

Editing, Revising, and More for Grade 7 Student Assessment Table of Contents

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UNIT 1 ASSESSMENT: Exceeding the Standards - from Banal to Brilliant

Revise the following examples by reading and answering the corresponding multiple choice questions.

Antonia is a seventh grader with a headache the size of Texas and a writing assignment to revise. Her effort at a first draft needs your help! Her writing teacher asked the class to focus on vivid and precise word choices as they described a weather event. Here is Antonia's first draft.

(1) It was sunny, but the weather forecast was for rain, hail and a possible tornado! (2) Dani told her brother, who was sitting outside on the kitchen steps studying for a science test. (3) He got up to go for a walk. (4) It was 75 degrees outside and sunny with a few clouds in the sky. (5) Dani thought the forecast was a mistake, or that the forecaster had a sense of humor. (6) She put the report out of her mind and returned to her literature homework, reading Act One of William Shakespeare's play, *The Tempest*. *"Heave ho, my hearties! Put your backs into it, lads! Smartly now, take in the topsail. Obey the skipper's whistle!" The sailor shook his fist at the storm. "Blow till your lungs burst, if you must, but give us room enough."* (7) Dani kept reading. (8) Shakespeare's image of the storm seemed so real that she could almost feel the force of the wind against her face. (9) It even seemed to be moving the pages of her book. (10) Then it happened! (11) A drop of rain hit the page and suddenly Dani became aware that there was a real tempest overhead. (12) The clouds turned a weird shade of yellow and then the sky got dark. (13) Lightning streaked the sky and in the distance, thunder rumbled. (14) Dani opened the kitchen door and put the play on the table. (15) By the time she turned around to look for her brother it began to hail in drops the size of ping-pong balls. (16) She grabbed a pot cover and held it over her head as she ran outside calling, "Liam! Liam! Where are you?" (17) The hail hit the metal pot lid like it was a cymbal. (18) Dani heard a voice behind her. (19) "Come inside, silly!" (20) Liam stood at the door grinning. (21) The sky got darker and the lights went out.

Student Assessment

1. Choose the words that could **best** be substituted for the verbs in:

“The sky got darker and the lights went out.”

- ☐ a.) The sky was darker and the lights extinguished.
- ☐ b.) The sky darkened and the lights flickered out.
- ☐ c.) The sky went dark and lights snuffed.
- ☐ d.) The sky went pale and the lights were turned off.

2. Choose the most descriptive and vivid revision for sentence 3 within the context of the story.

“He got up to go for a walk.”

- ☐ a.) He got up and walked off.
- ☐ b.) He got up and left the area.
- ☐ c.) His reaction was to laugh and saunter off.
- ☐ d.) He found the whole thing ridiculous.

3. Antonia wants to add descriptive details to the first sentence. Which two sentences should she combine?

- ☐ a.) 1 and 10
- ☐ b.) 1 and 11
- ☐ c.) 1 and 5
- ☐ d.) 1 and 4

4. Which revision works best?

“It was sunny but the weather forecast was for rain, hail and a possible tornado!”

- ☐ a.) It was sunny, warm out, around 75 degrees, and cloudless but the forecast wasn’t good!
- ☐ b.) It was hot, humid with a chance of rain and a tornado.
- ☐ c.) It was 75 degrees and sunny with barely a cloud in the sky, but the weather forecast predicted rain, hail and a possible tornado!
- ☐ d.) It was 75 and sunny, cloudless, most beautiful spring day ever, but the weather forecast was for a ginormous storm!



5. Antonia is reading Shakespeare's play, *The Tempest*. What vivid description would most precisely describe a tempest?

- ☐ a.) a tempest in a teapot
- ☐ b.) a wild and raging storm
- ☐ c.) the sailor's pent up anger and frustration
- ☐ d.) a catastrophe in the making

6. Which revision would **best** improve sentence 11?

"A drop of rain hit the page and suddenly Dani became aware that there was a real tempest overhead."

- ☐ a.) A humongous drop of precipitation clobbered the page and suddenly Dani came to the realization that a veritable hurricane had arrived.
- ☐ b.) A husky drop of rain smashed the page and instantly Dani thought that it was a tornado.
- ☐ c.) A drop of rain splashed onto the page and Dani suddenly realized there was a real tempest overhead.
- ☐ d.) No revision is necessary.

7. What would be the **best** revision of sentence 12?

"The clouds turned a weird shade of yellow and then the sky got dark."

- ☐ a.) The clouds soured to a strange yellow color and then went pitch black.
- ☐ b.) The clouds colored themselves cadmium yellow, that was depressing and devastating.
- ☐ c.) The clouds glowed a toxic yellow hue and the stormy sky grew ominous and foreboding.
- ☐ d.) The puffy, white, cumulus clouds were transformed into vile, sickly-looking yellow ones and the formerly pristine lower atmosphere was suffocated in bleakness.

8. Which revision from the example above (#7) is so descriptive that it is overwritten and needs to be simplified?

- ☐ a.) a
- ☐ b.) b
- ☐ c.) c
- ☐ d.) d

9. Which revision would **best** improve sentence 17?

“The hail hit the metal pot lid like it was a cymbal.”

- ☐ a.) The hail pelted the metal pot lid like a drumroll on a cymbal.
- ☐ b.) The hail smashed into the metal pot lid rapidly and with force.
- ☐ c.) The hail dashed the metal pot lid like a drummer was hitting a cymbal.
- ☐ d.) The hail dented the metal pot lid like a sledgehammer on a drum kit.

10. Which revision of sentence 20 would clarify its meaning?

“Liam stood at the door grinning.”

- ☐ a.) Liam stood on the door laughing his head off.
- ☐ b.) Liam was grinning from the kitchen door.
- ☐ c.) Liam yelled in a voice laden with irony and sarcasm.
- ☐ d.) Liam stood inside the kitchen door grinning.

UNIT 2 ASSESSMENT: Literary Devices

Demonstrate your understanding of Literary Devices by reading the following passage and answering the corresponding multiple choice questions.

Julian's seventh grade class is learning to identify and use the literary devices effectively. His teacher thought the best way to test the students' proficiency was to have them exchange papers and revise each other's work. The teacher asked the class to focus on the effective use of literary devices to enhance creative writing. Julian needs your help to identify and revise literary devices in his classmate's paper.

(1) She knew it anyway! (2) That's what Eliza was thinking when the moderator stumbled over the pronunciation of the championship word, floccinaucinihilipilification. (3) What was she to do with the opportunity of a lifetime screaming at her at the top of its lungs? (4) A thought crossed her mind, but it didn't stay there. (5) This was not an uncommon experience. (6) As the first student from her school to ever reach the finals of the Scripps National Spelling Contest, she had practiced compartmentalizing. (7) She was used to shutting out everything and everyone in pursuit of her number one goal: to be the greatest speller on earth, at least in the English language. (8) For years she'd spent her summer's studying while her friends played soccer and go swimming. (9) For years, she'd denied her desire for more diverse diversions. (10) For years, she'd practiced, hour after hour, day after day, week after week, year after year. (11) Every birthday an eternity. (12) Then it happened! (13) She'd memorized the entire Oxford English dictionary, billions of syllables dancing in her mind like fireflies. (14) It was no wonder that her head didn't fall off from the weight of all those words. (15) Some of them were really heavy, like hippopotamine, or rhinocerine, or elephantine. (16) When the moderator stumbled over the pronunciation Eliza waited not impatiently. (17) She repeated the word politely. (18) She asked for the country of origin and the part of speech. (19) She closed her eyes and watched the letters assemble themselves on her mental screen like puzzle pieces as she tried to still her racing heart. (20) Floc-cin-auc-ini-hil-ipi-lif-ica-tion, the Latin adverb meaning, "half as much," again! (21) Shivers ran up every spine and the audience held its breath, but Liza knew what the result was. (22) She'd won the title of World's Best Speller in the world.

Student Assessment

1. What is the literary device used in sentence 3?

“What was she to do with the opportunity of a lifetime screaming at her at the top of its lungs?”

- ☐ a.) This is an example of a simile.
- ☐ b.) This is an example of a metaphor.
- ☐ c.) This is an example of personification.
- ☐ d.) This is an example of anaphora.

2. What is the literary device used in sentence 5?

“This was not an uncommon experience.”

- ☐ a.) This is an example of a metaphor.
- ☐ b.) This is an example of hyperbole.
- ☐ c.) This is an example of litotes.
- ☐ d.) This is none of the above.

3. Review sentences 8, 9 and 10. These three are examples of:

- ☐ a.) anaphora
- ☐ b.) antithesis
- ☐ c.) argumentation
- ☐ d.) alliteration

4. Which revision works best?

“For years she spent her summer’s studying while her friends played soccer and go swimming.”

- ☐ a.) For year’s she spent her summer’s studying while her friends played soccer and went swimming.
- ☐ b.) For years she spent her summers studying, while her friends, played soccer, and went swimming.
- ☐ c.) For years she spent her summers studying while her friends played soccer and went to the pool.
- ☐ d.) For years she spent her summers studying while her friends played soccer and swam.

5. Sentence 13 contains which two literary devices?

“She’d memorized the entire Oxford English Dictionary, billions of syllables dancing in her mind like fireflies.”

- ☐ a.) metaphor and alliteration
- ☐ b.) litotes and hyperbole
- ☐ c.) hyperbole and anaphora
- ☐ d.) simile and hyperbole

6. Sentences 14 and 15 are both examples of which literary device and intention?

- ☐ a.) hyperbole used humorously
- ☐ b.) simile used simply
- ☐ c.) litotes used literally
- ☐ d.) anaphora used analytically

7. How would you **best** describe the literary device used in sentences 17, 18, 19.

- ☐ a.) An example of alliteration with the repeated use of the word, she.
- ☐ b.) An example of anaphora with the repeated use of the word, she.
- ☐ c.) A simile that compares Liza to an elephant, a rhinoceros, and a hippopotamus.
- ☐ d.) A metaphor that likens Liza to a firefly.

8. What would be the best revision for sentence 21 to create a sense of unity between the beginning and end of this story?

“Shivers ran up every spine and the audience held its breath but Liza knew what the result was.”

- ☐ a.) Shivers shot up every spine and the audience held it’s breath. Liza knew what the result was anyway.
- ☐ b.) The audience got the shivers and held it’s breath because Liza knew the result.
- ☐ c.) Shivers ran up every spine and the audience held its breath, but Liza knew it anyway.
- ☐ d.) The audience held its breath while shivers ran up Liza’s spine when she realized the result.

9. What would be the best revision to the last sentence?

“She’d won the title of World’s Best Speller.”

- ☐ a.) She’d won the championship and would be crowned the Best Speller on Earth.
- ☐ b.) She’d won the title of World’s Best Speller, at least until next year.
- ☐ c.) She’d achieved her goal and was so over-the-moon happy about it.
- ☐ d.) She’d succeeded admirably and had made her school proud.

10. What would the best revision of sentence 16?

“When the moderator stumbled over the pronunciation, Eliza waited not impatiently.”

- ☐ a.) When the moderator stumbled over the pronunciation, Liza waited patiently.
- ☐ b.) Liza waited impatiently while the moderator stumbled over the pronunciation.
- ☐ c.) Liza waited for the moderator before pronouncing the word impatiently.
- ☐ d.) When the moderator stumbled over the pronunciation Eliza waited, not patiently.

UNIT 3 ASSESSMENT: Revising

Demonstrate your understanding of Revising for Sentence Variety by reading the following passage and answering the corresponding multiple choice questions.

Olympia's seventh grade class is studying revising strategies. Her teacher asked the class to focus on Elements of Effective Sentences to enhance their writing. Olympia's blog post about her participation in a team-building workshop lacks sentence variety and interest. She is relying too heavily on simple sentences. Olympia needs your help!

(1) Our class trip to Team-Teen Workshop was great. (2) Everyone seemed to enjoy it. (3) The wilderness setting of hiking trails and fields made it seem like an adventure. (4) The games and activities were surprising, fun and enlightening. (5) They were definitely surprising and challenging. (6) We first gathered in a circle for an icebreaking activity when we first arrived. (7) Everyone sat in a circle on the grass and answered the question, "If you could have one superpower, what would it be?" (8) I chose time travel as my super-power. (9) About five students chose time travel as their super-power. (10) Everyone was put in a team group based on their super-power." (11) There was the Time Travel Team, the Invisibility Team, and the Wings Team. (12) Each team gained one advantage in the next activity based on their super-power. (13) My team would gain an extra chance by being able to go back in time to undo one mistake. (14) The Invisibility Team could send a spy to observe another team's strategy. (15) The Wings Team could 'fly' a teammate to safety. (16) The day's big challenge activity was called, *The Abyss*. (17) Each team had to cross the field without touching the ground using two long wooden beams that were balanced on cinder blocks. (18) Any teammate that fell off a beam, fell into 'the abyss', and the team had to start over. (19) This was the remarkable part. (20) The shyest person on my team emerged as the leader! (21) He just seemed to see the solution before any of us. (22) It was a lot of fun. (23) We all had to get on one beam and move the other beam making a zigzag pattern across the field to the finish line. (24) We did have to use our superpower when I lost my balance and fell into the abyss. (25) We got across the field first and won. (26) What was more important was that we all left feeling super powerful and we felt a lot more like a team.

1. What would be the best revision to add interest to the beginning of Olympia's blog post?
(1) "Our class trip to Team-Teen Workshop was great. (2) Everyone seemed to enjoy it. (3) The wilderness setting of hiking trails and fields made it seem like an adventure."
 - ☐ a.) Our class trip to Team-Teen Workshop was great and everyone seemed to enjoy it.
 - ☐ b.) Eliminate sentence 2.
 - ☐ c.) Set in the wilderness amidst hiking trails and fields, Team-Teen Workshop was a class trip adventure everyone enjoyed.
 - ☐ d.) Hiking trails and fields made Team-Teen Workshop enjoyable for everyone.
2. Sentences 4 and 5 are repetitious. What would the best revision be?
(4) "The games and activities were surprising, fun and enlightening. (5) They were definitely surprising, and challenging."
 - ☐ a.) Challenging, surprising, fun, enlightening and unusual were the games and activities.
 - ☐ b.) The games and activities weren't just fun. They were enlightening and unusual too.
 - ☐ c.) The activities were enlightening and the games surprising.
 - ☐ d.) The games and activities weren't just fun. They were surprising, enlightening and challenging, too.
3. What would be the best revision for Sentence 6?
(6) "We first gathered in a circle for an icebreaking activity when we first arrived."
 - ☐ a.) We arrived for an icebreaking activity.
 - ☐ b.) An icebreaking activity was our first activity.
 - ☐ c.) When we first arrived, we gathered in a circle for an icebreaking activity.
 - ☐ d.) We first made a circle and gathered for an icebreaking activity.
4. How would you vary the lead and ending of sentence 7?
(7) "Everyone sat in a circle on the grass and answered the question, "If you could have one superpower, what would it be?"
 - ☐ a.) "If you could have one superpower, what would it be?" was the question everyone answered sitting in a circle on the grass.
 - ☐ b.) Everyone answered the question, "If you could have a super-power, what would it be?" as we sat in the circle on the grass.
 - ☐ c.) Everyone answered the question in a circle, "If you could have one superpower what would it be?"
 - ☐ d.) Everyone sitting on the grass questioned, "If you could have a superpower what would it be?"

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5. Refer to Sentence 6 and find the repetitious word or phrase.

- ☐ a.) we first
- ☐ b.) in a circle
- ☐ c.) gathered
- ☐ d.) icebreaking activity

6. The Elements of Effective Sentences say that writing should serve the purpose for which it was intended. With which statement below do you agree?

- ☐ a.) Olympia's writing sounds more like an ad for Team-Teen than a blog post.
- ☐ b.) Olympia's writing sounds like a persuasive essay, not a blog post.
- ☐ c.) Olympia's writing is personal and reflective in the style of a blog post.
- ☐ d.) Olympia's writing is factual in the style of a news report.

7. Which of the following are elements of effective sentence writing?

- ☐ a.) Provides information needed by reader
- ☐ b.) Serves the purpose for which it was written
- ☐ c.) Provides clear and specific details
- ☐ d.) All of the above

8. What would be the best way to combine sentences 8, 9, and 10 to add sentence variety and interest?

“(8) I chose time travel as my superpower. (9) About five students chose time travel as their super-power. (10) Everyone was put in a team group based on their super-power.”

- ☐ a.) Team groups were formed based on the superpowers we chose.
- ☐ b.) Superpower team groups were formed, including the Time Travel group which I joined along with five other students.
- ☐ c.) Along with five other students, I chose Time Travel as my superpower and joined a group.
- ☐ d.) I joined the Superpower team along with five other students.

9. Sentence 17 is confusing. What revision would you make to clarify its meaning?

(17) “Each team had to cross the field without touching the ground using two long wooden beams that were balanced on cinder blocks.”

- ☐ a.) Each team had to cross the field using two long wooden beams balanced on cinder blocks, without touching the ground.
- ☐ b.) Each team had to cross the field using cinder blocks and two long wooden beams without touching the ground.
- ☐ c.) Each team had to cross the field balanced on cinder blocks with two wooden beams without touching the ground.
- ☐ d.) Wooden beams that were balanced on cinder blocks without touching the ground.

10. Sentence 23 provides engaging information but lacks focus. Which revision should Olympia use?

(23) “We all had to get on one beam and move the other beam making a zigzag pattern across the field to the finish line.”

- ☐ a.) We all had to get on and off the beams alternately making a zigzag pattern across the field.
- ☐ b.) We all had to alternate beams, getting on one and moving the other across the field.
- ☐ c.) Making a zigzag pattern across the field, we had to get on and off the beams.
- ☐ d.) Alternately getting on one beam and moving the other, we made a zigzag pattern across the field to the finish line.

11. Which revision would make the last sentence more effective?

(26) “What was more important was that we all left feeling super powerful and we felt a lot more like a team.”

- ☐ a.) Most importantly, we all left feeling super powerful and a lot more like a team.
- ☐ b.) What was more important, we all left feeling super powerful and team-like.
- ☐ c.) Feeling super powerful and more like a team was more important.
- ☐ d.) We all felt super powerful and more like a team when we left.

UNIT 4 ASSESSMENT: Coherence

Demonstrate your understanding of Coherence by reading the following essay and answering the corresponding multiple choice questions.

Ariel's seventh grade class is learning to revise and edit essays. Her teacher thought the best way to test the students' proficiency was have them peer edit each other's essays. The task was to focus on essay structure and transitions. Ariel needs your help to effectively edit her classmate's essay.

(1) Did you know that the State of Texas could subdivide itself into five states? (2) This surprising fact is part of the US Constitution, Article IV, section 3. (3) Whether this is a historic curiosity, a matter for serious debate or a political power tool to be wielded with great care is significant for us as a nation.

(4) Why should we care about politics? (5) We may be a nation of laws, but we are really a nation of people with distinctly different points of view. (6) Likewise, we are a nation of political parties that disagree. (7) That's why Article IV, section 3 is so significant.

(8) Firstly, think about it. (9) Secondly, pay attention to your first instincts about it. (10) Finally, admit that you think subdividing Texas would be a huge boon to the Republican party. (11) Thusly, giving it ten red senate seats and a total of 42 electoral votes instead of its present 34. (12) And, an analysis of voters within the proposed new states shows that four out of five of them would be purple, leaning democratic.

(13) Approved by Congress in 1845, Article IV, section 3 provides for admitting new states to the Union. (14) But, it says no new states may be formed within the jurisdiction of any existing state without the consent of the legislature of the state concerned and the Congress. (15) So, is this just a curiosity of history or can Texas become five states?

(16) In conclusion, this is a matter for serious consideration and debate. (17) It is most likely that Texans will want to retain their current status. (18) They pride themselves on their place within the Union and their unique attributes as a state. (19) And, with national elections looming, the temptation to find new ways of acquiring votes is the preoccupation of both parties. (20) Finally, it is essential that students study civics and government. (21) Because, democracy depends on an informed electorate.

1. As an editor, would you say this lead line is effective? Why?

“Did you know that the State of Texas could subdivide itself into five states?”

- ☐ a.) Yes. It is effective because it's true.
- ☐ b.) Yes. It is effective because it captures your attention with a surprising statement.
- ☐ c.) Yes. It is effective because of its use of metaphor.
- ☐ d.) No. It is ineffective due to its use of hyperbole.

2. Which is the topic sentence in the Introductory paragraph?

- ☐ a.) Sentence 2.
- ☐ b.) Sentence 4.
- ☐ c.) Sentence 1.
- ☐ d.) Sentence 3.

3. Does the topic sentence contain three distinct controlling ideas?

- ☐ a.) No. It is missing one.
- ☐ b.) Yes. They are: The Constitution; historic curiosity; and serious debate.
- ☐ c.) Yes. They are: Article IV, section 3; political parties; and the Alamo.
- ☐ d.) Yes. They are: Historic curiosity; serious debate; and politics.

4. Is there coherence between the introductory paragraph and body paragraph 1?

- ☐ a.) No. Paragraph 2 should be about whether Article IV, section 3 is a historic curiosity or not.
- ☐ b.) Yes. Paragraph 2 is placed correctly according to the order of controlling ideas in the Topic Sentence.
- ☐ c.) No. The introductory paragraph should segue to the topic of serious debate.
- ☐ d.) All of the above.

5. Sentence 6 needs a better transition word. As the editor, which would you choose?

“Likewise, we are a nation of political parties that disagree.”

- ☐ a.) Similarly
- ☐ b.) Alternatively
- ☐ c.) Consequently
- ☐ d.) On the contrary

6. Sentences 8-12 have coherence problems. What are they?

- ☐ a.) Sentence 8-12 belong in the previous paragraph as part of the discussion of politics.
- ☐ b.) Sentence 8-12 belong in the previous paragraph about politics which should be the third body paragraph, not the first.
- ☐ c.) Sentence 8-12 belong in the previous paragraph about politics which should be the third body paragraph, not the first. Additionally, their transition words are awkward and need revising.
- ☐ d.) Sentence 8-12 belong in the conclusion.

7. Sentence 14 needs a transition word revision. Which would you choose?

“But, it states that no new states may be formed within the jurisdiction of any existing state...”

- ☐ a.) Provided that,
- ☐ b.) However,
- ☐ c.) Important to realize,
- ☐ d.) Not to mention,

8. Paragraph 4 needs revising. As the editor, what advice would you give the writer?

- ☐ a.) Paragraph 4 should be the first body paragraph according to the order of controlling ideas in the topic sentence.
- ☐ b.) Paragraph 4 should be the first body paragraph according to the order of controlling ideas in the topic sentence. It also needs more information about why this topic is a historical curiosity.
- ☐ c.) Paragraph 4 should be deleted.
- ☐ d.) Paragraph 4 should be combined with the conclusion.

9. What would be the best revision to sentence 19?

“And, with national elections looming...”

- ☐ a.) Comparatively, with national elections looming...
- ☐ b.) Actually, with national elections looming...
- ☐ c.) To enumerate, with national elections looming...
- ☐ d.) Furthermore, with national elections looming...

10. What is the best revision for sentences 20 and 21?

“Finally, it is essential that students study civics and government. Because democracy depends upon an informed electorate.”

- ☐ a.) Finally, it is essential that students study civics and government. Democracy depends upon an informed electorate.
- ☐ b.) Finally, it is essential that students study civics and government, because democracy depends upon an informed electorate.
- ☐ c.) It is essential that finally students study civics and government because democracy depends upon an informed electorate.
- ☐ d.) Because democracy depends upon an informed electorate, finally, it is essential that students study civics and government

UNIT 5 ASSESSMENT: Sentence Culprits

Demonstrate your understanding of the “Usual Suspects” (run-ons, fragments, choppy and redundant sentences, misplaced and dangling modifiers) by reading the following piece and answering the corresponding multiple choice questions.

Dakota’s seventh grade class is learning to revise typical sentence problems. His teacher asked students to focus on sentence rhythm and variety as they revise. Can you assist Dakota in identifying and correcting sentence culprits?

(1) Did you know we’ll lose a day crossing the International Date Line?
(2) That means we’ll begin our adventure on the same day as we arrive at our first destination we’ll have crossed the globe in the process. (3) Our first stop will be in Osaka, Japan, we’ll travel to the imperial capital of Japan for over 1000 years it is called, Kyoto. (4) Exquisite shrines, verdant gardens, wooden temples. (5) You can tour this UNESCO world heritage site walking to the shimmering ponds.
(6) In close proximity to the absolutely, interminably endless tunnels where you can see numerous and myriad statues of foxes waiting for your lunch. (7) Believed to be the earthy messengers of Inari inhabiting the temple grounds. (8) Next, we’ll go to Nara. (9) Then, we’ll go to a treasure house. (10) We’ll go to the biggest wooden building ever. (11) We’ll go to Nijo Castle. (12) Built in 1608. (13) Share a tradition tea ceremony wearing a kimono. (14) Visit the Shosoin, a treasure house of 9000 artifacts from Japan, China, Persia and Korea touring the ancient city. (15) Then, venturing on. (16) Our next stop is Mongolia, the land of Genghis Khan a nomadic culture exists in the stark Gobi desert. (17) We’ll sees striking rock formations hiking up to the national forest. (18) Tour the vast wilderness on horseback staying in tradition round tents called, gers. (19) Hunt for fossilized dinosaur bones and search for the rare lammergeier, one of the largest vultures in the world along the Flaming Cliffs. (20) Finally, at 12 noon we’ll have reached our end result. (21) Back across the dateline to yesterday.

1. Is there an error in sentence 1?

“Did you know you’ll lose a day crossing the International Dateline?”

- ☐ a.) Yes. This is a run-on sentence.
- ☐ b.) No. There’s no error.
- ☐ c.) Yes. This is a fragment.
- ☐ d.) Yes. This sentence contains a misplaced modifier. (*Should say...lose a day by crossing...*)

2. How would you revise sentence 2?

“That means we’ll begin our adventure on the same day as we arrive at our first destination we’ll have crossed the globe in the process.”

- ☐ a.) That means we’ll begin our adventure. On the same day as we arrive at our first destination we’ll have crossed the globe in the process.
- ☐ b.) That means we’ll begin, our adventure on the same day as we arrive at our destination. We’ll have crossed the globe in the process.
- ☐ c.) That means we’ll begin our adventure on the same day as we arrive at our first destination, and we’ll have crossed the globe in the process.
- ☐ d.) That means we’ll begin our adventure on the same day as we arrive at our first destination; final outcome, we’ll have crossed the globe in the process.

3. Identify the grammatical problem in sentence 3.

“Our first stop will be in Osaka, Japan, we’ll travel to the imperial capital of Japan for over 1000 years it is called, Kyoto.”

- ☐ a.) This is a sentence fragment.
- ☐ b.) This is an example of redundancy.
- ☐ c.) This contains a misplaced modifier.
- ☐ d.) This is a run-on sentence.

4. Identify the grammatical problem in sentence 4.

“Exquisite shrines, verdant gardens, wooden temples.”

- ☐ a.) This is a sentence fragment.
- ☐ b.) This is a misplaced modifier.
- ☐ c.) This is a dangling modifier.
- ☐ d.) This is an example of redundancy.

5. Identify and describe the problem in sentence 5.

“You can tour this UNESCO world heritage site walking to the shimmering ponds.”

- ☐ a.) This is a run-on sentence. It contains two independent clauses without punctuation.
- ☐ b.) This is a misplaced modifier. The world heritage site is not walking to the ponds.
- ☐ c.) This is a dangling modifier. The word being modified is missing.
- ☐ d.) There’s nothing wrong with this sentence.

6. Sentence 6 is an example of what sentence problem(s)?

In close proximity to the absolutely, interminably endless tunnels where you can see numerous and myriad statues of foxes waiting for your lunch."

- ☐ a.) This sentence is not properly capitalized.
- ☐ b.) This sentence is a run-on.
- ☐ c.) This sentence contains redundancies and fragments.
- ☐ d.) This sentence is error-free.

7. Sentence 7 needs a revision. Which of these possibilities would you choose?

"Believed to be the earthy messengers of Inari inhabiting the temple grounds."

- ☐ a.) The fox statues were believed to be the earthy messengers of Inari inhabiting the temple grounds.
- ☐ b.) Believed to be the earthy messenger of Inari inhabiting the temple grounds were the fox statues.
- ☐ c.) The fox statues inhabiting the temple grounds were believed to be the earthy messengers of Inari.
- ☐ d.) The statue foxes inhabiting the temple grounds believed the earthy messengers of Inari.

8. Sentences 8-11 are examples of what sentence problem?

- ☐ a.) Sentence fragments.
- ☐ b.) Sentence redundancies.
- ☐ c.) Dangling modifiers.
- ☐ d.) Choppy sentences.

9. What would be the best revision for sentence 13?

"Share a tradition tea ceremony wearing a kimono."

- ☐ a.) While you're having tea wear a kimono ceremony.
- ☐ b.) While wearing a kimono, share a traditional tea ceremony.
- ☐ c.) Wearing a kimono, share some tea.
- ☐ d.) Share a tea ceremony wearing a traditional kimono.

10. Identify the sentence culprit in 19, 20 and 21?

(19) "Hunt for fossilized dinosaur bones and search for the rare lammergeier, one of the largest vultures in the world along the Flaming Cliffs. (20) Finally, at 12 noon we'll have reached our end result. (21) Back across the dateline to yesterday."

- ☐ a.) Misplaced vulture; dangling dinosaur bones; run-on cliffs.
- ☐ b.) Misplaced modifier; redundancies; fragment.
- ☐ c.) Run-on; dangling modifier; choppy sentence rhythm.
- ☐ d.) Choppy sentence rhythm; fragment; redundancy

UNIT 6 ASSESSMENT: Basic Writing Conventions

Demonstrate your understanding of Basic Writing Conventions (capitalization, punctuation, and commonly confused words) by reading the following article and answering the corresponding multiple choice questions.

The seventh grade editors of the Middle School News have to revise the following article on memory. With a deadline for publication looming, they need your help.

(1) Warning, this advise really works! (2) Its important, something every student should find interesting the brain science of memory. (3) perhaps you've had the experience of being asked to memorize a list of words. (4) Just the prospect of it seems like something that could effect you're confidence. (5) For example try to memorize a list of ten unrelated words. (6) Ladder, sneakers, oatmeal, chipmunk, log, homework, winter, swimming, french fries, moose. (7) Repeating the sequence of words over and over doesn't necessarily help. (8) According to Psychologist Alisa Lombard "the key to unlocking the brain's awesome power to memorize is visualization". (9) "suddenly" she says "a random list of words takes on meaning" (10) By imagining an exaggerated version of each word, or by relating the words to each other in a story, she explained, you'll build memory links between all of them. (11) Let's try it! (12) Imagine a 25-foot, bright red ladder on top of it sits a boy wearing neon yellow sneakers eating a steaming bowl of oatmeal. (13) A chipmunk sits on a log doing homework in the dead of winter, while dreaming of swimming under the summer sun, and eating french fries with her best friend, Moose. (14) Now theirs two distinct images instead of ten random words, we can easily create a link among them by imagining the boy eating oatmeal watching the chipmunk doing homework and eating french fries with his best friend Moose. (15) Consequently, when you link images visually, instead of words linguistically, you further your brain's capacity to remember. (16) However, there's one more step. (17) Notice, 'boy' is not one of the words on the list. (18) Maybe we should make him invisible. (19) On a giant red ladder, an invisible boy wearing neon yellow sneakers, sits eating a steaming bowl of oatmeal while watching a chipmunk on a log doing homework in the dead of winter, as she dreams of swimming and eating french fries with her best friend, Moose. (20) Take my advice, try visualizing next time you're asked to memorize!

Student Assessment

1. Is there an error in sentence 1?

Warning, this advise really works!

- ☐ a.) No. It's correct.
- ☐ b.) Yes. There should be a colon after the word, warning and a capital 'T' on the word, this, and the noun, advice should replace the verb, advise.
- ☐ c.) Yes. The word 'advise' is a verb. The correct word to use is the noun, 'advice'.
- ☐ d.) Yes. It is missing a question mark and the last word should be, advice.

2. How would you revise sentence 2?

Its important, something every student should find interesting the brain science of memory.

- ☐ a.) It's important—something every student should find interesting the brain science of memory!
- ☐ b.) It's important, something every student should find interesting: the brain science of memory.
- ☐ c.) Its important, and its something every student should find interesting, it is the brain science of memory.
- ☐ d.) It's important: something every student should find interesting; the brain science of memory.

3. Identify the grammatical problem in sentence 3.

perhaps you've had the experience of being asked to memorize a list of words.

- ☐ a.) This contains a punctuation error.
- ☐ b.) This contains a capitalization error.
- ☐ c.) This contains a misplaced modifier.
- ☐ d.) This is a run-on sentence.

4. How would you revise sentence 4?

Just the prospect of it seems like something that could effect you're confidence

- ☐ a.) Just the prospect of it seems like something that could affect your confidence.
- ☐ b.) Just the prospect of it, seems like something that could effect you're confidence.
- ☐ c.) The sentence is correct as is.
- ☐ d.) Just, the prospect of it, seems like something that could affect your confidence.

5. What would be the best revision for sentences 5 and 6?

(5)For example try to memorize a list of ten unrelated words. (6) Ladder, sneakers, oatmeal, chipmunk, log, homework, winter, swimming, french fries, moose.

- ☐ a.) Put a question mark at the end of sentence 5.
- ☐ b.) Combine the two sentences.
- ☐ c.) Combine the two sentences and put a colon at the end of sentence 5.
- ☐ d.) Combine the two sentences by putting a colon at the end of sentence 5 and a lower case 'l' on the word, ladder.

6. Sentence 8 has punctuation problems. How would you correct it?

According to Psychologist Alisa Lombard “the key to unlocking the brain’s awesome power to memorize is visualization”.

- ☐ a.) According to psychologist, Alisa Lombard, “The key to unlocking the brain’s awesome power to memorize is visualization.”
- ☐ b.) According to Psychologist Alisa Lombard; “the key to unlocking the brain’s awesome power to memorize is visualization”!
- ☐ c.) According to psychologist, Alisa Lombard, The key to unlocking the brains’ awesome power to memorize is visualization.
- ☐ d.) According, to psychologist Alisa Lombard, “The key to unlocking the brains awesome power to memorize is, visualization”.

7. Sentence 9 needs a revision. Which of these possibilities would you choose?

suddenly” she says “a random list of words takes on meaning”

- ☐ a.) “Suddenly” she says “ a random list of words takes on meaning.”
- ☐ b.) “Suddenly,” she says, “a random list of words takes on meaning!”
- ☐ c.) “Suddenly,” she says, “A random list of words takes on meaning.”
- ☐ d.) “Suddenly, she says, “a random list of words takes on meaning”.

8. Sentence 10 contains dialogue punctuation errors and a misused word. How would you revise it?

By imagining an exaggerated version of each word, or by relating the words to each other in a story, she explained, you'll build memory links between all of them.

- ☐ a.) "By imagining an exaggerated version of each word," or, "by relating the words to each other in a story, she explained, you'll build memory links between all of them."
- ☐ b.) "By imagining an exaggerated version of each word, or by relating the words to each other in a story," she explained, "You'll build memory links between all of them."
- ☐ c.) "By imagining an exaggerated version of each word, or by relating the words to each other in a story she explained", "You'll build memory links between all of them."
- ☐ d.) "By imagining an exaggerated version of each word, or by relating the words to each other in a story," she explained, "you'll build memory links among all of them."

9. Which revising solution is **not** correct for sentence 12?

Imagine a 25-foot, bright red ladder on top of it sits a boy wearing neon yellow sneakers eating a steaming bowl of oatmeal.

- ☐ a.) Break it into two sentences. Put a period after, 'ladder' and capitalize, 'On'.
- ☐ b.) Change "on top of it" to "on top of which"
- ☐ c.) Leave it as is.
- ☐ d.) Create two independent clauses by placing a semicolon after the word, ladder.

10. What would be the best way to link sentences 18 and 19?

(18) Maybe we should make him invisible. (19) On a giant red ladder, an invisible boy wearing neon yellow sneakers, sits eating a steaming bowl of oatmeal while watching a chipmunk on a log doing homework in the dead of winter, as she dreams of swimming and eating french fries with her best friend, Moose.

- ☐ a.) Link them with a series of semicolons.
- ☐ b.) Link them with a colon after the first sentence.
- ☐ c.) Link them with a comma after the first sentence
- ☐ d.) Put quotes around sentence 19.

UNIT 7 ASSESSMENT: More Basic Writing Conventions

Demonstrate your understanding of Basic Writing Conventions (passive/active voice; subject/verb agreement; pronoun/antecedent agreement; dashes, hyphens, parentheses) by reading the following article and answering the corresponding multiple choice questions.

James is writing a book report on, Hitchhiker's Guide to the Galaxy by Douglas Adams. While he's enjoyed the book immensely, his report needs peer editing. His teacher has asked the class to pay attention to the details of basic writing conventions. Can you help?

(1) The sci fi fantasy novel Hitchhiker's Guide to the Galaxy was written by Douglas Adams. (2) It chronicles the crazy adventures of Arthur Dent and boy were they crazy. (3) The book was inspired by A Hitchhiker's Guide to Europe Adams was stranded in Austria) when he imagined life among the stars might be better than on earth. (4) At the beginning of the book, a very bad day is being had by earth-man, Arthur Dent. (5) They are going to demolish Earth to make way for a hyperspace bypass. (6) He's also discovered as if that weren't enough that his best friend is a space alien. (7) Two weeks are not enough time to save Earth forcing Dent he's barely travelled anywhere to become a novice space explorer. (8) In space, Arthur Dent learns two important things 1 that towels are the most important things in the universe 2 that the meaning of life is 42. (9) The number 42 why did he choose that has puzzled readers ever since. (10) The towel it's such a random object came from Douglas's own travel experiences. (11) He could never find one when he needed them. (12) This popular novel started as a six part radio series for the BBC. (13) When a publisher approached Adams about turning it into a novel, Adams laughed actually it was more of a chuckle. (14) He had a secret disdain for deadlines who doesn't but it was a great way to get into publishing. (15) In a subsequent interview Adams said, "I love deadlines! I love the whooshing sound they make as they go by."

1. What is the problem with sentence 1?

The sci fi fantasy novel, Hitchhiker's Guide to the Galaxy was written by Douglas Adams.

- ☐ a.) There's no problem. It's correct.
- ☐ b.) It's written in the passive voice, therefore, it's not a good lead line for the report.
- ☐ c.) It's missing the hyphen in sci-fi.
- ☐ d.) Both (b) and (c) are true.

2. How would you revise sentence 2?

It chronicles the crazy adventures of Arthur Dent and boy were they crazy.

- ☐ a.) It chronicles the crazy adventures of Arthur Dent. And boy were they crazy!
- ☐ b.) It chronicles the crazy adventures of Arthur Dent. (And boy were they crazy!)
- ☐ c.) It chronicles the crazy adventures of Arthur Dent and they crazy.
- ☐ d.) It chronicles the crazy adventures and boy was Arthur Dent crazy.

3. What is the error in sentence 3?

The book was inspired by A Hitchhiker's Guide to Europe Adams was stranded in Austria) when he imagined life among the stars might be better than on earth.

- ☐ a.) It should be broken up into simple sentences.
- ☐ b.) It is missing parentheses to enclose (Adams was stranded in Austria)
- ☐ c.) It has pronoun/antecedent errors.
- ☐ d.) It has subject/verb agreement errors.

4. How would you revise sentence 4 from the passive to the active voice?

At the beginning of the book, a very bad day is being had by earth-man, Arthur Dent.

- ☐ a.) At the beginning of the book, a very bad day is being had by Arthur Dent, the earth-man.
- ☐ b.) At the beginning of the book, Arthur Dent (the earth-man) had a very bad day.
- ☐ c.) At the beginning of the book, earth-man, Arthur Dent, is having a very bad day.
- ☐ d.) Arthur Dent–earth-man–is having a very bad day (at the beginning of the book).

5. What is the error in sentence 5?

They are going to demolish Earth to make way for a hyperspace bypass.

- ☐ a.) The error is in subject/verb agreement.
- ☐ b.) The error is missing parentheses.
- ☐ c.) The error is the use of the passive voice.
- ☐ d.) The error is an unclear antecedent for the pronoun 'they'.

6. Sentence 6 is missing dashes. Where would you put them?

He's also discovered as if that weren't enough that his best friend is a space alien.

- ☐ a.) He's also discovered as if—that weren't enough—that his best friend is a space alien.
- ☐ b.) He's also discovered—as if—that weren't enough that his best friend is a space alien.
- ☐ c.) He's also discovered as if that weren't enough—that his best friend—is a space alien.
- ☐ d.) He's also discovered—as if that weren't enough—that his best friend is a space alien.

7. Sentence 7 contains two types of errors. How would you correct it?

Two weeks are not enough time to save Earth forcing Dent he's barely travelled anywhere to become a novice space explorer.

- ☐ a.) Two weeks are not enough time to save Earth, forcing Dent (he's barely traveled anywhere) to become a novice space explorer.
- ☐ b.) Two weeks are not enough time (to save Earth) forcing Dent (he's barely traveled anywhere) to become a novice space explorer.
- ☐ c.) Two weeks are not enough time to save Earth forcing Dent (he's barely traveled anywhere) to become a novice space explorer.
- ☐ d.) Two weeks are not enough time to save Earth: forcing Dent: (he's barely traveled anywhere) to become a novice (space explorer).

8. Sentences 8 has punctuation problems. Which is the best revision?

In space, Arthur Dent learns two important things 1 that towels are the most important things in the universe 2 that the meaning of life is 42.

- ☐ a.) In space, Arthur Dent learns two important things: (1) that towels are the most important thing in the universe, (2) that the meaning of life is 42.
- ☐ b.) In space Arthur Dent, learning (two) important things. (1) That towels are the most important thing in the universe. (2) That the meaning of life is 42.
- ☐ c.) In space, Arthur Dent learns two important things: that towels are the most important thing in the universe and that the meaning of life is 42.
- ☐ d.) In space, Arthur Dent learns two (important) things; 1-That towels are the most important thing in the universe and 2- that the meaning of life is 42.

9. Which is the best revision for sentence 9?

The number 42 why did he choose that has puzzled readers ever since.

- ☐ a.) The number (42) why did he choose that. Has puzzled readers ever since.
- ☐ b.) The number 42—why did he choose that? has puzzled readers ever since.
- ☐ c.) The number 42 (Why did he choose that?) has puzzled readers ever since.
- ☐ d.) The number 42 (why?) did he choose that has puzzled readers ever since.

10. The idea in sentence 10 is interrupted. How would you punctuate it?

The towel it's such a random object came from Douglas's own travel experiences.

- ☐ a.) The towel it's such a random object (that came from Douglas's own travel experiences.
- ☐ b.) The towel it's such a random object (that came from Douglas's own travel experiences.
- ☐ c.) The towel (it's such a random object that came from Douglas's own travel experiences.
- ☐ d.) The towel—It's such a random object—came from Douglas's own travel experiences.

11. What is the problem in sentence 11?

He could never find one when he needed them.

- ☐ a.) The problem is subject/verb agreement.
- ☐ b.) The problem is 'one' is singular and 'them' is plural.
- ☐ c.) The problem is the reader doesn't know who 'one' is.
- ☐ d.) All of the above.

12. What's missing in sentence 12?

This popular novel started as a six part radio series for the BBC.

- ☐ a.) Nothing is missing.
- ☐ b.) Parentheses are missing to enclose: (for the BBC.)
- ☐ c.) A hyphen is missing between 'popular' and 'novel'
- ☐ d.) A hyphen is missing between 'six' and 'part'

13. How would you revise sentence 13?

When a publisher approached Adams about turning it into a novel, Adams laughed actually it was more of a chuckle.

- ☐ a.) When a publisher approached Adams about turning it into a novel, Adams laughed. Actually, it was more of a chuckle?
- ☐ b.) When a publisher approached Adams (about turning it into a novel) Adams laughed—actually it was more of a chuckle.
- ☐ c.) When a publisher approached Adams about turning it into a novel, Adams laughed. (Actually, it was more of a chuckle.)
- ☐ d.) (When a publisher approached Adams about turning it into a novel) Adams laughed, actually it was more of a chuckle.

14. Which would be the best revision for sentence 14?

He had a secret disdain for deadlines who doesn't but it was a great way to get into publishing.

- ☐ a.) He had a secret disdain for deadlines—who doesn't?—but it was a great way to get into publishing.
- ☐ b.) He had a secret disdain for deadlines (Who doesn't?)—but it was a great way to get into publishing.
- ☐ c.) He had a secret disdain for deadlines—Who doesn't?—but it was a great way to get into publishing.
- ☐ d.) He had a secret disdain for deadlines! Who doesn't? But—it was a great way to get into publishing.

15. What revision would you make to sentence 15?

In a subsequent interview Adams said, “I love deadlines! I love the whooshing sound they make as they go by.”

- ☐ a.) No revision is needed.
- ☐ b.) In a subsequent interview Adams said, “I love deadlines!” “I love the whooshing sound they make as they go by.”
- ☐ c.) In a subsequent interview Adams said, “—I love deadlines!—I love the whooshing sound they make as they go by.”
- ☐ d.) In a subsequent interview Adams said, I love deadlines! (I love the whooshing sound they are as they go by”.