

Contents

Grammar, Usage, and Mechanics

Grammar

Chapter 1	The Parts of a Sentence	1
Chapter 2	Nouns and Pronouns	7
Chapter 3	Verbs	12
Chapter 4	Adjectives and Adverbs	17
Chapter 5	Prepositions, Conjunctions, & Interjections	22
Chapter 6	Complements	26
Chapter 7	Phrases	30
Chapter 8	Verbals and Verbal Phrases	35
Chapter 9	Clauses	42

Usage

Chapter 10	Sentence Fragments and Run-ons	47
Chapter 11	Using Verbs	51
Chapter 12	Using Pronouns	56
Chapter 13	Subject & Verb Agreement	62
Chapter 14	Using Adjectives and Adverbs	68
A Writer's Glossary of Usage		72

Mechanics

Chapter 15	Capitalization	74
Chapter 16	End Marks and Commas	80
Chapter 17	Italics and Quotation Marks	87
Chapter 18	Other Punctuation	91

Six Traits and the Writing Process

Chapter 19	Introduction to the Writing Process	97
Chapter 20	The Six Traits of Good Writing	104
Chapter 21	Developing Your Writing Style	108
Chapter 22	Writing Well-Structured Paragraphs	113

Six Traits and the Writing Process

Chapter 23	Writing Effective Compositions	118
Chapter 24	Narrative Writing	122
Chapter 25	Using Description	126
Chapter 26	Writing to Inform and Explain	130
Chapter 27	Argumentative Writing	135
Chapter 28	Creative Writing	140
Chapter 29	Writing About Literature	147
Chapter 30	Writing Research Reports	151
Chapter 31	Communication in the Digital Age	157

Skill Building

Chapter 32	Critical Thinking	162
Chapter 33	Close Reading	166
Chapter 34	Study and Test-Taking Skills	171
Chapter 35	Vocabulary Development	176
Chapter 36	Spelling Strategies	184
Chapter 37	Speaking and Listening	188

Literature

A Guide to Literature	194
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Features of the Teacher Guide

This teacher guide for *The Essential Guide to Language, Writing, & Literature, Red Level* contains a variety of instructional ideas and resources for presenting the lessons. The main features of this guide are described below.

Skillbook and Assessment Resources

References to the ancillary materials that are correlated to the *Essential Guide*. Use these resources to diagnose, assess, and reinforce student learning.

Writing Companion

For additional practice in writing, select chapters in *The Essential Guide* are correlated to *Writing Companion, Grades 6, 7, and 8*.

Additional Resources

For additional skill practice in vocabulary and test preparation, see *The Many Voices Language Skillbooks* listed below.

Vocabulary Skillbooks, Levels F, G, and H

Test Preparation Skillbooks, Levels F, G, and H

Chapter Objectives

Overall teaching and learning goals for the chapter, offering a baseline for rubrics and other evaluation measures.

Objectives

Teaching and learning goals that provide a way to assess understanding of particular elements in the chapter.

Create Interest

Student-friendly warm-up activities designed to introduce the lesson.

Guided Instruction

Classroom-wide lessons in which students brainstorm, discuss, and work with concepts under the guidance of the instructor.

The Differentiated Classroom

Strategies specially designed for students with a variety of abilities, including struggling, advanced,

and English language learners, as well as those with different learning styles, such as visual, linguistic, or kinesthetic.

Collaborative Learning

Activities that students undertake with others, including group work, paired exercises, games, and discussions.

Stumbling Blocks

Identification of common problems students may encounter in learning or implementing a particular concept. Problems are presented in diagnostic style, and strategies are suggested for helping students overcome these problems.

Connect to Everyday Life

Activities that demonstrate how lesson concepts are used in the real world.

Integrating Technology

Suggestions for working with audio and video equipment, computer programs, and Internet resources to reinforce and apply chapter lessons.

Workplace Writing

Features that give students a glimpse into workplace applications for the lessons they are learning.

Six Traits Instruction (writing chapters only)

Provides brief, focused activities based on one of the Six Traits of Good Writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

Concept Review

Activities and applications that reinforce lessons learned in the chapter.

The Parts of a Sentence

Pages 2–9

Skillbook and Assessment Resources

Skillbook Activities To reinforce the skills covered in this chapter, use the activities from the appropriate *Grammar, Usage, and Mechanics Skillbook*.

Level F (pages 9–31) **Level G** (pages 9–32) **Level H** (pages 9–32)

Pretest and Posttest Use these tests from *Assessment Resources, Red Level* before and after instruction of the *Grammar, Usage, and Mechanics* chapters 1–18.

Pretest: Grammar, Usage, and Mechanics Use this test to assess your students' prior knowledge of the content and skills covered in chapters 1–18.

End of Course Test: Grammar, Usage, and Mechanics Use this test to assess your students' progress after they have studied chapters 1–18.

Chapter Test To assess your students' understanding of the skills and content covered in this chapter, use the test from *Assessment Resources, Red Level*.

Chapter 1 Test

Chapter Objectives

- To understand the characteristics of a sentence
- To identify subjects and predicates
- To understand the four kinds of sentences: declarative, interrogative, imperative, and exclamatory

Create Interest

Write the following examples on the board.

Usually eat a salad for lunch.

The salad contains.

Ask students if these examples express a complete thought. Have students suggest what is wrong with each example. Then have students add a missing subject or predicate to make each thought complete. Have students explain how the subject and the predicate work together to make a complete sentence.

The Sentence (page 3)

Objectives

- To distinguish between sentences and sentence fragments
- To identify subjects and predicates

Guided Instruction

Connect Ideas Have students read a specific paragraph from their literature textbooks, taking note of the subjects and predicates the author uses. Have students identify the subjects and predicates in each sentence of the paragraph. Have students critique the author's use of particular predicates. How might other verbs have changed the paragraph?

Workplace Writing

Prompt students to write a favorite recipe or a review of a book they have enjoyed. Ask students why their recipes should contain clear directions and complete sentences. Lead students to understand that clear directions enable the reader to understand and use a recipe correctly. Emphasize that complete and clear sentences are always mandatory in formal writing such as a book review.

Subjects and Predicates

(pages 3–8)

Objectives

- To distinguish between simple and complete subjects
- To distinguish between simple and complete predicates

Guided Instruction

Point out that a noun can be both a complete subject and a simple subject. Provide students with several examples such as the following.

Long’s Book Store also serves coffee.

Amelia works at the coffee counter.

Remind students that the simple subject will be referred to in their books as simply *the subject*.

Complete Subjects and Simple Subjects (page 4)

Connect to Everyday Life

Have students view a news report and identify as many complete and simple subjects as they can from the report. Have students share all of the complete and simple subjects that they were able to identify.

The Differentiated Classroom

Struggling Learners Remind students that a sentence must express a complete thought. Have students listen to the following examples as you read them aloud. Students should decide whether or not each expresses a complete thought.

Meatballs in my spaghetti.

I add Parmesan cheese to my pasta.

The cheese is stuck together.

Shaking the container to get cheese on my plate.

Auditory Learners Have students work with a classmate or friend to record one of their informal conversations. Students should then listen to the recording and write any sentence fragments from the conversation as complete sentences. Have students re-record the conversation using their complete sentences. Ask students how the conversation has changed.

Connect to Everyday Life

Have students locate five sentence fragments in newspaper or magazine articles or in print or online advertisements. Ask them to bring examples to class. The entire class can then rewrite each sentence fragment as a complete sentence.

The Differentiated Classroom

Auditory Learners Point out to students that their choice of a subject has to agree with the verb they are using in a sentence. Read the first example to the students. Next, read the second sentence, asking them to say the correct form of the verb *buy*. Repeat for the remaining sentences, then ask students to think of other verbs they could substitute in the sentences.

He buys a book for me every year.

I like to _____ books about dogs. (*buy*)

We _____ many books every year. (*buy*)

May and Joe _____ books together. (*bought*)

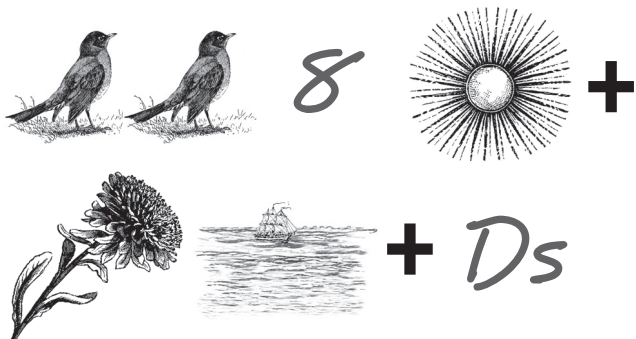
She _____ books from that store. (*bought*)

Advanced Learners Review with students the syllables, or beats, in a three-line haiku. Tell them that the first line must contain five beats, the second line should have seven beats, and the third line should have five beats. Have students suggest ways in which this type of poetry has a musical quality. Provide students

with the following haiku example. Have several different volunteers read it aloud. Then have them write their own haiku that contains at least one simple subject and one complete subject.

birds unite on high (contains a simple subject)
 then fly across my window
 the winged cloud brings joy (contains a complete subject)

Visual Learners Show students this rebus:



(Birds ate the sunflower seeds.)

Then have students create their own rebuses by writing a sentence and then replacing the nouns of the sentence with illustrations.

Integrating Technology

Audio Divide the class into four or five small groups. Provide each group with a tape recorder or CD player and an audiotape or CD of a novel. Have each group listen to at least three minutes of the novel. As they listen, students should jot down as many simple subjects as they can identify from the story.

Workplace Writing

Provide groups of students with instructions for assembling a toy or other item. Have students imagine they've been hired to assemble this item. Ask them to read through the instructions and find the subjects in the first five sentences. Ask students how misunderstanding any of the subjects could affect their ability to complete the project.

Understood Subjects (page 4)

Integrating Technology

Computer Have students use computers and word-processing software to create a list of at least ten sentences that contain the understood subject *you*.

Students' sentences can be about a specific topic or various topics. After students have completed their sentences, have them exchange papers. Students should review each other's sentences for grammatical or spelling errors. They should correct these errors for their final paper. Evaluate students' writing on how well they use the understood *you* and on the conciseness of their directions. Writing that accomplishes both of these goals should be considered excellent, while writing that achieves only one of these goals should be considered good.

Complete Predicates and Simple Predicates, or Verbs (page 5)

The Differentiated Classroom

English Language Learners Tell students that they can easily determine whether or not a question is a fragment by changing the question into a statement and identifying the subject and predicate. Complete the first example below with students. Then have students complete the last three examples on their own.

Do you like salad with your meals? (*You do like salad with your meals.* The subject is *you*; the predicate is *do like*.)

Will you choose this salad dressing? (*You will choose*)

Are the carrots cooked or raw? (*carrots are*)

Is celery an ingredient in that recipe? (*Celery is*)

Linguistic Learners Write the following sentences and fragments on the board. Have one student read each group of words aloud. Other students should listen for missing subjects or predicates. Listeners should decide whether each item is a sentence or a fragment.

Eating a healthful breakfast. (*fragment*)

Green vegetables include broccoli, string beans, peas, and lettuce. (*sentence*)

Nutrients are necessary for your body. (*sentence*)

Your body grows. (*sentence*)

Amount of energy. (*fragment*)

Try to eat a balanced diet. (*sentence*)

Foods belong in five basic food groups. (*sentence*)

Milk, yogurt, and cheese. (*fragment*)

Auditory Learners Have students work in pairs taking turns reading the following sentences aloud. After one student reads the sentence, the other student should identify the complete predicate. Students should continue taking turns until they have gone through all the examples.

The dodo bird stood about three feet tall.

This mostly ash-gray bird weighed fifty pounds.

Its face had only a few feathers.

A strange tuft of curly feathers served as a tail.

Its huge beak extended as much as nine inches.

This flightless bird had stubby wings of three or four black feathers.

The dodo lived on the island of Mauritius.

This island is located off the coast of Africa.

Its dinner consisted mainly of vegetables and fruit.

The flightless dodo built its nest on the ground.

The Dutch destroyed the dodo's forest habitat.

A resident of the island saw the last dodo bird around 1681.

Kinesthetic Learners Write the two sentences below on poster board, being sure that each word is large and readable. Then cut apart each sentence, leaving each word on a separate card. Give the resulting nine cards from one sentence to a group of nine students and the seven other cards to seven different students. Have each group position the cards to form complete sentences. Then have volunteers identify the complete predicates in each sentence.

The cornea serves as a cover for the eye.

The eyelids and tears clean the cornea.

Collaborative Learning

Connect Ideas Have students locate three family photographs that they would not mind temporarily sharing with the class. Have students write a sentence, or caption, to accompany each photograph. Students should underline the complete predicate in each of their sentences. Have students share their photographs and captions with the class.

Verb Phrases (pages 5–6)

Collaborative Learning

Play a Game Divide the class in half. One by one, each student on side A creates a sentence containing a verb phrase and the word *not*. After listening to the sentence, a student from side B rewords the sentence without using the word *not*. If the student on side B rewords the sentence correctly, side B earns a point. If not, side A earns a point. Remind students that they must listen carefully in order to revise the sentences.

The Differentiated Classroom

Struggling Learners Remind students that the word *not* is an adverb and is never part of a verb phrase. Have students make up five sentences with verb phrases using the word *not*.

Stumbling Blocks

Problem: Nonstandard verb forms, such as *had brung* and *had went*

Solution: Remind students that they must use the correct form of the verbs in verb phrases. Have students use the correct forms, *had brought* and *had gone*, in two sentences.

Different Positions of Subjects (pages 6–7)

The Differentiated Classroom

English Language Learners Tell students that usually the predicate comes after the subject in English sentences. Provide students with several example sentences to demonstrate the common location of predicates. Then show students the following exception.

In the middle of the road was a large boulder.

Remind students that sentences like this one are called *inverted*. Have students identify the subject and the predicate in the sentence.

Linguistic Learners After discussing with the class the definitions and examples of natural and inverted order, have students look up the definitions of *natural* and *inverted* in a dictionary. Discuss how the textbook's explanations of these words compare with the dictionary's definitions. Have students provide examples of each term.

Compound Subjects and Predicates (page 8)

The Differentiated Classroom

Spatial Learners Provide students with magazines that they can cut apart. Have them find photographs from the magazines to help them create sentences with compound subjects. The images from the photos will represent the subjects in their sentences. Students should glue down their images in the proper locations in their sentences and write out the remaining sentence text. Students should create at least three illustrated compound subject sentences.

Struggling Learners Tell students that in order to combine sentences and form compound predicates, or verbs, the sentences must have the same subject. Provide students with the following example to illustrate how sentences with different subjects **cannot** be combined to form a sentence with a compound predicate.

The squirrel looked around cautiously.

The cat quickly scurried up the tree.

The squirrel and the cat looked around cautiously and quickly scurried up the tree.

Explain that the reader does not know which animal looked and which one scurried. Both animals did not look and scurry, so the new sentence does not express the original information correctly.

Kinds of Sentences (page 9)

Objectives

- To identify declarative, interrogative, imperative, and exclamatory sentences
- To use correct punctuation with various types of sentences

Create Interest

Write these sentences with missing punctuation on the board.

Have you ever studied geometry (?)

Take the book to your math teacher (.)

This geometry class is amazing (!)

I learned to measure the angles of a triangle (.)

Ask students to tell what is similar and different about the sentences. Then, have students come to the board to add the correct punctuation to each sentence. Have students write additional sentences of various types with the correct end punctuation.

Guided Instruction

Writing Prompt students to write a persuasive dialogue using different kinds of sentences and correct punctuation. Ask students how various kinds of sentences will make their dialogue more interesting to an audience.

The Differentiated Classroom

Visual Learners Draw a four-column chart on the board with the following headings: *Declarative (Tell)*, *Exclamatory (Exclaim)*, *Interrogative (Ask)*, and *Imperative (Command)*. Explain each different type of sentence to the class. Write an example sentence for each type under the headings. Then have student volunteers come to the board to write another example of each sentence on the chart.

Auditory Learners Select a reading passage that includes many interrogative sentences. Read the passage aloud to students. Have students identify the interrogative sentences they hear. They should try to remember as many of the questions as possible. Write these interrogative sentences on the board as students recall them. Then have student volunteers rewrite each question as a declarative sentence.

English Language Learners Tell students that the punctuation following a sentence depends on the kind of sentence and on the message or level of emotion expressed in the sentence. Review with students the various uses of periods and exclamation points. Point out that the emotion expressed in a sentence can determine whether it is declarative or exclamatory. Provide the following examples.

I really need some help with algebra. (*declarative, if expressing little emotion*)

I really need some help with algebra! (*exclamatory, if expressing great emotion*)

Visual Learners Write the following sentences on the board (without underlines) and have volunteers come up and underline the subject of each sentence once and the verb twice. If the subject is an understood *you*, ask students to write *you* in parentheses.

Cats are sleeping.

Be quiet! (you)

Both young and old are resting.

Are you watching?

Cats wake and leave.

Elu and I are following and watching.

Elu, listen. (you)

They are purring.

Do cats bite?

They might come and stay.

Concept Review

Have students locate two examples of declarative, interrogative, imperative, and exclamatory sentences in a literary work. They might use a novel they are reading or find sentences in their literature textbooks. Have students share the eight sentences they find with the class.

Using Verbs

Pages 72–87

Skillbook and Assessment Resources

Skillbook Activities To reinforce the skills covered in this chapter, use the activities from the appropriate *Grammar, Usage, and Mechanics Skillbook*.

Book F (pages 128–152) **Book G** (pages 160–183) **Book H** (pages 162–189)

Pretest and Posttest Use these tests from *Assessment Resources, Red Level* before and after instruction of the *Grammar, Usage, and Mechanics* chapters 1–18.

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Chapter Test To assess your students' understanding of the skills and content covered in this chapter, use the test from *Assessment Resources, Red Level*.

Chapter 11 Test

Chapter Objectives

- To understand the parts of a verb
- To understand the tenses of a verb
- To understand how to conjugate verbs
- To know when to use the active and passive voice
- To understand when to use the five moods of a verb

Create Interest

Ask students which one of the eight parts of speech in English is used to express time. If necessary, list on the board the eight parts of speech from which students can choose. Students should realize that verbs are used to express time: past, present, and future.

Parts of Verbs

(pages 73–79)

Objectives

- To understand and use regular and irregular verbs correctly
- To understand and use the six problem verbs correctly

Guided Instruction

Have students create sentences that express various actions and times, using the following subjects:

A boy and an ice cream cone

An igloo

A fishing hole in Alaska

Point out that whether students are using regular verbs or irregular verbs, they must choose the correct verb forms. Tell students that they have been choosing and using regular and irregular verb forms since they could speak and write. Tell students that irregular verb forms, once they are learned, will become a natural part of their speaking and writing.

Regular Verbs (page 73)

Guided Instruction

Demonstrate choosing the correct verb forms by using the examples below.

She (is wondering, is wondered) if it will snow today.

We (talking, talked) about the weather this morning.

I (am waiting, waited) for a bus right now.

I (have decided, is deciding) to walk instead of taking the bus.

Collaborative Learning

After discussing as a class the definition and examples on page 73, have students work with partners to create example sentences for each verb presented. Partners should create sentences using the present, present participle, past, and past participle. Have partners share some of their sentences with the class.

Connect to Everyday Life

Have students choose a novel or short story from which they can select a paragraph to analyze. Students should make a photocopy of the paragraph and underline each verb. Then students should identify regular verbs formed in the present and present participle. They should circle the *-ed* or *-d* used in the past and past participle. Discuss students' findings and the correct tenses of the identified verbs.

Concept Review

Write the following sentences on the board. Have students provide an appropriate verb for each sentence. Discuss students' various responses.

I always _____ to the movie theater.

Shawn _____ with me this week.

He _____ the same movie last Friday.

The Differentiated Classroom

English Language Learners Students learning to speak English as a second language might have trouble pronouncing past-tense endings. Tell students that *-ed* added to the base forms of verbs is sometimes pronounced like a *d* and sometimes pronounced like a *t*. Go over the following rules with students and have them practice the verb endings:

When a verb ends in a voiced sound, the *-ed* is pronounced like a *d*, as in cried, hammered, and hugged.

When a verb ends in a voiceless consonant, the *-ed* is pronounced like a *t*, as in helped, watched, and wished.

When the base form of a verb ends in either *d* or *t*, the *-ed* is pronounced like a *d*, as in weeded or pounded.

Irregular Verbs (pages 74–76)

Guided Instruction

After discussing as a class the definitions and examples on pages 74 through 76, have students create example sentences aloud for some of the verbs presented. Each student should create a sentence using the present, the present participle, the past, and the past participle of the verb.

Workplace Writing

Have students write a mission statement for the company they plan to start. Students should use one irregular verb from each group presented on pages 74 through 76 (a total of six verbs in all). They should use at least one verb in the present, one as a present participle, one in the past tense, and one as a past participle.

The Differentiated Classroom

Auditory Learners Write the following dialogue on the board. Have students work with partners to correct the verbs. Then have them record their readings of both the uncorrected and corrected versions of the dialogue.

MARISOL: Has the rain letted up yet?

ANNA: No, it has still coming down. Where is the umbrella you buyed?

MARISOL: It was tore, so I throwed it away.

ANNA: That's the third umbrella you have broke! What did you do when the storm hitted yesterday?

Advanced Learners Have students find a dialogue excerpt from a play at the library or on the Internet. Students should photocopy a page and identify ten verbs and label them *present*, *present participle*, *past*, or *past participle*. Have students share their verbs and dialogues with the class.

Connect to Everyday Life

Have students write their own personalized weather reports. Their reports should reflect the current or upcoming weather for their local area. Remind students to use correct verb forms in their weather reports. Students should underline all of the verbs in their reports. Have students share their completed reports with the class.

Six Problem Verbs (pages 77–79)

Collaborative Learning

Reciprocal Teaching Have students write eight sentences that correctly use all of the forms of *bring* and *take*. Students should work with partners to check each other's work.

Workplace Writing

Ask students why it is important for people in the workplace to use verbs correctly in communications. Have students provide examples of times they might be asked to produce written forms of communication. Reproduce the following business memorandum for each student. Have students correct forms of *bring*, *take*, *learn*, and *teach* that are used incorrectly.

Mr. Walsh:

I would like for Ms. Mullins to learn our department how to use the new computers. Will she take us the new computer books, or should we use the computer books we brung before? Ms. Mullins has learned us in the past, and she teached us a lot. I have also learnt how to use the new spreadsheet software.

Sincerely:

P. Kaplan

Tenses of Verbs

(pages 79–80)

Objectives

- To identify verb tenses
- To correct shifts in verb tense
- To identify progressive verb forms

Create Interest

Write the following passage about the painting *Mona Lisa* on the board and have students take note of the underlined verbs. Tell students that the word *tense* comes from the Middle English word *tens* meaning “time” and from the Latin word *tempus*. Point out that verb tenses express actions at certain times. Discuss the author's use of tenses to express time.

“She is older than the rocks among which she sits; like the vampire, she has been dead many times, and learned the secrets of the grave; and has been a diver in deep seas, and keeps their fallen day about her; and trafficked for strange webs with Eastern merchants: and as Leda, was the mother of Helen of Troy, and, as Saint Anne, the mother of Mary; and all this has been to her but as the sound of lyres and flutes, and lives only in the delicacy with which it has molded the changing lineaments, and tinged the eyelids and the hands.”

—Walter Pater, *Studies in the History of the Renaissance*, 1873

Uses of the Tenses (pages 79–80)

Connect to Everyday Life

Have students use the newspaper to identify sentences using the six verb tenses, active voice, and passive voice. Students should use highlighters to trace over the examples they find. Discuss students' examples. Ask students if the verb tense choices are correct and if the voice used by the writer for a particular sentence is appropriate.

Concept Review

Summarizing Have students summarize their understanding of the following terms: *present*, *past*, *future*, *present perfect*, *past perfect*, *future perfect*, *active voice*, and *passive voice*. Write correct responses on the board. Discuss examples of each term, if students are having difficulties.

Then have students write a paragraph summarizing what they have learned about the six verb tenses, using example sentences that demonstrate their understanding of these concepts. Have students share their paragraphs with the class.

The Differentiated Classroom

English Language Learners Students who are learning English may have difficulty understanding how to form verb tenses. Some languages do not express the time of an action through verb tense, and others have more tenses or different tenses than English. Allow students to share how time is expressed in their native languages. Have students compare the methods for expressing time in their native languages with the way tenses are formed in English.

Linguistic Learners Have students look through short stories and novels in the classroom or in the library to find out which tense is used most often in narratives. Students should conclude that the past tense is used the most because it conveys what has happened; it tells about a particular series of events that occurred in the past. Have students imagine a storyteller or narrator using the present tense and the future tense to tell a story.

Struggling Learners Point out to students that the future tense is formed differently than the other verb tenses. The past, past perfect, present, present perfect, and future perfect tenses are all formed by making distinctive changes to the main verb's endings or to the verb's vowels. The future tense is formed by adding the words *will* or *shall* to the main verb, which remains unchanged. Have students practice forming the future tense of *walk*, *talk*, and *skip* and then using them in sentences.

Auditory Learners Write the following sentences on the board. Have students work with partners. One student should read a sentence aloud while the other student listens. The listening student should state the tense of the sentence. Students should take turns reading and responding. When all groups are finished, discuss students' responses and check for accuracy.

Hidden Cave lies within a hillside in the Nevada desert. (*present*)

Ancient people had stored their valuables in it more than 3,500 years ago. (*past perfect*)

Four boys rediscovered its entrance in 1927. (*past*)

"We will use this as a hideout," the boys decided. (*future; past*)

Years later an archaeologist heard that a miner had found old "junk" in a cave. (*past; past perfect*)

In 1940, S. M. and Georgetta Wheeler excavated the cave for the first time. (*past*)

Now three generations of archaeologists have looked for artifacts in the cave. (*present perfect*)

Heaps of unbroken artifacts have proved that the cave was not a dump site for junk. (*present perfect; past*)

Evidence suggests that the cave was a storage vault. (*present; past*)

Soon we will have learned much about these early people. (*future perfect*)

Verb Conjugations (pages 80–82)

Guided Instruction

Review the charts on pages 82–84 with students. Go around the class composing sentences based on the verb *fix*, found in the first chart. You may want to do the same with the verb *give*. Then use the following list of verbs and have students conjugate each of them.

learn sing
go write
ask look
ride

Stumbling Blocks

Problem: Incorrect shift in verb tense

Solution: Shifts in verb tense are not always obvious to writers as they are writing. Tell students that reading their writing aloud to themselves or to others will help them realize when they have made an incorrect shift in verb tense.

Have students read the following sentences aloud to decide whether or not there is an incorrect shift in verb tense. Discuss students' responses.

Jeremy caught the fish and reels in his catch. (incorrect; *caught* and *reels* do not agree)

His father grins as Jeremy reels in the fish. (correct)

Jeremy finished just as his father sits up. (incorrect; *finished* and *sits up* do not agree)

The Differentiated Classroom

Advanced Learners Ask students to write a paragraph that discusses a school day from the vantage point of the afternoon. The first sentences about the morning will be in the past, the afternoon will be in the present, and the evening will be in the future.

Progressive Verb Forms (page 83-84)

Collaborative Learning

After discussing the six progressive verb forms, have students work with partners to write a paragraph using each progressive form at least once. After agreeing on a topic, each of the pair should take turns writing a sentence. Have pairs share their paragraphs with the class. Write some of the students' sentences using progressive forms on the board.

Active and Passive Voice

(page 85)

Objective

- To identify and use active and passive voice

The Differentiated Classroom

Linguistic Learners Have students create two sentences using the active voice and two sentences using the passive voice. Students should share their sentences with the class and explain what makes each sentence active or passive. Write some of students' sentences on the board.

Workplace Writing

Have students think of examples when they would use active voice and passive voice in the workplace. Ask students which voice should be used most often in the workplace. Students should conclude that active voice should be used in most cases because it is more direct and forceful. Passive voice sentences appear to be weak and wordy.

Have students imagine they are employed by a large toy manufacturer. Have students write a short business proposal for a new toy. Students should check their writing to ensure they have used active voice.

Mood

(pages 86-87)

Objective

- To understand when to use the five moods of a verb

Concept Review

Summarizing Have students summarize their understanding of what each of the five moods expresses. Write correct responses on the board. Ask for examples of each mood in a sentence and reteach if students are having difficulties. Then have students write a paragraph summarizing what they have learned about the five verb moods. Their summaries should include example sentences that demonstrate their understanding of when to use each mood.

Writing Well-Structured Paragraphs

Pages 218–227

Assessment Resources

Chapter Test To assess your students' understanding of the skills and content covered in this chapter, use the test from the *Assessment Resources, Red Level*.

Chapter 22 Test

Chapter Objectives

- To understand the elements of a paragraph
- To become adept at building a paragraph
- To learn how to develop and polish a paragraph

Create Interest

Ask each student to make a list of four items, three of which go together. For example, in the list *giraffe, cow, buffalo, and lion*, three of the animals are vegetarians, but the lion is not. Ask students to read their lists to the class and have other students determine which of the items does not belong with the others. Point out that well-written paragraphs include only those items that go together.

Paragraph Writing

(pages 219–221)

Objectives

- To identify a paragraph as a group of related sentences that present and develop one main idea
- To understand how to use topic sentences, supporting sentences, and concluding sentences
- To write varied paragraphs

Developing Your Paragraph

Writing Skills (page 219)

Guided Instruction

Remind students that a paragraph always focuses on one main idea. Ask them to write a three-paragraph biography of a person they admire. Students may choose a famous person, a family member, or someone from history. Each paragraph should begin with a topic sentence that expresses the student's perspective on the individual. Have each student exchange paragraphs with a partner. Direct students to read their partner's paper and ask the partner a question to help clarify or add interest to the information in each paragraph. Then invite students to revise their paragraphs and read them to the class.

Paragraph Structure (page 219)

Guided Instruction

Connect Ideas Read excerpts from various library books or textbooks. Ask students to identify the topic sentence, supporting sentences, and concluding sentence in each paragraph. After students have heard several excerpts, discuss any patterns they notice. (Students should be able to point out that the topic sentence promises the reader that the next sentences will all discuss a subject or issue. The supporting sentences go into detail, and the concluding sentence sums up the subject or issue and prepares the reader to go on to the next paragraph.) Invite students to explain which paragraphs they found most effective and why.

Collaborative Learning

Reciprocal Teaching Have students each write five sentences about a specific topic and read them to a partner. The partner should use the questions below to help explain whether each sentence would work well as a topic sentence, supporting sentence, or concluding sentence. (Affirm that some sentences will work well in more than one category.)

If it is a topic sentence, what information would they expect to read in the rest of the paragraph?

If it is a supporting sentence, what would the topic sentence of the paragraph be?

If it is a concluding sentence, what information would it follow?

The Differentiated Classroom

Auditory Learners Musical works are often structured like paragraphs. They frequently begin with a general statement of the main theme of the piece. The middle section then develops the main theme. It is usually the longest part of the piece. The end of the piece provides a conclusion, often with a dramatic flourish. You may wish to challenge musically talented students to find and perform a composition that is organized like a paragraph for the class.

Building Your Paragraph

(pages 221–225)

Objectives

- To apply paragraph structure in the form of topic sentences, supporting sentences, and concluding sentences
- To develop and polish a paragraph
- To revise the paragraph

Create Interest

Have students find an example of a well-written paragraph in a book, newspaper, magazine, or catalog. They should write a brief analysis of the paragraph, identifying its topic sentence and explaining how the other sentences support it. Invite them to suggest any revisions that they think would strengthen the paragraph.

Guided Instruction

Connect Ideas Ask each student to write a sentence about basketball. They might write about a player, a game, a rule, or their feelings about the sport. Collect the sentences and write each one on the board. Challenge the students to classify sentences into topic-related groups. Point out that all the sentences might work in the same paper or book about basketball, but that different groups of sentences would form different paragraphs.

Collaborative Learning

Analyze Jokes Invite students to bring in examples of paragraph-long jokes they can share with the class. Ask students to read their jokes aloud. Discuss the structure of the jokes. Does the first line serve as a topic sentence? Do the middle sentences provide additional information? Does the last line make the message complete? To emphasize the importance of the last line—the punch line—try reading some of the jokes without the last line.

Topic Sentence (pages 221–223)

Guided Instruction

Connect Ideas Write the following paragraph on the board and challenge students to compose a topic sentence for it. Remind them that a topic sentence expresses the most meaningful generalization one can make, based on the specifics in the paragraph.

A city train system can move 60,000 people an hour on each line. Expressways can manage only about 2,000 cars an hour in each lane. If the average number of passengers in each car is one and a half, the total number of people moved is only 3,000 an hour in each lane, or 12,000 an hour on a four-lane expressway. Rapid transit systems, then, can move at least five times the number of people, while taking up less space and using less fuel than highway systems.

(Topic Sentence might read something like this: *Rapid transit systems are more efficient than expressways in moving great numbers of people.*)

Six Traits Instruction

Ideas Give students a sample topic sentence and discuss the information they would include in the same paragraph. An example topic sentence might be, “Our school is the best one in the region.” Students could discuss the academic programs, extracurricular

activities, student achievements, qualifications of the faculty, the building's physical structure, or other aspects of the school.

The Differentiated Classroom

Struggling Learners If students have difficulty picking out topic sentences, ask them to choose the one sentence in the paragraph they would memorize if they wanted to recall all of the details of the paragraph. Usually, the topic sentence best summarizes the paragraph's main idea.

Six Traits Instruction

Ideas Ask students to bring to class examples of effective articles in newspapers or magazines. Challenge them to identify topic sentences in the paragraphs and explain the information each topic sentence conveys. Note that topic sentences often provide the context for information presented in the rest of the paragraph. Supporting sentences provide the details.

Ask the students to judge the strength of each supporting sentence. Ask students to suggest additional supporting information, if appropriate.

Supporting Sentences (pages 223–224)

Create Interest

Write these two topic sentences on the board.

1. Young people today have it easier than did young people thirty years ago.
2. Growing up is harder today than it was thirty years ago.

Have students brainstorm facts, opinions, or anecdotes that support one of these two topic sentences. Write each one under the sentence it supports.

The Differentiated Classroom

Struggling Learners Ask students to identify examples of *support*. For example, a foundation supports a building, fans support a team, and taxpayers support schools. Point out that in a well-constructed paragraph, it takes several sentences to support a single topic sentence.

Visual Learners Write the following sentences on the board and have students brainstorm a list of specific facts, examples, or details about each one. Encourage students to arrange these details in a pyramid in order to write three or more supporting sentences for each topic sentence.

The common cold has several annoying symptoms.

Many forms of exercise benefit the body.

My favorite holiday is _____ because _____.

Kinesthetic Learners Have students practice writing supporting sentences by describing a place about which they have strong feelings. The place might be a city, a park, or a room. The topic sentence should summarize their attitude toward the place; the supporting sentences should describe specific details.

Workplace Writing

Project managers often have to write project proposals. When writing these proposals, they develop a main idea or topic sentence and support it with a range of supporting sentences, including facts, opinions, examples, and anecdotes. Ask students to write a proposal about something that needs to be undertaken at your school.

Concluding Sentence (page 224)

Guided Instruction

Read aloud paragraphs you have selected from nonfiction books, omitting the concluding sentence of each paragraph. For each paragraph, ask students to draft a concluding sentence. Then read the actual concluding sentence and discuss with students which concluding sentence was more effective and why.

Stumbling Blocks

Problem: Differentiating the topic sentence from the concluding sentence.

Solution: Ask students to write five key words that express the meaning in a particular paragraph. Then identify the sentence that best introduces the ideas behind those words (topic sentence) and the sentence that summarizes and adds insight about those words (concluding sentence).

Developing and Polishing Your Paragraph

(pages 225–227)

Objectives

- To create unity and coherence in a paragraph
- To understand the value of using transitions effectively

Create Interest

Writing Have students imagine they are a team of food critics assigned to write a critical review of a meal at school. Encourage each student to serve as a specialist in one of the aspects of the meal listed below. Remind the students that each paragraph should include a topic sentence, at least three supporting sentences, and a concluding sentence.

atmosphere side dish
cleanliness dessert
health beverage
entrées

When students have each written a paragraph, challenge them to combine their paragraphs into one unified paper. Remind them to add transitional words, phrases, and sentences to create fluency between paragraphs. Then challenge the students to write introductory and concluding paragraphs for the review.

Concept Review

Revising Challenge students to copy a paragraph from another book or from a magazine and expand it by adding two more sentences. The new sentences should relate directly to the topic sentence. They might add new information or expand on existing information in the paragraph.

Guided Instruction

Connect Ideas Discuss the difference between unity and coherence in a paragraph. Explain that unity of a paragraph means that all sentences relate directly to the main idea. Coherence in a paragraph means that each sentence is related to all the others. Point out that unity and coherence are traits that exist at different degrees. Most paragraphs have at least some unity and coherence, but each trait can be strengthened or weakened by the choices a writer makes.

Six Traits Instruction

Fluency Instruct each student to select a paragraph from their own writing that includes at least six sentences and then analyze it for unity and coherence. First, ask the students to identify the topic sentence and decide whether each sentence is related to the topic sentence. Then ask each student to judge whether the sentences flow fluently from one to the next. Invite the students to present their findings to the class.

Organization Divide students into groups of three or four. Ask each group to write one topic sentence. Group One writes a sentence that could be supported with details presented in chronological order. Group Two writes a sentence that could be supported with details presented in spatial order. Group Three writes a sentence that could be supported with details presented in order of importance. Have students discuss the transitional words and phrases they would use. Then have students write one or more of the following paragraphs.

a paragraph using chronological order to describe the first time they attempted a new activity or sport

a paragraph using spatial order to describe a room in their home

a paragraph using order of importance to suggest a change in a school rule

Remind students to use transitional words and phrases that help the reader keep the events in order.

The Differentiated Classroom

Struggling Learners Have students choose partners to help them write a narrative paragraph. Instruct one student in each pair to write a sentence. Then have the partner write the next sentence, using a transitional word or phrase such as those listed below. Direct students to continue writing sentences in turn until they have developed a full paragraph.

briefly in the distance
straight ahead for instance
suddenly meanwhile

Stumbling Blocks

Problem: Overuse of the same transitional words or phrases

Solution: Ask students to read their paragraphs aloud. Encourage them to highlight repeated transitional phrases and revise them in order to add variety to their sentences.

The Differentiated Classroom

Visual Learners Have students view a painting, poster, or other work of art, and describe in writing the elements that capture their attention and the order in which the elements attract attention. Encourage students to use words that clarify the path their eye travels from element to element in the piece.

Kinesthetic Learners Ask students to list the vivid verbs and adverbs they find in an article describing a physical activity such as a dance step or an athletic technique. Allow the students to demonstrate how a reader might perform the activity differently if the adverbs had been omitted from the description.

Integrating Technology

Video Have students make a video recording of someone performing a simple action that includes several steps, such as making a sandwich or tying a knot. Each student should watch the video and describe the action in writing. After each individual is done writing, replay the video and then invite students to compare the similarities and differences between the actions and the written explanations.

Using the Six Traits of Good Writing

(page 227)

Collaborative Learning

Point out to students that the Six Traits of Good Writing Checklist on page 227 can help them focus on particular aspects of their writing rather than relying on a vague impression that a paragraph works or doesn't work. To give students practice using the checklist, have them exchange papers with a partner and evaluate the partner's writing against the items in the checklist.