

Student Review Guide

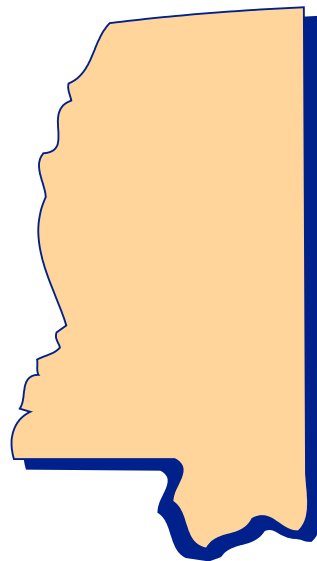
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8TH GRADE
LANGUAGE ARTS
WRITING



Mississippi Curriculum Test
Second Edition

Mississippi MCT2 Student Review Guide

Eighth Grade Language Arts: Writing

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Mississippi MCT2 Student Review Guide

Eighth Grade Language Arts: Writing

by
Becky T. Davis

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Enrichment Plus, LLC
Publisher

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Preface

The *Mississippi MCT2 Student Review Guide* for *Eighth Grade Language Arts: Writing* is written to help students review the skills needed to pass the MCT2 for Eighth Grade Language Arts. This comprehensive guide covers the required skills for Eighth Grade Language Arts as given in the 2006 Mississippi Language Arts Framework -Revised Competencies specified by the Mississippi State Department of Education.

How To Use This Book

Students:

As an eighth grade student, you are required to take the MCT2 test for Language Arts. If you do not score well on this test, you may be placed in a remediation class and lose an elective. This book will help to prepare you for this test.

- 1 Take the pre-tests (one for Writing in this book and one for Reading in a separate companion book), which are designed to identify areas that you need to review.
- 2 Score the pre-tests. Using the pre-test evaluation charts, circle the questions that you answered incorrectly.
- 3 For each question that you missed on the pre-tests, 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 practice tests, which are found in the separate test booklets. These practice tests are written to look similar to the actual MCT2 Language Arts test; therefore, they will give you practice in taking the test.
- 5 After taking each practice test, 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. This student guide covers the skills in Competencies 3 and 4 of the 2006 Mississippi Language Arts Framework Revised for eighth grade Language Arts that are tested on Section 2 of the MCT2 test. A companion book is also available that covers Competencies 1 and 2.

- 1 When teaching or tutoring individual students, use the strategy outlined above for students. By taking the pre-tests, students can identify areas that need improvement. The pre-test evaluation charts direct students 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 specified by the eighth grade Language Arts 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.
- 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. 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.

12. Read the following instructions Pat wrote for a school assignment.

People need to be aware that heat can damage and even destroy their old photographs. Photos should not be kept in the attic, the basement, or the garage because both heat and cold will damage the photos by causing cracking or separation of the image from the paper. Also dirt, dust, and oil from hands can cause permanent damage. Not only where the photos are stored but also how they are stored is important. Photos should not be kept in plastic sleeves like the ones for baseball cards nor the magnetic sheets that can stick to the photos. Direct sunlight will damage framed photos, and the best frames to use are wood or plastic, not metal. Writing on the back of the photo is a bad idea because the ink can contain acid that will eat through the photo. To keep photos intact for the future, people need to be aware of all these dangers.

Pat's teacher said that Pat's opening sentence was not appropriate for her paragraph.

Which of the following statements justifies why Pat's teacher was correct in her observation?

- F The sentence contains no examples.
- G The sentence contains no details.
- H The sentence is too general.
- J The sentence is too specific.

(F) (G) (H) (J)

13. Read the following sentences from a student's narrative paragraph.

Our family went to the beach for our vacation. One of our favorite beach activities was playing in the ocean on boogie boards. We also threw and caught a frisbee on the sand. At the end of the day, we enjoyed our dad's home-cooked meals. Then at night, we enjoyed talking and laughing as we sat on the porch before going to bed.

The student has decided to include descriptive details to improve the paragraph.

Which of the following sentences does not add descriptive details?

- A We fought the fierce waves to get to deep water in order to catch the right one and to reap the reward of riding it in to the shore.
- B We took turns throwing the frisbee to each other to see how many times we could throw it before someone missed.
- C Our dad grilled sweet corn on the cob and sizzling steak and cooked fragrant, flaky biscuits and fresh green beans.
- D We ended the summer day with relaxing on the cool screened porch, teasing each other, and laughing good-naturedly at ourselves.

(A) (B) (C) (D)



Writing Pre-Test

Evaluation Chart

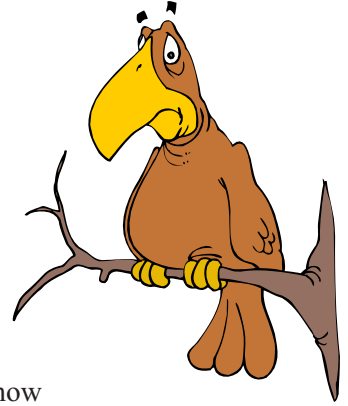
On the chart below, circle each question that you answered incorrectly on the Pre-Test. Review the sections for each question that you missed.

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	16.2	21	11.1, 11.3
2	17.3	22	9.2
3	17.1	23	18.4
4	12.1, 12.4	24	16.1
5	11.1, 11.2	25	16.2
6	15.2	26	16.3
7	17.3	27	14.1
8	19	28	3.5
9	8.6	29	15.5
10	16.2	30	9.4
11	15.3	31	13.4, 16.1
12	15.1, 15.2	32	12.5, 13.4
13	17.3	33	11.2
14	18.2	34	15.1, 15.2
15	6.1, 6.2, 6.5	35	13.1, 13.2
16	16.2	36	14.2
17	4.5, 12.2, 12.4	37	8.4
18	18.2	38	8.2
19	18.3	39	15.5
20	2.1, 2.2	40	15.3

Adjectives and Adverbs

Section 3.2

Recognition of Adjectives and Adverbs



Now that you've been introduced to adjectives and adverbs, you need to be able to identify them in sentences and be able to determine what they modify.

Remember that adjectives modify nouns. They tell which one, what kind, or how many. An adjective will usually come just before the noun that it modifies.

Adverbs modify verbs, adjectives, or other adverbs. They tell how, when, where, or how often. Many adverbs end in *-ly*. The word *not* is always an adverb.

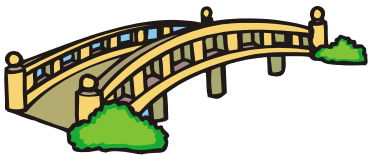
Example 1: The bird quickly flew to a higher branch.

How is the underlined word used? It's a modifier, but is it an adjective or an adverb? *Higher* gives more information about *branch* and tells which *branch*. Since *branch* is a noun, *higher* is an adjective. Notice that *higher* comes directly before the noun *branch*.

Example 2: The bird quickly flew to a higher branch.

This time the underlined word comes after the noun *bird* but before the verb *flew*. An adjective may come after a noun but usually doesn't. Does *quickly* describe *bird*? It doesn't tell which, what kind of, or how many, so it isn't an adjective. Does it tell how, when, or where it flew? Yes, it tells *how* the bird flew, so it is an adverb modifying *flew*.

Example 3: The extremely long bridge took years to build.



In this sentence, *extremely* and *long* are both modifiers, but what kind? It should be easy for you to see that *long* modifies *bridge*, so *long* is an adjective. What does *extremely* modify? It doesn't modify *bridge*. It tells how long, so it modifies *long*. Since *long* is an adjective, *extremely* must be an adverb. Remember, only an adverb can modify an adjective or another adverb.

adv. adj.
 ↘ ↘
The extremely long bridge took years to build.

Example 4: The chef arranged the food onto the clean blue plate.

In this sentence, *clean* and *blue* are both modifiers, but in this case both modify the noun *plate*. The words *clean* and *blue* both tell which plate, so they are both adjectives.

adj. adj.
 ↘ ↘
The chef arranged the food onto the clean blue plate.



Parts of a Sentence

Section 4.8 Mixed Review



Review the basic parts of a sentence that you've seen so far.

Sentence Part	Description/Purpose	Location in Sentence
Prepositional phrase	begins with a preposition and ends with a noun or pronoun that is the object of the preposition; <i>cannot act as a subject, object, predicate nominative, or predicate adjective</i>	anywhere in the sentence
Subject (simple)	tells what the sentence is about; usually a noun or pronoun; answers "who or what did the action or is being"	usually near the beginning of the sentence
Predicate (simple)	the main verb in the sentence; gives the action or expresses being	usually in the middle of the sentence but can be at the beginning or end
Direct object	a noun or pronoun that receives the action of the verb	only after an action verb
Indirect object	a noun or pronoun that answers the question "to whom" or "for whom" in a sentence that also contains a direct object	only after an action verb and before a direct object
Predicate nominative	a noun or a pronoun that renames the subject	only after a linking (or being) verb
Predicate adjective	an adjective that describes the subject	only after a linking (or being) verb

In the examples below, can you identify the part of the sentence that is represented by each underlined word? If not, go back and review the different parts of a sentence covered in this Section.

Example 1: At the beach, the family played in the ocean and fed seagulls some bread.

Beach is the object of the prepositional phrase *at the beach*.

Played and *fed* are compound predicates in this sentence. They are both action verbs.

Family is the subject of the sentence. It answers the question "who played and who fed?"

Ocean is another object of a preposition. It is part of the prepositional phrase *in the ocean*.

Bread is a direct object. It answers the question "fed what?"

Seagulls is an indirect object. It answers the question "to whom is the bread fed?"

Punctuation with Commas

Section 9.2

Comma Usage for Introductory and Interrupting Words and Phrases



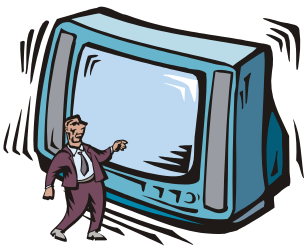
Key Terms

- **Interjection** – words that show emotion or exclamation; examples: *oh, ouch, wow*
- **Direct address** – a reference to the person being spoken to in a sentence; example: *Scott, you go first.*
- **Interrupter** (also called a **parenthetical expression**) – a word or phrase that significantly breaks the flow of a sentence; example: *You are, in fact, quite talented.*

Introductory Words and Phrases

When some types of words or phrases are put at the beginning of a sentence, they should be followed by a comma. These words and phrases include interjections and long prepositional phrases.

Interjections are words that show emotion or exclamation, such as *oh, well, ouch, wow, my goodness*, etc. When these words are used at the beginning of a sentence, a comma should be used to separate them from the rest of the sentence.



Example 1: Well, I'm not sure.

Example 2: Wow, what a huge screen it has!

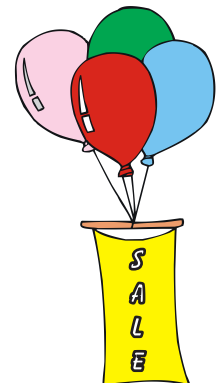
When prepositional phrases appear at the beginning of a sentence, they are often followed by a comma. Always put a comma after two or more prepositional phrases that begin a sentence or after one long one. A prepositional phrase is generally considered long if it contains five or more words. If an introductory prepositional phrase is short (less than five words), a comma is not required, but it is not incorrect to use one.

Example 3: From the edge of the pond, the ducks walked into the yard.

This sentence begins with two prepositional phrases, *from the edge* and *of the pond*. A comma is needed at the end of the entire introductory phrase. (Be careful that you don't put a comma between the two prepositional phrases.)

Example 4: Toward the brightly-colored balloons, the child reached out.

Toward the brightly-colored balloons is a long prepositional phrase, so it should be followed by a comma.



Complex Sentences

Section 11.2 Adjective Clauses



Key Terms

- **Adjective clause** – a clause that modifies a noun or a pronoun in the main clause; the clause begins with *who*, *whom*, *whose*, *which*, *that*, *when*, or *where*.
- **Essential adjective clause** – an adjective clause that does not need to be punctuated with commas because it is “essential” to the sentence
- **Nonessential adjective clause** – an adjective clause that should be punctuated with commas because it adds additional information that is “not essential” to the sentence

Recognizing Adjective Clauses

There are different types of subordinate clauses. One type of subordinate clause is called an adjective clause. An **adjective clause** modifies, or describes, a noun or a pronoun in the main clause. Remember, an adjective clause is a subordinate clause, so it must occur in a sentence with a main clause. Look at the following chart to review the words used to begin adjective clauses.

Chart 1: Words Used to Introduce Adjective Clauses

who whom whose which that when where

↙ adj. clause

Example 1: He is the friend who helped me most.

Who helped me most is an adjective clause that modifies (or describes) *friend* in the main clause. An adjective clause usually follows the word it modifies.

↙ adj. clause

Example 2: Windows that sparkle add to a house’s appeal.

That sparkle is the adjective clause modifying *windows*.

Sometimes the introductory word can be understood and omitted from the sentence.

↙ adj. clause

Example 3: *America’s Got Talent* is a show they enjoy.

That was omitted but understood.

America’s Got Talent is a show that they enjoy.

↙ adj. clause

Example 4: My grandfather is the person I most admire.

Whom was omitted but understood.

My grandfather is the person whom I most admire.

Verbals

Section 12.3

Gerunds



Key Terms

- **Gerund** – a verbal that ends in *-ing* and that is used as a noun in a sentence
- **Gerund phrase** – a noun phrase that contains a gerund and also may include prepositional phrases, adjectives, adverbs, and/or direct objects

Gerunds are verbals that are used as nouns. They look similar to participles because they always end in *-ing*, but remember that participles are used only as adjectives. In a sentence, a gerund can be used as a subject, a direct object, a predicate nominative, or an object of the preposition. Gerunds are generally used in phrases, as you saw with participles and infinitives. A **gerund phrase** will contain the gerund and may also include prepositional phrases, adjectives, adverbs, and even direct objects. Gerund phrases may also begin with a possessive noun or pronoun.

Example 1: His jumping in a mud puddle upset his mother. **subject**

His jumping in a mud puddle is a gerund phrase. The gerund is the *-ing* verbal *jumping*. In this case, the gerund phrase begins with the possessive pronoun *his*. The gerund phrase acts as a noun in this sentence. Can you tell how the noun phrase is being used? It is being used as the subject of the sentence.

Example 2: The result was getting a speeding ticket. **predicate nominative**

This gerund phrase begins with the gerund *getting* instead of beginning with a possessive noun or pronoun. The phrase comes after a being verb and renames the subject, so it acts as a predicate nominative.

Example 3: I hated walking the dog in the heat. **direct object**

In this sentence, the gerund phrase comes after an action verb and answers the question, “I hated what?” It acts as a direct object.

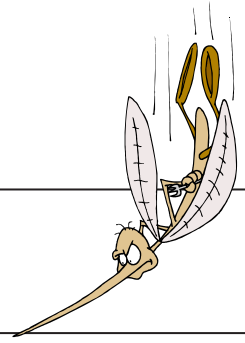
Example 4: Before going to bed, she watched television. **object of the preposition**

Before going to bed is a prepositional phrase, and the gerund phrase *going to bed* is the object of the preposition *before*.

Research Skills

Section 14.2

Taking Notes and Paraphrasing



Key Term

- **Paraphrasing** – restating what someone else has said by using different words

Asking Questions and Finding Online Sources

Once you locate sources that will be helpful as you do research, you should then take notes on your topic. Your topic should include your focus so that you know what to include and what not to include on your subject. For example, if you're writing about Edgar Allan Poe's career as a writer, you wouldn't need to take notes on his life growing up, his parents, or his wife. You need to stick to your focus and not wander off.

If you know little or nothing about your topic, one good place to start is to read an encyclopedia article on the topic, even if it's a general one. It will give you enough information as an overview of the subject. Then, start with what you know and ask questions you need to answer. Before you begin taking notes, make a list of the questions.

Example 1: Your topic is the danger of West Nile Virus from mosquitoes.

Here are some questions that need to be answered.

1. Which mosquitoes cause the virus?
2. Where are these mosquitoes found?
3. What are the symptoms?
4. What are the treatments?
5. Is it always fatal?
6. What can be done to stop the spread?

All these questions relate to the topic. If the question "Why do mosquito bites itch?" had been included, it would be off-topic and not useful for the report.

Example 2: Your topic is the danger of West Nile Virus from mosquitoes. You look up this topic on the internet and find the following sites:

1. West Nile Virus – Wikipedia, the free encyclopedia
en.wikipedia.org/wiki/West_Nile_virus
2. Sailing the Nile – Museum Tours
www.museum-tours.com/tours/sn/sn.htm
3. CDC West Nile Virus Homepage
www.cdc.gov/westnile/
4. Malaria is still a problem in Africa
kids.nationalgeographic.com/kids/stories/spacescience/malaria/

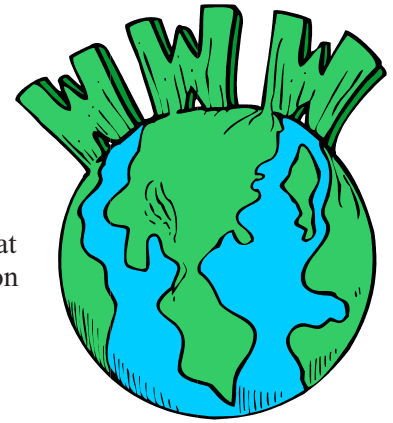
Which of these sites would be most reliable?

Site #1 is from a site that takes any contributions, and all information cannot be trusted to be valid. Sites #2 and 4 are off-topic. Site 3 is from a recognized valid source, the Center for Disease Control, a governmental agency, so it is definitely a valid site. Site 3, therefore, would be the most reliable.

Informational Writing

Section 15.3

Adding Necessary Details



After the topic sentence, a paragraph should include ideas that support the main idea or topic sentence. In informative writing, these sentences are usually facts that support the topic sentence. An effective paragraph should have enough information to fully support the topic sentence. Each idea or reason sentence that supports the topic sentence should also be supported with additional details or examples.

Example 1: Read the following paragraph.

(1) Search engine optimization is a huge industry today. (2) Search engine optimizers consider many factors. (3) These factors include image captions, specific keywords, and inbound links. (4) They alter the parts of a website without changing the overall content so that the material is better aligned with search engine functions. (5) Search engine optimization is a powerful and effective way to improve a website's performance.

Which of the following supporting details is appropriate to include in the paragraph after sentence one?

- A. Some popular search engines include Google, Yahoo, and Bing.
- B. Making a website more likely to show up in search engine results can dramatically impact the number of visitors to the site.
- C. Search engine optimization is different from search engine markets, which pay a search engine for ideal placement.

Sentence 1, "Search engine optimization is a huge industry today," is the topic sentence, but the next sentence doesn't give the important detail that explains *why* it is a huge industry. The rest of the paragraph gives additional details about search engine optimizers, but without the reader knowing why these optimizers are important, the paragraph isn't complete. Which sentence gives the rest of the paragraph meaning? Sentence B helps to explain the rest of the paragraph, so it should be included after sentence 1.

Example 2: Read the following paragraph.

(1) Vines that climb walls and other structures are amazing. (2) Some vines attach to structures by twisting and spiraling around them. (3) Others attach using tendrils. (4) Tendrils are small shoots that grow out from the stem or from the end of a leaf and wrap around any object they reach. (5) Using these methods, vines can attach themselves to almost anything and spread over large areas quickly.

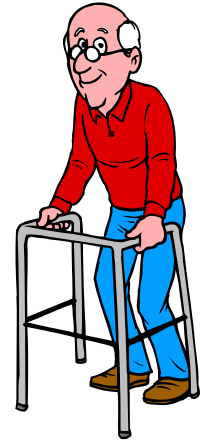
To improve the purpose and focus of this paragraph, which sentence should have been followed by a supporting detail? What detail sentence could be added to improve the paragraph?

The focus of the paragraph is how vines climb. Notice that Sentence 3 about tendrils is followed by an additional detail about tendrils in Sentence 4. An additional detail is also needed about vines that twist and spiral after Sentence 2. A good addition to this paragraph might be the following sentence: "They coil tightly around objects, especially slender cords or wires."

Narrative Writing

Section 17.3

Adding Descriptive Details



Details and examples are important in any type of writing, but details are especially important in narrative writing. Writing a narrative paragraph is not difficult since it is simply writing a story, but an effective narrative paragraph must include strong, descriptive verbs and specific, descriptive details. It must also contain logical transitions to flow smoothly. You have already seen some of this information in Section 16.3, but now concentrate on how these details specifically apply to narrative writing.

Strong Verbs

Verbs show action. Strong verbs in narrative writing paint a clear picture for the reader. It is better to use a strong verb instead of a weaker one with an adverb.

Chart 1 below gives examples of stronger, more descriptive verbs that can be used for the two common verbs *run* and *walk*.

Chart 1: Examples of Weak Vs. Stronger Verbs	
common, weak verb	stronger, more descriptive verb
run	sprint, scamper, scramble, gallop, dash, dart, hustle
walk	stride, stroll, tramp, shuffle, creep, stalk, strut, march, waddle, stagger

Example 1 : The elderly man walked slowly down the hall with his walker.

Weak verb with an adjective

Walked slowly uses a general, weak verb with an adjective.

The elderly man shuffled down the hall with his walker.

Stronger verb

The verb *shuffled* is a stronger, more descriptive verb and is more effective than *walked slowly*. Notice that it gives a better picture of how the man moved.

Specific and Descriptive Details

When writing, you need to be specific, rather than general. Use specific nouns instead of general ones. For example, instead of saying *a dog*, you could say *a poodle*, which is the specific kind of dog. Adjectives and adverbs should also be descriptive and vivid. Avoid overused adjectives and adverbs that are too general and offer little description, such as *good, great, nice, bad, big, little, slow, fast*.

Persuasive Writing

Section 18.2

Business Letters and Proposals



Key Terms

- **Business letter** – a letter usually written to a business or an organization often with the purpose to persuade
- **Proposal** – a persuasive letter written to ask permission or to seek approval

In persuasive writing, the supporting details determine the effectiveness of the persuasion. In other words, the persuasion is only as good as the details or examples given to support the position.

As mentioned in 18.1, persuasive writing can be in the form of letters. These include **business letters**, which can be written to a company, newspaper readers, a specific person, or a group of people. A business letter is written in formal language often with the purpose to persuade. Chart 1 below gives some examples of persuasive business letters.

Chart 1: Examples of Persuasive Business Letters

- A customer writes to a company to request a replacement for a defective product.
- A student writes to her family and friends to ask for help with a fundraiser.
- A politician writes to the readers of a newspaper to ask for their votes.

A business letter that is meant to persuade will have examples that support a position. Look at an example.

Example 1: Read part of a letter Ayana wrote to nominate her teacher for Teacher of the Year.

I would like to nominate my last year’s teacher Ashley Threatt for Teacher of the Year. Ms. Threatt made learning social studies interesting because she didn’t just have us memorize dates and places. Instead, she made history come alive to make us understand how it really happened. For example, one month we divided into groups, and each group wrote a play about an important moment in history. We acted it out and recorded it. Then we watched all the videos and discussed them. We learned more from this approach and enjoyed it as well.

Does Ayana’s example support her position?

Ayana’s letter is meant to persuade readers that Ashley Threatt should be Teacher of the Year. Ayana’s states her position that Ms. Threatt should be Teacher of the Year because she made learning social studies interesting and didn’t just have students memorize dates and places. Ayana gives an example of how Ms. Threatt makes history come alive to support this position. Since Ayana’s example shows how Ms. Threatt made social studies interesting, her example supports her position. The answer to this question is “yes.”

Spelling

Section 19.6

Word Endings, Group 3



Spelling List 6

accessible	consequence	eligible	hospitable	politician
adjacent	consistent	emigrant	incapable	respectable
advisable	defendant	enjoyable	incompetent	reverence
amiable	edible	flexible	maintenance	sequence
applicant	electrician	hindrance	musician	vengeance

Words Ending in ABLE, IBLE

Both *-able* and *-ible* are suffixes that often mean “capable of” or “able.” For example, *breakable* means “able to be broken.” In some cases, they can mean “having the quality of,” as in *comfortable*, which means “having the quality of comfort.”

Like many other word endings, *-able* and *-ible* do not follow any strict rules, but a few patterns may help you to remember which ending to use.

ABLE

More words end in *-able* than *-ible*, so if in doubt, *-able* is more likely to be correct. In many cases, *-able* is added to base words that can stand alone. For example, *afford* + *able* = *affordable*. Of course, not all *-able* words have a base word that can stand alone, as you can see in Chart 10 below.

IBLE

The suffix *-ible* is often found in words that do not have stand-alone base words. In other words, if you remove the *-ible*, you are not left with a valid word that can stand on its own. An example is the word *possible*. However, see Chart 10 below for exceptions to this rule as well.

In most cases, but not all, *-ible* is used following *-ss* even when the base word can stand on its own.

Chart 10:
Examples of Words Ending in ABLE and IBLE

ABLE Words		IBLE Words	
advisable	amiable	accessible	eligible
enjoyable	hospitable	edible	flexible
respectable	incapable		

Practice 1

Use Chart 10 to answer the following questions.

Which two *-able* words from Chart 10 have base words that can stand alone?

1. _____
2. _____

Mississippi MCT2 Student Review Guide

8th Grade Language Arts: Writing

Practice Test

1

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1. Read the following draft of a student's essay.

(1) David Maxwell, an only child, was a sweet little boy adored by his parents. (2) He had just begun to walk and was constantly in motion. (3) One day his mother could find only one of his shoes. (4) She looked everywhere, even the trash can, but could not find it, so she had to put his sneakers on him. (5) The next day when she was ready to leave the house with him, she could not find one of his sneakers. (6) She was extremely frustrated and called her husband to complain and fuss to him. (7) Then when she looked at David's expression, she became suspicious. (8) She went to his room and found the missing shoes in the toy chest.

Which of the following choices correctly revises sentence 7 to provide more descriptive detail?

- A Then when she saw the twinkle in David's eyes and his sheepish grin, she became suspicious.
- B Looking at David then, she noticed that something was definitely not right.
- C Then when she looked at David, she realized he looked guilty, so she thought he might know something.
- D Glancing at David's face, she saw that he was smiling, so she was suspicious.

(A) (B) (C) (D)

2. Read the following draft of a newspaper advertisement. Then answer question 2 based on the draft.

To say hello to our new neighbors, we at Edisto Animal Hospital will be hosting a small bark bash in our parking lot. Come this Saturday 10 a.m. until noon to 148 Turtle Pond Way.

Those who bring their pet (safely contained) with a copy of their pet's records will receive a free rabies vaccine. If your pet is already current on its vaccine, you will be given a voucher so it may receive its free shot at our hospital when it's due. And because we know how bothersome fleas are, all who fill out a survey about their pets will receive a two-month supply of flea control FREE!

Which of the following sentences will the author of the advertisement add in order to clarify the problem to which the advertisement is offering a solution?

- F We hope to meet many new customers during this bark bash.
- G We want to encourage all pet owners to keep their pets safe and healthy.
- H We know that many people have pets they really care about.
- J We are holding this bark bash so that pet owners can meet each other.

(F) (G) (H) (J)



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A large, stylized number '2' with a thick outline and a light gray fill, centered on the page.

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Read the following draft of a paragraph Mickey has written for a research report. Use this paragraph to answer questions 36 and 37.

(1) Alaskan king crab makes quite a tasty meal, but catching those delicious creatures can be a dangerous pursuit. (2) It is risky enough to catch the attention of the media in a documentary called “The Deadliest Catch.” (3) King crab fishing is done in the frigid waters around Alaska and the Bering Sea. (4) It takes a wise skipper, a well-equipped boat, and a fearless crew. (5) The public can book a tour on some of these ships to share an adventure. (6) It has been estimated that one fisherman per week dies in pursuit of king crab. (7) The king crab fishing season is short, and the weather is cold and hazardous. (8) Therefore, king crab fishing has been declared one of the most dangerous jobs in America.

36. Which of the following will Mickey add after sentence 7 to provide an effective transition to sentence 8?

- F As if long, tiring hours and freezing temperatures weren't enough, the fishermen have to wrestle heavy equipment on a wet and constantly moving deck.
- G King crab are caught in huge steel cages covered in nylon mesh which are baited with fish scraps and lowered to the ocean floor.
- H The fishing season has been shortened to allow the declining population of crab to have an opportunity to rebound.
- J The number of boats and crews have been drastically reduced by the restrictions on king crab fishing and the competition from imported king crab caught by other countries.

(F) (G) (H) (J)

37. Mickey's teacher has suggested that Mickey revise her paragraph.

Which sentence will Mickey delete to improve the organization of the paragraph?

- A Sentence 3
- B Sentence 4
- C Sentence 5
- D Sentence 6

(A) (B) (C) (D)



Competency Correlation Chart (Teacher's Edition)

The chart below correlates each Eighth Grade Language Arts Framework Competency for Writing (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 Pre-test 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 use and reflect on an appropriate composing process to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length.	Section 15, Subsections 16.1, 16.3, 17.2, 18.1	24(3), 34(3), 39(3)	7(2), 9(3), 12(3), 17(3), 27(3)	16(3), 20(3), 37(3), 39(3)
3b (3) The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive.	Subsections 16.3, 17.3, 18.4	2(2), 13(3), 23(3)	1(3), 30(3), 38(3)	21(3)
3c (3) The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution.	Section 17 Subsections 15.5, 16.2	1(3), 3(3), 6(3), 7(3), 29(2)	18(3), 25(3), 26(3), 31(3)	10(3), 22(3), 26(3), 27(3), 38(3)
3d (3) The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution.	Section 15 Subsections 16.2, 16.3, 18.3	10(3), 11(3), 12(3), 16(3), 25(3), 26(3), 40(2)	8(2), 39(2), 40(3)	19(3), 25(2), 36(3), 40(3)
3e (3) The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details.	Section 18	14(3), 18(3), 19(3)	2(3), 13(3), 19(3), 21(3), 32(3)	2(2), 6(3), 7(3), 8(2), 13(3), 23(3)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
3f (4) The student will compose texts in a variety of modes based on inquiry and research.	Section 14 Subsection 15.1	27(4), 36(3)	4(3), 5(3), 15(4), 20(3)	28(3), 29(3), 31(3)
4a (1) The student will apply Standard English grammar in composing or editing.	Sections 1–6, 12, 13	4(2), 15(1), 17(2), 20(1), 22(1), 28(1)	10(1), 11(1), 14(1), 16(1), 24(1), 28(1), 34(1)	3(1), 12(1), 14(1), 15(1), 18(1), 24(1), 35(2)
4b (1) The student will apply Standard English mechanics to compose or edit.	Sections 7, 8, 10, 11, 19	5(1), 8(1), 9(1), 30(1), 37(1), 38(1)	3(1), 22(1), 29(1), 33(1), 36(1), 37(1)	9(1), 11(1), 32(1), 33(1), 34(1)
4c (2) The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.	Sections 10, 11, 12, 13	21(2), 31(3), 32(2), 33(1), 35(2)	6(1), 23(3), 35(2)	1(2), 4(2), 5(2), 17(2), 30(1)