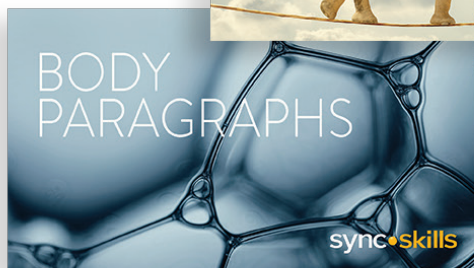
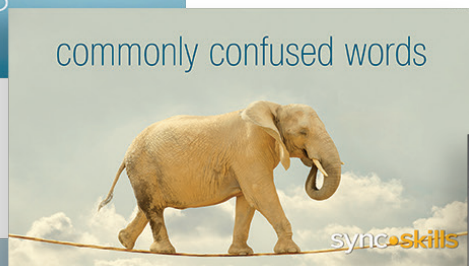


# GRAMMAR, LANGUAGE, AND COMPOSITION

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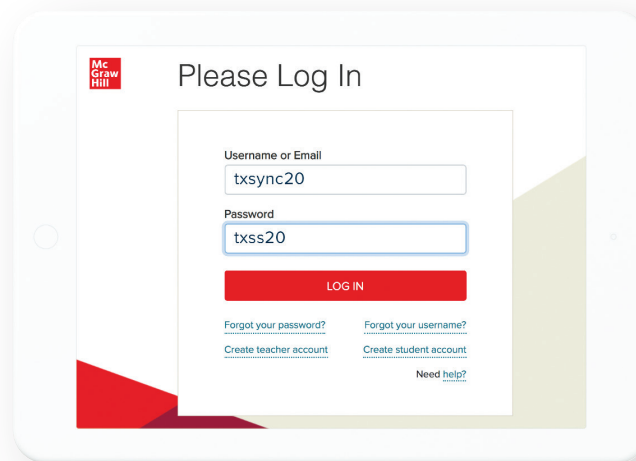
GRADE  
**11**

# GRAMMAR AND LANGUAGE SKILLS

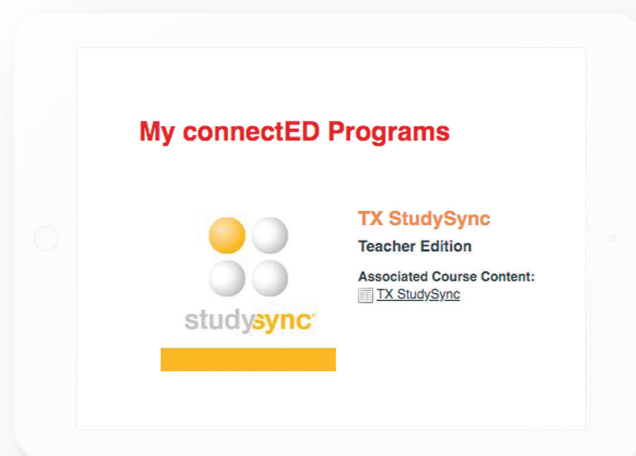
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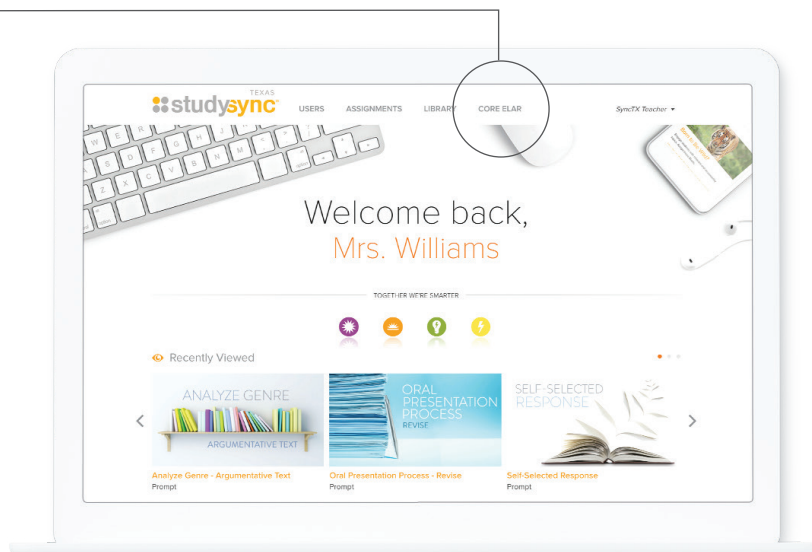


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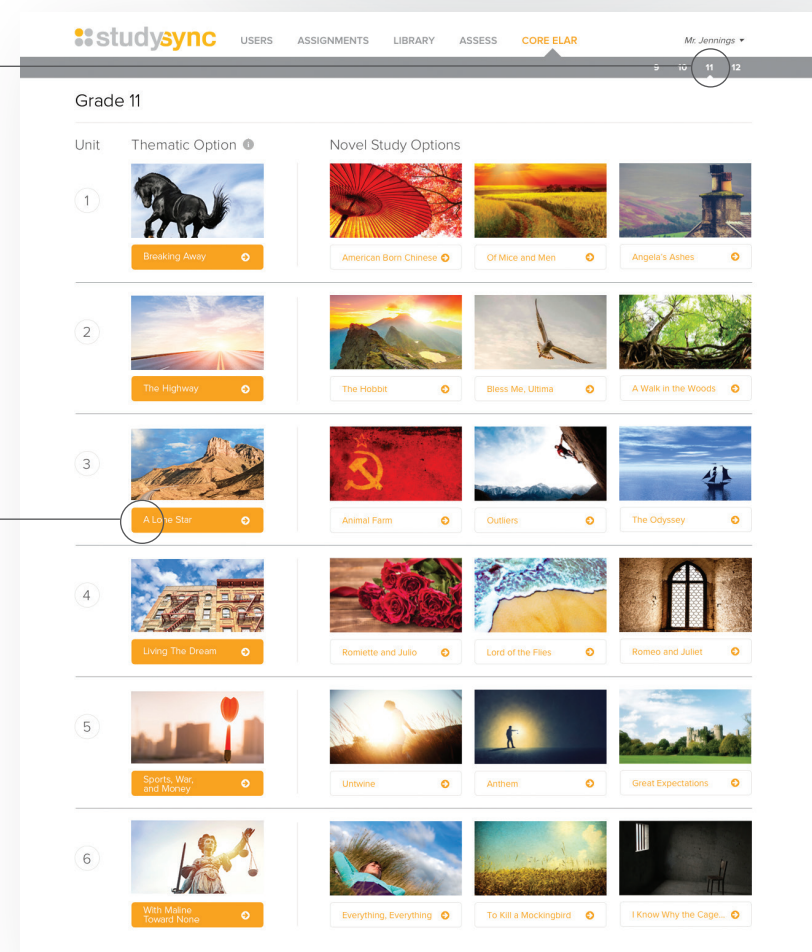


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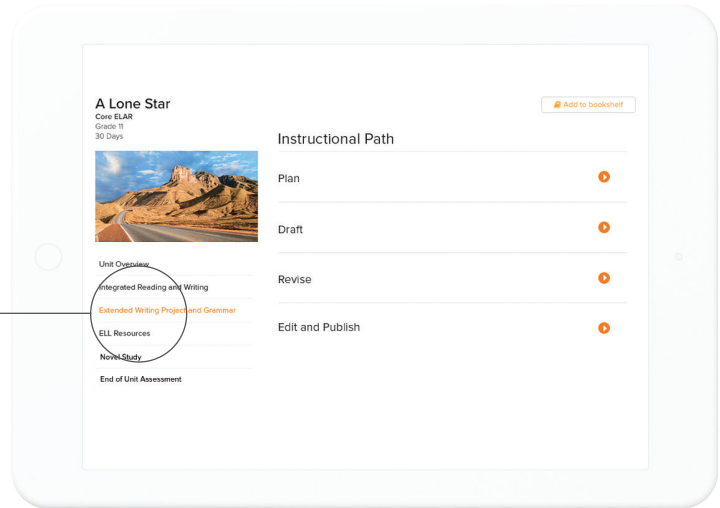


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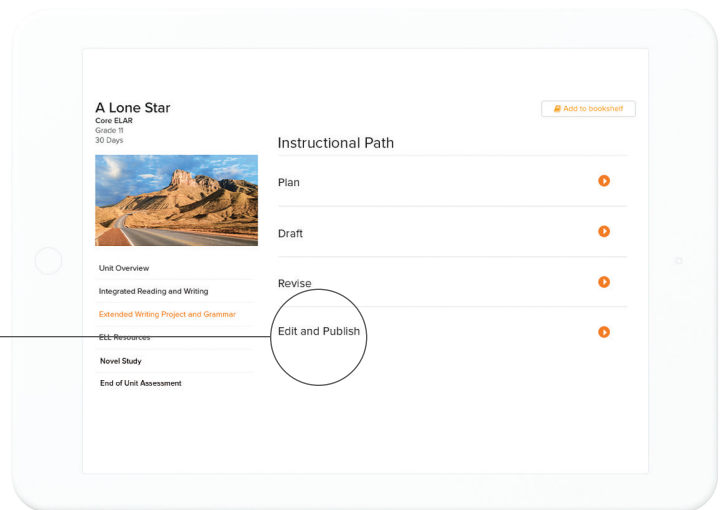


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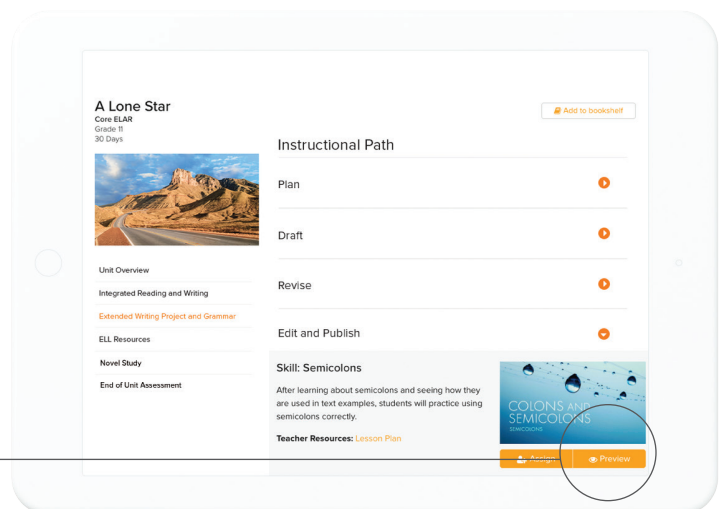
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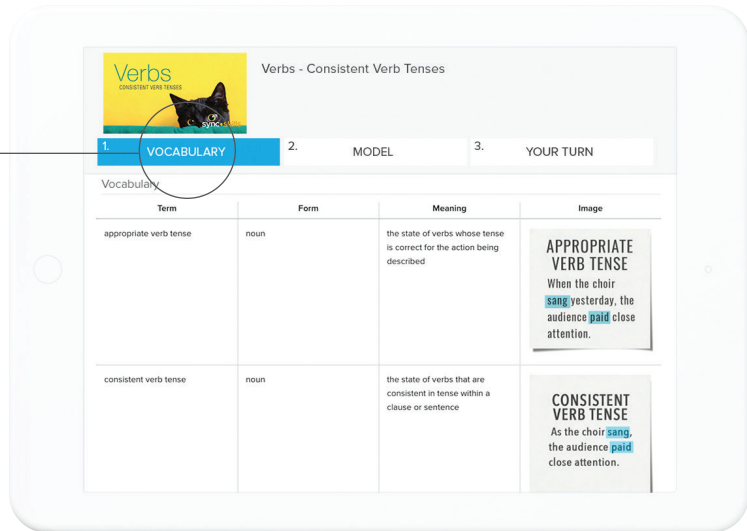


- 6 Preview a  
Grammar Lesson

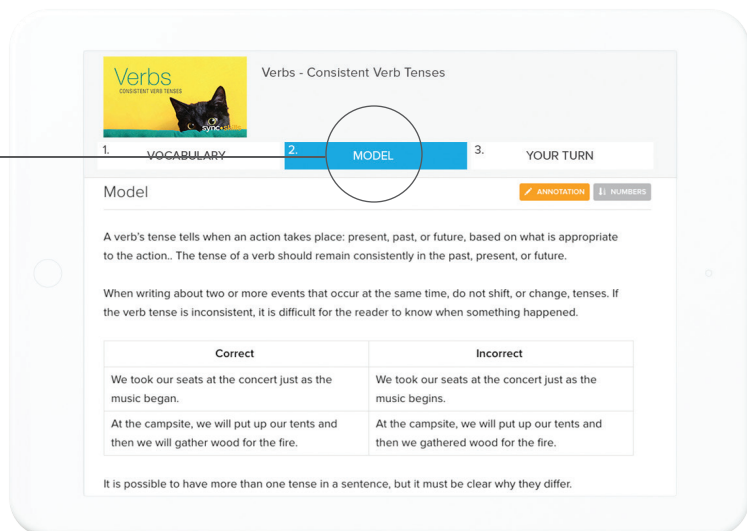


## Grammar Lesson Sample

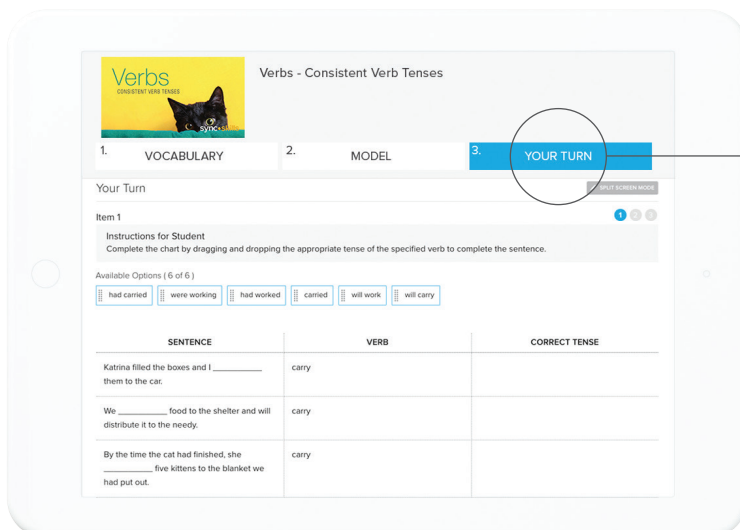
- 1 **Vocabulary**  
practice solidifies understanding.



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



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





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## Unit 12: Punctuation, Abbreviations, and Numbers

### Lesson 75

### End Punctuation: Period, Exclamation Point, and Question Mark

Use a **period** to end a declarative sentence and a polite command.

The photography exhibit is in Gallery F.

Show your membership pass to the guard at the door.

Use an **exclamation point** following strong feeling or a strong command.

Here comes the parade!      Look, one of the balloons is loose!      Catch it!

Use a **question mark** following a direct question. Do not use a question mark following a sentence with an indirect question.

Did you leave the door open?

I wonder who left the door open.

► **Exercise 1** Add periods, question marks, and exclamation points to complete the sentences.

Think about the ways humans are like frogs.

1. Human beings belong to a group of animals called vertebrates
2. You might ask what this word means
3. It means simply that all these animals have a backbone
4. Did you think your backbone was that important
5. Invertebrates include amphibians, reptiles, birds, and three kinds of fish, in addition to mammals
6. Are you saying I'm in the same group with snakes
7. That's true, and we have many things in common with other vertebrates
8. For example, did you think your skull was just there to give shape to your head
9. Don't be silly
10. Your skull protects your brain, as in all invertebrates
11. Now, think of all the bones that make up your rib cage
12. They protect your heart and lungs
13. By now, I'm sure you know what your backbone protects



14. You're right
15. The central nervous system is enclosed in your backbone
16. Think of some of the fossilized animals you have seen
17. What part of the animal do you think allows the fossil to be preserved
18. Well, you're certainly catching on fast
19. We have many brothers and sisters in the vertebrate family
20. This is the time to wonder what other characteristics vertebrates have in common

► **Exercise 2** Revise the end punctuation to correctly complete each sentence. If the end punctuation is already correct, write *C*.

- \_\_\_\_\_ Can you imagine living 100 years, like the turtle?<sup>9?</sup>
- \_\_\_\_\_ 1. Reptiles are one of the classes of vertebrates.
  - \_\_\_\_\_ 2. There are three basic classes of reptiles!
  - \_\_\_\_\_ 3. Remember that crocodiles and turtles make up two of the classes?
  - \_\_\_\_\_ 4. The third class is, you guessed it, snakes!
  - \_\_\_\_\_ 5. Wait a minute; what did you ask about alligators.
  - \_\_\_\_\_ 6. Well, alligators join their crocodile cousins in that class?
  - \_\_\_\_\_ 7. Don't you think you could have figured that out for yourself?
  - \_\_\_\_\_ 8. Think of the kind of body covering that people and other mammals have!
  - \_\_\_\_\_ 9. Skin and fur probably spring to mind?
  - \_\_\_\_\_ 10. Reptiles have scales as body covering.
  - \_\_\_\_\_ 11. On snakes and lizards, the scales are relatively thin!
  - \_\_\_\_\_ 12. Turtles, however, grow thick protective plates on their bodies!
  - \_\_\_\_\_ 13. What other purpose does this scaly skin serve?
  - \_\_\_\_\_ 14. It keeps the animal's body from drying out!
  - \_\_\_\_\_ 15. Since the scales keep moisture in, reptiles can go for long periods without water?
  - \_\_\_\_\_ 16. Reptiles range in size from tiny to gargantuan.
  - \_\_\_\_\_ 17. Small lizards measure no more than 2 inches in length!
  - \_\_\_\_\_ 18. Pythons, on the other hand, can grow to 30 feet?
  - \_\_\_\_\_ 19. Thirty feet is long. Wow.
  - \_\_\_\_\_ 20. Hey, don't leave; I was just getting warmed up!

## Lesson 76

### Colons

Use a colon to introduce lists, especially those that come after usages such as *these*, *the following*, or *as follows*.

The instruments in the string section are **these**: violin, viola, cello, and bass.

I have heard **the following** great violinists: Yehudi Menuhin, Itzhak Perlman, and Midori.

A famous violinist once gave **the following** humorous advice for success: (1) practice, (2) practice, (3) practice.

Do not use a colon to introduce lists that follow verbs or prepositions.

Three famous violin makers **were** Amati, Stradivari, and Guarneri.

I prefer violin composers **like** Vivaldi and Paganini.

Use a colon to introduce material that explains or restates material just stated.

My favorite courses are in the sciences: astronomy, botany, and geology are all on my current schedule.

The cause of the supernova was obvious: a star exploded.

Use a colon before long or formal quotations preceded by such words as *this*, *these*, *the following*, or *as follows*.

Chief Joseph of the Nez Percé people gave up his resistance to the U.S. government with **the following** words: "From where the sun stands now, I will fight no more forever."

Use a colon between the hour and minute of the time, between the chapter and verse of biblical references, and after the salutation of a business letter.

7:20 P.M.

John 3:16

Dear Dr. Randolph:

► **Exercise 1** Insert a colon where necessary in the following sentences. Write *C* in the blank if the sentence is correct.

\_\_\_\_\_ My toolbox holds the following: a hammer, wrench, plane, and screwdriver.

\_\_\_\_\_ 1. I think the next feature begins at 830 P.M.

\_\_\_\_\_ 2. Our orchard has the following fruit trees apple, plum, cherry.

\_\_\_\_\_ 3. My favorite fresh fruits are bananas, oranges, and peaches.

\_\_\_\_\_ 4. Who can resist these thrilling words of Nathan Hale "I regret that I have but one life to give for my country!"

\_\_\_\_\_ 5. The counselor gave instructions as follows: (1) gather kindling, (2) dig a hole, (3) surround the hole with rocks, and (4) build a fire.

- \_\_\_\_\_ 6. That last inning ran from 840 to 935 P.M.
- \_\_\_\_\_ 7. The teacher asked us to write a report on the following subject Famous Abolitionists in the South.
- \_\_\_\_\_ 8. Any good children's library should contain the following: *Charlotte's Web*, *Sounder*, and *The Chronicles of Narnia*.
- \_\_\_\_\_ 9. The reason for the crash was clear the fog made visibility zero.
- \_\_\_\_\_ 10. The events to be held this afternoon are these the shot put, the javelin, the broad jump, and the high jump.
- \_\_\_\_\_ 11. The first three runners to finish the race were Sergei, Ramón, and Sheila.
- \_\_\_\_\_ 12. The following areas will be repainted next week Classroom A, Classroom C, the student lounge, and the meeting room.
- \_\_\_\_\_ 13. What time is it in Philadelphia when it's 1000 A.M. in Denver?
- \_\_\_\_\_ 14. As I dragged myself off the field, I remembered the following words "It's not whether you win or lose, it's how you play the game."
- \_\_\_\_\_ 15. You'll need the following ingredients for the spaghetti sauce tomatoes, tomato sauce, mushrooms, onions, oil, and garlic.
- \_\_\_\_\_ 16. Dear Ms. Larkin:
- \_\_\_\_\_ 17. For the sleepover we'll need these things backpacks, sleeping bags, changes of clothing, food, and permission from our parents.
- \_\_\_\_\_ 18. I love that line from Tennyson's poem "Ulysses": "To strive, to seek, to find, and not to yield."
- \_\_\_\_\_ 19. The origin of the earthquake showed on the seismograph; it was below the town of Roland.
- \_\_\_\_\_ 20. I wish I could swim like Colleen and Mariel.
- \_\_\_\_\_ 21. The following crops were ruined by the cold blueberries, oranges, avocados.
- \_\_\_\_\_ 22. The variety show consisted of these acts: a juggler, a magician, two comedians, and a mime.
- \_\_\_\_\_ 23. If I leave this instant, I'll just make the 615 from the station!
- \_\_\_\_\_ 24. Who was the famous cynic who said this "Winning isn't everything, it's the only thing"?

## Lesson 77

## Semicolons

Use a semicolon to separate main clauses that are not joined by *and*, *but*, *or*, *nor*, *yet*, or *for*.

Randy finished first in the contest; he won a gold statue.

Use a semicolon to separate main clauses that are joined by adverbs such as *however*, *therefore*, *nevertheless*, *moreover*, *furthermore*, and *consequently* and expressions such as *for example* or *that is*.

Randy was overjoyed to win; however, he really had thought he would lose.  
We did many fun things on our vacation; for example, we swam in the ocean, collected seashells, and went on a whale watch.

Use a semicolon to separate the items in a series when the items have commas.

I like foreign films such as *The Cars That Ate Paris*, from Australia; *Yojimbo*, from Japan; and *Z*, from France.

Use a semicolon to separate two main clauses joined by *and*, *but*, *or*, *nor*, *yet*, or *for* when the clauses contain several commas.

When we got home our dogs raced to meet us, leaped to lick our faces, and barked and barked; and when they had finished their greetings, they ran into the house to look for their meal.

► **Exercise 1** Insert a semicolon wherever necessary in each sentence. Write *C* in the blank if the sentence is correct.

- \_\_\_\_\_ I haven't been to the Antarctic; however, my uncle has.
- \_\_\_\_\_ 1. The Antarctic continent is the highest, driest, and coldest place on Earth nevertheless, scientists compete to do research there.
- \_\_\_\_\_ 2. The U.S. has three major research bases on Antarctica: McMurdo Station, on the Ross Sea Palmer Station, on the Antarctic Peninsula and Amundsen-Scott Station, at the South Pole.
- \_\_\_\_\_ 3. Dozens of other countries also maintain bases on the continent however, few are year-round.
- \_\_\_\_\_ 4. The winter climate is too cold during the winter months to allow much research moreover, air travel is also limited at this time.
- \_\_\_\_\_ 5. The Antarctic continent covers five and one-half million square miles this is an area larger than the United States and Central America combined.

- \_\_\_\_\_ 6. Ninety percent of the ice in the world is frozen into this region.
- \_\_\_\_\_ 7. Astronauts orbiting Earth say the Antarctic ice sheet is the most distinctive feature of our planet it shines like a giant light across the bottom of the world.
- \_\_\_\_\_ 8. Many people think of the Arctic and Antarctic as the same kind of territory this is an error.
- \_\_\_\_\_ 9. The Arctic is a large sea, while the Antarctic is a land mass.
- \_\_\_\_\_ 10. The two climates are also very different many populations of people live comfortably in the Arctic Circle, whereas there are no native human inhabitants of Antarctica.
- \_\_\_\_\_ 11. There is no moisture on Antarctica all of its water is locked in ice.
- \_\_\_\_\_ 12. The cold is bone-chilling; temperatures of  $-88^{\circ}\text{C}$  have been recorded, more than  $20^{\circ}$  colder than anywhere else on Earth.
- \_\_\_\_\_ 13. Moreover, the wind rarely stops blowing one explorer recorded an average wind speed for a month of about 65 miles per hour.
- \_\_\_\_\_ 14. Photographers have taken amusing pictures of the effects of the Antarctic wind the photographs show human beings leaning forward into the wind without falling to the ground!
- \_\_\_\_\_ 15. The absence of moisture makes fire a real danger on Antarctica.
- \_\_\_\_\_ 16. Wooden buildings, zero humidity, and constant wind could all make a small fire into an inferno and, in addition, all the firefighters on Antarctica are volunteers.
- \_\_\_\_\_ 17. So what kinds of research can be done in such an inhospitable place, you might ask.
- \_\_\_\_\_ 18. Researchers study climatology, the science of weather patterns plate tectonics, the science of the movements of Earth's crust and astrophysics, the science of the origins of the universe.
- \_\_\_\_\_ 19. No one owns Antarctica consequently all countries are welcome to do research there.
- \_\_\_\_\_ 20. Greenpeace has recently put pressure on the research stations to stop their polluting of the continent however, there are decades of waste to clean up.
- \_\_\_\_\_ 21. The U.S. base at the South Pole is 37 years old therefore, many people think it needs an overhauling.
- \_\_\_\_\_ 22. The National Science Foundation, which runs it, says the base may have to be closed down if funds cannot be found to restore it.

## Lesson 78

## Commas and Compound Sentences

Use a comma before the words *and*, *but*, *or*, *nor*, *yet*, or *for* when they join two main clauses.

I wanted to hike farther, but Kari was tired and wanted to rest.

Omit the comma if two very short main clauses are connected by *and*, *but*, *or*, *nor*, *yet*, or *for* unless you need to avoid confusion.

We can eat now or we can eat later. (clear)

We can eat now or maybe you'd like to wait until later. (unclear)

We can eat now, or maybe you'd like to wait until later. (clear)

► **Exercise 1** Add commas where necessary. Write *C* in the blank if the sentence is correct.

- \_\_\_\_\_ Sami slid into third base, but the umpire called her out.
- \_\_\_\_\_ 1. Don't walk on your sprained ankle or it will take longer to heal.
- \_\_\_\_\_ 2. I thought that old house would never sell but someone offered a high price for it yesterday.
- \_\_\_\_\_ 3. That movie is very sad and usually makes me cry.
- \_\_\_\_\_ 4. I've not met your brother before today yet there's something familiar about him.
- \_\_\_\_\_ 5. He is working on a project about whales and he'll need to use the research library at the museum.
- \_\_\_\_\_ 6. I don't want to drive the old car, nor do I want to walk.
- \_\_\_\_\_ 7. Our cat eats the dog's food but the dog lets him get away with it.
- \_\_\_\_\_ 8. Ms. Trainor is very strict but very fair.
- \_\_\_\_\_ 9. I ran to third and Jordan advanced to second.
- \_\_\_\_\_ 10. I'll build the fire and the tents need to be put up.
- \_\_\_\_\_ 11. The alien leaped onto the screen and the entire audience screamed.
- \_\_\_\_\_ 12. I know you're tired but we really need to study some more.
- \_\_\_\_\_ 13. I hope you can come visit this summer for we really miss you.
- \_\_\_\_\_ 14. Will our photos be back tomorrow or do we have to wait through the weekend?
- \_\_\_\_\_ 15. This new dish is tasty yet low-fat.
- \_\_\_\_\_ 16. We ran and ran until we were out of breath yet we could not keep up.
- \_\_\_\_\_ 17. The dogs sniffed the ground and all took off in one direction.



- \_\_\_\_\_ 18. Do you want to see the rock concert or the new movie?
- \_\_\_\_\_ 19. I think I have the flu but I hope I'm wrong.
- \_\_\_\_\_ 20. The tree came down in the storm and slammed into the attic.
- \_\_\_\_\_ 21. The soldiers raced for the pass, but the enemy had escaped.
- \_\_\_\_\_ 22. The floats came down the street first and the band followed them.
- \_\_\_\_\_ 23. Several kites headed for disaster but they all missed the electric wires.
- \_\_\_\_\_ 24. It's awfully cold yet I was really counting on our hike today.
- \_\_\_\_\_ 25. Ginger sings rock songs and tells jokes in her act.
- \_\_\_\_\_ 26. I don't see your skates but they may be under the couch.
- \_\_\_\_\_ 27. The climbers hoped to reach the peak by sunset but they were disappointed.
- \_\_\_\_\_ 28. The mail is late but I see the mail carrier down the street.
- \_\_\_\_\_ 29. We'll go with Mom, and you can come with Dad.
- \_\_\_\_\_ 30. The avalanche thundered down the slope but luckily it missed the chalet.
- \_\_\_\_\_ 31. I dared him to cross the river, and he took me up on it.
- \_\_\_\_\_ 32. Horace hopes to get an A in both history and geometry.
- \_\_\_\_\_ 33. That movie is so stupid yet it seems to be drawing crowds.
- \_\_\_\_\_ 34. The wind sprang up, and the air turned cold.
- \_\_\_\_\_ 35. The wolf howled over the hills and another answered him across the valley.
- \_\_\_\_\_ 36. Are the puppies blind or can they see already?
- \_\_\_\_\_ 37. I want neither sweets nor excess fats in my diet.
- \_\_\_\_\_ 38. I took several rolls of pictures and they'll be ready tomorrow.
- \_\_\_\_\_ 39. Can you operate your computer or do you want some help?
- \_\_\_\_\_ 40. The air is chilly yet it's a relief after the heat.

► **Writing Link** Write two complete sentences about the weather in your community. Join the sentences with a comma and a conjunction.

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## Lesson 79

# Commas in a Series and between Coordinate Adjectives

Use commas to separate three or more words, phrases, or clauses in a series.

Alan's act was imaginative, funny, and entertaining.

Do not use commas when the items in a series are joined by conjunctions.

I don't want butter or sour cream or chives on my potato!

Do not use commas between words in a two-word pair. Do use **commas** to set off each pair in a series, however.

The menu offered bacon and eggs, ham and eggs, and pancakes and syrup.

Use a comma between coordinate adjectives that come before a noun. To see if adjectives are coordinate, try to change their order or insert the word *and* between them. If the sentence still sounds natural, the adjectives are coordinate. If it sounds stilted, the adjectives are not coordinate and a comma should not be used.

They served a spicy, appetizing meal. (use a comma)

They served an appetizing, spicy meal. (changed order sounds natural)

They served a spicy and appetizing meal. (*and* sounds natural)

We stood in front of the old brick building. (do not use a comma)

We stood in front of the brick old building. (changed order sounds unnatural)

We stood in front of the old and brick building. (*and* sounds unnatural)

► **Exercise 1** Add commas where necessary. Write *C* in the blank if the sentence is correct.

- \_\_\_\_\_ The store will contribute tents, backpacks, and compasses to the trip.
- \_\_\_\_\_ 1. We collected bedding, clothing and canned food for the victims of the fire.
- \_\_\_\_\_ 2. Fresh fruits vegetables and bread are all at the back of the store.
- \_\_\_\_\_ 3. Phil likes biography best, but he prefers true adventure to horror films, science fiction, and fantasy.
- \_\_\_\_\_ 4. My cats' names are Huckleberry Jinx and Kneesox, and all three respond to their names.
- \_\_\_\_\_ 5. The villagers fled the erupting lava suffocating ash and deadly fumes of the volcano.
- \_\_\_\_\_ 6. Do the hammer, nails, and wrenches all go on the second shelf?
- \_\_\_\_\_ 7. Now where did I leave my books bookbag and skates?
- \_\_\_\_\_ 8. In the daylight we could see the mountain standing tall and strong and gleaming.
- \_\_\_\_\_ 9. Look that up in *The Chicago Manual of Style Words into Type*, or the dictionary.

- \_\_\_\_\_ 10. Is this product advertised as one of those new improved soaps?
- \_\_\_\_\_ 11. Her eyes closed, her head dropped to her chest and she began to snore.
- \_\_\_\_\_ 12. Does that small black kitten have a home?
- \_\_\_\_\_ 13. The brothers came in first second and third in the marathon.
- \_\_\_\_\_ 14. Would you like your eggs scrambled or fried or poached?
- \_\_\_\_\_ 15. We are studying the history of radio and television.
- \_\_\_\_\_ 16. The spy leapt from the roof ran through the alley, and disappeared into the crowd.
- \_\_\_\_\_ 17. It was a long complicated rescue, but finally the boys were safe.
- \_\_\_\_\_ 18. Who got mud on my expensive red boots?
- \_\_\_\_\_ 19. Would you help me find the canned goods paper products and dairy foods?
- \_\_\_\_\_ 20. Tim's favorite sports are baseball golf, and racketball.

► **Exercise 2** Delete (✓) any commas that are unnecessary. Write C in the blank if the sentence is correct.

- \_\_\_\_\_ Don't wear that old, ✓ stained shirt to dinner!
- \_\_\_\_\_ 1. Stack the newspapers, in piles, tie them with twine, and put them out for recycling.
- \_\_\_\_\_ 2. Are you going with Jamil, and Randy?
- \_\_\_\_\_ 3. I can hear that old, broken-down car coming, down the street.
- \_\_\_\_\_ 4. We left early, avoided rush hour traffic, and arrived at the motel by noon.
- \_\_\_\_\_ 5. Should we go to the game, the movies, or the library, after school?
- \_\_\_\_\_ 6. Do you want peanut butter, and jam on your sandwich?
- \_\_\_\_\_ 7. The microbe exhibit showed us the paramecium, the euglena, and the volvox.
- \_\_\_\_\_ 8. Will our guest use the couch, or the futon, or the sleeping bag?
- \_\_\_\_\_ 9. I don't like to read about either Hitler, or Mussolini.
- \_\_\_\_\_ 10. I showed Alana, Joanne, and Mabel my old, handmade quilt.
- \_\_\_\_\_ 11. Should we have cereal, fruit, or eggs, for breakfast?
- \_\_\_\_\_ 12. The dog turned around three times, curled itself into a furry ball, and fell immediately to sleep.
- \_\_\_\_\_ 13. The snow loosened from the mountain, gained momentum, and rushed down, the mountain.
- \_\_\_\_\_ 14. Should we rent a rock video, or a documentary, or a mystery?
- \_\_\_\_\_ 15. Her posture, tone of voice, and mood all told me she wasn't feeling well.

## Lesson 80

# Commas and Nonessential Elements with Interjections, Parenthetical Expressions, and Conjunctive Adverbs

Use commas to set off participles, infinitives, and their phrases if they are not essential to the sentence.

The dog ran from bush to bush, sniffing eagerly. (participle)

You should know, to satisfy your curiosity, that Beth is my cousin. (infinitive)

Use commas to set off a nonessential adjective clause.

The train from Omaha, which is usually late, comes in on that track.

(*Which is usually late* does not change the meaning of the sentence and, therefore, is nonessential.)

Do not use commas to set off an essential adjective clause. Such a clause gives information that is essential to the meaning of the sentence.

The people who work in that building are doctors.

Use commas to set off an appositive if it is not essential to the meaning of a sentence.

Janine, my mother's cousin, lives in Salt Lake City.

Use commas to set off interjections such as *oh* and *well*; parenthetical expressions such as *on the contrary*, *on the other hand*, *in fact*, *by the way*, *for example*, and *after all*; and adverbs and conjunctive adverbs such as *however*, *moreover*, and *consequently*.

Well, what are you doing here? In fact, I came to see you.

Oh, I'm busy; for example, I have to study.

► **Exercise 1** Add commas wherever necessary. Delete (✂) commas used incorrectly.

Oh, I see you've made the finals,✂for the math competition.

1. The riders screaming plunged down the first major drop of the roller coaster.
2. Jean who laughs so hard she cries is a good audience.
3. John F. Kennedy a former U.S. president was born, in Massachusetts.
4. Well what do we have here?
5. The detective, that you met yesterday, will be in charge of the case.
6. Here's a suggestion to help you get started for something to do for your science project.
7. This paint which costs far too much will not add anything to the room.

8. My mother to tell the truth does not care, about celebrities.
9. By the way where were you, when I came over?
10. Danielle worrying about her performance did not hear me call her.
11. Oh no what will I do if I miss the bus?
12. The character, that everyone mistrusted, turned out to be the hero.
13. The team made their triumphant way, off the field yelling wildly.
14. You could get to school another way; for example you could walk.
15. To prevent theft many homeowners have security systems.
16. Hank talks all the time; on the other hand he usually has something interesting to say.
17. The spy in the movie to give you a hint is someone you'd never suspect.
18. Someone who really cares about plants, should work in the school garden.
19. Okay I'll go if you insist.
20. The mother bear enraged charged the hunter threatening her cubs.

► **Exercise 2** Add commas wherever necessary. Delete (✓) any unnecessary commas. Write C in the blank if the sentence is correct.

- \_\_\_\_\_ Well, there is no longer any doubt; on the contrary, I am quite sure.
- \_\_\_\_\_ 1. Sonia went to the dentist, to get her teeth cleaned.
- \_\_\_\_\_ 2. The runners gasping for breath limped across the finish line.
- \_\_\_\_\_ 3. We met our parents at the restaurant for lunch.
- \_\_\_\_\_ 4. Warming up before exercise, is a way to prevent injury.
- \_\_\_\_\_ 5. Animals, that prey on other animals, are called predators.
- \_\_\_\_\_ 6. I have the strangest sense, that you're not telling the truth.
- \_\_\_\_\_ 7. Oh, is that, what you meant?
- \_\_\_\_\_ 8. His room, to give you an example, is covered with posters of explorers.
- \_\_\_\_\_ 9. I came too late for the award presentation unfortunately.
- \_\_\_\_\_ 10. By the way didn't I meet you at the film conference, last week?
- \_\_\_\_\_ 11. The ram made his way along the ledge stepping confidently.
- \_\_\_\_\_ 12. Arturo who loves animals takes in strays, all the time.
- \_\_\_\_\_ 13. My sister, who writes science fiction, wants to write for television.
- \_\_\_\_\_ 14. Yes I see that you have improved your backhand a lot.

## Lesson 81

### Commas and Introductory Phrases

Use a comma after an introductory prepositional phrase to prevent misreading.

From the cliff above the lake looked like a mirror. (confusing)

From the cliff above, the lake looked like a mirror. (clear)

Don not use a comma if the prepositional phrase is followed immediately by a verb.

Over the mantelpiece hung a portrait of Aunt June.

Use a comma after a long prepositional phrase or after the final phrase in a series of phrases.

After a heartbreaking series of losses, the Lions finally won.

At the top of the hill on the ranch, we found the lost calf.

Use a comma to set off an introductory participle or a participial phrase.

Colliding, the two cars came to a crunching halt.

Hoping for the best, Rae Ellen checked the list of finalists.

► **Exercise 1** Add a comma wherever necessary. Write **C** in the blank if the sentence is correct.

- \_\_\_\_\_ Around the honey, bees swarmed noisily.
- \_\_\_\_\_ 1. For germination to work seeds must spread from place to place.
- \_\_\_\_\_ 2. In a patch of bare soil outside your door new plants will spring up almost overnight.
- \_\_\_\_\_ 3. Wondering at this process botanists have studied the migration of seeds.
- \_\_\_\_\_ 4. To send their seeds out of the main plant and into the world, plants have evolved clever methods.
- \_\_\_\_\_ 5. In certain plants seed pods explode.
- \_\_\_\_\_ 6. In such an explosion seeds are flung into the air.
- \_\_\_\_\_ 7. Traveling on the wind, some seeds fall on fertile ground.
- \_\_\_\_\_ 8. Onto barren ground fall many more seeds that will not germinate.
- \_\_\_\_\_ 9. Floating on the water some seeds are light enough to travel for many miles.
- \_\_\_\_\_ 10. Developing inside berries many seeds are transported when animals eat the fruit.
- \_\_\_\_\_ 11. Passing through the animal unharmed these seeds may come to rest on good soil.
- \_\_\_\_\_ 12. Traveling inside an animal is only one way in which seeds make use of moving organisms.



- \_\_\_\_\_ 13. Hitching a ride on the outside is yet another way.
- \_\_\_\_\_ 14. Walking through meadows or woodlands you have probably come home with many plant parts stuck to your clothing.
- \_\_\_\_\_ 15. In their movement through the underbrush animals also pick up these seeds.
- \_\_\_\_\_ 16. Falling to the ground later on the seeds will often germinate.
- \_\_\_\_\_ 17. Some plants grow seeds that are very lightweight.
- \_\_\_\_\_ 18. Shaking in the wind such plants release their seeds.
- \_\_\_\_\_ 19. Into the air fly these lightweight seeds.
- \_\_\_\_\_ 20. Traveling much farther than heavy seeds, they spread the parent plant far and wide.
- \_\_\_\_\_ 21. Lacking locomotion plants cannot escape from their enemies.
- \_\_\_\_\_ 22. More than the ability to run away self-defense also comes in other forms.
- \_\_\_\_\_ 23. On some plants are thorns or stingers.
- \_\_\_\_\_ 24. Trying to eat such a plant animals soon become discouraged.
- \_\_\_\_\_ 25. On the edges and along the middle of other plants lie rows and rows of sharp barbs.
- \_\_\_\_\_ 26. Approaching the plant to eat it animals are stuck and quickly retreat.
- \_\_\_\_\_ 27. For some animals chewing a plant is a means of nourishment.
- \_\_\_\_\_ 28. Inside many plants are unpleasant tasting chemicals.
- \_\_\_\_\_ 29. Learning quickly, the chewers of such plants usually move on to other food sources.
- \_\_\_\_\_ 30. Making treaties with animals some plants trade a little food for a lot of safety.
- \_\_\_\_\_ 31. In the thorns of acacia trees is a substance that ants like to eat.
- \_\_\_\_\_ 32. In exchange for this food the ants attack animals that try to eat larger parts of the tree.
- \_\_\_\_\_ 33. On the teasel plant is a dangerous place for unwary animals.
- \_\_\_\_\_ 34. Meeting in the middle pairs of teasel leaves form a cup.
- \_\_\_\_\_ 35. During a rainstorm the cup fills with water.
- \_\_\_\_\_ 36. Climbing the plant to feed insects are faced with a small pool of water.
- \_\_\_\_\_ 37. Going on they risk getting trapped in the cup and drowning.
- \_\_\_\_\_ 38. Turning back they can avoid drowning and the plant is protected.
- \_\_\_\_\_ 39. With some plants it is not even necessary for an animal to try to eat it.
- \_\_\_\_\_ 40. On the rose vicious thorns stab an animal as it passes, which causes it to look for food elsewhere.

## Lesson 82

# Commas and Adverb Clauses and Antithetical Phrases

Use a comma to set off an introductory adverb clause and an internal adverb clause that interrupts the flow of the sentence.

Before you get angry, listen to my side of the story.

I hope, since we've always been friends, that you will understand.

In general, do not use a comma to set off an adverb clause at the end of a sentence.

I hope we get home before the storm breaks.

Use a comma to set off an antithetical phrase. An **antithetical phrase** uses words such as *not* or *unlike* to qualify what comes before it.

The auditorium, not the gym, has more space.

Basketball, unlike football, can be played year-round.

► **Exercise 1** Add and delete commas to complete each sentence. Write *C* in the blank if the sentence is correct.

- \_\_\_\_\_ Fernando, not Enrique, enjoys hand-drawing and painting maps.
- \_\_\_\_\_ 1. Before paper was invented maps were made of whatever materials were at hand.
- \_\_\_\_\_ 2. The earliest known map, is made of mud not paper.
- \_\_\_\_\_ 3. This map just so you know is believed to be Babylonian.
- \_\_\_\_\_ 4. Mapmakers believe, that early maps were made to show people's possessions not to give directions.
- \_\_\_\_\_ 5. A landowner would draw an outline, of his property, in order to protect it from theft.
- \_\_\_\_\_ 6. Unlike the Babylonians, the Inuit of the Arctic made maps of animal skins.
- \_\_\_\_\_ 7. The Egyptians to show the locations of precious ores engraved maps on gold, copper, and silver plates.
- \_\_\_\_\_ 8. In order to identify their small islands the South Pacific islanders made maps using shells, and coral.
- \_\_\_\_\_ 9. Many cultures, in fact seemed to evolve mapmaking, independently of one another.
- \_\_\_\_\_ 10. The Chinese used silk, not cheap cloth, to make maps.
- \_\_\_\_\_ 11. They used different symbols, to indicate towns and villages.

- \_\_\_\_\_ 12. The Chinese also distinguished between rivers and roads on their maps.
- \_\_\_\_\_ 13. Early mapmakers used a lot of guesswork before people began to explore the world more fully.
- \_\_\_\_\_ 14. Mapmaking was really a form of art not science.
- \_\_\_\_\_ 15. When explorers returned, from trips new information was added to the mapmakers' store of knowledge.
- \_\_\_\_\_ 16. Ptolemy unlike his predecessors began to put north at the top of maps.
- \_\_\_\_\_ 17. He also in an attempt to add accuracy tried to show distances between landmasses on maps.
- \_\_\_\_\_ 18. Until the printing press was invented maps had to be copied by hand.
- \_\_\_\_\_ 19. This made them as you might guess very expensive.
- \_\_\_\_\_ 20. When the printing press made maps widely available, interest in exploration flourished worldwide.
- \_\_\_\_\_ 21. Maps basic tools for Earth scientists show a variety of things.
- \_\_\_\_\_ 22. Topographical maps show the shape of the land just as road maps show the locations of streets and highways.
- \_\_\_\_\_ 23. Although road maps show where roads lead they do not show the elevations of such roads.
- \_\_\_\_\_ 24. A topographical map just so you know would be useful for you when you plan a day-long hike.
- \_\_\_\_\_ 25. The map would show you before you got started how much climbing you would have to do.
- \_\_\_\_\_ 26. In order to make plans for a highway engineers use topographical maps.
- \_\_\_\_\_ 27. Such maps can tell them that the site they want to use for an underpass is one hundred feet high, not two hundred.
- \_\_\_\_\_ 28. From the Greek word for "water," hydrology is the science of water distribution.
- \_\_\_\_\_ 29. Hydrological maps as you might guess show the location of water sources on land.
- \_\_\_\_\_ 30. Hydrological maps unlike some other kinds also show underground locations of water.

## Lesson 83

### Commas with Titles, Addresses, and Numbers

Use commas to set off titles when they follow a person's name.

Frank Johns, professor of education, will speak tonight.

Rachel Cooney, mayor of Tisdale, will run for reelection.

Use commas to separate the parts of an address, a geographical location, or a date.

Salt Lake City, Utah, is the home of the Mormon Tabernacle Choir.

Chun-wei's new address is 12 Elm Street, Cleveland, Ohio 44113.

Friday, March 17, is St. Patrick's Day this year.

Do not use commas where only the month and the day or the month and the year are given.

On June 10 every year we celebrate the last day of school.

January 1991 was one of the coldest winters we ever had.

Use commas to set off the parts of a reference that direct a reader to an exact source.

The entry for *Computer* is found in *World Book*, Volume 4, pages 740–745.

► **Exercise 1** Add and delete commas where necessary. Write C in the blank if the sentence is correct.

- \_\_\_\_\_ May I introduce Mabel Hawkins, the president of the board?
- \_\_\_\_\_ 1. The Grand Canyon is not far from Flagstaff Arizona.
- \_\_\_\_\_ 2. We plan to visit Yosemite in June 1996.
- \_\_\_\_\_ 3. An article in last week's edition of *The Free Times* page 6 says that Ted Hagan county commissioner will not be reappointed.
- \_\_\_\_\_ 4. Yesterday an unpopular bill was passed by the state senate in Columbus Georgia.
- \_\_\_\_\_ 5. When she told me her birthday was February 11 1978 I knew she was slightly older than I was.
- \_\_\_\_\_ 6. Next year we will visit London England and Madrid Spain.
- \_\_\_\_\_ 7. Jack Brown, the company CEO, was just fired.
- \_\_\_\_\_ 8. There are good satellite photos of Earth in the November 1994 issue of *Earth* pages 57–61.
- \_\_\_\_\_ 9. My new class will begin on March 29 1994.
- \_\_\_\_\_ 10. Harvey Webster my professor will teach us about the comeback of the peregrine falcon.

- \_\_\_\_\_ 11. Is that new video store at 2240 Lee Road?
- \_\_\_\_\_ 12. The last day to sign up for camp is Monday June 5.
- \_\_\_\_\_ 13. My friend Marilyn and her daughters will spend the summer in Antigua, Guatemala.
- \_\_\_\_\_ 14. I think this blurred address reads 642 Shankland Ave., Metairie, Louisiana.
- \_\_\_\_\_ 15. Please have your reports to me no later than Monday May 6.
- \_\_\_\_\_ 16. Ho Chi Minh City, Vietnam, used to be called Saigon.
- \_\_\_\_\_ 17. Dr. Richards the veterinarian performed delicate surgery on my cat.
- \_\_\_\_\_ 18. Our tour will visit Atlanta Georgia and Charleston South Carolina.
- \_\_\_\_\_ 19. Our championship game will be played in December 1996.
- \_\_\_\_\_ 20. School starts later next year, on September 10.
- \_\_\_\_\_ 21. I thought you said we had until July, 15 to apply.
- \_\_\_\_\_ 22. Fannie Lewis, is a city councilwoman.
- \_\_\_\_\_ 23. There is a good outdoor equipment shop in San Francisco California.
- \_\_\_\_\_ 24. Carl Sagan discusses the *Voyager* spacecraft discoveries in his book *Cosmos* pages 137–166.
- \_\_\_\_\_ 25. Linda Schele the Maya anthropologist will lecture here next week.
- \_\_\_\_\_ 26. My aunt's address is 126 Sapps Road, Danville, Ohio 43014.
- \_\_\_\_\_ 27. I will visit my friend Susan in Portland Maine in June, 1996.
- \_\_\_\_\_ 28. Elizabeth II queen of England has ruled since 1952.
- \_\_\_\_\_ 29. Please have your reports ready by April 5 1996.
- \_\_\_\_\_ 30. We hope to be completely moved by the end of October, 1996.
- \_\_\_\_\_ 31. I used to have a pen pal in Rio de Janeiro, Brazil.
- \_\_\_\_\_ 32. Joseph Wood Krutch quotes from John Wesley Powell the explorer in his book *Grand Canyon* pages 97–98.
- \_\_\_\_\_ 33. Boston Massachusetts is the setting for many of Robert Parker's mysteries.
- \_\_\_\_\_ 34. K-Mart used to have two stores in Bloomington, Indiana but I think one has closed.
- \_\_\_\_\_ 35. Bruce Springsteen the "Boss" has been popular as a musician for many years.
- \_\_\_\_\_ 36. My doctor is Barry Brooks, M.D.

## Lesson 84

# Commas with Direct Address and in Tag Questions and Letter Writing

Use commas to set off words or names in direct address.

Yuji, did you write this poem?

See, Jerry, you can do the backstroke.

Use commas to set off a tag question.

The store opens at 10 A.M., doesn't it?

You haven't been here before, have you?

Use a comma after the salutation of an informal letter and after the closing of all letters.

Dear Herb,

Dear Mr. Randall,

Sincerely,

As always,

Use commas in the heading of a letter as follows:

123 Elm Street

Springfield, Ohio 45313

June 6, 1997

► **Exercise 1** Insert commas where necessary in the following letter. Write C in the blank if commas are used correctly or if no commas are needed.

\_\_\_\_\_ Marcy, have you written to Satchi lately?

\_\_\_\_\_ 1. Satchi Kwan

\_\_\_\_\_ 2. 444 Randall Parkway

\_\_\_\_\_ 3. Portland Maine 04101

\_\_\_\_\_ 4. March 12 1995

\_\_\_\_\_ 5. Dear Satchi

\_\_\_\_\_ 6. Welcome to your new home my friend.

\_\_\_\_\_ 7. We want to hear all about your move, but we really miss you you know?

\_\_\_\_\_ 8. Satchi you'll be surprised to hear that Mona has moved, too.

\_\_\_\_\_ 9. Her mother was transferred to the company branch in Dallas Texas.

\_\_\_\_\_ 10. Pretty soon no one will be left of the old gang.

\_\_\_\_\_ 11. Writing to you will improve my computer skills won't it?

\_\_\_\_\_ 12. You after all have always kidded me about my distrust of computers.

\_\_\_\_\_ 13. You were the first in our class to have an e-mail address weren't you?



- \_\_\_\_\_ 14. Well, Satchi, you'll just have to wait until I get a modem.
- \_\_\_\_\_ 15. Oh, you should know that Sisay just got back from Salinas California.
- \_\_\_\_\_ 16. You visited there once didn't you?
- \_\_\_\_\_ 17. The news about the terrible floods was in your paper wasn't it?
- \_\_\_\_\_ 18. Well pal that's all the time I have for now.
- \_\_\_\_\_ 19. Your friend
- \_\_\_\_\_ 20. Marcy

► **Exercise 2** Insert commas where necessary in the following letter. Write C in the blank if commas are used correctly or if no commas are needed.

- \_\_\_\_\_ May 16, 1995
- \_\_\_\_\_ 1. Mrs. Benito Salazar
- \_\_\_\_\_ 2. 749 Delgado St.
- \_\_\_\_\_ 3. Orlando, Florida 32821
- \_\_\_\_\_ 4. Dear Grandmama
- \_\_\_\_\_ 5. Your visit with us ended much too soon don't you think?
- \_\_\_\_\_ 6. I know you would have enjoyed a trip to the art museum.
- \_\_\_\_\_ 7. But the trip on the lake freighter was neat wasn't it?
- \_\_\_\_\_ 8. I really should become a tour guide shouldn't I?
- \_\_\_\_\_ 9. Mom wants me to take her to the botanical gardens.
- \_\_\_\_\_ 10. Mirna, she says, you know more about the city than I do.
- \_\_\_\_\_ 11. In the meantime Grandmama I am transcribing the tape you made.
- \_\_\_\_\_ 12. I love hearing about your early life with Grandpapa Diego.
- \_\_\_\_\_ 13. You and he have lived in many different places haven't you?
- \_\_\_\_\_ 14. When you talked about the church where you were married, I felt as if I were there.
- \_\_\_\_\_ 15. Florida was very different when you were young wasn't it?
- \_\_\_\_\_ 16. When I get the tape transcribed, I will send you a copy okay?
- \_\_\_\_\_ 17. Grandmama I wish we still lived in the same town.
- \_\_\_\_\_ 18. But until we see each other again, you will take care won't you?
- \_\_\_\_\_ 19. Your loving granddaughter
- \_\_\_\_\_ 20. Mirna

## Lesson 85

## Misused Commas

Do not use a comma alone to join two main clauses. This forms a run-on sentence. Use a comma before a coordinating conjunction or use a semicolon.

Incorrect: The curtain rose slowly, the performance began.

Correct: The curtain rose slowly, and the performance began.

Correct: The curtain rose slowly; the performance began.

Do not use a comma before a conjunction that connects the parts of a compound predicate in a simple sentence.

Incorrect: That doctor never turns away anyone, but welcomes every patient.

Correct: That doctor never turns away anyone but welcomes every patient.

Do not use commas between a subject and its verb or between a verb and its complement.

Incorrect: Everything I like to snack on, is bound to have too much sugar.

Correct: Everything I like to snack on is bound to have too much sugar.

Incorrect: The recipe for chili contains, tomatoes, beans, and peppers.

Correct: The recipe for chili contains tomatoes, beans, and peppers.

► **Exercise 1** Delete (✓) any commas used incorrectly, and correct the sentence. If the sentence is correct, write C in the blank.

\_\_\_\_\_ I had not seen Yosemite before; it took my breath away.

\_\_\_\_\_ 1. I hope the Andrewses can come, I've invited the whole family.

\_\_\_\_\_ 2. Every sport you like, is one that I don't play.

\_\_\_\_\_ 3. I called the company for help, their ad gave a toll-free number.

\_\_\_\_\_ 4. We don't watch television news but read the newspapers.

\_\_\_\_\_ 5. My favorite courses include, geology, algebra, and art.

\_\_\_\_\_ 6. The dog refused to chase the cat, but instead ate its food.

\_\_\_\_\_ 7. The art you call avant-garde, is art I call silly.

\_\_\_\_\_ 8. I came to pick you up for the party, you were gone.

\_\_\_\_\_ 9. The senator spoke at our graduation, his speech was very inspiring.

\_\_\_\_\_ **10.** These vegetables contain, Vitamin A, Vitamin C, and several minerals.

- \_\_\_\_\_ 11. The things you consider old-fashioned are dear to me.
- \_\_\_\_\_ 12. The audience cheered the recipient of the award, and called for a speech.
- \_\_\_\_\_ 13. Sarah was exhausted by noon, she kept going.
- \_\_\_\_\_ 14. Each bibliography entry should include author, title, and publisher.
- \_\_\_\_\_ 15. Sheila had never come in first before, but usually won a second prize.
- \_\_\_\_\_ 16. The starter fired the gun, the runners were off.
- \_\_\_\_\_ 17. Whatever you're thinking about my grade is wrong.
- \_\_\_\_\_ 18. The supernova was quite distant, it shined brighter than everything else in the sky.
- \_\_\_\_\_ 19. I tried to beat the storm home, I lost.
- \_\_\_\_\_ 20. My backpack includes an army knife, cooking utensils, and waterproof matches.
- \_\_\_\_\_ 21. Socrates achieved fame as a philosopher, people still study his teachings today.
- \_\_\_\_\_ 22. Whoever crosses the finish line first, gets the trophy.
- \_\_\_\_\_ 23. The squirrel isn't satisfied with its sunflower seeds, but tries to get into the bird feeder.
- \_\_\_\_\_ 24. The audience burst into applause, they kept applauding for ten curtain calls.
- \_\_\_\_\_ 25. The spy hoped to exit through the kitchen, the door was locked.
- \_\_\_\_\_ 26. Which grocery sack contains, the potatoes, rice, and beans?
- \_\_\_\_\_ 27. We tried to clean up the river, it was too severely polluted.
- \_\_\_\_\_ 28. I hope we're including, Ralph, Manny, and Paul on the list.
- \_\_\_\_\_ 29. He will never forget that performance, it made him laugh till he cried.
- \_\_\_\_\_ 30. Suellen finished first in the race and also broke the record.
- \_\_\_\_\_ 31. I never would have believed it, had I not seen it.
- \_\_\_\_\_ 32. We heard about the tragic accident, an eyewitness told us the tale.
- \_\_\_\_\_ 33. I love homework more than watching TV, well, there are some good shows on.
- \_\_\_\_\_ 34. The king assembled his dukes, barons, and earls in a parliament.

## Lesson 86

## Commas in Review

► **Exercise 1** Add commas where necessary and delete (✓) any that are not needed. If the sentence is correct, write *C* in the blank.

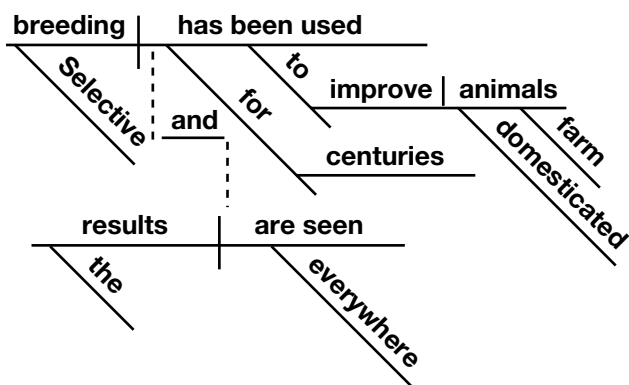
- \_\_\_\_\_ If you want to study deserts, you should move to the Southwest, don't you think?
- \_\_\_\_\_ 1. Hari and Kirti are both good singers but Kirti is a better guitar player.
- \_\_\_\_\_ 2. I talked, and June listened.
- \_\_\_\_\_ 3. Alice Walker writes poetry essays and short stories about African American women's experience.
- \_\_\_\_\_ 4. I don't think Jason that the two cases are at all alike.
- \_\_\_\_\_ 5. The villain really should be more terrifying, don't you think?
- \_\_\_\_\_ 6. The man who heads up the legal department, is a Harvard graduate.
- \_\_\_\_\_ 7. In the room over the garage Celeste worked on her painting.
- \_\_\_\_\_ 8. James Earl Jones was in John Sayles's film *Matewan*.
- \_\_\_\_\_ 9. Josh is a better dancer than Sergei, and I much prefer Josh's acting.
- \_\_\_\_\_ 10. Toward the horizon, sped the jet plane.
- \_\_\_\_\_ 11. That chair is lovely, and expensive, and chic but I don't want to sit in it.
- \_\_\_\_\_ 12. Your old, torn pants indicate that this is not a formal visit.
- \_\_\_\_\_ 13. It's not a good idea to use your computer during a storm you know?
- \_\_\_\_\_ 14. After the long game we went out for hot chocolate.
- \_\_\_\_\_ 15. I'll tell you since you ask that I think the film lacks merit.
- \_\_\_\_\_ 16. The person who gave you that information is mistaken.
- \_\_\_\_\_ 17. We need to leave soon don't we?
- \_\_\_\_\_ 18. Giggling the children watched the antics of the clown.
- \_\_\_\_\_ 19. You can either accept the judges' decision or you can contest it.
- \_\_\_\_\_ 20. I didn't read his best-seller; moreover I haven't read any of his books.
- \_\_\_\_\_ 21. Aunt Emma, who runs the sales department, said she would hire me for the summer.
- \_\_\_\_\_ 22. Are you a ham, and eggs kind of person, or a rice, and beans kind?
- \_\_\_\_\_ 23. Prescott Arizona unlike Tucson is not excessively hot.

## Lesson 34

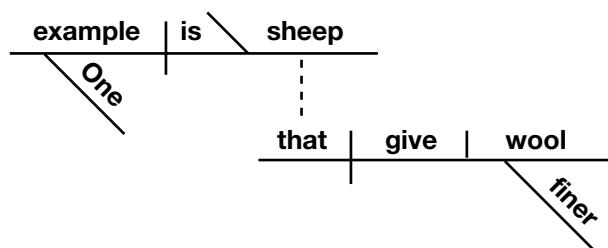
# Diagramming Sentences with Clauses

Use the following models as a guide in diagramming compound sentences and complex sentences with adjective, adverb, and noun clauses.

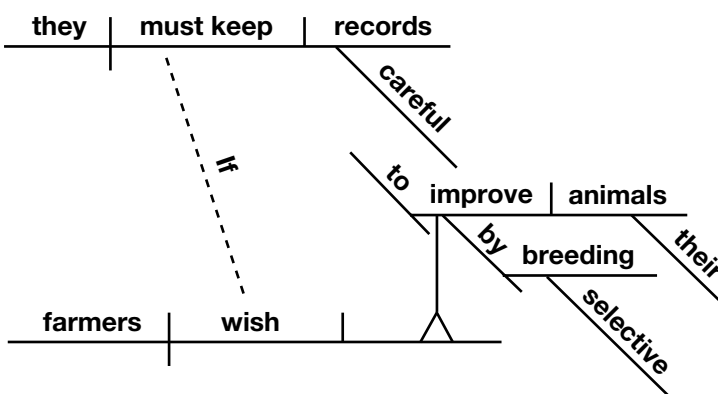
Selective breeding has been used for centuries to improve domesticated farm animals, and the results are seen everywhere. (compound sentence)



One example is sheep that give finer wool. (complex sentence with adjective clause)



If farmers wish to improve their animals by selective breeding, they must keep careful records. (complex sentence with adverb clauses)



► **Exercise 1** Diagram each sentence.

1. Members of the club may invite whomever they want to the awards banquet.
2. That so many people were willing to volunteer for the project made it a success.
3. If Danielle does not study harder, her eligibility for the soccer team might be suspended.
4. Even though the movie was quite long, it was very entertaining.



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Chapter 15

Response Essay

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The purpose of expository writing is to explain or inform. There are many types of expository writing, including essays, research reports, and magazine articles. In a response essay, you examine a literary text and explain and defend your interpretation of the text.

Writing a response essay involves careful thought, planning, and organization. The instruction on the pages that follow will guide you through the process for writing a response essay and meeting the Common Core State Standards for informative/explanatory writing. For a list of the writing and grammar Common Core State Standards, see pages 563–572.

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## 15.1 PLAN

### Graphic Organizers

During the planning stage, you will be gathering and organizing writing ideas. When you are planning your essay, you may wish to use graphic organizers like the Selection Evidence Chart on page 499.

### Develop Your Thesis Statement

Choose a literary or expository selection that you have read this year and that you would like to respond to in an essay. Once you have decided what text you will respond to, write one or two sentences in which you sum up your interpretation of the selection in a thesis statement. A **thesis statement** is a sentence or two stating the main point or central idea that you will develop. You will have an opportunity to revise it later as you gather more information for your paper.

### Analyze the Text and Gather Evidence

Skim and reread parts of the selection to identify and analyze passages that support your thesis statement.

Use relevant and well-chosen evidence. Identify each type of evidence as one of the following:

- **literary element:** a part of a literary work that is essential to the text's meaning, structure, and purpose. Examples include plot, setting, theme, and character.
- **stylistic device:** an expressive technique that distinguishes an author's work and contributes to a literary work's quality. Examples include word choice, length and arrangement of sentences, and the use of figurative language and imagery.
- **rhetorical device:** a persuasive technique used by public speakers and writers of literary works.

Examples include **repetition** (the repeated use of a word, phrase, sound, or other part of a text), **parallelism** (the use of a series of words, phrases, or sentences that have similar grammatical structure), **analogy** (a comparison that shows similarities between two things that are otherwise dissimilar), and **anecdote** (a short account of an interesting or amusing event from a person's life).

Analyze the aesthetic effect of each piece of evidence and comment on how your evidence supports your thesis. An **aesthetic effect** is how the author's use of words, literary elements, stylistic devices, and rhetorical devices contributes to the overall artistic quality of the literary or expository work.

### Analyze Layers of Meaning

Details and language in a selection can have multiple layers of meaning. Looking at your evidence chart and the selection, identify and analyze examples of the following:

- ambiguities
- nuances
- complexities

Think about whether passages, details, dialogue, and other pieces of evidence from the story might be interpreted in more than one way. Also consider literary techniques such as imagery and symbolism. Explain your interpretation of the story element and how it connects to the thesis.

### Gather Evidence and Evaluate Sources

Include evidence from different types of sources. In addition to primary sources of information, such as the selection itself and related historical or personal documents, you will need to consult secondary sources such as Web sites and

scholarly journals. Make sure to verify the validity, reliability, and relevance of all your sources. Make notes that will help you to show consideration of these things when you draft your essay.

### Present Multiple Perspectives

In your paper you should acknowledge any other perspectives on the text that are relevant to your interpretation. Make notes from your sources and include information on these perspectives in your paper.

Include analysis of views and information that contradict your thesis statement and/or the evidence you are using to support it. You can explain how your thesis is still valid despite these differing perspectives, or you can honestly acknowledge the limitations these perspectives represent. Either way, including this analysis will make your argument stronger and more credible.

### Revise Your Thesis

Before you begin your draft, revise or refine your thesis statement based on your evidence from the selection. Revise your thesis statement to reflect the relevance of your supporting evidence.

## 15.2 DRAFT

### Organize Your Paragraphs

Determine the major points you want to make in your response essay. Each paragraph in your essay should focus on one point. Create an outline to help you organize your thoughts.

Organize your points in a logical way that is appropriate for your purpose, audience, and context. For example, you might consider ordering your points by level of importance or according to the sequence of selection events.

### Write a Concluding Paragraph

Bring your essay to a satisfying close and give your readers something further to think about. Your conclusion should

- restate your thesis.
- summarize your main points.
- explain how your response points to new questions or interpretations that can be explored.

Consider ending with an overarching comment about the selection or the author. Or end with an image from the selection that illustrates your thesis.

## 15.3 REVISE

### Introduction to Revision

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

- **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** words, phrases, and sentences to be sure that ideas are 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 essay have a clear focus and do all the parts work together so that I achieve my purpose?

**458**     *Composition*

**Organization**

Ask yourself:

- ✓ Does the introduction present a clear thesis statement?
- ✓ Does the middle develop the thesis?
- ✓ Does the conclusion restate the thesis and summarize my interpretation?

**Development of Ideas**

Ask yourself:

- ✓ Does my response have a thesis statement that is fully developed?
- ✓ Is it supported by relevant evidence, well-chosen details, and quotations from the selection?

**Voice–Word Choice**

Ask yourself:

- ✓ Does my essay include vivid words and rhetorical devices (such as parallelism or repetition) so that my thesis is clear?
- ✓ Have I made effective language choices for meaning or style, including varying syntax for effect?

**Voice–Sentence Fluency**

Ask yourself:

- ✓ Do the sentences vary in length and structure so that the writing flows smoothly and so that important points are emphasized?
- ✓ Do I use transitions to link the major sections of text, to create cohesion, and to clarify the relationships among ideas?

## 15.4 EDIT

### Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought in a way that is grammatically correct. Use the checklist below to edit your sentences.

#### Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Are pronouns used correctly?
- ✓ Are verbs used correctly?
- ✓ Have I avoided misplaced and dangling modifiers?

### Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the Proofreading Checklist on the following page to edit your essay. You should also use a dictionary to check and confirm spellings.



### Proofreading Checklist

- ✓ Are commas and other punctuation marks used as needed?
- ✓ Are possessives written correctly?
- ✓ Are all words spelled correctly?
- ✓ Are capital letters used as needed?

### Peer and Teacher Review

In addition to revising and editing your own paper, you will be revising your work through peer review and teacher review. **Peer review** involves sharing your writing with a partner or classmates in a writing group and discussing how you can each improve your writing. **Teacher review** involves submitting your paper to your teacher, who will read it and make suggestions on how you can make your essay better.

You can use the **Peer Review Guide** on page 510 to guide your response to your classmate's writing.

## 15.5 PUBLISH

After you have written and polished your essay, you will want to publish and present it. You may wish to consider the following publishing and presenting options, some of which require collaboration with your classmates and the use of technology:

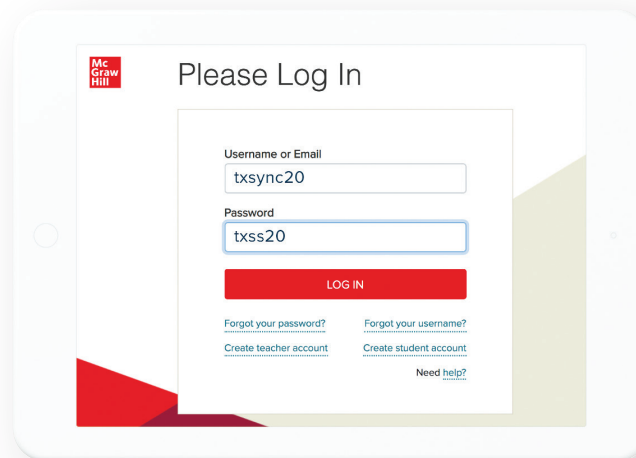
- create a class anthology
- enter your essay into a writing contest
- publish your paper online

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 511 to reflect on the writing you did in this workshop.

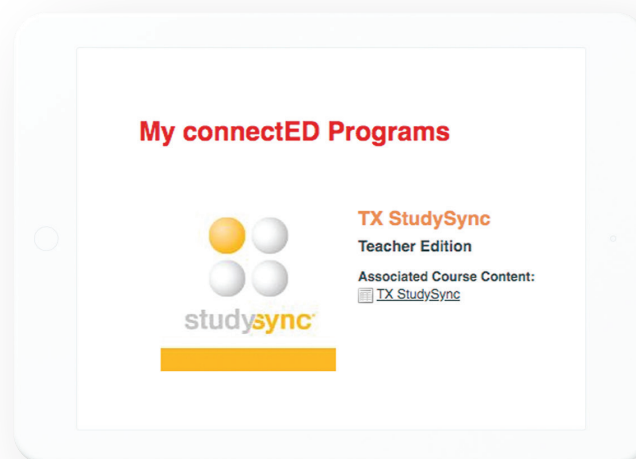
# DON'T FORGET TO LOG IN

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.

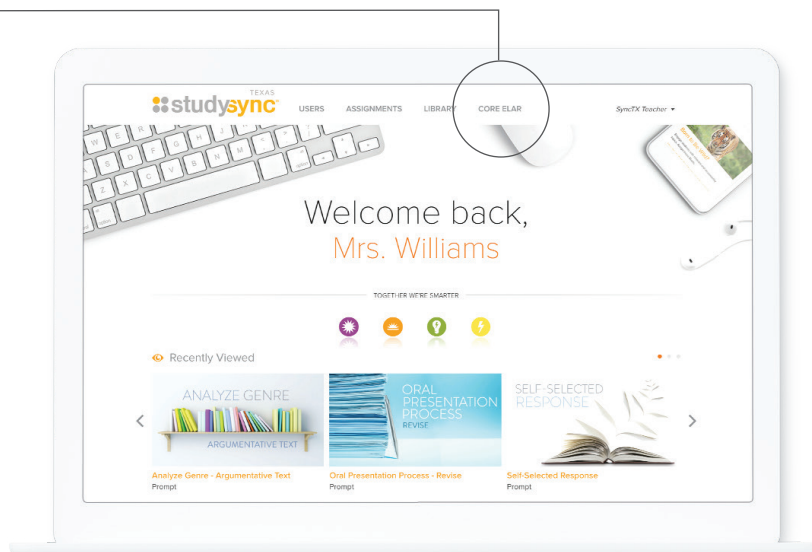


- 2 Select the **TX StudySync** Teacher Edition.

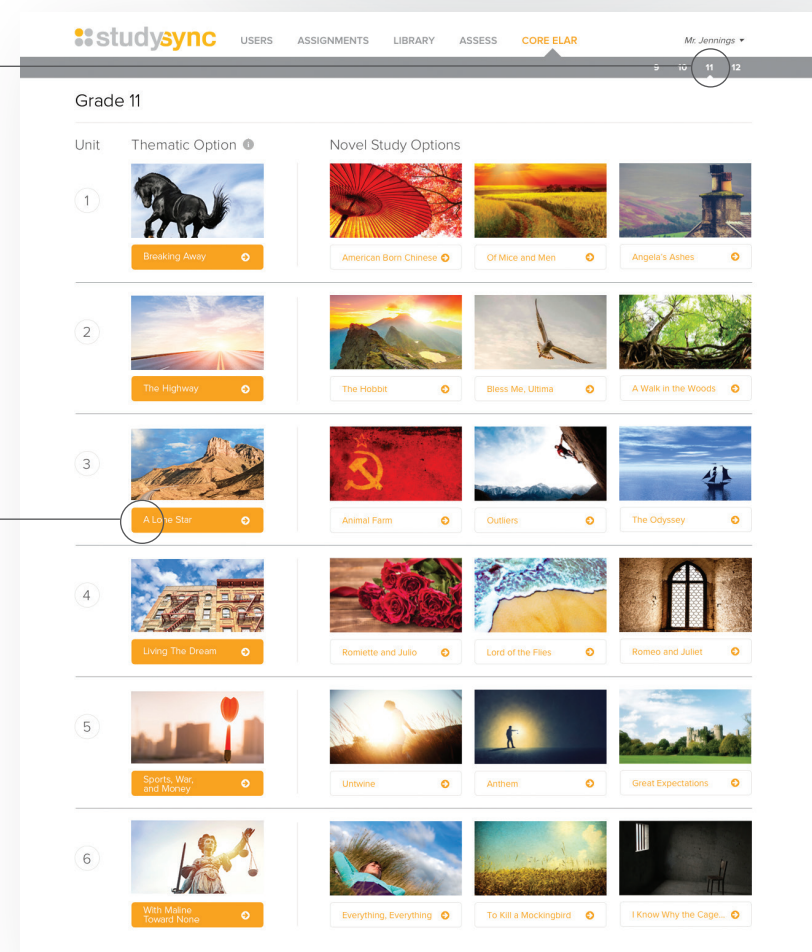


## Digital Access

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

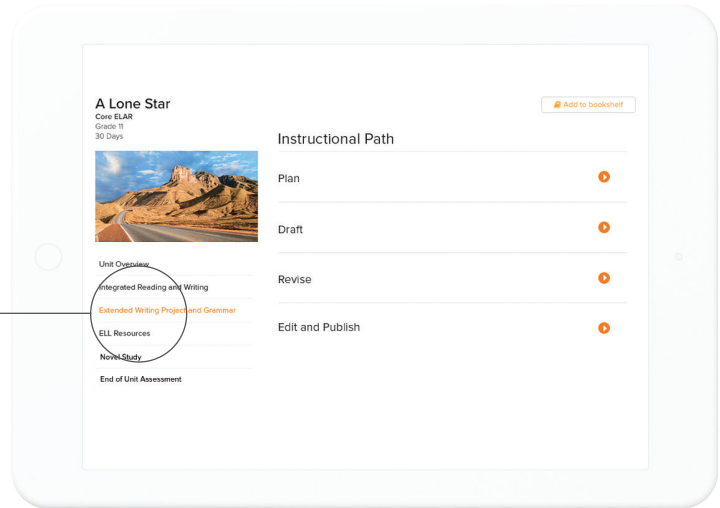


- 2 Choose **Grade 11, Unit 3**

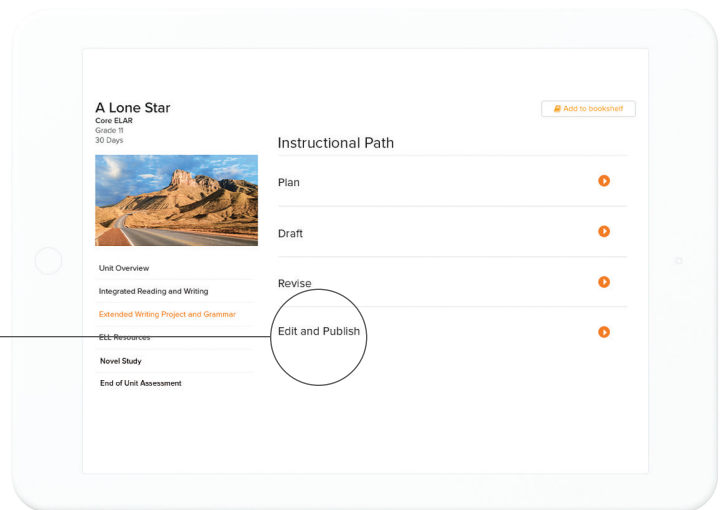


## Digital Access (continued)

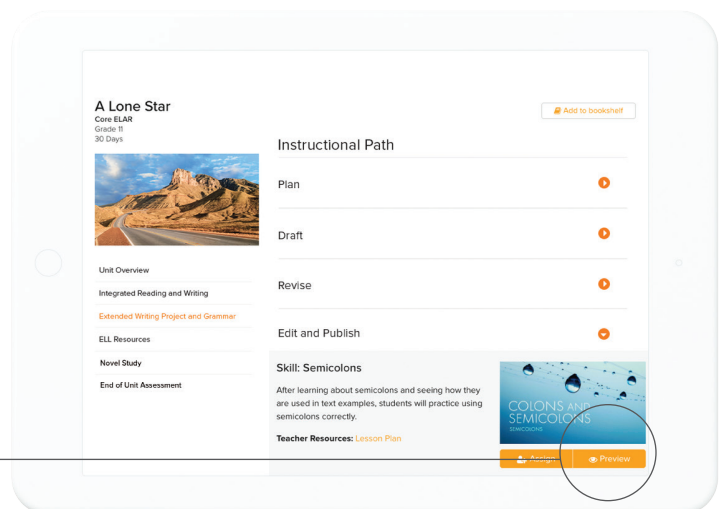
- 4 Click on  
Extended Writing Project



- 5 Click on  
Edit and Publish

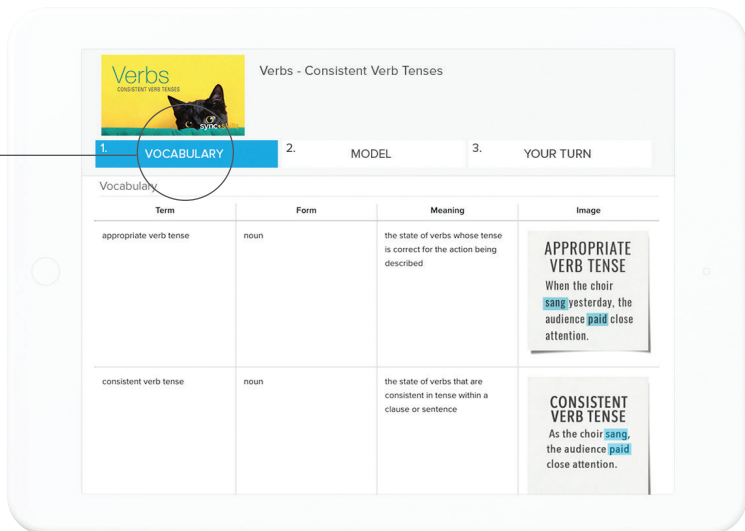


- 6 Preview a  
Grammar Lesson

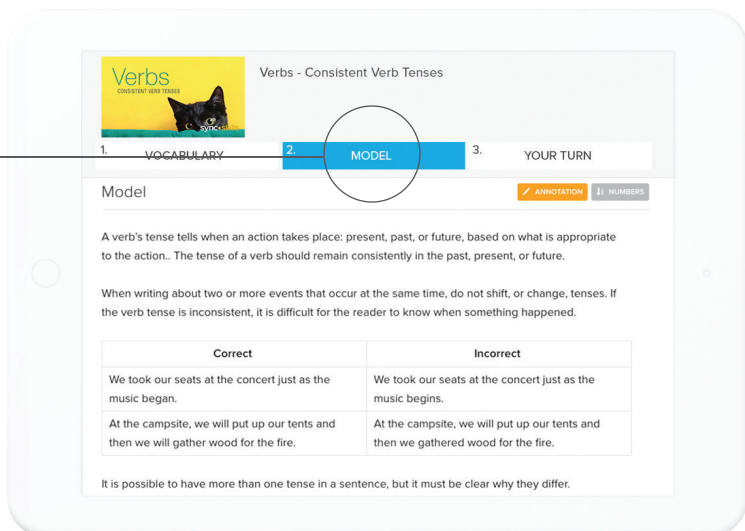


# Grammar Lesson Sample

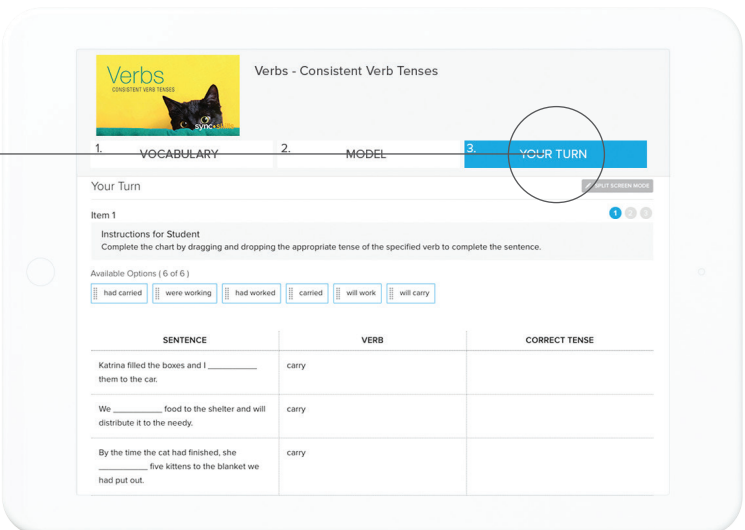
- 1 **Vocabulary**  
practice solidifies  
understanding.



- 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

