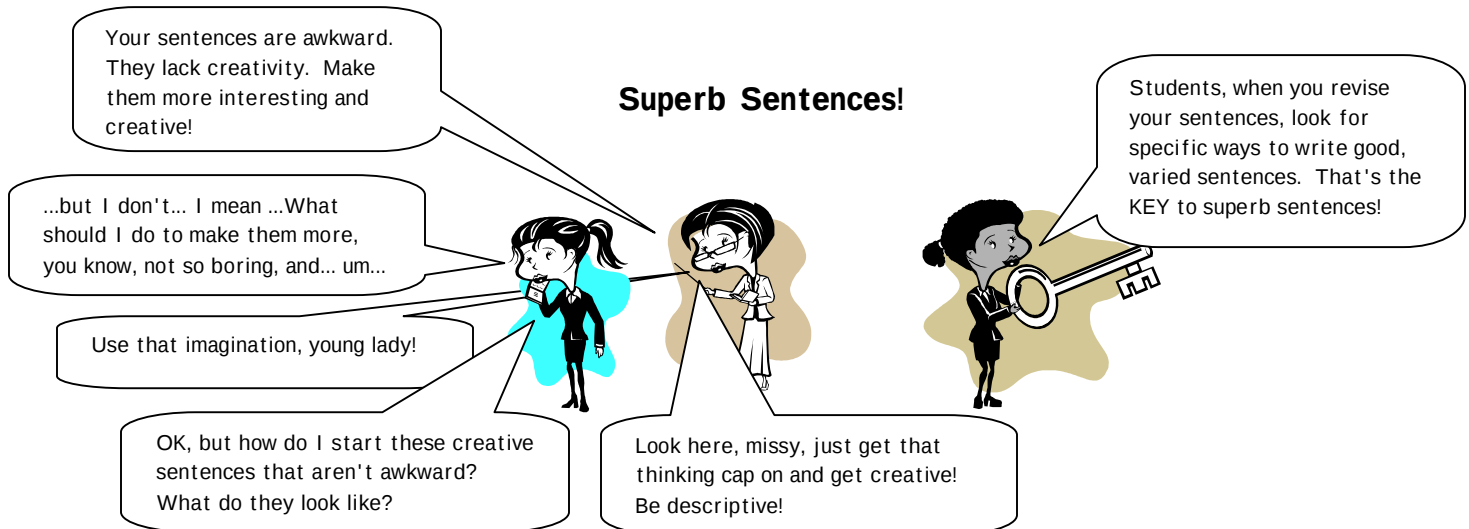


Trait: Sentences and Paragraphs

EOI Writing Test - 10th Grade

Score	Sentences and Paragraphs - 15%
4 Excellent	Writing clearly demonstrates <u>appropriate sentence structure</u> ; writing has <u>few or no run-on or fragment errors</u> ; writing has <u>a rich variety of sentence structure, types, and lengths</u> ; ideas are organized into paragraphs that blend into larger text; evidence of appropriate paragraphing
3 Acceptable	Writing adequately demonstrates appropriate sentence structure; writing may contain a small number of run-on or fragment errors that do not interfere with fluency; writing has adequate variety of sentence structure; ideas are organized into paragraphs
2 Below Average	Writing demonstrates lack of control in sentence structure; writing contains errors such as run-ons and fragments that interfere with fluency; writing has limited variety of sentence structure; writing may show little or no attempt at paragraphing
1 Unacceptable	Inappropriate sentence structure; many errors in structure (run-ons, fragments); no variety in structure; no attempt at paragraphing



1. Avoid using *There is* and *There are* at the beginnings of sentences.

Original There were many objections to the principal's new parking lot rules.
 Better: Students objected to the principal's new parking lot rules.
 Even Better: Discontented, the students objected to the principal's latest parking lot regulations. (Thesaurus was used.)

2. Combine little sentences to make bigger, interesting ones.

Original: Yesterday we baked a cake. We ate all of it. It was great. It was double chocolate Mississippi mud cake.
 Better: Yesterday we baked and ate the world's finest dessert, double chocolate Mississippi mud cake. (Appositive is used.)

Even Better: Working as fast as a Las Vegas card dealer, we managed to bake a Mississippi mud cake -- the world's most delicious dessert -- and then to eat the whole thing in one day. (Introductory participial phrase is used. Appositive is used. Dashes are used with appositive instead of commas. Simile is used to compare baker to card dealer.)

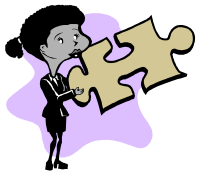
(Use introductory participial phrases, appositives, intro. prepositional phrases, compound sentences, introductory adverb clauses, two independent clauses separated by a semicolon.)

3. Use clear pronoun references.

Original: Elle didn't call Jenni until she returned home from the game.
(Who returned home? Elle or Jenni?)

Better: As soon as Elle returned home from the game, she called Jenni.

OR: Returning home from the game, Elle was exhausted. However, she called Jenni.



I'm puzzled. How would I clear up the pronoun references in the three sentences below?

- a. In one pivotal battle, the South fought against the North until they were almost completely exhausted.
- b. Every time I watch snowboarding, my brother wants to become one of them.
- c. The oil filter was filthy, the brakes hadn't been repaired, and the exhaust system had a huge hole in it; this sent my dad over the edge.

4. Use connecting words to show how ideas compare and contrast.

(after all, as a result, at any rate, besides, by the way, consequently, for example, for instance, furthermore, however, in fact, in the first place, incidentally, moreover, nevertheless, on the contrary, on the other hand, otherwise, that is, therefore)

Original: The book was about a mythical time and place. It seemed real when the characters became lost in the time warp.

Better: The book's mythical setting seems real, however, when the characters vanish in the time warp.

OR: The book's setting is mythical; however, when the characters vanish in the time warp, it seems as though it could have happened right next door!



5. Use parallel structure to match your sentence elements.

Good parallel structure just means making all "like" parts of your sentence look "the same."

Original #1: The break between classes is for drinks, using the restroom, or for going to your locker.

Better: The break between classes is for getting drinks, using the restroom and going to lockers.

OR: The break between classes is for drinks, restroom visits, and locker stops.

Original #2: The evangelist ended the service with a hymn and calling on sinners to repent.

Better: The evangelist ended the service by singing a hymn and calling on sinners to repent.

6. Avoid run-on sentences and sentence fragments.

Original (Run-on): Good nutrition is important, sufficient sleep is also vital to good health.

Better: Good nutrition is important; sufficient sleep is also vital to good health.

Original (Fragment): Although, too much sleep can cause a headache.

Better: Although sleep is vital to good health, too much sleep can cause a headache.

7. Avoid rambling on and on, using *and* and *then* as connectors for your thoughts.

Original: I was waiting for my ride and I saw my cousin drive by in his new car and then he waved at me and almost ran his car into a ditch!

Better: Waiting patiently for my ride, I watched in horror as my cousin just barely managed to escape driving his brand new car headfirst into a ditch. Thank goodness he remembered to wave at me!

...so meaningful sentence beginnings, variation in sentence structures, no run-ons or fragments, no *There is* or *There are*, combine short sentences, chop up long rambling ones, watch my pronouns, use those words like *however*, and use parallel structure. Maybe that's a lot of work, but I'd rather be told to do that than to "JUST BE MORE CREATIVE!"



