

# Table of Contents

<b>The Author/Acknowledgments</b>	v	<b>Section 5</b>	
<b>Preface/How to Use This Book</b>	vi	<b>Simple and Compound Sentences</b>	
<b>Writing/Grammar Pretest</b>		5.1 Complete Sentences	91
Writing/Grammar Evaluation Chart	26	5.2 Other Fragments	95
<b>Section 1</b>		5.3 Coordinating Conjunctions	97
<b>Verbs and Pronouns</b>		5.4 Simple and Compound Sentences	98
1.1 Types of Verbs	29	5.5 Purposes of Simple and Compound Sentences	103
1.2 Tenses of Verbs: Simple and Perfect	31	Section 5 Review	105
1.3 Tenses of Verbs: Progressive and Emphatic	34	<b>Section 6</b>	
1.4 Faulty Pronoun References	36	<b>Complex Sentences</b>	
Section 1 Review	41	6.1 Introduction to Complex Sentences	107
<b>Section 2</b>		6.2 Complex Sentences with Adjective Clauses	109
<b>Parts of the Sentence</b>		6.3 Complex Sentences with Adverb Clauses	112
2.1 Prepositions and Prepositional Phrases	43	6.4 Punctuation with Commas and Semi-colons	115
2.2 Subjects and Verbs	45	6.5 Complex Sentences with Noun Clauses	117
2.3 Active and Passive Voice	48	6.6 Purposes of Complex Sentences	119
2.4 Direct Objects	51	Section 6 Review	122
2.5 Indirect Objects	52	<b>Section 7</b>	
2.6 Predicate Nominatives	53	<b>Verbals</b>	
2.7 Objective Complements	54	7.1 Participles	125
Section 2 Review	56	7.2 Infinitives	130
<b>Section 3</b>		7.3 Gerunds	131
<b>Subject Verb Agreement</b>		7.4 Misplaced Modifiers	132
3.1 Introduction	59	7.5 Parallel Sentence Parts	135
3.2 Phrases Between the Subject and the Verb	61	7.6 Sentence Combining	139
3.3 Subjects Following Verbs	62	7.7 Parallelism for Emphasis	141
3.4 Compound Subjects	63	Section 7 Review	142
3.5 Indefinite Pronouns	64	<b>Section 8</b>	
3.6 Collective Nouns and Other Noun Exceptions	66	<b>Effective Writing</b>	
3.7 Subject-Verb Agreement in a Dependent Clause	68	8.1 Sentence Combining	145
Section 3 Review	70	8.2 Sentence Structure Variety	149
<b>Section 4</b>		8.3 Parallel Sentence Structure	156
<b>Mechanics</b>		Section 8 Review	158
4.1 Capitalization	73	<b>Section 9</b>	
4.2 Punctuation with Commas	76	<b>Characteristics of Writing</b>	
4.3 Punctuation with Commas and Semi-colons	83	9.1 Recognizing Mode	161
4.4 Punctuation of Direct and Indirect Quotes	85	9.2 Audience and Purpose for Essays	168
Section 4 Review	89	9.3 Point of View	172
		Section 9 Review	177

<b>Section 10</b>		<b>Section 12</b>	
<b>Essay Organization</b>		<b>Persuasive Texts</b>	
10.1	Content of a Paragraph	183	
10.2	Planning and Beginning an Essay	189	
10.3	Body Paragraphs	195	
10.4	Conclusion Paragraph	198	
	Section 10 Review	204	
<b>Section 11</b>		<b>Index</b>	
<b>Revisions and Research</b>			
11.1	Descriptive Language	209	
11.2	Conciseness	214	
11.3	Adding and Deleting Information	218	
11.4	Comparing and Contrasting Research		
	Sources	221	
	Section 11 Review	230	
			A-1
			<b>Practice Test 1 (separate booklet)</b>
			Practice Test 1 Evaluation Chart
			PT1-23
			<b>Practice Test 2 (separate booklet)</b>
			Practice Test 2 Evaluation Chart
			PT2-22

## What is New in this Edition?

This edition has been revised to reflect the changes made to the English II framework as given in the *2006 Mississippi Language Arts Framework-Revised*. Although some original material has been retained from the original edition, the teaching material, examples, and practices in this edition have been significantly revised to address the new framework. This revised edition gives instruction and practice that addresses the maximum depth of knowledge (DOK) for each competency as indicated by the new framework.

# Preface

The *Mississippi SATP English II Revised Multiple Choice Student Review Guide* for *Writing/Grammar* is written to help students review the skills needed to pass the English II Multiple Choice end-of-course test in Mississippi. This comprehensive guide covers the required writing and grammar skills (Competencies 3 and 4) as given in the 2006 Mississippi English II Framework (Revised) Competencies specified by the Mississippi State Department of Education.

## How To Use This Book

### Students:

The English II end-of-course test is required for graduation. You must pass a multiple-choice exam that tests vocabulary, reading, writing, and grammar, and you must pass a writing test. This book is a review for Part II of the multiple-choice portion of the English II test that covers Writing and Grammar skills.

- ① Take the pre-test. This Writing/Grammar pre-test covers writing and grammar competencies as they will be tested on the end-of-course test (competencies 3 and 4). This pre-test is designed to identify areas that you need to review.
- ② Score the pre-test. Using the pre-test evaluation chart, circle the questions that you answered incorrectly.
- ③ For each question that you missed on the pre-test, review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the section review test at the end of each section.
- ④ After reviewing the skills, take the two practice tests, which are found in the separate test booklets. These practice tests are written to look similar to the actual English II multiple-choice end-of-course test; therefore, they will give you practice in taking the test.
- ⑤ After taking Practice Test 1 and/or Practice Test 2, use the practice test evaluation charts, which are found directly after each practice test, to identify areas for further review and practice. The practice test evaluation charts can be used in the same way as the pre-test evaluation charts.

### Teachers:

This review guide is also intended to save you, the teacher, time in the classroom. It can be used for classroom instruction or for individual student review. Since this student guide offers review for ALL of the writing and grammar skills specified in the Mississippi Curriculum Framework for the English II course, you have one consolidated resource of material to help your students prepare for that portion of the end-of-course exam.

- ① When teaching or tutoring individual students, use the strategy outlined above for students. By taking the pre-test, students can identify areas that need improvement. The pre-test evaluation chart directs the student to the sections they need to review for instruction and additional practice.
- ② For classroom study, use this guide to supplement lesson plans and to give additional review for skills required by the English II Framework Competencies. Purchase a class set of guides for use in the classroom or assign guides to students for out-of-classroom work.
- ③ Assign the practice tests as comprehensive review tests. Note, the practice tests are bound in separate booklets for your convenience. Score the tests according to the scoring directions given on pages PT1-1 and PT2-1 of the test booklets to approximate the scoring potential for the actual SATP test.
- ④ Use the practice test evaluation charts found after each practice test to identify areas needing further review.
- ⑤ To establish benchmarks, you may want to use one of the practice tests as a pre-test. Score the practice test according to the practice test scoring directions given on pages PT1-1 and PT2-1 of the test booklets. Then, after the students have completed all the exercises in the workbook, use the second practice test to gauge progress. You should see marked improvement between the initial and final benchmarks.
- ⑥ Please **DO NOT** photocopy materials from these guides. These guides are intended to be used as student workbooks, and individual pages should not be duplicated by any means without permission from the copyright holder. To purchase additional or specialized copies of sections in this book, please contact the publisher at 1-800-745-4706.

# Competency Correlation Chart (Teacher's Edition)

The chart below correlates each English II Framework Competency for Writing and Grammar (as specified by the Mississippi State Department of Education) to the student guide. The Text Section column gives the section numbers in the text where each competency is reviewed. The Pretest and Practice Test columns give the question number(s) in that test that correlates to each competency. The number in parentheses after the framework competency indicates the maximum depth of knowledge (DOK), and the number in parentheses after each pre-test and practice test question number indicates the DOK for that question. (The Mississippi State Department of Education specifies that no less than 50% of the test questions on the actual test will be at the maximum DOK level.)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
3a (3) The student will utilize, analyze, or evaluate the composing process.	Subsections 8.1, 8.2 Sections 9, 10 Subsections 11.1, 11.2, 11.3	4(3), 6(3), 12(3), 14(3), 19(3), 22(3), 24(3), 25(3), 32(3), 33(3), 39(3)	1(3), 4(3), 6(3), 7(3), 12(3), 15(3), 23(3), 24(3), 26(3), 28(2), 30(3), 31(3)	1(3), 2(3), 6(3), 13(3), 14(3), 16(3), 18(3), 19(3), 21(3), 24(2), 25(3), 29(3), 35(3)
3b (3) The student will compose text in the narrative mode . . .	Subsections 9.1 Subsections 11.1, 11.3	5(2), 23(3)	8(3), 10(2), 22(3)	3(3), 10(2), 12(3)
3c (3) The student will compose responses to literature, position papers, and expository essays in the informative mode . . .	Subsections 9.1, 9.2 Section 10	3(3)	11(3)	
3d (3) The student will compose persuasive texts for different audiences using facts and opinions	Section 12	8(3), 21(3), 26(3), 29(3)	18(3), 21(3), 29(3)	4(3), 15(3), 32(3)
3e (4) The student will research a topic comparing and/or contrasting information from a variety of sources to present findings	Subsections 11.4	7(3), 16(3), 18(3), 40(3)	3(3), 13(3), 20(3), 27(3), 32(3)	7(3), 17(3), 22(3), 26(3), 31(3)
4a (2) The student will analyze text to determine the appropriate use of advanced grammar in composing or editing	Sections 1, 2, 3	2(2), 13(1), 31(1), 36(1), 37(1)	14(1), 25(1), 34(1)	27(1), 28(2)
4b (1) The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing	Section 4	11(1), 15(1), 27(1), 30(1), 34(1), 38(1)	2(1), 35(1)	9(1), 11(1), 30(1)
4c (2) The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.	Sections 5, 6, 7, 8	1(2), 9(2), 10(2), 17(1), 20(2), 28(2), 35(2)	5(2), 9(2), 16(2), 17(2), 19(1), 33(2)	5(2), 8(2), 20(1), 23(2), 33(2), 34(2)