Chapter 4 Test Key

FROM THE VIGNETTES, STORIES AND POEMS

1. c
2. a
3. b
4. f
5. e
6. d

WORD POWER!

7-11, teemed, rallied, proclivity, fro, tribute

ENGLISH COMMUNICATION SKILLS

12. a
13. f
14. c
15. b
16. e
17. d
18. **If the student freewrites, ideas should be written in a flowing manner such as:**

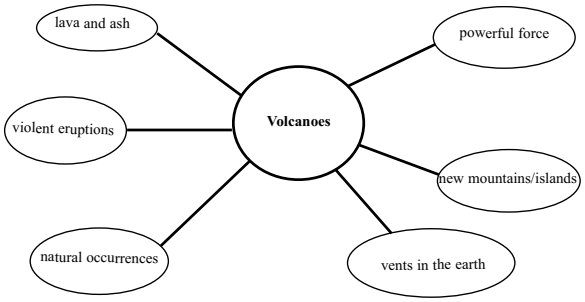
Volcanoes
mountain, exploding, powerful, destructive, black smoke, ashes, eruptions, damage, fire, destroyed homes, Hawaii, Mt. St. Helens, my aunt had to leave her house after a volcano, movies, science, cracks in the earth, Mexico, Pedro, islands, animals, forests, lakes, fish, rivers, clean up, dead trees, hard to breathe, earthquakes, lava

If the student brainstorms, ideas should be listed in a manner such as:

Volcanoes

earth cracks	powerful
eruptions	destructive
formations	fires
mountains	exciting/scary
islands	explosions
hot runny lava	United States
hard cool lava	Hawaii
gases	

If the student mindmaps, ideas should be mapped like the following:



19. **The student should create an outline containing 3 main points (I, II, III) and 2 subpoints (A, B) for each main point, such as:**

I. Volcanoes natural occurrences
  A. Mount St. Helens in Washington, USA
  B. Mount Vesuvius in Italy
II. Volcanoes made by vents in earth
  A. Hot materials build to form mountains
  B. Long time required for build up to occur
III. Volcanic eruptions
  A. May occur anytime in active volcanoes
  B. Eruptions can make new mountains or islands

20-21. **The student should write his rough draft in a double spaced format. The student should show evidence of editing, using the editorial marks learned in this chapter.**

22. **The student should neatly rewrite his draft in a double spaced format. The student should show evidence of proofing for correct grammar, spelling, punctuation, capitalization and sentence structure.**

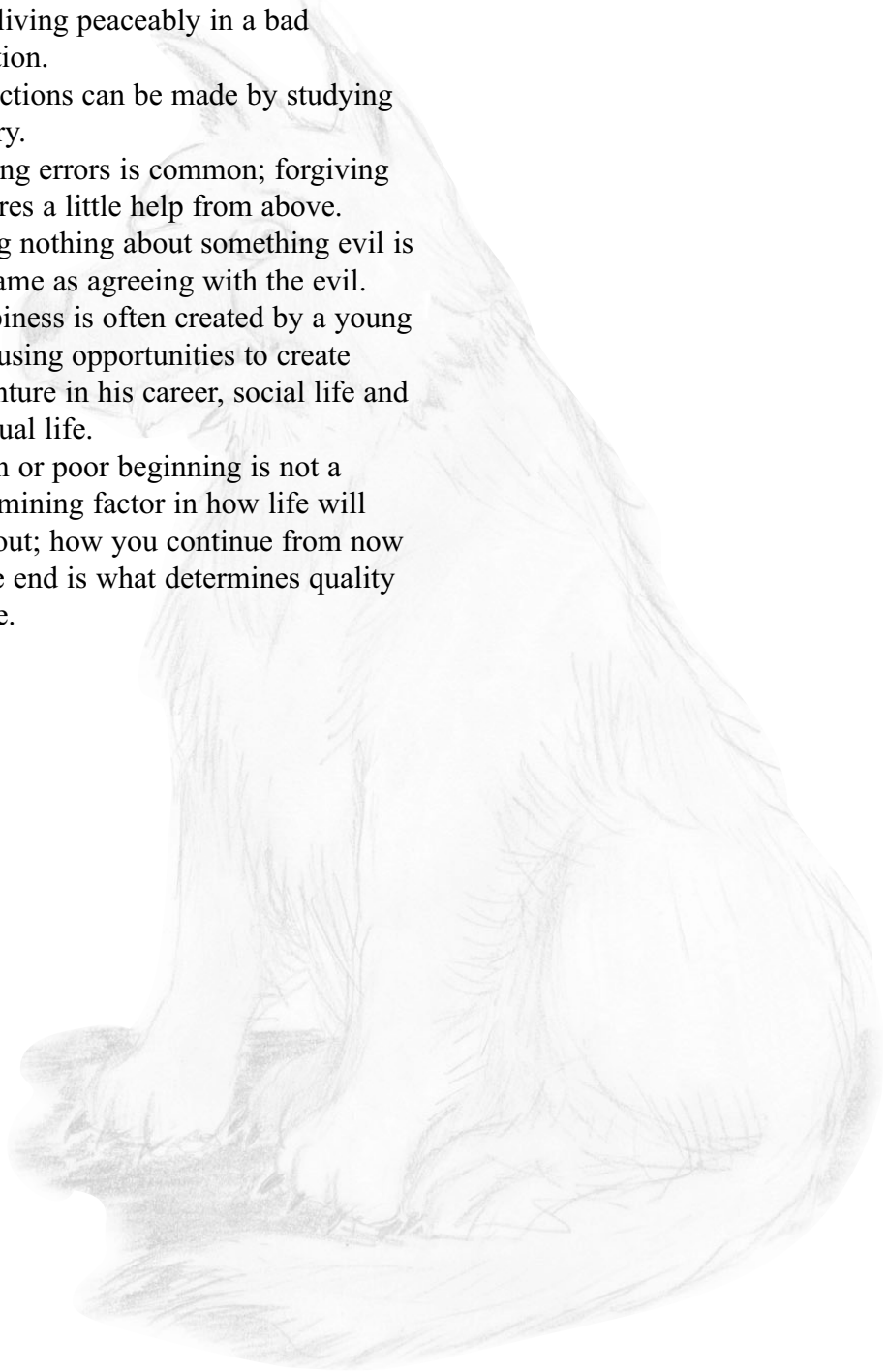
23. **The student should neatly rewrite his final draft in a single spaced format. The final draft should contain at least 10 sentences.**

©Copyright 2005, Paradigm Accelerated Curriculum

***Teacher: see the Rubric for the final draft at the end of this quiz key.**

LIFE PRINCIPLES

24. (b) We should strive to live in peace, but sometimes war is necessary for the good of everyone.
25. (c) Fighting for what is right is better than living peaceably in a bad situation.
26. (a) Projections can be made by studying history.
27. (c) Making errors is common; forgiving requires a little help from above.
28. (a) Doing nothing about something evil is the same as agreeing with the evil.
29. (b) Happiness is often created by a young man using opportunities to create adventure in his career, social life and spiritual life.
30. (c) A rich or poor beginning is not a determining factor in how life will turn out; how you continue from now to the end is what determines quality in life.



©Copyright 2005, Paradigm Accelerated Curriculum

Rubric for Student's Final Draft

CONTENT = 25 points

1. The purpose and audience are appropriate.
   Worth 8 points, ____ points earned
2. The student seems well informed about the topic.
   Worth 8 points, ____ points earned
3. The student provided appropriate and relevant details from various sources including research, his own experiences, observations and prior knowledge.
   Worth 9 points, ____ points earned

STRUCTURE = 50 points

1. The main idea is clearly stated in an effective introduction.
   Worth 10 points, ___ points earned
2. The body supports the main idea described in the introduction.
   Worth 10 points, ___ points earned
3. Supporting details are accurate, relevant and helpful in clarifying the main idea.
   Worth 6 points, ___ points earned
4. Details fit where the student placed them (logical, sequential or chronological order) and they promote the reader's understanding of the topic.
   Worth 6 points, ___ points earned
5. When the student used details, he did not wander from the main idea.
   Worth 8 points, ___ points earned
6. The conclusion leaves the reader with a sense of resolution.
   Worth 10 points, ___ points earned

MECHANICS = 20 points

1. The student used words that help the reader to understand the student's meaning.
   Worth 1 point, ___ points earned
2. Explicit, vivid words and phrases were used to hold the reader's attention.
   Worth 1 point, ___ points earned
3. The student used correct grammar, avoiding slang.
   Worth 2 points, ___ points earned
4. The sentence structures are correct. The student avoided or corrected sentence fragments, run-on sentences and rambling sentences.
   Worth 2 points, ___ points earned
5. The student used a variety of sentence structures and lengths (simple, compound, complex, compound-complex).
   Worth 2 points, ___ points earned

©Copyright 2005, Paradigm Accelerated Curriculum

6. Punctuation is correct.
   Worth 2 points, ___ points earned

7. Spelling is correct.
   Worth 2 points, ___ points earned

8. The student used different and descriptive words.
   Worth 2 points, ___ points earned

9. The student used words that encouraged the reader to use senses of sight, sound, smell, touch and taste.
   Worth 2 points, ___ points earned

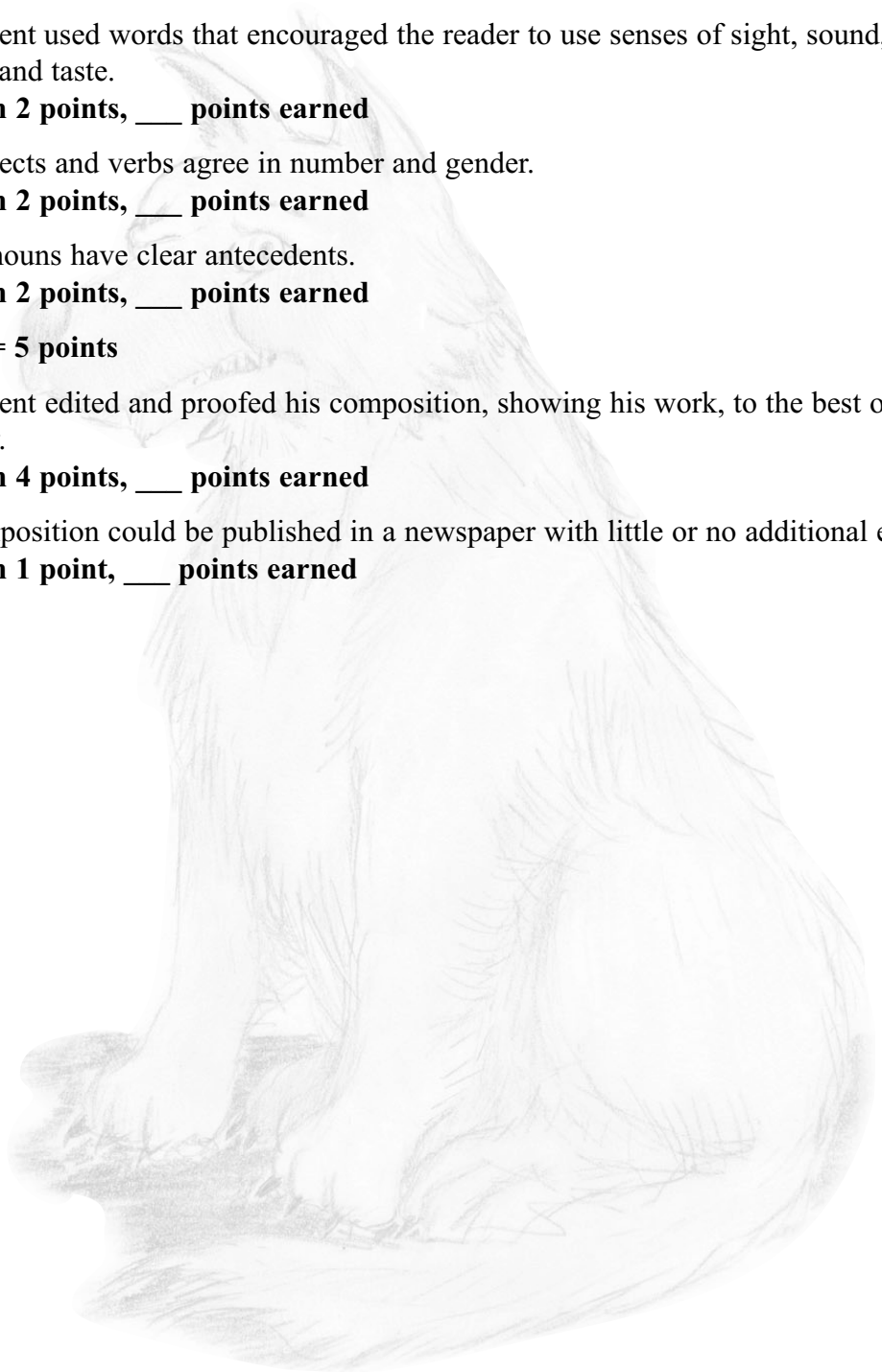
10. The subjects and verbs agree in number and gender.
    Worth 2 points, ___ points earned

11. The pronouns have clear antecedents.
    Worth 2 points, ___ points earned

OVERALL = 5 points

1. The student edited and proofed his composition, showing his work, to the best of his ability.
   Worth 4 points, ___ points earned

2. The composition could be published in a newspaper with little or no additional editing.
   Worth 1 point, ___ points earned



©Copyright 2005, Paradigm Accelerated Curriculum