

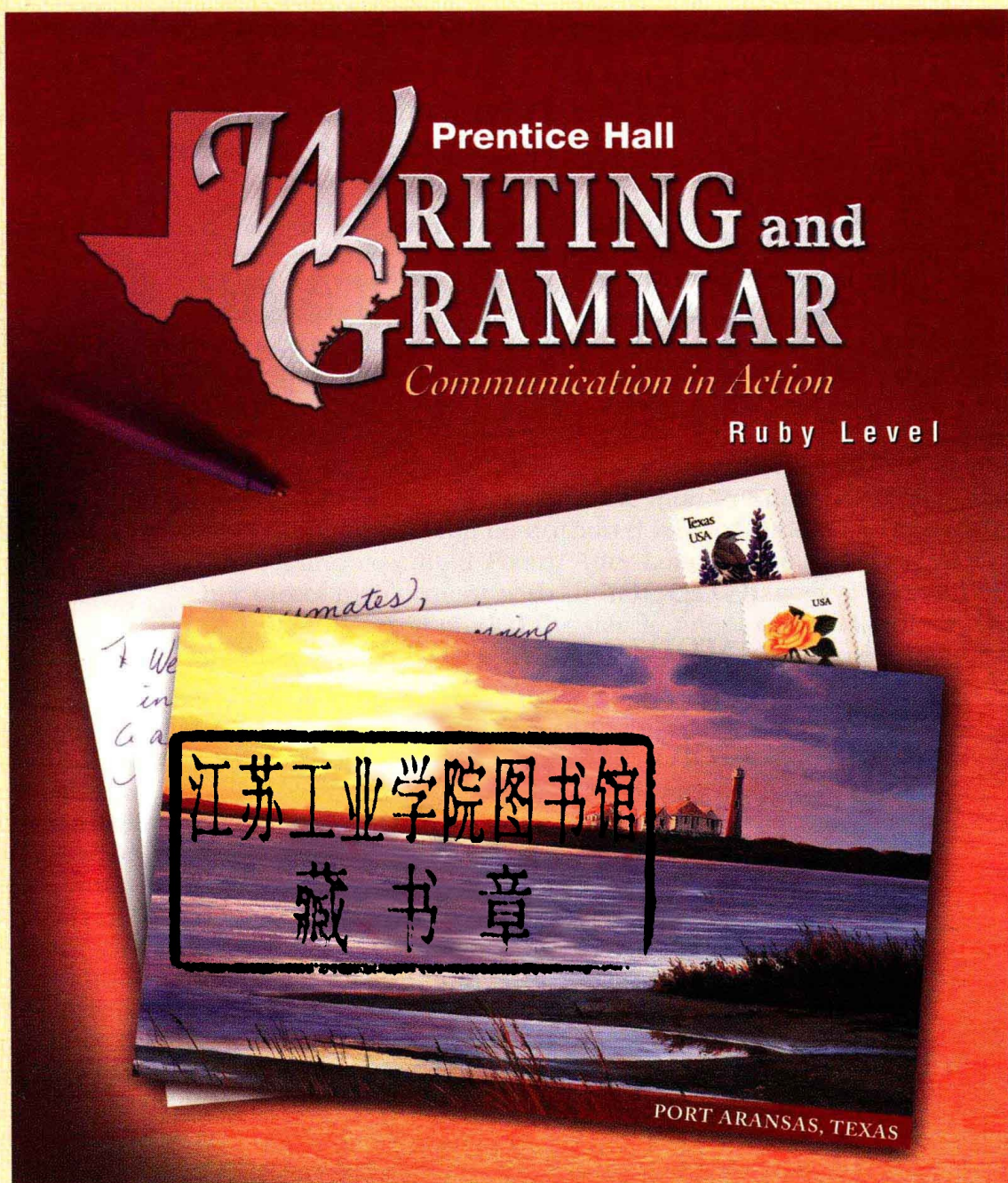
# Prentice Hall **WRITING and GRAMMAR**

*Communication in Action*

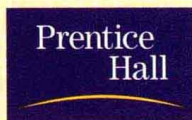
Ruby Level (11)







Ruby Level



Upper Saddle River, New Jersey  
Needham, Massachusetts  
Glenview, Illinois





# WRITING and GRAMMAR

Copper  
Bronze  
Silver  
Gold  
Platinum  
**Ruby**  
Diamond

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# Program Authors

The program authors guided the direction and philosophy of *Prentice Hall Writing and Grammar: Communication in Action*. Working with the development team, they contributed to the pedagogical integrity of the program and to its relevance to today's teachers and students.

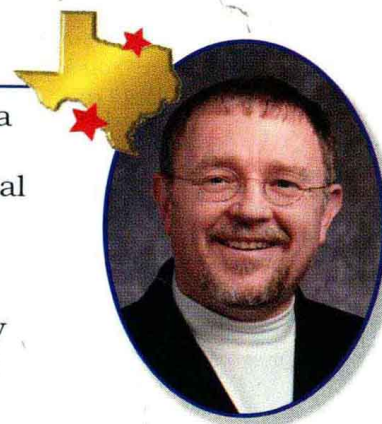


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In her forty-year career, Joyce Armstrong Carroll, Ed.D., has taught on every grade level from primary to graduate school. In the past twenty years, she has trained teachers in the teaching of writing. A nationally known consultant, she has served as president of TCTE and on NCTE's Commission on Composition. More than fifty of her articles have appeared in journals such as *Curriculum Review*, *English Journal*, *Media & Methods*, *Southwest Philosophical Studies*, *Ohio English Journal*, *English in Texas*, and the *Florida English Journal*. With Edward E. Wilson, Dr. Carroll co-authored *Acts of Teaching: How to Teach Writing* and co-edited *Poetry After Lunch: Poems to Read Aloud*. Beyond her direct involvement with the writing pedagogy presented in this series, Dr. Carroll guided the development of the Hands-on Grammar feature. She co-directs the New Jersey Writing Project in Texas.

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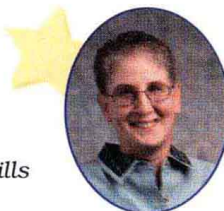
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# ***Texas Test Preparation***

## **C O N T E N T S**

- ▶ How does *Prentice Hall Writing and Grammar: Communication in Action* help with TAAS and TASP test preparation? . . . . . TX 7
- ▶ Overview: TAAS/TASP English Language Arts . . . TX 8
- ▶ TAAS/TASP Test-Taking Strategies . . . . . TX 9
- ▶ Sample Standardized Test Preparation Workshop: Comparing and Contrasting Texts . . . . . TX 12
- ▶ TAAS Self-Diagnostic Test . . . . . TX 14
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# How does *Prentice Hall Writing and Grammar: Communication in Action* help with TAAS and TASP test preparation?

The Texas Test Preparation pages are designed to help you approach the TAAS and TASP tests with confidence.

## Overview

- Explains the skills or objectives tested
- Describes the questions asked
- Explains how the tests are scored

## Test-Taking Strategies

- Provide proven techniques for answering questions on grammar, usage, and mechanics
- Offer tips for responding to a writing prompt
- Provide proven reading techniques
- Offer tips for answering multiple-choice questions

## Standardized Test Preparation Workshop

- Provides skills instruction and practice
- Offers a sample of the Standardized Test Preparation Workshops that you will find throughout your *Prentice Hall Writing and Grammar* textbook

## TAAS and TASP Self-Diagnostic Tests

- Help you become familiar with the forms of the TAAS and TASP questions
- Provide you with an opportunity to test your mastery of the reading and writing skills

## Diagnostic Chart

- Matches each question to the type of skills assessed
- Refers you to the appropriate chapters and Standardized Test Preparation Workshops in your *Prentice Hall Writing and Grammar* textbook for further instruction and practice





# **Overview: TAAS/TASP English Language Arts**

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## **What do these tests measure?**

The TAAS and TASP standardized tests in English Language Arts are *not* tests on specific reading selections you have studied in the classroom. Rather, each of these tests measures your skills in general: comprehension and analysis skills, grammar skills, proof-reading skills, and writing skills.

## **Why is it important to develop these skills?**

The areas targeted in these examinations help you develop needed communication, critical thinking, and problem-solving abilities. These skills are necessary for success in life.

## **What questions are asked?**

While the TAAS and TASP formats differ slightly, each test is composed of reading and writing sections.

The *reading* portion of each test consists of several reading passages followed by multiple-choice questions. The questions are designed to test your understanding of the passage. They are also designed to test your ability to think clearly and to reason logically about the information that the passage contains.

The *writing* portion of each test consists of two parts. In one part, you are asked to write a composition on a certain topic. In the other part, you are asked to identify or correct the writing errors in several short passages by answering multiple-choice questions.

## **What objectives are tested?**

In *reading*, the objectives include word meaning; supporting ideas; summarization; relationships and outcomes; inferences and generalization; point of view; propaganda; fact and nonfact. In *writing*, your objectives are to write a composition to a specific purpose and audience, with ideas that develop, support, and elaborate the central idea; recognize sentence construction, English usage, and the use of spelling, capitalization, and punctuation within the context of a written passage.



# TAAS/TASP Test-Taking Strategies

## TAAS

### Writing: Part 1

In the first part of the writing section, you will be asked to read passages that include errors in grammar, usage, and mechanics, and to answer multiple-choice questions that require choosing the best way to correct each mistake. You will also be asked to complete a sentence with the correct word or words choosing from among four multiple-choice answers.

SOME GRAMMAR AND USAGE SKILLS TESTED	MECHANICS SKILLS TESTED
<ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• verb tense</li> <li>• verb forms</li> <li>• sentence fragments</li> <li>• run-on sentences</li> </ul>	<ul style="list-style-type: none"> <li>• spelling</li> <li>• capitalization</li> <li>• punctuation</li> </ul>

### Test-Taking Tips for Answering Questions on Grammar, Usage, and Mechanics:

- Eliminate the choices you know are incorrect.
- Look for mistakes in capitalization, punctuation, and spelling, as well as for major grammatical errors. For example, you may be asked to identify the correct use of commas with items in a series or the correct use of apostrophes to show possession.
- Remember that some sentences contain no errors; therefore, you must choose *No error* or *Correct as is*.

### Writing: Part 2

In the second part of the writing section, you will be asked to write an essay or a letter, drawing from your life experiences, readings, attitudes, and opinions. You will be given a specific writing topic called a **writing prompt**. The writing prompt will explain a situation, tell you who the audience is, and describe your purpose in writing.

The **purpose for writing** may be *persuasion* (expresses an opinion) or *classification* (informs by classifying ideas in a logical way).





## TAAS/TASP Test-Taking Strategies (continued)

### Tips for Responding to a Writing Prompt

- Write your rough draft on pages provided in your test booklet.
- Revise and proofread your draft; transfer your final copy to the test's answer pages.
- Analyze the writing prompt. Notice the topic (subject); purpose (persuasion classification); audience (the reader); and form (essay, letter) it specifies.
- Wherever possible, use concrete, specific details—such as *examples*, *comparisons*, and *anecdotes*—to support ideas.
- Use transitional words—such as *at first*, *then*, and *finally*—that suit the purpose.

## Reading

In the reading section, you will be asked to read passages and answer multiple-choice questions about the content. You will be tested on skills such as:

- determining word meaning
- summarizing
- identifying supporting ideas
- making inferences and generalizations
- perceiving relationships and recognizing outcomes
- recognizing points of view, propaganda, and fact and nonfact

### Reading Techniques

- Preview the questions or question stems before you read the passage.
- As you read, write the question number next to the part of the passage that addresses the question.
- As you read, mark the passage for important ideas and details.
- Look for highlighted or **bold** type, headings, and topic sentences.
- Notice main ideas and important relationships.
- Check the passage to confirm the accuracy of your answers.

### Tips for Answering Multiple-Choice Questions

- Look at every choice; you may not select the best one if you stop reading.
- Eliminate answers that are obviously incorrect.
- Note all-inclusive words such as *always*, *every*, *all*, and *never*, which can make statements false by ignoring exceptions.
- Look for qualifying words such as *many* and *sometimes*, which can make statements true by acknowledging exceptions.



# TASP

The purpose of the TASP test is to assess the reading and writing skills first-year students should have if they are to perform effectively in Texas colleges and universities. You must take the TASP, or an approved alternative test, to graduate from high school.

## Section 1: Effective Writing

In this section of the test, you will be asked to read several short passages and answer multiple-choice questions on effective writing. For helpful strategies, refer to the **Tips for Answering Questions on Grammar, Usage, and Mechanics**.

## Section 2: Reading

The reading section consists of approximately 40 multiple-choice questions matched to several reading selections of approximately 300 to 750 words each. The selections represent a variety of subject areas and are similar to materials (e.g., textbooks, manuals) that you are likely to use in your first year of college.

### Tips for Answering Reading Comprehension Questions

- Read all the questions or question stems quickly once.
- As you read, write the question number next to the part of the passage that addresses the question.
- Stop to answer the question as you read unless the question requires knowledge of the entire passage.
- Don't let an unfamiliar word throw you. Continue reading; the meaning may become clear as you read, and you can then go back to the question.

## Section 3: Writing Sample

In this section of the test you will be asked to write a multiple-paragraph writing sample of approximately 300 to 600 words on an assigned topic. Your writing sample will be scored according to how well you express, organize, and support your opinions and ideas.

### Test-Taking Strategies for Completing the Writing Assignment

- Consider how you will organize what you plan to say.
- Be sure to write about the assigned topic.
- Use multiple paragraphs.



# Sample Standardized Test Preparation Workshop

## Comparing and Contrasting Texts

Standardized tests often measure your ability to compare and contrast two passages. When you *compare* passages, you look for similarities. When you *contrast* passages, you look for differences. Sometimes, tests will ask you to compare and contrast passages with different points of view about the same subject. The two passages may present similar information about a subject but may have a different purpose or a different tone. When you compare and contrast passages, you must first evaluate them. Keep in mind the following points when evaluating a passage:

- **Recognize the author's purpose and bias.** Ask yourself why the author has written the text and how he or she feels about its subject.
- **Distinguish fact from opinion.** A *fact* is information that can be proved true or false. An *opinion* can be supported but it cannot be proved true or false.
- **Judge the writer's work.** When you judge the work as a whole, ask yourself:  
Do the statements follow logically? Is the material clearly organized? Are the writer's points well supported?

### Test Tip

When a test gives you two passages to compare and contrast, begin by reading and evaluating the first passage. As you are reading the second, ask yourself how it is similar to and different from the first.

### Sample Test Item

### Answer and Explanation

**Directions:** Read the passages, and then answer the question that follows.

Passage 1: Television is the root of many problems affecting children today. Most children's television shows are violent and teach children to behave in horrible ways.

Passage 2: Watching too much television can harm children in a number of ways. Parents should restrict children's television time to one hour or less per day and should carefully select the television programs their children watch.

1. How is Passage 1 different from Passage 2?

- A. It is more detailed.
- B. It criticizes television.
- C. It does not offer a course of action.
- D. It is better organized.

The correct answer is **C**. While both passages criticize television, only Passage 2 offers a course of action.



**Practice 1** **Directions:** Read the passages, and then choose the letter of the best answer to each question.

**Passage 1: From "Chicago" by Carl Sandburg**

And having answered so I turn once more to those who sneer at this my city, and I give them back the sneer and say to them:

Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning.

Flinging magnetic curses amid the toil of piling job on job, here is a tall bold slugger set vivid against the little soft cities; . . .

**Passage 2: From "Here is New York" by E. B. White**

New York is nothing like Paris; it is nothing like London; and it is not Spokane multiplied by sixty, or Detroit multiplied by four. It is by all odds the loftiest of cities. It even managed to reach the highest point in the sky at the lowest moment of the Depression. The Empire State Building shot 1,250 feet into the air when it was madness to put out as much as six inches of new growth.

- 1 The tone of Passage 1 is different from the tone of Passage 2 in that it is—
  - A exuberant
  - B ironic
  - C critical
  - D melancholy
- 2 The authors of Passage 1 and 2 are alike in that they both—
  - F think the cities they are writing about are great
  - G discuss a city's tall buildings
  - H respond to a criticism
  - J hope to improve the conditions of a city

- 3 Which of the following is a *fact* expressed in Passage 2?
  - A New York is nothing like Paris.
  - B New York is the loftiest of cities.
  - C New growth during the Depression was madness.
  - D The Empire State Building was built during the Depression.
- 4 Which of these best explains why the author of Passage 2 provides concrete supporting evidence for his point, while the author of Passage 1 does not?
  - F Passage 2 is about New York, whereas Passage 1 is about Chicago.
  - G Passage 2 is an essay, whereas Passage 1 is a poem.
  - H Passage 2 replies to criticism, whereas Passage 1 does not.
  - J Passage 2 makes a claim about its city, whereas Passage 1 does not.



# **TAAS Self-Diagnostic Test**

## Writing: Part 1

### Directions:

Mark the letters for your answers on a bubble sheet if your teacher provides one; otherwise, number from 1 to 21 on a separate sheet of paper, and write the letter of the correct answer next to each number.

Read each passage, and choose the word or group of words that belongs in each space. Mark the letter for your answer.

To make America's capital more impressive, George Washington (1) an African American mathematician and inventor, Benjamin Banneker, to the commission in charge of (2) the District of Columbia. Pierre Charles L'Enfant, a French artist and architect who had fought for the United States during the Revolution, (3) the city plan. L'Enfant designed a capital with broad streets, public walks, a mansion for the President, a pedestrian mall, and the Capitol.

The federal government moved to the District of Columbia in 1800. (4) it took decades longer (5) the L'Enfant plan in its entirety. Washington, D.C., with (6) great boulevards, marble buildings in the Greek style, and public monuments, is the most obvious legacy of the Federalists' grand plans for the United States.

1 **A** appoints

**B** appointed

**C** will appoint

**D** has appointed

2 **F** surveyed

**G** had surveyed

**H** surveying

**J** will survey

3 **A** develop

**B** develops

**C** developed

**D** will develop

4 **F** However,

**G** In addition,

**H** Fortunately,

**J** Thus

5 **A** realizing

**B** to realize

**C** will realize

**D** realized

6 **F** its

**G** their

**H** our

**J** them

**GO ON** 



In 1927, Zora Neale Hurston left her home in New York City and (7) to Eatonville to collect folk tales, spirituals, sermons, work songs, blues, and children's games.

At the time of the Great Migration from the South to northern cities, Hurston went south, against the tide. (8) spent the next six years (9) the forms of African American cultural expression that she believed (10) the greatest contribution to American culture. She worked in lumber camps to learn work songs and (11) in rituals in order to research traditional Caribbean culture in New Orleans.

Thanks to folklorists like Hurston, the rich contributions of many cultures have been preserved. From recording Native American chants to trying to keep the Yiddish language alive, folklorists document and protect (12) national bounty of diverse cultures.

- 7 A** return  
**B** returned  
**C** will return  
**D** had returned
- 8 F** Her  
**G** She  
**H** They  
**J** It
- 9 A** documented  
**B** to document  
**C** documenting  
**D** will document

- 10 F** will make  
**G** were making  
**H** had made  
**J** are making
- 11 A** will join  
**B** had joined  
**C** is joining  
**D** joined
- 12 F** her  
**G** their  
**H** our  
**J** is





## **TAAS Self-Diagnostic Test (continued)**

Read each passage and decide which type of error, if any, appears in each underlined section. Mark the letter for your answer.

Ocean water is a mixture of gases and solids dissolved in pure  
(13)  
water. Scientists who study the Ocean, or oceanographers, believe  
(14)  
that ocean water contains; all of the natural elements found on  
(15)  
Earth. Ninty elements are known to exist in nature. So far,  
(16) (17)  
about 85 of thiese have been found in ocean water. Ocean-  
ographers are hopeful that with improved technology, they will  
find the remaining elements.

Ocean water is about 96 percent pure water. So, the most  
abundant elements in ocean water are Hydrogen and Oxygen.  
(18)  
The other 4 percent consists of dissolved elements, including  
chlorine and sodium.

**13 A** Spelling error

**B** Capitalization error

**C** Punctuation error

**D** No error

**14 F** Spelling error

**G** Capitalization error

**H** Punctuation error

**J** No error

**15 A** Spelling error

**B** Capitalization error

**C** Punctuation error

**D** No error

**16 F** Spelling error

**G** Capitalization error

**H** Punctuation error

**J** No error

**17 A** Spelling error

**B** Capitalization error

**C** Punctuation error

**D** No error

**18 F** Spelling error

**G** Capitalization error

**H** Punctuation error

**J** No error

**GO ON** 