

Writing *with* **POWER**



Language

Composition

21st Century Skills

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

WRITING

Text Types and Purposes

W.1 Write arguments to support claims with clear reasons and relevant evidence.	Student Edition (SE): 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324 Teacher Wraparound Edition (TWE): 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324
(a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 225–227, 231–232, 235, 239 TWE: 225–227, 231–232, 235, 239
(b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324 TWE: 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324
(c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: 23, 48, 123, 231–232, 237–239 TWE: 23, 48, 123, 231–232, 237–239
(d) Establish and maintain a formal style.	SE: 8–10, 43–44, 782 TWE: 8–10, 43–44, 782
(e) Provide a concluding statement or section that follows from and supports the argument presented.	SE: 99, 207, 209, 226, 238–239, 267, 269 TWE: 99, 207, 209, 226, 238–239, 267, 269
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: 23, 90, 93, 119, 142, 146, 203, 205, 208–209, 259–274, 276, 277 TWE: 23, 90, 93, 119, 142, 146, 203, 205, 208–209, 259–274, 276, 277
(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: 13–15, 23, 53–54, 67, 75–76, 78, 88–92, 90–93, 96, 99, 116–117, 119, 121–122, 124, 140–141, 195–197, 203, 205–209, 216–219, 225, 252, 261, 315, 317, 642, 646 TWE: 13–15, 23, 53–54, 67, 75–76, 78, 88–92, 90–93, 96, 99, 116–117, 119, 121–122, 124, 140–141, 195–197, 203, 205–209, 216–219, 225, 252, 261, 315, 317, 642, 646
(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE: 23, 90, 93, 96, 99, 119, 203, 205, 207–209, 219, 261, 315, 317 TWE: 23, 90, 93, 96, 99, 119, 203, 205, 207–209, 219, 261, 315, 317
(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 23, 75–76, 98, 206, 208, 209, 212 TWE: 23, 75–76, 98, 206, 208, 209, 212
(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 23, 45, 52, 382 TWE: 23, 45, 52, 382
(e) Establish and maintain a formal style.	SE: 8–10, 43–44, 782 TWE: 8–10, 43–44, 782
(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 96, 207, 209, 219 TWE: 96, 207, 209, 219

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<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>SE: 39, 50–51, 100, 157, 161–164, 170, 173 TWE: 39, 50–51, 100, 157, 161–164, 170, 173</p>
<p>(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.</p>	<p>SE: 39, 50, 157, 161–164, 170, 173 TWE: 39, 50, 157, 161–164, 170, 173</p>
<p>(b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>SE: 39, 50–51, 100, 157, 161–164, 170, 173 TWE: 39, 50–51, 100, 157, 161–164, 170, 173</p>
<p>(c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>SE: 23, 76, 98, 122–123 TWE: 23, 76, 98, 122–123</p>
<p>(d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>SE: 23, 39, 45, 48, 52, 123, 157, 161–163, 173 TWE: 23, 39, 45, 48, 52, 123, 157, 161–163, 173</p>
<p>(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>SE: 117–118, 124, 170 TWE: 117–118, 124, 170</p>
Production and Distribution of Writing	
<p>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.)</p>	<p>SE: 13–15, 23, 53–54, 67, 78, 88–93, 116–117, 119, 129, 142, 146, 195–197, 203, 205–206, 208–209, 225, 245, 252, 259–274, 276–277, 315, 317, 401, 642, 646 TWE: 13–15, 23, 53–54, 67, 78, 88–93, 116–117, 119, 129, 142, 146, 195–197, 203, 205–206, 208–209, 225, 245, 252, 259–274, 276–277, 315, 317, 401, 642, 646</p>
<p>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.</p>	<p>SE: 13, 17, 26–29, 124, 148, 240, 273 TWE: 13, 17, 26–29, 124, 148, 240, 273</p>
<p>W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>SE: 29, 32, 106, 240, 273, 275–276, 429–445, 451–455 TWE: 29, 32, 106, 240, 273, 275–276, 429–445, 451–455</p>
Research to Build and Present Knowledge	
<p>W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE: 82, 287, 297, 314 TWE: 82, 287, 297, 314</p>
<p>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.</p>	<p>SE: 288–292, 294, 295–296, 310, 313, 315–316, 318–319, 323–324, 330–331, 335, 337 TWE: 288–292, 294, 295–296, 310, 313, 315–316, 318–319, 323–324, 330–331, 335, 337</p>
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE: 259–274, 277, 293–294 TWE: 259–274, 277, 293–294</p>
<p>(a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p>SE: 169 (Reading Standard 7), 180 (Reading Standard 5), 259–273 (Reading Standards 1, 2, 3, and 6), 274 (Reading Standard 5) TWE: 169 (Reading Standard 7), 180 (Reading Standard 5), 259–273 (Reading Standards 1, 2, 3, and 6), 274 (Reading Standard 5)</p>

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<p>(b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>SE: 213 (Reading Standard 7), 219 and 221–225 (Reading Standard 3), 243 (Reading Standard 7), 281–284 (Reading Standards 1 and 2)</p> <p>TWE: 213 (Reading Standard 7), 219 and 221–225 (Reading Standard 3), 243 (Reading Standard 7), 281–284 (Reading Standards 1 and 2)</p>
Range of Writing	
<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: 13–15, 26–29, 88–92, 116–117, 124, 127, 145, 148, 195–197, 205, 211, 225, 240, 252, 273</p> <p>TWE: 13–15, 26–29, 88–92, 116–117, 124, 127, 145, 148, 195–197, 205, 211, 225, 240, 252, 273</p>
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>SE: 17, 27, 340–341, 376–377, 398–399, 415–428, 453</p> <p>TWE: 17, 27, 340–341, 376–377, 398–399, 415–428, 453</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: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p> <p>TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p>
<p>(b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p> <p>TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p>
<p>(c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<p>SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p> <p>TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p>
<p>(d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p> <p>TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p>
<p>S.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430</p> <p>TWE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430</p>
<p>S.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p> <p>TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428</p>
<p>S.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SE: 398–399, 414–421, 430, 453, 461, 465, 524, 746</p> <p>TWE: 398–399, 414–421, 430, 453, 461, 465, 524, 746</p>
<p>S.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>SE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430</p> <p>TWE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430</p>

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S.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE: 398–399, 414–421, 430, 453, 461, 465, 524, 746 TWE: 398–399, 414–421, 430, 453, 461, 465, 524, 746
LANGUAGE	
Conventions of Standard English	
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 6, 8–10, 24, 30–31, 55, 81, 102, 125, 126, 143, 145, 148, 149, 171, 173, 210–211, 212, 240, 241, 246, 247, 271, 272, 333, 461, 468, 663, 690, 720, 721, 746, 766, 786, 788, 802, 879, 883, 891 TWE: 6, 8–10, 24, 30–31, 55, 81, 102, 125, 126, 143, 145, 148, 149, 171, 173, 210–211, 212, 240, 241, 246, 247, 271, 272, 333, 461, 468, 663, 690, 720, 721, 746, 766, 786, 788, 802, 879, 883, 891
(a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SE: 602–627, 949 TWE: 602–627, 949
(b) Form and use verbs in the active and passive voice.	SE: 697–698, 952 TWE: 697–698, 952
(c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	SE: 477–478, 506–519 TWE: 477–478, 506–519
(d) Recognize and correct inappropriate shifts in verb voice and mood.	SE: 697–698 TWE: 697–698
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 30, 81, 125, 211, 272, 592–596, 601, 841–843 TWE: 30, 81, 125, 211, 272, 592–596, 601, 841–843
(a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	SE: 633–634, 646, 833–834, 868–869, 888, 890, 894–895, 897, 899, 904, 909, 916, 917 TWE: 633–634, 646, 833–834, 868–869, 888, 890, 894–895, 897, 899, 904, 909, 916, 917
(c) Spell correctly.	SE: 24, 126, 143, 173, 212, 241, 270, 334, 912–933 TWE: 24, 126, 143, 173, 212, 241, 270, 334, 912–933
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 53–54, 57, 78, 102, 237, 320, 495, 505, 586, 587–596, 601, 617, 630–631, 633, 635–636, 638, 644–645, 648–650, 663, 693, 703, 728, 827, 841–843 TWE: 53–54, 57, 78, 102, 237, 320, 495, 505, 586, 587–596, 601, 617, 630–631, 633, 635–636, 638, 644–645, 648–650, 663, 693, 703, 728, 827, 841–843
(a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	SE: 477–478, 505–519, 697–698 TWE: 477–478, 505–519, 697–698

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

Vocabulary Acquisition and Use

L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	SE: 391–397 TWE: 391–397
	(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE: 391–392 TWE: 391–392
	(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	SE: 393–395 TWE: 393–395
	(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.	SE: 309–310, 383–390, 395, 932 TWE: 309–310, 383–390, 395, 932
	(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE: 389–392 TWE: 389–392
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 56, 187, 189 TWE: 56, 187, 189
	(a) Interpret figures of speech (e.g. verbal irony, puns) in context.	SE: 50, 56, 157, 186, 257 TWE: 50, 56, 157, 186, 257
	(b) Use the relationship between particular words to better understand each of the words.	SE: 395–397 TWE: 395–397
	(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	SE: 51, 52, 349–351 TWE: 51, 52, 349–351
L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 378–397 TWE: 378–397

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 8 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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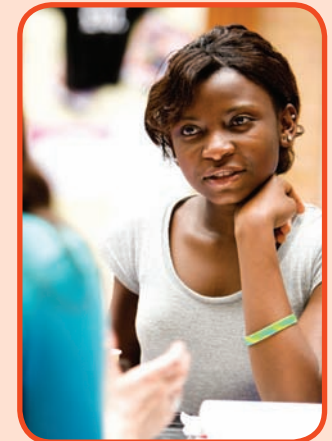
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W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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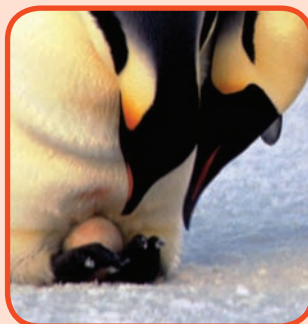
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Common Core State Standards Focus



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



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Common Core State Standards Focus

W.2 (a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.



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.



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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.



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.



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Common Core State Standards Focus



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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Common Core State Standards Focus

W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



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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 8 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 or phrases based on grade 8 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

W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.



GRAMMAR

UNIT 4

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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.

GRAMMAR

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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.



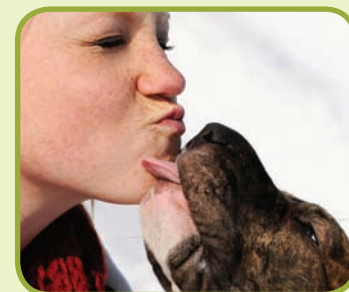
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Common Core State Standards Focus



L.1 (a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.



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Common Core State Standards Focus

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



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Common Core State Standards Focus



L.1 (d) Recognize and correct inappropriate shifts in verb voice and mood.



L.1 (b) Form and use verbs in the active and passive voice.

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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



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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**Common Core
State Standards Focus**

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



GRAMMAR

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



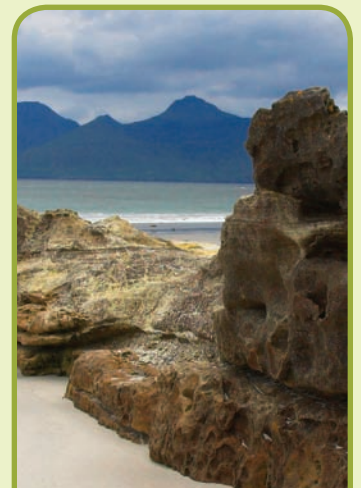
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Common Core State Standards Focus

L.2 (a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.2 (b) Spell correctly.










Planning Guide

Chapter 9 Writing to Persuade

Essential Question: How can you persuade people effectively?

Suggested teaching times are given below. Total time for the chapter is 8 to 15 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Persuasive Essay Writing Project: Be Part of the Solution Pages 220–241	Common Core: L.1, L.3, S.2, S.5, W.1, W.1.a, W.1.b, W.1.c, W.1.e, W.2.a, W.4, W.5, W.6, W.10		Presentation  Classroom Presentation Rubrics & Student Models  Writer's Resource
Model: Persuasive Writing from "Living Out Loud: Homeless" Pages 221–225; Suggested time: 1–2 days		pp. 221, 223, 224, 225	Skill Development  Student Activities: Composition Skills Practice  Vocabulary and Spelling Skills Practice  ELL Resource Test Preparation
Developing Your Skills of Persuasion Pages 226–233; Suggested time: 1–3 days 1. Structure, pp. 226–227 2. Facts and Opinions, pp. 228–231 Think Critically: Developing Counter-Arguments, p. 231 3. Order of Importance and Transitions, pp. 232–233 In the Media: Radio Advertising, p. 233	Common Core: S.2, S.5, W.1, W.1.a, W.1.b, W.1.c, W.1.e	pp. 226, 228, 229	Assessment  Assessment Resource  ExamView Assessment Suite
Persuasive Writing: Prewriting Pages 234–237; Suggested time: 1–2 days 1. Purpose, Subject, and Audience, pp. 234–235 2. Establishing Your Thesis, pp. 236–237 The Power of Language: Clauses, p. 237	Common Core: L.3, W.1, W.1.a, W.1.b, W.1.c	pp. 236, 237	
Persuasive Writing: Drafting and Revising Pages 238–239; Suggested time: 1–2 days	Common Core: W.1, W.1.a, W.1.b, W.1.e		
Persuasive Writing: Editing Pages 240–241; Suggested time: 1–2 days The Language of Power: Possessive Nouns, p. 240 Using a Six-Trait Rubric, p. 241	Common Core: L.1, W.5, W.6, W.10	p. 240	
Persuasive Writing: Publishing and Multimedia Pages 242–243; Suggested time: 1 day	Common Core: W.10	p. 243	
Writing Lab Pages 244–245; Suggested time: 1–2 days	Common Core: W.4		
Persuasive Writing Workshops Pages 246–247; Suggested time: 1 day	Common Core: W.1.a		

Pre-Assessment

<p>Using the Model Reading, pp. 221–225</p> <p>To use the reading as a pre-assessment tool, ask students to answer these questions:</p> <ul style="list-style-type: none"> • How does Quindlen make clear her feelings about the homeless situation? • What reasons and examples does she give to support her opinion? • How does she use a combination of specific details and general terms to support her position? 	<p>Using a Prompt, p. 220</p> <p>To pre-assess students have them write a one-page persuasive text. Possible topics to take a stand on:</p> <ul style="list-style-type: none"> • freedom to choose their school subjects • a different school calendar • the need for bike lanes or other transportation elements in their hometown <p>To help design instruction and evaluate student work, see the rubric on page 241.</p>
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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, editorial, or essay that tries to convince others to take a specific action. For example, an editorial supporting the local nature museum might quote enthusiastic visitors, talk about new programs, and offer discounted tickets courtesy of the newspaper.</p> <p>Genre Analysis</p> <p>Assign students to analyze the persuasive language and techniques in a television advertisement. For example, the ad might focus on a celebrity endorsement or make claims about health or money savings. How relevant and truthful are the claims?</p>	<p>Social Studies</p> <p>Ask students to describe the beginnings of the slave trade. Why did Europeans turn to enslaved Africans for labor? Tell students to include a definition of the “middle passage” in their discussion.</p> <p>Science</p> <p>Have students imagine they are a NASA official writing a persuasive letter to the President asking for more funds to support a NASA mission. Students should choose a component of the universe and explain why it needs more study.</p> <p>Math</p> <p>Assign students to write about the best age for students to begin using calculators or computers in mathematics class. Students should include supporting reasons.</p>
<p>Substitute Teacher’s Activity</p>	<p>Using a Learning Log</p> <p>Have students list the persuasive techniques they have studied. How can they use this knowledge to evaluate persuasive messages?</p>
<p>Using a Core Skill</p> <p>Have students write a letter to the principal of their school about an issue that matters to them, such as the rules about electronic devices in school, the need for more appealing food at lunch, or after-school programs. Tell them to use facts, examples, and reasons to support their call for changes.</p>	

Post-Assessment

<p>Writing Lab: Project Corner, p. 244</p> <p>Students will be asked to extend their skills by sharing a group discussion about inequities, dramatizing a problem, and charting society’s injustices. You may wish to introduce these projects at the beginning of the chapter.</p>	<p>Writing Lab: Apply and Assess, p. 245</p> <p>Students will be asked to write a persuasive report to school principals, a persuasive speech, and a persuasive letter to the school paper in a timed-writing activity. You may wish to introduce these activities, as well as the rubric on page 241, at the beginning of the chapter.</p>
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Writing to Persuade

Essential Question

How can you persuade people effectively?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Model Homeless, pp. 221–225

Developing Your Skills of Persuasion, pp. 226–233

Think Critically Developing Counter-Arguments, p. 231

In the Media, p. 233

Persuasive Writing Prewriting, pp. 234–237

The Power of Language, p. 237

Persuasive Writing Drafting, p. 238

Persuasive Writing Revising, p. 239

Persuasive Writing Editing, pp. 240–241

The Language of Power, p. 240

Using a Six-Trait Rubric, p. 241

Persuasive Writing Publishing, p. 242

Persuasive Presentations, p. 243

Writing Lab, pp. 244–245

Persuasive Writing Workshops, pp. 246–247

Persuasive Writing Project: Be Part of the Solution

Collaborative Learning Note the times students will be working with a partner or groups. See pp. 227, 232, 235, 236, 239, 240, and 241.

CHAPTER 9

Writing to Persuade

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

Here are just a few examples of the ways in which persuasive writing is guiding important decisions in our lives.

- **You give a speech** telling your classmates why you are qualified to be class president.
- **Advertisers write television commercials** convincing people to buy their products.
- **A citizen writes a letter to a state representative** asking him to support a particular issue.
- **A doctor prepares a pamphlet for her patients** about living healthful lives.
- **Film critics write reviews of movies** convincing readers of their point of view.
- **Your state senator argues a bill** before Congress to promote early learning.

Writing Project

Persuasive

Be Part of the Solution Write a persuasive composition to influence others to be aware of an injustice in our society.

Think Through Writing Think about something that you consider to be unfair in society. In what ways are people subjected to unfair conditions or denied something that they should have? Write about one situation that bothers you and that you would like to change.

Talk About It In your writing group, discuss the situations that bother you. Give your opinions about what is unfair about each issue. Also give your opinion about the best solutions to help address the problem.

Read About It In the following essay, Anna Quindlen shares her views on the plight of the homeless. What points is she trying to make about their circumstances?

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 Workshops.

Literary Connection

You might want to introduce another piece of writing that engages questions of justice, home, or homelessness.

- “Saving the Wetlands,” by Barbara A. Lewis
- from *The Diary Of Anne Frank*, dramatized by Frances Goodrich and Alvin Hackett
- “love is a place,” by e. e. cummings

MODEL: Persuasive Writing

From *Living Out Loud* **Homeless**

Anna Quindlen

Her name was Ann, and we met in the Port Authority Bus Terminal several Januarys ago. I was doing a story on homeless people. She said I was wasting my time talking to her; she was just passing through, although she'd been passing through for more than two weeks. To prove to me that this was true, she rummaged through a tote bag and a manila envelope and finally unfolded a sheet of typing paper and brought out her photographs.

In the introduction, Quindlen draws readers in by focusing on one specific homeless person to personalize the subject.



They were not pictures of family, or friends, or even a dog or cat, its eyes brown-red in the flashbulb's light. They were pictures of a house. It was like a thousand houses in a hundred towns, not suburb, not city, but somewhere in between, with aluminum siding and a chain-link fence, a narrow driveway running up to a one-car garage and a patch of backyard. The house was yellow. I looked on the back for a date or a name, but neither was there. There was no need for discussion. I knew what she was trying to tell me, for it was something I had often felt. She was not adrift, alone, anonymous, although her bags and her raincoat with the grime shadowing its creases had made me believe she was. She had a house, or at least once upon a time

The very specific details of Ann's old house and her current grimy raincoat reach out to readers' emotions.

Project and Reading

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Pre-Assess

Model: Persuasive Writing

Homeless

Before you or one or two students read the model out loud, write the words *plight* and *circumstances* on the board and ask the class to define them. To get a sense of how well students can comprehend and analyze persuasive writing, ask them to locate the following items in the model essay:

- The place where the author meets Ann. (**Port Authority Bus Terminal**)
- Three “dumb things” Quindlen loves about her home. (**water heater, plastic rack, roof**)
- The adjective that Quindlen says we turn into a noun. (**poor**)

CHAPTER 9

CHAPTER 9

Differentiated Instruction

English Language Learners:

Intermediate Pair 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*, *injustice*, *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

Create Interest

One Writer's Words

“When you’re safe at home you wish you were having an adventure; when you’re having an adventure you wish you were safe at home.”

—Thornton Wilder

Write this quote on the board, and invite students to copy it in their journals. Discuss Wilder’s words with the class in relation to the model: Would students use it as evidence for their thesis or as evidence opposing it?



she had had one. Inside were curtains, a couch, a stove, potholders. You are where you live. She was somebody.

I’ve never been very good at looking at the big picture, taking the global view, and I’ve always been a person with an overactive sense of place, the legacy of an Irish grandfather. So it is natural that the thing that seems most wrong with the world to me right now is that there are so many people with no homes. I’m not simply talking about shelter from the elements, or three square meals a day, or a mailing address to which the welfare people can send the check—although I know that all these are important for survival. I’m talking about a home, about precisely those kinds of feelings that have wound up in cross-stitch and French knots on samplers over the years.

Home is where the heart is. There’s no place like it. I love my home with a ferocity totally out of proportion to its appearance or location. I love dumb things about it; the hot-water heater, the plastic rack you drain dishes in, the roof over my head, which occasionally leaks. And yet it is precisely those dumb things that make it what it is—a place of certainty, stability, predictability, privacy, for me and for my family. It is

Quindlen draws a distinction here between basic needs and every person’s deeper wants.

Test-Taking Strategies

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

where I live. What more can you say about a place than that? That is everything.

Yet it is something that we have been edging away from gradually during my lifetime and the lifetimes of my parents and grandparents. There was a time when where you lived often was where you worked and where you grew the food you ate and even where you were buried. When that era passed, where you lived at least was where your parents had lived and where you would live with your children when you became enfeebled. Then suddenly, where you lived was where you lived for three years, until you could move on to something else and something else again.

And so we have come to something else again, to children who do not understand what it means to go to their rooms because they have never had a room, to men and women whose fantasy is a wall they can paint a color of their own choosing, to old people reduced to sitting on molded plastic chairs, their skin blue-white in the lights of a bus station, who pull pictures of houses out of their bags. Homes have stopped being homes. Now they are real estate.

People find it curious that those without homes would rather sleep sitting up on benches or huddled in doorways than go to shelters. Certainly some prefer to do so because they are emotionally ill, because they have been locked in before and they are damned if they will

be locked in again. Others are afraid of the violence and trouble they may find there. But some seem to want something that is not available at shelters, and they will not compromise, not for a cot, or oatmeal, or a shower with special soap that kills bugs. "One room," a woman with a baby who was sleeping on her sister's floor, once

Through concrete examples that everyone can relate to, Quindlen helps explain some of the abstract ideas of certainty, stability, and predicability.

In this paragraph and the next, Quindlen implies her main idea: that the very nature of homes has been changing, from a stable center of family life to a temporary real estate arrangement.

Quindlen uses her belief that home means more than a place to meet basic needs to explain why some homeless people do not find comfort in shelters.



Create Interest

Applying 21st Century Skills: Critical Thinking

Put students in pairs and assign half the pairs to search the model for clues to this question: *What is the author trying to persuade us to do?* Assign the rest of the pairs to search the model for clues to this question: *What is the author trying to persuade us to feel?* 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 of some or all of the things on the list?

Additional Resources

- Vocabulary and Spelling Skills Practice

Differentiated Instruction

Auditory Learners Encourage these students to make a recording of themselves or another person reading the model aloud. Technically adept 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: Beginning Reading English is challenging for students whose native language uses a different alphabet. Pair students with Advanced students to make flash cards with a letter on the front. The back should have a simple noun beginning with the letter along with a picture.

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.



told me, “painted blue.” That was the crux of it; not size or location, but pride of ownership. Painted blue.

This is a difficult problem, and some wise and compassionate people are working hard at it. But in the main I think we work around it, just as we walk around it when it is lying on the sidewalk or sitting in the bus terminal—the problem, that is. It has been customary to take people’s pain and lessen our own participation in it by turning it into an issue, not a collection of human beings. We turn an adjective into a noun; the poor, not poor people; the homeless, not Ann or the man who lives in the box or the woman who sleeps on the subway grate.

Sometimes I think we would be better off if we forgot about the broad strokes and concentrated on the details. Here is a woman without a bureau. There is a man with no mirror, no wall to hang it on. They are not the homeless. They are people who have no homes. No drawer that holds the spoons. No window to look out upon the world. My God. That is everything.

Quindlen argues that everyone should personalize homelessness in order to appreciate the depth of the problem.



Respond in Writing Respond to Anna Quindlen’s essay on homeless people. What is she trying to persuade the reader to do? Has she changed your mind about anything or convinced you of something?

Differentiated Instruction

English Language Learners: **Beginning** and **Intermediate** To build vocabulary, have an ELL student choose one word each day from the textbook 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.

Differentiated Instruction

Special Needs Learners Students who have difficulty accessing or using e-mail can compile the addresses for their distribution list and set it up with you, with the media center staff, or with a fellow group member. Phone numbers should also be included on the list for groups with these students.

Pre-Assess

Develop Your Own Ideas

You may wish to direct students' attention to the Possible Topics column on the chart as they work on their own for 5 to 10 minutes. The group can help with ideas when a student runs out, or each member can share his or her ideas while the group listens and then comments.

Write About It

Discuss with students which topics would be best for which audiences and for which forms. For example, ask: "Who is the audience of a blog? Which topic might interest this audience? Why?"

Applying 21st Century Skills: Technology Literacy

As they begin work in the writing groups, have students create a distribution list of their group members' e-mail addresses. E-mail prewriting assignments to the group with a cc to you. Each group should have the same name for its distribution group. If students don't know how to do this, ask a volunteer who does know to explain, or show them yourself. Use an actual computer if possible.

Develop Your Own Ideas Work with your classmates to develop ideas that you might use to write persuasively about an issue of unfairness in society today.

Small Groups: In your small group, discuss the writing you have done. Consider each argument based on the questions below.

- What specific issues did people write about?
- Into what general categories can you classify these issues?
- How has society helped to create the conditions that you consider to be unfair?
- In what way does this injustice affect those who are its victims?
- How does this situation affect you emotionally?
- What solutions do you recommend to change or relieve this injustice?

Whole Class: Make a master chart of all of the ideas generated by the small groups to see how different members of the class perceived inequity in society.

Write About It You will next write an essay in which you persuade others that something in society is unfair. Your writing might concern any of the following possible topics, address any of the possible audiences, and take any of the possible forms.

Possible Topics	Possible Audiences	Possible Forms
<ul style="list-style-type: none"> • a law that places some people at a disadvantage • a set of attitudes that subject some people to unfair treatment • circumstances of a person's environment that place him or her at a disadvantage • circumstances related to a person's personal characteristics—such as race or gender—that place him or her at a disadvantage 	<ul style="list-style-type: none"> • readers who have contributed to the problem • people who might be unaware that the problem exists • people who are personally affected by the problem • people who have the authority to help change the circumstances that lead to the problem • people who work for charitable foundations 	<ul style="list-style-type: none"> • a letter • a blog • a newspaper essay • a speech to the government

Comparing Models

All students can remember an experience where they or someone they know well was the victim or the perpetrator of stereotyping. Asking students to share their stories can wake them up to a topic and thesis in which they can personally invest.

Differentiated Instruction

English Language Learners:

Beginning As students discuss ideas for their persuasive essay in small groups and with the entire class, encourage speakers to use connecting words such as *and*, *but*, *or*, and *because*. Have students then write five sentences using the connecting words they used in speaking.

Guide Instruction

Persuasive Writing: Prewriting

Lesson Question

What prewriting strategies and techniques will get you started in the right direction?

1 Purpose, Subject, and Audience

Objectives

- To choose a subject that is arguable and that personally inspires
- To determine an audience to try to persuade

Choosing a Subject

Students should look back through the writing they have done for this chapter as they consider their subjects. They should also use the guidelines on this page in a very systematic way. Point out to students how the questions narrow in focus; probably only one or two subjects will fit all four criteria. The more freely students brainstorm subjects they feel are important, the more likely it is they will identify one they can argue persuasively in their essay. Invite students to copy this sentence from the text in their journals: *Most of the success of a persuasive essay depends on careful planning during the prewriting stage.*

Identifying Your Audience

Talk with students about the three types of audiences: those who agree with you, those who disagree with you, and those who are undecided. Ask, *how would your writing change when addressing these different groups?*

Persuasive Writing

Prewriting

1 Purpose, Subject, and Audience

In a persuasive essay, your purpose is to influence the opinions and the behavior of your readers—your audience. You want to persuade your audience to adopt your point of view and to take an action you might suggest. Your first step in carrying out this purpose is to develop a logical argument that supports your opinion.

Most of the success of a persuasive essay depends on careful planning during the prewriting stage. Choose a subject with care and take the time to prepare your argument thoroughly.

CHOOSING A SUBJECT

The subject you choose should be meaningful to you. The stronger your interest, the more convincing your persuasive essay will be. The subject you choose should also be somewhat controversial—one about which people tend to disagree. For instance, the treatment of the homeless in American society, the effectiveness of the welfare laws, and the care of American seashores are all issues about which people hold opposing points of view. Brainstorm for a list of issues about which you care and have strong opinions. Next narrow your choices by brainstorming, freewriting, or clustering on each of the issues you are considering. Then use the following guidelines to choose the best subject for your persuasive essay.



Guidelines for Choosing a Subject

- Choose a subject that is important to you.
- Choose a subject on which people hold very different opinions.
- Choose a subject that you can support with examples, reasons, and facts from your own experiences or from other reliable sources.
- Choose a subject for which there is an audience whose beliefs or behavior you would like to influence.

IDENTIFYING YOUR AUDIENCE'S COUNTER-ARGUMENTS

Sometimes when you write a persuasive essay, you may have to address an audience outside of the classroom. Learn as much as possible about that audience in advance in order to decide whether you can successfully persuade them or move them to action. Knowing your audience well also help you choose the best material to support your argument.

Differentiated Instruction

Struggling Learners Direct students to use web or cluster diagrams to follow the Rule of Three: consider a topic for an essay only if it has three similar features. For example, "Students today are unjustly stereotyped on television shows as lazy, dull, and mean" would make a good topic.

HERE'S HOW**Questions for Analyzing the Position of Your Audience**

- What views does my audience hold about my topic? How can I respond to those views?
- What concerns does my audience have about my topic? How can I answer these concerns persuasively?
- What counter-arguments might my audience support? How can I answer these?

Practice Your Skills**Identifying Your Audience**

Form a small group and identify five possible audiences for each of the following subjects.

Example

creating a new park in town

Audience

parents, children, day-care workers, landscape architects, senior citizens, gardeners, city council members

1. creating an arts initiative for the community
2. creating and supporting additional homeless shelters
3. establishing walking trails on local land

Writing Tip

If your audience disagrees with your position, make sure you know exactly why they disagree. That way you will be better able to develop a strong argument that directly or cleverly counters their specific point or points of opposition.

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

In your writing group, discuss the audience each writer is intending to reach. Then discuss where that audience is likely to stand on the issue and how best to persuade that audience. Also help each author identify an appropriate voice for the persuasive purpose.

Guide Instruction**Writing Tip**

Ask students to volunteer a subject and an opposing audience and then create a cluster diagram on the board that anticipates arguments from this audience.

Apply Instruction**Practice Your Skills****Identifying Your Audience****Sample Answers**

1. Artists of various kinds, elected policymakers, local school administrators and teachers, coffeehouses, local museum
2. Hospital administrators, police, charitable funding organizations, zoning board, churches
3. Landscape architects, elected policymakers, historic association, landowners, charitable groups who stage walkathon fund-raisers

Project Prep Give students 5 to 10 minutes for individual freewriting before starting group work.

Comparing Models

Stage a 15-minute “find the opposition” game, where students can mingle, questioning each other on their chosen subjects, seeking out and writing down opposing arguments and points of view.

Differentiated Instruction

Graphic Learners Divide the class into “pro” and “con” sections. Ask a student to make a two-column chart on the board. Read a thesis statement that will evoke opinions. Each side of the room must call out pro or con arguments while the recorder puts them on the chart. Come back together as a class and evaluate.

Guide Instruction

2 Establishing Your Thesis

Objectives

- To identify a sufficiently limited and defensible thesis
- To practice evaluating peers' thesis drafts

Here's How: Guidelines for Developing a Thesis Statement

Write the model thesis statement on the board; as a group, use the guidelines as a checklist to evaluate the model. Ask students to do the same thing in their small groups with each member's thesis.

Apply Instruction

Project Prep To encourage students and keep the energy positive, ask volunteers from each group to share strengths they've observed in drafts presented in their group. (5–10 minutes)

2 Establishing Your Thesis

Once you have chosen a subject and identified your audience, you are ready to develop your **thesis**, or the point of view from which you will argue. In your thesis statement, avoid simply stating a fact or expressing a personal preference.

Fact

Throughout the world, well-tended parks can be found in many cities.

Preference

I think our city would benefit by having a beautiful park.

Thesis Statement

While it may cost the citizens in the form of higher taxes, creating a park we all can enjoy will benefit our city.

Use the following guidelines to develop a thesis statement.



Guidelines for Developing a Thesis Statement

- Choose a debatable opinion—one that has two sides.
- State the thesis simply and directly in one sentence.
- Give a supportable opinion or a recommendation for action.
- As you collect more information, continue to revise the thesis statement until it is clear-cut and defensible and covers all the evidence.

If your thesis is not debatable, supportable, and defensible, rethink your position or look for a more appropriate issue.

PROJECT PREP

Prewriting

Thesis Statement

Develop a debatable, supportable, and defensible thesis for your persuasive essay, taking all previous discussions and writing into account. Try to express your thesis statement in a complex sentence in which an opposing viewpoint is expressed in a subordinate clause and your thesis statement is expressed in an independent clause. (See page 237.) Get feedback from your writing group on your thesis.

Differentiated Instruction

English Language Learners: All

Levels Ask the writing groups to share their thesis statements two times: first, with each student reading the statement aloud and listening for comments; second, with each student passing the statement around for silent reading and written comments. This will allow students with different levels of language acquisition not only to practice speaking and listening, but also to take in the same words twice.

The Power of Language ⚡

Clauses: Tip the Scale

Good persuasive writing includes consideration of other points of view. When you write your thesis statement, you can express opposing views in an independent clause (highlighted), followed by another independent clause expressing your viewpoint. This construction, however, puts your opponents' viewpoint on an equal footing with yours.

Two Independent Clauses

Most people are not homeless and do not need costly special services. Homelessness is an issue all people should work to alleviate.

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

One Subordinate, One Independent Clause

Although most people are not homeless and do not need costly special services, homelessness is an issue all people should work to alleviate.

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

Try It Yourself

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

Writing Tip

Place a comma after an introductory subordinate clause.

Guide Instruction

The Power of Language

Clauses: Tip the Scale

Tell students that using subordinate clauses allows them to vary their sentence structures and make their writing more interesting. Discuss how using a subordinate clause in the example given helps “tip the scale.”

Apply Instruction

Try It Yourself

Have students write sentences and trade papers with partners. Lead a class discussion of the ways in which the clauses not only tipped the scales in favor of a certain argument but also made students' writing more interesting and varied.

Differentiated Instruction

English Language Learners:

Intermediate Help students begin to create longer sentences that carry more complex levels of meaning. Explain how clauses work, and tell students how they can improve their own writing by creating more complex sentences. Pair students with more fluent peers, and give each group a number of sentence beginnings and matching clauses

that have no punctuation. Students should match adverbial clauses with the correct verbs. Remind students to punctuate the sentences correctly. Finally, have them go through one of their stories or essays and find at least two short sentences that could be joined into longer, more complex sentences.

Guide Instruction

Persuasive Writing: Drafting

Lesson Question

What should you try to accomplish while drafting a persuasive text?

Objectives

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

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

Apply Instruction

Project Prep Students can write the instructions for this activity in list form, and use it as a checklist for what needs to be included in their drafts. (10–15 minutes)

Persuasive Writing

Drafting

DRAFTING AN EFFECTIVE INTRODUCTION

An effective way to capture your audience’s attention is to begin with a startling fact or a probing question. Give the reader a sense of how important the issue is by making sure that your thesis statement is expressed clearly and forcefully. Experiment with emphasis by placing the thesis statement at different places to determine the most dramatic effect.

DRAFTING THE BODY

Devote one paragraph to each main point. Present your own supporting evidence and include the opposition’s strongest counter-arguments. Ask and answer these three pairs of questions as you draft:

- What are the opposing views? How can I respond to them persuasively?
- What concerns does my audience have? How can I answer them persuasively?
- What counter-arguments might my audience have? How can I effectively and persuasively address those?

Remember to use transitional words (page 232) to guide the reader through your argument.

DRAFTING THE CONCLUSION

Finally, draft a conclusion that summarizes your position and makes a strong final appeal. If you want to persuade the readers to take some action, make a recommendation. Then add a title that is lively and challenging.

PROJECT PREP **Drafting** Following the Plan

Write a draft of your essay. Be aware of its structure and the purpose of each main part. Try taking a risk in your introduction by using a startling example or fact. Present your argument through solid reasoning and clear organization. Use transitions and language appropriate for your subject, occasion, and audience. Address opposing views thoroughly and respectfully. Wrap up your essay with a strong final appeal.

Differentiated Instruction

English Language Learners:

Advanced and Advanced

High These students will often choose words based on their definition without taking connotation into account. Ask a native English speaker to read a non-native speaker’s essay and point out unintended uses of overly emotional language.

Read your essay several times, each time addressing a different aspect of the writing.



Evaluation Checklist for Revising

Checking Your Introduction

- ✓ Does the thesis statement present your opinion effectively? (page 236)
- ✓ Will your introduction convince the readers that your topic is important? (page 238)
- ✓ Is the language you use vivid and strong? (pages 45–52)

Checking Your Body Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 70–73)
- ✓ Have you supported your main points with facts and examples? (pages 228–230)
- ✓ Have you developed arguments and organized them in the most appropriate way? (pages 234–236)
- ✓ Have you clearly differentiated fact from opinion? (pages 228–230)
- ✓ Have you dealt with opposing views effectively? (pages 234–235)
- ✓ Have you used transitions to help your reader follow your argument from point to point? (page 232)

Checking Your Conclusion

- ✓ Does your conclusion summarize your main points? (page 238)
- ✓ Did you refer back to your thesis statement and/or make a recommendation? (page 238)
- ✓ Is your conclusion logically drawn from your arguments? (page 238)

Checking Your Words and Sentences

- ✓ Have you used subordinate clauses to express opposing views, keeping the focus on your position? (page 237)
- ✓ Have you used precise words as well as figures of speech to convey exactly what you mean? (pages 45–52)

PROJECT PREP

Revising

Checking Organization and Logic

Bring your draft to your writing group and take turns reading one another's drafts aloud. Focus on each author's body paragraphs. Help each author identify the main points of the argument and create a separate paragraph for each. Make suggestions for responding to counter-arguments. After the discussion, revise your draft based on feedback from your peers. Add, substitute, delete, and/or rearrange to make your paper as strong as it can be. As your teacher directs, submit your revised draft to him or her for review.

Guide Instruction

Persuasive Writing: Revising

Lesson Question

What should you check for when revising a persuasive text?

Objectives

- To learn to discriminate between analogies and false analogies
- To check organization and logic in a persuasive argument draft

Using a Revision Checklist

You may wish to give students time in pairs (15–20 min.) to evaluate each other's essays with the revising checklist.

Apply Instruction

Project Prep Consider dividing the class into groups of four. Have each student pass the draft of his or her persuasive argument to the left. Everyone should read the essay they've been given with an eye to what needs to be added. Pass papers again to the left; have everyone read the new essay with an eye to what needs to be deleted. Repeat the process again to suggest what needs to be substituted, and what needs to be rearranged. (20–25 minutes)

Differentiated Instruction

English Language Learners:

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

Differentiated Instruction

Interpersonal Learners Try to spread these students evenly throughout the small groups so that each group has a natural facilitator for the revision activity.

Guide Instruction

Persuasive Writing: Editing

Lesson Question

What should you try to accomplish while editing a persuasive text?

Objectives

- To attend to spelling, grammar, and usage in the draft
- To learn to correctly use possessive apostrophes

The Language of Power: Possessive Nouns

Ask volunteers to define and give examples of a possessive apostrophe. Record correct responses on the board. Explain that students will learn in this lesson how to handle apostrophes for singular and plural nouns.

See It in Action

Write additional nouns on the board and ask students to put them in a sentence as possessive nouns: *sisters*, *Mr. Adams*, *class*, *essay*, *children*.

Remember It

Suggest students record this tip in their journal.

Use It

Students should complete this activity individually. Allow 5–10 minutes.

Apply Instruction

Project Prep Students will more easily hear errors in their own work if someone else reads it aloud to them in a quiet, low-distraction place.

Persuasive Writing

Editing

Carefully reread your revised draft for spelling, grammar, and usage. Put your writing aside for a time. Later, you will see mistakes that you missed.

The Language of Power Possessive Nouns

Power Rule: Use standard ways to make nouns possessive. (See pages 878–880.)

See It in Action To form the possessive of a singular noun, add an apostrophe and an -s. If a plural noun ends in -s, form the possessive by adding only an apostrophe. If a plural noun does not end in s, add an apostrophe and an -s. The examples below are from “Homeless.”

“One room,” a woman with a baby who was sleeping on her **sister’s** floor, once told me, “painted blue.”

It has been customary to take **people’s** pain and lessen our own participation in it by turning it into an issue, not a collection of human beings.

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

Use It Read through your short story and circle each possessive noun. Check each one to make sure you have formed the possessive correctly.

PROJECT PREP Editing Checking Conventions

Based on your teacher’s feedback, revise your essay. Then edit your paper, referring to your Personalized Editing Checklist to avoid repeating errors you have made before. Asking a classmate or a family member to help you catch errors is a good strategy.

Differentiated Instruction

English Language Learners:

Beginning Explain that the apostrophe is a mark used with an s to show ownership or an association between a person, place, or thing and another word. Give students a list of words to use in writing sentences with the possessive apostrophe: *camera*, *Eddie*, *goldfish*, *President Obama*.

Using a Six-Trait Rubric

Persuasive Writing

Ideas	4 The thesis statement clearly expresses an opinion and is backed with facts and examples. Opposing views are addressed well.	3 The thesis statement expresses an opinion. Facts and examples provide support. Opposing views are addressed.	2 The thesis statement is clear, but there is not enough support for it. Opposing views are not addressed well.	1 The thesis statement is missing or unclear, and there is little support. Opposing views are not addressed.
Organization	4 The organization is clear with frequent transitions.	3 A few ideas seem out of place or transitions are missing.	2 Many ideas seem out of place and transitions are missing.	1 The organization is unclear and hard to follow.
Voice	4 The voice sounds natural, engaging, and forceful.	3 The voice sounds natural and engaging.	2 The voice sounds mostly natural but is weak.	1 The voice sounds mostly unnatural and is weak.
Word Choice	4 Words are specific and powerful. Language is respectful.	3 Words are specific and language is respectful.	2 Some words are too general and/or emotional.	1 Most words are overly general.
Sentence Fluency	4 Varied sentences flow smoothly.	3 Most sentences are varied and flow smoothly.	2 Some sentences are varied but some are choppy.	1 Sentence structure is not varied or smooth.
Conventions	4 Punctuation, usage, and spelling are correct. The Power Rules are all followed.	3 Punctuation, usage, and spelling are mainly correct and Power Rules are all followed.	2 Some conventions are incorrect but all Power Rules are followed.	1 There are many errors and at least one failure to follow a Power Rule.

PROJECT PREP

Editing

Peer Evaluation

In your writing group, evaluate one another's persuasive essay using the rubric above. Make any revisions that seem appropriate.

Differentiated Instruction

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

Monitor Progress

Using a Six-Trait Rubric: Persuasive Writing

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

Speaking and Listening

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

Apply Instruction

Project Prep Allow 5 to 10 minutes for students to freewrite responses.

C. Taking Essay Tests

Part I Critical Thinking and Problem Solving for Academic Success	A. Learning Study Skills	342
Part II Communication and Collaboration	B. Taking Standardized Tests	348
Part III Media and Technology	C. Taking Essay Tests	367

Applying Critical Thinking Skills

Essay tests are designed to assess both your understanding of important ideas and your critical thinking skills. You will be expected to analyze, connect, and evaluate information and draw conclusions. You may be asked to examine cause-and-effect relationships and to analyze outcomes. Some questions may address problems and solutions. Regardless of the type of question you are asked, your essay should show sound reasoning. You must be able to organize your thoughts quickly and to express them logically and clearly.

In this section, you will develop your skills in taking essay tests. Your critical thinking skills are essential in performing well on these tests.

1 Kinds of Essay Questions

Always begin an essay test by reading the instructions for all the questions. Then, as you reread the instructions for your first question, look for key words.

NARRATIVE, DESCRIPTIVE, AND PERSUASIVE PROMPTS

Following are some sample essay prompts and strategies for responding to them.

Narrative Writing Prompt

Think of a time when you worked hard to achieve a goal and succeeded. Tell what happened to make you want to achieve this goal and how you went about it.

Analyze the Question The key words in this question are “tell what happened.” That is your cue that you will be relating a story.

Sketch Out the Key Parts You may want to make a chart like the following to be sure that you include all the necessary parts. Refer to the question for the headings in the chart.

Kinds of Essay Questions

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Guide Instruction

C. Taking Essay Tests

1 Kinds of Essay Questions

Narrative Writing Prompt

Have students work in pairs to follow the steps to create a brief essay for the narrative writing prompt. They should analyze the main question, fill in the story-planning sketch, discuss what they know about narrative writing, and work together to write and edit the assignment.

21ST CENTURY

21ST CENTURY

Guide Instruction

Speaking and Listening

Explain that when they see the word *description* in a writing prompt, they should try to incorporate the five senses into their writing. Draw a web diagram on the board and write a holiday such as Valentine’s Day or Cinco de Mayo in the center. Draw radiating circles with the five senses listed in each. Work together as a class to add sensory details to the web. Tell students that the web diagram is another tool they can use to help them organize their writing.

Descriptive Writing Prompt

Give students thirty minutes to write a one-page essay based on the Descriptive Writing Prompt. Make sure they include plenty of sensory details. When they have finished their work, have volunteers read their essays to the class.

STORY PLANNING SKETCH

Why you decided to set the goal	
How you went about it	
Stumbling blocks along the way	
How you finally achieved the goal	

Use What You Know About Narrative Writing Think of other narratives you have written and remember their key features: an attention-getting beginning that introduces a conflict, a plot that unfolds chronologically and often includes dialogue, a resolution to the conflict. Draft accordingly.

Save Time to Revise and Edit Read over your essay and look for any spots where adding, deleting, rearranging, or substituting would improve your essay. Edit it for correct conventions. Pay special attention to punctuation with dialogue.

Descriptive Writing Prompt

What holiday do you like the best? Choose your favorite and think about the day itself and how your family celebrates it. Write a well-organized detailed description of that holiday using words that appeal to the senses.

Analyze the Question The key words in this question are “detailed description.” The directions to use “words that appeal to the senses” is another important item. It sets up the expectation that you will include vivid sights, sounds, smells, tastes, and feelings.

Sketch Out the Key Parts You may want to make a chart like the following to be sure that you include all the necessary parts. Refer to the wording of the question to determine the headings in the chart.

DESCRIPTION PLANNING SKETCH

Identification of holiday	
Vivid sights	
Vivid sounds	
Vivid smells, tastes, and feelings	

Use What You Know About Descriptive Writing Call to mind the key features of descriptive writing: a main idea that represents an overall attitude toward the subject; sensory details that support that overall feeling; a conclusion that reinforces the main impression. Draft accordingly.

Differentiated Instruction

Struggling Learners Have students fill out the Story Planning Sketch form on p. 368 with the information about their goal and how it was attained. Each person reads his or her partner’s sketch and gives feedback about its clarity. Students should revise their work until they have a strongly written sketch.

Guide Instruction

Persuasive Writing Prompt

Give students 30 minutes to write a one-page essay based on the Persuasive Writing Prompt. They should come up with at least three reasons to support their point of view. When they have finished their work, have volunteers read their essays to the class.

21ST CENTURY

21ST CENTURY

Save Time to Revise and Edit Read over your essay and look for any spots where adding, deleting, rearranging, or substituting would improve your essay. Edit it for correct conventions.

Persuasive Writing Prompt

A student in your math class proposed that the class should be able to earn free time by completing all the day's work with a B or better. Your math teacher has invited all members of your class to try to convince her this is a good idea. Write a letter to your math teacher to convince her this is a good idea.

Analyze the Question The key words in this question are “to convince.” Those words tell you that you will be writing a persuasive text to convince people to do or believe something.

Sketch Out the Key Parts You may want to make a chart like the following to be sure that you include all the necessary parts. Refer to the question for the headings in the chart.

PERSUASIVE PLANNING SKETCH	
What you are trying to persuade about	
Reason #1	
Reason #2	
Reason #3	
Why your opinion will lead to the best possible benefits	

Use What You Know About Persuasive Writing Call to mind the key features of persuasive writing: a main idea that expresses an opinion; facts, examples, reasons, and other supporting details arranged in logical order, often order of importance; a look at why other opinions are not as sound; a conclusion that reinforces your opinion.

Save Time to Revise and Edit Read over your essay and look for any spots where adding, deleting, rearranging, or substituting would improve your essay. Edit it for correct conventions.

EXPOSITORY WRITING PROMPTS

Probably most of the essay tests you will take will ask you to address an expository writing prompt. Look for the key words in each of the following kinds of expository essay questions.

Differentiated Instruction

Interpersonal Learners Ask students to think of something they would like their parents or a friend to do for them—for example, give them extra money, perform a task, or take them somewhere. Using the Persuasive Planning Sketch, have students prepare a plan to persuade the other person.

Guide Instruction

Collaborative Learning

After reading the Kinds of Essay Questions chart, have students evaluate the following writing prompts, matching each with a type from the chart.

- Evaluate the positive and negatives of year-round school.
- Analyze the main character of the book *The Pearl*.
- Trace the changes in water as it progresses through the water cycle.
- Define *global warming*.
- Summarize the plot of *To Kill a Mockingbird*.

Apply Instruction

Practice Your Skills

Interpreting Essay Test Items

Answers

1. Define—Use your own words to explain what a *electromagnetic field* is.
2. Summarize—Give the main points of the article.
3. Evaluate—Give your opinion of the effectiveness of the characterization, plot, and writing.
4. Contrast—Point out the differences.
5. Discuss—Explain reasons for or against a movie rating system.

KINDS OF ESSAY QUESTIONS

Analyze	Separate into parts and examine each part.
Compare	Point out similarities.
Contrast	Point out differences.
Define	Clarify meaning.
Discuss	Examine in detail.
Evaluate	Give your opinion.
Explain	Tell how, what, or why.
Illustrate	Give examples.
Summarize	Briefly review main points.
Trace	Show development or progress.

As you read the instructions, jot down everything that is required in your answer, or circle key words and underline key phrases in the instructions, as in the following example.

Compare and contrast the types of Indian writing systems and their purposes. Include specific details to support or illustrate each point.

Practice Your Skills

Interpreting Essay Test Items

Write the key direction word in each item. Then write one sentence explaining what the prompt asks you to do.

Example

Explain how a seed becomes a flower.

Possible Answer

Explain—Tell how a seed develops into a flower and what is necessary for this to occur.

1. In your own words, define *electromagnetic field*.
2. Briefly summarize one of the articles in *National Geographic*.
3. Evaluate one of Edgar Allan Poe’s short stories.
4. In a five paragraph essay, contrast space technology in 1969 with today’s technology.
5. Discuss the reasons for or against a movie rating system.

2 Writing an Effective Essay Answer

The steps in writing a well-constructed essay are the same for an essay test as they are for a written assignment. The only difference is that in a test situation you have a strict time limit for writing. As a result, you need to plan how much time you will spend writing each answer and how much time you will devote to each step in the writing process. As a rule of thumb, for every five minutes of writing, allow two minutes for planning and organizing and one minute for revising and editing.

PREWRITING

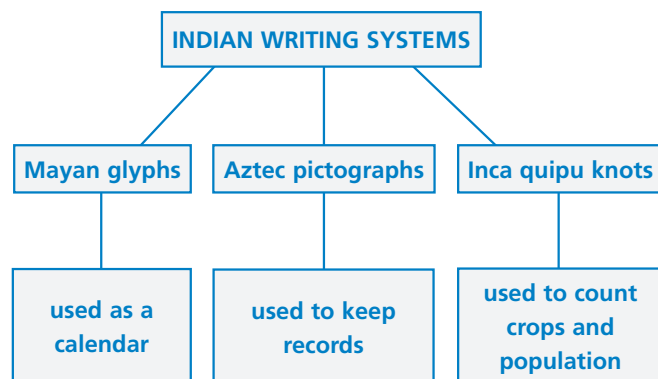
Begin planning your essay by brainstorming for main ideas and supporting details. Then decide how you will organize your ideas. For example, you may decide to arrange your ideas in the order of importance, interest, or degree. To help you organize your answer, create a simple informal outline or a graphic organizer. Your outline or graphic organizer will help you present your ideas in a logical order, cover all your main points, and avoid omitting important details.

Informal Outline

Indian Writing Systems

1. Mayan glyphs used as a calendar
2. Aztec pictographs used to keep records
3. Inca quipu knots used to count crops and population

Graphic Organizer



Differentiated Instruction

Interpersonal Learners Explain to students that the rapid growth of technology demands workers who are willing to acquire new information and skills, especially in professions that use computers, such as publishing, banking, and graphic design. Explain that it is important to learn cognitive skills, or to learn how to learn, and not just to memorize facts. Technology is always changing,

so learning should not stop when they complete their formal education. Have students form small groups and share with one another the kinds of jobs that they would like to pursue as adults. Have them review each other's choices and discuss the new kinds of skills needed for each occupation.

Guide Instruction

2 Writing an Effective Essay Answer

Have students write thesis statements for the essay test items in the Practice Your Skills exercise on the previous page.

Collaborative Learning

In pairs have students do the prewriting for number 5 in the Practice Your Skills exercise on the previous page. Encourage students to experiment with the different methods of organization, including an outline and a graphic organizer. Ask students to share which type of prewriting worked best for them.

Guide Instruction

Drafting

When writing essay answers, it may be helpful for students to fall back on the form of the traditional five-paragraph essay. Help students visualize this by drawing an illustration with an inverted triangle at the top, then three squares in the middle, and a triangle at the bottom:

- The inverted triangle represents the first paragraph. Students should start with a broad introduction of the topic and end with their thesis statement, represented by the point of the inverted triangle.
- The squares are the body of the essay where they give supporting details and facts. Tell students that the number of paragraphs in the body can change according to how many supporting points they have.
- The final paragraph restates the thesis (the point of the triangle) and then ends with a broader concluding statement.

Your next step is to write a thesis statement that expresses your main idea and covers all of your supporting ideas. Often you can write a suitable thesis statement by rewording the test question.

Essay Prompt

Compare and contrast the types of Indian writing systems and their purposes. Include specific details to support or illustrate each point.

Thesis Statement

There were many types of Indian writing systems that served various purposes.

DRAFTING

As you write your essay answer, keep the following strategies in mind.



Strategies for Writing an Essay Answer

- Write an introduction that includes the thesis statement.
- Follow the order of your outline. Write one paragraph for each main point, beginning with a topic sentence.
- Be specific. Back up each main point by using supporting details, such as facts and examples.
- Use transitions to connect your ideas and examples.
- End with a strong concluding statement that summarizes your main ideas or brings your essay to a close.
- Write clearly and legibly because you will not have time to copy your work.



Differentiated Instruction

Advanced Learners Ask students to help struggling students develop and apply strategies for taking essay tests. Tell students to write down the steps they use and then share them with their partner. Explain to students that this will help their partner become better at taking essay tests and will help them improve their own thinking process.

MODEL: Essay Test Answer

In the United States today, we use a Roman alphabet to write our ideas and keep records. Of course, we have computers today, but we have had paper for writing for a very long time. Before the arrival of the Europeans, Indians had different systems for writing. **There were many types of Indian writing systems that served various purposes.** The most highly developed systems came from the Maya, the Aztec, and the Inca.

Thesis Statement

Mayan writing contained symbols called glyphs, which were carved in stone and on bark paper. They used these glyphs to create a calendar that is considered by some to be more accurate than those of the ancient Egyptians, Greeks, or Romans.

Aztec writing was made up of pictures called pictographs. These pictographs were used mainly to keep records. Even the Spanish explorers learned to read Aztec writing.

The Inca had a system of tying knots on a string called a *quipu*. The quipu used the decimal system, much as we do. The knots at the end stood for 1, those farther up counted for 10, and those still higher up stood for 100. Crop records and population information were recorded by this method.

These systems had their own complex rules that the people of each group learned to use. Records of all types have always been important to society. **How we keep records will change in the future as technology and our needs change.**

Concluding Statement

21ST CENTURY

21ST CENTURY

Guide Instruction

Model: Essay Test Answer

Speaking and Listening

Read the model essay text answer aloud. Then ask students to analyze the essay, using the ideas in the Strategies for Writing an Essay Answer on p. 372 as a guide. Ask students if they have any ideas of ways to improve the essay.

Revising

Have students copy the bullet points for revising in their journals.

REVISING

Leave time to revise and edit your essay answer. To keep your paper as neat as possible, mark any corrections or revisions clearly, and write additional material in the margins. As you revise, consider the following questions.



Checklist for Revising an Essay Answer

- ✓ Did you follow the instructions completely?
- ✓ Did you interpret the question accurately?
- ✓ Did you begin with a thesis statement?
- ✓ Did you include facts, examples, or other supporting details?

Writing an Effective Essay Answer 373

Differentiated Instruction

English Language Learners:

Advanced Ask students to look back at an essay from their portfolio and check it over using the list of questions under Revising on page 373. Have students revise the essay until they can answer all the questions affirmatively.

Guide Instruction

3 Timed Writing

Some students may experience anxiety at the thought of taking a timed writing test. Help students by providing a series of low-pressure writing experiences that gradually increase in allotted time. Use the following suggestions or create your own sequence of timed writings. When students become more comfortable with the experience, increase the assignment to a 30-minute timed writing.

- 5-minute timed writing: Explain why exercise is important for people of your age.
- 15-minute timed writing: Summarize the main issues facing voters in the next election.
- 20-minute timed writing: Define the word *integrity* and describe how the quality is exemplified in a particular person.

- ✓ Did you organize your ideas and examples logically in paragraphs, according to your informal outline or graphic organizer?
- ✓ Did you use transitions to connect ideas and examples?
- ✓ Did you end with a strong concluding statement that summarizes your main ideas or brings your essay to a close?

EDITING

After you have made revisions, quickly read your essay to check for mistakes in spelling, usage, or punctuation. As you edit, check your work for accuracy in the following areas.

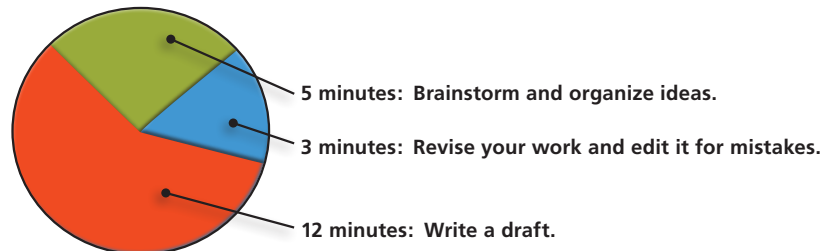


Check your work for:

- ✓ agreement between subjects and verbs (pages 741–742)
- ✓ forms of comparative and superlative adjectives and adverbs (pages 764–770)
- ✓ capitalization of proper nouns and proper adjectives (pages 801–811)
- ✓ use of commas (pages 827–846)
- ✓ use of apostrophes (pages 878–886)
- ✓ division of words at the end of a line (pages 896–897)

3 Timed Writing

You will be tested on your ability to organize and express your thoughts in a limited time. Your teacher may ask you to write a twenty-minute, two-hundred-word essay that will then be judged on how well you covered the topic and organized your essay. To complete such an assignment, consider organizing your time as follows:





Strategies for Timed Tests

- Listen carefully to instructions. Find out if you may write notes or an outline on your paper or in the examination book.
- Find out if you should erase mistakes or cross them out by neatly drawing a line through them.
- Plan your time, keeping in mind your time limit.

The more you practice writing under time constraints, the better prepared you will be for tests. You will find timed writing prompts on all of the following pages.

TIMED WRITING PROMPTS

Chapter 2	Improving Style, page 65
Chapter 3	How-To Paragraph, page 83
Chapter 4	Show and Tell, page 107
Chapter 5	Reflective Narrative Letter, page 129
Chapter 6	Family Profile, page 147
Chapter 7	Celebrate with a Story, page 189
Chapter 8	Magazine Column, page 215
Chapter 9	Persuasive Letter to the Editor, page 245
Chapter 10	Persuasive Essay, page 277
Chapter 11	Memo to the Editor, page 297
Chapter 12	Consumer Report, page 337

Practice Your Skills

Completing a Timed Writing Assignment

Give yourself twenty minutes to write an essay on the following topic.

In one school district, many parents and teachers were concerned about the kinds of television shows students were watching and the amount of time they spent in front of the TV. Although these adults thought that watching TV could have benefits, they believed that students' television-watching habits were having negative effects on their attitudes and grades. How would you solve this problem? Explain how your solution(s) would ensure that television had a positive impact on students.

Begin by creating an informal outline or a graphic organizer and writing a thesis statement. As you draft your essay, follow the **Strategies for Writing an Essay Answer** on page 372. Be sure to revise and edit your essay.

Apply Instruction

Practice Your Skills

Completing a Timed-Writing Assignment

Because planning is essential for an effective essay, allow students to sketch out a brief plan of action, graphic organizer, or outline before they begin writing. They should only be given 5 minutes for this planning stage.