary work
Pacing	the speed with which the action proceeds
Description	a detailed portrayal of a person, place, or thing
Reflection	the inclusion of the thoughts, opinions, or attitudes of the narrator or of other characters
Multiple plot lines	often exist in longer narrative works and involve various characters. One plot line is often dominant while others are minor or subplots.

Identify a literary device that you plan to use in your narrative, describe how you will use it, and explain how it will develop experiences, events, or characters.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

### Use Sensory Details to Define the Mood

Writers use **sensory details**, or descriptive language that appeals to one or more of the five senses, to describe the setting in order to establish the mood of the narrative. For example, a writer might describe a dark, rainy night with loud thunder to create a suspenseful mood.

Write the setting of your narrative and the mood you wish to establish. Then write sensory details that describe the setting. Make sure that your sensory details help create the mood.

## 18.2 DRAFT

### Write the Opening

Begin by writing the opening to your narrative. In the opening, you should introduce the main character or person and the conflict.

Incorporate descriptive details about your character or person from your planning notes so that your readers can visualize the person being described and can get a sense of his or her age and personality.



#### Writing Tip

If you are stuck, just start writing and keep in mind that your first attempt does not have to be perfect. After you have written the first draft of your opening, you can always rewrite it until you are satisfied.

### Write Dialogue

Think of places in your narrative where you can use dialogue. Dialogue can serve many purposes. For example, it can introduce the conflict and move along the plot. It is also used to develop characters and events.



#### Writing Tip

Use tag lines so that it is clear which character or person is speaking. **Tag lines** are the words that identify the speaker, such as “said Charlie.” Without tag lines, readers might be confused about who is speaking.

### Write the Body

Next, use your planning notes to write the body of your narrative. Remember to

- follow the sequence of events you mapped out
- include a literary device to enhance the plot
- use descriptive details to flesh out characters or people
- use sensory details to define the mood

### Write the Ending

Finally, write the ending of your narrative. Make sure that your ending presents the resolution to the conflict. It should also reflect the theme of your narrative.

## 18.3 REVISE

### Introduction to Revision

To revise your narrative, you will be focusing on the content or the message of your writing and possibly applying one or more of these four revision strategies:

**478** *Composition*

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

- **Add** details and information to make the message clearer.
- **Delete** distracting or unnecessary words or ideas.
- **Substitute** more precise or stronger words for bland or overused language.
- **Rearrange** phrases and sentences to be sure the message is logically presented.

The questions that follow will show you how to use these revision strategies and help you rethink how well issues of purpose, audience, and genre have been addressed.

### Focus and Coherence

Ask yourself:

- ✓ Does the story have a clear focus?
- ✓ Do all the parts work together so that I achieve my purpose?
- ✓ Will readers be able to follow the story line?

### Organization

Ask yourself:

- ✓ Does the beginning introduce the main character or person and conflict?
- ✓ Does the middle present events in the order in which they happen?
- ✓ Does the end offer a clear resolution?

### Development of Ideas

Ask yourself:

- ✓ Are the characters or people fully developed and presented in an interesting, believable, and meaningful way?



### Use Sensory Details to Define the Mood

Writers use **sensory details**, or descriptive language that appeals to one or more of the five senses, to describe the setting in order to establish the mood of the narrative. For example, a writer might describe a dark, rainy night with loud thunder to create a suspenseful mood.

Write the setting of your narrative and the mood you wish to establish. Then write sensory details that describe the setting. Make sure that your sensory details help create the mood.

## 18.2 DRAFT

### Write the Opening

Begin by writing the opening to your narrative. In the opening, you should introduce the main character or person and the conflict.

Incorporate descriptive details about your character or person from your planning notes so that your readers can visualize the person being described and can get a sense of his or her age and personality.



#### Writing Tip

If you are stuck, just start writing and keep in mind that your first attempt does not have to be perfect. After you have written the first draft of your opening, you can always rewrite it until you are satisfied.

### Write Dialogue

Think of places in your narrative where you can use dialogue. Dialogue can serve many purposes. For example, it can introduce the conflict and move along the plot. It is also used to develop characters and events.



#### Writing Tip

Use tag lines so that it is clear which character or person is speaking. **Tag lines** are the words that identify the speaker, such as “said Charlie.” Without tag lines, readers might be confused about who is speaking.

### Write the Body

Next, use your planning notes to write the body of your narrative. Remember to

- follow the sequence of events you mapped out
- include a literary device to enhance the plot
- use descriptive details to flesh out characters or people
- use sensory details to define the mood

### Write the Ending

Finally, write the ending of your narrative. Make sure that your ending presents the resolution to the conflict. It should also reflect the theme of your narrative.

## 18.3 REVISE

### Introduction to Revision

To revise your narrative, you will be focusing on the content or the message of your writing and possibly applying one or more of these four revision strategies:

**478** *Composition*

- **Add** details and information to make the message clearer.
- **Delete** distracting or unnecessary words or ideas.
- **Substitute** more precise or stronger words for bland or overused language.
- **Rearrange** phrases and sentences to be sure the message is logically presented.

The questions that follow will show you how to use these revision strategies and help you rethink how well issues of purpose, audience, and genre have been addressed.

### Focus and Coherence

Ask yourself:

- ✓ Does the story have a clear focus?
- ✓ Do all the parts work together so that I achieve my purpose?
- ✓ Will readers be able to follow the story line?

### Organization

Ask yourself:

- ✓ Does the beginning introduce the main character or person and conflict?
- ✓ Does the middle present events in the order in which they happen?
- ✓ Does the end offer a clear resolution?

### Development of Ideas

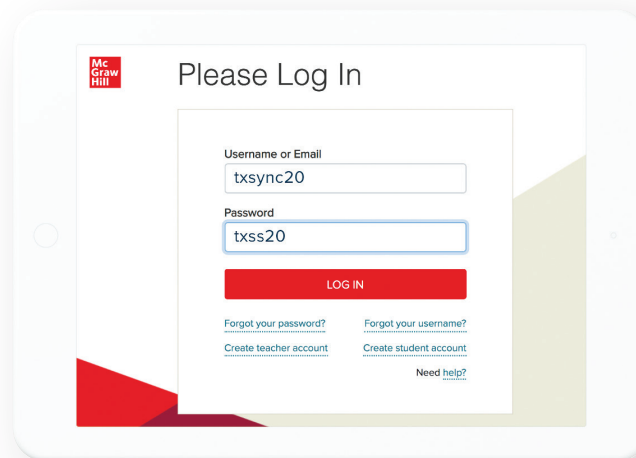
Ask yourself:

- ✓ Are the characters or people fully developed and presented in an interesting, believable, and meaningful way?

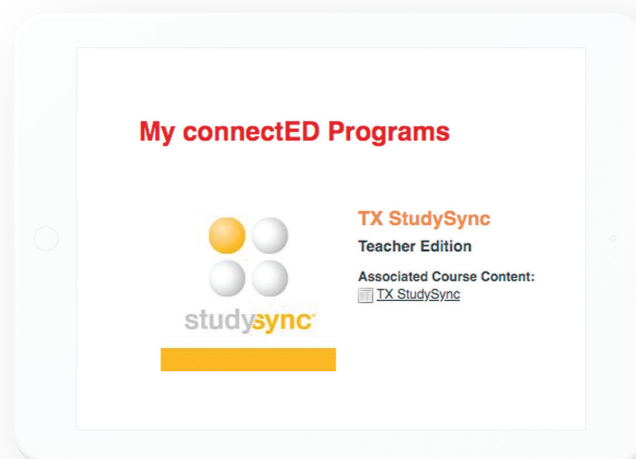
# DON'T FORGET TO LOG IN

Grammar is integrated into the Texas StudySync curriculum. We also provide additional grammar resources for your range of classroom needs.

- 1 Visit **my.mheducation.com** to log in.  
Use the username and password provided below.

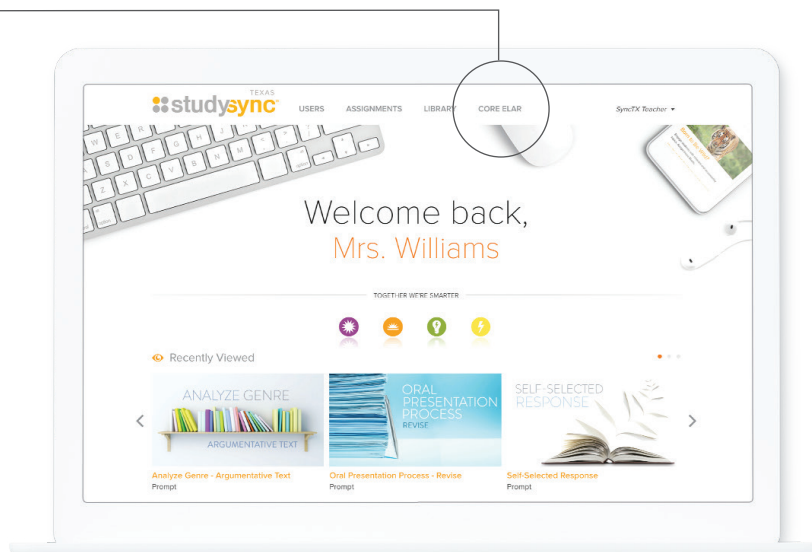


- 2 Select the **TX StudySync** Teacher Edition.

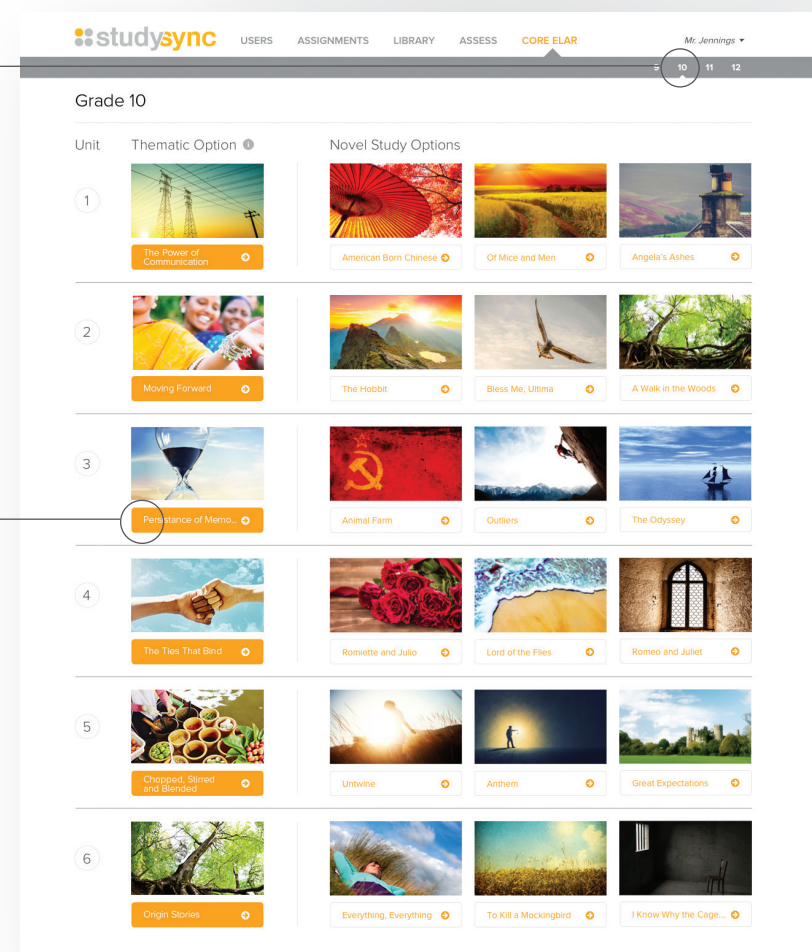


## Digital Access

- 1 Click on **CORE ELAR** at the top navigation

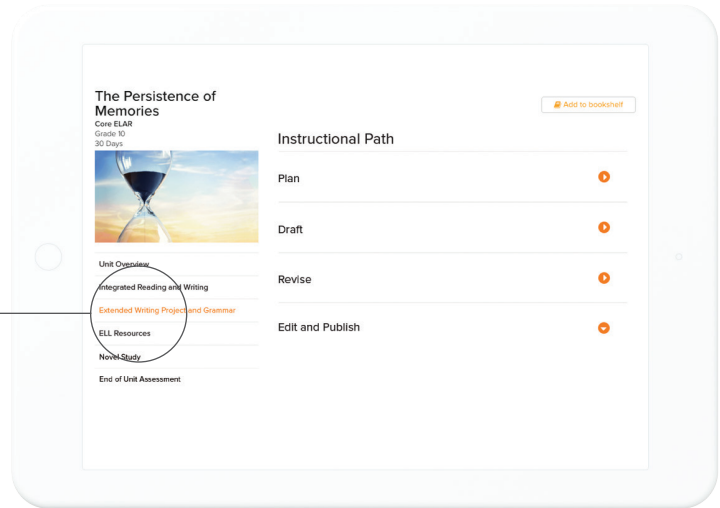


- 2 Choose **Grade 10, Unit 3**

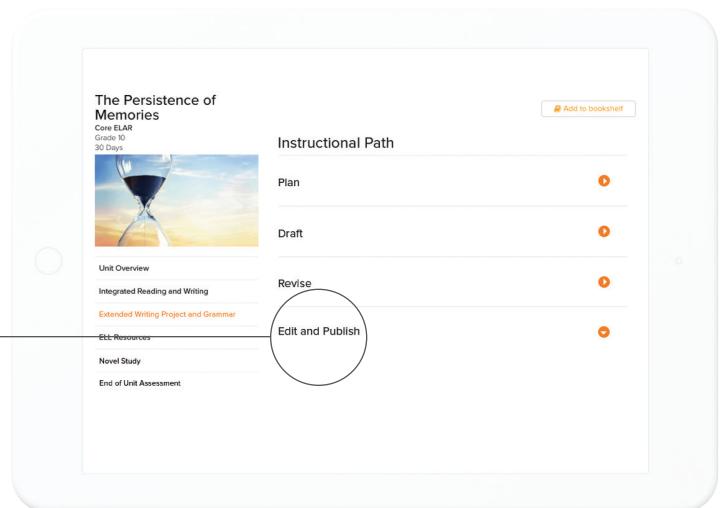


## Digital Access (continued)

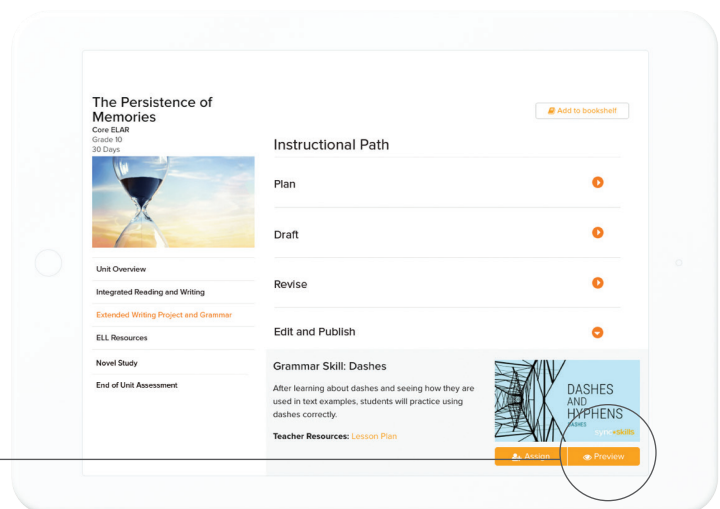
- 4 Click on  
Extended Writing Project



- 5 Click on  
Edit and Publish

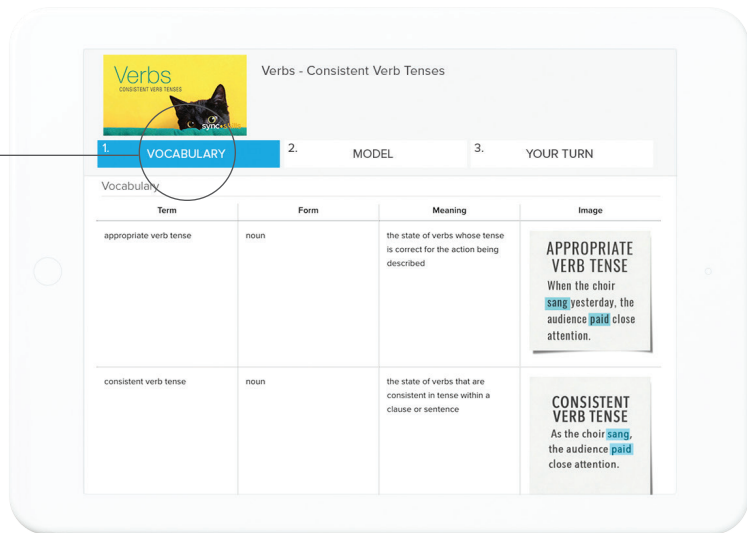


- 6 Preview a  
Grammar Lesson

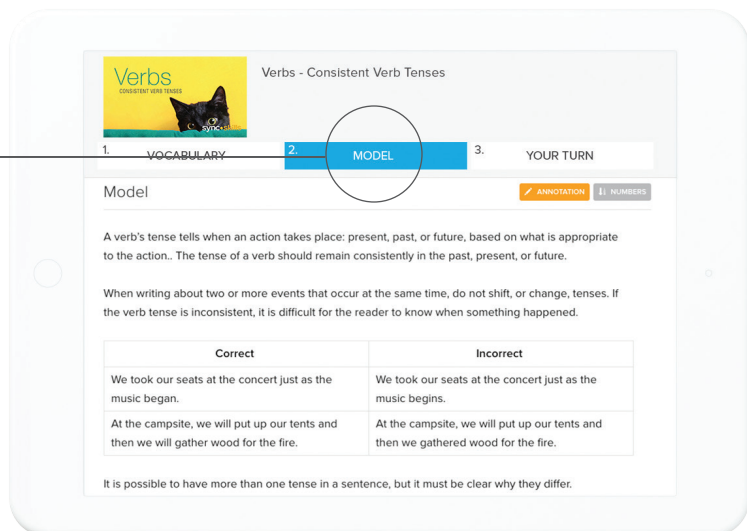


# Grammar Lesson Sample

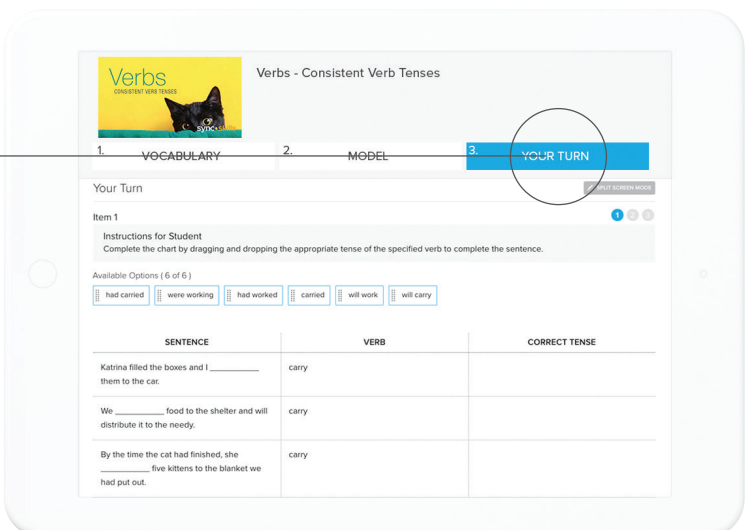
- 1 **Vocabulary**  
practice solidifies understanding.



- 2 **Models**  
present clear repeatable processes for applying skills.



- 3 **Your Turn**  
Students are able to answer questions in the style of state assessments.





BRING LITERATURE TO LIFE

