Building Essential Test Readiness Skills for High School Equivalency Exams

- Key CCSS concepts and objectives explicitly taught and reinforced
- Guidance for supporting higher order reasoning and thinking skills
- 21st Century skill instruction tied to workplace and real-life tasks
- Vocabulary instruction on Tier 2, Tier 3, and key test-taking words
- Constructed and extended response practice (Reading, Writing, and Social Studies)
- Inquiry-based learning opportunities (Math and Science)
- End-of-lesson and chapter assessments

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PowerUP! Getting Started with Computers and Keyboarding
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To the Student

Common Core Basics: Building Essential Test Readiness Skills, Writing will help you learn or strengthen the skills you need when you take any Common Core State Standards-aligned writing test. To answer some questions, you will need to focus on sentence structure, grammar, and mechanics. To answer other questions, you will need to concentrate on the organization of sentences within a paragraph. These skills are also important when you are asked to write short or extended response essays.

Before beginning the lessons in this book, take the Pretest. This test will help you identify which skill areas you need to concentrate on most. Use the chart at the end of the Pretest to pinpoint the types of questions you have answered incorrectly and to determine which skills you need to work on. You may decide to concentrate on specific areas of study or to work through the entire book. It is highly recommended that you do work through the whole book to build a strong foundation in the core areas in which you will be tested.

Common Core Basics: Building Essential Test Readiness Skills, Writing is divided into eight chapters:

• Chapter 1: Sentence Basics instructs you in the fundamentals of a sentence, including the parts of a simple sentence, types of sentences, and noun and pronoun usage in sentences.

• Chapter 2: Verbs teaches you types of verbs, different verb tenses, and subject-verb agreement.

• Chapter 3: Modifiers teaches you how to distinguish between adjectives and adverbs, how to use these modifiers, and how to work with phrases as modifiers.

• Chapter 4: Mechanics teaches you the rules of capitalization and punctuation. You will learn how to spell possessives, contractions, homophones, and affixes. You will also learn basic spelling patterns and generalizations.

• Chapter 5: Sentence Structure shows you how to combine ideas in sentences. You will also learn about writing effective sentences and choosing appropriate style and diction.

• Chapter 6: Text Structure teaches you the basics of paragraph structure, including how to write effective topic sentences. You will learn about tone and diction and order of importance, time order, cause-and-effect order, and comparison-and-contrast order.

• Chapter 7: The Writing Process introduces you to prewriting, writing, and revising and editing.

• Chapter 8: Text Types and Purposes describe the three main types of writing. You will learn to write an effective argument, an informative/explanatory text, and a narrative.

In addition, Common Core Basics: Building Essential Test Readiness Skills, Writing has a number of features designed to familiarize you with and begin to prepare you for writing tests.
• The **Chapter Opener** provides an overview of the chapter content and a goal-setting activity.

• **Lesson Objectives** state what you will be able to accomplish after completing the lesson.

• **Skills** list the Core Skills and Reading Skills that are taught and applied to the lesson content.

• **Vocabulary** critical for understanding lesson content is listed at the start of every lesson. All bold words in the text can be found in the Glossary.

• The **Key Concept** summarizes the content that is the focus of the lesson.

• In the lessons, **Core Skills** and **Reading Skills** are emphasized with direct instruction and practice in the context of the lesson. The Core Skills align to the Common Core State Standards.

• In the lessons, special features presenting **21st Century Skills**, **Technology Connections**, **Workplace Connections**, and **Research It** activities will help you activate higher-level thinking skills using real-world application of these skills.

• **Think about Writing** questions check your understanding of the content throughout the lesson as you read.

• **Write to Learn** activities provide you with a chance to practice the writing skills you have learned in the lesson.

• End-of-lesson **Vocabulary Review** checks your understanding of important lesson vocabulary, while the **Skill Review** checks your understanding of the content and skills presented in the lesson.

• **Skill Practice** and **Writing Practice** exercises appear at the end of every lesson to help you apply your learning of content and skill fundamentals.

• The **Chapter Review** and end-of-chapter **Writing Practice** tests your understanding of the chapter content and provides an opportunity to strengthen your writing skills.

• **Check Your Understanding** charts allow you to check your knowledge of the skills you have practiced.

• The **Answer Key** explains the answers for questions in the book.

• The **Glossary** and **Index** contain lists of key terms found throughout the book and make it easy to review important skills and concepts.

After you have worked through the book, take the **Posttest** to see how well you have learned the skills presented in this book.

Good luck with your studies! Keep in mind that knowing how to use grammar correctly and how to write well will help you succeed on any writing test and in other future writing tasks, whether at school, at home, or in the workplace.
Lesson Objectives

You will be able to
• Identify two types of verbs: action and linking
• Demonstrate an understanding of the various verb tenses
• Understand the difference between active and passive voice

Skills

• Reading Skill: Use Context Clues
• Core Skill: Form and Use Verbs

Vocabulary

common
context clue
link
majority
regular
verb

Lesson 2.1

Verbs and Verb Tenses

KEY CONCEPT: Verbs tell what the subject of a sentence is or does, and the tense of a verb tells when the action occurs.

1. Select the correct pronoun in this sentence:
   Even though Victor and Dave are twin brothers, (he, they) have different interests.

2. Underline the subject once and the predicate twice:
   Rihanna and I bake something new every weekend.

Types of Verbs

Every sentence has a subject and a predicate. The key word in the predicate is the verb. A verb tells what the subject is or does. Verbs are divided into two types: action verbs and linking verbs.

Action Verbs

Action verbs are verbs that tell what the subject does.

Paul searches for his car in the huge parking lot.

Searches is an action verb that tells what Paul, the subject, does. Here, the action is physical. Other action verbs tell what mental action the subject does. These can be more difficult to identify. Know, wish, realize, and hope are common [regularly used] verbs that tell about mental action.

Helena knows where her car is parked.

Linking Verbs

Linking verbs tell what the subject is. They link, or connect, the subject with a word or words that describe it.

Last night, Toshi became a father.

Note that some sentences contain more than one verb.

When Toshi became a father, he felt proud.

Verbs also may be made up of more than one word. Has been and did run are examples of verb phrases.

Modal Auxiliary Verbs

Modal auxiliary verbs express several meanings. Can expresses ability or possibility.

Raj can dance very well.

May is used to ask for permission or to make a prediction.

May I sit with you at the meeting?
There may be some overtime work next week.

*Must* indicates the speaker’s opinion.

You must balance your checkbook regularly!

Sometimes the words in a verb phrase may be separated by other words. These other words are not part of the verb. In the example below, the verb is *has watched*. *Always* is not part of the verb phrase.

Harrison has always watched boxing on television.

**Verb Tenses**

In addition to telling what something *is* or *does*, verbs also tell the time of the action. The time shown by a verb is called its **tense**.

**Simple Tenses**

There are three basic or simple tenses.

- **Present tense**: Traci plays soccer on Wednesday.
- **Past tense**: Traci played soccer on Wednesday.
- **Future tense**: Traci will play soccer on Wednesday.

**Infinitive and Base Form**

Read the following sentence. Pay special attention to the underlined words.

Jim wants to borrow our barbecue grill.

The underlined words, *to borrow*, make up a verb form called an **infinitive**. The infinitive is the basic form of a verb and almost always begins with the word *to*. The verb form following *to* is the base form. The **base form** is what you begin with when you form all verb tenses.
Simple Present Tense

Verbs in the **simple present tense** are used in three situations. First, present-tense verbs tell what is happening or is true at the present time.

Andrea pours a second cup of coffee.

Second, present-tense verbs show actions that are performed regularly.

We walk for an hour every day.

Third, present-tense verbs tell about an action or state of being that is always true.

The Sonoran Desert is hot and dry.

The simple present tense is formed in three ways: base form (sometimes plus *s*), a form of the verb *to be* and the base form plus *ing*, and base form with *do* or *does*.

**Base Form or Base Form plus s**

Almost all verbs form their simple present tense from the base form of the verb or from the base form plus *s*. Study the following chart showing the simple present tense of the verb *walk*.

<table>
<thead>
<tr>
<th>Simple Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I walk</td>
</tr>
<tr>
<td>you walk</td>
</tr>
<tr>
<td>he, she, it walks</td>
</tr>
</tbody>
</table>

The only time a regular verb changes its form in the present tense is when the subject is *he*, *she*, *it*, or a singular noun. When the subject is one of these, an *s* is added (or *es* if the verb ends in *s*, *x*, *ch*, or *sh*).

Pedro plays basketball every evening.

Kathy pushes the pedal to the floor.
Base Form plus ing

<table>
<thead>
<tr>
<th>Present Tense with ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>he, she, it</td>
</tr>
<tr>
<td>we, you, they</td>
</tr>
</tbody>
</table>

When the present tenses of verbs are formed in this way, they are used to tell about actions that are true now and are ongoing.

I am working too hard.
Evelyn and John are planning the company picnic.

Base Form with do or does
The present tense can also be formed by combining do or does with the base form of the verb. Do or does gives added emphasis to the verb.

My dog does eat at the table with everyone else.
Do you know what time it is?

Simple Past Tense
The simple past tense shows actions that occurred at a specific time in the past.

Ms. Chavez asked me for a ride home from work.
The simple past tense is formed by adding ed or d to the base form of the verb.

I hoped for a promotion.

<table>
<thead>
<tr>
<th>Simple Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
</tr>
<tr>
<td>I walked</td>
</tr>
<tr>
<td>you walked</td>
</tr>
<tr>
<td>he, she, it walked</td>
</tr>
</tbody>
</table>
Simple Future Tense

The **simple future tense** shows an action that will occur in the future. The simple future tense is formed by combining **will** with the base form of the verb.

I will call you tomorrow.

<table>
<thead>
<tr>
<th>Simple Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I will walk</td>
</tr>
<tr>
<td>you will walk</td>
</tr>
<tr>
<td>he, she, it will walk</td>
</tr>
</tbody>
</table>

**THINK ABOUT WRITING**

**Directions:** Write the correct tense of the base form of the verb in parentheses. Then underline any words that gave you a clue to the correct verb tense.

**Example:** (open) I _will open_ my birthday gifts tomorrow.

1. (call) We ________ your daughter yesterday.
2. (wait) Stan ________ for his children every afternoon after school.
3. (move) The Rosellos ________ to Columbus two years ago.
4. (enjoy) I always ________ a good mystery book.
5. (work) Mrs. Haynes ________ on your furnace next week.
6. (happen) What ________ to you last night?
7. (demand) Today's consumers ________ higher-quality products than in the past.
8. (end) You ________ your study of the Constitution next Tuesday.
9. (own) Simon now ________ a car and a pickup truck.
10. (talk) We ________ about you for hours yesterday.

**Reading Skill**

**Use Context Clues**

Context clues are words that provide hints about a sentence’s meaning.

Verbs can provide some information about whether an event is in the past, present, or future, but sometimes that is not enough. In those cases, other words, such as **before**, **yesterday**, and **next week**, can help make your writing clear and provide clues for readers.

In the following sentence, the word **tomorrow** and the verb **will** are clues that the party will take place in the future.

Tomorrow she will purchase the cake for the party.

Write three sentences to tell about something that happened in the past, is happening in the present, and will happen in the future. Include context clues, such as the words **yesterday**, **every morning**, and **next year**.
Principal Parts of Verbs

As you have learned, there are three simple verb tenses: past, present, and future tenses. In addition to these simple tenses, there are perfect verb tenses. To understand the perfect tenses, you must understand the principal parts of verbs. These parts are used to form the perfect tenses.

The three principal parts of verbs are the base, past, and past participle. The past participle shows an action that was already complete before the sentence began.

The following chart shows the three principal parts, or forms, of the verb help.

<table>
<thead>
<tr>
<th>Base</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>helped</td>
<td>helped</td>
</tr>
</tbody>
</table>

The base form is used to form the simple present and simple future tenses. The past form is used to form the simple past tense. The past participle form is used to form the perfect tenses, which you will learn about later in the lesson.

Regular Verbs

Regular verbs are verbs that form their past and past participle forms in a regular, or predictable, way. The majority [more than half] of verbs are regular verbs.

Most regular verbs form the past and past participle by adding ed to the base. If the verb ends with an e, only a d is added. In some cases, the final consonant is doubled. If the regular verb ends in a consonant plus y, the y is changed to i before ed is added. Here are examples:

<table>
<thead>
<tr>
<th>Base</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>walked</td>
<td>walked</td>
</tr>
<tr>
<td>praise</td>
<td>praised</td>
<td>praised</td>
</tr>
<tr>
<td>stop</td>
<td>stopped</td>
<td>stopped</td>
</tr>
<tr>
<td>reply</td>
<td>replied</td>
<td>replied</td>
</tr>
</tbody>
</table>
Irregular Verbs

Verbs that do not form their past and past participle forms by simply adding *ed* are called **irregular verbs**. There are no simple rules for forming the irregular forms of verbs. You will, however, notice patterns. You have to memorize the spellings of the principal parts of these verbs. Another tip is to look up the base form of the verb in a dictionary. You will find the past and past participle forms there.

Three irregular verbs are so common and so important they need special attention.

<table>
<thead>
<tr>
<th><strong>Have, Do, and Be</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base</strong></td>
</tr>
<tr>
<td>have</td>
</tr>
<tr>
<td>do</td>
</tr>
<tr>
<td>be</td>
</tr>
</tbody>
</table>

The following list gives the principal parts of common irregular verbs. Some verbs have more than one correct form for some parts.

<table>
<thead>
<tr>
<th><strong>Common Irregular Verbs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base</strong></td>
</tr>
<tr>
<td>awake</td>
</tr>
<tr>
<td>become</td>
</tr>
<tr>
<td>bend</td>
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<tr>
<td>bet</td>
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<tr>
<td>bid</td>
</tr>
<tr>
<td>bind</td>
</tr>
<tr>
<td>bite</td>
</tr>
<tr>
<td>blow</td>
</tr>
<tr>
<td>build</td>
</tr>
<tr>
<td>burst</td>
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<tr>
<td>buy</td>
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<td>cast</td>
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<td>catch</td>
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<td>cost</td>
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<td>cut</td>
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<td>deal</td>
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<td>dig</td>
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<tr>
<td>Base</td>
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<tr>
<td>draw</td>
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<tr>
<td>dream</td>
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<td>drive</td>
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<td>fall</td>
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<td>feed</td>
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<td>feel</td>
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<td>fight</td>
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<td>find</td>
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<td>read</td>
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<td>rise</td>
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<td>say</td>
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<td>sell</td>
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<td>set</td>
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<td>shake</td>
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<td>shine</td>
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<td>shoot</td>
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<td>sit</td>
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<td>sleep</td>
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<td>spend</td>
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<td>spin</td>
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<td>stand</td>
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<tr>
<td>strike</td>
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<td>swear</td>
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<tr>
<td>teach</td>
</tr>
<tr>
<td>tell</td>
</tr>
<tr>
<td>think</td>
</tr>
<tr>
<td>throw</td>
</tr>
<tr>
<td>understand</td>
</tr>
</tbody>
</table>
Perfect Tenses

The simple tenses divide time into the three natural periods: the past, present, and future. Verbs also have three perfect tenses. **Perfect tenses** tell that an action has been completed before a certain time or will be continuing to a certain time. Two of the perfect tenses, the present perfect and the past perfect, are actually special forms of the past tense. The other perfect tense, the future perfect, is a special form of the future tense.

Although you may think of the past as one time, there are actually three levels of past tenses. You already know about the simple past tense. The other two types of past tense are the present perfect and the past perfect.

**Present Perfect Tense**

The **present perfect tense** tells that an action was started in the past and is continuing in the present or has just been completed.

Pat has waited for the bus since six o’clock.

I have walked the entire way home.

**THINK ABOUT WRITING**

**Directions:** Write the correct form of the missing verb. The base form is given in parentheses.

Example: (shake) Our house **shook** violently during last week’s earthquake.

1. (throw) Brian ___________ out the runner trying to steal second.

2. (freeze) The rain ___________ as soon as it hits the pavement.

3. (give) Please ___________ this package to the delivery person.

4. (mean) I didn’t know what she ___________ when she said she was skating home.

5. (cling) Jill’s children ___________ tightly to her when she left home.

6. (deal) Dilip is the most helpful real estate agent I have ever ___________ with.

7. (swear) Ms. Tso ___________ to the judge that she was telling the truth.
Form the present perfect tense of regular verbs by adding either has or have to the past participle of the main verb.

<table>
<thead>
<tr>
<th>Present Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>he, she, it</td>
</tr>
<tr>
<td>I, you, we, they</td>
</tr>
<tr>
<td>has waited</td>
</tr>
<tr>
<td>have waited</td>
</tr>
</tbody>
</table>

**Past Perfect Tense**

The **past perfect tense** tells that an action was completed in the past before another event or before a certain time in the past. Form the past perfect tense of regular verbs by adding had to the past participle of the main verb.

Pat had waited for the bus for 10 minutes before we arrived.

<table>
<thead>
<tr>
<th>Past Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, he, she, it, we, they</td>
</tr>
<tr>
<td>had waited</td>
</tr>
</tbody>
</table>

**Future Perfect Tense**

There are **two types of verbs in the future tense**. You already know about the simple future. It tells what will happen in the future. The other future tense is the future perfect tense.

The **future perfect tense** shows an action that will be completed by a specific time in the future.

Pat will have waited 10 minutes by the time we get there.

Form the future perfect tense of regular verbs by adding will have to the past participle of the main verb.

<table>
<thead>
<tr>
<th>Future Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, he, she, it, we, they</td>
</tr>
<tr>
<td>will have waited</td>
</tr>
</tbody>
</table>

**Using Verbs in a Cover Letter**

When you write a cover letter to accompany a job application, you will include different types of verbs and you may use more than one tense.

Dear Mr. Smith:

I am interested in the position of automotive service manager advertised on your website. My resume is attached. I believe I have the qualifications you require. In June I graduated from Silver Lake Community College with an associate degree in business. Prior to that, I worked for three years as an assistant service manager at Mega-Cars. I will be available for an interview any day next week. I look forward to hearing from you.

Best Regards,
Max Grafton
**Subjunctive Mood**

The **subjunctive mood** is a verb form used in three situations: in commands, to express urgency, and to express wishes or a condition that is contrary to fact.

When used for commands or to express urgency, the subjunctive is formed in two ways.

1. **Use the base form of the verb. Do not add an s to the end of the verb.**

   Be careful. *(command)*

   It is important that Lee complete this questionnaire. *(urgency)*

2. **Use the verb be plus the past participle of the main verb.**

   Mr. Chino insists that this project be finished today. *(urgency)*

To express wishes or something that is contrary to fact, the subjunctive is formed using were. Were may be used by itself or with the infinitive, past participle, or the ing form of the main verb.

   If I were taller, I could dunk the basketball.

   If we were to leave, we would never know what happened.

   If you were elected president, would you name me to the Supreme Court?

   If he were lying, do you think it would show on his face?
Active and Passive Voice

When a sentence is written in the active voice, the subject performs the action. When a sentence is written in the passive voice, the subject is acted upon.

Active: LeRoi poured the pancake batter onto the grill.

Passive: The pancake batter was poured onto the grill.

The first sentence is in the active voice. The subject, LeRoi, performs the action of pouring. The second sentence is in the passive voice. The subject, pancake batter, is acted upon by being poured.

Sentences in the passive voice can be written in any tense. To write regular verbs in the passive voice, use a form of the verb be and the past participle.

<table>
<thead>
<tr>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Past</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Future</td>
</tr>
</tbody>
</table>
Consistent Verb Tenses

Remember that verb tenses are used to show when an action takes place. As you write, use the correct tenses so your readers are not confused. Do not change tenses within a sentence or between sentences unless it is necessary to show a change in the time of the actions.

Incorrect: Amy picked up the keys and walks to the door.
Correct: Amy picks up the keys and walks to the door.
Correct: Amy picked up the keys and walked to the door.

In the first sentence above, *picked* is in the past tense and *walks* is in the present tense. This change in verb tenses is confusing. Both verbs should be in the present tense, as shown in the second sentence, or in the past tense, as shown in the last sentence.

The following sentence contains two verbs in different tenses. How would you correct the sentence?

Boris stands at the end of the diving board for five minutes before he jumped.

To correct the sentence, you could change both verbs to the present tense:

Boris stands at the end of the diving board for five minutes before he jumps.

To correct the sentence, you could also change both verbs to the past tense:

Boris stood at the end of the diving board for five minutes before he jumped.

THINK ABOUT WRITING

Directions: Rewrite each of the following passive voice sentences in the active voice.

Example: That wedding dress was worn by my grandmother 60 years ago.

My grandmother wore that wedding dress 60 years ago.

1. The old house was deserted by my grandparents.

2. The doorway is hidden by large shrubs.

3. The cellar door was jammed shut by that fallen tree.

4. The old house will be torn down by the wrecking crew.
Sometimes a change in tense is necessary to show that two actions occur at different times. In the following example, both events happened in the past. By using the past perfect and simple past tenses, the writer tells the reader that while both events took place in the past, one event (Abraham Lincoln had been a senator) preceded the other (he became president).

Abraham Lincoln had been (past perfect) a senator before he became (simple past) president.

When you write about two actions, you can give context clues to help your readers know if the actions occur at the same or different times. To do this use words such as before, now, yesterday, after, while, next, then, and when.

**THINK ABOUT WRITING**

**Directions:** Write the correct form of the verb in parentheses on the blank line.

**Example:** Before Yolanda (come) **came** to see me, she (go) **had gone** to the bakery.

1. Last year Lauren always (ride) **rode** the bus to work, but now she always (ride) **rides** her bike.
2. After we (buy) **bought** a gas stove, we (discover) **discovered** we did not have a gas hookup.
3. Our company (begin) **began** a new hiring policy last month while I (be) **was** on vacation.
4. Jason (finish) **finished** the book by the time class (begin) **began** next week.
5. Audrey (sweat) **sweated** when she (return) **returned** from carrying the box of books up two flights of stairs.
6. I (hope) **hoped** that when you testified you (give) **gave** the correct information.
7. Since last Tuesday, Sachi (memorize) **memorized** her lines for the play that (open) **opened** next weekend.
8. Curtis didn’t (reach) **reached** his landlady until he (try) **tried** six times.
9. Bill (run) **ran** six miles by the time we (wake) **woke** up in the morning.
10. The neighbor's dog (bite) **bitten** the mail carrier before it (run) **ran** out of the yard.
Vocabulary Review

Directions: Complete each sentence with a vocabulary word. Then use the words to complete the puzzle.

common link majority regular verb

1. 
2. 
3. 
4. 
5. 

Across

2. There are only two girls in his class. The ____________ of students are boys.

4. Serena used the chain to ____________ her bike to the bike rack.

5. A word that tells what someone is or does is a ____________.

Down

1. Tornadoes are a ____________ occurrence in some parts of the country.

3. The seasons come and go in a ____________ pattern.

Skill Review

Directions: Tell which words in the sentence are context clues that help you determine when the action happened. Then describe when it took place.

1. Before he left for work, Robert ate breakfast and walked his dog.

2. When Jordan finishes reading the book, he will read the next one in the series.

3. On her 80th birthday, my grandmother celebrated with all her children and grandchildren.

4. Yesterday, Sandy was feeling under the weather, so she did not have the energy to go for her usual run that day.
Skill Practice

Directions: Choose the one best answer to each question.

1. Javier crossed the finish line after John arrives at the track.
   Which correction should be made to the sentence?
   A. change crossed to will have crossed
   B. change crossed to had crossed
   C. change arrives to had arrived
   D. change arrives to has arrived

2. Scientists will study Jupiter when the satellite reaches the planet.
   Which correction should be made to the sentence?
   A. change will study to study
   B. change will study to studied
   C. change reaches to reaches
   D. change reaches to will reach

3. Before the lawyer asked any questions, the witness had swore she would tell the truth.
   Which correction should be made to the sentence?
   A. change asked to asks
   B. change had swore to had sworn
   C. change had swore to swears
   D. change would tell to tells

4. It is important that Sid connects the wires properly or the battery will go dead.
   Which is the best way to write the underlined portion of the sentence? If the original is the best way, choose option (A).
   A. Sid connects the wires properly
   B. Sid connect the wires properly
   C. Sid connected the wired properly
   D. Sid had connected the wired properly

5. Marta exchange the purple skirt for a white one so that she could wear more blouses with it.
   Which is the best way to write the underlined portion of the sentence? If the original is the best way, choose option (A).
   A. Marta exchange
   B. Marta will exchange
   C. Marta exchanged
   D. Marta had exchanged

6. After Ted gets his tax return, he bought a computer.
   Which is the best way to write the underlined portion of the sentence? If the original is the best way, choose option (A).
   A. he bought a computer
   B. he is buying a computer
   C. he will buy a computer
   D. he buy a computer

Writing Practice

Directions: On another piece of paper, write a paragraph about a place you like to go. Include examples of times that you have been there in the past. Use context clues to tell the reader more about when you went to this place. Use appropriate verb forms and tenses, punctuation, and proper language conventions.
Lesson 8.1

Arguments

**KEY CONCEPT:** An argument is an essay in which the writer takes a position on an issue and presents reasons and evidence to convince readers to change their thoughts or actions regarding the issue.

Have you ever argued about an issue such as immigration or the death penalty? If so, you are not alone. Such issues may affect your actions and voting choices. However, to win an argument, you must provide more than your opinion, or belief. You need reasons and facts to support your point of view.

Suppose your city council proposes raising parking fees in order to fund local parks and recreation. Would you be in favor of this increase? Make a list of sources you could use for facts to support an argument for or against the proposed parking fee increase.

**Arguments**

Persuasive arguments must be logical. To create a convincing argument, focus on the parts of your essay, from start to finish.

**Introduce a Claim**

A **claim** is a statement of the writer’s opinion. To develop a claim, begin with issues in local or national news. Consider these topics:

- Outsourcing of jobs
- School uniforms

Which of these issues do you feel more strongly about? About which issue are you more knowledgeable? Try phrasing an issue in the form of a question to capture the different opinions:

- Is job outsourcing hurting or helping the American economy?
- Should public schools require students to wear uniforms?

Then answer the question you formed:

- Job outsourcing is hurting/helping the American economy.
- Public schools should (not) require students to wear uniforms.

This answer is your claim, and it should appear in the first paragraph of your essay. You can begin your argument by using one of the following strategies:

**Action:** Is there an event—a protest, or public meeting—you can describe?

**Quotation:** What does a relevant person have to say?

**Reaction:** Using verbs such as think or wonder, what are your thoughts on the issue?

**Rhetorical Question:** What question should you ask readers? Remember, a rhetorical question is a statement phrased in the form of a question. When you ask a rhetorical question, you do not expect an answer.

**Lesson Objectives**

You will be able to
- Write arguments to support claims
- Use cohesive language

**Skills**

- **Reading Skill:** Assess Accuracy of Source
- **Core Skill:** Provide a Conclusion

**Vocabulary**

- argument
- citation
- claim
- cohesive
- counterclaims
- credible
- databases
Write an Argument to Support Your Claim

Although a claim is an opinion, you can support it with facts from reliable sources. First, list three to five reasons you think others should agree with your claim.

Claim: Public schools should require students to wear uniforms.

- **Reason 1**: Uniforms lower the cost of clothing for students.
- **Reason 2**: Uniforms help protect low-income students from being bullied.
- **Reason 3**: Uniforms keep distractions from learning to a minimum.

These reasons will be topic sentences, or introductions to the main idea, for each paragraph. Next, provide evidence, or grounds for belief, for each reason. Evidence comes in various forms:

- **Anecdotes**: short stories about real people or events
- **Descriptions**: observations of items, people, or events
- **Facts**: information that can be proven; statistics are number-based facts
- **Graphics**: charts, graphs, diagrams, or photographs
- **Quotations**: exact words from an expert or affected person

Complete each paragraph by stating and explaining one or more pieces of evidence. Consider the following anecdote regarding Reason 2:

Uniforms help protect low-income students from being bullied. Appearance is a common reason that students bully others. Student harassment may focus on weight, eyeglasses, hair styles—and clothes. If uniforms are required for everyone, low-income students may no longer be bullied because their parents cannot afford to dress them in expensive clothes. Ana, a student bullied for her clothing, says, “Kids used to tease me for wearing the same outfit two or three days a week. Now that we all wear uniforms, I don’t stand out so much, and that’s a good thing.”
When it comes to research, not all sources are equal. Some sources are written and reviewed by experts in related fields. These sources are accurate and credible, or deserving of belief or trust. However, other sources may not be accurate. How can you tell the difference? Use key questions to assess, or evaluate, each source:

- Who is the author, publisher, or reviewer of the source? What degrees, credentials, or experience does this person or organization have? Is the person or organization regarded by others as an expert or authority in the field?

- What is the purpose of the source: to inform, to persuade, to entertain, or to explain? Remember that an author’s purpose affects choices about what information to include in a source and how to present the information.

- When was the source published or revised? Is it current or is it out-of-date?

- Where is the source located: on the public, easily accessible World Wide Web, or in an academically reviewed library database?

- Why do you want to use this source? Which reason does it support?

Assess Accuracy of Source

When it comes to research, not all sources are equal. Some sources are written and reviewed by experts in related fields. These sources are accurate and credible, or deserving of belief or trust. However, other sources may not be accurate. How can you tell the difference? Use key questions to assess, or evaluate, each source:

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- When was the source published or revised? Is it current or is it out-of-date?

- Where is the source located: on the public, easily accessible World Wide Web, or in an academically reviewed library database?

- Why do you want to use this source? Which reason does it support?
Respond to Counterclaims

Because you are expressing an opinion in an argument, there are other possible opinions or claims that go against your point of view. These opposing views are called counterclaims because they run counter to, or against, your claim.

When writing an argument, it is important to acknowledge counterclaims:

• Uniforms limit student self-expression.
• Uniforms are cheaply made.
• Uniforms do not fit everyone well.

After you acknowledge each counterclaim, you can respond to it.

Some may argue that uniforms limit student self-expression. However, what uniforms do, in fact, is take emphasis away from superficial expression. Without this outlet, students must focus on more meaningful forms of expression, such as speaking and writing. Mr. Jones, a teacher at a school that recently adopted a uniform policy, says, “Students are being forced to find new ways of expressing themselves that are not dictated by external fashion trends.”

When determining how you will respond to a particular counterclaim, consider these issues:

• Is there any part of a counterclaim with which you agree? If so, it is acceptable to acknowledge this.
• For what reasons do you disagree with all or parts of a counterclaim?
• What evidence are you able to offer that shows that a counterclaim is not as strong as your claim?

THINK ABOUT WRITING

Directions: In your notebook, continue creating the outline for the argument you will write at the end of this lesson. There is no required number of counterclaims to which you must respond, but you should acknowledge the most common ones.

Outline (continued)

IV. Counterclaims
   A. Counterclaim 1:
      a. Response + Evidence:
   B. Counterclaim 2:
      b. Response + Evidence:
   C. Counterclaim 3:
      c. Response + Evidence:

Reading Skill

Assess Accuracy of Source

To find accurate sources for your evidence, your public library is a good place to start. Many libraries have sizable databases, or online listings of reliable, published reference materials. Using the library’s database is one way to locate and assess accurate sources. You may also rely on material from government or educational websites whose Internet addresses, or URLs, end in .gov, or .edu. You can search for information using keywords, a subject, an author’s name, and other search options. You can also find the publication information to create a citation, or reference to your source document.

Locate the topic you focused on in your claim and find at least one example of each of the following types of supporting evidence:

_____ Fact
_____ Graphic
_____ Quotation
_____ Statistic

Add the evidence you collect to your argument outline. Include the citation data with each entry.

If you need help using a database or obtaining source citations, ask a librarian to help you.
Provide a Conclusion

Now that you have stated your claim, supported it with reasons and evidence, and acknowledged and responded to counterclaims, it is time to write the conclusion, or the end of your essay.

Generally, a conclusion has two purposes. First, it must reinforce your argument. Secondly, it must leave the readers with something to think about.

To reinforce your argument, use these strategies:
- Restate your claim.
- Summarize the most important reasons or evidence.

To provide a final insight that will leave readers thinking, use one or more of these strategies:
- Explain why readers should care about your argument. How does it affect them personally?
- Provide a provocative or thoughtful quotation.
- Deliver a stunning fact or statistic.
- Offer a particularly moving anecdote or short story.

Combine both purposes as you write your conclusion.

American public schools should move to adopt uniform policies for students because school hallways should lead students to classrooms where they can develop their minds; school halls should not serve as fashion runways. In short, the public school is the last great center of democracy in American society—a place where all students are created equal and should have equal opportunities to think and grow. Ana, a student once bullied for her clothing, has a final thought on the subject: “Since our school adopted uniforms, I find it easier to study. It’s great to be able to concentrate on my classes instead of worrying about being teased.”

THINK ABOUT WRITING

Directions: In your notebook, complete the outline for the argument you will write at the end of this lesson.

Outline (continued)

V. Conclusion
   A. Restatement of claim:
   B. Summary of most important reasons and evidence:
   C. Final Insight: Circle One: Connection to Reader, Quotation, Fact/Statistic, Anecdote

Description:
Use Cohesive Language

Arguments are written using **formal** and **cohesive** language. Formal language refers to the use of words and phrases that are appropriate for school and business settings. The following words or expressions—which are appropriate for spoken language or writing among friends—are generally not used in formal writing. It is, however, acceptable for informal words or expressions to appear within quoted material a writer is using as evidence.

<table>
<thead>
<tr>
<th>Avoid</th>
<th>Use Instead</th>
</tr>
</thead>
</table>
| • **Abbreviations:** Use *for example* in place of *e.g.*, or use *and so on* in place of *etc.*
| • **Contractions:** For instance, write out *could not* instead of using *couldn’t*.
| • **Vague Language:** For instance, use *evidence* or *reasons* in place of *things*.
| • **Personal Pronouns:** Generally, avoid using first- and second-person pronouns (*I, we, you*) in favor of third-person pronouns (*he, she, they*).
| • **Slang or Idioms:** For instance, use *popular* instead of *cool*, or use *laughing* instead of *rolling in the aisles*.

**Cohesive** language refers to transition words and phrases that make the relationships among claims, reasons, evidence, and counterclaims clear for readers.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Transition Words or Phrases</th>
</tr>
</thead>
</table>
| acknowledgment | *granted, agreed, of course*  
*Granted, some believe that uniforms limit students’ self-expression.* |
| example | *for example, for instance, in fact,*  
*specifically*  
*What uniforms do, in fact, is to take emphasis away from superficial expression.* |
| summary | *finally, in conclusion, in other words,*  
*in short*  
*In other words, without the distraction of external fashion trends, students express themselves through speaking and writing.* |
| supplement | *also, in addition, besides, too, moreover*  
*With superficial distractions out of the way, students also have more time to devote to their studies.* |
Vocabulary Review

Directions: Match each vocabulary word with its definition.

1. _______ argument  A. able to be trusted or believed
2. _______ citation   B. statement of opinion
3. _______ claim      C. publication information
4. _______ counterclaims  D. written opinion supported by reasons and evidence
5. _______ credible    E. collection of searchable information
6. _______ database    F. statements in opposition to an opinion

Skill Review

Directions: Read the argument below. Then answer the questions that follow.

• Introduction of Claim:
  Public school students should be required to wear school uniforms.

• Reason 1: Uniforms lower the cost of clothing for students.
  Although families must buy uniforms at the beginning of the school year, most of the cost of outfitting students is then finished. When students no longer face peer pressure to wear the latest fashionable outfits to class, it makes a difference in the family budget. Buying new clothing throughout the year is far more costly than purchasing a few uniforms.

• Reason 2: Uniforms help protect low-income students from bullying.
  Uniforms help protect low-income students from being bullied. Appearance is a common reason that students bully others. Student harassment may focus on weight, eyeglasses, hair styles—and clothes. If uniforms are required for everyone, low-income students may no longer be bullied because their parents cannot afford to dress them in expensive clothes. Ana, a student bullied for her clothing, says, “Kids used to tease me for wearing the same outfit two or three days a week. Now that we all wear uniforms, I don’t stand out so much, and that’s a good thing.”

• Reason 3: Uniforms keep distractions from learning to a minimum.
  Some may argue that uniforms limit student self-expression. However, what uniforms do, in fact, is take emphasis away from superficial expression. Without this outlet, students must focus on more meaningful forms of expression, such as speaking and writing. Mr. Jones, a teacher at a school that recently adopted a uniform policy, says, “Students are being forced to find new ways of expressing themselves that are not dictated by external fashion trends.”

In conclusion, American public schools should move to adopt uniform policies for students because school hallways should lead students to classrooms where they can develop their minds; school halls should not serve as fashion runways. In short, the public school is the last great center of democracy in American society—a place where all students are created equal and should have equal opportunities to think and grow. Americans should not sacrifice this grand ideal to support a culture of superficial judgment and materialism.
Skill Review (continued)

1. Which passage below best begins an introduction for the argument?
   A. The dictionary defines a uniform as “a suit of clothing worn by a particular group.” Many people wear uniforms, including nurses, firefighters, and waiters.
   B. For many years, students in private schools have worn uniforms. Today, many public schools are considering the benefits of uniforms.
   C. Should public school students wear uniforms if uniforms reduce social friction, help focus students’ attention on their studies, and relieve a financial burden for parents?
   D. A typical school uniform consists of a cotton shirt and khaki or navy colored pants, skirt, or shorts. The cost is about $30.00.

2. Which evidence below best supports Reason 1?
   A. description of a busy mall setting in early August
   B. statistics contrasting the cost of regular clothing with uniforms
   C. photographs from back-to-school clothing advertisements
   D. quotations from a school dress code policy

3. From which credible source might the writer find evidence to support Reason 2?
   A. government website
   B. teen magazine
   C. letter to the editor
   D. parenting blog

4. Which evidence below best supports Reason 3?
   A. anecdote about a parent and student shopping for clothes
   B. facts from research about school learning objectives
   C. statistic about the number of schools with uniform policies
   D. quotation from a teacher about causes of conduct problems

5. From which credible source might the writer find evidence to support Reason 3?
   A. .com uniform website
   B. YouTube video about classroom management
   C. Web forum about school uniforms
   D. interview with a school principal
Skill Practice

Directions: Using the completed outline in your notebook, write an argument in the space below.

Make sure to use one of the strategies discussed in the lesson for introducing a claim. Then state your claim.

For each paragraph, state a reason the reader should agree with your claim. Then state and explain supporting evidence. Make sure to vary the types of evidence you cite. If you use outside sources to supply evidence, make sure your sources are credible. Provide source citations at the end of your essay.

Next, research some counterclaims to your argument. Acknowledge and respond to common counterclaims. You may include further evidence in this section.

Finally, conclude by restating your claim, summarizing important reasons and evidence, and leaving readers with a final insight. Use one of the final insight strategies discussed in the lesson.

Reread your argument and make necessary corrections to ensure that you have used formal and cohesive language throughout the essay.
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