

# Essentials in Writing

## Level 10

*Second Edition*

# Assessment/Resource

# Booklet

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**Assessment 1 – Quality Word Choice (Lessons 2-6)**

*Students may use a thesaurus for this assessment if needed.*

**A. The passages below contain boring and/or repetitious word choice. Revise them to include more quality nouns and adjectives.**

1. Soda pop is a great drink that many people enjoy because it is tasty and fizzy. There are lots of different kinds of soda pop, and it is a great drink when you want something tasty to drink.

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2. Exercise is important. Exercise helps your body to be healthy, and it also keeps your mind healthy. Exercise helps your mind deal with bad things like stress or anxiety.

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**B. The passages below contain boring, repetitious, and/or ineffective word choice. Revise them to include more quality verbs and only necessary, quality adverbs.**

1. Bach was a famous composer in the Baroque era. He made many really great pieces of music back then, and they are still around today. His legacy is very important to classical music.

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2. Knitting can be incredibly fun but also immensely intimidating. People really got to practice very regularly in order to do things like make scarves, but the result is really satisfying.

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**C. Rewrite the sentences below to include gerunds. You may rearrange and reword the sentences as necessary.**

1. It is beneficial to have a garden and to learn practically how plants grow.

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## ASSESSMENT

2. I analyze the complex lore behind video games because it is interesting and challenging.

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**D. Rewrite the sentences below to include participials. You may rearrange and reword the sentences as necessary.**

1. The inclement weather was coming fast, so people bought bread and milk from the store.

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2. The political race for the open senate seat was all the local news stations could discuss.

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**E. The sentences below contain infinitives. Circle each basic infinitive, then identify if the infinitive functions as an adjective, adverb, or noun.**

1. The purchase came with instructions to assemble the furniture.

**Adjective**

**Adverb**

**Noun**

2. My ultimate objective in life is to become a Super Bowl-winning football player.

**Adjective**

**Adverb**

**Noun**

**F. Read the passage below. Record how the passage needs to change in order to communicate more clearly, then revise the passage on the lines provided.**

Unchecked smartphone usage blooms like an invasive vine, ensnaring human connection in its tangled embrace. With each swipe and tap, we wander deeper into this virtual labyrinth, where the fragrance of authentic interaction fades into the distant memory of a forgotten bouquet. Amidst this digital thicket, however, the radiant dawn of genuine engagement beckons, promising freedom from the suffocating tendrils of technological overgrowth.

**What needs to change?** \_\_\_\_\_

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## ASSESSMENT

### Assessment 3 – Common Problems (Lessons 14-23)

**A. Correct the sentences errors below (*fragments, comma splices, and run-ons*) on the lines provided.**

1. Honey never spoils archaeologists have found pots of honey in ancient Egyptian tombs that are over 3,000 years old and the honey was perfectly edible.

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2. Fun fact. Octopuses have three hearts. This cardiovascular system oxygenates their blood and delivers nutrients to their cells, this supports their active lifestyles and complex behaviors.

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3. Ever heard that the Great Wall of China is visible from space? Only sort of. It is enormous, but the naked eye cannot see it from space, it can only be seen with telescopes or satellites.

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4. A desert is technically defined by low precipitation levels. Not temperature. The Sahara in Africa is not the world’s largest desert actually Antarctica is.

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**B. In each passage, add commas in the correct places.**

1. The worst sounds in the world are angry seagulls nails on a chalkboard and jazz music.

2. According to a recent survey many people don’t care whether a tomato is a fruit or vegetable.

**C. Circle any *subject/verb agreement* errors in the sentences below. Correct the errors on the lines provided.**

1. My brother didn’t listen when I said that the neighbor’s cat don’t take kindly to being pet.

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2. Chupacabras, out of all the mythical creatures, stands out as particularly gruesome.

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3. Folklore differ from fairytales because it encompasses beliefs and practices, not just stories.

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## ASSESSMENT

**D. The passages below contain unclear subjects. Rewrite the sentences to avoid the unclear subjects on the lines provided.**

1. On the third floor of the museum, there is a strange exhibit featuring knock-off clothing soaked in expensive oil paints and left to dry in interesting shapes on the floor.

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2. It is believed that one day, Disney+ will put out a Star Wars show that does not ultimately disappoint the fanbase.

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3. Bumblebees are harmless and should be protected. My mother explained this to me, and she is a master gardener. These are good for plants and vital for a balanced local ecosystem.

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**E. Rewrite the passages below to avoid the use of the generic “you.”**

1. Adolescence is a stressful time. When you feel overwhelmed, taking a step back and prioritizing self-care can be very helpful to your mental health.

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2. You can gain cooking skills by practicing new recipes regularly. In fact, you can gain all sorts of new skills by consistent experimentation and practice!

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3. The newest installment in the cinematic franchise is sure both to overwhelm your senses and disappoint your soul.

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**F. Circle the letter next to the correct answer.**

1. When evaluating a source, check for each of the following except:

- A. Accuracy
- B. Reliability
- C. Relevance
- D. Sensitivity
- E. Bias

**Unit One Comprehensive Assessment (Lessons 2-23)****Circle the letter next to the correct answer.**

1. A thesaurus is a good tool to use to avoid repetitious word choice, but one should always be sure to know the \_\_\_ and the \_\_\_ of a word before using it.

- A. denotation; connotation
- B. commonness; spelling
- C. etymology; history
- D. synonym; antonym

2. What is the difference between an *action verb* and a *stative verb*?

- A. Action verbs are more interesting while stative verbs are boring.
- B. Action verbs describe an action while stative verbs describe a state of being.
- C. Action verbs are a part of vivid language while stative verbs are parts of verb phrases.
- D. There is no difference between action and stative verbs.

3. A verbal ending in *-ing* that functions as a noun is called a(n) ...

- A. gerund.
- B. participial.
- C. infinitive.

4. The most basic form of a verb, without a subject or tense, is called a(n) ...

- A. gerund.
- B. participial.
- C. infinitive.

5. A verbal that functions as an adjective is called a(n) ...

- A. gerund.
- B. participial.
- C. infinitive.

## UNIT ONE COMPREHENSIVE ASSESSMENT

11. What is the definition of a phrase?

- A. A group of connected words that function as a unit
- B. A group of words that expresses a complete thought
- C. A group of words that renames a noun in a sentence
- D. A group of words that contains both a subject and a verb

12. In which sentence is the appositive underlined?

- A. My friend, an avid reader, recommended a popular novel to me.
- B. Jane Austen, author of *Pride and Prejudice*, lived during the 19<sup>th</sup> century in England.
- C. To my surprise, the special guest host on the show turned out to be Chris Hemsworth.
- D. The scientist conducted groundbreaking research, revolutionizing the field of sustainable energy.

13. *My abuela prepared a mouthwatering feast for our family gathering.*

What is the complete verb phrase?

- A. prepared
- B. prepared a mouthwatering feast
- C. mouthwatering feast
- D. prepared a mouthwatering feast for our family gathering

14. *The river overflowed its banks after the heavy rainfall, causing a local flood that submerged nearby streets and homes.*

What is underlined?

- A. Noun phrase
- B. Verb phrase
- C. Adjective phrase
- D. Adverbial phrase
- E. Prepositional phrase



## UNIT ONE COMPREHENSIVE ASSESSMENT

19. *The keyboard, with its array of keys representing letters, numbers, and symbols, serves as the primary input device for typing text and commands into computers and other electronic devices.*

This is an example of a \_\_\_\_.

- A. simple sentence
- B. compound sentence
- C. complex sentence
- D. compound-complex sentence

20. *After he spent months training rigorously and hours putting one foot in front of the other, the marathon runner crossed the finish line completely exhausted, but in spite of this fatigue, he felt a surge of pride and satisfaction at his accomplishment.*

This is an example of a \_\_\_\_.

- A. simple sentence
- B. compound sentence
- C. complex sentence
- D. compound-complex sentence

21. *The production company spent months preparing the secluded chateau for the reality dating show. \_\_\_\_\_, when a local flood took out the roadway, the actual filming was postponed.*

Which of the following transitions would work best in this sentence?

- A. As a result
- B. Furthermore
- C. Then
- D. Unfortunately

## UNIT ONE COMPREHENSIVE ASSESSMENT

25. *Coal mining involves extracting coal deposits from underground mines or surface mines the process of coal mining entails various stages, including exploration, extraction, processing, and transportation, to meet the global demand for energy production.*

This is an example of a...

- A. fragment.
- B. comma splice.
- C. run-on.
- D. complex sentence.

26. Which of the following has commas in the wrong place?

- A. Never try that again, ma'am, or there will be consequences.
- B. Dinner consisted of steak, roasted broccoli, mashed potatoes, and rainbow carrots.
- C. The snowplow ran over our mailbox on purpose, and has done so multiple times.
- D. After working out, be sure to drink room temperature water.

27. *In a photo of casual shoppers in downtown Alberfen from the 1930s, you can see a glimpse of the famed Red-Nosed Killer in the background of the shot.*

What needs to be revised about this sentence?

- A. An unclear subject needs to be changed.
- B. The generic "you" needs to be avoided.
- C. Commas need to be put in the proper place.
- D. This sentence has no errors.

28. What is one of the uses for paraphrasing?

- A. To make content clearer or more concise
- B. To revise content for more vivid language
- C. To summarize content
- D. To directly quote content

**Assessment 4 – The Writing Process & Paragraphs (Lessons 24-32)**

**Circle the letter next to the correct answer.**

1. True or False: All compositions only need to be revised one time in order to be effective.

- A. True
- B. False

2. What does it mean to write toward a *general audience*?

- A. The audience is assumed to be just like the writer.
- B. The audience can be considered to have specific knowledge of the topic at hand.
- C. The audience is assumed to have common sense and general knowledge.
- D. The audience should be treated formally.

3. When writing an expository composition, be careful to...

- A. avoid inserting your opinion into the composition.
- B. explore the similarities and differences between the topics.
- C. include at least three supporting points.
- D. argue strongly for your point.

4. *Prompt: Which is most beneficial, aerobic exercise or anaerobic exercise? Write a paragraph detailing your answer.*

What kind of composition should you write to answer this prompt?

- A. Expository
- B. Argumentative
- C. Compare
- D. Contrast

5. Compare and contrast writing is a type of \_\_\_ writing.

- A. Expository
- B. Argumentative
- C. Descriptive
- D. Formal

6. Typically, how many supporting details should you include in a standard paragraph?

- A. 2
- B. 4
- C. 6
- D. 8

**To complete the assessment, complete one of the paragraph writing prompts on the following pages.**

## ASSESSMENT

### Assessment 4 – Compare/Contrast Paragraph



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper.

↳ *How are Hollywood actors/actresses and YouTubers similar and different? Explain your answer.*



2. **Plan** and **organize** your thoughts using a **graphic organizer**.  
(Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your paragraph on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Search for opportunities to adjust the content or the word choice/sentence structure to improve your writing.



#### CHECKLIST

- Revised content
- Revised word choice and sentence structure



5. **Finalize** your composition. Edit for errors and create a clean, properly formatted copy. Correct all capitalization, punctuation, and spelling errors.



#### CHECKLIST

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Corrected formatting errors

## ASSESSMENT

<b>Compare/Contrast Paragraph Rubric</b>					
<b>Format and Required Information</b>	<b>2 pts</b> Formatted according to instructions with few, if any, mistakes. Name and other required information included.	<b>1 pt</b> Formatted with some mistakes. Name or other required information missing.	<b>0.5 pts</b> Formatted with several mistakes. Name and other required information missing.	_____ / 2	
<b>Organization</b>	<b>6 pts</b> Organized effectively (opening sentence, details with examples/support, closing sentence). Appropriate and effective transitions used.	<b>5 pts</b> Organized only generally according to the guidelines. General transitions used.	<b>4 pts</b> Organized vaguely according to the guidelines. Few and vague transitions used.	<b>3 pts</b> Organized poorly according to the guidelines. Transitions are not used.	_____ / 6
<b>Content</b>	<b>6 pts</b> Includes at least 2 effective details with excellent examples/support. Word choice and sentence structure are rich and varied.	<b>5 pts</b> Includes at least 2 general details with basic examples/support. Word choice and sentence structure are generally effective and varied.	<b>4 pts</b> Does not include enough supporting details. Examples are missing or lacking in relevancy. Word choice and sentence structure are basic and lacking variety.	<b>3 pts</b> Does not include relevant supporting details or examples. Word choice and sentence structure are simple and vague.	_____ / 6
<b>Writing Type</b>	<b>6 pts</b> An effective example of compare/contrast writing.	<b>5 pts</b> A good example of compare/contrast writing.	<b>4 pts</b> A basic example of compare/contrast writing.	<b>3 pts</b> A poor example of compare/contrast writing.	_____ / 6
<b>Mechanics</b>	<b>5 pts</b> Contains few, if any, errors in the conventions of the English language.	<b>4 pts</b> Contains some errors in the conventions of the English language.		<b>3 pts</b> Contains several errors in the conventions of the English language.	_____ / 5
<b>Total :</b>					<b>_____ / 25 points</b>

**ASSESSMENT****Assessment 6 – Expository Response Essay (Lessons 45-53)**

**Circle the letter next to the correct answer.**

1. \_\_\_\_ is authoritative, reliable, neutral, and fact-oriented.
  - A. Academic voice
  - B. Individual voice
  - C. Informative voice
  - D. Argumentative voice
  
2. A response paper often \_\_\_\_ or \_\_\_\_ something.
  - A. asks; answers
  - B. compliments; criticizes
  - C. explains; describes
  - D. evaluates; argues
  
3. When writing an essay, be sure to always . . .
  - A. start with an interesting question.
  - B. include three supporting details per paragraph.
  - C. transition between thoughts and paragraphs.
  - D. begin with your thesis statement.
  
4. Which of the following would be a fitting topic for a response paper?
  - A. Thoughts about a speech made at a political rally
  - B. A petition to remake the Star Wars sequel trilogy
  - C. A description of what homeschooling practically looks like
  - D. Ideas about how to make recycling more effective
  
5. What are two main areas that you should revise when going through the writing process?
  - A. Content and word choice/sentence structure
  - B. Supporting points and thesis statements
  - C. Vivid language and transitions
  - D. Word choice and sentence structure

***To complete the assessment, complete the expository response essay writing prompt on the following page.***

## ASSESSMENT

### Assessment 6 – Expository Response Essay



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper.

↳ *Look into a decision made recently by a company that you admire; for example, a policy change, a public stance, a new product or change in their products, and so on. Share your thoughts in response to this decision in an essay.*



2. **Plan** and **organize** your thoughts using a **graphic organizer**.  
(Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your essay on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Search for opportunities to adjust the content or the word choice/sentence structure to improve your writing.

↳ **CHECKLIST**

- Revised content
- Revised word choice and sentence structure



5. **Finalize** your composition. Edit for errors and create a clean, properly formatted copy. Correct all capitalization, punctuation, and spelling errors.

↳ **CHECKLIST**

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Corrected formatting errors

## ASSESSMENT

<b>Expository Response Essay Rubric</b>						
<b>Format and Required Information</b>	<b>10 pts</b> Formatted according to instructions with few, if any, mistakes. Name and other required information included.	<b>5 pts</b> Formatted with some mistakes. Name or other required information missing.	<b>1 pt</b> Formatted with several mistakes. Name and other required information missing.	_____ / 10		
<b>Opening Paragraph</b>	<b>10 pts</b> Opening paragraph introduces topic excellently. Interesting and effective hook.	<b>7 pts</b> Opening paragraph introduces topic well. Adequate hook.	<b>4 pts</b> Opening paragraph introduces topic poorly. Ineffective hook.	<b>1 pt</b> Opening paragraph is not included.	_____ / 10	
<b>Thesis</b>	<b>10 pts</b> Thesis statement and restatement are included in the proper places. Thesis correctly and clearly represents the content of the essay.	<b>7 pts</b> Thesis statement and restatement are included in the proper places. Thesis incorrectly and/or unclearly represents the content of the essay.	<b>4 pts</b> Thesis statement and/or restatement are incorrectly placed and/or missing. Thesis does not represent the content of the essay.	<b>1 pt</b> Neither thesis nor restatement are effectively included.	_____ / 10	
<b>Summary</b>	<b>5 pts</b> A summary of the material to which the student is responding is included. The summary is clear and informative.		<b>3 pts</b> A summary of the material to which the student is responding included. The summary could be clearer and/or more organized.		<b>1 pt</b> A summary of the material to which the student is responding is not included.	_____ / 5
<b>Body Paragraphs</b>	<b>15 pts</b> Body paragraphs contain detailed support and examples. Support and examples are presented in an excellent manner.	<b>12 pts</b> Body paragraphs contain general support and examples. Support and examples are presented in a suitable manner.	<b>8 pts</b> Body paragraphs contain adequate support and examples. Support and examples are presented in an average manner.	<b>5 pts</b> Body paragraphs contain poor support and examples. Support and examples are presented in an ineffective manner.	<b>3 pts</b> Body paragraphs do not contain support and examples.	_____ / 15
<b>Closing Paragraph</b>	<b>10 pts</b> Closing paragraph brings essay to a close excellently.	<b>7 pts</b> Closing paragraph brings essay to a close well.	<b>4 pts</b> Closing paragraph brings essay to a close poorly.	<b>1 pt</b> Closing paragraph is not included.	_____ / 10	
<b>Writing Type</b>	<b>10 pts</b> An effective example of an expository essay.	<b>7 pts</b> A good example of an expository essay.	<b>4 pts</b> A basic example of an expository essay.	<b>1 pt</b> A poor example of an expository essay.	_____ / 10	
<b>Transitions</b>	<b>10 pts</b> Appropriate and effective transitions are used between thoughts and paragraphs.	<b>7 pts</b> General transitions are used between thoughts and paragraphs.	<b>4 pts</b> Few and vague transitions are used between thoughts and paragraphs.	<b>1 pt</b> Inappropriate and/or missing transitions between thoughts and paragraphs.	_____ / 10	
<b>Word Choice and Sentence Structure</b>	<b>10 pts</b> Word choice and sentence structure are rich and varied.	<b>8 pts</b> Word choice and sentence structure are well-chosen and somewhat varied.	<b>6 pts</b> Word choice and sentence structure are adequate and somewhat varied.	<b>4 pts</b> Word choice and sentence structure are basic and lack variety.	<b>1 pt</b> Word choice is vague, and sentences are simple and fragmented.	_____ / 10
<b>Mechanics</b>	<b>10 pts</b> Contains few, if any, errors in the conventions of the English language.		<b>5 pts</b> Contains some errors in the conventions of the English language.		<b>1 pt</b> Contains several errors in the conventions of the English language.	_____ / 10
<b>Total:</b>					<b>_____ / 100 points</b>	



**Unit Two Comprehensive Assessment (Lessons 24-74)****Circle the letter next to the correct answer.**

1. What two things are necessary to know before you start to write *any* type of composition?
  - A. Details and examples
  - B. Audience and purpose
  - C. Thesis and Restatement
  - D. Hook and closing
  
2. If a particular audience is not specified, write toward a \_\_\_\_\_.
  - A. peer
  - B. similar audience
  - C. teacher
  - D. general audience
  
3. Expository writing . . .
  - A. neutrally explains, describes, or informs.
  - B. vividly explains, describes, or informs.
  - C. persuasively explains, describes, or informs.
  - D. formally explains, describes, or informs.
  
4. After brainstorming for your topic, what is the next step in the writing process?
  - A. Organize
  - B. Draft
  - C. Revise
  - D. Finalize
  
5. What does it mean to “edit” a composition?
  - A. To make the composition more effective
  - B. To add missing details
  - C. To check for any spelling, punctuation, or grammatical errors
  - D. To rearrange paragraphs to a more logical order

## UNIT TWO COMPREHENSIVE ASSESSMENT

11. What is the purpose of a personal essay?
- A. To tell a story
  - B. To share your thoughts about a personal experience
  - C. To explain the details about a topic
  - D. To argue for a particular stance
12. True or False: The thesis statement should be located anywhere in the opening paragraph of an essay.
- A. True
  - B. False
13. What type of voice should you use when writing an expository response essay?
- A. Informative voice
  - B. Argumentative voice
  - C. Descriptive voice
  - D. Informal voice
14. A strong thesis statement will . . .
- A. grab the reader's attention.
  - B. intrigue the reader with a question that will be answered in the body paragraphs.
  - C. accurately reflect the content and order of the essay.
  - D. be short enough to memorize.
15. What should you label the page that lists the complete sources used in the essay?
- A. Bibliography
  - B. Sources
  - C. Complete Citations
  - D. Works Cited
16. The purpose of \_\_\_ is to engage your reader's interest and draw them into the composition.
- A. a thesis statement
  - B. an in-text citation
  - C. a hook
  - D. vivid language

## UNIT TWO COMPREHENSIVE ASSESSMENT

### Unit Two Composition Assessment



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper.

↳ *Is technology making people more isolated and less connected? In an essay, support your argument with evidence on the impact of technology on social interactions.*



2. **Plan** and **organize** your thoughts using a **graphic organizer**.  
(Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your essay on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Search for opportunities to adjust the content or the word choice/sentence structure to improve your writing.



#### CHECKLIST

- Revised content
- Revised word choice and sentence structure



5. **Finalize** your composition. Edit for errors and create a clean, properly formatted copy. Correct all capitalization, punctuation, and spelling errors.



#### CHECKLIST

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Corrected formatting errors