



10th Grade

Final Study Guide

1. Possessive vs. Plural Nouns

An apostrophe + s indicates possession (e.g., "dog's bowl"), while a lone s marks plural (e.g., "dogs"). Be aware of exceptions with personal pronouns (e.g., "its," "his," "hers," etc.), which don't use apostrophes.

2. Pronoun/Antecedent Agreement

Pronouns must match their antecedents in number and gender. For example, use "she" for a singular, female antecedent: *"If Julia wants to stay healthy, she should eat broccoli."*

3. Verb Tense Consistency

Maintain consistent verb tense. Don't shift unnecessarily between tenses, like: *"I take Dalia to the pub. We eat calamari and drink cider."*

4. Avoid Sentence Fragments

Ensure sentences express complete thoughts. Avoid fragments like: *"Michael took a flight to London. And then a train to Paris."*

5. Subject/Verb Agreement

Subjects and verbs must agree in number. Example: *"The girls run"* (plural subject and verb).

6. Who vs. Whom

Use "who" as the subject and "whom" as the object. Example: *"Who is that?"* vs. *"To whom should I address this letter?"*



7. Avoid Unnecessary Commas

Avoid comma splices, which incorrectly connect independent clauses with commas. Correct:

"My wife and I drove to her parents' house; they weren't home."

8. Avoid Missing Necessary Commas

Commas are needed after introductory elements and to separate dependent and independent clauses. Example: *"Since it was raining, I stayed inside."*

9. Avoid Dangling Modifiers

Make sure modifiers clearly relate to the correct subject. Correct: *"After a long day at the office, Julia came home to find her dog wanted to play."*

10. Pay Attention to Word Choice

Be careful with commonly confused words: *affect* vs. *effect*, *than* vs. *then*, *allusion* vs. *illusion*, and *elicit* vs. *illicit*.

11. Use Periods & Semicolons Wisely

Periods end complete sentences, while semicolons join closely related independent clauses.

Example: *"London is old; it has many new buildings."*

12. Master Colons and Dashes

Colons introduce lists or explanations, and dashes add emphasis or interject. Example: *"The Great Wall had a new purpose—protecting China from new threats."*

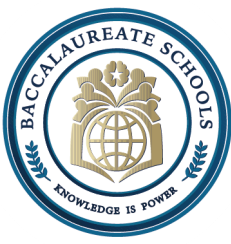
13. Use Commas with FANBOYS

Place commas before coordinating conjunctions (FANBOYS) to link independent clauses.

Example: *"London is old, but some areas are modern."*

14. Clarify with Commas & Dependent Clauses

Use commas to separate dependent and independent clauses. Example: *"Because it rained, I*



stayed home."

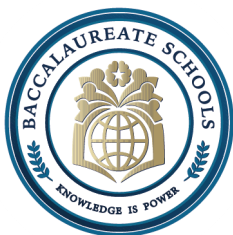
15. Use Smooth Transitions

Use transition words to logically connect ideas, such as *however*, *therefore*, or *for example*.

Example: *"The Great Wall was built for protection; however, it no longer serves that purpose."*

Notes

1. Period = Semicolon = Comma + and/but
2. Commas = Dashes = Non-essential clause
Removing them should still make sense.
3. It's = it is; Its = possessive form; Its' = incorrect
4. Colon = list or explanation: Must be preceded by a complete sentence, not followed.
5. "Being" usually = WRONG
6. Could/would/should/might HAVE, not "of."
7. No commas before or after prepositions (of, by, to, etc.) or "that."
8. Comma before "it," "he," "she," "they" = WRONG
9. Singular verbs end in -s; plural verbs do not.
Example: she reads, they read.
10. Keep pronouns consistent: one = one, you = you.



11. Who for people, which for things, where for places.

Example: "the time/book where" = WRONG.

12. Use "who" before a verb (e.g., who went), "whom" after a preposition (e.g., by whom).

13. All items in a list must match (e.g., noun, noun, noun or verb, verb, verb).

14. Underline NOT, LEAST, and EXCEPT in questions.

Rhetoric

1. Shorter is better.

2. Context is key: If unsure, read a sentence before and after.

3. OMIT/DELETE: Check this option first, it's often right.

4. Transitions within sentences: Cross out the original transition and determine the relationship (e.g., continue, contradict, emphasize) before reviewing answer choices.

5. Transitions between paragraphs: Read a few sentences of the next paragraph to understand the relationship.

6. Insert/Delete: Reread the paragraph, define the topic, and check if the sentence is relevant.

7. Purpose of the passage: Determine if the topic is specific or general, then decide "yes" or "no."



General Evidence-Based Reading Question Types:

- 1) Central Idea Questions a) Are about the overall passage, theme, purpose, context, rhetorical strategies b) Make you think about the big picture or the author's perspective of the subject
- 2) Specific Detail Questions a) Are about the text itself and facts/information that pertains to the passage and its events i) Usually, you are given a line or lines to refer to to find your answer for these questions b) Assess how good you are at remembering key information and following through with events in the passage
- 3) Inference Questions a) Enable you to make an assumption/hypothesis/theory that is based on the information given in the passage b) Make you think about the broader implications of a paragraph/line/detail/word/phrase i) When solving these questions, make sure your answer choice can be supported solely by the passage's details and that you aren't making up something new
- 4) Supporting Text Questions a) Enable you to find specific evidence to support/defend the claim or idea that was assessed in the previous questions i) When solving these questions, make sure the piece of evidence you choose is directly backing up your answer choice!
- 5) Purpose Questions a) Make you figure out the purpose of a detail or the role it plays in the passage/paragraph overall b) May also make you find out why the author may have worded or said a piece of information in the way that they did
- 6) Vocabulary-in-Context Questions a) Make you decipher the meaning of a word as it is used in the passage i) Usually, you will be given the line(s) where the word is found ii) To get better at solving these questions, try to expand your vocabulary by reading a thesaurus or dictionary



7) Connection Questions a) Enable you to compare two conditions or relationships as described in the passage or as not described in the passage i) For example, you may have to describe a certain behavior that was seen in a passage to a behavior in an unrelated hypothetical situation (1) These may be analogy questions! You have to figure out the underlying similarities or differences between the two ideas being discussed to solve these types of questions

8) Data Interpretation Questions a) Make you interpret given data and/or connect the information back to the central idea, find the purpose of the data, or detect the data in a graph or chart

Please follow notes, worksheets, and practices we have done before. I have also attached an SAT packet.