

Teacher Wraparound Edition

Writing with

POWER

Language

Composition

21st Century Skills

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

WRITING

Text Types and Purposes

| | |
|---|---|
| W.1 Write arguments to support claims with clear reasons and relevant evidence. | Student Edition (SE): 247–250, 254–255, 257–259 Teacher Wraparound Edition (TWE): 247–250, 254–255, 257–259 |
| (a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | SE: 247–250, 252–255, 257–259 TWE: 247–250, 252–255, 257–259 |
| (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | SE: 247–250, 254–255, 257–259 TWE: 247–250, 254–255, 257–259 |
| (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | SE: 118–119, 168, 237, 247–248, 252–253, 259 TWE: 118–119, 168, 237, 247–248, 252–253, 259 |
| (d) Establish and maintain a formal style. | SE: 24, 39–41, 142, 167 TWE: 24, 39–41, 142, 167 |
| (e) Provide a concluding statement or section that follows from and supports the argument presented. | SE: 247, 257, 259, 287, 290, 351, 356 TWE: 247, 257, 259, 287, 290, 351, 356 |
| 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: 107–108, 111, 122, 219–221, 223, 225, 232–233, 314, 341–342, 360, 447–463 TWE: 107–108, 111, 122, 219–221, 223, 225, 232–233, 314, 341–342, 360, 447–463 |
| (a) Introduce a topic clearly, previewing what is to follow; 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: 107–108, 114, 116, 122, 219–221, 223, 225, 233, 235, 237, 314, 360, 447–463 TWE: 107–108, 114, 116, 122, 219–221, 223, 225, 233, 235, 237, 314, 360, 447–463 |
| (b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | SE: 111, 219–221, 223, 225, 232, 261, 273–275, 279–280, 282–283, 290, 321, 341–342, 418–429 TWE: 111, 219–221, 223, 225, 232, 261, 273–275, 279–280, 282–283, 290, 321, 341–342, 418–429 |
| (c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | SE: 227, 229–203, 231 TWE: 227, 229–203, 231 |
| (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. | SE: 22, 42–57, 411–417 TWE: 22, 42–57, 411–417 |
| (e) Establish and maintain a formal style. | SE: 24, 39–41, 142, 167 TWE: 24, 39–41, 142, 167 |
| (f) Provide a concluding statement or section that follows from and supports the information or explanation presented. | SE: 114, 116, 220, 235, 237 TWE: 114, 116, 220, 235, 237 |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

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| W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | SE: 38, 127–128, 131, 139, 142–143, 173, 183–188, 190, 192–193, 195 TWE: 38, 127–128, 131, 139, 142–143, 173, 183–188, 190, 192–193, 195 |
| (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | SE: 128, 131, 139, 142–143, 173, 183, 184–188, 190, 192, 195 TWE: 128, 131, 139, 142–143, 173, 183, 184–188, 190, 192, 195 |
| (b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | SE: 38, 127–128, 131, 139, 142–143, 173, 183, 184–188, 190, 192–193, 195 TWE: 38, 127–128, 131, 139, 142–143, 173, 183, 184–188, 190, 192–193, 195 |
| (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: 118, 137, 142, 168, 190, 237 TWE: 118, 137, 142, 168, 190, 237 |
| (d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | SE: 22, 42, 44–55, 57, 139, 183, 187, 190 TWE: 22, 42, 44–55, 57, 139, 183, 187, 190 |
| (e) Provide a conclusion that follows from and reflects on the narrated experiences or events. | SE: 94–95, 116, 129, 140 TWE: 94–95, 116, 129, 140 |
| 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, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356 TWE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356 |
| 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, focusing on how well purpose and audience have been addressed. | SE: 13, 17, 25, 27, and all writing projects TWE: 13, 17, 25, 27, and all writing projects |
| W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | SE: 233, 337–339, 447–473 TWE: 233, 337–339, 447–473 |
| Research to Build and Present Knowledge | |
| W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | SE: 300–361 TWE: 300–361 |
| W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | SE: 312–319, 322–339, 333, 338, 341, 349, 350–351, 353–355 TWE: 312–319, 322–339, 333, 338, 341, 349, 350–351, 353–355 |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

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| <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>SE: 273, 282–283, 290, 312, 315–316, 319, 341, 347, 349–351, 356, 358</p> <p>TWE: 273, 282–283, 290, 312, 315–316, 319, 341, 347, 349–351, 356, 358</p> |
| <p>(a) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> | <p>SE: 60–63 (Reading Standard 3), 150–155 (Reading Standards 1, 3, 4, and 6), 174–179 (Reading Standard 3), 196–200 (Reading Standard 5), 266–297 (Reading Standards 1 and 2), 298 (Reading Standard 9)</p> <p>TWE: 60–63 (Reading Standard 3), 150–155 (Reading Standards 1, 3, 4, and 6), 174–179 (Reading Standard 3), 196–200 (Reading Standard 5), 266–297 (Reading Standards 1 and 2), 298 (Reading Standard 9)</p> |
| <p>(b) Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> | <p>SE: 82–84 (Reading Standards 3, 5), 100–103 (Reading Standard 3), 240–245 (Reading Standards 1, 4, 6, 8), 302–305 (Reading Standards 5, 6, 8)</p> <p>TWE: 82–84 (Reading Standards 3, 5), 100–103 (Reading Standard 3), 240–245 (Reading Standards 1, 4, 6, 8), 302–305 (Reading Standards 5, 6, 8)</p> |

Range of Writing

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| <p>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.</p> | <p>SE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356</p> <p>TWE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356</p> |
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SPEAKING AND LISTENING

Comprehension and Collaboration

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| <p>S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> | <p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p> |
| <p>(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | <p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p> |
| <p>(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> | <p>SE: 13, 17, 25, 364–365, 367, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 364–365, 367, 400–401, 418, 432–446</p> |
| <p>(c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> | <p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p> |
| <p>(d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> | <p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p> |
| <p>S.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> | <p>SE: 13, 17, 25, 400–401, 418, 432–448, 471</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–448, 471</p> |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

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| S.3 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | SE: 13, 17, 25, 400–401, 418, 432–448, 471 TWE: 13, 17, 25, 400–401, 418, 432–448, 471 |
| Presentation of Knowledge and Ideas | | |
| S.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | SE: 25, 54, 72, 89, 110, 400–401, 432–439, 471 TWE: 25, 54, 72, 89, 110, 400–401, 432–439, 471 |
| S.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | SE: 43, 74, 97, 117, 144, 166, 202, 222, 251, 289, 314 TWE: 43, 74, 97, 117, 144, 166, 202, 222, 251, 289, 314 |
| S.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SE: 400–401, 418, 432–439, 440–446, 456, 471, 478, 525, 685, 718, 775, 787, 791, 796 TWE: 400–401, 418, 432–439, 440–446, 456, 471, 478, 525, 685, 718, 775, 787, 791, 796 |
| 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, 28–30, 55, 56, 69, 96, 120, 145, 146, 167, 169, 172, 173, 194, 195, 232, 238, 239, 258, 259, 291, 292, 357, 358, 478, 685, 700, 718, 787, 844, 886 TWE: 6, 8–10, 28–30, 55, 56, 69, 96, 120, 145, 146, 167, 169, 172, 173, 194, 195, 232, 238, 239, 258, 259, 291, 292, 357, 358, 478, 685, 700, 718, 787, 844, 886 |
| | (a) Explain the function of phrases and clauses in general and their function in specific sentences. | SE: 67, 601–606, 608, 611–612, 615, 638–641, 643–646, 650–652, 655, 658–659 TWE: 67, 601–606, 608, 611–612, 615, 638–641, 643–646, 650–652, 655, 658–659 |
| | (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | SE: 9, 164, 509–510, 515, 568, 603, 624, 628, 638–639, 646, 650–652, 658, 698–699, 706, 726–727 TWE: 9, 164, 509–510, 515, 568, 603, 624, 628, 638–639, 646, 650–652, 658, 698–699, 706, 726–727 |
| | (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | SE: 9, 164, 509–510, 515, 568, 603, 624, 628, 646, 698–699, 706, 726–727 TWE: 9, 164, 509–510, 515, 568, 603, 624, 628, 646, 698–699, 706, 726–727 |
| L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | SE: 9, 11, 23, 28, 67, 137, 143, 162–164, 258, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 698–699, 706, 726–727, 748–749, 751 TWE: 9, 11, 23, 28, 67, 137, 143, 162–164, 258, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 698–699, 706, 726–727, 748–749, 751 |
| | (a) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). | SE: 837–839 TWE: 837–839 |
| | (b) Spell correctly. | SE: 908–932 TWE: 908–932 |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

Knowledge of Language

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| L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | <p>SE: 9, 67, 137, 162–164, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 693–696, 698–699, 700–701, 703–704, 706, 726–727, 748–749, 751</p> <p>TWE: 9, 67, 137, 162–164, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 693–696, 698–699, 700–701, 703–704, 706, 726–727, 748–749, 751</p> |
| (a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <p>SE: 22, 28, 42, 44–45, 56, 77–78, 118, 137, 168, 202, 265, 293, 350</p> <p>TWE: 22, 28, 42, 44–45, 56, 77–78, 118, 137, 168, 202, 265, 293, 350</p> |

Vocabulary Acquisition and Use

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| L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | <p>SE: 402–417</p> <p>TWE: 402–417</p> |
| (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. | <p>SE: 411–412</p> <p>TWE: 411–412</p> |
| (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | <p>SE: 412–414</p> <p>TWE: 412–414</p> |
| (c) Consult general and specialized 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. | <p>SE: 334–335, 405–410, 412, 413</p> <p>TWE: 334–335, 405–410, 412, 413</p> |
| (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). | <p>SE: 405–410</p> <p>TWE: 405–410</p> |
| L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <p>SE: 42, 205–208, 276, 415–417</p> <p>TWE: 42, 205–208, 276, 415–417</p> |
| (a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | <p>SE: 205, 207–208</p> <p>TWE: 205, 207–208</p> |
| (b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | <p>SE: 415–417</p> <p>TWE: 415–417</p> |
| (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). | <p>SE: 42, 46</p> <p>TWE: 42, 46</p> |
| 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. | <p>SE: 411–419</p> <p>TWE: 411–419</p> |

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 7 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. |
| <i>Note on range and content of student writing</i> | |
| 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.

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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, focusing on how well purpose and audience have been addressed.



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

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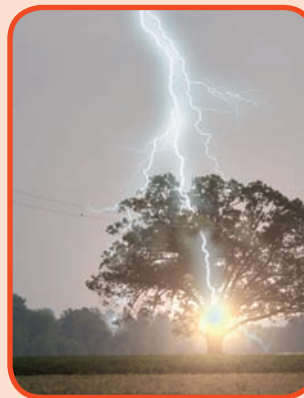
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Common Core State Standards Focus



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



L.3 (a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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Common Core State Standards Focus



W.2 (b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.



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**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.



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Common Core State Standards Focus

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



W.3 (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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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.



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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, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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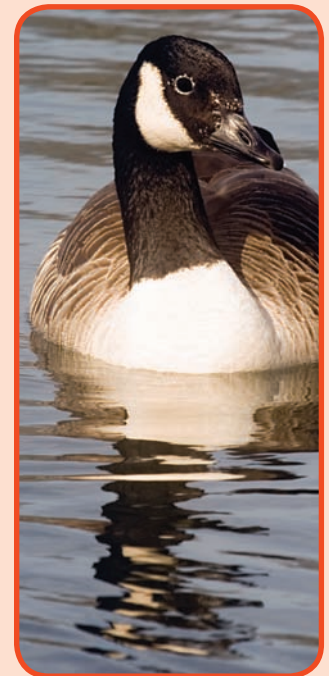
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Common Core State Standards Focus

W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



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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 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

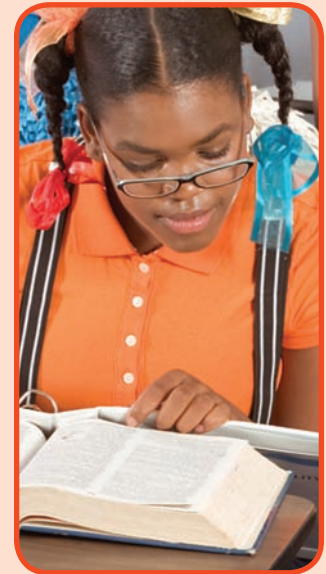


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Common Core State Standards Focus

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.



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

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Common Core State Standards Focus

S.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



GRAMMAR

UNIT

4

Grammar

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Common Core State Standards Focus

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L.1 (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.



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Common Core State Standards Focus

W.4 (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

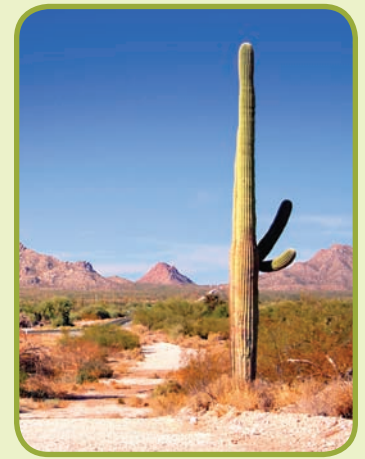


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Common Core State Standards Focus

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



W.1 (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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Common Core State Standards Focus

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



L.1 (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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Common Core State Standards Focus

L.1 (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.



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Common Core State Standards Focus



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



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**Common Core
State Standards Focus**

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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Common Core State Standards Focus

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



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**Common Core
State Standards Focus**



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Common Core State Standards Focus

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Common Core State Standards Focus

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



GRAMMAR

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Common Core State Standards Focus

L2 (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: Words into Deeds Pages 240–259 | Common Core: L.2, S.5, W.1, W.1.a, W.1.b, W.1.c, W.4, W.10 | | Presentation  Classroom Presentation Rubrics & Student Models  Writer's Resource |
| Model: Address at Rice University on the Nation's Space Effort Pages 241–246; Suggested time: 0.5–1 day | | pp. 241, 243, 244, 245, 246 | Skill Development  Student Activities: Composition Skills Practice  Vocabulary and Spelling Skills Practice  ELL Resource Test Preparation |
| Developing Your Skills of Persuasion Pages 247–258; Suggested time: 4–6 days 1. Structure, pp. 247–248 2. Facts and Opinions, pp. 249–251 In the Media: Opinions and Advertising, p. 251 3. Other Points of View, pp. 252–253 Think Critically: Evaluating Counter-Arguments, p. 253 4. Order of Importance and Transitions, pp. 254–255 The Power of Language: Using Repetition, p. 256 Persuasive Writing Checklist, p. 257 The Language of Power: Negatives, p. 258 | Common Core: L.2, S.5, W.1, W.1.a, W.1.b, W.1.c, W.4, W.10 | pp. 247, 248, 249, 254, 255, 256, 257 | Assessment  Assessment Resource  ExamView Assessment Suite |
| Using a Six-Trait Rubric Page 259; Suggested time: 0.5 day | Common Core: W.1, W.1.a, W.1.b, W.4, W.10 | | |
| Writing Lab Pages 260–261; Suggested time: 1 day | Common Core: W.2.b | | |
| Persuasive Writing Workshops Pages 262–265; Suggested time: 1–2 days 1. Persuading with Examples, pp. 262–263 2. Persuading with Facts, p. 264 3. Persuading with Reasons, p. 265 | Common Core: L.3.a, W.1, W.1.a, W.1.b, W.1.c | p. 262, 264 | |

Pre-Assessment

| | |
|--|--|
| <p>Using the Model Reading, pp. 241–246</p> <p>To use the reading as a pre-assessment tool, ask students to answer these questions:</p> <ul style="list-style-type: none"> • What strategies does Kennedy use to inspire and challenge his audience? • How does he address counter-arguments? • How effective is the conclusion? | <p>Using a Prompt</p> <p>To pre-assess students, have them write a one-page persuasive text. Possible topics:</p> <ul style="list-style-type: none"> • locker searches at school • more food choices in the cafeteria • a later start to the school day <p>To help design instruction and evaluate student work, see the rubric on page 259.</p> |
|--|--|

Authentic Writing Experiences

| Writing About Literature | Writing Across the Curriculum |
|---|--|
| <p>Text Analysis</p> <p>Assign students to analyze the persuasive techniques in a speech or essay that tries to persuade others to take a specific action. For example, an essay on changing the start time of the school day may cite studies about children’s sleep needs, give examples, quote educators, and make an appeal for action.</p> <p>Genre Analysis</p> <p>Have students analyze the persuasive language and techniques in a television advertisement. What is their evaluation of the claims in the ad? For example, an ad for breakfast cereal may talk about the delicious taste, make claims about health, and provide a celebrity endorsement. Are the claims believable and reasonable?</p> | <p>Social Studies</p> <p>Assign students to write an essay to persuade the people in their community to support renaming a park for a famous person such as Stephen Austin or Lyndon Johnson. They should cite the person’s accomplishments as reasons for the name change.</p> <p>Science</p> <p>Assign students to write a persuasive essay to encourage donations for a science research topic of their choice. Have students discuss the impact the research will have on scientific thought, society, and/or the environment.</p> <p>Math</p> <p>Assign students to tell about the most interesting concept or topic that they studied in mathematics in the past month. Students should include supporting reasons.</p> |
| <p>Substitute Teacher’s Activity</p> | |
| <p>Using a Core Skill</p> <p>Tell students to write a persuasive letter to a person with the power to take action about an issue that matters to them. Students should state their appeal in a strong introduction and support their ideas with facts, examples, reasons, and other means to persuade the reader.</p> | <p>Using a Learning Log</p> <p>Ask students to reflect on how they can evaluate the persuasive appeals they encounter daily.</p> |

Post-Assessment

| | |
|--|--|
| <p>Writing Lab: Project Corner, p. 260</p> <p>Students will be asked to extend their skills by participating in a listening circle, creating and performing a drama illustrating risks and rewards, and translating persuasive essays into other languages. You may wish to introduce these projects at the beginning of the chapter.</p> | <p>Writing Lab: Apply and Assess, p. 261</p> <p>Students will be asked to write a speech to bolster teammates, a persuasive note to a customer, and an advocacy speech in a timed writing activity. You may wish to introduce these activities, as well as the rubric on page 259, at the beginning of the chapter.</p> |
|--|--|

Writing to Persuade

Essential Question

How can you persuade people effectively?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Model Address at Rice University on the Nation’s Space Effort, pp. 241–246

Developing Your Skills of Persuasion, pp. 247–256

In the Media Opinions and Advertising, p. 251

Think Critically Evaluating Counter-Arguments, p. 253

The Power of Language, p. 256

Persuasive Writing Checklist, pp. 257–258

The Language of Power, p. 258

Using a Six-Trait Rubric, p. 259

Writing Lab, pp. 260–261

Persuasive Writing Workshops, pp. 262–265

Persuasive Writing Project: Words into Deeds

Collaborative Learning To prepare students for working on this project, note the times that they will be working with a partner or groups. See pp. 241, 245–246, 248, 252, 255, and 258.

Think Through Writing Allow 5 to 10 minutes for students to respond to the question. Point out that students will do their best thinking at this stage if they write without correcting mistakes and without stopping their pen.

CHAPTER 10

Writing to Persuade

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

The ability to convince others of what you believe is one of the most valuable skills you can acquire. Being persuasive will aid you in work, school, and the world at large. Writing persuasive compositions is one way to develop and refine this skill. Here are some examples of ways people use persuasive writing in everyday life.

- **Students write a proposal to the principal** outlining plans for a proposed new after-school club.
- **Movie reviewers write articles** for magazines telling people why they should or should not see the newest releases.
- **Organizations protecting endangered species write pamphlets** presenting facts and statistics to persuade people to join the effort.
- **Residents write to the city council** in an effort to persuade the members to change their plans to pave over a playing field.
- **Political groups send e-mails urging support** of a reform bill in Congress.

Writing Project

Persuasive

Words into Deeds Write a persuasive composition that will spur others to action.

Think Through Writing When John F. Kennedy hoped to persuade the American public to support his plan to send the first astronaut to the moon, he quoted another great statesman, William Bradford, governor in the 1660s of Plymouth Colony: “Great and honorable actions are accompanied with great difficulties, and both must be enterprised and overcome with answerable courage.” Think of a difficult task that you believe needs doing but would require courage to accomplish. How would you go about influencing the attitudes and actions of others on this issue? Write about this situation as though you are trying to convince someone that, in spite of the risks, people need to take action.

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, In the Media, The Language of Power, and the Writing Workshop.

Literary Connection

You might want to use another piece of writing, like these, that represents or describes a call to action.

- “Brown vs. Board of Education,” by Walter Dean Myers
- “Always to Remember: The Vision of Maya Ying Lin,” by Brent Ashabranner
- “The American Dream,” by Martin Luther King, Jr.

Talk About It In your writing group, discuss the writing you have done. What difficult tasks did members of your group feel need to be done? What challenges are involved? As you express your opinion, give at least three reasons for it. As you listen to your partners, are you persuaded that people should take the necessary risks to address the challenges they have identified? Why or why not? Give at least three reasons.

Read About It In the following passage, President Kennedy presents his case about why astronauts should fly to the moon. Think about the persuasive techniques he uses to influence attitudes and stimulate support for his goal.

MODEL: Persuasive Speech

From

Address at Rice University on the Nation's Space Effort

John F. Kennedy

Houston, Texas, September 12, 1962

We meet at a college noted for knowledge, in a city noted for progress, in a state noted for strength, and we stand in need of all three, for we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. The greater our knowledge increases, the greater our ignorance unfolds.

The opening paragraph sets a dramatic tone and stirs the interest of the audience.

Despite the striking fact that most of the scientists that the world has ever known are alive and working today, despite the fact that this nation's own scientific [workforce] is doubling every 12 years in a rate of growth more than three times that of our population as a whole, despite that, the vast stretches of the unknown and the unanswered and the unfinished still far outstrip our collective comprehension.

Kennedy uses striking statistics to draw in the audience.

No [one] can fully grasp how far and how fast we have come, but condense, if you will, the 50,000 years of [humankind's] recorded history in a time span of but a half-century. Stated in these terms, we know very little about the first 40 years, except at the end of them advanced [humans] had learned to use the skins of animals to cover them. Then about 10 years ago,

Project and Reading

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Pre-Assess

Talk About It

Students can use their notes from the Think Through Writing activity to support their opinions in the Talk About It discussion.

Read About It

Before you or one or two students read the model out loud, write the words *influence* and *stimulates* on the board and ask the class to define them.

Model: Persuasive Speech

from Address at Rice University on the Nation's Space Effort

To get a sense of how astutely students can read, ask students to be ready to answer the following questions:

1. If all human history is condensed into fifty years, when did man learn to write? (in year 45)
2. What is the difference between Transit satellites and Tiros satellites? (Transit satellites help ships navigate at sea; Tiros satellites help forecast hurricanes and other storms.)
3. Name the man Kennedy quotes as saying, "Because it is there." (British explorer George Mallory)

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*, *influence*, *opinion*, *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

One Writer's Words

Write or project on the board the following quotes, all from nineteenth-century American essayist Ralph Waldo Emerson. Ask students to choose one and explain how it relates to Kennedy's speech.

1. Let me never fall into the vulgar mistake of dreaming that I am persecuted whenever I am contradicted.
2. If I could put my hand on the North Star, would it be as beautiful?
3. Explore, and explore, and explore. Be neither chided nor flattered out of your position of perpetual inquiry. Neither dogmatise yourself, nor accept another's dogmatism.

under this standard, [humans] emerged from . . . caves to construct other kinds of shelter. Only five years ago [humans] learned to write and use a cart with wheels. Christianity began less than two years ago. The printing press came this year, and then less than two months ago, during this whole 50-year span of human history, the steam engine provided a new source of power.

Newton explored the meaning of gravity. Last month electric lights and telephones and automobiles and airplanes became available. Only last week did we develop penicillin and television and nuclear power, and now if America's new spacecraft succeeds in reaching Venus, we will have literally reached the stars before midnight tonight.

This is a breathtaking pace, and such a pace cannot help but create new ills as it dispels old, new ignorance, new problems, new dangers. Surely the opening vistas of space promise high costs and hardships, as well as high reward.

So it is not surprising that some would have us stay where we are a little longer to rest, to wait. But this city of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward—and so will space.

William Bradford, speaking in 1630 of the founding of the Plymouth Bay Colony, said that all great and honorable actions are accompanied with great difficulties, and both must be enterprised and overcome with answerable courage.

If this capsule history of our progress teaches us anything, it is that [humans], in [their] quest for knowledge and progress, [are] determined and cannot be deterred. The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to

Kennedy puts space exploration in historical perspective to enlighten his audience and urge a continuing move forward.

This is Kennedy's thesis: that the challenge is worth the risk.

Here, Kennedy refutes logical arguments against his proposal.

See reference to William Bradford on page 240.

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 overall meaning in a single reading.

Differentiated Instruction

Visual Learners Invite these students to create an illustration of one of Emerson's quotes and then (if possible) share it with the class.

founder in the backwash of the coming age of space. We mean to be a part of it—we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

Here Kennedy makes his strongest point.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all [people], and to become the world's leading space-faring nation.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on [humans], and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war. I do not say that we should or will go unprotected against the hostile misuse of space any more than we go unprotected against the hostile use of land or sea, but I do say that space can be explored and mastered without feeding the fires of war, without repeating the mistakes that [humankind] has made in extending [its] writ around this globe of ours.

The metaphor of an ocean voyage leads nicely into the proposed launch into space.

There is no strife, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all [humankind], and its opportunity for peaceful cooperation may never come again. But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic? Why does Rice play Texas?

Kennedy draws his audience in on a very personal and entertaining level here.

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal

Project and Reading

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Pre-Assess

Ask students to locate passages in the model where Kennedy:

- Uses a metaphor to describe space
- Uses humor to relax his audience and make them feel he's speaking to them personally

CHAPTER 10

CHAPTER 10

Differentiated Instruction

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

Differentiated Instruction

English Language Learners: Intermediate and Advanced Students with a background in another language are often intuitively attuned to metaphor and its communicative power. Point out Kennedy's comparison of space to an ocean on this page, invite them to explain it, and challenge them to make their own metaphor for space or for exploration.

Pre-Assess

Applying 21st Century Skills: Critical Thinking

Put students in pairs and assign half the pairs to search the model for reasons to pursue space exploration, and assign the rest of the pairs to search for reasons to postpone or avoid space exploration. In discussion as a whole class, make lists on the board of what each pair found and then use critical thinking skills to assess the model. Does the author persuade us that America must lead the way in conquering space—and that the costs of doing so will outweigh the benefits?

Additional Resources

- Test Preparation

will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency. . . .

Within these last 19 months at least 45 satellites have circled the earth. Some 40 of them were “made in the United States of America” and they were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union. . . .

Transit satellites are helping our ships at sea to steer a safer course. Tiros satellites have given us unprecedented warnings of hurricanes and storms, and will do the same for forest fires and icebergs.

We have had our failures, but so have others, even if they do not admit them. And they may be less public.

To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs. . . .

To be sure, all this costs us all a good deal of money. This year’s space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. . . . But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this

Mentioning the Soviet Union, a Cold War adversary, gives urgency to Kennedy’s speech.

In this paragraph and the one that follows, Kennedy focuses on how the space race will benefit the nation (and Rice University).

Again Kennedy acknowledges opposition to his views.

Differentiated Instruction

English Language Learners: **Beginning** and **Intermediate** To build vocabulary and spelling skills, have an ELL student choose from the textbook one word each day that he/she doesn’t know. 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. All students should also write the word five times in their notebook to practice their spelling.

football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, fitted together with a precision better than the finest watch, carrying all the equipment needed for propulsion, guidance, control, communications, food and survival, on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun—almost as hot as it is here today—and do all this, and do it right, and do it first before this decade is out—then we must be bold.

I'm the one who is doing all the work, so we just want you to stay cool for a minute. [laughter]

However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the sixties. It may be done while some of you are still here at school at this college and university. It will be done during the term of office of some of the people who sit here on this platform. But it will be done. And it will be done before the end of this decade. . . .

Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which [humankind] has ever embarked.

Thank you.

A light note in a long speech or essay can give the audience some relief and keep them aligned with you.

The conclusion is positive and forthright and harkens back to the ocean voyage metaphor and the courageous explorers of the past.

Respond in Writing Respond to Kennedy's argument. Do you agree with him? Why or why not? What, if anything, has he persuaded you to think or do?

Develop Your Own Ideas Work with your classmates to develop ideas that you might incorporate into a persuasive essay in which you try to persuade people to do something that involves costs, risks, and challenges.

Pre-Assess

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 work individually for at least 10 minutes. Then each member of the group can share his or her ideas while the group listens and comments.

Differentiated Instruction

Spatial Learners Ask these students to determine a way to visually or physically represent some of the statistics Kennedy cites about space, money, and history. Make a presentation to the class.

Differentiated Instruction

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

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

Suggest that students read through all three “possible” columns, then choose the form, audience, or topic that sparks their interest and freewrite toward a topic from there.

Find Examples

To help student deepen their understanding of persuasion, ask them to think of examples of ads, speeches, conversations with parents or peers, and other instances where persuasion seemed to be an overt or underlying goal.

Your Ideas

Small Groups: In your small group, discuss the challenging task each writer has recommended. Ask and discuss answers to the following questions about each.

- What need exists that justifies taking risks to meet the challenge?
- What views and concerns of others must be considered in taking on these risks?
- What gains do you foresee in accepting this challenge?
- What possible problems and losses might follow from accepting this challenge?
- In what way do the benefits outweigh the risks in trying to meet this challenge?
- What is the justification for taking on this challenge despite the risks?

Whole Class: Each group should prepare a summary of its conversation and select a member to share that summary with the rest of the class.

Write About It You will next write a persuasive essay in which you take a position on and present valid reasoning for taking a risk to reach an important goal. Your essay might use any of the following possible topics, audiences, and forms.

| Possible Topics | Possible Audiences | Possible Forms |
|--|--|---|
| <ul style="list-style-type: none">• a social issue, such as how to reduce pollution even though it may cost jobs and hurt the economy• a scientific issue, such as funding a scientific procedure that could help many people while perhaps harming others• a personal issue, such as enrolling in a very challenging class even though your grades might suffer | <ul style="list-style-type: none">• people who agree with your position• people who disagree with your position• people who are unfamiliar with the issues and only understand the situation as you explain it• people in authority who might have to make a decision depending on how well you argue your points | <ul style="list-style-type: none">• an essay• a blog• a newspaper opinion page• a letter |

Differentiated Instruction

English Language Learners:

Intermediate and **Advanced** Help students fully grasp the concept of costs, risks, and challenge at the top of this page. Because of their varied life experiences, students’ ideas of risk may run the gamut from sacrificing one’s life to merely being embarrassed. Encourage them to explore a broad range of possible topics.

Differentiated Instruction

English Language Learners:

Intermediate Have students write a one-paragraph summary of Kennedy’s message in the address they just read. **Advanced** Ask students to explain the reasoning that Kennedy uses in his speech.

Guide Instruction

B. Taking Standardized Tests

Before students read the section, ask them which standardized tests they have taken or will take in the future. You may even want to show students examples of standardized test booklets if available. Then have students make a list of strategies they use when they take standardized tests. These might include study habits as well as behavior and time management during the tests themselves. Have volunteers read their lists aloud to involve the whole class in an open discussion.

B. Taking Standardized Tests

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Applying Your Critical Thinking and Problem-Solving Skills

To succeed on standardized tests, you should become familiar with the kinds of questions you will be asked. Learning test-taking strategies will help you become a better test taker as well.

Applying your critical thinking skills is also essential for success. Standardized test questions, such as analogies, require you to use reasoning to determine the correct answer. Other types of test items, such as reading comprehension questions, ask you to analyze, infer, interpret, make connections, and draw conclusions.

For all types of test questions, you need to use your problem-solving skills. You must determine what a question is asking and how you should arrive at the correct answer. You should decide if a particular question is a familiar type. If it is, decide if the answer should match certain conventions or patterns.

Learning to apply your critical thinking and problem-solving skills effectively will help you not only when taking tests but also when completing your daily classroom assignments. Using these skills effectively will help you in all aspects of your daily life as well.

In this section, you will develop your skills in taking standardized tests. Improving these skills will help you do your best on classroom, school-wide, or state-wide standardized tests.

Strategies for Taking Standardized Tests

A standardized test measures your academic progress, skills, and achievement in such a way that the results can be compared with those of other students who have taken the same test. Standardized tests that assess your verbal skills, or your ability to use language, include vocabulary tests, analogy tests, sentence-completion tests, reading comprehension tests, and tests of Standard written English.

The best way to do well on standardized tests is to work consistently on your school subjects throughout the year, to read widely, and to learn test-taking strategies.

Differentiated Instruction

Advanced Learners Ask students to talk to the class about the kinds of problem solving they use when taking standardized tests. They can also share their thoughts about how these problem-solving skills function in their daily lives outside the classroom.



Strategies for Taking Standardized Tests

- Relax. Although you can expect to be a little nervous, concentrate on doing your best.
- Read the test directions carefully. Answer the sample questions to be sure you understand what the test requires.
- Preview the whole test; skim it to get an overview of the kinds of questions on it.
- Plan your time carefully. Note how much time is allotted for each part of the test.
- Answer first the questions you find easiest. Skip hard questions, coming back to them later if you have time.
- Read all choices before you choose an answer. If you are not sure of the answer, try to eliminate choices that are obviously wrong. Educated guessing often helps.
- If you have time, check your answers. Be sure you have correctly marked your answers.

1 Vocabulary Tests

One kind of vocabulary test asks you to find **antonyms**—words that mean the opposite of other words. For instance, in the following test item, you must find the antonym for *weary* among the five choices.

- WEARY: (A) tired (B) energetic (C) sleepy
(D) worn (E) exhausted

(The answer is (B) because *energetic* is an antonym for *weary*. The other choices are wrong because each has a similar meaning to *weary*.)

Test items about **synonyms** have the same format. However, instead of choosing the opposite of a given word, you choose the word that has the same meaning.

- AMAZE: (A) astonish (B) heavy (C) fast
(D) bore (E) weary

(The answer is (A) *astonish*, which means the same as *amaze*.)

In the following item, the answer is (A) *gleam*, which means the same as *shimmer*.

- SHIMMER: (A) gleam (B) shake (C) dance
(D) bore (E) dull

Guide Instruction

Speaking and Listening

As a class, discuss the bullet points in the Strategies for Taking Standardized Tests box. For each bullet point, ask students to offer reasons why that particular strategy would help them be more effective when taking standardized tests.

Collaborative Learning

Have students form small groups and share their experiences taking standardized tests. Prompt group discussion by asking them to identify strategies that worked and didn't work for them. Encourage students to share information about sources of practice test books, practice exams, and test study groups. Tell students that the best way to prepare for standardized tests is to work consistently on their subjects during the school year, to read widely, and to use strategies like the ones suggested here.

Vocabulary Tests

Write this list of words on the board: *sad*, *upset*, *friendly*, *silly*, *brave*, and *sleepy*. For each word, ask students to come up with the antonym and at least three synonyms. For example for *sad*, the antonym might be *cheerful* or *happy*. Synonyms include *depressing*, *gloomy*, *miserable*, *heartbreaking*, *poignant*, *heart-wrenching*, and *moving*.

Differentiated Instruction

English Language Learners:

Beginning Ask students to work with a partner and use a thesaurus to find antonyms for common words. For example, you might assign the word *ugly*. Students should try to come up with a few antonyms on their own before they check the thesaurus. They might list *good-looking*, *attractive*, *lovely*, *gorgeous*, *stunning*, and others.

Apply Instruction

Practice Your Skills

Recognizing Antonyms

Answers

1. A
2. A
3. A
4. A

Practice Your Skills

Recognizing Synonyms

Answers

1. C
2. D
3. D
4. B

Practice Your Skills

Recognizing Antonyms

Write the letter of the word that is most nearly opposite in meaning to the word in capital letters.

1. PERISHABLE:

- | | | |
|-----------------|-------------|----------|
| (A) everlasting | (B) dislike | (C) thin |
| (D) tasty | (E) decayed | |

2. ORDINARY:

- | | | |
|--------------|-------------|-----------|
| (A) uncommon | (B) usual | (C) funny |
| (D) noble | (E) regular | |

3. CHOPPY:

- | | | |
|-----------|-----------|-----------|
| (A) calm | (B) rough | (C) sharp |
| (D) brief | (E) loose | |

4. PROLONG:

- | | | |
|-------------|--------------|-----------|
| (A) shorten | (B) lengthen | (C) close |
| (D) disturb | (E) run | |

Practice Your Skills

Recognizing Synonyms

Write the letter of the word that is most similar in meaning to the word in capital letters.

1. VESSEL:

- | | | |
|-----------|-----------|---------------|
| (A) blood | (B) slave | (C) container |
| (D) stop | (E) tomb | |

2. EMOTIONAL:

- | | | |
|---------------|-------------|-------------|
| (A) fierce | (B) comical | (C) violent |
| (D) excitable | (E) happy | |

3. ORIGIN:

- | | | |
|---------------|-------------|-----------|
| (A) name | (B) society | (C) owner |
| (D) beginning | (E) end | |

4. EMBRACE:

- | | | |
|------------|-----------|----------|
| (A) learn | (B) hug | (C) fear |
| (D) batter | (E) fight | |

Differentiated Instruction

Advanced Learners Ask students to create more test items like the ones shown in the Practice Your Skills activities. They might work with a partner or they might write their items on the board and go through the options with the whole class.

2 Analogies

Analogy questions test your skill at figuring out relationships between words. To complete an analogy, you need to use reasoning. Your first step is to decide how the given words—the first pair of words, usually in capital letters—are related to each other. The next step is to decide which other pair has the same kind of relationship as the given pair.

The single colon in an analogy question stands for the words *is to*, and the double colon stands for the word *as*.

COMPOSER : SONG :: painter : portrait

The above example reads, “Composer is to song as painter is to portrait.” That is, a composer has the same relationship to a song as a painter has to a portrait. A composer and a painter are both artists, and a song and a portrait are items they create. Explaining an analogy to yourself in one sentence can help you to figure out the answer. In the following example, you might say, “A snake is a kind of reptile.”

SNAKE : REPTILE ::
(A) lion : tiger (B) wood : hard
(C) diamond : gem (D) ceiling : roof
(E) language : Spanish

(The answer, (C) *diamond : gem*, expresses the same item-to-category relationship.)

The word order in an analogy is very important. If the given pair of words in the analogy expresses a part-to-whole order, for example, the words in the correct answer should also appear in the order of part to whole.

Some analogies are written in sentence form.

Calm is to *peaceful* as *sorrow* is to ■.
(A) anger (B) joy
(C) sadness (D) confusion
(E) illness

(The first two italicized words are synonyms. Therefore, the correct answer is (C) *sadness*, a synonym for *sorrow*.)

Differentiated Instruction

English Language Learners:

Beginning Analogies can be very difficult for students who are acquiring English. To help students, write on the board the names of each type of analogy listed on the chart. Then pair English-proficient students and advanced learners with students who are learning English. Ask the pairs of students to work together to brainstorm examples for each type

of analogy. Have students share their examples with the class.

Guide Instruction

2 Analogies

Critical Thinking

Write the first example on the board:

COMPOSER : SONG :: painter :
portrait

Point to each part of the analogy as you read it aloud. Emphasize the fact that an analogy represents a relationship between words.

Guide Instruction

Collaborative Learning

Have students create their own analogies for each type listed in the Common Types of Analogies chart. Then have students rewrite the analogy, omitting the last word in the relationship. Direct students to provide five possible answers, including the correct answer, for each analogy. Have students exchange analogies with partners. Each partner can then complete the analogies and check them against the original set.

Apply Instruction

Practice Your Skills

Recognizing Analogies

Answers

1. B
2. A
3. B
4. A
5. C

Knowing some of the common types of analogies, like those in the following chart, will help you figure out word relationships. In the first step for completing an analogy, determining whether the relationship between the words is one of the familiar, conventional types will make it easier to select the correct answer.

COMMON TYPES OF ANALOGIES

| Analogy | Example |
|------------------|-----------------------|
| word : synonym | competition : contest |
| word : antonym | fail : succeed |
| part : whole | screen : television |
| cause : effect | sun : heatstroke |
| worker : tool | speaker : microphone |
| worker : product | chef : meal |
| item : purpose | crane : lift |
| item : category | baseball : sport |

Practice Your Skills

Recognizing Analogies

Write the letter of the word pair that has the same relationship as the word pair in capital letters.

1. WHISPER : SHOUT ::

- (A) foretell : predict (B) lessen : increase
(C) wish : desire (D) decay : organism
(E) friend : ally

2. SHIMMER : SHINE ::

- (A) smile : grin (B) cry : laugh
(C) walk : ride (D) needle : thread
(E) boring : interesting

3. CUNNING : SLYNESS ::

- (A) beauty : ugliness (B) bravery : courage
(C) emptiness : fullness (D) game : tennis
(E) smart : student

4. FLEXIBLE : RIGID ::

- (A) modern : old-fashioned (B) similar : alike
(C) reliable : trustworthy (D) doctor : profession
(E) pencil : paper

Differentiated Instruction

Advanced Learners Tell students that other analogy relationships include antonyms, time, worker/product, and object/class. Have them create at least two examples of each type.

5. CONFIDENTIAL : SECRET ::

- (A) nervous : calm (B) rainy : dry
(C) lifeless : dead (D) telephone : message
(E) scared : bold

● Practice Your Skills

Completing Analogies

Use the chart on page 376 to determine the relationship of the first pair of words. Then complete the analogy by writing the letter of the word that best completes the sentence.

1. *Oven* is to *heat* as *lid* is to ■.
- (A) decorate (B) food
(C) cover (D) save
(E) liquid
2. *Drawer* is to *dresser* as *branch* is to ■.
- (A) tree (B) leaves
(C) roots (D) strong
(E) arm
3. *Firefighter* is to *hose* as *fishers* is to ■.
- (A) fish (B) river
(C) catch (D) net
(E) water
4. *Poetry* is to *literature* as *documentary* is to ■.
- (A) director (B) theater
(C) film (D) novel
(E) truth
5. *Carpenter* is to *cabinet* as *tailor* is to ■.
- (A) sewing machine (B) pants
(C) model (D) designer
(E) fabric

Apply Instruction

Practice Your Skills

Completing Analogies

Answers

1. C
2. A
3. D
4. C
5. B

Apply Instruction

3 Sentence-Completion Tests

Practice Your Skills

Completing Sentences

Answers

1. A
2. B
3. A
4. B
5. A

3 Sentence-Completion Tests

Sentence-completion tests measure your ability to comprehend what you read and to use context correctly. Each item consists of a sentence with one or more words missing. First read the entire sentence. Then read the answer choices. Use logical reasoning to select the answer that completes the sentence in a way that makes sense. Read the following item, and then find the word that most appropriately completes the sentence.

The new cars are very ■; they burn no more fuel than they absolutely need.

- (A) small (B) expensive
(C) efficient (D) reliable
(E) colorful

(The answer is (C) *efficient*. Efficient cars use only the fuel they need.)

Some sentence-completion questions have two blanks in the same sentence, with each answer choice including two words. Find the correct answer in this example.

Her long illness left Maria ■ and ■.

- (A) happy . . . rested (B) scarred . . . smiling
(C) cheery . . . homesick (D) thin . . . tired
(E) sleepy . . . careful

(The answer is (D) *thin . . . tired*. The other choices do not make sense.)

Practice Your Skills

Completing Sentences

Write the letter of the word that best completes each of the following sentences.

1. The cloud ■ itself around the mountain like a shawl around giant shoulders.
(A) wrapped (B) opened
(C) left (D) pounded
(E) tickled
2. The twins were ■ in every way, from the dimples in their cheeks to the color of their hair.
(A) annoyed (B) identical
(C) young (D) sisters
(E) happy

3. The doctor was pleased to announce that the patient had made a complete ■ and showed no sign of illness.
 (A) recovery (B) sickness
 (C) diagnosis (D) operation
 (E) coma
4. Something is missing in the egg salad; I must have ■ an ingredient.
 (A) doubled (B) omitted
 (C) chopped (D) mixed
 (E) bought
5. The ■ of the house was run-down, but the interior of the house was beautifully maintained.
 (A) outside (B) roof
 (C) basement (D) paint
 (E) kitchen

Practice Your Skills

Completing Sentences with Two Blanks

Write the letter of the words that best complete each of the following sentences.

1. Deep-sea ■ keep warm by wearing suits that water cannot ■.
 (A) skiers . . . immerse (B) boats . . . freeze
 (C) divers . . . penetrate (D) boaters . . . wrinkle
 (E) fishers . . . drink
2. To avoid being ■, always use your hand to ■ the water before entering the shower to make sure it is not too hot.
 (A) scalded . . . test (B) wet . . . drink
 (C) cleaned . . . touch (D) cold . . . freeze
 (E) sleepy . . . splash
3. Sheryl was ■ and shy, while her sister was loud and ■.
 (A) boisterous . . . meek (B) quiet . . . outgoing
 (C) social . . . boisterous (D) timid . . . shy
 (E) lonely . . . scared

Apply Instruction

Practice Your Skills

Completing Sentences with Two Blanks

Answers

1. C
2. A
3. B
4. B
5. C

Guide Instruction

4 Reading Comprehension Tests

Critical Thinking

Have students practice reading for comprehension by walking them through the steps outlined in Strategies for Reading Comprehension Questions. Ask them to apply each step and demonstrate their understanding by reading the passage on p. 381 and taking notes on the main idea and details prior to completing the Practice Your Skills activity.

4. After paying all our expenses, our club has a of \$45, which we are going to donate to .
 - (A) wallet . . . ourselves (B) surplus . . . charity
 - (C) bowl . . . spend (D) wish . . . families
 - (E) purse . . . groceries
5. Jason became and gave up quickly, but Ben was and, after hours of work, finally solved the brainteaser.
 - (A) happy . . . angry (B) wonderful . . . talented
 - (C) frustrated . . . persistent (D) eager . . . confused
 - (E) cheerful . . . lost

4 Reading Comprehension Tests

Reading comprehension tests assess your ability to understand and to analyze written passages. The information you need to answer the test questions may be either directly stated or implied in the passage. You must use your critical thinking skills to make inferences as you read, to analyze and interpret the passage, and to draw conclusions in order to answer the questions. The following strategies will help you answer questions on reading comprehension tests.



Strategies for Reading Comprehension Questions

- Begin by skimming the questions that follow the passage so you know what to focus on as you read.
- Read the passage carefully. Notice the main ideas, organization, style, and key words.
- Study all possible answers. Avoid choosing one answer the moment you think it is a reasonable choice.
- Use only the information in the passage when you answer the questions. Do not rely on your own knowledge or ideas on this kind of test.

Most reading comprehension questions focus on one or more of the following characteristics of a written passage.

- **Main Idea** At least one question will usually focus on the central idea of the passage. Remember that the main idea of a passage covers all sections of the passage—not just one section or paragraph.
- **Supporting Details** Questions about supporting details test your ability to identify the statements in the passage that back up the main idea.

Differentiated Instruction

Struggling Learners Bring in newspaper stories and have students find the main idea and supporting details. As they read the stories, they should write down the main idea of each paragraph and ask themselves questions about how the idea is supported by the rest of the paragraph.

- **Implied Meanings** In some passages not all information is directly stated. Some questions ask you to infer or interpret in order to answer questions about points that the author has merely implied.
- **Purpose and Tone** Questions on purpose and tone require that you interpret or analyze the author's purpose for writing and his or her attitude toward the subject.

Practice Your Skills

Reading for Comprehension

Read the following passage, and write the letter of the correct answer to each question that follows it.

The amount of the sun's energy that a place receives varies because of the way the earth moves in space. In many places, including most of the United States, winters are colder than summers. Other places may have hot or cold weather all year round. The differences are caused by changes in the earth's position in relation to the sun.

As it travels through space, the earth spins like a top. This spinning motion is called rotation. The earth rotates on its axis. The axis is an imaginary line through the center of the earth from one pole to the other. The axis is tilted at an angle. Because of this angle, one half of the earth is tilted toward the sun and therefore receives more direct sunlight. There it is summer, and temperatures are warmer. The other half is tilted away from the sun and receives less direct solar energy. There it is winter, and temperatures are cooler.

In addition to spinning on its axis, the earth travels around the sun. In this motion, called revolution, the earth follows a nearly circular path, or orbit, around the sun. The earth takes about 365 days to make one complete revolution around the sun. As it revolves, it remains tilted at the same angle. Therefore, the half of the earth that was tilted toward the sun and experiencing summer will, half a year later, be tilted away from the sun and having winter. The opposite is true of the other half of the earth. It will now be tilted toward the sun and enjoying summer.

1. The best title for this passage is
 - (A) Earth's Movement and the Sun.
 - (B) Earth and Its Moon.
 - (C) Our Incredible Solar System.
 - (D) The History of the Sun.
 - (E) My Trip to the Moon.

Apply Instruction

Practice Your Skills

Reading for Comprehension

Answers

1. A
2. B
3. A
4. A

Differentiated Instruction

Advanced Learners Have students come up with five more multiple-choice questions that reflect their understanding of the essay. Students can then trade papers with a partner to answer each other's questions.

Guide Instruction

The Double Passage

Critical Thinking

After reading through The Double Passage section as a class, challenge students to create a graphic organizer that illustrates the double-passage reading process. They might make a two-column chart or any type of graphic that works for them.

- Changes in temperature on the earth's surface are due to
 - the temperature of the sun.
 - the tilt and movement of the earth.
 - the distance of the moon from the earth.
 - earth's position in the galaxy.
 - the position of people on the earth.
- The passage indicates that the United States
 - is not the only country to have differences in temperature.
 - is warm all year.
 - has hot winters and cold summers.
 - has the same temperatures as the countries at the equator.
 - always receives the same amount of energy from the sun.
- This passage would most likely appear in
 - a science textbook.
 - a news magazine.
 - an article on a travel Web site.
 - a book about the history of space travel.
 - a novel.

THE DOUBLE PASSAGE

You may be asked to read a pair of passages, called the double passage. Then you will be asked questions about each passage individually and about the relationship between the two passages. The two passages may present similar or opposing views, or they may complement each other in various ways. A brief introduction preceding the passages may help you anticipate the relationship between them. Questions about double passages require you to use your critical thinking skills in order to make connections and synthesize information.

All of the questions follow the second passage. The first few questions relate to Passage 1, the next few questions relate to Passage 2, and the final questions relate to both passages. You may find it helpful to read Passage 1 first and then immediately answer the questions related only to it. Then read Passage 2 and answer the remaining questions.



Practice Your Skills

Reading for Double-Passage Comprehension

The following passages are about uniforms for schoolchildren in the United States. Read each passage, and answer the questions that follow.

Passage 1

The recent increase in school violence has led teachers, parents, and students to consider uniforms for public-school children in America. In doing so, these proponents of similar fashion are squashing our schoolchildren's self-esteem. As children mature, they seek their individuality—they want to know *who* they are. Wearing a uniform to a school in which every other student is wearing the same outfit limits a student's self-expression. If students can't express themselves, they cannot possibly understand who they are. Although they might believe they are protecting children from school violence, those who force students to wear uniforms are stifling the individual personalities, creativity, and freedom of America's children.

Passage 2

Peer pressure for America's schoolchildren is overwhelming. Most children today are caught between pleasing their friends and following the rules. As unusual as it may seem, much peer pressure involves clothing. Children are harassed, berated, and attacked because of their choice of clothing. One solution to the problem is to require all schoolchildren to wear uniforms. If all the students in a school wear the same clothes, no one will be singled out for his or her choices. Wearing uniforms will give students relief from the pressures of deciding what to wear and the fear of wearing the "wrong" outfit. It's a simple solution with a valuable result.

1. According to the author of Passage 1, which of the following best explains the reason that schoolchildren should not wear uniforms?
- (A) Wearing uniforms stifles a student's individuality.
 - (B) Students like to wear expensive clothes.
 - (C) Clothing should not play a significant role in students' lives.
 - (D) Students need to look the same.
 - (E) Uniforms are cost effective.

Apply Instruction

Practice Your Skills

Reading for Double-Passage Comprehension

Answers

- 1. A
- 2. D
- 3. A
- 4. E
- 5. B

Differentiated Instruction

Verbal Learners Using the passages on this page as an example, create two passages on a place-related theme but using two different tones and styles.

Guide Instruction

5 Tests of Standard Written English

Write the following sentences on the board:

- It is they're responsibility to do the project.
- I have to read the poem The Raven before tomorrow.
- They goes to the gym every day after school.
- Mr. Weaver is our High School Principal.
- The dogs all obeyed its owners during the competition.

Have students refer to the bulleted list in their book and identify which type of error occurs in each sentence.

2. The purpose of Passage 1 is to
 - (A) inform readers about self-esteem.
 - (B) persuade people to require uniforms.
 - (C) entertain readers with humorous stories about uniforms.
 - (D) persuade people not to require uniforms.
 - (E) inform the reader of the cost of uniforms.
3. According to the author of Passage 2, which of the following is a result of wearing uniforms?
 - (A) relief from peer pressure
 - (B) an increase in violence against students
 - (C) a decrease in students' self-esteem
 - (D) an increase in choices of clothing
 - (E) an increased laundry bill
4. The tone of Passage 2 is
 - (A) lighthearted.
 - (B) insistent.
 - (C) mean-spirited.
 - (D) humorous.
 - (E) optimistic.
5. Which of the following is not mentioned by either author?
 - (A) School uniforms can decrease the amount of peer pressure faced by children.
 - (B) Wearing uniforms will not eliminate all problems faced by children.
 - (C) School uniforms might be a solution to problems faced by children in school.
 - (D) Expressing individual tastes in clothing can increase self-esteem.
 - (E) Students who wear uniforms will not be singled out for their choices.

5 Tests of Standard Written English

Objective tests of Standard written English assess your knowledge of the language skills used for writing. They may contain sentences with underlined words, phrases, and punctuation. The underlined parts may contain errors in grammar, usage, mechanics, vocabulary, or spelling. These tests ask you to use your problem-solving skills to find the error in each sentence or to identify the best way to revise a sentence or passage.

FINDING ERRORS

The most familiar way to test students' knowledge of grammar, usage, capitalization, punctuation, word choice, and spelling is by asking them to find errors in sentences. A typical test item of this kind is a sentence with five underlined choices. Four of the

choices suggest possible errors in the sentence. The fifth choice states that there is no error. Read the following sentence and identify the error, if there is one.

There are^A about 20,000 islands^B in the Pacific ocean^C, the largest^D ocean in the world. No error^E

(The answer is (C). The word *ocean* should be capitalized as part of the proper name *Pacific Ocean*.)

The list below shows errors to watch for on a test of Standard written English.

- lack of agreement between subject and verb
- lack of agreement between pronoun and antecedent
- incorrect spelling or use of a word
- missing, misplaced, or unnecessary punctuation
- missing or unnecessary capitalization
- misused or misplaced italics or quotation marks

Sometimes you will find a sentence that contains no error. Be careful, however, before you choose *E* (*No error*) as the answer. It is easy to overlook a mistake, since common errors are the kind generally included on this type of test. Parts of a sentence that are not underlined are presumed to be correct. You can use clues in the correct parts of the sentence to help you search for errors in the underlined parts.

Practice Your Skills

Recognizing Errors in Writing

Write the letter of the underlined word or punctuation mark that is incorrect. If the sentence contains no error, write *E*.

- (1) Volcanoes occur^A when pressure^B builds up under neath^C the earth's surface^D. (2) Usually^A a volcano warns that its^B going to erupt^C by rumbling^D. (3) The eruption^A can take two^B forms both^C impressive^D. (4) Either the volcano shoots^A out chunks of burning debris or^B it sends out a flow of liquid^C rock, called^D lava. (5) Lava may seem scaryer^A, but the flying^C debris can be more dangerous^D. (6) Because^A lava move^B slowly, it is not impossible^C to avoid^D. (7) Flying chunks of rock^A on the other hand, can^B travel far and ignite^C roofs^D instantly.

Apply Instruction

Practice Your Skills

Recognizing Errors in Writing

Answers

1. C
2. B
3. C
4. B
5. A
6. B
7. A

Guide Instruction

Sentence-Correction Questions

Collaborative Learning

Ask students to share with a partner or small group their strategies for error-recognition and sentence-revision tests. Then have students check their strategies against these guidelines:

- Read the entire sentence, not just the underlined part.
- As you read the answers, try to “hear” the best alternative. If part of the sentence “sounds” wrong, it probably is.
- Correct the mistake before you read the answers. If your answer is one of the possible options listed, you are probably right. If your answer is close to one or two of the answers, you can eliminate the other choices.
- Look for mistakes that are commonly tested, such as sentence fragments, misplaced punctuation, or confusion between *who/whom* and *its/it’s*.

Apply Instruction

Practice Your Skills

Correcting Sentences

Answers

1. D

SENTENCE-CORRECTION QUESTIONS

Sentence-correction questions assess your ability to recognize appropriate phrasing. Instead of locating an error in a sentence, you must use your problem-solving skills to select the most appropriate and effective way to write the sentence.

In this kind of question, a part of the sentence is underlined. The sentence is then followed by five different ways of writing the underlined part. The first way shown, (A), simply repeats the original underlined portion. The other four choices present alternative ways of writing the underlined part. The choices may differ in grammar, usage, capitalization, punctuation, or word choice. Consider all answer choices carefully. If there is an error in the original underlined portion, make sure the answer you choose solves the problem. Be sure that the answer you select does not introduce a new error and does not change the meaning of the original sentence. Look at the following example.

Maria seen that movie at the theater last night.

- (A) seen that movie at the theater
- (B) seen that movie, at the theater
- (C) saw that movie, at the theater
- (D) saw that movie at the theater
- (E) saw that movie. At the theater

(The correct answer is (D). Choices (A) and (B) are incorrect because they use the past participle of *see* instead of the past form of the verb. In (B), as well as in (C) and (E), punctuation is used incorrectly.)

Practice Your Skills

Correcting Sentences

Write the letter of the most appropriate way of phrasing the underlined part of each sentence.

1. Harry hasn't said nothing since breakfast.
 - (A) hasn't said nothing
 - (B) hasn't said nothing
 - (C) hasn't said, nothing
 - (D) hasn't said anything
 - (E) has not said nothing

Differentiated Instruction

Auditory Learners Point out to students that sentence-correction questions require them to read the answers carefully, as the suggested revisions may contain errors. They should first look over the suggested responses to eliminate any obviously wrong answers. Have them try reading aloud each possible answer in the context of the sentence before making their choice.

2. The first person off the plane was aunt bea.
(A) the plane was aunt bea.
(B) the plane was Aunt bea.
(C) the Plane was Aunt Bea.
(D) the plane was Ant Bea.
(E) the plane was Aunt Bea.
3. The weather forecast called for sleet snow and rain.
(A) called for sleet snow and rain.
(B) called for sleet, snow, and rain.
(C) call for sleet, snow, and rain.
(D) called for sleet, snow, and, rain.
(E) called for sleet and snow. And rain.
4. Last night I finished reading the story Today.
(A) reading the story Today.
(B) reading, the story Today.
(C) reading the story Today.
(D) reading the story “Today.”
(E) read the story Today.
5. All the boys carried theirs own suitcases.
(A) carried theirs own suitcases.
(B) carried his own suitcases.
(C) carried their own suitcases.
(D) carried him own suitcases.
(E) carried them own suitcases.

REVISION-IN-CONTEXT

Another type of multiple-choice question that appears on some standardized tests is called revision-in-context. Such questions are based on a short passage and assess your reading comprehension skills, your writing skills, and your understanding of Standard written English. The questions following the passage ask you to choose the best revision of a sentence, a group of sentences, or the essay as a whole. To select the correct answer, use your critical thinking skills to evaluate the relative merits of each choice. You may also be asked to identify the writer’s intention. To do so, you will need to analyze the passage carefully to determine the writer’s purpose.

Apply Instruction

Practice Your Skills

Correcting Sentences

Answers, continued

2. E
3. B
4. D
5. C

Monitor Instruction

Model: Correcting Sentences

Go through the model exercise as a think-aloud so students can “hear” the thought process involved in correcting and revising sentences.



MODEL: Correcting Sentences

(1) The explorers found themselves in a barren land. (2) No signs of life were nowhere. (3) The sun parched the earth. (4) Water was nowhere to be found. (5) Suddenly they heard the rattle of a snake. (6) The explorers fled for safety. (7) Snakes were not the only kind of hazard these newcomers would have to face.

1. Which of the following is the best revision of sentence 2?
- (A) There were no signs of life anywhere.
 - (B) Signs of life were anywhere.
 - (C) Nowhere is signs of life.
 - (D) Signs of life wasn't anywhere to be found.
 - (E) There were no signs of life no where.

(The correct answer is (A), which does not contain the double negative found in sentence 2. Choice (B) does not express the same meaning as sentence 2. (C) and (D) contain errors in subject-verb agreement. (E) contains a double negative and a spelling error.)

2. Which of the following is the best way to combine sentences 3 and 4?
- (A) The sun parched the earth, and water was nowhere to be found.
 - (B) The sun parched the earth and found water nowhere.
 - (C) The sun parching the earth and finding water nowhere.
 - (D) The sun was parching the earth and water was nowhere to be found.
 - (E) The sun parched the earth, water was nowhere to be found.

(The correct answer is (A). In (B) and (C), *sun* is incorrectly made the subject of both verbs. In addition, incorrect verb forms are used in (C) as well as in (D), which also lacks a comma. (E) is a run-on sentence.)

3. In relation to the rest of the passage, which of the following best describes the writer's intention in sentence 7?
- (A) to restate the opening sentence
 - (B) to interest the reader in the story
 - (C) to persuade the reader to avoid snakes
 - (D) to summarize the paragraph
 - (E) to provide supporting details about snakes

(The correct answer is (B), which can be determined by the process of elimination. Sentence 7 does not serve the purposes described in the other answer choices.)



21ST CENTURY

Practice Your Skills

Correcting Sentences

Carefully read the following passage about rain forests. Write the letter of the correct answer to the questions that follow.

(1) The rain forests hold secrets of many possible cures for illnesses that need to be cured. (2) Scientists believing that the cure for many illnesses including cancer, may come from plants. (3) There are so many species of plants. (4) Many thousands of plants are still not studied. (5) Some cures might even come from plants that have not yet been discovered. (6) That's why scientists argue to protect rain forests and their natives, the people.

1. The best revision of sentence 1 is
- (A) The rain forests hold the secrets to many possible cures for illnesses.
 - (B) The rain forests, holding secrets of many possible cures, can cure illnesses.
 - (C) The rain forests possibly held the secrets to many cures.
 - (D) The rain forests—hold secrets of many possible cures—can cure illnesses.
 - (E) The rain forests hold secrets and cure illnesses.

Apply Instruction

Practice Your Skills

Correcting Sentences

Answers

1. A

21ST CENTURY

Apply Instruction

Practice Your Skills

Correcting Sentences

Answers, continued

2. C
3. D
4. D
5. A


2. The best revision of sentence 2 is
 - (A) Scientists believe that the cures for many illnesses including cancer, may come from a plant.
 - (B) Scientists believe, that the cures for many illnesses including cancer, may come from a plant.
 - (C) Scientists believe that the cures for many illnesses, including cancer, may come from plants.
 - (D) Scientists believe that illnesses, including cancer, may come from a plant with a cure.
 - (E) Coming from a plant, scientists believe is the cure for illnesses like cancer.
3. What is the best way to combine sentences 3 and 4?
 - (A) There are so many species of plants, many thousands are still not studied.
 - (B) There are so many species of plants, and many thousands of plants are still not studied.
 - (C) Many thousands of plants have still not been studied although there are so many species.
 - (D) There are so many species of plants that many thousands have still not been studied.
 - (E) Many thousands of many species of plants are still not studied.
4. What is the purpose of sentence 5?
 - (A) to inform readers about the typical characteristics of plants
 - (B) to persuade readers to learn more about illnesses like cancer
 - (C) to motivate readers to travel to rain forests
 - (D) to provide support for sentence 1
 - (E) to create interest by presenting an unusual fact
5. What is the best revision of sentence 6?
 - (A) This is reason enough, scientists argue, to protect rain forests and their people.
 - (B) This reason is to protect rain forests and their native people.
 - (C) Scientists argue about protecting the rain forest's native people.
 - (D) This reason, scientists argue, protects rain forests, their natives, and their people.
 - (E) This is reason to protect rain forests, their native people.

Planning Guide

Chapter 22 Clauses

Essential Question: How can you use clauses to create a smooth flow and express ideas precisely?

Suggested teaching times are given below. Total time for the chapter is 5 to 7 days.

| Chapter Contents | Standards | ELL Instruction in the Teacher Edition | Additional Resources |
|--|-------------------------------------|--|---|
| Pretests Pages 636–637; Suggested time: 0.5 day | Common Core: L.2, L.3 | p. 637 | <p>Presentation</p> <ul style="list-style-type: none"> Classroom Presentation <p>Rubrics & Student Models</p> <ul style="list-style-type: none"> Writer’s Resource <p>Skill Development</p> <ul style="list-style-type: none"> Student Activities: <ul style="list-style-type: none"> Language Skills Practice Vocabulary and Spelling Skills Practice ELL Resource Test Preparation <p>Assessment</p> <ul style="list-style-type: none"> Assessment Resource  ExamView Assessment Suite |
| Lesson 1: Independent and Subordinate Clauses Pages 638–639; Suggested time: 0.5–1 day | Common Core: L.1.b, L.2, L.3 | p. 639 | |
| Lesson 2: Uses of Subordinate Clauses Pages 640–646; Suggested time: 1–2 days | Common Core: L.1.b, L.1.c, L.2, L.3 | pp. 640, 641, 644, 645 | |
| Lesson 3: Kinds of Sentences Pages 647–652; Suggested time: 0.5–1 day | Common Core: L.1.b, L.2, L.3 | pp. 647, 649, 651 | |
| Sentence Diagraming Pages 653–654; Suggested time: 0.5 day | Common Core: L.2, L.3 | p. 654 | |
| Chapter Review Pages 655–656; Suggested time: 0.5 day | Common Core: L.2, L.3 | p. 656 | |
| Posttest Page 657; Suggested time: 0.5 day | Common Core: L.2, L.3 | | |
| Writer’s Corner Pages 658–659; Suggested time: 1 day | Common Core: L.1.b, L.2, L.3 | p. 659 | |

Pre-Assessment

| | |
|--|--|
| <p>Using Pretest 1, <i>p. 636</i></p> <p>As you discuss the paragraph in class, note the answers to these questions:</p> <ul style="list-style-type: none"> • Can students identify sentences to combine? • Can students hear the problems in the paragraph when it is read aloud? • Can students identify the sentence fragments? | <p>Using Pretest 2, <i>p. 637</i></p> <p>After students have taken Pretest 2 and you have reviewed the results in class, have students write a paragraph about a movie they saw recently. Have them review their drafts and note any sentences that are incomplete or sentences that can be combined.</p> |
|--|--|

Authentic Writing Experiences

| Writing About Literature | Writing Across the Curriculum |
|---|---|
| <p>Author Study</p> <p>Assign students to analyze the various sentence structures one writer uses. Does the writer tend toward one type of sentence structure? For example, Gary Soto uses many compound sentences in the first several paragraphs of “Seventh Grade” as he adds details to propel the story forward.</p> <p>Text Analysis</p> <p>Have students analyze the sentences in several news stories. Do the sentence structures change as the story progresses? For example, a story reporting on a car chase may begin with short, simple sentences, and then change to more complex sentences as the reporter gives background and examines causes.</p> | <p>Social Studies</p> <p>Have students list at least three challenges early settlers in their area faced. They should give details to explain each of the challenges. Tell students to use a variety of sentence structures as they write.</p> <p>Science</p> <p>Assign students to write a paragraph that describes the responses of organisms to internal or external stimuli. Students should include at least one simple, compound, and complex sentence in their writing.</p> <p>Math</p> <p>Assign students to write about a problem-solving strategy from their mathematics class, such as working backward or working a simpler problem. Have students write and solve a sample real-world problem and underline at least three clauses in the problem.</p> <p>Using a Learning Log</p> <p>Have students reflect on the value of sentences with various types of clauses. How do these sentences make the writing a pleasure to read?</p> |
| Substitute Teacher’s Activity | |
| <p>Using a Core Skill</p> <p>Tell students to write an eyewitness report on something they saw recently. They might consider a sports event or a concert. Have students mark each type of sentence in their drafts and revise to include more variety.</p> | |

Post-Assessment

| | |
|--|---|
| <p>Writer’s Corner, <i>p. 658</i></p> <ol style="list-style-type: none"> 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. | <p>Writer’s Corner, <i>p. 659</i></p> <ol style="list-style-type: none"> 1. Ask students if they have applied the Editing Checklist to their writing. 2. Ask students to write two sentences about a dream they had. Have them write one compound sentence and one complex sentence. |
|--|---|

Clauses

Essential Question

How can you use clauses to create a smooth flow and express ideas precisely?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Pretests, pp. 636–637

1. Independent and Subordinate Clauses, pp. 638–639

2. Uses of Subordinate Clauses, pp. 640–646

3. Kinds of Sentences, pp. 647–652

Sentence Diagraming, pp. 653–654

Chapter Review, pp. 655–656

Posttest, p. 657

Writer’s Corner, pp. 658–659

Pre-Assess Pretest 1

Sample Answers

Lines 1–2: Because his parents were divorced, his mother Sonya...

Line 3: Sonya could barely read, but she valued education.

Lines 3–4: When she made Benjamin and his brother read more books, Benjamin began...

Lines 4–5: He studied hard, and he graduated with honors.

Lines 5–6: After he went to Yale University, he went to medical school...

Lines 7–8: ...Presidential Medal of Freedom, which is the highest...

CHAPTER 22

Clauses



Dr. Benjamin Carson

How can you use clauses to create a smooth flow and express ideas precisely?

Clauses: Pretest 1

The following first draft is hard to read. There are many fragments, and many of the sentences are short and choppy. Revise the draft so that it flows more smoothly. The first two sentences have been combined as an example.

Benjamin Carson was born in Detroit ^{where he} His early life was not easy. Because his parents were divorced. His mother Sonya had to work two and three jobs to support her sons. Sonya could barely read. She valued education. She made Benjamin and his brother read more books. Benjamin began to do better in school. He fell in love with learning. He studied hard. He graduated with honors. He went to Yale University. He went to medical school at the University of Michigan. He became one of the world’s leading neurosurgeons. In 2008, he received the Presidential Medal of Freedom. That is the highest civilian honor in the United States.

636 Clauses

Block Scheduling

If time is short, use instruction on independent and subordinate clauses and kinds of sentences.

If time allows, add When You Write and Connect to Writing.

Common Stumbling Block

Problem

- Difficulty punctuating compound sentences correctly

Solution

- Instruction, p. 649
- Practice, p.650

Answers

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

Customizing the Pretest

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

11. On this visit the trainers were working with a red-tailed hawk.
 12. Because its wing was injured, it could only fly short distances.
 13. The trainers dragged a piece of meat along the ground.
 14. Before we knew it, the hawk flew quickly and dived for the meat.
 15. The hawk's dive was swift, but it was also accurate.
11. A adjectival clause
B adverbial clause
C independent clause
D simple sentence
 12. A adjectival clause
B adverbial clause
C independent clause
D simple sentence
 13. A compound sentence
B complex sentence
C independent clause
D simple sentence
 14. A compound sentence
B complex sentence
C independent clause
D simple sentence
 15. A compound sentence
B complex sentence
C independent clause
D simple sentence

Clauses: Pretest 2

Directions

Write the letter of the term that correctly identifies the underlined group of words in each sentence.

(1) When we finished breakfast, we visited the Raptor Center. (2) The Raptor Center is a place that the county funds. (3) When people find hurt birds, they bring them there. (4) Vets help cure the birds, and they are released. (5) Some birds are too badly hurt to return to nature. (6) These birds, which can still fly short distances, are trained to perform. (7) The trainers show us some birds, and the birds perform for us. (8) When we last visited, there was an injured owl. (9) The owl ignored us, but it knew we were watching. (10) An amazing thing that the owl does is to swivel its head nearly 360 degrees.

- | | |
|---|--|
| 1. A adjectival clause B adverbial clause C independent clause D simple sentence | 6. A adjectival clause B adverbial clause C independent clause D simple sentence |
| 2. A adjectival clause B adverbial clause C independent clause D simple sentence | 7. A compound sentence B complex sentence C independent clause D simple sentence |
| 3. A adjectival clause B adverbial clause C independent clause D simple sentence | 8. A adjectival clause B adverbial clause C independent clause D simple sentence |
| 4. A adjectival clause B adverbial clause C independent clause D simple sentence | 9. A adjectival clause B adverbial clause C independent clause D simple sentence |
| 5. A compound sentence B complex sentence C independent clause D simple sentence | 10. A adjectival clause B adverbial clause C independent clause D simple sentence |

Differentiated Instruction

English Language Learners:

Beginning When reading or creating example sentences, use pictures as often as possible. For example, one exercise in this chapter describes bald eagles. Another speaks of football, which in most countries means soccer. Photographs will help keep students from being sidetracked by incomprehension.

Using Pretest Results

Students who do well on the pretest could do an independent study project analyzing the writing style of a favorite writer, looking specifically at how the writer uses simple, compound, and complex sentences to create variety and flow.

Guide Instruction

1 Independent and Subordinate Clauses

Lesson Question

How can you distinguish between independent and subordinate clauses?

Objective

- To recognize independent and subordinate clauses

Remind students that, unlike such terms as *verb* and *noun*, the words *independent* and *subordinate* are terms used in many contexts besides grammar. Discuss what it means to be independent. Have students suggest as many uses of the word as they can think of, from the United States being independent from Britain to the independence of having a job or a driver's license. Because *subordinate* will probably be less familiar, give students examples, such as *subordinate officer in the military*, *a subordinate at work*, or *a goal that is subordinate to another*. Then guide students to see how the meanings of these words outside of grammar relate to what they mean in grammar—the clause that can stand alone as a sentence compared to the sentence that depends on another clause for meaning.

Collaborative Learning

Write the following on the board:

- I will be ready to go when
- She will not come unless
- The younger children played while

Have students work in small groups to add clauses to the above. Explain that, to be a clause, the words they add must include a subject and a verb. Tell students to write two endings for each option.

Independent and Subordinate Clauses

Lesson 1

In this chapter you will learn about three kinds of sentences: simple, compound, and complex. Before you can fully understand these sentence types, you must know about a group of words called a **clause**.

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

Unlike the phrase, the clause has a subject and a verb. In the following examples, subjects of each clause are underlined once, and verbs are underlined twice.

| | |
|---------------|---|
| Phrase | We will eat after lessons . |
| Clause | We will eat after <u>we finish</u> our lessons . |

There are two kinds of clauses: independent and subordinate. First we will look at the independent clause.

22 A.1 An **independent, or main, clause** can stand alone as a sentence because it expresses a complete idea.

When an independent clause stands by itself, it is called a sentence. It only becomes an independent clause when it appears in a sentence with another clause.

Sara looked for shells, but the tide came in.

These two clauses are independent; they both can stand alone as single sentences.

Sara looked for shells. The tide came in.

The second kind of clause is called a **subordinate clause**, or **dependent clause**. Because it is dependent, it needs another clause to give it meaning. In other words, a dependent clause cannot stand alone as a sentence.

22 A.2 A **subordinate, or dependent, clause** cannot stand alone as a sentence because it does not express a complete thought.

Notice that the subordinate clauses in the following examples do not express a complete thought—even though they have both a subject and a verb.

Differentiated Instruction

Struggling Learners Point out to students that *after lessons* is the phrase in the first example above. If students think the whole sentence is the phrase, they may be confused. The lesson compares a compound sentence and two separate sentences, but seeing the sentences combined into one sentence will strengthen understanding. On the board, write a compound sentence to demonstrate

clauses. Write the simple sentence *My dog is brown*. Then, write a second simple sentence after the first, leaving a little space. For example, *He has long ears*. Point out these are both sentences. Combine the two sentences, adding a comma and *and*. Explain that each of the original sentences is now a clause, because it no longer stands alone.

Guide Instruction

Connecting Composition to Grammar

A key element of writing effectively is connecting related ideas. This can be done in many ways, but two common connections are cause-and-effect and compare-and-contrast. This can be done from one paragraph to another, but often it is done within a single sentence. When it is in one sentence, it is usually a sentence with a subordinate clause. For example:

- cause-and-effect:
It is freezing today, so I can't stay outside.
- compare-and-contrast:
While my dog always greets me at the door, my cat usually hides.

Have students write a one-paragraph description of a sporting event they have seen or in which they have participated. Ask students to use at least one subordinate clause to show cause-and-effect or to compare-and-contrast. For more on writing effective compositions, see Chapter 5.

Additional Resources

- Language Skills Practice: Grammar, Usage, and Mechanics, Chapter 22

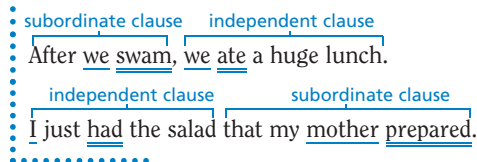
Apply Instruction

Practice Your Skills

Distinguishing Between Main and Subordinate Clauses

Answers

- | | |
|------|-------|
| 1. S | 6. I |
| 2. S | 7. S |
| 3. I | 8. I |
| 4. I | 9. S |
| 5. S | 10. I |



Practice Your Skills

Distinguishing Between Main and Subordinate Clauses

Label each underlined clause *I* for independent or *S* for subordinate.

1. If the sky is dark and cloudy, you should bring an umbrella.
2. Unless you call first, I will leave for the beach at noon.
3. I like this beach because it is almost never crowded.
4. Since the tide is in, the water is high.
5. We will eat when Terry and Yolanda finally get here.
6. Although it was raining almost the entire afternoon, we stayed at the beach.
7. Before the rain started, we played a game of volleyball.
8. Sometimes we surf while we are at the beach with our friends.
9. I watched television after I got home from the beach.
10. Someone knocked on the door as soon as I got home.



Differentiated Instruction

English Language Learners:

Advanced and **Advanced High** Ask students to compare and contrast phrases and clauses and write several examples of each on the board in random order. Encourage students to use linguistically accommodated or simple vocabulary. **Intermediate** Have students identify each as a phrase or clause. Remind students to look for a subject and a verb. If it

has a subject and verb, it is a clause.

Beginning Ask these students to read the phrases and clauses along with you, associating the sounds they hear with the letters they see.

Guide Instruction

2 Uses of Subordinate Clauses

Lesson Question

How can you use subordinate clauses to express related ideas?

Objectives

- To understand the uses of subordinate clauses
- To identify subordinate conjunctions

Ask students to tell what they remember about adverbs and how they relate to verbs. Ask students what they'd expect an adverbial clause to be like.

Applying 21st Century Skills: Critical Thinking

Have students look for subordinating conjunctions in a passage from a short story or magazine article. Ask students to identify whether subordinating conjunctions are used to show cause-and-effect or compare-and-contrast relationships. Discuss how this contributes to the meaning of the story or article, as well as how the story would change if these subordinating conjunctions and the clauses they introduce were removed.

Subordinating Conjunctions

Remind students that they first read about conjunctions in Chapter 18. They learned about coordinating conjunctions (*and, but, or, yet*) and correlative conjunctions (*both/and, either/or, neither/nor*). A subordinating conjunction has the same *joining* function, but it makes a clause subordinate to, or dependent on, another clause for meaning.

Uses of Subordinate Clauses

Lesson 2

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

➤ Adverbial Clauses

A subordinate clause can be used in the same way as a single adverb or adverbial phrase. Such a clause is called an **adverbial clause**.

| | |
|---------------------------|--|
| • Single Adverb | The eagles arrived late . |
| • Adverbial Phrase | The eagles arrived after the first storm . |
| • Adverbial Clause | The eagles arrived after the snow had begun . |

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

An adverbial clause answers the adverb question *How? When? Where? How much? or To what extent?* In addition, an adverbial clause answers the question *Under what circumstances? or Why?* Notice in the following examples that an adverbial clause modifies the whole verb phrase.

| | |
|--------------------------|--|
| • How? | The eagle flew as if it were suspended in the sky . |
| • When? | When the guide arrives , the eagle watch will begin. |
| • Where? | Eagles roost where they can find good hunting . |
| • To What Extent? | Eagles search for prey until they are successful . |
| • Why? | You should bring your binoculars so that you can see the eagles . |

Subordinating Conjunctions

Adverbial clauses begin with a subordinating conjunction. A few of the subordinating conjunctions in the following box—such as *after, before, since, and until*—can also be used as prepositions. Remember that those words are subordinating conjunctions if they are followed by a group of words with a subject and a verb.

Differentiated Instruction

English Language Learners:

Advanced and Advanced High

Remind students that a subordinate clause is not a complete sentence. Tell students an adverbial clause is used to modify a verb, an adjective, or another adverb. Discuss the chart on p. 641, and ask students to look for these words to help them identify adverb clauses. Write these sentences on the board:

- We have to study because we have a test tomorrow.
- If we do not study, we will not pass.

Have students identify subordinating conjunctions and adverbial clauses. Help students determine which word the clause modifies. Then have students write two more sentences using words from the chart.

COMMON SUBORDINATING CONJUNCTIONS

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

••• **When the eagles return to the nest**, they will feed their babies.

••• The eagle has keen eyesight **so that it can easily spot prey**.

PUNCTUATION WITH ADVERBIAL CLAUSES

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

••• **Because we were early**, we saw many eagles.

Practice Your Skills

Supplying Subordinating Conjunctions

Write a subordinating conjunction to replace each blank to create a subordinate clause.

- ___ the bald eagle is our national bird, it is protected from hunters.
- ___ the bald eagle has been our national symbol since 1782, many people want to protect it.
- ___ pesticides were used, many eagles died in the 1970s.
- ___ the bald eagle became an endangered species, scientists studied it carefully.
- It proved to be a relatively easy task ___ eagles reuse the same nest sites.
- Eagles are convenient to study ___ several pairs of eagles nest in a small area.

Guide Instruction

Speaking and Listening

Read aloud several sentences with subordinate clauses (you can use examples in the text and the exercises on this and the following page or create your own). Emphasize where the comma is as you read by pausing slightly. Have students listen and tell you where they think the comma should go. After you have analyzed a few sentences, you could have students take turns reading aloud.

Apply Instruction

Practice Your Skills

Supplying Subordinating Conjunctions

Sample Answers

- Because
- Since
- Wherever
- After
- because
- because

Additional Resources

- ELL Resource, Chapter 22

Differentiated Instruction

English Language Learners:

Intermediate With prepositions and subordinating conjunctions, there is rarely a one-for-one translation. As a result, students may be overwhelmed by the number of conjunctions and stumped by the differences in meaning. Have students work with more fluent partners, looking up the meaning of each conjunction

and then creating sentences that use each of the subordinating conjunctions in a way that reflects its meaning. Then, allow students to gather in a group to compare notes on what they learned and how they used the conjunctions.

Apply Instruction

Practice Your Skills

Finding Adverbial Clauses

Answers

1. Although Detroit is called “the Motor City”, is named
2. Because George Richards owned a radio station, held
3. after the contest had ended, became
4. When the team won many games the first season, cheered
5. After the Lions won the Western Division title in 1935, advanced
6. when the Lions beat the Giants, were disappointed
7. As soon as the game was over, celebrated
8. Though they had won the championship in 1935, was
9. before the Lions had another championship, would be
10. Until the team acquired some new players, would be

Connect to Writing: Editing

Punctuating Sentences with Adverbial Clauses

Answers

1. football, I
2. C
3. halftime, we
4. C
5. C

Guide Learning

Literary Connections

Students interested in football might enjoy Jerry Spinelli’s book *Crash*, the tale of seventh-grade football player “Crash” Coogan, who learns that aggression doesn’t always work off the field, and there may be things that matter more than football.

Practice Your Skills

Finding Adverbial Clauses

Write the adverbial clause in each sentence. Then write the word or words that the adverbial clause modifies.

1. Although Detroit is called “the Motor City,” its football team is named after an animal.
2. Because George Richards owned a radio station, he held a contest to name the new football team.
3. The team became the Detroit Lions after the contest had ended.
4. When the team won many games the first season, fans cheered.
5. After the Lions won the Western Division title in 1935, they advanced to the championship.
6. New York fans were disappointed when the Lions beat the Giants.
7. As soon as the game was over, Detroit celebrated.
8. Though they had won the championship in 1935, Detroit was 7–3 in 1936.
9. It would be several seasons before the Lions had another championship.
10. Until the team acquired some new players, winning seasons would be scarce.

Connect to Writing: Editing

Punctuating Sentences with Adverbial Clauses

Rewrite the following sentences, adding or removing commas where needed. If a sentence is correct, write C.

1. Whenever I watch football I like to cheer for my team.
2. While the game is on, you shouldn’t talk to my dad.
3. As soon as it’s halftime we will get a pretzel at the snack bar.
4. Our team should spend some time on fundamentals unless they want to repeat last year’s performance.
5. We should get our tickets before the game is sold out.



Differentiated Instruction

Special Needs Learners For visually impaired students, do Practice Your Skills aloud. It may be difficult for students to listen to and analyze an entire sentence, so read each clause aloud and have students identify whether it is an independent clause or a subordinate clause. Then, read the whole sentence, and ask students which word the subordinate adverbial clause modifies.

Test-Taking Strategies

Writing a Successful Essay Tell students that, while part of the score for an essay on a test is for the content, part is also for the quality of the writing. A well-placed adverbial clause can add important detail to a sentence. It also helps you show the relationships between ideas.

Guide Learning

Adjectival Clauses

Ask students to tell what they remember about adjectives and what they modify. Ask them what they'd expect an adjectival clause to accomplish in a sentence.

Relative Pronouns

In Standard American English, the relative pronouns *who*, *whom*, and *whose* relate to humans, while *that* and *which* are used to refer to non-human antecedents. So you would write, for example, *Johnson is the person who I think will win* but *Lemon is the flavor that I like best*.

Connecting Composition to Grammar

Tell students that, when they write about literature, they will almost always need to describe characters, whether real or fictional. Have students think of three characters they like from a book, movie, or TV show, and have them write one or two sentences about each. One sentence about each character must include an adjectival clause. For more on writing about literature, see Chapter 11.

Literary Connections

Students interested in the legend of King Arthur might be interested in reading one or more of the classic books by T. H. White: *The Sword in the Stone* or *The Once and Future King*.

➤ Adjectival Clauses

A subordinate clause can also be used like a single adjective or an adjectival phrase. Such a clause is called an **adjectival clause**.

- **Single Adjective** It is a **great** story.
- **Adjectival Phrase** It was a story **beyond our expectations**.
- **Adjectival Clause** It was a story **that we will never forget**.

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

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

- **Which One?** The story **that tells how Arthur found Excalibur** is my favorite.
- **What Kind?** It is a legend **that is often repeated**.

Relative Pronouns

22 B.3 Most adjectival clauses begin with a relative pronoun. A **relative pronoun** relates an adjective clause to the noun or the pronoun that the clause describes.

RELATIVE PRONOUNS

| | | | | |
|-----|------|-------|-------|------|
| who | whom | whose | which | that |
|-----|------|-------|-------|------|

In some sentences the relative pronoun just begins the adjectival clause; in other sentences, the relative pronoun also serves as the subject of the adjectival clause.

- I haven't read another story **that I like**.
- I haven't read another story **that is like Arthur's story**. (*That is the subject of the clause that is like Arthur's story.*)

Differentiated Instruction

Struggling Learners Students may benefit from a review of adverbs and adjectives. Being reminded of how adverbs and adjectives are used in a sentence may help clarify what adverbial and adjectival clauses are supposed to accomplish.

Differentiated Instruction

Verbal Learners Have students write their own sample sentences for each question answered by either an adverbial clause or by an adjectival clause. Tell students to review the examples in the lesson and the exercises for inspiration. Encourage students to be as creative as they'd like, possibly making up a story rather than using random examples.

Guide Instruction

Connecting Composition to Mechanics

Remind students that they have seen the terms *essential* and *nonessential* before, so they don't need to worry about new rules. They are just applying the same rules to a new situation.

Apply Instruction

Practice Your Skills

Identifying Adjectival Clauses

Answers

1. who is reading a book about Robin Hood, Joan
2. that interested me in the King Arthur stories, love
3. whose report about the Dark Ages was excellent, Marco
4. which was about castles, report
5. that Mrs. Johns liked the best, report
6. who reads widely about historical people and events, Mrs. Johns
7. who wants to be an archaeologist, Rahul
8. which has never been found, castle

Additional Resources

- Vocabulary and Spelling Skills Practice

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

A story **that was written about King Arthur** won the writing contest.

Arthur was a great leader **who united the British people**.

One or two 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. A clause is usually nonessential if it modifies a proper noun.

Nonessential

Thomas Malory, **who wrote many King Arthur stories**, lived hundreds of years after King Arthur.

Arthur, **whose adventures were many**, may have actually lived during the Dark Ages.

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

The play **that is about King Arthur** is *Camelot*.

Camelot, **which is about King Arthur**, is my favorite play.

Practice Your Skills

Identifying Adjectival Clauses

Write each adjectival clause. Underline the relative pronoun once. Then write the word or words that each adjectival clause describes.

1. Joan, who is reading a book about Robin Hood, enjoys legends.
2. It was her love of old legends that interested me in the King Arthur stories.
3. Marco, whose report about the Dark Ages was excellent, wants to write his own book about King Arthur.
4. Missy's report, which was about castles, contained many details.
5. The report that Mrs. Johns liked the best was about ancient legends.
6. Mrs. Johns, who reads widely about historical people and events, learned something new about the Dark Ages from Sue's report.
7. Rahul, who wants to be an archaeologist, wrote about the search for Camelot.
8. The ancient castle, which has never been found, might be fictitious.

Differentiated Instruction

English Language Learners:

Advanced High Have students use the chart on this page and simple language to review essential and nonessential phrases. **Advanced**

Write the following sentences, leaving out the commas. Ask students to underline the adjectival clauses.

- The main character, whose name is Laura, works as a police detective.

- The suspect in the novel is a man who is involved in local politics.

- The novel has a plot that is very suspenseful.

Intermediate Cover the adjectival clause. If the meaning is changed, then the information is essential and commas are not needed. Ask students to add any commas.

9. Jonathan, whose paper was written on the bus, did not hope for a good grade.
10. The paper, which had not been well researched, needed more work, additional information, and a great deal more thought.

Connect to Writing: Editing

Punctuating Sentences with Adjectival Clauses

Rewrite the following sentences, adding or removing commas where needed. If a sentence is correct, write C.

1. Our school library which is huge is a good place for research.
2. Mrs. Engel, who is our librarian, is a wonderful resource person.
3. The place in the library that I like best is the technology room.
4. Jim whose knowledge of computers is amazing is a good friend to take to the library.
5. Mrs. Engel whom I respect highly always finds the right book for me.

Check Point: Mixed Practice

Label each underlined clause *adverbial* or *adjectival*.

1. Although he had been diagnosed with cancer in 1996, Lance Armstrong overcame the disease.
2. Lance Armstrong, who looks to his mother for inspiration, trained hard for the 1999 Tour de France.
3. Armstrong was not discouraged though doctors had given him only a 50–50 chance for recovery.
4. When Armstrong crossed the finish line at the end of the race, he had accomplished the impossible.
5. The Tour de France, which is a cycling event, takes place every year in July.
6. Even though Armstrong was in good physical condition, doctors credit his recovery to his positive attitude.
7. Armstrong says, "If you ever get a second chance in life, you've got to go all the way."
8. Lance Armstrong, who held a commanding lead after three stages of the event, rode hard every day.
9. As soon as he crossed the finish line, a great cheer went up.
10. Many Americans, who interrupted their vacations, congratulated Armstrong.

Differentiated Instruction

English Language Learners: Have student work in multi-levelled groups. Write each sentence in the exercise on a sheet of paper. Cut the paper so that the adjectival clause is separate from the rest of the sentence. Put each set of sentence sections into an envelope and number each one. Give each group an envelope. Have students match the parts of each sentence correctly.

Beginning and Intermediate Students can write the sentences on a sheet of paper. **Advanced and Advanced High** Students can underline each adjectival clause, circle the relative pronoun, and draw an arrow to the word it modifies. Have groups put the papers back in the envelopes and trade with another group.

Apply Instruction

Practice Your Skills

Identifying Adjectival Clauses

Answers, continued

9. whose paper was written on the bus, Jonathan
10. which had not been well researched, paper

Connect to Writing: Editing

Punctuating Sentences with Adjectival Clauses

Answers

1. library, which is huge, is
2. C
3. C
4. Jim, whose knowledge of computers is amazing, is
5. Mrs. Engel, whom I respect highly, always

Check Point: Mixed Practice

- | | |
|---------------|----------------|
| 1. adverbial | 6. adverbial |
| 2. adjectival | 7. adverbial |
| 3. adverbial | 8. adjectival |
| 4. adverbial | 9. adverbial |
| 5. adjectival | 10. adjectival |

Guide Instruction

One Writer's Words

My illness was humbling and starkly revealing, and it forced me to survey my life with an unforgiving eye. . . . I don't know why I got the illness, but it did wonders for me. . . . When I was sick, I saw more beauty and triumph and truth in a single day than I ever did in a bike race.

—Lance Armstrong,
*It's Not About the Bike:
My Journey Back to Life*

Discuss the structure of each sentence with the class.

Guide Instruction

Applying 21st Century Skills: Communication

Discuss why misplaced modifiers might interfere with clear communication. Ask students to write a sentence that has the adjectival clause in the wrong place and be ready to say what the adjectival clause seems to modify. Then have them correct their sentences.

Apply Instruction

Practice Your Skills

Recognizing Misplaced Adjectival Clauses

Answers are below. Rewrites may vary.

1. C
2. C
3. I – David, who enjoys feeding the birds, threw some crumbs to a duck.
4. C
5. C
6. I – My sister observed a nest that had been abandoned.
7. I – Koreen, who had an extra bag, threw some crumbs to the swans.
8. C
9. I – Marta, whose love of wildlife is well known, explored the pool.
10. I – Deb, who never really wanted to come along, saw a duck.
11. C
12. I – People who wanted to ride the paddleboats waited in line.
13. C
14. C
15. I – He picked up some tiny pebbles that were on the ground and threw them into the water.

Misplaced Adjectival Clauses

22 B.4 A **misplaced adjectival clause** is placed so far from the word it modifies that it creates unintended meaning.

To avoid confusion, put an adjectival clause next to the word it describes.

Misplaced

Miriam saw a duck **who had a pair of binoculars**.
(This sentence says that the duck had the binoculars.)

Correct

Miriam, **who had a pair of binoculars**, saw a duck.
(Now Miriam has the binoculars.)

Misplaced

The duck wanted the food **that was swimming in the water**.
(This sentence says that the food was swimming.)

Correct

The duck **that was swimming in the water** wanted the food.
(Now the duck is swimming.)

Practice Your Skills

Recognizing Misplaced Adjectival Clauses

Write **C** if an adjectival clause is placed correctly and **I** if an adjectival clause is placed incorrectly. Rewrite the sentences, placing modifiers correctly and using commas where needed.

1. Bethany, who had a bag of bread crumbs, watched a pigeon.
2. A goose that had a bump on its head lunged for the bag.
3. David threw some crumbs to a duck who enjoys feeding the birds.
4. A grackle that was flying overhead wanted some food.
5. A dog that had no collar chased some of the ducks.
6. My sister that had been abandoned observed a nest.
7. Koreen threw some crumbs to the swans who had an extra bag.
8. A turtle that was eager to investigate climbed to the shore.
9. Marta explored the pool whose love of wildlife is well known.
10. Deb saw a duck who never really wanted to come along.
11. The duck, which was following its mother, lagged behind.
12. People waited in line who wanted to ride the paddleboats.
13. The line, which curved around several times, was very long.
14. Stephen, who was holding his brother's hand, became impatient.
15. He picked up some tiny pebbles and threw them into the water that were on the ground.

Differentiated Instruction

English Language Learners:

Advanced and Advanced High

Have students read the sentences aloud and determine what the clauses are describing. Tell students to create questions from the clauses (i.e. *Who enjoys feeding the birds?*) The answers to these questions will show students where the clauses should go (i.e. near *David*). Then, students can explain their decisions to partners

in simple vocabulary. Encourage students to use the connecting words *because* or *so* as they explain their answers: *This clause goes here because it is describing David.*