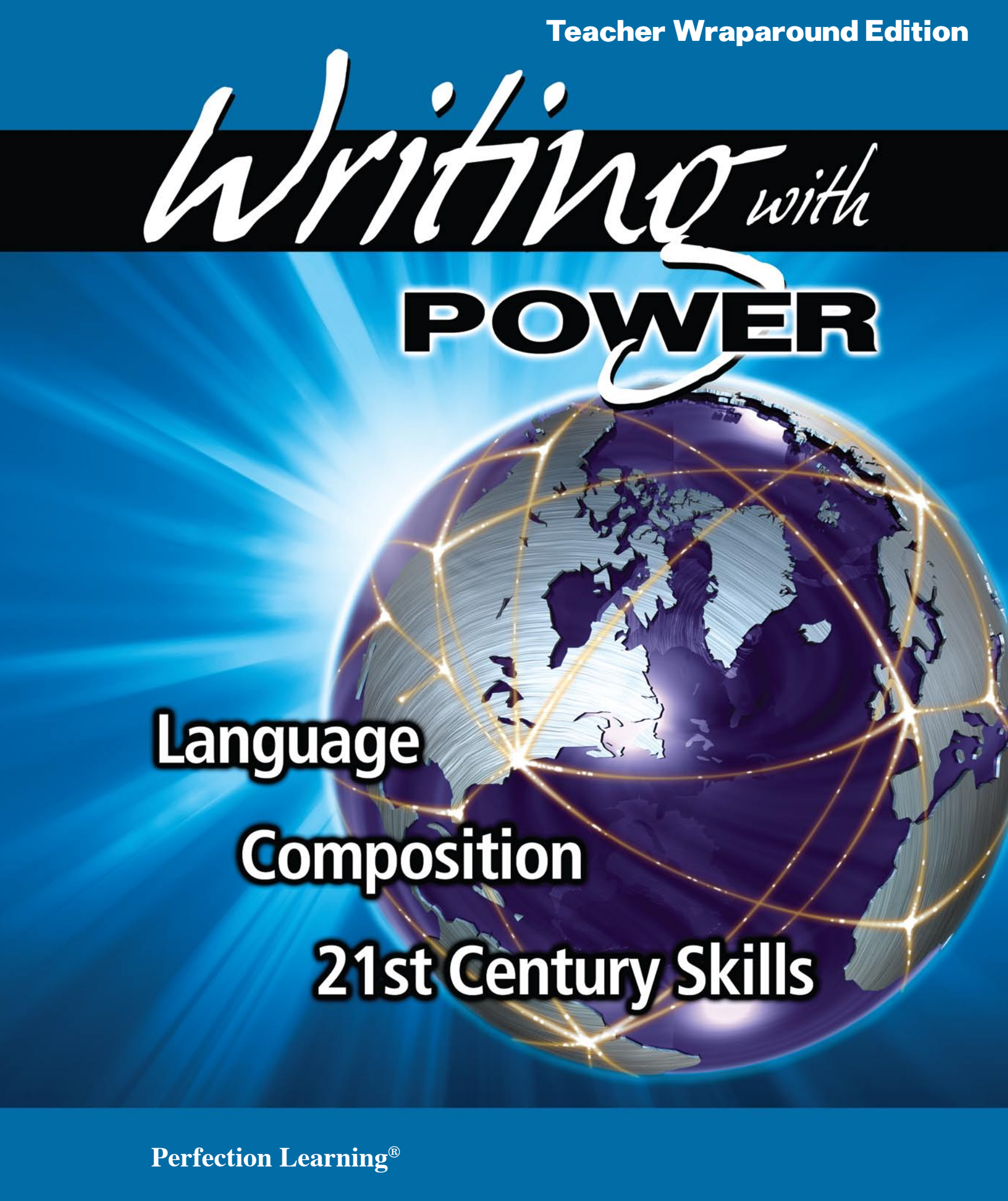
Teacher Wraparound Edition

Writing with POWER



Language

Composition

21st Century Skills

Perfection Learning®

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)	
WRITING	
Text Types and Purposes	
W.1 Write arguments to support claims with clear reasons and relevant evidence.	**Student Edition (SE):** 236, 238, 241, 243, 247–248, 249, 251, 253, 255 **Teacher Wraparound Edition (TWE):** 236, 238, 241, 243, 247–248, 249, 251, 253, 255
(a) Introduce claim(s) and organize the reasons and evidence clearly.	**SE:** 247–248, 251, 253, 255 **TWE:** 247–248, 251, 253, 255
(b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**SE:** 236, 238, 241, 243, 249 **TWE:** 236, 238, 241, 243, 249
(c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**SE:** 5, 20, 246, 247, 248, 251 **TWE:** 5, 20, 246, 247, 248, 251
(d) Establish and maintain a formal style.	**SE:** 38, 42, 149 **TWE:** 38, 42, 149
(e) Provide a concluding statement or section that follows from the argument presented.	**SE:** 251, 253, 254–255 **TWE:** 251, 253, 254–255
W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**SE:** 5, 20, 106–107, 113, 118, 214–215, 217–218, 221, 227, 232–235 **TWE:** 5, 20, 106–107, 113, 118, 214–215, 217–218, 221, 227, 232–235
(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**SE:** 5, 20, 50, 67, 106–107, 113, 116, 118, 126, 214–215, 217–218, 221, 227, 232–235, 444–449 **TWE:** 5, 20, 50, 67, 106–107, 113, 116, 118, 126, 214–215, 217–218, 221, 227, 232–235, 444–449
(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**SE:** 5, 20, 106, 113, 217–218, 232–235 **TWE:** 5, 20, 106, 113, 217–218, 232–235
(c) Use appropriate transitions to clarify the relationships among ideas and concepts.	**SE:** 5, 88, 92, 189, 326–327, 713 **TWE:** 5, 88, 92, 189, 326–327, 713
(d) Use precise language and domain–specific vocabulary to inform about or explain the topic.	**SE:** 23, 25, 38, 42, 149, 215–217, 227, 265, 402, 404–405, 408, 409–412 **TWE:** 23, 25, 38, 42, 149, 215–217, 227, 265, 402, 404–405, 408, 409–412
(e) Establish and maintain a formal style.	**SE:** 8–10, 38–40, 42, 149 **TWE:** 8–10, 38–40, 42, 149
(f) Provide a concluding statement or section that follows from the information or explanation presented.	**SE:** 120, 122, 123, 215, 217, 218, 227, 233 **TWE:** 120, 122, 123, 215, 217, 218, 227, 233

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)	
W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**SE:** 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 195, 198 **TWE:** 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 195, 198
(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**SE:** 130, 132, 139, 182–183, 185, 187–188, 190, 195, 198 **TWE:** 130, 132, 139, 182–183, 185, 187–188, 190, 195, 198
(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**SE:** 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 194–195, 198 **TWE:** 130, 132–133, 138–139, 182–183, 185, 187–188, 190, 194–195, 198
(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**SE:** 22, 25, 145, 149, 189 **TWE:** 22, 25, 145, 149, 189
(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**SE:** 42–54, 146, 163 **TWE:** 42–54, 146, 163
(e) Provide a conclusion that follows from the narrated experiences or events.	**SE:** 130, 132, 134, 147, 149, 152, 155 **TWE:** 130, 132, 134, 147, 149, 152, 155
Production and Distribution of Writing	
W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**SE:** 8–11, 20–32, 62, 99, 108–109, 122–123, 130–137, 140, 149–150, 153, 170, 197, 227, 231–233, 236–245, 270, 319–320, 322, 338–339, 375, 854–855, 867–873, 872 **TWE:** 8–11, 20–32, 62, 99, 108–109, 122–123, 130–137, 140, 149–150, 153, 170, 197, 227, 231–233, 236–245, 270, 319–320, 322, 338–339, 375, 854–855, 867–873, 872
W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**SE:** 13–28, 26–28, 38, 42, 99, 149, 150, 197 **TWE:** 13–28, 26–28, 38, 42, 99, 149, 150, 197
W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**SE:** 82, 210, 435–461 **TWE:** 82, 210, 435–461
Research to Build and Present Knowledge	
W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**SE:** 89–90, 92–93, 100, 252, 299, 301, 330–332, 349 **TWE:** 89–90, 92–93, 100, 252, 299, 301, 330–332, 349
W.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**SE:** 89–90, 92–93, 299, 301, 312–313, 330–332, 349, 782–783, 784 **TWE:** 89–90, 92–93, 299, 301, 312–313, 330–332, 349, 782–783, 784
W.9 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**SE:** 130–132, 157–159, 178–187, 198–200, 213–218, 227, 236–253, 258–280, 287–289, 312–313, 331, 332, 782, 783, 784 **TWE:** 130–132, 157–159, 178–187, 198–200, 213–218, 227, 236–253, 258–280, 287–289, 312–313, 331, 332, 782, 783, 784

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)	
(a) Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	**SE:** 205–208 (Reading Standard 4), 209 (Reading Standard 7), 269–273 (Reading Standards 1, 5, and 6), 272–273 (Reading Standard 3), 279–281 (Reading Standard 2) **TWE:** 205–208 (Reading Standard 4), 209 (Reading Standard 7), 269–273 (Reading Standards 1, 5, and 6), 272–273 (Reading Standard 3), 279–281 (Reading Standard 2)
(b) Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**SE:** 35–36 (Reading Standard 4), 86 (Reading Standard 1), 103–105 (Reading Standard 5), 237–239 (Reading Standards 2, 6, 7), 287–289 (Reading Standard 3), 299–300 (Reading Standard 7) **TWE:** 35–36 (Reading Standard 4), 86 (Reading Standard 1), 103–105 (Reading Standard 5), 237–239 (Reading Standards 2, 6, 7), 287–289 (Reading Standard 3), 299–300 (Reading Standard 7)
Range of Writing	
W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**SE:** 4, 8–11, 17, 22–32, 38, 42, 99, 116, 128, 148–150, 153, 181, 197, 220, 263, 294, 297, 302–315, 344–345, 381, 399, 417, 425–434, 444, 867–873, 872 **TWE:** 4, 8–11, 17, 22–32, 38, 42, 99, 116, 128, 148–150, 153, 181, 197, 220, 263, 294, 297, 302–315, 344–345, 381, 399, 417, 425–434, 444, 867–873, 872
SPEAKING AND LISTENING	
Comprehension and Collaboration	
S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**SE:** 26, 104, 117, 244, 320, 380, 415–434, 592, 816 **TWE:** 26, 104, 117, 244, 320, 380, 415–434, 592, 816
(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SE:** 50, 67, 98, 116, 209, 226, 257, 275, 296, 421, 436, 437–451, 738 **TWE:** 50, 67, 98, 116, 209, 226, 257, 275, 296, 421, 436, 437–451, 738
(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**SE:** 17, 26, 263, 302, 417–418 **TWE:** 17, 26, 263, 302, 417–418
(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SE:** 41, 42, 58, 62–63, 102, 107, 109, 115, 144, 182–183, 192, 238–239, 252, 417–418 **TWE:** 41, 42, 58, 62–63, 102, 107, 109, 115, 144, 182–183, 192, 238–239, 252, 417–418
(d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**SE:** 238–239, 252, 302 **TWE:** 238–239, 252, 302
S.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**SE:** 116, 168, 226, 296 **TWE:** 116, 168, 226, 296
S.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**SE:** 237–239, 244, 245, 428–434 **TWE:** 237–239, 244, 245, 428–434

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)	
Presentation of Knowledge and Ideas	
S.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**SE:** 380, 415–425, 428–434 **TWE:** 380, 415–425, 428–434
S.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**SE:** 337–339, 340, 421, 442–449 **TWE:** 337–339, 340, 421, 442–449
S.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**SE:** 8–10, 39–42, 55, 77, 99, 125, 151, 171, 196, 228, 250, 276, 335, 714–725 **TWE:** 8–10, 39–42, 55, 77, 99, 125, 151, 171, 196, 228, 250, 276, 335, 714–725
LANGUAGE	
Conventions of Standard English	
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**SE:** 6, 8–10, 24, 29–30, 55, 69, 99, 125, 151, 152, 169, 171, 175, 176, 177, 196, 197, 228, 229, 233, 234, 235, 250, 251, 255, 276, 277, 278, 335, 336, 499, 610, 611, 637, 653, 746, 759, 803 **TWE:** 6, 8–10, 24, 29–30, 55, 69, 99, 125, 151, 152, 169, 171, 175, 176, 177, 196, 197, 228, 229, 233, 234, 235, 250, 251, 255, 276, 277, 278, 335, 336, 499, 610, 611, 637, 653, 746, 759, 803
(a) Ensure that pronouns are in the proper case (subjective, objective, possessive).	**SE:** 9, 151, 500, 652–663 **TWE:** 9, 151, 500, 652–663
(b) Use intensive pronouns (e.g., myself, ourselves).	**SE:** 500–501, 858 **TWE:** 500–501, 858
(c) Recognize and correct inappropriate shifts in pronoun number and person.	**SE:** 664–670, 690–691 **TWE:** 664–670, 690–691
(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	**SE:** 499, 664–668 **TWE:** 499, 664–668
(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	**SE:** 8–10, 39–40, 55, 69, 99, 125, 151, 171, 196, 228, 250, 276, 335, 448, 508, 530, 556, 574, 592, 618, 646, 672, 696, 726, 750, 774, 792, 820, 848 **TWE:** 8–10, 39–40, 55, 69, 99, 125, 151, 171, 196, 228, 250, 276, 335, 448, 508, 530, 556, 574, 592, 618, 646, 672, 696, 726, 750, 774, 792, 820, 848
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**SE:** 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859 **TWE:** 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859
(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	**SE:** 164, 323, 584–586, 601-602, 767–768, 814 **TWE:** 164, 323, 584–586, 601-602, 767–768, 814
(b) Spell correctly.	**SE:** 24, 29, 33, 125, 150, 152, 169–170, 196, 229, 251, 278, 335–336, 388–389, 438, 701, 716, 824–849 **TWE:** 24, 29, 33, 125, 150, 152, 169–170, 196, 229, 251, 278, 335–336, 388–389, 438, 701, 716, 824–849

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 6)	
Knowledge of Language	
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**SE:** 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859 **TWE:** 5, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859
(a) Vary sentence patterns for meaning, reader/listener interest, and style.	**SE:** 5, 64–76, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859 **TWE:** 5, 64–76, 69, 74–75, 145, 166, 228, 276, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 626, 641–642, 646, 678–679, 691–692, 700–702, 859
(b) Maintain consistency in style and tone.	**SE:** 22–23, 25, 38, 42, 149 **TWE:** 22–23, 25, 38, 42, 149
Vocabulary Acquisition and Use	
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	**SE:** 29–30, 872 **TWE:** 29–30, 872
(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**SE:** 29–30, 392–394, 872 **TWE:** 29–30, 392–394, 872
(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	**SE:** 29–30, 394–396, 383, 872 **TWE:** 29–30, 394–396, 383, 872
(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**SE:** 29–30, 386–391, 628, 701, 872 **TWE:** 29–30, 386–391, 628, 701, 872
(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**SE:** 29–30, 390–391, 872 **TWE:** 29–30, 390–391, 872
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**SE:** 206, 208 **TWE:** 206, 208
(a) Interpret figures of speech (e.g., personification) in context.	**SE:** 206, 208 **TWE:** 206, 208
(b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	**SE:** 206, 208, 355–357 **TWE:** 206, 208, 355–357
(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	**SE:** 42, 54 **TWE:** 42, 54
L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**SE:** 5, 69, 74–75, 145, 166, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 641–642, 646, 678–679, 691–692, 700–702, 859 **TWE:** 5, 69, 74–75, 145, 166, 496–497, 502, 505, 512, 542–543, 550, 552, 554, 560–562, 598, 641–642, 646, 678–679, 691–692, 700–702, 859

College and Career Readiness Standards

The College and Career Readiness Standards below are the foundation on which each set of grade-specific Common Core standards have been built. These broad anchor standards correspond by number to the grade-specific standards presented on pages T11–T15. Together they represent the skills and understandings expected of all Grade 6 students.

ENGLISH LANGUAGE ARTS STANDARDS
WRITING
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Note on range and content of student writing
For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
SPEAKING AND LISTENING
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

ENGLISH LANGUAGE ARTS STANDARDS

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Contents in Brief

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Composition

Common Core State Standards Focus

W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3 (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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Common Core State Standards Focus

L.3 (a) Vary sentence patterns for meaning, reader/listener interest, and style.

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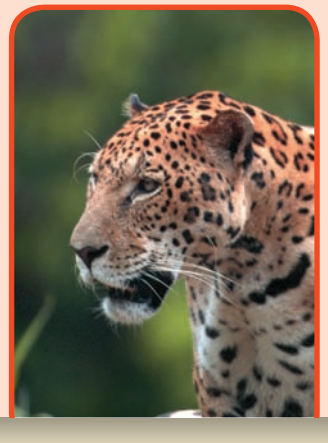
Composition

Common Core State Standards Focus

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



x

Common Core State Standards Focus

W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Composition

Common Core State Standards Focus

W.3 (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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Common Core State Standards Focus

W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Composition

Common Core State Standards Focus

W.1 Write arguments to support claims with clear reasons and relevant evidence.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Common Core State Standards Focus

W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Composition

Common Core State Standards Focus

W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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Common Core State Standards Focus

L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Composition

Common Core State Standards Focus

S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.5 (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

Common Core State Standards Focus

S.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

S.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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Grammar

UNIT 4

Grammar 462

Common Core State Standards Focus

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core State Standards Focus

L.3 (a) Vary sentence patterns for meaning, reader/listener interest, and style.

L.1 (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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Grammar

Common Core State Standards Focus

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core State Standards Focus

L.3 (a) Vary sentence patterns for meaning, reader/listener interest, and style.

Grammar

Common Core State Standards Focus

W.2 (c) Use appropriate transitions to clarify the relationships among ideas and concepts.

xxiv

Common Core State Standards Focus

L.4 (c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

xxv

GRAMMAR

Common Core State Standards Focus

L.1 (a) Ensure that pronouns are in the proper case (subjective, objective, possessive).

xxvi

Common Core State Standards Focus

23 Subject and Verb Agreement 674

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

xxvii

Grammar

Common Core State Standards Focus

L.4 (c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Common Core State Standards Focus

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grammar

Common Core State Standards Focus

L.2 (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Common Core State Standards Focus

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

xxxi

Grammar

Common Core State Standards Focus

L.2 (b) Spell correctly.

Planning Guide

Chapter 10 Writing to Persuade

Essential Question: How can you persuade people effectively?

Suggested teaching times are given below. Total time for the chapter is 7 to 10.5 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Persuasive Writing Project: TV or Not TV? Pages 236–250	**Common Core:** L.1, L.1.e, L.2, L.3, L.3.a, L.3.b, L.6, S.1, W.1.a, W.1.b, W.1.c, W.1.e, W.3.c, W.4, W.9, W.10		**Presentation** Classroom Presentation **Rubrics & Student Models** Writer's Resource **Skill Development** Student Activities: Composition Skills Practice Vocabulary and Spelling Skills Practice ELL Resource Test Preparation **Assessment** Assessment Resource ExamView Assessment Suite
Model: Television Should Be Used in the Classroom Pages 237–239; **Suggested time: 0.5–1 day**	**Common Core:**	pp. 237, 238	
Developing Your Skills of Persuasion Pages 240–250; **Suggested time: 4–6 days** 1. Structure of a Persuasive Paragraph, pp. 240–241 2. Sound Reasoning, pp. 242–245 Think Critically: Developing Counter-Arguments, p. 244 The Power of Language: Clauses, p. 246 3. Order of Importance and Transitions, pp. 247–248 4. Persuasive Essays, p. 249 The Language of Power: Fragments, p. 250	**Common Core:** L.1, L.1.e, L.2, L.3, L.3.a, L.3.b, L.6, S.1, W.1.a, W.1.b, W.1.c, W.1.e, W.3.c, W.4, W.10	pp. 240, 241, 242, 243, 247, 248, 249	
Using a Six-Trait Rubric: Persuasive Writing Page 251; **Suggested time: 0.5 day**	**Common Core:** L.2.b, L.3.b, W.1.d, W.2.d, W.2.e, W.5, W.10		
Writing Lab Pages 252–253; **Suggested time: 1 day**	**Common Core:** W.7	p. 252	
Persuasive Writing Workshops Pages 254–257; **Suggested time: 1–2 days** 1. Persuading with Examples, pp. 254–255 2. Persuading with Facts and Examples, p. 256 In the Media: Editorials, p. 257	**Common Core:** S.1.a, W.1.b	pp. 254, 257	

Pre-Assessment

Using the Model Reading, *pp. 237–239*

To use the reading as a pre-assessment tool, ask students to answer these questions:

- How quickly does the writer state her position?
- What reasons and examples does she give to support her opinion?

Using a Prompt

To pre-assess students, have them write a one-page persuasive text. Possible topics to take a stand on:

- more food choices at lunch
- starting school at 9 a.m.
- volunteering

To help design instruction and evaluate student work, see the rubric on page 251.

Authentic Writing Experiences

Writing About Literature

Text Analysis

Assign students to analyze the persuasive techniques in a speech or essay that tries to persuade others to take a specific action. For example, a letter to parents might urge them to attend an all-school meeting. The letter could use strong words like *urgent* or *critical*. It might also use examples and quotes to support the appeal.

Genre Analysis

Assign students to analyze the language and persuasive techniques in a television advertisement. For example, an ad for a new game might talk about the game's entertainment value, challenge, and educational benefits, and provide a celebrity endorsement.

Substitute Teacher's Activity

Using a Core Skill

Have students write a letter to a person who can take action about an issue that matters to them. They should clearly state the action they want and support their ideas with facts, examples, and reasons.

Writing Across the Curriculum

Social Studies

Assign students to write a letter to the school administration to persuade them to create a "cultures" day at their school to celebrate the various cultural and ethnic groups students represent.

Science

Assign students to write a persuasive essay in which they argue for or against the existence of zoos in modern society. You may want to develop a list of pros and cons through class discussion before students write their essay.

Math

Assign students to tell about the most significant concept or topic that they studied in mathematics in the past month. Students should include supporting reasons.

Using a Learning Log

Ask students to reflect on the various persuasive messages they receive every day. How can they best analyze and evaluate these messages?

Post-Assessment

Writing Lab: Project Corner, *p. 252*

Students will be asked to extend their skills by discussing different points of view, creating and performing an essay-based drama, and conducting additional research on an issue. You may wish to introduce these projects at the beginning of the chapter.

Writing Lab: Apply and Assess, *p. 253*

Students will be asked to write a persuasive letter, a persuasive speech for the class, and a letter to the editor of the local newspaper in a timed writing activity. You may wish to introduce these activities, as well as the rubric on page 251, at the beginning of the chapter.

Preview **Chapter 10**

Writing to Persuade

Essential Question

How can you persuade people effectively?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Model Television Should Be Used in the Classroom, pp. 237–239

Developing Your Skills of Persuasion, pp. 240–250

Think Critically Developing Counter-Arguments, p. 244

The Power of Language Clauses: Tip the Scales, p. 246

The Language of Power Fragments, p. 250

Writing Lab, pp. 252–253

Persuasive Writing Workshops, pp. 254–257

In the Media Editorials, p. 257

Persuasive Writing Project: TV or Not TV?

Think Through Writing Allow 5 to 10 minutes for students to respond to the questions. Tell students to write without correcting mistakes and without stopping their pens.

Read About It Before you or one or two students read the model out loud, write the word "justifies" on the board and ask the class to define it.

CHAPTER 10

CHAPTER 10

Writing to Persuade

Persuasive writing states an opinion on a subject and uses facts, examples, and reasons to convince readers.

Below are a few examples of the ways in which persuasive writing guides important decisions in everyday life.

- **Business owners appeal to banks** for loans and support to help them expand.
- **Companies pay for radio ads** to promote their products and services.
- **Writers submit proposals to publishers** for articles, essays, or book ideas.
- **Phone and credit card companies write enticing letters** in order to gain potential customers.
- **Lobbyists petition lawmakers in Congress, hoping to influence** their votes on particular issues.
- **Stores create promotional flyers** to attract new shoppers and retain current ones.

Writing Project Persuasive

TV or Not TV? Write a persuasive essay arguing for or against a television-free month.

Think Through Writing What do you think about kids your age spending long hours watching television? Is it good for them or bad for them? Jot down a few thoughts and opinions on the subject.

Talk About It In a group of three to five students, discuss what you have written. What are your various opinions on TV watching?

Read About It An editorial, like the model by Carol O'Sullivan on the next page, is a common use of persuasive writing. Here, O'Sullivan argues that teachers should use television in their classrooms. Many people disagree with O'Sullivan. Think about why her argument would be unpopular and how she justifies it in her editorial.

Block Scheduling

If your schedule requires that you cover the chapter in a shorter time, omit the Writing Project. The remaining material covers all key instructional objectives.

If you want to take advantage of longer class time, use Think Critically, The Power of Language, The Language of Power, the Writing Workshop, and In the Media.

Literary Connection

You might want to introduce another piece of writing, like the examples below, that represents or describes a call to action.

- "Brown vs. Board of Education," by Walter Dean Myers
- Address at Rice University on the Nation's Space Effort, by John F. Kennedy

MODEL: Persuasive Writing

From *Television: Identifying Propaganda Techniques*

Television Should Be Used in the Classroom

Carol O'Sullivan

Television can and should be used in the classroom to teach children. Watching television is entertaining. By using it in the classroom, teachers can get children to pay attention. Children are used to paying close attention to a television screen. It is easy to get them involved in an educational program on a classroom television.

The main point of O'Sullivan's essay is stated in the very first sentence (highlighted).

Not everyone would agree that a classroom television is a good idea. For example, communications professor Neil Postman argues that it is not good for children to "sit transfixed in front of a television screen." "Transfixed," according to the dictionary, means "to make motionless." It seems to me that getting children to sit transfixed in front of the television screen would be helpful to an educator. It would allow the teacher to perform important duties like grading papers and preparing lessons.

Here the author brings up an alternative view and counters it.

Television could also be helpful in the classroom because of the quality of educational programs that might be shown. Actors could dress up in colonial costumes. Historical dramas, such as the signing of the Declaration of Independence, could be enacted. Such lessons would be more meaningful to students than simply reading words and looking at pictures.

In this and the following paragraphs, the author expands on her reasons.

Other subjects too would be more exciting if television were used to teach these subjects. Science is an example. Science teachers do not have money to buy supplies to demonstrate experiments. But these experiments could be filmed in a studio with dramatic lighting and elaborate props. Every day, at a specified time, exciting science programs could be broadcast. Each program could teach a new science topic, such as why volcanoes erupt. Not only would these shows be educational, but they would also be entertaining. Teachers could follow up with a lesson on the same topic as the TV program showed.

Model: Persuasive Writing

Television Should Be Used in the Classroom

Two Writers' Words

The luminous screen in the home carries fantastic authority. Viewers everywhere tend to accept it as a window on the world. . . . It has tended to displace or overwhelm other influences such as newspapers, school, church, grandpa, grandma. It has become the definer and transmitter of society's values.

—Erik Barnouw, author

In general, my children refuse to eat anything that hasn't danced on television.

—Erma Bombeck, humorist

Discuss with students whether they think they have been influenced by television as much as Barnouw and Bombeck suggest.

CHAPTER 10

Differentiated Instruction

English Language Learners: **Beginning** Pair these students with strong readers; have them alternate reading paragraphs out loud, and talk through the answers to the assessment questions.

Differentiated Instruction

Special Needs Learners Create a vocabulary list for this chapter to give to these students and others who will benefit from a focused introduction to important terms like *persuade, promote, justify, convince,* etc. Leave plenty of space on the page for students to add their own notes.

Online Writing

6 TRAIT Power Write®

Develop the prompt based on the writing project. Then create the assignment in 6 Trait Power Write. Select elements of the writing process and six traits to emphasize.

www.6traitpowerwrite.com

Pre-Assess

Applying 21st Century Skills: Critical Thinking

Put students in pairs and assign half the pairs to search the model for ways TV in the classroom can benefit teachers, and assign the rest of the pairs to search for ways TV in the classroom can benefit students. In discussion as a whole class, make lists on the board of what each pair found, then use critical thinking skills to assess the model: Does the author persuade us that television educates students, or that television frees up teachers—and are these the same thing?

Respond in Writing

Students can respond to the question in a five- to ten-minute freewrite. Encourage them to reread parts of the model when they run out of ideas and then keep writing.

Develop Your Own Ideas

Each student should fill in his or her own chart. The group can help with ideas when a student runs out, or each member can share his or her chart while the group listens then comments.

CHAPTER 10

Besides teaching science and other subjects, television also generates children's desire to read more books. A study done in New Jersey proves this. Forty percent of the third graders in one school chose to read books that had been made into films. Included were *Little House on the Prairie* and *Sounder*.

This example is one that will probably impress many readers.

Television instruction can be helpful to both students and teachers. When the television becomes the instructor, the teacher is free to spend time with students who need extra help. This not only helps the students but also helps the teachers. Television can make it easier for teachers to address the needs of all their students.

Television will probably never replace teachers in the classroom. But it can help the teachers to do their jobs more efficiently. Most teachers do not have time to entertain their students. They cannot change costumes to present history lessons. They do not have time to construct exciting science demonstrations every day. And they cannot act out entire plays so that children will be inspired to read books. Television can do all this because its purpose is to entertain as well as instruct.

The idea that education could be entertaining bothers some people. Professor Neil Postman is one such person. He said, "No one has ever said or implied that significant learning is . . . achieved when education is entertainment." Postman and others who argue against entertainment in education seem convinced that learning must be boring. I think Postman is wrong. I think learning can be fun and that television can help make it fun.

In her closing paragraph O'Sullivan restates her major point by refuting the quote of a well-known educator. Is her argument persuasive?

Respond in Writing Respond to Carol O'Sullivan's argument concerning television and education. Do you agree with her? Why or why not? Give reasons for your answers.

Develop Your Own Ideas Work with your classmates to develop ideas that you might incorporate into a persuasive essay in which you argue for or against a month entirely free of television.

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Test-Taking Strategies

Using Time Efficiently Let students know that reading literary models like this one is good practice for the reading comprehension sections of the PSAT and other standardized tests. They should take brief notes as they read to summarize each paragraph and record significant details so that they can quickly grasp the story's overall meaning in a single reading.

Differentiated Instruction

English Language Learners: Beginning and Intermediate Ask students to have a conversation with a classmate or with you in which they speak on behalf of a simple point such as: soccer is more fun to watch on TV than is football.

Small Groups: In your small group, discuss the writing you have done. Consider each position in light of the following considerations.

- Did each author state a position clearly?
- Why might others disagree with the author's position?
- What reasons does the author give for holding the position?
- Does the author provide evidence for the reasons presented? If not, what kinds of evidence might be convincing?

Whole Class: Make a master chart of the ideas generated by the small groups to compare the arguments made across the range of students in the class.

Write About It You will next write a persuasive essay in which you argue for or against not watching television for a month. You may choose any of the topics, audiences, and forms listed below.

Possible Topics	Possible Audiences	Possible Forms
• the positive effects of not watching television for a month • the negative effects of not watching television for a month • the positive effects of being a part of an interesting experiment • the negative effects of being a part of an experiment you may not enjoy	• people who agree with your position • people who disagree with your position • people who aren't sure whether they agree or disagree with your position • people who might help you implement your plan depending on how well you argue your points	• an essay • a blog • a newspaper editorial • an e-mail distributed to many people at once

Differentiated Instruction

Auditory Learners Encourage students to make a recording of themselves or another person reading the model out loud. Technically adept students may wish to record each paragraph as a separate digital file, so they can quickly find specific passages to repeat.

Pre-Assess

Whole Class

Draw a chart on the board; invite one member of each group to come up and record ideas.

Write About It

Discuss with students which topics would be best for which audiences and for which forms. For example, ask:

- Who is the audience of a blog?
- Which topic might interest this audience? Why?

Your Ideas

CHAPTER 10

Guide Instruction

Developing Your Skills of Persuasion

Lesson Question

How can you use your understanding of structure, specific details, and clear organization to compose an effective persuasive text?

CHAPTER 10

1 Structure of a Persuasive Paragraph

Objectives

- To learn the basic structure of a persuasive essay
- To practice writing topic sentences

Model: Persuasive Paragraph

Young Athletes

Write the model paragraph on the board or display it via transparency or projector. After studying the structural elements of a persuasive essay, have students come up to the board and box each of the three parts: introduction (1st sentence), body (2nd–4th sentences), and conclusion (last sentence). Point out that the writer of this model could expand it into a full essay by using each of these sentences as topic statements for five paragraphs.

Developing Your Skills of Persuasion

CHAPTER 10

"Writing comes more easily if you have something to say," wrote novelist and dramatist Sholem Asch. Perhaps for this reason, many people write to express their opinions and persuade others. For example, a citizen may write to elected officials to persuade them to support issues on which the citizen holds strong feelings. When you write a persuasive paragraph, your goal is to persuade others to agree with you.

1 Structure of a Persuasive Paragraph

A persuasive paragraph has three main parts: a topic sentence, a body of supporting sentences, and a conclusion. The chart below shows how to make each part fulfill its function.

HERE'S HOW

Structuring a Persuasive Paragraph

- In the **topic sentence,** you capture the audience's attention, present the issue, and express your opinion.
- In the **body of supporting sentences,** you present reasons, facts, examples, and expert opinions to support your opinion, or thesis. You also present **counter-arguments**—opposing views—and show why your ideas are better.
- In the **concluding sentence,** you present a summary or strong conclusive evidence—logically drawn from the arguments—that drives home your thesis.

MODEL: Persuasive Paragraph

Young Athletes

Students who excel in a sport should get a good education and not count on a career in sports. First of all, very few people actually play sports professionally. Second, even those lucky enough to become professionals may not be able to play for long. An injury may cut their careers short. Finally, even a healthy sports career does not usually last an entire lifetime. A good education will prepare an athlete for a rewarding job in place of or after a sports career.

- The first sentence expresses the opinion of the writer. This is the topic sentence.
- The following sentences give reasons to support the opinion.
- The concluding sentence sums up the topic on a strong note.

Differentiated Instruction

English Language Learners:

Beginning Ask students to listen as other students read the paragraph on this page aloud slowly and clearly twice. Have them demonstrate listening comprehension by taking notes about what they think the paragraph means. Then discuss the paragraph.

Practice Your Skills

Writing Persuasive Topic Sentences

For each subject, write a topic sentence stating an opinion.

Example the library

Possible Answer Our city's public library should have longer hours.

1. pets
2. earning money
3. visiting the dentist
4. growing up
5. books
6. pollution
7. playground safety
8. computers
9. exercise
10. commercials

CHAPTER 10

PROJECT PREP *Prewriting* *Rough Sketch*

Based on the writing you have done, the discussions you have had with your classmates, and the model persuasive paragraph about athletics and education, sketch out your persuasive essay. First decide on your topic, audience, and format (see the project possibilities chart on page 239). Then meet in your writing group and help each author use a chart like the following to begin gathering thoughts. After completing the four columns, each writer should formulate a thesis statement that captures attention, presents the issue, and expresses his or her opinion. Discuss your thesis statement with your writing group members.

My Position/ Opinion	Facts, Examples, and Reasons I Use to Back Up This Opinion	My Audience's Position	Facts, Examples, and Reasons I Can Use to Persuade My Audience
Topic Sentence			

Differentiated Instruction

English Language Learners:
Intermediate Some of these students will have access to translating software—perhaps even while sitting in your class. Decide with them what the parameters of use will be for these devices. May they use them during tests, for example? Are they sufficient for looking up unfamiliar words, or do you want to insist that they use a dictionary?

Differentiated Instruction

Advanced Learners Assign extra research on the way *claims, evidence,* and *warrants* are used in competitive debate and in legal settings.

Applying Instruction

Practice Your Skills

Writing Persuasive Topic Sentences

Sample Answers

1. Owning a pet increases personal happiness.
2. Earning and spending money is good for young people.
3. Visiting the dentist once a year is enough.
4. Growing up is harder now than it used to be.
5. Books will never be replaced by computers.
6. Government laws are needed to reduce pollution; people won't change behaviors on their own.
7. Children should wear helmets on the playground.
8. Computers can enhance a child's education.
9. Health insurance for those who exercise regularly should cost less.
10. Commercials during children's television programming should be prohibited.

CHAPTER 10

Project Prep Students should work individually on their charts for 10–12 minutes, then share their work in the writing groups. Contents of each chart will vary.

Guide Instruction

2 Sound Reasoning

Objectives

- To learn the difference between facts and opinions
- To learn to recognize common "opinion words"
- To practice using supported opinions

Facts and Opinions

For homework, ask students to find or print out a newspaper or magazine article and circle any opinion words they see. Have students bring the article to class.

CHAPTER 10

2 Sound Reasoning

Challenge your readers' opinions through sound reasoning backed up by solid facts and examples and detailed, relevant proof.

Facts and Opinions

The proper place for an opinion in a persuasive paragraph is in the topic sentence. After that, avoid using opinions as proof.

A **fact** is a statement that can be proved. An **opinion** is a belief or judgment that cannot be proved.

You can test whether a statement is factual in two ways. One way is to ask yourself whether you would be able to prove the statement through your own experience.

Fact My family watches two hours of television every evening. (You know this through your own experience.)

The second way is to ask yourself whether you could prove it by consulting accepted authorities.

Fact The average American watches more than four hours of television a day. (You cannot use your experience to test this statement, but you can verify it by consulting experts. This statistic was supplied by the Nielsen Co.)

Unlike facts, opinions cannot be proved. They are personal judgments, interpretations, preferences, and predictions that differ from person to person. Here are some examples.

Opinions Broadcast news today is simply **terrible.**
The **best** program about science appears on our local station.

Sometimes you can recognize opinions by watching for some of the words below.

OPINION WORDS		
should	good, better, best	probably
ought	bad, worse, worst	might
can	beautiful	perhaps
may	terrible	maybe

Differentiated Instruction

English Language Learners: Advanced These students should take the list of opinion words on this page as a beginning point: copy out the list in their notebook, leaving space after each word so synonyms and additional words can be added.

English Language Learners: Intermediate Write on the board these statements, and discuss with students to decide whether each is a fact or opinion:

- Hip-hop is more fun to listen to than rock 'n' roll music.
- Lyndon Johnson was elected president in 1964.
- Some people eat too much garlic.
- Our football team only lost one game last year.

Practice Your Skills

Recognizing Facts and Opinions

For each statement write ***F*** if it is a fact or ***O*** if it is an opinion.

1. *White Fang* is a better book than *Call of the Wild*.
2. I think polluted air looks ugly.
3. Raleigh is the capital of North Carolina.
4. Bicyclists should always wear helmets.
5. Abraham Lincoln was the sixteenth president of the United States.

Writing Tip

Use **facts** and **examples,** not opinions, to convince readers.

CHAPTER 10

Detailed, Relevant Proof

Evaluate the evidence you provide to back up your position to make sure it is detailed, not overly general, and relevant, not only slightly related. Suppose you were writing a persuasive text about how school could be improved. Notice the difference in the strength of the evidence.

Too General — A bright, clean environment helps students. (No details support this statement.)

Suitably Detailed — A recent study in England showed that students feel safer and have more pride in their school when the environment is clean. (Specific details highlight the effect of the school environment on students.)

Not Relevant Enough — Computers at home have a big impact on students. (The topic is school environments, not home.)

Relevant — A clean school environment that includes easy access to technology encourages student learning. (This statement presents computers within the context of the school environment.)

Guide Instruction

Practice Your Skills

Recognizing Facts and Opinions

Answers

1. O
2. O
3. F
4. O
5. F

CHAPTER 10

Applying 21st Century Skills: Technology Literacy

For homework, have students create a distribution list of their group members' e-mail addresses, then e-mail their introductory paragraphs to the group with a cc to you. Each group should have the same name for their distribution group. If students don't know how to do this, ask a volunteer who does know to explain, or show them yourself. Use an actual computer if possible.

Differentiated Instruction

English Language Learners:
Beginning To build vocabulary, have an ELL student choose one word he/she doesn't know from the textbook each day. Another student must give a verbal definition or description of the word the next day in class. As the ELL student progresses, he/she can be eligible to present the definition.

Differentiated Instruction

English Language Learners:
Intermediate Give students the opportunity to express opinions ranging from communicating single words and short phrases to participating in extended discussions depending on language level. To focus exclusively on learning to state an opinion, invite them to substitute topics for the ones they don't completely understand.

Developing Your Skills of Persuasion 243

Guide Instruction

Think Critically: Developing Counter-Arguments

Draw and fill in one chart on the board. Point out to students that you could include additional columns for responses to the counter-arguments.

Applying 21st Century Skills: Communicating Effectively

Ask two students who are comfortable speaking in front of people to role play an argument/counter-argument conversation like the one scripted on this page. They should read the model carefully, then debate a new topic (choose one from the Practice Your Skills activity on the next page). The rest of the class can watch, then pair up and try it themselves. If you have time, allow other pairs to stage their debates, and guide the class in offering feedback on their arguments' persuasiveness.

Think Critically

Think Critically

Developing Counter-Arguments

In order to form a strong argument to back your opinion, consider all the possible objections to your argument. Then think of a counter-argument—an answer to each objection. To try this, ask a partner to play the role of a person who disagrees with you. Use your conversation to create a list of objections and counter-arguments. You can then create a chart similar to the one below to help you develop your persuasive paragraph.

Opinion: Wild animals should not be kept in cages.

Me: It isn't right to put wild animals in cages in zoos.

Alice: Well, at least there they won't get eaten or die of hunger.

Me: But that's not why zoos exist. They exist so we can look at the animals.

Alice: Well, would you like it if you couldn't see those animals?

Me: No, but we could watch them on film.

Alice: Watching an animal on film isn't the same as actually seeing one.

Me: Maybe not, but films allow us to see animals in their natural habitats—doing things we will never see them do in a zoo.

OBJECTION	COUNTER-ARGUMENT
1. Wild animals are safe in zoos.	1. Zoos aren't created to protect wild animals; they exist so that people can see the animals.
2. If there weren't zoos, people couldn't observe wild animals.	2. People can observe the animals in films.
3. Seeing a film of a wild animal is not the same as actually observing one.	3. Films show animals in their natural habitats, doing things we will never see them do in a zoo.

Comparing Models

Stage a 15-minute "find the opposition" game, in which students can mingle and question each other on their chosen subjects, seeking out and writing down opposing arguments and points of view.

Practice Your Skills

Organizing with an Objection/Counter-Argument Chart

Choose one of the following topics and write an opinion statement. Have a dialogue with someone who disagrees with your opinion. Use your dialogue to create an objection/counter-argument chart. The first one has been started for you.

1. volunteer work

Opinion: Volunteer work should be a requirement for entry into any government-funded school.

OBJECTION	COUNTER-ARGUMENT
1. Students have a lot of school work to do and don't have time for extra activities.	**1.** Students will gain hands-on experience and education, which is the most valuable way to learn.
2.	**2.**
3.	**3.**

2. Texting in school
3. Standardized tests
4. After-school jobs
5. Study halls

PROJECT PREP *Prewriting* ***Sound Reasoning***

1. In your writing group, evaluate each author's evidence. Is it detailed and relevant enough to be convincing? If not, suggest improvements.
2. Also review the counter-arguments each author developed and discuss ways they could be presented respectfully and addressed.
3. Revise your essay based on feedback from your writing group.

Differentiated Instruction

Struggling Learners Students who feel overwhelmed by the need to support their opinions with facts can be advised that research is like a plant branching and growing: one fact uncovered leads to two sources, angles, or questions, and these lead to new opinions and facts. Invite students to e-mail you during the research process with questions and ideas.

Apply Instruction

Practice Your Skills

Organizing with an Objection/ Counter-Argument Chart

Students need to complete a chart for only one topic so answers will vary widely. You may wish to have them work in pairs as part of the staged conversation activity described on the previous page. As preparation for this activity, complete the chart that is started in the book:

Objection	Counter-Argument
2. School administrators will be overwhelmed trying to coordinate volunteer projects for every student.	2. The initial time investment will be large, but after one or two years a system will be in place.
3. Making volunteer work "a requirement" for anything defeats the spirit and destroys the benefit of truly voluntary service.	3. There are many important habits in life that we would never learn if someone didn't initially require us to do them.

Project Prep Each student can take a sheet of paper, write his/her name at the top, write out an opinion, objection, and counter-argument, then pass it to the left. Each group member reads the statement, then writes a brief affirmative comment (ex: *I like how specific your words are, especially* ____ *and* ____.) and perhaps a question (ex: *What kind of evidence would prove this?*). Then pass it again until every member has commented on every other member's statement.

Guide Instruction

The Power of Language

Clauses: Tip the Scale

Go through the model sentences with the class before asking for definitions of independent and dependent (or subordinate) clauses. Write correct responses on the board, then explain that an independent clause contains a subject and a predicate, and can stand alone as a complete sentence. Dependent or subordinate clauses are missing either subject or predicate, and must be attached to an independent clause.

Ask students to volunteer other areas of life where the terms "independent," "dependent," and "subordinate" might be used, and what they mean. Explain that in grammar the connotations are similar: independence is strong and dependence is weak. Making sure your argument is cast as an independent clause gives it strength over arguments cast as subordinate clauses.

Punctuation Tip

Ask students in their writing groups to create a quiz for another group by writing out five sentences with introductory subordinate clauses with all punctuation omitted.

The Power of Language

Clauses: Tip the Scale

You've learned that good persuasive writing should include consideration of other points of view. Considering other viewpoints can further build your own argument and show how the other viewpoints might be flawed. When you write your thesis statement, you can express opposing views in an independent clause (highlighted), followed by another independent clause expressing your viewpoint. This construction, however, puts your opponent's viewpoint on an equal footing with yours.

Two Independent Clauses

Watching television can be very enjoyable, but it eats away hours that you could use creating your own enjoyment.

A better way to express the same idea is to use a subordinate, or dependent, clause for the point of view you are disputing. This construction allows you to "tip the scales" in favor of your position. In the following example, the subordinate clause is highlighted.

One Subordinate, One Independent Clause

Although watching television can be very enjoyable, it eats away hours that you could use creating your own enjoyment.

By making this statement in a subordinate clause, you can acknowledge opposing views and *still* keep the focus on your viewpoint, expressed in the main clause.

Try It Yourself

Create a few sentences of your own in which you present your opponent's viewpoint in a subordinate clause and then your viewpoint in a main independent clause. Later, you can check your draft to see if there are any places you'd like to add a subordinate clause or create one from a main clause, as in the example.

Punctuation Tip

Place a comma after an introductory subordinate clause.

Differentiated Instruction

Verbal Learners Some students think best in writing, and are also most comfortable doing group work if they've had a chance to gather their thoughts on the page. Give the option of a five-minute freewrite before or during group work.

3 Order of Importance and Transitions

Good persuasive writing presents supporting points in an organized way. One way to organize your supporting points is by **order of importance.** The most convincing reasons are presented either first or last. This emphasis will help your audience remember your most convincing points.

Use transitions to show the importance of each idea. The following box lists a number of transitions that you may find useful when arranging supporting points by order of importance.

TRANSITIONS FOR ORDER OF IMPORTANCE

also	for example	moreover
another	in the first place	furthermore
besides	in the second place	in addition
finally	in the same way	more important
first	likewise	most important
second	to begin with	similarly

In the paragraph below, does the most important idea come first or last? Notice how the transitions, highlighted in yellow, point out the importance of each idea.

MODEL: Order of Importance and Transitions

Put Out That Fire!

Everyone using the forest should try to prevent a forest fire. First of all, forest fires cost time and money to put out. Second, forest fires can destroy valuable timber along with other plants important to the forest community. Most important, forest fires not only kill wild animals but also destroy their homes. If everyone were more careful in the forest, 76,000 fires a year could be prevented.

- Topic sentence states an opinion
- Supporting points are given in order of importance
- Concluding sentence sums up the opinion with a strong ending

Guide Instruction

3 Order of Importance and Transitions

Objectives

- To understand the structure of the essay form
- To understand the drafting step in the process of writing

Transitions for Order of Importance

Students can be invited to find real-world examples of these transitions and bring them to class.

Model: Order of Importance and Transitions

Ask a volunteer to read the model out loud, and ask the entire class to shout or say the highlighted transitions in unison with the volunteer.

Additional Resources

- ELL Resource, Chapter 10

Differentiated Instruction

Struggling Learners Emphasize the importance of transitions by challenging the class to find 50 transitions in one school week. Students can e-mail transition words and phrases to you or bring them to class, writing the phrases on the board to avoid duplicates. Designating a student secretary will be helpful in turning the list into a handout for student reference.

Differentiated Instruction

English Language Learners: Intermediate Remind students that, in addition to transitions, connecting words also work to highlight important connections between ideas. Have students orally summarize "Put Out That Fire!" making sure to use connecting words such as *and, but, or,* and *because* in their summaries.

Guide Instruction

Practice Your Skills

Using Transitions

Revisions will vary but should resemble the following:

CHAPTER 10

Our school should start offering more instruction to students by way of video, film, and television. The reasons for this are many. In the first place, there are hundreds of excellent videos that document other cities, cultures, and people around the world, and we would love to visit them. Likewise, students would be eager to watch a classic by Dickens in action and discuss plot, characters, and theme afterward. Moreover, we could really understand how American pioneers struggled in their western movement if we witnessed it ourselves via television. The visual medium offers so much in the way of broadening a young person's horizons, it seems very strange that we don't use it to better advantage. Sitting at a desk with our noses in a book all day seems such a waste when we could actually be flying through the sky with Harry Potter or opening the wardrobe that leads to Narnia. Most important, we shouldn't be bound to books alone.

Project Prep Before beginning this activity, brainstorm additional transition words and phrases with your class on the board.

Practice Your Skills

Using Transitions

In the essay below, the ideas are arranged in order of least to most important. The transitions, however, are missing. Using the list on the previous page, rewrite this paragraph to include transitions.

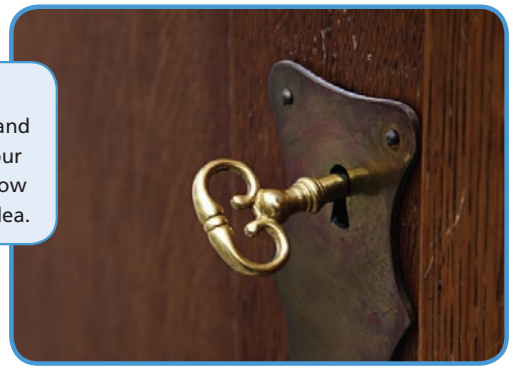
CHAPTER 10

Beyond Books

Our school should start offering more instruction to students by way of videos, films, and television. The reasons for this are many. There are hundreds of excellent videos that document other cities, cultures, and people around the world, and we would love to visit them. Students would be eager to watch a classic by Dickens in action and discuss plot, characters, and theme afterwards. We could really understand how American pioneers struggled in their western movement if we witnessed it ourselves via television. The visual medium offers so much in the way of broadening a young person's horizons, it seems very strange that we don't use it to better advantage. Sitting at a desk with our noses in a book all day seems such a waste when we could actually be flying through the sky with Harry Potter or opening the wardrobe that leads to Narnia. We shouldn't be bound to books alone.

Writing Tip

Use **order of importance** and **transitions** to organize your persuasive writing and show the importance of each idea.



PROJECT PREP Drafting *Order and Transitions*

Prepare a draft of your persuasive essay using all your previous work and paying attention to order of importance and transitions. Take your draft to your writing group, and help each author rearrange any out-of-place ideas and improve the use of transitions. Revise your draft after your writing group discussions, taking into account the feedback from your group members.

Differentiated Instruction

English Language Learners:
Advanced High Have students write out the points that prove their argument on separate index cards and then give them to a partner to put in order from most to least important. Is it different from the author's sense of which is most important? Discuss.

4 Persuasive Essays

Like all multi-paragraph essays, a persuasive essay has three main parts: an introduction, a body, and a conclusion. The chart below shows how to make each part fulfill its function.

HERE'S HOW

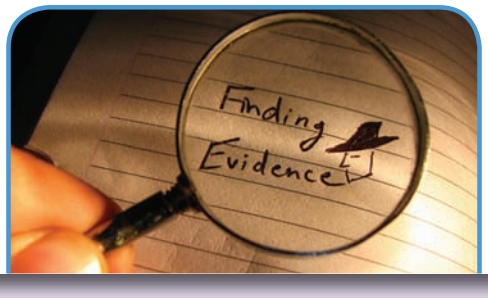
Structuring a Persuasive Essay

- In the **introduction,** you capture the audience's attention, present the issue, and express your opinion in a thesis statement.
- In the **body of supporting paragraphs,** you present reasons, facts, examples, and expert opinions to support your opinion, or thesis. You also present counter-arguments—opposing views—and show why your ideas are better.
- In the **conclusion,** you present a summary or strong conclusive evidence—logically drawn from the arguments—that drives home your thesis.

Like a persuasive paragraph, a strong persuasive essay presents information in a logical order with clear transitions. Each paragraph in the body of a persuasive essay presents evidence required to back up the thesis statement or develops an answer to a counter-argument. A strong persuasive essay also has the following features.

QUALITIES OF A STRONG PERSUASIVE ESSAY

- It fulfills its purpose to present an opinion or position and provide detailed, relevant evidence to persuade others.
- It is appropriate for the audience and occasion.
- It states a thesis clearly and backs it up with ample supporting information and details.
- It has an engaging introduction, transitions connecting the body paragraphs to one another and to the introduction and conclusion, and a conclusion that brings the essay to a satisfying end.
- It may use reader-friendly formatting techniques such as bulleted or numbered lists and boldface heads.
- It may use graphics, such as charts and diagrams.
- It is free from errors in grammar, usage, and mechanics and follows all the Power Rules.



Guide Instruction

4 Persuasive Essays

Objectives

- To learn the use of persuasive language and structure
- To learn to avoid overly emotional language

One way to capture audience attention is to present a startling "what if" question about your topic. For example, *What if classroom learning became so much fun that the stereotype of school being boring lost all its meaning?* Have students brainstorm with partners or a small group some strikingly positive or negative outcomes of their arguments. Caution them to avoid overly emotional wording.

Additional Resources

- Composition Skills Practice, Chapter 10

CHAPTER 10

Differentiated Instruction

English Language Learners:
Advanced Have students bring to class passages in persuasive essays that include cultural references that they do not understand. Discuss these in class. For examples, students may not understand references based on American football, such as scoring a touchdown or settling for a field goal, or to old American TV shows.

Comparing Models

Ask students to write an introductory paragraph that deliberately uses overly emotional language. This may help students grasp what they need to avoid in their real essays.

Guide Instruction

The Language of Power: Fragments

Ask students to define and give examples of sentence fragments. Put correct responses on the board.

See It in Action

On the board, make a two-column chart. Ask the class to find their previous work with independent and subordinate clauses. Individual students can then come to the board and write one of their previous sentences with punctuation changed to make it a fragment. Other students must adjust the punctuation to remove the fragment.

Apply Instruction

Project Prep Students will have the easiest time hearing errors in their own work if they are in a place where they can focus on it, such as an empty classroom or in a quiet place outdoors.

CHAPTER 10

The Language of Power *Fragments*

Power Rule: Use sentence fragments only the way professional writers do after the sentence they refer to and usually to emphasize a point. Fix all sentence fragments that occur before the sentence they refer to and ones that occur in the middle of a sentence. (See pages 481-482.)

See It in Action All sentences need a subject and a verb. If one or both of these parts is missing, you will have a fragment instead of a sentence. The following example illustrates how to correct fragments that occur before the sentences to which they refer.

Fragment: Besides teaching science and other subjects. Television also generates children's desire to read more books. (The highlighted fragment is an incomplete thought. It has neither an identifiable subject nor a verb.)

Sentence: Besides teaching science and other subjects, television also generates children's desire to read more books. (Now the subject of the sentence is *television*, and the highlighted words modify the subject.)

Remember It Record this rule and examples in the Power Rule section of your Personalized Editing Checklist.

Use It As you edit your work, read each sentence carefully to make sure you have used complete sentences. If you find any fragments, correct them by joining them to sentences using commas.

PROJECT PREP *Editing* ***Checking Conventions***

1. Carefully edit your paper using your Personalized Editing Checklist to be sure you are not repeating errors. Also ask a classmate or family member to help you catch errors.
2. In your writing group, evaluate one another's persuasive essay using the rubric on the next page. Make any revisions that will clarify meaning or enhance the style of your essay.

Using a Six-Trait Rubric

Persuasive Writing

Use the following rubric to evaluate your persuasive essay.

Ideas	**4** The thesis statement clearly states an opinion. The text backs it up with abundant supporting facts or examples. The conclusion appeals to readers.	**3** The thesis statement clearly states an opinion. The text includes some supporting facts or examples and a conclusion.	**2** The thesis statement is unclear. The text does not provide enough support for the stated opinion. The conclusion is unclear.	**1** The thesis statement is missing or unclear, or the text fails to support the stated opinion. The conclusion is missing.
Organization	**4** The organization is clear with frequent transitions to guide the reader.	**3** A few ideas seem out of place or transitions are missing.	**2** Many ideas seem out of place and transitions are missing.	**1** The organization is unclear and hard to follow.
Voice	**4** The voice sounds natural, engaging, and forceful.	**3** The voice sounds natural and engaging.	**2** The voice sounds mostly natural but is weak.	**1** The voice sounds mostly unnatural and is weak.
Word Choice	**4** Words are specific and powerful. Language is respectful.	**3** Words are specific and language is respectful.	**2** Some words are too general and/or emotional.	**1** Most words are overly general.
Sentence Fluency	**4** Varied sentences flow smoothly.	**3** Most sentences are varied and flow smoothly.	**2** Some sentences are varied but some are choppy.	**1** Sentence structure is not varied or sentences are choppy.
Conventions	**4** Punctuation, usage, and spelling are correct. The Power Rules are all followed.	**3** Punctuation, usage, and spelling are mainly correct and Power Rules are all followed.	**2** Some punctuation, usage, and spelling are incorrect but all Power Rules are followed.	**1** There are many errors and at least one failure to follow a Power Rule.

Monitor Progress

Using a Six-Trait Rubric

Have students find the place in their journal where they have recorded each of the Power Rules you've introduced. They should use this list to check their essays for conventions errors.

Speaking and Listening

Collect everyone's essay, then redistribute them randomly to the students. Ask them to silently read the essay they've been given and identify something that demonstrates excellence in one of the six traits. Have several students read the passage they've chosen out loud and explain why it succeeds. Be clear that the exercise is limited to discussing what is good in each essay, not what is weak.

CHAPTER 10

Differentiated Instruction

Advanced Learners Suggest that these students hone in on the Voice trait: what makes the language of a good essay sound "natural, engaging, and forceful?" Invite them to use the composition model in this chapter as a starting point, choosing one paragraph and rewriting it to take those qualities out. Discuss with students what can be learned from doing this, and from looking again at their own work to assess its voice.

Wrap-Up

Writing Lab: Project Corner

Use the Six Traits as a model rubric for each activity on this page. Additional suggestions on evaluating student work are provided below.

Speak and Listen: Group Discussion

Alert students that their evaluation will include the conventions of speaking and listening: allowing others space to speak; avoiding any noise that might distract speaker and listeners; sticking to the topic; and acknowledging prior speakers with a transitional phrase like, "I think ____ had a good point, and I'd like to add . . ."

Collaborate and Create: Act It Out

Invite students who choose this project to write their own six-trait rubric before they begin. This will help them define the chosen essay's voice, word choice, and language style that the assignment asks them to dramatize.

Research: Investigate Further Help students set some simple criteria for what constitutes a reliable source. Ask them to e-mail you their thoughts about the process of navigating through the many types of information on the Internet.

Writing Lab

Project Corner

CHAPTER 10

Speak and Listen
Group Discussion

With your classmates, **discuss the different points of view** expressed in your persuasive essays. Was a consensus reached on the prospect of trying the month-without-television experiment? To what extent were classmates persuaded to give the experiment a try? How many students argued against going a month without TV? Did many classmates agree with this position?

Collaborate and Create
Act It Out

In your writing group, select one student's essay and use it as the basis for a short play. Either **perform the drama** live before your classmates or film It and show It on a screen.

Research Investigate Further

Conduct additional research on the issue you have written about. Have others written on the same topic? What views have they presented? How would you respond to their point of view? Present a panel discussion of your findings.

Differentiated Instruction

English Language Learners: **Advanced** Talk with these students about publishing opportunities in their native language. What would be different about that process? What would be similar? What practical steps would be involved in translating the essay into a different language? Is quick-translating software reliable?

Differentiated Instruction

Special Needs Learners Ask a student involved in the Act It Out activity to prepare a "sneak preview" that explains what the audience will see, suggests a range of interpretations/conclusions, and asks questions to test comprehension.

In the Workplace
Persuasive Letter

Apply and Assess

1. You work at a game store where you have been a loyal customer your whole life. The owner of the store continues to stock Swords and Wizards trading cards but he's noticed that sales have dropped off. You happen to know that most of your friends have lost interest in the wizard cards and have moved on to the Mythic Monsters cards, trading them actively. ***Write a letter*** to your boss suggesting that he switch to selling Mythic Monsters cards instead of Swords and Wizards cards. Use the examples of your friends and any other facts and reasons you can think of to convince him. Use transitions to arrange your points in order of importance. (You can find information on writing letters on pages 401–412.)

For Oral Communication Persuasive Speech

2. Some members of your class want to have a class pet. Others feel that an animal should have a proper home, and not live in a classroom. Decide where you stand on that issue. ***Prepare a speech*** to convince your class that your position is the better one. Include a topic sentence supported with reasons, facts, and examples. Arrange your details in order of importance. Be sure to include a convincing conclusion. Present the speech to your class. (You can find information on preparing speeches on pages 415–424.)

Timed Writing Persuasive Letter to an Editor

3. A local newspaper is sponsoring a contest to find a citizen who is a "local hero." The winner will receive a cash prize and be featured as a cartoon character in a weekly comic strip. The newspaper has asked members of the community to nominate people who they think deserve the award. Who in your community deserves the Local Hero Award? Write a letter to the paper recommending a person you know. Convince the editors of the paper that your nominee deserves to win. Use facts, reasons, and examples to support your recommendation. List your supporting points in order of importance and finish your letter by restating your opinion and making a final appeal. Correct grammatical or mechanical mistakes. You have 20 minutes to complete your letter.

Before You Write Consider these questions: What is the situation? What is the occasion? Who is the audience? What is the purpose?

After You Write Use the six-trait rubric on page 251 to assess your work.

Comparing Models

In addition to the publishing forms listed here, ask students to consider ways one might present an essay as a speech or oral presentation. What practical steps would be required to carry out such a form?

CHAPTER 10

Wrap-Up

Writing Lab: Apply and Assess

Use the Six Traits as a model rubric for each activity on this page. Additional suggestions on evaluating student work are provided below.

In the Workplace: Persuasive Letter

Consider making this letter a timed-writing assignment in class. Allow 30 minutes from start to finish, and help students plan the amount of time needed for prewriting, drafting, revising, and editing within the time limit.

For Oral Communication: Persuasive Speech

To add something fun to this project, conduct the scenario like a reality TV show contest. Choose a panel of judges, and discuss their criteria for awarding "Best Speech" to the student with the most persuasive speech.

Timed Writing: Persuasive Letter to an Editor

Allow 25 to 30 minutes for this exercise. Before beginning, ask students to consider why it might be especially important to avoid overly emotional language in this exercise (people will be suspicious of emotion in a personal recommendation).

Additional Resources

- Assessment, Chapter 10
- ExamView CD-ROM

Reteach

If students need additional help with mastering persuasive argument, ask them to find a topic they feel strongly about, and write an essay arguing for the opposite position.

Guide Instruction

Persuasive Writing Workshops

1 Persuading with Examples

CHAPTER 10

Objective

- To learn how to use examples in persuasive writing

Prewriting

Bring in examples of reviews to show to students. Then as a class, work through an example using a local restaurant. Make two columns on the board and invite students to share what they like and dislike about the restaurant.

Drafting

Remind students to include examples for each supporting sentence. After they have done that, tell students to write a topic sentence and a powerful concluding sentence.

Persuasive Writing Workshops

The following essay writing activities will give you practice in writing to persuade.

1 Persuading with Examples

CHAPTER 10

Prewriting

A **review** is a persuasive piece of writing about the quality of a work of art or a performance. Reviews usually discuss both the strong and weak points of whatever is being reviewed, giving examples that support these opinions. They also usually make a recommendation, telling readers whether or not they should see a movie, buy a book, or eat at a certain restaurant.

Think of a restaurant where you have eaten. Jot down your overall impression of it. Then make two columns on a piece of paper. In the first column, write all the things you liked about the restaurant. In the second column, list the restaurant's weak points. Remember to give examples that clearly support each item you mention. Think of the following: quality and quantity of the food, service, price, and decor.

Drafting

Use your notes to write your restaurant review for readers of your community newspaper. Include a thesis statement that states an overall opinion of the restaurant. Let your supporting paragraphs tell the strong and weak points, giving examples for each. Be sure all of your supporting ideas are relevant and detailed. Your conclusion should tell whether or not you recommend the restaurant.

Revising by Conferencing

Exchange work with a partner. Use the evaluation checklist on the next page to assess your partner's paper. After assessing, tell your partner whether his or her review was convincing, and refer to specific points on the checklist that were especially strong or that still need work. Listen to the comments your partner has about your review. Use those comments and your own judgment to make any necessary changes to improve your paper.

Differentiated Instruction

English Language Learners:
Advanced Invite students to review a restaurant that specializes in food from their native culture. Have students evaluate the authenticity of the restaurant's food and translate the names of certain dishes in the review and for classmates.

Evaluation Checklist for Revising

Checking Your Introduction

- ✓ Does the thesis statement present your opinion effectively? (pages 240–241)
- ✓ Will your introduction convince the readers that your topic is important? (pages 240–241)

Checking Your Body Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 89–90 and 240–241)
- ✓ Have you supported your main points with detailed and relevant facts and examples? (pages 242–243)
- ✓ Have you organized your supporting material in the most appropriate way? (pages 247–248)
- ✓ Have you dealt with opposing views effectively? (pages 244–245)
- ✓ Have you used sound reasoning? (pages 242–243)
- ✓ Have you used transitions to help your reader follow your argument from point to point? (pages 247–248)

Checking Your Conclusion

- ✓ Does your conclusion summarize your main points and add a strong ending? (page 120)

Checking Your Words and Sentences

- ✓ Have you used respectful language? (page 245)
- ✓ Have you combined short, choppy sentences into longer, more interesting ones? (pages 64–75)
- ✓ Have you used specific and lively words? (pages 43–45)

editing

List all the overly emotional words in the following passage. Then revise the passage in straightforward, forceful language.

> A landmark speech given on the subject of television in 1961 called it "a vast wasteland." Has anything changed? The tube still presents a mind-numbing procession of quiz shows, insipid sit coms, violence, and more violence. The time has come to turn it all off!

Editing and Publishing

After revising your draft, check it for errors in grammar, punctuation, capitalization, and spelling. Use your Personalized Editing Checklist to avoid mistakes that you have made in other writing projects. Then share your work with an interested reader.

Guide Instruction

Evaluation Checklist for Revising

You may wish to give students time in pairs (15–20 min.) to evaluate each other's essays with the revising checklist. You may also wish to ask pairs or groups or the whole class to define terms like *effectively, objective, verified, authoritative, logical fallacies, propaganda techniques, subleties,* and *biased.*

CHAPTER 10

Apply Instruction

Editing Star

Overly emotional words students may identify in the model: the tube, mind-numbing, insipid, and more violence, turn it all off! Student revisions of the model will vary, but should resemble the following:

A landmark speech given on the subject of television in 1961 called it "a vast wasteland." Has anything changed? Most channels still rely on trivial quiz shows, shallow sitcoms, and gratuitous crime drama as the core of their programming. The time has come to question television's overall value, and to make a decision to simply turn it off.

Additional Resources

- Composition Skills Practice, Chapter 10

Test-Taking Strategies

Taking the Test Tell students to plan their time carefully, allotting a certain amount of time to each part of the test. Tell students to check their answers if they have time. They should look for omissions and careless errors on their answer sheets. If they need to change an answer, tell them to erase the first answer completely.

Guide Instruction

2 Persuading with Facts and Examples

Objective

- To learn how to use facts effectively in persuasive writing

Prewriting

Help students make a chart or other type of graphic organizer to organize their facts in order of importance.

Drafting

Explain to students that an editorial that addresses alternate points of view will be much more persuasive than one that ignores other sides of an issue. Encourage students to address at least two counterpoints to their opinion and explain to readers why these points should not be an issue.

Revising By Conferencing

When students conference with each other, remind them to make constructive comments. They should offer suggestions for improvement, rather than pure criticism.

2 Persuading with Facts and Examples

Prewriting

Newspaper reporters pride themselves on sticking to the facts. Most newspapers, however, include a special section for opinions, called the editorial page. Editorials are short articles that express opinions and are backed up with facts. Write an editorial. Look at the picture below. What opinions does it bring to mind? Write as many opinion statements as you can. Then choose the one you feel the strongest about. Jot down information and examples from the photograph that support your opinion. Arrange your facts in order of importance.

Drafting

Use your notes to write an editorial that expresses your opinion. Support your opinion with facts and examples. Consider and address alternate points of view. Use sound reasoning (see pages 242–243).

Revising by Conferencing

Get together with a partner. Have your partner review your work to be sure that facts are used to back up the opinion stated in the thesis statement. Ask your partner: Are you convinced of my opinion? Which part of the essay is the most convincing? Which is the least? How might I strengthen my argument? Is my evidence detailed enough and relevant? Use the feedback from your partner to revise your editorial.

Time Out to REFLECT

If you have written a persuasive essay earlier in the year, take it out and read it again. How does it differ from the work you just completed? What did you do better in your most recent work? Is there anything you did better before? Record your reflections in the Learning Log section of your journal.

Differentiated Instruction

Advanced Learners Invite students to submit an editorial to the local newspaper. Encourage them to write about a topic of current interest that is important to them. If the school has a newspaper, some students might also be interested in submitting a piece there.

In the Media

Editorials

Most writing in major newspapers tries to avoid expressing opinions on the news stories it presents. However, almost every newspaper has one page each day where persuasive compositions are printed. The compositions are usually on current topics written by the newspaper's editors, staff writers, and guest writers. When a persuasive composition is printed on a newspaper's opinion page, it is called an editorial.

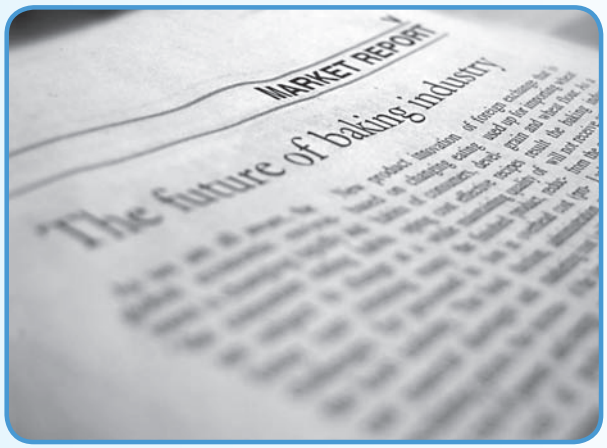
Editorials are an important way of discussing ideas in public. Leaders in government and business read them to find out what people are thinking. People who want to respond can write letters to the editor, some of which may be printed on the same page. Editorials are one way for everyone to communicate about important issues.

Media Activity

In groups of three or four, choose a topic currently in the news to discuss in class. Bring newspapers with editorials on the subject to class—as many as possible. Many newspapers are available both in print and on the Internet. You may even find newspapers from a different state or country.

Read all the editorials your group gathers on your subject.

After considering all the opinions, have a discussion to decide your group's view of the issue. Maybe everyone agrees, but maybe they don't. Then write a paragraph telling what you learned and share it with other groups in your class.



Guide Instruction

In the Media: Editorials

Guide students' search for editorials by requiring them to find a variety of publications—local, national, international; print, online, podcast; professional, amateur; etc.

Media Activity

When the paragraphs have been written, consider creating a simple class blog where they can be posted, along with links to the editorials, then publish the blog's URL in a schoolwide publication or on a bulletin board.

Differentiated Instruction

English Language Learners: Intermediate In addition to defining terms from the revision checklist out loud with the class, these students should write out full definitions, part-of-speech details, various forms of the word, and example sentences for all unfamiliar terms.

Differentiated Instruction

Visual Learners Students can evaluate the variety of sentence length in their essays by doing the following: in a computer word-processing program, place the cursor at the start of every sentence and hit "enter." When sentences are aligned with the left margin, their lengths can be quickly compared. Sentences of similar length can be revised into longer or shorter sentences.

Guide Instruction

A. Learning Study Skills

Critical Thinking

Help students understand that study skills are life skills. Ask them to identify occasions in everyday life—whether at school or at home—when good study skills might be beneficial to them. If it is necessary to prompt student responses, ask students how they might manage their time when they have to practice for a sport, perform with the band, and finish their homework all in one afternoon. Write students' responses on the board.

21ST CENTURY

A. Learning Study Skills

Apply Critical Thinking Skills

Your critical thinking skills are the skills you use to think actively about what you read and hear. Critical thinking involves asking questions, making connections, analyzing, and interpreting. Critical thinkers also evaluate and draw conclusions. When you analyze a character's traits in a story or compare and contrast the viewpoints of two authors, you are using your critical thinking skills.

Thinking critically also involves reflecting on your learning. Evaluating the methods you use to study and prepare for assignments and tests will help you identify your strengths. It will also help you determine how you can learn more effectively.

In this section, you will develop your study skills. Improving these skills will help you become a better critical thinker and help you succeed academically.

Differentiated Instruction

Advanced Learners Ask students to share how they adjust their reading rate when they are reading a work of fiction. When do they read more quickly? When do they find themselves slowing down and paying attention to details? Should they read description or dialogue more carefully?

Developing Effective Study Skills

Adopting good study habits will help you complete your daily classroom assignments. Improve your study habits by using the following strategies.

HERE'S HOW **Strategies for Effective Studying**

- Choose an area that is well lighted and quiet.
- Equip your study area with everything you need for reading and writing. You can easily access a dictionary and thesaurus online, but you may want to have print versions of these resources on hand.
- Keep an assignment book for recording due dates.
- Allow plenty of time to complete your work. Begin your assignments early.
- Adjust your reading rate to suit your purpose.

1 Adjusting Reading Rate to Purpose

Your reading rate is the speed at which you read. Depending on your purpose in reading, you may choose to read certain materials more quickly than others.

If your purpose is to get a quick impression of the contents of a newspaper, you should scan the headlines. If you want to identify the main ideas of an article, you should skim it. If your purpose is to learn new facts or understand details, you should read the article closely.

Whether you are reading a newspaper, an article in a periodical, or a textbook, you can read with greater effectiveness and efficiency if you adjust your reading rate to suit your purpose for reading.

Scanning

Scanning is reading to get a general impression and to prepare for learning about a subject. To scan, you should read the title, headings, subheadings, picture captions, words and phrases in boldface or italics, and any focus questions. Using this method, you can quickly determine what the material is about and what questions to keep in mind. Scanning is also a way to familiarize yourself with everything a book has to offer. Scan the table of contents, appendix, glossary, and index of a book before reading.

Skimming

After scanning a chapter, a section, or an article, you should quickly read—or skim—the introduction, the topic sentence of each paragraph, and the conclusion. **Skimming** is reading quickly to identify the purpose, thesis, main ideas, and supporting details of a selection.

21ST CENTURY

Differentiated Instruction

Struggling Learners Using a textbook, model for students each of the three reading rates described in the text. Then have students use their own textbooks to practice each of the different rates.

Guide Instruction

1 Adjusting Reading Rate to Purpose

Critical Thinking

Ask students which of the following reading rates they would use for the following tasks:

- to figure out if a Web site has appropriate information for their project on mummies of ancient Egypt
- to preread a chapter their teacher has assigned in their science textbook
- to take notes on a chapter in a textbook
- to decide if they want to read a novel they found in the library

Encourage students to share why the reading rate they chose is appropriate to the task.

21ST CENTURY

Guide Instruction

Reading a Textbook—SQ3R

Model the SQ3R study strategy using a textbook. Explain that surveying the chapter is sometimes called *prereading*. Students may be more familiar with this term. Write questions on the board and then write the answers next to them as you model how to read the selection.

21ST CENTURY

Close Reading

Most of your assignments for school will require close reading, which is an essential step for critical thinking. You use **close reading** for locating specific information, following the logic of an argument, or comprehending the meaning or significance of information. After scanning a selection or chapter, read it more slowly, word for word, to understand the text's meaning fully. You can then apply your critical thinking skills to analyze and interpret information and ideas. Be sure to evaluate points and draw conclusions so that you can make judgments and decisions. Pose questions based on your close reading to help you solve problems.

Reading a Textbook—SQ3R

When you read a textbook, you should combine the techniques of scanning, skimming, and close reading by using the **SQ3R study strategy.** This method helps you understand and remember what you read. The *S* in *SQ3R* stands for *Survey,* the *Q* for *Question,* and the *3R* for *Read, Recite,* and *Review.*

THE SQ3R STUDY STRATEGY	
Survey	First get a general idea of what the selection is about by scanning the title, headings, subheadings, and words that are set off in a different type or color. Also look at maps, tables, charts, and other illustrations. Then read the introduction and conclusion or summary.
Question	Decide what questions you should be able to answer after reading the selection. You can do this by turning the headings and subheadings into questions or by looking at any study questions in the book.
Read	Now read the selection. As you read, try to answer your questions. In addition, find the main idea in each section, and look for important information that is not included in your questions. After reading, review the important points in the selection and take notes. (See pages 349–351.)
Recite	Answer each question in your own words by reciting or writing the answers.
Review	Answer the questions again without looking at your notes or at the selection. Continue reviewing until you answer each question correctly.

Differentiated Instruction

Advanced Learners Ask students to practice identifying main ideas of paragraphs as they read. Discuss where topic sentences are often found in a paragraph. Have students suggest transitional words that indicate main ideas such as *therefore* and *in conclusion*.

Practice Your Skills

Choosing a Reading Strategy

For each situation below, decide whether you would use scanning, skimming, close reading, or the SQ3R study strategy to complete the task. Explain your choice.

1. For homework, you have to read a short story and be prepared to discuss it in your English class the next day.
2. You have been assigned to read a chapter in your social studies textbook.
3. You want to find out whether three books you found in the library have information about the geography of Australia.
4. To prepare for a quiz, you want to review a chapter in your science textbook.
5. You need to read a newspaper article to prepare for an oral report about a current event.

21ST CENTURY

2 Taking Notes

Taking notes when reading a textbook or listening to a lecture will help you identify and remember important points. It will also prepare you to engage in critical thinking. Once you identify and record key information, you can make connections, evaluate points, and draw conclusions. Three methods for taking notes are the informal outline, the graphic organizer, and the summary.

In an **informal outline,** you use words and phrases to record main ideas and important details. Notes in this form are helpful in studying for an objective test because they emphasize specific facts.

In a **graphic organizer,** words and phrases are arranged in a visual pattern to indicate the relationships between main ideas and supporting details. This is an excellent tool for studying information for an objective test, for preparing an open-ended assessment, or for writing an essay. The visual organizer allows you instantly to see important information and its relationship to other ideas.

In a **summary** you use sentences to express important ideas in your own words. A summary should not simply restate the ideas presented in the textbook or lecture. Instead, a good summary expresses relationships between ideas and states conclusions. For this reason, summarizing is useful for preparing for an essay test.

In the following passage from a textbook, the essential information for understanding the custom of shaking hands is underlined. Following the passage are examples of notes in the form of an informal outline, a graphic organizer, and a summary.

Apply Instruction

Practice Your Skills

Choosing a Reading Strategy

Answers

1. Close reading. This assignment requires access to both the overall story and its details.
2. SQ3R. This method will help the student understand and remember the information in the chapter.
3. Scanning. Student is simply making a quick comparison and can use subheads and keywords to decide which is most appropriate.
4. Skimming. Student is familiar with the information and is simply reminding himself or herself of the salient points.
5. Close reading. With public speaking, a student will need to be very sure of the facts, so he or she should read the article carefully.

21ST CENTURY

Guide Instruction

2 Taking Notes

Have students find at least two examples of graphic organizers from magazines, newspapers, textbooks, or some other source. Have them bring the examples to class. Display them where all students can see. Have students discuss and evaluate the information found on the organizers and the effectiveness of them.

Differentiated Instruction

Visual Learners Model for students the process of "reading" a graphic organizer. Tell them that when they read a graphic organizer, they should ask themselves the following questions:

- What does the graphic show?
- How is the information arranged?
- What are the main categories?
- What kind of information is included in each category?

Have students respond to each question while viewing the graphic organizer.

Guide Instruction

Critical Thinking

Show students examples of other types of graphic organizers such as a Venn diagram, a web diagram, and a T-chart. Ask students to think about the types of information that would work best with each one. Ask them to consider what relationships the arrows and overlapping circles represent in different graphs. Which chart would they use to take notes on a chapter comparing the North and the South during the American Civil War? Which chart would they use to record the steps used to write an essay? Tell students that they are free to make up their own graphic organizers to help them organize and remember information.

21ST CENTURY

21ST CENTURY

MODEL: Essential Information

Long ago it was common for men to carry a sword for protection. When two armed male strangers met by chance, their meeting could lead to trouble. To show that he was friendly, one of the two would stretch out his empty sword hand. The other would do the same, and the two would clasp hands. While each was holding tightly to the other's hand, neither man could draw his sword. This is how the custom of shaking hands began.

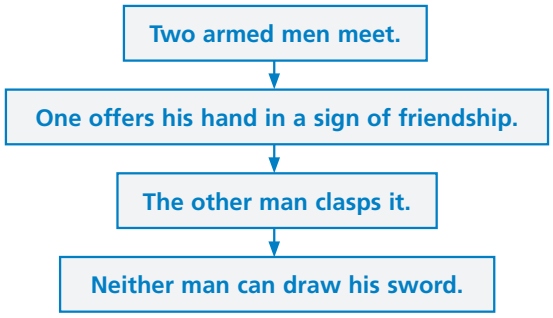
Informal Outline

The Custom of Shaking Hands

1. Men carried swords for protection.
2. If two armed men met, one would offer his hand to show he was friendly.
3. The second man would clasp the first man's hand.
4. Neither man could draw his sword.

Graphic Organizer

The Custom of Shaking Hands



Summary

The Custom of Shaking Hands

Long ago men carried swords. When two men would meet, one would offer his hand to show he was friendly. While the two men were clasping hands, neither could draw his sword. This was the start of the custom of shaking hands.

Differentiated Instruction

English Language Learners

Intermediate Encourage students to take notes using accessible language to help them understand essential language. Tell them they do not have to use complete sentences but should focus on finding the main ideas of the selection. Aid comprehension by indicating highlighted terms and definitions.

350 A. Learning Study Skills

Whichever note-taking method you use, the following strategies will help you make your notes clear and well organized.

HERE'S HOW

Strategies for Taking Notes

- Label your notes with the title and page numbers of the chapter or the topic and date of the lecture.
- Record only the main ideas and important details.
- Use the title, headings, subheadings, and words in special type to help you select the most important information.
- Use your own words; do not copy word for word.
- Use as few words as possible.

Practice Your Skills

Taking Notes

Choose one of your reading assignments for the next week. Decide whether you will take notes on the reading by making an informal outline, creating a graphic organizer, or writing a summary. Take notes on the reading, and then write a brief paragraph in which you reflect on your note-taking process. Was the method you chose effective? Why or why not?

21ST CENTURY

Apply Instruction

Practice Your Skills

Taking Notes

After students have applied the strategies they have learned for reading and taking notes to a specific assignment in another class, such as math, science, social studies, or health, have them briefly explain to others which strategies they applied and how they benefited from doing so.

21ST CENTURY

Differentiated Instruction

Auditory Learners Tell students that some people benefit greatly from listening to recorded notes. Have students make a recording of notes they have recently taken for one of their classes. As students record the notes, they can also add any information that they remember but did not write down at the time of the class. Encourage students to listen to their notes at least once a day.

Planning Guide

Chapter 20 Clauses

Essential Question: How can you use clauses to create variety in your writing?

Suggested teaching times are given below. Total time for the chapter is 5 to 6.5 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Pretests Pages 594–595; **Suggested time: 0.5 day**	**Common Core:** L.2, L.3, L.3.a, L.6		**Presentation** Classroom Presentation **Rubrics & Student Models** Writer's Resource **Skill Development** Student Activities: Language Skills Practice Vocabulary and Spelling Skills Practice ELL Resource Test Preparation **Assessment** Assessment Resource ExamView Assessment Suite
Lesson 1: Independent and Subordinate Clauses Pages 596–597; **Suggested time: 1.5–2 days**	**Common Core:** L.3.b, W.3.c, W.4, W.10	pp. 596, 597	
Lesson 2: Uses of Subordinate Clauses Pages 598–602; **Suggested time: 0.5–1 day** Power Your Writing: Transitions, p. 600	**Common Core:** L.2, L.3, L.3.a, L.3.b, L.6, W.3.c, W.4, W.10	p. 602	
Lesson 3: Kinds of Sentences Pages 603–607; **Suggested time: 0.5 day**	**Common Core:** L.1, L.3.b, W.3.c, W.4, W.10	pp. 604, 606	
Lesson 4: Run-on Sentences Pages 608–609; **Suggested time: 0.5 day**	**Common Core:** L.1, W.4, W.10		
Lesson 5: Sentence Fragments Pages 610–612; **Suggested time: 0.5 day**	**Common Core:** L.1, W.4, W.10	pp. 610, 612	
Sentence Diagraming Pages 613–614; **Suggested time: 0.5–1 day**		p. 613	
Chapter Review Pages 615–616; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2, L.3, L.3.a, L.3.b, L.6, W.3.c, W.4, W.10	p. 615	
Posttest Page 617; **Suggested time: 0.5 day**	**Common Core:** L.1, L.3.b, W.4, W.10		
Writer's Corner Pages 618–619; **Suggested time: 1–2 days**	**Common Core:** L.1.e, L.2, L.3, L.3.a, L.6	p. 618	

Pre-Assessment

Using Pretest 1, *p. 594*

As you discuss the paragraph in class, note the answers to these questions:

- Can students identify problems with clauses?
- Can students see how to correct errors?
- Can students spot sentence fragments and run-on sentences?

Using Pretest 2, *p. 595*

After students have taken Pretest 2 and you have reviewed the results in class, have students write a paragraph describing their trip to school this morning. Tell them to mark each of the clauses they use.

Authentic Writing Experiences

Writing About Literature

Genre Analysis

Have students compare the sentences in the first few paragraphs of a short story with those in a magazine article. What do they notice about the clauses the writers use? Do the writers make deliberate use of sentence fragments? For example, a writer might use clauses beginning with "when," "unless," "as soon as," and others to signal connections among ideas.

Text Analysis

Assign students to analyze the sentence patterns of the characters in a short story or drama. For example, in "The Phantom Tollbooth," much of the dialogue is made up of sentence fragments such as "In a jiffy," and "In a flash!" that are like real speech.

Substitute Teacher's Activity

Using a Core Skill

Assign students to describe their favorite relative and provide details about the relative's habits and activities. Have them revise their drafts to eliminate any sentence fragments and run-ons.

Writing Across the Curriculum

Social Studies

Tell students to write a description of New York City. They should explain the physical layout of the city and then describe several of the key cultural and political institutions, such as Ellis Island and the United Nations. Tell students to revise and correct any fragments and run-ons.

Science

Assign students to write a paragraph that explains that a nucleus is present in eukaryotic organisms but not in prokaryotic organisms. Within the paragraph, have students write and identify a simple sentence, a compound sentence, and a complex sentence.

Math

Assign students to write about two different problem-solving strategies from their mathematics class, such as drawing a picture, guessing and checking, making a table, or looking for a pattern. Have students tell which method is their favorite and give reasons.

Using a Learning Log

Have students imagine reading an article where the sentences don't express complete thoughts. Tell them to list what is important about clauses and sentence fragments and run-ons.

Post-Assessment

Writer's Corner, *p. 618*

1. Ask students to speak or write sentences that demonstrate their mastery of the rules listed in Snapshot.
2. Ask students to explain why a writer would change the sentences in Before Editing to the ones in After Editing.

Writer's Corner, *p. 619*

1. Ask students if they have applied the Editing Checklist to their writing.
2. Ask students to write two sentences about food and explain which sentence makes the food sound more appealing.

Preview Chapter 20

Clauses

Essential Question

How can you use clauses to create variety in your writing?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Pre-Assess Pretest 1

Answers

Line 2: change period after *2010* to a comma; change *The* to *the*

Line 3: delete period after *foundation;* add the word *and* and change *The* to *the*

Lines 5 and 6: delete period after *hole;* delete *The construction crews;* add the word *and* before *begin;* change *Which* to *The foundation*

Line 7: put period after *assembled;* capitalize *the*

Line 9: delete period after *years;* change *To* to *to*

CHAPTER 20

CHAPTER 20

Clauses

How can you use clauses to create variety in your writing?

Clauses: Pretest 1

The following first draft about skyscrapers contains several errors in the use of clauses. Revise the draft so that it reads more smoothly. The first error, a run-on sentence, has been corrected for you.

The first skyscrapers appeared in the late 1800s in Chicago a little later they appeared in New York City. Opened in 2010. The Burj Khalifa in Dubai is the tallest building in the world. Most skyscrapers have two main sections. These sections are the foundation. The section built above the ground. The foundation begins one or more stories below ground level. Construction crews dig a large hole. The construction crews begin placing steel beams, columns, and concrete. Which will serve as the building's support. Once a foundation is complete, a skyscraper's above-ground floors and outside walls can be assembled the construction is supervised by a host of engineers and architects. It can take three or more years. To complete construction of a skyscraper.

Block Scheduling

To cover the chapter in a shorter time, use the instruction on independent clauses, uses of subordinate clauses, kinds of sentences, run-ons, and fragments, and the Practice Your Skills and Mixed Practice exercises.

With more class time, add these: Connect to Writing, When You Write, and Power Your Language.

Common Stumbling Block

Problem

- Comma usage in compound sentences and complex sentences

Solution

- Instruction, pp. 604–606
- Practice, pp. 606–607

Clauses: Pretest 2

Directions

Write the letter of the term that best identifies each numbered item.

(1) Big Diomede and Little Diomede are islands. **(2)** Little Diomede belongs to the United States, and Big Diomede belongs to Russia. **(3)** In 1987, Lynne Cox, who was a long-distance swimmer, swam from one island to the other. **(4)** No one had ever done this, she wanted to try. **(5)** The water was 39 degrees; she had never swum in such cold water. **(6)** In the Coast Guard's opinion, no one could survive for more than two hours in that cold sea. **(7)** She wore only a swimsuit and cap. **(8)** The distance between the two islands is 2.7 miles. **(9)** Because Cox was fighting the current, she swam 4 to 6 miles. **(10)** She swam across in 2 hours and 12 minutes, which was a remarkable feat.

1. **A** compound sentence
B sentence fragment with compound subject
C sentence fragment
D simple sentence

2. **A** compound sentence
B simple sentence with compound subject
C simple sentence with compound verb
D run-on sentence

3. **A** clause fragment
B run-on sentence
C simple sentence with compound subject
D complex sentence

4. **A** run-on sentence
B sentence fragment
C complex sentence
D compound sentence

5. **A** sentence fragment
B simple sentence with compound verb
C compound sentence
D run-on sentence

6. **A** compound sentence
B simple sentence
C simple sentence with compound subject
D sentence fragment

7. **A** sentence fragment
B simple sentence with compound verb
C compound sentence
D simple sentence

8. **A** simple sentence
B simple sentence with compound subject
C run-on sentence
D sentence fragment

9. **A** sentence fragment
B run-on sentence
C simple sentence
D complex sentence

10. **A** complex sentence
B simple sentence with compound verb
C simple sentence
D run-on sentence

Using the Pretest Results

Students who scored well on the pretest could do an independent study project analyzing the use of sentence structure and clauses in a short story. Students should determine how and if the author uses fragments in dialogue or for emphasis, how the author uses a variety of sentence types and structures to make the writing more descriptive and interesting, and how the author uses sentences to create a rhythm or flow. Have students write a brief analysis explaining the author's style (use of sentence structure and variety) and its effect on the story.

Test-Taking Strategies

Getting Ready Remind students to bring pencils and eraser to the test, to listen carefully to all instructions, and to ask questions before the test begins.

Pre-Assess Pretest 2

Answers

1. D
2. A
3. D
4. A
5. C
6. B
7. D
8. A
9. D
10. A

Customizing the Pretest

Use these questions to add or replace items for alternate versions of the test.

11. Scientists and Inuit navigators accompanied her across the strait.
    A simple sentence with compound verb
    B compound sentence
    C run-on sentence
    D simple sentence with compound subject
12. Fog sometimes hid Big Diomede the Inuit navigators guided her way.
    A sentence fragment
    B run-on sentence
    C compound sentence
    D simple sentence
13. During her swim, the scientists took her temperature and observed her carefully.
    A sentence fragment
    B simple sentence with compound subject
    C compound sentence
    D complex sentence
14. She was freezing at the end, but her temperature returned to normal in an hour.
    A run-on sentence
    B simple sentence with compound verb
    C compound sentence
    D simple sentence with compound subject

Guide Instruction

1 Independent and Subordinate Clauses

Lesson Question

How can you use clauses to create fluency in your writing?

CHAPTER 20

Objectives

- To recognize clauses
- To distinguish between independent and subordinate clauses

Remind students that a phrase is a group of words that can act as a noun, an adjective, or an adverb. Then tell students that a clause is a group of words that has a subject and a verb. Ask students how they can identify if a group of words is a phrase or a clause. (They can look for a subject and a verb. If the group of words doesn't have a subject and a verb, it's a phrase.) Write groups of words like the ones below on the board. Ask students to identify each as either a phrase or clause. Remind students to look for a subject and verb in each.

- before the movie (phrase)
- after the movie ends (clause)
- who starred in the movie (clause)
- at the mall (phrase)
- if we have time for dinner (clause)

Additional Resources

- Language Skills Practice: Grammar, Usage, and Mechanics, Chapter 20

Independent and Subordinate Clauses

A clause is a group of words which can be used as a noun, an adjective, or an adverb. Unlike a phrase, a clause has a subject and a verb.

20 A **A clause is a group of words that has a subject and a verb.**

In the following example, the subject of the clause is underlined once. The verb is underlined twice.

Phrase The team warmed up **before the game.**

Clause The team warmed up **before the game started.**

There are two kinds of clauses. One kind is called an independent, or main, clause.

20 A.1 An **independent (main) clause** can stand alone as a sentence because it expresses a complete thought.

An independent clause is called a **sentence** when it stands by itself. It is called an independent clause when it appears in a sentence with another clause. In the following example, the clauses are joined with a comma and a conjunction.

Ashley scored a basket**, and** the fans cheered.

Both of these clauses can stand alone as single sentences. This means that the two clauses are independent clauses.

Ashley scored a basket**.** The fans cheered.

The second kind of clause is called a subordinate clause, or dependent clause. A subordinate clause depends on another clause to give it meaning. It cannot stand alone as a sentence.

20 A.2 A **subordinate (dependent) clause** cannot stand alone as a sentence because it does not express a complete thought.

Look at the following examples. Neither of the subordinate clauses expresses a complete thought—even though each has a subject and a verb. The subordinate clauses are in bold type.

Differentiated Instruction

English Language Learners:
Intermediate Remind students that a phrase does not have a subject and a verb. Make a two-column chart on the board labeled Phrase and Clause. In the first column, write the following phrases: *before school, after practice*. Point out that these phrases do not have subjects or verbs. Then work with students to turn the phrases into clauses (before school starts, after practice was finished). Have students underline each subject and verb. Then write the following sentences on the board: *The bus left at noon. The man who drives the bus is my neighbor. I sat by the window. We met the tour guide when we arrived.* Have students write each phrase and clause in the correct column and identify the subject and verb in each clause.

subordinate clause independent clause

After the game ended, the team celebrated.

independent clause subordinate clause

The players were excited **that they won the game.**

Practice Your Skills

Distinguish Between Independent and Subordinate Clauses

Write each underlined clause. Then label it ***independent*** or ***subordinate***.

1. An elephant is the largest land animal, and a blue whale is the largest sea animal.
2. Although aardvarks look something like pigs, they are more closely related to elephants.
3. Male tigers usually hunt at night, and they almost always hunt alone.
4. Tigers cannot run at top speed for very long because they get tired quickly.
5. Indian rhinoceroses have one horn, but African rhinoceroses have two horns.
6. A female sheep is a ewe, and a male sheep is a ram.

Practice Your Skills

Identify Subordinate Clauses

Write the subordinate clause in each sentence.

1. Because male lions are easily recognized by their long manes, they have become a common symbol in many cultures.
2. Female lions, which are smaller and quicker, do most of the hunting.
3. Although a kangaroo measures 4½ feet tall, its tail measures another 3½ feet.
4. Even though a panda looks like a bear, the raccoon is its closest relative.
5. A giraffe can be 13 feet tall and weigh 4,000 pounds when it is fully grown.
6. Koko is a gorilla who understands sign language and some spoken words.

Connect to Writing: Letter

Using Independent and Dependent Clauses

Your science teacher has asked you to write a letter to invite the director of the local zoo to speak to your class about caring for exotic animals. Use both independent and dependent clauses in your letter. Underline the main clauses once and the dependent clauses twice.

Differentiated Instruction

English Language Learners:
Advanced Because dependent clauses have subjects and verbs, students may have difficulty distinguishing between independent and dependent clauses. Remind students to look for the group of words that expresses a complete thought. Return to the chart on the board. Ask students if the words in the second column express a complete thought. Add another column to the chart labeled Independent Clause. Then have students study the sentences and ask them to identify the independent clauses. Have students work with a partner to write three more independent clauses, underlining the subject once and the verb twice. Invite students to write their independent clauses in the chart. As a class, add dependent clauses to each.

Guide Instruction

Collaborative Learning

Write several independent clauses, subordinate clauses, and phrases on separate index cards, such as *I read a book; after we ate dinner; in the morning; before I go to bed.* Do not use punctuation. Divide students into groups and distribute the index cards. Have students identify each group of words and write their response on the back of the card. Then have students exchange index cards with another group, and challenge each group to add clauses to create a complete sentence or a complex sentence.

Apply Instruction

Practice Your Skills

Distinguish Between Independent and Subordinate Clauses

Answers

1. independent
2. subordinate
3. independent
4. subordinate
5. independent
6. independent

Practice Your Skills

Identify Subordinate Clauses

Answers

1. Because male lions are easily recognized by their long manes
2. which are smaller and quicker
3. Although a kangaroo measures 4½ feet tall
4. Even though a panda looks like a bear
5. when it is fully grown
6. who understands sign language and some spoken words

Guide Instruction

2 Uses of Subordinate Clauses

Lesson Question

How can you use subordinate clauses to modify verbs, nouns, and pronouns?

Objectives

- To identify adverbial and adjectival clauses
- To recognize subordinating conjunctions and relative pronouns
- To use adverbial and adjectival clauses correctly and effectively in writing

Adverbial Clauses

To illustrate an adverbial phrase, write the following sentence on the board:

- Eliza left for tennis camp in June.

Ask students what the phrase *in June* modifies. (Students should note that the phrase modifies the verb *left*.) Then write the following sentence. Ask students to identify the subordinate clause and underline it.

- Eliza left for tennis camp as soon as the school year ended.

A subordinate clause also can be used in different ways: as an adverb or an adjective. Ask students to identify how the subordinate clause functions in this sentence. (The clause functions as an adverb, modifying the verb *left*.) Ask students what question the subordinate clause answers. (When?)

Subordinating Conjunctions

Collaborative Learning

Have students work with a partner to identify the subordinating conjunction in each of the example sentences in the middle of p. 598. Then have students identify the word each adverb clause modifies.

Uses of Subordinate Clauses Lesson 2

Like phrases, a subordinate clause can be used in several different ways.

20 B **A subordinate clause can be used as an adverb or an adjective.**

Adverbial Clauses

A subordinate clause can be used the same way as a single adverb or an adverbial phrase. When a clause functions as an adverb, it is called an **adverbial clause.**

Single Adverb	Let's meet **here.**
Adverbial Phrase	Let's meet **at the Adler Planeterium.**
Adverbial Clause	Let's meet **where the solar car is being displayed.**

20 B.1 An **adverbial clause** is a subordinate clause that is used mainly to modify a verb.

An adverbial clause answers the adverb question *How? When? Where? Under what conditions?* or *Why?*

How?	The museum guide described the solar system **as if he had visited each planet.**
When?	We were shocked **when he told us** people used to think the earth was the center of the solar system.
Where?	**Wherever we turned,** we saw fascinating exhibits.
Under What Conditions?	**If you want to see something amazing,** take the 3-D tour of the Milky Way.
Why?	We couldn't tour the space laboratory **because it was closed.**

Subordinating Conjunctions

An adverbial clause begins with a **subordinating conjunction.** A few of the subordinating conjunctions listed on the next page—such as *after, as, before,* and *until*—can also be used as prepositions. These words serve as subordinating conjunctions only when they are followed by a group of words with a subject and a verb.

Differentiated Instruction

Struggling Learners To help students understand how to recognize adverbial clauses and the words they modify, write the following sentences on the board:

- I went shopping because we are out of eggs. (because we are out of eggs; went; why)
- We will eat dinner when Leslie gets home. (when Leslie gets home; will eat; when)
- As far as I know, she will be late. (as far as I know; will be; to what extent)

Help students identify each adverbial clause, the word the clause modifies, and the question the clause answers.

COMMON SUBORDINATING CONJUNCTIONS

after	as soon as	in order that	until
although	as though	since	when
as	because	so that	whenever
as far as	before	than	where
as if	even though	though	wherever
as long as	if	unless	while

As soon as **we get to the museum,** find your group leader.

Read the chapter on the solar system *before* **we go on the field trip.**

Bring a pen and paper *so that* **you can take notes.**

PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an adverbial clause that comes at the beginning of the sentence.

After we go to the observatory, we will have lunch.

Practice Your Skills

Finding Adverbial Clauses

Write each adverbial clause. Then identify the verb that each clause modifies.

(1) A "shooting star" occurs when a meteor enters Earth's atmosphere. **(2)** Because most meteors are very small, they burn up before they reach Earth's surface. **(3)** We can see meteors from Earth because they glow brightly. **(4)** As soon as a meteor enters Earth's atmosphere, it becomes a meteorite. **(5)** If you want to see a meteorite, go to the American Museum of Natural History in New York. **(6)** Although the meteorite fell in Greenland, scientists brought it to America in 1906. **(7)** Since meteors were not studied until the twentieth century, little was known about them before that time. **(8)** As far as I know, I have never seen a meteor. **(9)** Leslie saw a meteor when she went camping.

Guide Instruction

Connecting Composition to Grammar

Explain that writers use adverbial clauses to make their writing more descriptive. Have students rewrite a descriptive paragraph from their writing portfolio, adding at least two adverbial clauses to make the paragraph more descriptive. Remind students to use commas after adverbial clauses that start a sentence.

Apply Instruction

Practice Your Skills

Finding Adverbial Clauses

Answers

1. when a meteor enters Earth's atmosphere; occurs
2. before they reach Earth's surface; burn
3. because they grow brightly; can see
4. As soon as a meteor enters Earth's atmosphere; becomes
5. If you want to see a meteorite; go
6. Although the meteorite fell in Greenland; brought
7. Since meteors were not studied until the twentieth century; was known
8. As far as I know; have never seen
9. when she went camping; saw

Differentiated Instruction

Advanced Learners Divide students into groups and challenge them to write sentences containing adverbial clauses for ten of the subordinating conjunctions in the chart. Encourage students to vary the placement of the clauses. Remind them to use a comma after an adverbial clause that begins a sentence. Review their sentences as a class.

Differentiated Instruction

Struggling Learners Remind students that a subordinate conjunction cannot stand alone as a sentence. Tell students to look for subordinating conjunctions, which signal adverbial clauses. Suggest students copy the chart in their notebook. Have students work with a partner to complete the exercise on p. 599. Remind students to look for key words to help them identify the adverbial clauses.

Guide Instruction

Power Your Writing: Transitions

Read aloud the examples, and have students identify each adverbial clause and the word it modifies. Then have students write a short personal narrative about their favorite childhood memory. Have students use adverbial clauses to add detail, make transitions, and add sentence variety. Invite students to read their narratives to the class. Or have students exchange narratives with a partner. The partners should identify the clauses and the word each clause modifies.

Adjectival Clauses

Ask students what questions an adjective answers. (Which one? and What kind?) Explain that an adjectival clause answers the same questions as a single adjective. Write the following sentences on the board:

- The dog jumped into the lake.
- The dog, whose owner had forgotten its leash, jumped into the lake.

Have students identify the sentence with the adjectival clause. Draw an arrow from the adjectival clause to the word *dog*. Tell students that the clause modifies the word *dog*. Ask students what question the clause answers. (Which one?)

Additional Resources

- Test Preparation

Connect to Writing: Drafting

Writing Sentences Using Adverbial Clauses

Write sentences about taking a field trip that follow the directions below. Then underline each adverbial clause. Include commas where needed in your sentences.

1. Include an adverbial clause that begins with *while*.
2. Include an adverbial clause that begins with *even though*.
3. Start a sentence with an adverbial clause that begins with *because*.
4. Include an adverbial clause that begins with *unless*.
5. Start a sentence with an adverbial clause that begins with *whenever*.

Power Your Writing: Transitions

Adverbial clauses make good transitions indicating sequence and time. Read the following sentences from "The Miracle of Language," by Richard Lederer.

When Helen was six, an extraordinary teacher named Anne Mansfield Sullivan entered her life.

Before my teacher came to me, I lived in a world that was a no-world.

Finally, **when Helen was seven years old and working with her teacher in the presence of water,** she spoke her first word.

Notice how each adverbial clause tells when something happened. Besides adding sentence variety, adverbial clauses also make great transitions! Revise a piece of your own writing by adding adverbial clauses as transitions.

Adjectival Clauses

A subordinate clause can be used to modify a noun or pronoun. A clause used as an adjective is called an **adjectival clause.**

Adjective	Ronald and Philippe saw a **great** movie.
Adjectival Phrase	Ronald and Philippe saw a movie **about two adventurous kids.**
Adjectival Clause	Ronald and Philippe saw a movie **that they will recommend to all their friends.**

Differentiated Instruction

Special Needs Learners Slowly read aloud each sentence in the Practice Your Skills exercise on p. 599. Remind students to listen for signal words like *before, after, because, when,* and *until*. Have students identify the adverbial clause and the subordinating conjunction in each adverbial clause. You may need to read each sentence more than once.

Test-Taking Strategies

Getting Ready Tell students to relax and concentrate on doing the best they can. Suggest that they plan their time carefully, allotting a certain amount of time to each part of the test.

20 B.2 An **adjectival clause** is a subordinate clause that is used to modify a noun or pronoun.

An adjectival clause answers the adjective question *Which one?* or *What kind?* Usually an adjectival clause modifies the noun or pronoun directly in front of it.

Which One? The movie, **which is based on my favorite book,** is now playing.

What Kind? Rebekka likes any movie **that is scary.**

When You Speak and Write

Describe a sequence of events to a partner by using transitions that indicate time sequence. For example, you might start several sentences like this: "When I was in fifth grade I . . ." and "After fifth grade . . . ." As you listen to your partner, keep notes about the events he or she describes. Compare notes. Are the events in the right order?

Relative Pronouns

Most adjectival clauses begin with a relative pronoun.

20 B.3 A **relative pronoun** relates an adjectival clause to the noun or the pronoun the clause modifies.

RELATIVE PRONOUNS				
who	whom	whose	which	that

Veronica, **who wants to be an actress,** is starring in the school play.

Liza, **whose mother is a designer,** is going to make the costumes.

A relative pronoun can simply begin an adjectival clause, or it can serve as the subject of the clause.

Jackson is building a set **that I think is beautiful.**

Jackson is building a set **that looks like a castle.**

Differentiated Instruction

Struggling Learners Tell students that the relative pronouns in the chart often signal adjectival clauses. Have students add the words to their Learning Logs. Then have students work with a partner to complete the exercise on p. 602. Have students identify the relative pronoun in each clause.

Differentiated Instruction

Advanced Learners Have students work with a partner to write a sentence including an adjectival clause for each relative pronoun in the box. Remind students to use commas to set off nonessential clauses. Have students share their sentences with the class.

Guide Instruction

Relative Pronouns

Write the following words on the board: *who, whom, whose, which,* and *that.* Tell students that these key words signal an adjectival clause. Then tell students that the words *where* and *when* can also introduce an adjectival clause, and explain that the relative pronoun *that* is often omitted from an adjectival clause. Write the following sentences on the board:

- The Baseball Hall of Fame is the place where you can learn about the history of baseball.
- "Diamond Dreams" is an exhibit that tells about women in baseball.
- *The Yankee Years* is a book Joe Torre wrote about managing the New York Yankees.

Have students identify the adjectival clause and relative pronoun in each sentence. (where you can learn about baseball: where; that tells about women in baseball: that; Joe Torre wrote about managing the New York Yankees: [that]) Point out that the word *that* is understood in the last sentence.

Collaborative Learning

Have students work with a partner to write five sentences about a sport or hobby. Tell students that each sentence must contain an adjectival clause. Then have students exchange papers with another group and identify the adjectival clauses and relative pronouns.

Guide Instruction

Punctuation with Adjectival Clauses

Review with students what they have learned about essential and nonessential phrases. Write the following sentences on the board, without using commas in the first sentence.

- The main character whose name is Jon is an explorer.
- The movie has a plot that is very exciting.

Have students identify the adjectival clauses and underline them. Then ask students which clause needs commas. Have students explain their answer and how they determined which clause was nonessential. *(whose name is Jon* needs commas because it can be removed from the sentence without changing its meaning)

Apply Instruction

Practice Your Skills

Finding Adjectival Clauses

Answers

1. who is the subject of many legends and movies
2. that are like Arthur's
3. which were perhaps the time in which Arthur lived
4. whose leadership skills were great
5. that would not soon be forgotten
6. who lived during the Middle Ages
7. which details the adventures of Arthur's knights
8. who was believed to be a wizard
9. which was made in 1963
10. who have played King Arthur

CHAPTER 20

PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival clause that contains information that is essential to identify a person, place, or thing in the sentence.

Essential George Lucas's *Star Wars* is a movie **that has become part of our pop-culture.**

A comma or commas should set off an adjectival clause that is nonessential. A clause is nonessential if it can be removed from the sentence without changing the basic meaning of the sentence.

Nonessential *Star Wars,* **which was directed by George Lucas,** is my favorite movie.

The relative pronoun *that* is used in an essential clause, and *which* is usually used in nonessential clauses.

Practice Your Skills

Finding Adjectival Clauses

Write each adjectival clause.

(1) King Arthur, who is the subject of many legends and movies, may have been a real person. **(2)** There are few stories that are like Arthur's. **(3)** The Dark Ages, which were perhaps the time in which Arthur lived, were very chaotic. **(4)** Arthur, whose leadership skills were great, united the British people against Saxon raiders. **(5)** Arthur's role was one that would not soon be forgotten. **(6)** Sir Thomas Mallory, who lived during the Middle Ages, wrote about King Arthur. **(7)** His book, which details the adventures of Arthur's knights, exaggerates some of the stories. **(8)** Merlin, who was believed to be a wizard, was probably just Arthur's adviser. **(9)** The animated movie *The Sword and the Stone,* which was made in 1963, is about Arthur's childhood and how he becomes king. **(10)** Sean Connery is one of many actors who have played King Arthur.

Connect to Writing: Drafting

Writing Sentences with Adjectival Clauses

Write five original sentences, using the following adjectival clauses. Be sure to use commas correctly.

1. that I like
2. which is a great movie
3. who is my favorite actress
4. whom I admire
5. whose story is inspiring

Differentiated Instruction

English Language Learners:
Advanced High Write each of the sentences from Practice Your Skills on a separate sheet of paper. Then cut each sentence into sections, so that the adjectival clause is separate. Put each set of sentence sections into a separate envelope, numbering each envelope to correspond to the sentence number in the activity. Divide the students into pairs and give each pair one envelope. Have the students manipulate the sections of paper to place the adjectival clause correctly. Then have students write the sentence down on their own sheet of paper and underline the adjectival clause, circle the relative pronoun, and draw an arrow to the noun or pronoun it modifies. Have them pass the envelopes until each pair has done all ten sentences.