

Prentice Hall WRITING and GRAMMAR

Communication in Action

Diamond Leve



Prentice Hall **WRITING and GRAMMAR**

Communication in Action

Diamond Level



Diamond Level

Prentice
Hall

Upper Saddle River, New Jersey
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Needham, Massachusetts

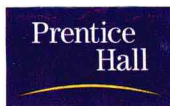
WRITING and GRAMMAR

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.

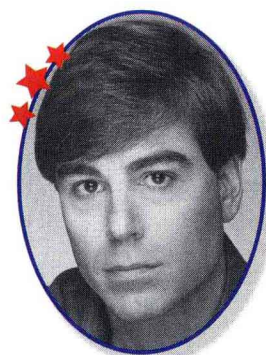


Joyce Armstrong Carroll

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.

Edward E. Wilson

A former editor of *English in Texas*, Edward E. Wilson has served as a high-school English teacher and a writing consultant in school districts nationwide. Wilson has served on the Texas Teacher Professional Practices Commission and on NCTE's Commission on Composition. With Dr. Carroll, he co-wrote *Acts of Teaching: How to Teach Writing* and co-edited the award-winning *Poetry After Lunch: Poems to Read Aloud*. In addition to his direct involvement with the writing pedagogy presented in this series, Wilson provided inspiration for the Spotlight on Humanities feature. Wilson's poetry appears in Paul Janeczko's anthology *The Music of What Happens*. Wilson co-directs the New Jersey Writing Project in Texas.



Gary Forlini

Gary Forlini, a nationally known education consultant, developed the grammar, usage, and mechanics instruction and exercises in this series. After teaching in the Pelham, New York, schools for many years, he established Research in Media, an educational research agency that provides information for product developers, school staff developers, media companies, and arts organizations, as well as private-sector corporations and foundations. Mr. Forlini was co-author of the *S.A.T. Home Study* program and has written numerous industry reports on elementary, secondary, and post-secondary education markets.

Florida Advisory Panel

The program advisors provided ongoing input to the development of *Prentice Hall Writing and Grammar: Communication in Action*. Their sensitivity to the needs of students and teachers in Florida helps ensure that these needs are addressed within this series.



Diane N. Cappillo

Testing Chairperson
Barbara Goleman Senior High School
Hialeah, FL

- Facilitator, University of Miami/Dade County Public Schools Writing Institute
- Trainer, CRISS Project
- Past president, Dade County Council of Teachers of English
- Past chairperson, Goleman Senior High School's Educational Excellence School Advisory Council

Marsha Evans

Teacher of Reading
Holly Hill Middle School
Holly Hill, FL

- Member, NCTE, FCTE, Volusia County Reading Council



Margaret Jan Graham

Teacher of Language Arts
Cobb Middle School
Tallahassee, FL

- Fellow, National Writing Project
- District Reading Forum Leadership Committee
- District Writing Team, Sunshine State Standards
- Florida Council of Teachers of English Board Member



Nancy L. Gray

Teacher of English and Speech
Satellite High School
Satellite Beach, FL

- Trainer, CRISS Project
- Nominated District Teacher of the Year, 1999–2000
- District Language Arts Curriculum Committee Member/Editor
- President, Brevard Council Teachers of English, 1999–2000

Jo Higgins

Teacher of English, Speech, and Creative Writing
Kathleen High School
Lakeland, FL

- First Vice-President, FCTE
- Kathleen High School Teacher of the Year, 1995–1996
- Florida English Teacher of the Year, 1994–1995



Lynn S. Lemmon

English Department Chair
Palm Harbor University High School
Palm Harbor, FL

- Who's Who Among America's Teachers
- Semifinalist, 1999 Teacher of the Year

Mary R. Lewis

Educational Consultant
Tampa, FL

- President, Professional Development for Achievement, Inc.
- Former secondary English teacher and writing tutor





Heidi M. Quintana

Teacher of English
Robinson High School
Tampa, FL

- Fellow, Tampa Bay Area Writing Project
- Member, County Visioning Team for Secondary Language Arts
- FCTE Beginning Teacher of the Year, 1997

Gladys M. Rodriguez

Teacher of English, Speech, and Debate
George Washington Carver Middle School
Miami, FL



Marilyn Shaw

Teacher Specialist—Writing Across the Curriculum
School Board of Alachua County
Gainesville, Florida

- Alachua County Teachers of English, Vice President
- Trainer, CRISS Project
- Trainer, Six Traits of Writing

Lynn Fry Striepe

Teacher of English
Indian Trails Middle School
Winter Springs, FL

- Department Chairperson
- District Curriculum Writing Committee



Holly Reddick Ward

Teacher of Gifted Language Arts and Drama
Campbell Middle School
Daytona Beach, FL

- Department Chair, English and Drama
- School Correlate Chair, 1993–2000
- President, Volusia County Teachers of English, 1999
- Nominated, District Teacher of the Year, 1994–1995
- Chairperson, Behavioral Leadership Foundations Team, 1999–2000
- Volusia County Writing Task Force, 1989–1997
- Who's Who Among America's Teachers



How Does *Prentice Hall Writing and Grammar: Communication in Action* help with FCAT and SAT/ACT preparation?

The Florida Test Preparation pages are designed to help you approach the FCAT Reading and the SAT/ACT with confidence.

Overview

- Describes the FCAT Reading and SAT/ACT formats
- Describes the types of questions asked
- Explains the skills tested

Florida Test Preparation Workshop

- Provides instruction and practice for answering reading questions
- Provides proven reading techniques
- Offers tips for answering multiple-choice questions

FCAT Reading and SAT/ACT Practice Items

- Helps you become familiar with the form of the questions
- Provides you with an opportunity to test your mastery of the reading and writing skills

Further Instruction and Practice

- Refers you to the appropriate chapters in your *Prentice Hall Writing and Grammar* textbook, directing you to sections on expository writing; writing for assessment; reading skills; study, reference, and test-taking skills; and grammar, usage, and mechanics skills
- Refers you to literature models that provide additional reading strategies



Overview: FCAT Reading and SAT/ACT

What is the FCAT?

The Florida Comprehensive Assessment Test (FCAT) measures your ability to use important reading and writing skills in a variety of ways. The areas targeted help you develop needed communication, critical-thinking, and problem-solving abilities. These skills are necessary for lifelong learning. You must achieve a passing score on the grade 10 test to be eligible to receive a high-school diploma.

What types of questions are asked?

FCAT Reading consists of two 90-minute sessions in which you are asked to read a variety of passages and answer questions about the content. Three types of questions will be asked on this test: multiple-choice, short-response, and extended-response. The short-response and extended-response items require written answers.

What skills are measured?

The *reading* assessment measures the following skills:

- Vocabulary
- Main Idea
- Organizational Patterns
- Author's Purpose and Point of View
- Locating, Organizing, and Interpreting Information
- Checking the Validity of Information
- Literary Analysis

What are the SAT and the ACT?

The SAT and ACT are used by many colleges and universities as one factor in the admissions decision. Schools use these assessments to predict how well you will succeed at first-year college classes. Most students take the SAT or the ACT in the spring of their junior year or in the fall of their senior year. If you are dissatisfied with your score, you are permitted to retake these tests.

How are the SAT and the ACT formatted?

All SAT verbal questions are multiple-choice and include sentence completion items, analogy questions, and critical reading questions. All ACT English and reading questions are multiple-choice and include revising and editing questions and critical reading questions.



Florida Test Preparation Workshop

FCAT Reading

The FCAT Reading includes:

- two or three literary passages, such as short stories and poems
- four or five informational passages, such as magazine and newspaper articles about science, history, or other topics
- approximately 40–45 multiple-choice questions on the literary and informational passages
- six to eight short-response performance tasks based on the literary and informational passages
- two to three extended-response performance tasks addressing literary and informational passages

Performance tasks, or written responses, account for approximately 20% of the test questions and 30% of the total points.

Types of Reading Questions

Multiple-Choice

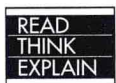
- These questions assess your ability to understand, interpret, analyze, or evaluate literary or informational passages.
- Choose the BEST answer from among the four choices. A correct answer is worth 1 point.
- You may guess at the correct answer without a penalty and have a 25% or higher probability of answering the question correctly.

Written Responses: Read, Think, Explain Performance Tasks

The Read, Think, Explain items require a written response. Whether it is a short-response item or an extended-response item, you must find evidence from the written passage to support your answer.

- Do not be tempted to add information from your own knowledge. Your answer must be supported only by evidence from the passage.
- Do not write outside the box. If you do, your answer will not be scored.

Short-Response Performance Task



- This symbol appears next to questions that require short written answers. (8 lines)
- These take about 3–5 minutes to complete. (Complete answer: 2 points; partial answer: 0 or 1 point)

Extended-Response Performance Task

READ
THINK
EXPLAIN

- This symbol appears next to questions that require longer written answers. (14 lines)
- These take about 5–10 minutes to complete. (Complete answer: 4 points; partial answer: 0, 1, 2, or 3 points)

Tips for Completing Short-Response and Extended-Response Items

- Read the test item carefully to fully understand what you are being asked to do.
- If explaining how something developed, cover the process from beginning to end.
- If comparing items, make the points of comparison parallel and devote equal space to each item.
- If the test item has multiple parts, address all parts in your response.
- Be sure to include evidence and quotations from the passage.

Sample Short-Response Item

READ
THINK
EXPLAIN

[This item is based on an article about Chief Joseph (1840?–1904) of the Nez Percé tribe, who was famous for a retreat he led through Idaho and Montana in 1877. The article is not shown here.]

Model Question: According to the author of the article, Chief Joseph was both a peace chief and a military genius. Use information and details from the article to support this conclusion.

- Underline the key words in the test item that will help you make sure all the parts are covered. The key words help you define your purpose. Look at the following example:

Sample Prompt Analysis

[The underlined words indicate the key words to address in a response.]

Model Question: According to the author of the article, Chief Joseph was both a peace chief and a military genius. Use information and details from the article to support this conclusion.

- Read the passage with your purpose in mind. Underline details in the passage that answer the question.
- Organize the details into a list to help plan your response. If you find while practicing that this strategy takes too much time, then mentally organize the information you have underlined. Try it both ways and see which strategy works best for you.

Sample Prewriting List

[The details noted in this outline come from the article.]

Chief Joseph

Peace Chief

- traded peacefully with whites
- “reluctantly” went to war when government ordered his people to move to a reservation
- famous speech, “I will fight no more forever!”

Military genius

- won battles with fewer warriors than white military
- avoided capture for many months
- led women, children, and old men more than 1,000 miles
- knew when to surrender for the good of his people

- In your writing, paraphrase the details you have selected. If you cite words directly from the passage, place this information in quotation marks.
- Do not include any information in your answer that cannot be supported in the passage.
- Use transitional words (such as *first*, *then*, *finally*, *however*) to connect ideas.
- Do not waste time. You do not have time to write a rough draft and make revisions.
- Review your answer to make sure it answers all parts of the question.

READ
THINK
EXPLAIN

Sample Short-Response Answer (8 lines)

Chief Joseph was known as a peace chief because he traded peacefully with whites for many years. He went to war “reluctantly” after the government ordered his people to move to a reservation. When he finally surrendered, he said in a famous speech, “I will fight no more forever.” Chief Joseph was also a military genius. He fought off government troops with fewer warriors than the white military, and he avoided capture for many months. He led his people more than 1,000 miles before he made the decision to surrender.

Strategies for Answering Reading Questions

Interpreting the Meaning of Text Based on Context Clues

These questions measure your ability to select and use strategies to understand words and text. The words or phrases near an unfamiliar word may provide the context clues that can help you figure out the word's meaning.

- A context clue may be a synonym (word with the same meaning) or an antonym (word with the opposite meaning) for the unfamiliar word.
- Sometimes, the passage contains a definition or an explanation of the unfamiliar word or a description with details or examples that can help you figure out the word's meaning.
- Even if the unfamiliar word is part of the technical vocabulary of people who share a particular activity or interest, context clues can help you determine its meaning.

Sample Test Item

Japan is a **homogeneous** society. The people speak the same language and share the same culture. Unlike most nations around the world, Japan has almost no ethnic minorities.

- 1 What does the word **homogeneous** in this passage mean?

- A composed of a variety of parts
- B composed of parts of the same kind
- C homeopathic
- D stagnant and unchanging

Answer and Explanation

- 1 **B** is the correct answer, since it describes a society in which the people are basically alike. **A** is incorrect, since it means the opposite. The context clue tells you that the correct answer has to describe society, so **C** is incorrect. **D** is incorrect, though *homogeneous* might imply *stagnant* to some readers.

Identifying Comparison and Contrast and Other Organizational Patterns

The FCAT requires you to analyze the characteristics of clear texts, including patterns of organization and word choice. For example, you may be asked to recognize the use of comparison and contrast, identify methods of development, or judge the effectiveness of these organizational patterns in a variety of writing modes.

- The organization of information within a text contributes to the meaning of the text. Writers may organize the information to compare or contrast things, to establish chronological order, or to show a cause-and-effect relationship.
- The words that a writer chooses help to establish the writer's point of view or opinion.

► **Thinking/Planning Strategy**

To help you answer these types of questions, consider devising a graphic organizer suited to the organization of the passage. For passages that show cause and effect, use a **cause-and-effect organizer** to list details from the passage.



Sample Test Item

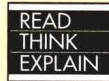
Myra Jodie, 13, won a free computer in a Web site contest she entered using her school's computer. However, she can't get on the Internet at home because she doesn't have a telephone. Myra lives on the Navajo reservation in Arizona, and telephone service is expensive in this rural area.

When the president of the United States heard Myra's story, he announced a new program for providing low-cost phone service to Indian reservations. He called this a first step toward encouraging Native Americans in the use of computer technology.

1 What heading could be used to suggest the organizational pattern as well as the content of this paragraph?

- A Native American Reservations to Get Low-Cost Phone Service
- B Girl Wins Computer, Prompting Presidential Plan
- C Myra Jodie Wins a Free Computer
- D All Schools Should Have Internet Access

2



Explain why the president was moved to action by Myra's situation. Use details and information from the passage to support your answers.

Answers and Explanations

- 1 Choices **A** and **C** are true, based on the passage, but they do not suggest both the organizational pattern and the content. **D** states an opinion, possibly derived from the passage. The correct choice, **B**, suggests the cause-and-effect pattern as well as the content of the passage.
- 2 He apparently felt the irony that she should be successful in computers but unable to use the Internet. He appears to want all Native Americans to be able to use computers and the Internet. A successful answer should incorporate the details of Myra's situation with the president's goals.

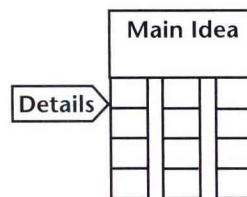
Determining Main Idea and Relevant Details

The FCAT measures your ability to determine the main idea and details presented in a passage, a story, or a paragraph.

- When the main idea is stated directly, it will often be found at the beginning or end of the passage or paragraph.
- Sometimes the main idea is NOT stated directly. Examine the details carefully to determine what idea ties them together.
- Ask yourself what point the writer is trying to make (the main idea), and what details he or she is using to support this main idea.
- In a multiple-choice question about the main idea, the wrong answer choices will often be details, rather than the main idea. For each answer choice, ask yourself whether it is a supporting detail for the main idea, or the main idea itself.

► Thinking/Planning Strategy

To help you answer these types of questions, take notes using a **main idea and supporting details** diagram. Draw a structure like the one shown here and write supporting details from the paragraph in the blanks. Then, write a main idea statement that pulls together or summarizes the supporting details.



Sample Test Item

Wherever people live, they change the world around them. They may clear forests, blast tunnels through mountains, or plow fields. Indeed, throughout history, much of what we call progress has involved people changing the environment. Today, we are learning that this kind of progress can have hidden costs. Some of our actions have polluted the air, water, and land.

- 1 What is the main idea of this passage?
 - A People always change the world around them.
 - B Clearing forests and plowing fields can cause pollution.
 - C By changing the environment, people may cause pollution.
 - D Harming the environment is not progress.

Answer and Explanation

- 1 The correct answer is **C**. Answer choices **A** and **B** are possible conclusions drawn from details in the paragraph; answer choice **D** may be a supported opinion but does not contain the idea of people's changing the environment. Only answer choice **C** contains the main idea of the text.

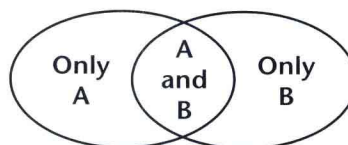
Analyzing, Evaluating, and Synthesizing Information From a Variety of Texts

Some FCAT questions require you to review primary sources, articles, and charts to compare information and draw conclusions.

- Review each item separately, identifying the main idea and supporting details. As you read, analyze the text by identifying who wrote each piece and why.
- Jot down ideas to help you summarize your findings.
- Compare and contrast the items in order to reach conclusions about the texts. Look especially for differences in the author's audience, purpose, and attitude.

► Thinking/Planning Strategy

Use a **Venn diagram** to gather information from a variety of texts. Label each circle as shown here. Then, list the details about one item being compared in one circle. Do the same in the other circle. List any similar details in the intersection of the two circles.



Sample Test Item

flybynight.com (Web site ad)

Welcome to flybynight.com, where you get the lowest price on airline tickets for any destination. Join the hundreds of thousands of customers who have saved money for things they've always wanted, like an SUV, a sailboat, or a second home. Our system works because airlines always have more seats than they can sell and flybynight.com customers are guaranteed buyers.

A travel article in *The Journal-Sun*

A few weeks ago I came across a great deal on airline tickets on the Internet. I quickly booked a cross-country round-trip flight for less than \$200. Once in the air, however, I realized why the ticket was so cheap. We made three stops, and twice I had to wait in the plane during the layover. When I arrived—finally!—at my destination, I tried to change my return flight. I learned there were no changes or refunds—because I was what's known as a "guaranteed buyer."

- | | |
|---|---|
| 1 Which statement would the writer of the advertisement deliberately avoid? | B I booked a cross-country round-trip flight for less than \$200. |
| A I came across a great deal on airline tickets. | C There were no changes or refunds. |
| | D I was what's known as a "guaranteed buyer." |

Answer and Explanation

- 1 The correct answer is **C**. The purpose of the advertisement is to show the company in a positive light. **A** and **B** help achieve this goal. **D** would have a neutral effect until it is read in context

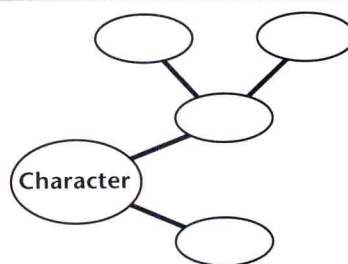
Recognizing Complex Elements of Plot

The FCAT measures your ability to analyze works of literature by interpreting the setting, major events, conflict, and resolution in narratives. To address these questions, consider these tips:

- Read through the piece of literature more than once. When you read through it the first time, note your reactions to the story. Summarize the story, and note the events or ideas that stand out.
- As you read through the piece a second time, take special note of the ways the author tells the story. For example, notice events that contribute to the conflict in the story and jot down details that intensify and then resolve the problem. Pay specific attention to the cause-and-effect relationship among plot events.
- Identify the details that develop character and setting and question how they add to the narrative.

► Thinking/Planning Strategy

To help answer questions about character, create a **cluster map**. In a large circle, write the name or description of the character you want to study. In smaller circles, note details that give clues to the character's personality.



Sample Test Item

On the back of my horse I had a different view of the world. I could see more of it, how it reached away beyond all the horizons I had ever seen; and yet it was more concentrated in its appearance, too, and more accessible to my mind, my imagination. My mind loomed upon the farthest edges of the Earth, where I could feel the full force of the planet whirling into space.

1 What is the narrator describing?

- A the horizon
- B riding his horse to the edge of the Earth
- C what he imagines as he rides his horse
- D the way his horse feels

Answer and Explanation

- 1 The correct answer is **C**. The narrator is telling what he imagines as he rides. Since he is seeing beyond horizons, **A** is incorrect. **B** is incorrect because he is traveling to the far reaches in his imagination, not on his horse. **D** is incorrect because he does not say how the horse feels.

SAT

The verbal section of the SAT contains three types of questions:

- Sentence Completion—fill-in questions that test your vocabulary and your ability to understand complex sentences
- Analogies—questions that focus on the relationships between pairs of words
- Critical Reading—questions that measure your reasoning ability and your vocabulary

Tips for Answering Sentence Completion Items

- Read the sentence and supply your own word or words for the gap. Then, look at the answer choices and cross out those that make no sense. If that leaves you with more than one answer choice, pick the one that seems most logical.
- Try to define the key words in the sentence and the answer choices.
- Note: If one clause in the sentence is introduced by *therefore*, *for*, *since*, *because*, *furthermore*, *moreover*, *similarly*, or *in addition*, what follows will either substantiate, explain, or elaborate what is said in the other clause or clauses.
- Use context clues—the meanings of the words around the missing word—to help you choose the missing word.
- Use grammatical structure to help you narrow choices—Is a singular or plural word called for? A noun or an adjective?

Sample Test Item

Each sentence has one or two blanks, each blank indicating that something has been omitted.

Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

1 Because it was such a ---- day, we decided to stay inside and play computer games.

- (A) gracious
- (B) porous
- (C) leery
- (D) dreary
- (E) chintzy

Answer and Explanation

Note that the first clause begins with the word *because*, indicating that the information in the first clause explains what is said in the clause that follows.

With this in mind, you should look at the second clause and think about what type of day might make everyone stay inside and play computer games. In this context, *gracious*, *porous*, *leery*, and *chintzy* clearly do not make sense. Therefore, the only logical response is **D**, *dreary*, which fits into the context of the sentence perfectly.