

Applied Practice  
in

*The Catcher  
in the Rye*

*Essential Skills Writing*

by J. D. Salinger

**RESOURCE GUIDE**

**APPLIED PRACTICE**

***THE CATCHER IN THE RYE***

**TABLE OF CONTENTS**

<b>Note to Teachers</b>	<b>1</b>
<b>List of Skills Addressed</b>	<b>2</b>
<b>Revising and Editing Practices</b>	<b>3</b>
<b>Essay Prompts</b>	<b>28</b>
<b>Answer Key</b>	<b>29</b>
<b>Answer Explanations</b>	<b>32</b>
<b>Individual Student Correlation Charts</b>	<b>47</b>
<b>Individual Student Tally Sheet</b>	<b>50</b>

## A NOTE FOR TEACHERS

We hope you will find this Applied Practice booklet helpful as you work to reinforce the writing and revising skills your students will need to achieve success on the writing component of their state proficiency and graduation tests. As your students read the literary works covered in your curriculum, they will have the opportunity to practice and to develop those skills assessed on the writing, revising, and editing portions of these tests.

Applied Practice booklets do not purport to duplicate exactly the format of state proficiency tests; however, questions are modeled on those typically encountered on such tests and address skills necessary both to write effective compositions and to answer multiple-choice questions over revising and editing.

A list of the skills covered in this book is shown on the following page. The skills addressed by each multiple-choice question are identified by letter in the answer key in the back of this booklet. Detailed answer explanations are also provided for each question.

Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.

### COPYRIGHT NOTICE

**The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Reproduction of individual worksheets from this booklet, excluding content intended solely for teacher use, is permissible by an individual teacher for use by his or her students in his or her own classroom. Content intended solely for teacher use may not be reproduced, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, or otherwise) without prior written permission from Applied Practice. Reproduction of any portion of this booklet for use by more than one teacher or for an entire grade level, school, or school system, is strictly prohibited. By using this booklet, you hereby agree to be bound by these copyright restrictions and acknowledge that by violating these restrictions, you may be liable for copyright infringement and/or subject to criminal prosecution.**

## **LIST OF SKILLS ADDRESSED**

**The following skills are identified by letter in the answer key for each question.**

- A. Sentence Structure and Clarity**
- B. Usage**
- C. Spelling**
- D. Capitalization**
- E. Punctuation**
- F. Organization and Transition**

## REVISING AND EDITING PRACTICE 1

*Veronica has written an essay on the history of Central Park, and she has asked you to look over the essay before she turns it in. As you read, think about what corrections and improvements she might make. Then answer the multiple-choice questions that follow the essay.*

### The History of Central Park

(1) Anyone who has visited New York's Central Park can understand how easy it would be to lose one's way in the park at night, as Holden Caulfield does in *The Catcher in the Rye*.

(2) Holden had spent a lot of time there as a child. (3) One of the largest and grandest urban parks ever conceived, Central Park sits on 843 acres of prime real estate in America's most populous city, spanning two and a half miles from end to end. (4) The park offers residents and visitors, rich and poor alike, a place to relax, recreate, and escaping the bustle of city life. (5) These days one might take the park, with its naturalistic setting, for granted. (6) It seems like it has always been there. (7) In fact, Central Park owes its existence to a great deal of foresight, planning, and political will, as well as the displacement of many people and a radical reshaping of the environment.

(8) Several prominent city residents and politicians began discussing the idea of creating a large urban park in Manhattan during the mid-nineteenth century. (9) These wealthy elites imagined a peaceful setting where they could go to relax and get away from the crowded, frenzied conditions of modern urban life. (10) Before Central Park was created in the 1850s, most of the city's residents lived in the lower part of Manhattan, well South of the park's current location. (11) At that time, the area where the park now sits remained relatively rural. (12) It was covered with swamps and rocky hills. (13) It was inhabited by poor immigrant farmers and African American laborers. (14) Nearly sixteen-hundred residents were displaced from their land during the beginning stages of the park's planning.

(15) In 1857 the city commissioners, having purchased the land for the future park, held a competition to determine the layout and design of the park. (16) The winning design, called the “Greensward Plan,” was developed by architects Frederick Law Olmstead and Calvert Vaux. (17) This design called for the transformation of the area’s swampy and rocky terrain into a pastoral setting consisting of open meadows, scenic ponds and pathways, and tree-lined vistas. (18) Drawing inspiration from the naturalistic tradition of garden design in England, Olmstead and Vaux envisioned a place where people could come to stroll and socialize in a tranquil outdoor environment.

(19) Olmstead and Vaux envisioned a “naturalistic” setting for New York’s grand urban park. (20) Their construction plan required moving many thousands of tons of earth, importing topsoil from New Jersey, building dozens of man-made waterways and bridges, and planting thousands of trees and shrubs. (21) All of this work had to be completed using hammers, shovels, and horse-drawn carts; the leading technologies of the period. (22) Construction took twenty years, employed thousands of workers, and cost more than ten million dollars. (23) Some of the biggest challenges facing park workers included moving boulders, reshaping rock outcroppings, and creating underground drainage systems.

(24) Since its completion in 1878, millions of people have enjoyed Central Park and all of the activities it offers. (25) These include walking its miles of winding paths and boating in its lakes and ponds, as well as to attend free concerts in the summer, and ice skating in the winter. (26) Because of its convenient location within the city and its free admission, Central Park provides a community gathering place for city residents and visitors of all cultures, socioeconomic backgrounds, and nationalities.

1. What is the most effective way to reorganize the first paragraph?
  - A Move sentence 6 so that it follows sentence 3
  - B Delete sentence 2
  - C Move sentence 1 to the end of the paragraph
  - D Reverse sentences 4 and 5
  
2. What change, if any, should be made in sentence 4?
  - A Delete the comma after *alike*
  - B Change *offers to offer*
  - C Change *escaping to escape*
  - D Make no change
  
3. What is the most effective way to rewrite sentences 5-6?
  - A Not knowing the park's history, a contemporary visitor might take its naturalistic setting for granted, thinking it has always existed in its current form.
  - B These days one might take the park, with its naturalistic setting, for granted; thinking it has always been there.
  - C In this day and age one might take the park's naturalistic setting for granted, seeming like it has always been there.
  - D Many contemporary visitors take the park, with its naturalistic setting, for granted because the visitors assume it has always existed in its current form.
  
4. What change should be made in sentence 10?
  - A Delete the comma after *Manhattan*
  - B Change *city's to cities*
  - C Change *park's to parks'*
  - D Change *South to south*
  
5. What is the most effective way to rewrite sentences 12 and 13?
  - A It was covered with swamps and rocky hills and it was inhabited by poor immigrant farmers and African American laborers.
  - B Covered with swamps and rocky hills, the land was inhabited by poor immigrant farmers and African American laborers.
  - C It was covered with swamps and rocky hills, having been inhabited by poor immigrant farmers and African American laborers.
  - D Swamps and rocky hills covered the land which was being inhabited by poor immigrant farmers and African American laborers.
  
6. What change, if any, should be made in sentence 16?
  - A Delete the comma after *Plan*
  - B Change *architecs to architects*
  - C Change *winning to wining*
  - D Make no change