

Level 7

Second Edition

Assessment/Resource Booklet

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**Assessment 8 – Complex Sentences & Complex Sentences and Avoiding Sentence Errors
(Lessons 11-12)**

A. Write “IC” on the lines below the clauses that are *independent clauses* and “DC” on the lines below the clauses that are *dependent clauses*.

1. Even though I don't enjoy public speaking, I can do it for school.

2. If you cheat on the test, you will get in trouble.

3. My mom sunbathed in her lawn chair while I cannonballed into the pool.

4. When I was a kid, I dreamed of being a space cowboy.

5. My favorite season is spring because all the beautiful flowers are in bloom.

B. Read the paragraph below. Underline all the *complex sentences*.

My family and I went to a water park during summer vacation. We have gone to this water park before, but we were all excited. My parents packed snacks, sunscreen, towels, and many other things for the trip. We left early the next morning. When we arrived at the park, we lathered ourselves in sunscreen. After that, the fun began. My brother and I sprinted towards the playground. My parents strolled to the lazy river. We splashed and played for hours and hours. I was waiting in line to go down a massive slide when rain poured down suddenly. A voice over the loudspeaker gave a sad announcement. The pool would be closing because of the bad weather. Thunder boomed, lightning crashed, and rain poured as we walked to our car. My dad joked that we could go swimming in the rain if it kept falling so fast. We all laughed and smiled at the joke. Even though some unexpected things happened on the trip, I still had fun. I will never forget the trip.

ASSESSMENT

C. Combine the *simple sentences* below into *complex sentences*. Create one sentence with the pattern *IC DC*. Create the second sentence with the pattern *DC, IC*.

1. Eric needs new shoes. His old shoes have a hole in the toe.

IC DC: _____

DC, IC: _____

2. Bonnie had a wonderful time at the lake. She got a sunburn all over her face.

IC DC: _____

DC, IC: _____

3. Kiesha took out the trash. Her mother told her to.

IC DC: _____

DC, IC: _____

4. Jacob won't be able to play on the basketball team. He broke his ankle.

IC DC: _____

DC, IC: _____

5. Taylor looked out the window. The plane soared into the sky.

IC DC: _____

DC, IC: _____

6. Tanner brushed his teeth. He went to bed.

IC DC: _____

DC, IC: _____

D. Correct the *fragment* below by correctly combining the sentences into a *complex sentence*. You may have to reword or rearrange the sentence.

1. Although the movie received bad reviews. I really enjoyed it.

E. Correct the *run-on sentence* below by correctly combining the sentence into a *complex sentence*. You may have to reword or rearrange the sentence.

1. I don't know what happened that night I wasn't there.

Unit One Comprehensive Assessment (Lessons 2-22)

Circle the letter next to the correct answer.

1. Which sentence uses a misplaced prepositional phrase?
 - A. With long legs, Danny watched the spider crawl.
 - B. The internet contains much information in its databases.
 - C. Green tea with honey is a popular drink.
 - D. After the flood, many houses were ruined.

2. *Ideas for my essay escaped me, so I blankly stared at the page.*
What type of sentence is this?
 - A. Simple
 - B. Compound
 - C. Complex
 - D. Compound/Complex

3. _____ are words used to move smoothly between thoughts, sentences, and paragraphs.
 - A. Compound sentences
 - B. Transitions
 - C. Adjectives
 - D. Action verbs

4. *The Olympic swimmer from Germany _____ failed in his attempt to win the gold medal.*
Which of these adverbs would fit best in the sentence above?
 - A. harshly
 - B. unfortunately
 - C. thankfully
 - D. No adverb is necessary.

UNIT ONE COMPREHENSIVE ASSESSMENT

9. Which of the following sentences uses an unclear subject?
- A. There are many fun things to enjoy in a park.
 - B. This lack of respect for elders is a major social problem.
 - C. We gathered information from books and magazines.
 - D. That escaped horse, however, soon proved to be a problem.
10. Which of the following sentences uses the most quality action verb?
- A. AJ walked aimlessly across the street.
 - B. AJ walked across the street.
 - C. AJ meandered across the street.
 - D. AJ stepped across the street.
11. A(n) ____ contains an independent clause and a dependent clause.
- A. simple sentence
 - B. compound sentence
 - C. complex sentence
 - D. compound-complex sentence
12. *Antonia delivers newspapers every afternoon. The weather can be extremely hot or bitterly cold. But she delivers the papers nonetheless.*
- What error does this excerpt contain?
- A. It contains a misplaced modifier.
 - B. It contains an unclear subject.
 - C. It contains a sentence fragment.
 - D. There is no error in this excerpt.
13. Which of the following sentences uses an appositive correctly?
- A. Mr. Whitaker faced the orchestra, the conductor.
 - B. Mr. Whitaker the conductor faced the orchestra.
 - C. The conductor Mr. Whitaker faced the orchestra.
 - D. Mr. Whitaker, the conductor, faced the orchestra.

UNIT ONE COMPREHENSIVE ASSESSMENT

18. *The children shouted and cried as they hugged their puppy.*

Which of the following adjectives would *best* modify “puppy”?

- A. new
- B. fresh
- C. unexpected
- D. recent

19. Which of the following sentences uses a gerund?

- A. Exercising a few times a week is good for overall health.
- B. I liked both cars, so I had trouble making a choice.
- C. Frank Gilbreth, the author, took his book on tour.
- D. Our teacher began to call us in from recess.

20. *Audrey was overwhelmed. She had a history test to study for. ____, her English project was due soon, and she had barely started.*

Which of the following transition words would be best to use in the second sentence?

- A. First
- B. Additionally
- C. Even though
- D. Before

21. *I strained to lift the dumbbell, but it's weight proved too much.*

What type of common problem is found in the above sentence?

- A. Pronoun/antecedent agreement
- B. Subject/verb agreement
- C. Homophone error
- D. Don't/doesn't problem

UNIT ONE COMPREHENSIVE ASSESSMENT

26. ____ are not always necessary if the action verb is strong.

- A. Adjectives
- B. Action verbs
- C. Adverbs
- D. Prepositional phrases

27. *There is no good reason for the exclusion of women in the sciences.*

What error does this excerpt contain?

- A. It contains a misplaced modifier.
- B. It contains an unclear subject.
- C. It contains a sentence fragment.
- D. No error is present in this excerpt.

28. In which sentence do the pronoun and antecedent agree?

- A. Dimitri prepares meals for his younger siblings.
- B. Father shoed us out of their office.
- C. The group slowly climbed the stairs, clutching her belongings.
- D. None of these pronouns and antecedents agree.

29. A(n) ____ contains two or more independent clauses.

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

Assessment 18 – Persuasive Business Letter (Lessons 48-56)**Circle the letter next to the correct answer.**

1. What is the purpose of persuasive writing?
 - A. To showcase your knowledge of a certain topic
 - B. To inform your reader about a certain topic
 - C. To communicate a personal story to your reader
 - D. To convince readers to agree with your opinion or to take action

2. What is the correct order of the letter format?
 - A. Heading, Date, Inside Address, Body, Closing, Salutation, Signature
 - B. Heading, Date, Inside Address, Salutation, Body, Closing, Signature
 - C. Heading, Date, Salutation, Inside Address, Body, Closing, Signature
 - D. Date, Heading, Salutation, Body, Inside Address, Closing, Signature

3. ____ is a persuasive technique that is used to convince the reader that an opinion/action is accepted by everyone else.
 - A. Appealing to reader's feelings
 - B. The salutation
 - C. Using strong, decisive words
 - D. The bandwagon effect

4. Which of the following persuasive sentences appeal to the reader's feelings?
 - A. *Everyone knows that drinking 8 glasses of water a day is the best healthy habit.*
 - B. *You should sign this petition to get new park equipment.*
 - C. *My sister is in a wheelchair. Because there is no ramp in school, going to school is a frustrating experience. A ramp should be built so entering and exiting school is easier.*
 - D. *I was fascinated by the ferocious lions and majestic tigers at the zoo.*

5. Which of the following would be the audience of a business letter?
 - A. an official or formal person in an organization
 - B. a cousin you do not know very well
 - C. a grandparent
 - D. a neighbor

To complete the assessment, complete the Persuasive Business Letter writing prompt on the following page.

ASSESSMENT

Assessment 18 – Persuasive Business Letter



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

↳ *Your favorite restaurant has announced that it will discontinue your favorite meal. Write a business letter to the restaurant's manager persuading them that discontinuing the meal would be a poor decision and that they should keep it.*



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.
(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. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.



CHECKLIST

- Revised word choice
- Revised sentence structure
- Checked transitions



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.



CHECKLIST

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

ASSESSMENT

Persuasive Business Letter						
Business Letter Format	10 pts Student included all parts of a business letter and formatted them with few, if any, mistakes.	8 pts Student included all parts of a business letter and formatted them with some mistakes.	6 pts Student included most parts of a business letter and formatted them with some major mistakes.	4 pts Student failed to include many parts of a business letter and/or formatted them with several major mistakes.	___ / 10	
Audience	5 pts Letter is written to a specific audience in a formal and respectful manner.	4 pts Letter is written to a specific audience in a mostly formal and respectful manner.	3 pts Letter is written to a general audience in a basic manner.	2 pts Letter is not written to a clear audience or in a formal and respectful manner.	___ / 5	
Purpose	5 pts Persuasive topic is stated clearly in the opening paragraph.	4 pts Persuasive topic is stated generally in the opening paragraph.	3 pts Persuasive topic is unclear.	2 pts Persuasive topic is missing.	___ / 5	
Body Paragraphs	10 pts Body paragraphs contain detailed support and examples. Support and examples are presented in an excellent manner.	8 pts Body paragraphs contain general support and examples. Support and examples are presented in a suitable manner.	6 pts Body paragraphs contain adequate support and examples. Support and examples are presented in an average manner.	4 pts Body paragraphs contain poor support and examples. Support and examples are presented in an ineffective manner.	2 pts Body paragraphs do not contain support and examples.	___ / 10
Writing Type	5 pts An effective example of persuasive writing.	4 pts A good example of persuasive writing.	3 pts A basic example of persuasive writing.	2 pts A poor example of persuasive writing.	___ / 5	
Transitions	5 pts Appropriate and effective transitions are used between thoughts and paragraphs.	4 pts General transitions are used between thoughts and paragraphs.	3 pts Few and vague transitions used between thoughts and paragraphs.	2 pts Inappropriate and/or missing transitions between thoughts and paragraphs.	___ / 5	
Word Choice and Sentence Structure	5 pts Word choice and sentence structure are rich and varied.	4 pts Word choice and sentence structure are well-chosen and somewhat varied.	3 pts Word choice and sentence structure are adequate and somewhat varied.	2 pts Word choice and sentence structure are basic and lack variety.	1 pt Word choice is vague, and sentences are simple and fragmented.	___ / 5
Mechanics	5 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	3 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	1 pt Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		___ / 5	
Total :					___ / 50	

Unit Two Comprehensive Assessment (Lessons 23-75)

Circle the letter next to the correct answer.

1. What is the correct order of the Writing Process?
 - A. Brainstorm, Organize, Draft, Revise, Final Draft
 - B. Brainstorm, Revise, Organize, Draft, Final Draft
 - C. Draft, Organize, Brainstorm, Revise, Final Draft
 - D. Brainstorm, Draft, Organize, Final Draft, Revise

2. The three main parts of a paragraph are _____.
 - A. ideas, details, support
 - B. opening sentence, body, closing sentence
 - C. explanation, persuasion, description
 - D. words, sentences, punctuation

3. What two things are necessary to know before you start to write *any* type of composition?
 - A. First and second draft
 - B. Audience and purpose
 - C. Setting and dialogue
 - D. Opening and closing

4. Correctly format the following dialogue:
Words Beau said: *Do you promise to play fair?*
 - A. "Do you promise to play fair"? asked Beau.
 - B. "Do you promise to play fair? asked Beau."
 - C. "Do you promise to play fair," asked Beau.
 - D. "Do you promise to play fair?" asked Beau.

5. _____ writing tells a story that includes events, characters, and dialogue.
 - A. Narrative
 - B. Expository
 - C. Persuasive
 - D. Descriptive

UNIT TWO COMPREHENSIVE ASSESSMENT

11. Persuasive writing ____.
- A. communicates a personal experience to your reader
 - B. often uses sensory details throughout the composition
 - C. attempts to convince the reader to agree with your opinion
 - D. is the type of writing least used in European schools
12. The *body* of a paragraph...
- A. supports the topic sentence with details and examples.
 - B. is the first sentence.
 - C. is the purpose for writing.
 - D. is the last sentence.
13. Adrian wants to write a letter to convince his English teacher to help him start a Poetry Club. What type of *letter* should Adrian write?
- A. A narrative letter
 - B. A persuasive business letter
 - C. An expository personal letter
 - D. A descriptive business letter
14. Which of the following topic sentences would best open a persuasive paragraph?
- A. *Fall is a beautiful season.*
 - B. *Yesterday, my family and I went boating on the lake.*
 - C. *The creation of rock n' roll music influenced modern music in many ways.*
 - D. *Exercising regularly is something everyone should do.*
15. The main idea of an essay is communicated in the ____.
- A. topic sentence
 - B. thesis statement
 - C. hook
 - D. closing sentence

UNIT TWO COMPREHENSIVE ASSESSMENT

Read the following paragraph:

I moved through the double doors in a haze, scarcely believing the towering stage in the middle of the arena would soon host my favorite band. My cousin and I navigated the maze of filled and empty seats, searching for JJ27 and JJ28. I had barely settled into the plush red seat before the lights both dimmed and flickered. I leapt to my feet and cheered as the band took center stage. Pounding basslines and incredible melodies soon filled the air. I danced and swayed along with the rest of the crowd. The man next to me didn't seem thrilled to be there. The music ended all too soon, but the night wasn't over. My cousin and I had VIP tickets, and we were about to meet our harmonious heroes.

21. What type of writing is this paragraph?
- A. A summary
 - B. Expository writing
 - C. A personal narrative
 - D. Compare and contrast writing
22. Which of the following sentences should be *deleted* to make the paragraph flow better?
- A. *I leapt to my feet and cheered as the band took center stage.*
 - B. *The man next to me didn't seem thrilled to be there.*
 - C. *Pounding basslines and incredible melodies soon filled the air.*
 - D. *The music ended all too soon, but the night wasn't over.*
23. Which of the following details could be *added* to make the paragraph better?
- A. The name of the arena in which the band performed
 - B. The name of the band
 - C. What the man next to the speaker looked like
 - D. The cousin's name
24. Which of the following sentences would be the best *closing sentence* for this paragraph?
- A. *I almost passed out from all the excitement.*
 - B. *The VIP tickets were very expensive.*
 - C. *At that moment, I knew that this would be the best night ever.*
 - D. *This night was much better than the time that I got lost in the zoo.*

UNIT TWO COMPREHENSIVE ASSESSMENT

Unit Two – Composition Assessment Persuasive Essay



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

↳ *Parents and other adults often dismiss video games. They claim that such games are wastes of time that provide no benefit to the player and may even cause health problems, unlike books and other “wholesome” entertainment. Do video games deserve this stigma? Are they better, worse, or no different from other forms of entertainment? Write an essay that convinces your reader to agree with your opinion on the topic.*



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



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



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.

↳ **CHECKLIST**

- Revised word choice
- Revised sentence structure
- Checked transitions



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.

↳ **CHECKLIST**

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

AVOID BORING AND VAGUE VERBS! USE QUALITY AND DESCRIPTIVE ONES INSTEAD!

LOOK

gaze scan
peer eye
inspect study
observe notice

SIT

rest settle
recline perch
squat take a seat
plop down relax

WALK

wander traipse
stroll stomp
saunter strut
trudge amble

LIKE

enjoy cherish
be fond of fancy
admire prize
appreciate hold dear

RUN

dash bolt
fly scamper
race skedaddle
rush barrel

PUT

bring settle
establish situate
place fasten
insert install

MAKE

assemble devise
create develop
compile form
compose fashion

GO

depart fly
escape journey
exit progress
flee travel

GET

grab fetch
collect hook
develop regain
earn receive

THINK

believe judge
conclude meditate
deem ponder
determine reflect

WANT

crave fancy
covet prefer
desire require
demand yearn for

FEEL

appear sense
perceive handle
detect maintain
discern stroke

TAKE

borrow extract
capture grasp
clutch seize
consume select

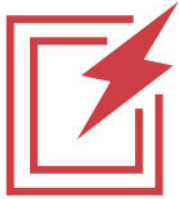
KNOW

appreciate recognize
discern comprehend
grasp fathom
realize take into account

HAVE

maintain enjoy
bear hold
carry own
control possess

The Writing Process



BRAINSTORM

Before you begin writing, choose what you will write about.

You could brainstorm for topics or details. Record different ideas as you think of them. Then, choose the best ideas to use for your composition.



ORGANIZE

Before you begin writing, make a plan.

Organize your ideas. Create a guide that you can follow as you write.



DRAFT

Put your thoughts into writing.

Follow your plan as you begin to write. Focus on turning your ideas into complete sentences rather than trying to create the perfect composition.



REVISE

Improve your draft.

Read your draft out loud and look for ways to improve your writing. Make changes or improvements where necessary.



FINAL DRAFT

Create a final copy and edit your work.

Copy your revised draft on a clean sheet of paper or type it on a computer. Make sure capitalization, punctuation, and spelling are all correct.

HOW DO I EVALUATE ONLINE SOURCES?

1. Check for *relevance*

- Does the website share important information?
- Is the content shared at a level you can understand?
- Could you get better information from another website or a book?



2. Verify the *accuracy*

- Is the information up-to-date? When was it last revised?
- Is this information that might have changed since the website was published (such as scientific discoveries)?
- Does comparing it to other sources show that the information is accurate?



3. Understand the *perspective*

- Is the website commercial (.com), government (.gov), educational (.edu), or non-profit (.org)?
- Does the author share opinions or facts?
- Does the author display a clear bias?



4. Confirm the *reliability*

- Is the author specified? What are their credentials? (Do they have degrees? Are they teachers, scientists, or other experts?)
- Do the authors state their own sources to show where they got their information?
- Is this website connected to other reliable websites?

