

Teacher Wraparound Edition

Writing with

POWER

Language

Composition

21st Century Skills

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 9–10)

WRITING

Text Types and Purposes

<p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Student Edition (SE): 288–289, 291–292, 294–298, 302, 304 Teacher Wraparound Edition (TWE): 288–289, 291–292, 294–298, 302, 304</p>
<p>(a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>SE: 13–22, 37, 100, 121, 149, 188–189, 279, 280, 282–283, 285–293, 302–304 TWE: 13–22, 37, 100, 121, 149, 188–189, 279, 280, 282–283, 285–293, 302–304</p>
<p>(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>SE: 288–290, 302 TWE: 288–290, 302</p>
<p>(c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>SE: 25, 146, 148, 250–253, 288–289, 302 TWE: 25, 146, 148, 250–253, 288–289, 302</p>
<p>(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE: 8–10, 16, 26–27, 48–49, 129, 168, 170, 217, 221–222, 260, 262, 311, 340, 490–499 TWE: 8–10, 16, 26–27, 48–49, 129, 168, 170, 217, 221–222, 260, 262, 311, 340, 490–499</p>
<p>(e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE: 100, 250–253, 279, 286–293 TWE: 100, 250–253, 279, 286–293</p>
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SE: 92, 235–239, 241, 244–254, 256, 260–262, 268, 270, 313–317, 319–325, 327–330, 334–335, 481, 490–499 TWE: 92, 235–239, 241, 244–254, 256, 260–262, 268, 270, 313–317, 319–325, 327–330, 334–335, 481, 490–499</p>
<p>(a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE: 58, 92, 148, 162, 248, 252, 264, 267, 305, 364–365, 519–530, 532–533 TWE: 58, 92, 148, 162, 248, 252, 264, 267, 305, 364–365, 519–530, 532–533</p>
<p>(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>SE: 16, 44, 58, 79, 129, 148, 162, 244, 264, 267, 277, 288, 305, 311, 352, 364–365, 519–530, 532–533 TWE: 16, 44, 58, 79, 129, 148, 162, 244, 264, 267, 277, 288, 305, 311, 352, 364–365, 519–530, 532–533</p>
<p>(c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>SE: 37, 90–99, 121, 149, 248, 252 TWE: 37, 90–99, 121, 149, 248, 252</p>
<p>(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>SE: 28, 57, 119, 143–144, 302 TWE: 28, 57, 119, 143–144, 302</p>
<p>(e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE: 6, 8–10, 45–51, 796 TWE: 6, 8–10, 45–51, 796</p>
<p>(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>SE: 100, 250–253, 279, 286–293 TWE: 100, 250–253, 279, 286–293</p>

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<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE: 185–193, 198, 201, 205 TWE: 185–193, 198, 201, 205</p>
<p>(a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>SE: 185–193, 198, 201, 205 TWE: 185–193, 198, 201, 205</p>
<p>(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>SE: 185–193, 198, 201, 205 TWE: 185–193, 198, 201, 205</p>
<p>(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>SE: 185–193, 198, 201, 205 TWE: 185–193, 198, 201, 205</p>
<p>(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE: 185–193, 198, 201, 205 TWE: 185–193, 198, 201, 205</p>
<p>(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>SE: 185–193, 198, 201, 205 TWE: 185–193, 198, 201, 205</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: 6, 25–29, 48–49, 57, 59–66, 119, 143–144, 146, 148, 168, 170, 219–220, 223, 302 TWE: 6, 25–29, 48–49, 57, 59–66, 119, 143–144, 146, 148, 168, 170, 219–220, 223, 302</p>
<p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE: 8–10, 27, 30–36, 70, 116–117, 119, 147, 169, 170, 206, 340 TWE: 8–10, 27, 30–36, 70, 116–117, 119, 147, 169, 170, 206, 340</p>
<p>W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE: 31–36, 147, 206 TWE: 31–36, 147, 206</p>
Research to Build and Present Knowledge	
<p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE: 356–358, 361, 363, 366–385, 387–388, 393, 396–399, 406–407, 409 TWE: 356–358, 361, 363, 366–385, 387–388, 393, 396–399, 406–407, 409</p>
<p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE: 356–363, 366–385, 395, 407 TWE: 356–363, 366–385, 395, 407</p>

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<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE: 328–330, 334–358, 361–363, 366–385, 387–388, 395–399, 407</p> <p>TWE: 328–330, 334–358, 361–363, 366–385, 387–388, 395–399, 407</p>
<p>(a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>SE: 174–205 (Reading Standards 1–5), 309–341 (Reading Standards 1–5)</p> <p>TWE: 174–205 (Reading Standards 1–5), 309–341 (Reading Standards 1–5)</p>
<p>(b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>SE: 39–43 and 77–79 (Reading Standards 2, 5), 125–128 (Reading Standards 1, 2, 4), 150–153 (Reading Standard 4), 227–229 (Reading Standards 5, 6, 8), 273–275 (Reading Standards 5, 6, 8), 283–284 and 300–301 (Reading Standard 8), 347–350 (Reading Standards 2–6), 356–358 (Reading Standard 8), 361 and 363 and 387–388 and 396–399 (Reading Standards 2, 3, 5, 8)</p> <p>TWE: 39–43 and 77–79 (Reading Standards 2, 5), 125–128 (Reading Standards 1, 2, 4), 150–153 (Reading Standard 4), 227–229 (Reading Standards 5, 6, 8), 273–275 (Reading Standards 5, 6, 8), 283–284 and 300–301 (Reading Standard 8), 347–350 (Reading Standards 2–6), 356–358 (Reading Standard 8), 361 and 363 and 387–388 and 396–399 (Reading Standards 2, 3, 5, 8)</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 tasks, purposes, and audiences.</p>	<p>SE: 30–36, 70, 116–117, 119, 147, 169, 206</p> <p>TWE: 30–36, 70, 116–117, 119, 147, 169, 206</p>
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SPEAKING AND LISTENING

Comprehension and Collaboration

<p>S.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SE: 13, 17, 29, 480, 501–506, 508–516</p> <p>TWE: 13, 17, 29, 480, 501–506, 508–516</p>
<p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE: 13, 17, 29, 480, 501–506, 508–516</p> <p>TWE: 13, 17, 29, 480, 501–506, 508–516</p>
<p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SE: 13, 17, 29, 418–424, 460–462, 513–516</p> <p>TWE: 13, 17, 29, 418–424, 460–462, 513–516</p>
<p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE: 13, 17, 29, 480, 501–506, 508–516</p> <p>TWE: 13, 17, 29, 480, 501–506, 508–516</p>
<p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SE: 13, 17, 29, 480, 501–506, 508–516</p> <p>TWE: 13, 17, 29, 480, 501–506, 508–516</p>

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S.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541 TWE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541
S.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516
S.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516
S.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541 TWE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541
S.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516

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, 27, 31–32, 67, 118, 119, 145, 146, 169, 170, 204, 205, 255, 256, 303, 304, 339, 340, 408, 409, 551, 554, 562, 590, 643, 723, 729, 755, 789, 796–813, 852 TWE: 6, 8–10, 27, 31–32, 67, 118, 119, 145, 146, 169, 170, 204, 205, 255, 256, 303, 304, 339, 340, 408, 409, 551, 554, 562, 590, 643, 723, 729, 755, 789, 796–813, 852
	(a) Use parallel structure.	SE: 69–70, 253, 254, 257, 352, 965 TWE: 69–70, 253, 254, 257, 352, 965
	(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	SE: 631–635, 637, 709–710, 714, 716 TWE: 631–635, 637, 709–710, 714, 716
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 136, 333, 629, 642–643, 662, 818–829, 831, 860–862, 868–869, 886, 889–890, 892, 921, 923, 931, 934–935, 937–939, 940–947 TWE: 136, 333, 629, 642–643, 662, 818–829, 831, 860–862, 868–869, 886, 889–890, 892, 921, 923, 931, 934–935, 937–939, 940–947
	(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE: 886, 889–890, 892, 921, 923, 931 TWE: 886, 889–890, 892, 921, 923, 931
	(b) Use a colon to introduce a list or quotation.	SE: 914–916, 930, 931, 983 TWE: 914–916, 930, 931, 983
	(c) Spell correctly.	SE: 934–935, 937–939, 940–947 TWE: 934–935, 937–939, 940–947

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 9–10)

Knowledge of Language

L.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.	SE: 45–57, 466, 471–474 TWE: 45–57, 466, 471–474
	(a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.	SE: 32–33, 35–36, 396–405 TWE: 32–33, 35–36, 396–405

Vocabulary Acquisition and Use

L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	SE: 469–479 TWE: 469–479
	(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE: 473–474 TWE: 473–474
	(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	SE: 475–477 TWE: 475–477
	(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, its part of speech, or its etymology.	SE: 381, 468–472 TWE: 381, 468–472
	(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: 468–472 TWE: 468–472
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 26, 29, 48–49, 57, 119, 143–144, 168, 219–220, 223 TWE: 26, 29, 48–49, 57, 119, 143–144, 168, 219–220, 223
	(a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	SE: 28, 29, 50–51, 52, 144, 168, 219–220, 223, 219–220, 302, 320–323 TWE: 28, 29, 50–51, 52, 144, 168, 219–220, 223, 219–220, 302, 320–323
	(b) Analyze nuances in the meaning of words with similar denotations.	SE: 50, 51, 53, 57, 253, 426, 428, 471, 478–479 TWE: 50, 51, 53, 57, 253, 426, 428, 471, 478–479
L.6	Acquire and use accurately 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.	SE: 463–479 TWE: 463–479

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 10 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>	
<p>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.</p>	
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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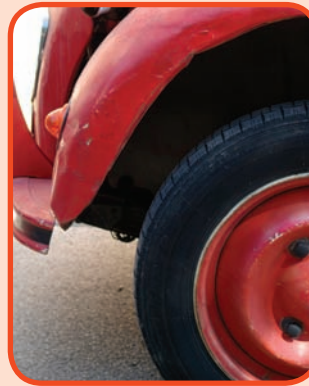
W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



L.5 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).

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Common Core State Standards Focus



L.1 (a) Use parallel structure.

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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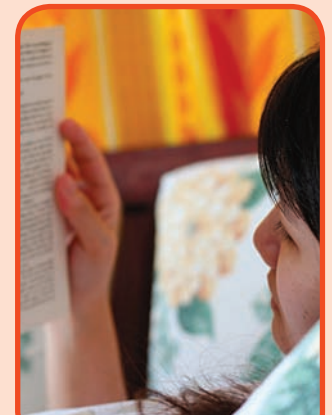
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Common Core State Standards Focus



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



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Common Core State Standards Focus

W.3 (d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.



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Common Core State Standards Focus

W.3 (a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.



W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Common Core State Standards Focus

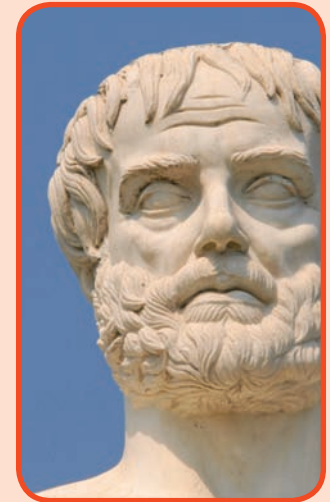


W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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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 authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

COMPOSITION

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Common Core State Standards Focus

W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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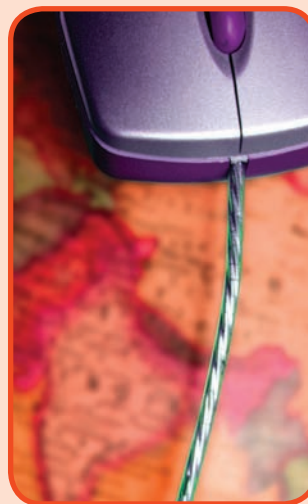
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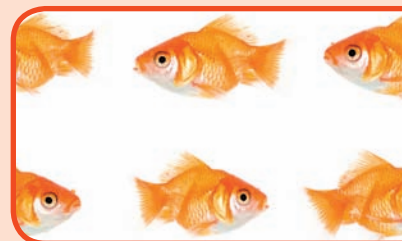
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Common Core State Standards Focus



L.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.



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Common Core State Standards Focus



S.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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Common Core State Standards Focus

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



GRAMMAR

UNIT

4

Grammar

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Common Core State Standards Focus

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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

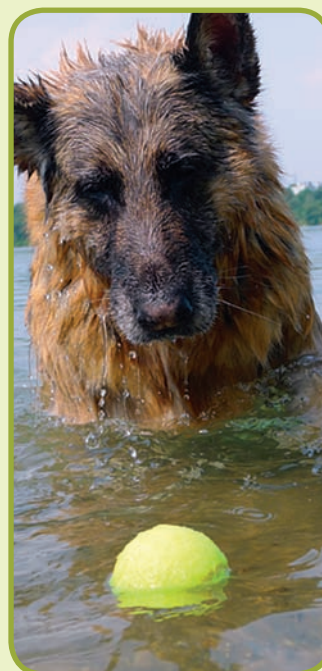
S.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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Common Core State Standards Focus

(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



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Common Core State Standards Focus

L.2 (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.



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**Common Core
State Standards Focus**

L.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.



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

GRAMMAR



Common Core
State Standards Focus

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L.1 (c) Spell correctly.



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



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Common Core State Standards Focus

(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

(b) Use a colon to introduce a list or quotation.



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Common Core State Standards Focus

L.1 (c) Spell correctly.










Planning Guide

Chapter 8 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 13 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Argumentative Essay Writing Project: Unexpected Gift Pages 272–305	Common Core: L.5.b, S.2, S.5, W.1.a, W.1.b, W.1.c, W.1.d, W.1.e, W.2.a, W.2.b, W.2.d, W.2.f, W.4, W.5, W.6, W.10		Presentation  Classroom Presentation Rubrics & Student Models  Writer's Resource
Model: Persuasive Writing “Giving Intelligently to Worthy Causes” Pages 273–276; Suggested time: 0.5–1 day		pp. 273, 274, 276	Skill Development  Student Activities: Composition Skills Practice  Vocabulary Skills Practice  ELL Resource Test Preparation
Elements of Persuasive Texts: Analyzing Pages 277–285; Suggested time: 1–2 days 1. Structure, pp. 277–279 2. Facts and Opinions, pp. 280–282 3. Reasoning, pp. 283–284 In the Media: Print Advertisement, p. 285	Common Core: S.2, S.5, W.1.a, W.1.b, W.1.e, W.2.b, W.2.f	pp. 277, 279, 280, 283, 284, 285	Assessment  Assessment Resource  ExamView Assessment Suite
Persuasive Writing: Prewriting Pages 286–293; Suggested time: 2.5–3 days 1. Purpose, Subject, and Audience, pp. 286–287 2. Developing a Clear Thesis Statement, p. 288 3. Developing an Argument, p. 289 Think Critically, p.290 4. Organizing an Argument, pp. 291–292 The Power of Language, p. 293	Common Core: W.1.a, W.1.b, W.1.c, W.1.e, W.2.b, W.2.f	pp. 286, 287, 288, 289, 290, 291	
Persuasive Writing: Drafting Pages 294–295; Suggested time: 1–2 days	Common Core: W.1	p. 294, 295	
Persuasive Writing: Revising Pages 296–302; Suggested time: 1–2 days 1. Eliminating Logical Fallacies, pp. 296–298 In the Media: Symbols, p. 299 2. Avoiding Propaganda Techniques, pp. 300–301 3. Using a Revision Checklist, p. 302	Common Core: L.5.b, S.2, S.5, W.1.a, W.1.b, W.1.c, W.2.d, W.4	pp. 296, 297, 300, 302	
Persuasive Writing: Editing Pages 303–304; Suggested time: 0.5 day The Language of Power: Agreement, p. 303 Using a Six-Trait Rubric, p. 304	Common Core: W.1.d, W.5, W.10		
Persuasive Writing: Publishing Page 305; Suggested time: 0.5 day	Common Core: W.2.a, W.2.b, W.5, W.6, W.10		
Writing Lab Pages 306–307; Suggested time: 1–2 days	Common Core: W.1.d, W.2		

Pre-Assessment

Using the Model Reading, pp. 273–276

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

- What does the writer want readers to think or do?
- What surprising facts and statistics does the writer find to support her argument?
- What organizational strategy does the writer use and how is it effective?

Using a Prompt, p. 272

To assess students, have them write a persuasive letter to their parents or guardians that uses arguments, counter-arguments, and evidence. Possible topics:

- getting a car
- applying for an afterschool job
- joining or quitting an athletic team, band, or other extracurricular organization

To help design instruction and evaluate student work, see the rubric on page 304.

Authentic Writing Experiences

Writing About Literature

Text Analysis

Assign students to analyze the persuasive techniques in a speech or essay that tries to persuade readers to accept an idea or take a specific action. For example, an editorial asking readers to vote for a specific candidate might quote endorsements from other leaders, praise the candidate's ideas, attack the opponent, and predict disaster if the candidate loses.

Genre Analysis

Assign students to analyze the persuasive language and techniques in a television advertisement. Do the claims in the ad make logical sense? For example, an ad for a brand of shoes might rely on a celebrity endorsement and the suggestion that the style will make the wearer more attractive.

Substitute Teacher's Activity

Using a Core Skill

Tell students to write a letter addressed to school board members asking them to take action on an issue at the school, such as security cameras or cafeteria food. Students' letters should state the issue clearly, provide facts, reasons, and examples to support their request, and make a clear call for action.

Writing Across the Curriculum

Social Studies

Have students write about the various world religions they have been studying. Where did the religions begin? What has been the impact of religious belief on world history?

Science

Assign students to imagine they are environmental scientists writing a persuasive letter to the editor of a local newspaper. Their goal is to halt a development being built in a wilderness area. In the letter, students should describe how environmental change could impact the stability of the ecosystem.

Math

Assign students to write a paragraph to explain why a square is a rectangle, but a rectangle is not a square. The student should use logical reasoning in the explanation.

Using a Learning Log

Ask students to list the persuasive techniques they have studied. How can they use this knowledge to evaluate persuasive messages?

Post-Assessment

Writing Lab: Project Corner, p. 306

Students will be asked to extend their skills by discussing techniques advertisers use to persuade consumers, writing a satirical essay that seeks to persuade readers of a ridiculous position, and creating a Web site about the forms of persuasive writing. You may wish to introduce these projects at the beginning of the chapter.

Writing Lab: Apply and Assess, p. 307

Students will be asked to write a persuasive business letter, an oral business proposal, and a persuasive letter to business leaders in a timed-writing activity. You may wish to introduce these activities, as well as the rubric on page 304, at the beginning of the chapter.

Writing to Persuade

Essential Question

How can you persuade people effectively?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Elements of Persuasive Text

Analyzing, pp. 277–284

In the Media Print

Advertisement, p. 285

Persuasive Writing Prewriting, pp. 286–292

Think Critically Developing Counter-Arguments p. 290

The Power of Language

Subordinate Clauses: Tip the Scale, p. 293

Persuasive Writing Drafting, pp. 294–295

Persuasive Writing Revising, p. 296

In the Media Symbols, p. 299

Persuasive Writing Editing, p. 303

Persuasive Writing Publishing, p. 305

Writing Lab, pp. 306–307

Writing to Persuade

Ask students to come up with examples of persuasive writing. On the board, create a master list of careers in which someone might use this type of writing.

Writing Project: Argumentative

Collaborative Learning To prepare students for working on this project, note the times they will be working with a partner or group. See pp. 284, 287, 288, 289, 292, 298, and 304.

CHAPTER 8

Writing to Persuade

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

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

- **Elected officials develop “position papers”** to explain, defend, and promote their stands on the tough issues of the day.
- **Medical researchers write articles** for popular magazines explaining recent scientific findings in health and medicine and urging healthful behaviors for prevention of serious disease.
- **High school students submit essays** with their college admission applications trying to persuade the reviewers to accept them into their programs.
- **Employees write a proposal** based on an idea for a new product and try to persuade the company decision makers to put up the money to develop it.
- **Attorneys draw up their closing arguments** to bring together all the facts and other evidence in a case and persuade the jury to decide a certain way.
- **Movie reviewers and book critics assess a work** and use persuasion to convince readers of their point of view.

Writing Project

Argumentative

Unexpected Gift Write an argumentative essay expressing your position on how a cash gift to the school should be spent.

Think Through Writing An anonymous donor has made a gift of \$10,000 to your school with no strings attached about how it should be spent. The donor’s only requirement is that the students should be the ones to decide how it will be used and that they should express their ideas in the most effective way possible. All of the money can be spent on one thing, or it can be divided up in any way. It can be given to the teachers; it can be given to students; it can be donated to charity—anything is possible. Write freely about

Block Scheduling

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

If time is not an issue, use Think Critically, The Power of Language, In the Media, The Language of Power, and the Persuasive Writing Workshop.

Literary Connection

You might want to explore aspects of persuasive writing in the following works, which appear in literature textbooks at this grade level.

- “Contents of the Dead Man’s Pocket” by Jack Finney
- “Keep Memory Alive” by Elie Wiesel
- *Night* by Elie Wiesel

your school and about where you think a cash infusion could do the most good. Include reasons as you write and try to anticipate how to overcome the objections others may have to your ideas.

Talk About It In your group, discuss the writing you have done. What ideas and opinions surfaced? Each writer should have a chance to discuss his or her choice, and the reasons for it, in as much detail as possible. Also provide potential opposing views so each writer can have a chance to respond to them. Ask for clarification if a classmate says something you don't understand.

Read About It The following selection by Joan Beck appeared in the *Chicago Tribune* during the height of the winter holiday season. She describes “charities” that in fact provide little money for the stated purpose of the fund-raising. One group, for example, reported it spends 90 percent of its donations on telemarketing to keep the gifts coming.

MODEL: Persuasive Writing

Giving Intelligently to Worthy Causes

Joan Beck

Along with the forest of mail-order catalogs and a blizzard of holiday cards, the pre-holiday mail brings burdens of cleverly crafted guilt. How can you toss away those appeals for money—when people are homeless, hungry, afflicted with catastrophe, disabled, aging, suffering from every disease known to humanity? When the environment needs protecting, victims of discrimination lack aid, your alma mater is short of scholarship money . . .

To rub in the guilt, some of the appeals include a clutch of inexpensive greeting cards (typically Monet lilies), or a set of address labels, or a calendar, or a good luck token from an Indian tribe. Dump them in the trash and you feel like you're stealing from sick kids or taking nickels from a blind man's cup. Send a check and you can't be sure you aren't a sucker for a familiar holiday scam or that the money won't be used simply to send out more fundraising letters.

You get lavish invitations to pay \$10,000 for a table at a holiday ball for a charity you didn't even realize existed. There are intimate notes from “friends” you don't remember

Vivid opening captures attention and raises interest in the topic.

Beck uses examples with which her audience is no doubt very familiar. These examples raise strong feelings.

Even by the third paragraph, the thesis statement has not yet been clearly stated. All of this introductory material is building up to it.

Project and Reading

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Pre-Assess

Model: Persuasive Writing

Giving Intelligently to Worthy Causes

Effective persuasive writing aims for an attention-grabbing introduction: a strong statement, a funny anecdote, an interesting statistic, or an unusual detail. Ask students to discuss the technique used in the introduction of this essay.

Critical Thinking

Persuasive writing often features figurative language such as metaphors and similes. In the opening sentence of this essay, the writer compares catalogs to a forest and holiday greetings to a blizzard. Ask students what these metaphors evoke in the reader.

Applying 21st Century Skills: Media Literacy

To broaden students' understanding, encourage them to perform Internet research to find out the various ways charitable organizations and others acquire consumers' personal information (addresses, phone numbers, and/or e-mail addresses), and steps consumers can take to protect their privacy.

Differentiated Instruction

English Language Learners:

Intermediate Ask students to look up and discuss the differences between grade-level vocabulary words *convince* and *persuade*. (A person is convinced by evidence or arguments made to the intellect. A

person is persuaded by appeals made to the will, moral sense, or emotions.)

Have students formulate and speak aloud sentences in which they use each word in its proper context. This will help students internalize new English grade-level vocabulary.

Online
Writing

6 TRAIT
Power Write®

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

www.6traitpowerwrite.com

Pre-Assess

Applying 21st Century Skills: Information Literacy

Many persuasive essays use figures and statistics to solidify their arguments. However, statistics without adequate context or sources can be misleading. Point out to students the figures and percentages sprinkled throughout this essay. Ask:

- Where do these numbers come from?
- Are they well supported?
- How might you find out?

Remind students that whenever they are presenting research as fact, they must maintain lists of sources for their information. Whenever possible, they should use at least two sources to verify information. Nothing deflates a persuasive argument more quickly than factual errors.

One Writer's Words

That which we do not believe, we cannot adequately say; even though we may repeat the words ever so often.

—Ralph Waldo Emerson

Ask students to analyze and draw conclusions about the poet Emerson's view of the foundation of any persuasive argument. Discuss how this might apply to other forms of writing.

asking that you join them in sending a check to help their favorite good cause. An apparently “personal” note from a celebrity wants you to join him in a favorite appeal.

The holiday season is the peak time for charity solicitations. The experts who craft the pleas know that you are most open to goodwill-toward-men feelings this time of year, that your resistance to sales pitches is lower, that you're too busy to check out the soliciting organizations carefully, that you are feeling slightly guilty because your family has so much and others are so needy. Americans gave more than \$143 billion last year to charitable organizations, up 7.5 percent from the year before. More money than you'd like to think did not go to further the cause itself, but for more fundraising.

If you have more time, you could check out the appeals with a national ratings service for charities (there are three major ones). Or send for an annual report or IRS tax filing. Or look for data on the Internet (double-check the source of information). But there are more than 650,000 non-profits out there and all of them seem to have your name and address.

There are a few guidelines to help. Be sure you at least know the identity of the organization that wants your check. Some unscrupulous groups—in the cancer research field, for example—use names that sound like familiar established charities, assuming you won't pay close attention and dash off a check.

Find out how much of your money will actually go for the purpose you intend. It's a rule of thumb in charity fundraising that at least 60 percent to 65 percent of donations should actually be used for the good cause; the best non-profits make it 80 percent or more. The rest is spent on more fundraising and administration or the vague-sounding “education.” That means an unscrupulous organization can tuck a message about cancer's warning signs into its fundraising letters and count them as “programs.”

Abuses can be blatant, indeed. One group, for example, reported it spends 90 percent of its donations on telemarketing to keep the gifts coming. It's not considered unusual for an organization to send out 100,000 appeals in hopes of generating 1,000 responses from first-time contributors.

The examples end here and Beck turns to the information she has to back up her main idea.

Starting here, Beck offers specific advice to those who wish to make donations.

A very specific example helps illustrate the problem with uncertainties in the fundraising field.

This dramatic statistic further supports Beck's main idea.

Differentiated Instruction

English Language Learners: Beginning and Intermediate

Before assigning the model, select examples of solicitations for charities to help students develop their background knowledge. While reading, let students use peer support to figure out the meaning

of unfamiliar words from context. They can also take turns looking up unfamiliar words in print, electronic, or online dictionaries. By working together, students can comprehend increasingly challenging language in reading material.

You should make sure the group you are considering helping has the same purpose you have in mind. If you're giving to combat a disease, for example, you should know whether your money is going largely for research, prevention or treating patients. The Nature Conservancy has a much different approach to environmental concerns than, say, Greenpeace.

There is an easier way. You can share your holiday blessings with the Chicago Tribune Holiday Fund. Every cent and more that you give will go to help children have a happy holiday and a better future, to relieve hunger and homelessness, aid the abused, and support programs for the developmentally disabled. Not only does the Tribune pay all of the expenses of the fund, it matches every dollar you contribute with 60 cents from the McCormick Tribune Foundation. Instead of hoping 60 to 65 percent of your gift is going for the work you intend, you can be sure that 160 percent will.

Finally, here is Beck's main point: she is appealing to readers to donate to the Chicago Tribune Holiday Fund. All that came before set up the reasons why this would be a good choice. Is she persuasive?



Respond in Writing Respond to Joan Beck's account of holiday charity scams. What have you learned about how to make an effective argumentative appeal?

Develop Your Own Appeal Work with your classmates to develop ideas that you might use in persuading readers that your plan for using the anonymous gift is the best one.

Small Groups: In your small group, discuss the writing you have done. List the tools of persuasion you might use in your argumentative essays. For example, you might appeal to emotions or appeal to reason. You might offer effective counter-arguments. Anticipate the tools you will need to win your case.

Pre-Assess

Critical Thinking

After warning the reader about the many pitfalls to watch out for when making charitable contributions, the writer uses the final paragraph of her essay to make a plea of her own. Have students read the final paragraph and discuss their responses to the writer's personal affiliation with the holiday fund she recommends.

Respond in Writing

Remind students that their journals should reflect their own unique responses and points of view. Journals can be used to clarify students' thoughts or expand on or disagree with the ideas expressed in their essays.

Develop Your Own Appeal

In their brainstorming sessions, have students select one member to be the discussion leader and another to take notes on the ideas the group comes up with.

Differentiated Instruction

Musical Learners If students are so inclined, they may wish to write persuasive appeals set to music. Students can use any musical style they wish provided they include a clear, persuasive message and a request for a donation of some kind.

Differentiated Instruction

Advanced Learners If students have mastered the material, encourage them to do Internet research and prepare a comparison between the conservation methods of Greenpeace and the Nature Conservancy. Students may present their findings in essay or in graphic organizers.

Pre-Assess

Write About It

If students come up with unique ideas that are not listed in the chart, encourage them to follow through with these ideas as long as they can back up their writing with solid persuasive tactics.

Project Possibilities

Encourage students to use diagrams or other graphic organizers to help them think about possible topics, audiences, and forms.

Whole Class: Make a master chart of all of the ideas generated by the small groups to create a toolbox of persuasive techniques. If they are not already included, also list the techniques Beck uses in her writing.

Write About It You will next write an argumentative essay about how to spend the anonymous gift to your school. You may choose from any of the possibilities in the chart below or any of your own ideas.

Possible Topics	Possible Audiences	Possible Forms
<ul style="list-style-type: none">• a plan to spend all the money on one project or department• a plan to divide the money among various projects or departments• a plan to give the money away to needy or deserving students, faculty, or community organizations or individuals• a plan to invest all or part of the money so it can make more money for the school	<ul style="list-style-type: none">• only the students at your school• the students at your school as well as the school administration• the students at your school as well as the community at large• the students at your school as well as the benefactor	<ul style="list-style-type: none">• an open letter to the community• a traditional essay• a traditional essay accompanied by a multimedia presentation• a blog• a public service announcement• a magazine article

Differentiated Instruction

English Language Learners:

Beginning Encourage students to participate in the discussion of the model about being asked to give to charity, even if they have to convey their ideas in short phrases. Emphasize that spoken opinions, like written opinions, need to be backed by valid reasoning and evidence, and that any extended discussion should include evaluation of ideas rather than a simple expression of opinion.

Test-Taking Strategies

Breaking It Down Tell students to try to relax and concentrate. To help them accomplish this, suggest students first answer the questions they find easiest rather than spinning their wheels over more difficult material. Remind students to return to unanswered questions before turning in their tests.

Elements of Persuasive Texts

Analyzing

The ability to cast a net into a controversial subject area, draw back and evaluate the ideas you have “caught,” and shape them into a forceful statement of opinion is among the most valuable skills you can develop. Persuasive writing can teach those skills.

1 Structure

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

HERE'S HOW

Structuring a Persuasive Essay

- In the **introduction**, capture the audience's attention, present the issue, and express your opinion in a thesis statement.
- In the **body of supporting paragraphs**, present reasons, facts, examples, and expert opinions to support your opinions.
- In the **conclusion**, present a summary or strong conclusive evidence—logically drawn from the arguments—that drives home the writer's opinion.

As the following model shows, a strong persuasive text also:

- considers a whole range of information and views on the topic and represents them honestly and accurately;
- offers counter-arguments based on evidence to anticipate and address objections;
- analyzes the relative value of specific data, facts, and ideas.

MODEL: Persuasive Essay

Talking Chimps

In the past several decades, a number of chimps have been taught the gestures of American Sign Language (Ameslan). The results of these studies are hotly debated. A recent survey asked scientists to name the most significant discovery in recent years. Many replied that it was the failure of chimps to acquire language. About an equal number, however, believed the most significant discovery was the *success* of chimps in learning and using language. These opinions arise from differing definitions of language use. The first group of

Introduction:
Provides background information

Presents the whole range of opinions on the subject

Elements of Persuasive Texts • Analyzing 277

Differentiated Instruction

English Language Learners:

Intermediate Suggest that students read the model, taking notes to aid their understanding of this grade-level material. Remind them that they should restate or summarize the main ideas in their notes and that they can include graphic organizers, outlines, and other devices. Tell students to write at least one note that includes the main idea for every

paragraph. In this way students will demonstrate reading comprehension of increasingly complex English. Have students work on their own to identify the introduction, thesis statement or main idea, supporting ideas, and conclusion in a persuasive article or editorial. This will help students expand reading skills commensurate with content area needs.

Guide Instruction

Elements of Persuasive Texts: Analyzing

Lesson Question

What are the elements of a persuasive essay?

1 Structure

Objectives

- To understand the three parts of a persuasive essay
- To practice identifying facts and opinions and methods of reasoning in persuasive texts

Structuring a Persuasive Essay

To get students to broaden their thinking, write *A Crime Has Been Committed* on the chalkboard. You can decide on a particular crime or stick with a general, unspecified crime. Tell students to imagine they are lawyers trying to persuade the jury that this client is not guilty. Ask them what kinds of ideas they will need in order to make a convincing argument. (**strong opening statement, supporting evidence, and strong concluding statement**) Guide students to understand that writing a persuasive text requires the same elements.

Model: Persuasive Essay

As you work with students to analyze the structure of the essay, ask them to elaborate on the following elements:

- In the introduction, the writer presents two sides of the issue but closes the paragraph with a clear thesis statement.

Guide Instruction

- In the first body paragraph, the writer presents details about the work of two experts in the field of animal research.
- The third and fourth body paragraphs discuss other experiments and present the arguments of critics.
- The final paragraph returns to the writer's original thesis that chimps do successfully learn simple language. But it also brings up a new point about the critics' overreliance on comparing chimps to humans.
- Finally the writer wraps up the essay with a brief but emotional statement about a chimp that shows and *speaks* about its loneliness once its trainer has left. Lead a class discussion of students' reactions to this writing tactic.

scientists see too much simple imitation or reward-seeking in chimp language to call it true language learning. **The success of chimps in mastering sign language, however, indicates that they have indeed learned a simple language.**

To use language, it is first necessary to understand that a word—or a sign—is a symbol. It is a symbol of the thing it names, not the thing itself. Humans know, for example, that the word *cup* is a symbol for the thing they drink from. The five chimpanzees, Washoe, Moja, Pili, Tatu, and Dar, reared by Professors R. A. and B. T. Gardner at the University of Nevada, acquired between 100 and 200 signs by age five. They were able to name things in pictures, showing another level of understanding. In addition to learning the names of things, such as *cat*, *hat*, and *tree*, they also learned the names of actions, such as *chase*, *hug*, and *tickle*, and of qualities, such as *dirty* and *hot*.

Critics of the early experiments argued that since chimps did not understand the concept of negating, they were not really using language. (Negating is adding a negative, such as *no* or *not*, to a thought.) Sarah, a chimp trained at the University of California, Santa Barbara, showed an understanding not only of negating but also of compound and complex sentences. Sarah learned to compose and read sentences by placing metal symbols on a metallic board. She once asked herself, "What is an apple not?" and correctly—and creatively—replied, "Bread."

Critics also believe that chimps use language only after being cued by trainers. Sarah's trainers decided to test the chimp's ability to use language without the help of cues. They sent an inexperienced person in to "converse" with Sarah—a person who did not know Sarah's language. That person was unable to cue Sarah to do something that she could then imitate. Sarah did not do as well as she usually did, probably because she was confused by the appearance of a new human partner. Still she scored high enough on her test to convince her trainers that she could use language without being cued.

Those who doubt that chimps have successfully learned a simple language place too much emphasis on comparing chimps to humans. Our language has developed over a long period of time, while chimps have only recently been exposed to language learning. Given their short exposure to language, chimps have demonstrated remarkable mastery. Any creature who can sign to himself, "Cry me; me cry" after his trainer has left him for the day surely can handle simple language.

Thesis Statement

First body paragraph: Uses facts, examples, and reasons

Second body paragraph: Anticipates and answers opponents' objections

Third body paragraph: Also answers opponents' objections, making a determination about the relative value of information and interpretations

Conclusion: Drives home the main point and appeals to emotions

Test-Taking Strategies

Questioning Tell students that as they read selections on tests, they should ask themselves questions about the material. This strategy can help improve students' overall comprehension. Students may find this strategy useful when trying to absorb material on standardized tests. Tell students to ask and answer at least one question after they read each paragraph in the model.

After students have read the entire selection, discuss whether or not their questions were answered by the text.

Differentiated Instruction

Visual Learners Encourage students to use the annotations for "Talking Chimps" to create a graphic organizer, such as a chart or outline, to help them analyze the essay's structural components.

Based on the discussions you have had with your classmates and the model persuasive essay about talking chimps, sketch out a persuasive text. On the subject of how to spend an anonymous gift to the school, for example, ask yourself what your position is on the question. Decide on your audience as well. Organize the plan for your argument into a three-column chart like the one below in which you make a series of claims about the school, give examples that illustrate each claim, and assert a warrant that explains how the example illustrates the claim and strengthens your position. (See pages 112–113 and 246–247 for more information on claims, examples, and warrants.)

Claims	Examples	Warrants
The school's computer facilities need upgrading.	The computers in the media center use an outdated operating system and cannot run the programs that would be best for the students.	Because the computers in the media center use an outdated operating system, they cannot run the programs that would be best for the students. For this reason, they should be upgraded to state-of-the-art technology that would allow students to make the most of the computers' capabilities.



Apply Instruction

Project Prep Remind students that an important part of creating a persuasive argument is their own belief in the position or idea they present. Choosing the subject carefully can save time and effort. Remind students to keep their potential audience in mind. In other words, *whom* are they seeking to persuade? Tell students that in most cases, they should assume that the reader is intelligent but not an expert on the subject. (10–15 minutes)

Differentiated Instruction

English Language Learners:

Beginning Make photocopies of the instructions and examples on this page for students. Circle or highlight some of the most difficult terms that are essential for students to understand, and write in a simpler term just above or next to it. Students may benefit from reading this linguistically accommodated content-area material. As they learn more

English, there should be a decreasing need for such accommodations. As students look at the Claims and Warrants graphic organizer, point out that each column's information is written in a complete sentence. Remind students that complete sentences feature a subject and a verb. Point out the subject and verb in each of the three sentences.

Guide Instruction

2 Facts and Opinions

People use facts and opinions persuasively every day in ordinary conversation. Both are useful in writing persuasively as well. However, remind students that it's important, both as a reader and as a writer, to distinguish between the two.

Collaborative Learning

Ask volunteers to replace the factual statement *There are three chimpanzees at our local zoo* with a statement of opinion. Remind students that opinions are subjective statements that cannot be proved objectively. Possible answers include:

- There aren't enough chimpanzees at our local zoo.
- All the chimpanzees at our local zoo are old/mean/silly.

Then ask students to create a statement of fact to replace the opinion statement *Computer programming is our school's most valuable course*. Possible answers include:

- More than 85 percent of this school's students take the computer programming course.
- The computer programming class limit is sixteen, but this semester forty-five students signed up.

2 Facts and Opinions

Persuasive essays are primarily made up of two types of statements: facts and opinions. When you write a persuasive essay, you should be aware of the difference. Facts are statements that can be proved. Opinions, on the other hand, are beliefs or judgments that can be supported but not proved.

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

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

Fact There are three chimpanzees at our local zoo.
(You could go to the zoo and observe this.)

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

Fact The chimpanzee is an anthropoid ape with a high degree of intelligence.
(You cannot use your experience to test this statement, but you can verify it by consulting a recognized expert or an encyclopedia.)

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

Opinions War movies are **too violent**.
Mr. Ling is the **best** candidate for mayor.
I believe that nuclear energy plants are a **terrible** threat to the atmosphere.
Computer programming is our school's **most valuable** course.

Sometimes you can recognize opinions in what you hear, read, and write by listening and watching for some of the following words that are often used in statements of opinion.

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

Differentiated Instruction

Kinesthetic Learners Have students work in pairs to share positive facts and opinions about themselves and each other. Each student should make a statement along with a corresponding movement or gesture. Have the other partners repeat the statements and gestures and then decide whether a statement is a fact or an opinion.

Differentiated Instruction

English Language Learners: Beginning and Intermediate Allow students to work in small groups on the Practice Your Skill exercise on p. 281. For each item students should note specific words that made them decide the statement was a fact or opinion. Circulate among groups and have students explain their answers. Students should be able to explain with increasing specificity and detail as more English is acquired.

In persuasive essays the soundest opinions are those supported by factual evidence, logical arguments, or both.

Unsupported Opinion

Chimps can be taught to speak English.
(No supporting facts back up this statement.)

Supported Opinion

Chimps have shown a remarkable mastery of language.
(Numerous studies document apparent mastery.)

Writing Tip

Support your opinions with convincing factual evidence from your own experience and observation as well as from reliable authorities.



Practice Your Skills

Identifying Facts and Opinions

State whether each sentence below is a *fact* or an *opinion*. If you are in doubt about a statement, verify it by checking its validity in the library or media center or with a reliable authority.

1. Recycling is not worth the expense.
2. The bald eagle is no longer on the list of endangered species.
3. The United States expects major fuel shortages in the future.
4. Toxic wastes have often been disposed of in populated areas.
5. Cutting down forests diminishes the oxygen supply in the air.

Differentiated Instruction

Visual Learners After students have had an opportunity to study the photo on p. 281, have them write two descriptions of the chimp. In the first sentence, students should attempt to use only their opinions about what they see. In the second, they should weave in factual information from the text that is backed up by visual information in the photo.

Differentiated Instruction

Kinesthetic Learners Using the information in “Talking Chimps” as a reference point, have students work together to create nonverbal language using simple objects from around the classroom.

Guide Instruction

Sometimes the addition of an adjective or two can turn a statement of fact into a statement of opinion. Write this on the board:

- The local zoo’s best-loved mammal is also its oldest living mammal—a wonderful chimpanzee named Chester.

Ask students what words they would take out of the sentence to make it a statement of fact.

Writing Tip

Ask students to study the chimp photo for a few moments. Then tell students to write in their journals a brief factual description using observations as well as any facts they may know about chimpanzees.

Apply Instruction

Practice Your Skills

Identifying Facts and Opinions

Answers

1. opinion
2. fact
3. opinion
4. fact
5. fact

Additional Resources

- Composition Skills Practice, Chapter 8

Apply Instruction

Practice Your Skills

Supporting Opinions

Answers will vary. Sample answers are below.

1. A healthy diet is necessary for proper growth and development.
2. These drugs kill brain cells and can be addictive.
3. People leave lights on in their homes when they go out.

Guide Instruction

Project Prep You may wish to suggest that students add a fourth column to the chart they created on page 279 to indicate where they might find the information they would need to back up their claims. Have students share with their writing group their ideas about what information they need to gather and where it can be found. Group members should provide feedback. (10 minutes)

Practice Your Skills

Supporting Opinions

Write one fact that could be used to back up each of the following opinions. If necessary, use library or media center resources to find supporting evidence.

1. Nutrition should be a required course in elementary school.
2. Using illegal drugs is self-destructive.
3. Many citizens are careless about energy consumption.



PROJECT PREP

Prewriting

Facts and Opinions

Using the chart you made of claims and warrants, review your key ideas. Identify where you will need facts to support your assertions and make a list of facts, examples, and data you might find useful in support of your thesis. Next to each item, indicate where you might find the information you need. (Refer to pages 356–385 for help in locating research sources.) Consider the full range of information on the topic and gather the most relevant and precise evidence you can find.

Test-Taking Strategies

True and False Point out that many tests feature true or false questions that can appear simple but are sometimes tricky. Share these rules:

- Every part of a true statement must be true. If any part is false, the whole sentence is false.
- Look for absolutes such as *never*, *always*, *none*, and *every*. These statements are generally false.
- Watch for negatives such as *no*, *not*, and *cannot*. If a question contains one of these words, try reading the sentence without the negative. If the new statement is true, then it is false with the negative in.
- Answer all true or false questions. There is a 50 percent chance that you will correctly choose the correct answer.

3 Reasoning

When you write a persuasive essay, your ability to win over your reader usually depends on your reasoning skills. Facts and opinions cannot argue by themselves. Instead, you must create a logical argument by fitting the facts together so they lead to a reasonable conclusion.

GENERALIZATIONS

When you state a rule or a principle based on fact and experience, you are forming a **generalization**. For example, suppose you have visited Washington, D.C., three times in July and August, and each time the weather was hot and muggy. From these experiences you could generalize that Washington, D.C., is hot and muggy in the summer.

Generalizing is an important reasoning skill that will help you develop a strong thesis statement for your essay. However, you must use it carefully so that you do not overlook those important exceptions that will make a generalization false.

HASTY GENERALIZATIONS

When you reason, beware of the pitfall of **hasty generalizations**—broad generalizations based on insufficient evidence. Such hasty generalizations often lead to misleading or false conclusions. To avoid this fallacy, you must examine *enough* particular experiences so that you can draw a sound conclusion.

- Hasty Generalization** All professional athletes are healthy.
(Has the writer examined enough athletes to conclude that they *all* are healthy?)
- Hasty Generalization** Chlorine in swimming pools causes earaches.
(Does *everyone* who swims in chlorinated pools have earaches?)

You can make the previous hasty generalizations more sound if you limit them to *some*, *many*, or *most* cases instead of *all* cases.

- Sound Generalization** **Most** professional athletes are healthy.
- Sound Generalization** **Some** people experience earaches from swimming in pools that are chlorinated.

Guide Instruction

3 Reasoning

Read aloud to students an op-ed piece from a newspaper. Ask them to take notes and then to identify facts, opinions, and generalizations the writer uses to prove his or her point.

Generalizations

Ask students to think about the population of students that attend their school and write three effective generalizations about all the students in the school.

Your Ideas

CHAPTER 8

CHAPTER 8

Differentiated Instruction

English Language Learners: Intermediate Discuss the use of qualifier words such as *some*, *many*, *most*, *sometimes*, and *often* to make generalizations. Work with students to analyze generalizations in editorials and persuasive essays, looking for patterns in the use or lack of use of such qualifiers. Expanding their repertoire of learning strategies by reasoning deductively

and inductively will help students move toward grade-level learning expectations.

Differentiated Instruction

Visual Learners Encourage students to take visual notes of their evidence—much like a detective would at the scene of a crime. Have them ask, “What visual information will be important to my thesis?”

Guide Instruction

Here's How: Avoiding Hasty Generalizations

Once you have gone through the rules for avoiding hasty generalizations with students, have them write hasty generalizations that might be used to convince people that all school children should be given free lunches. Then ask volunteers to read their work aloud and have the class identify why each generalization is not sound.

Apply Instruction

Practice Your Skills

Writing Limited Generalizations

Sample answers are below.

1. Because there is less congestion and traffic, rural areas are often less polluted than industrial cities.
2. Studies show that chimps have relatively high intelligence in comparison to many other mammals.
3. Sometimes adults create more litter than teenagers.
4. A good education can be a gateway to a successful career.
5. Many people say they find today's television shows too violent.

Project Prep Remind students of the need for both support and constructive criticism within the feedback process. Gaining skills in reasoning effectively can be a tricky process. When offering peer feedback, students should avoid inflammatory or derogatory language and flat negative statements such as *That doesn't work at all*. All feedback should be delivered in honest but supportive ways.

HERE'S HOW

Avoiding Hasty Generalizations

- Examine several facts or examples.
- Be sure your examples represent the whole group.
- Check reliable authorities to confirm your generalization.
- Be able to explain any exceptions.
- Avoid words like *all*, *complete*, *always*, *never*, and *none*, because they suggest that there are no exceptions.
- Limit your generalization by using words like *some*, *many*, *most*, *probably*, *often*, and *sometimes*.

Practice Your Skills

Writing Limited Generalizations

Choose one of the following hasty generalizations. Limit the statement to an opinion with which you agree.

1. Any rural area is less polluted than a city.
2. Chimps are more intelligent than any other animal.
3. Adults are responsible for more litter than teenagers.
4. Education is the only avenue to success.
5. Television shows are too violent.

Writing Tip

Avoid making **hasty generalizations** by limiting generalizations to *some*, *many*, or *most* cases instead of all cases.

MAKING VALID INFERENCES

To be persuasive, you also need to make sure your conclusions or inferences are valid. An inference is **valid** if it follows logically from the claims. (See page 247 for more information on valid inferences.)

PROJECT PREP

Prewriting

Reasoning

In your writing group, evaluate one another's claims. Decide if each writer's major claims hold up under scrutiny. Can you think of reasons not to accept the claims? Are the inferences valid? Help each author strengthen the quality and phrasing of each claim so that readers will be persuaded by the argument.

Differentiated Instruction

English Language Learners:

Beginning Write the word *hasty* on the board. Tell students that this is a describing word, or adjective, which means "done in a hurry." Model some hasty actions or statements. Ask volunteers to give a definition in their own words. Have them describe ways this word might apply to writing or speaking. In this way, students will internalize

new academic language by using it in meaningful ways in speaking activities that build concept and language attainment.

In the Media

Print Advertisement

A good way to develop the habit of careful reasoning is to examine careless reasoning with a critical eye. Advertisements are usually geared more toward emotion than reason; they often contain careless thinking in their messages. Consider the following example:

This ad is aimed at men. It flatters men by suggesting that a beautiful woman is out there waiting, dreaming about a ring from them. The unsupported underlying idea is that women want material things from men.

This asserts that every woman dreams about getting a diamond ring. This is an unsupported assertion.

When you find the woman of your dreams . . . Give her the diamond of her dreams.

Diamonds. There is no better way to say, "I love you."

Zenith Jewelers:
A Century of Making Dreams Come True.
We have all the answers to your questions.
We have the diamond of your dreams.
We'll even save you money.

This picture of a ring with a large diamond suggests that diamond rings are important and play a large role in our lives. This idea is also unsupported.

This is a hasty generalization. After all, there are countless ways to show love to another person. Why is a diamond the best way?

This asserts that a customer will somehow save money by buying a diamond. This assertion is unsupported.

The company also makes a hasty generalization when it claims to have the answers to all your questions.

Oral Expression

Find a dramatic, illustrated ad from a newspaper or magazine and take turns reading your ads aloud to the class. The listeners should identify facts, supported or unsupported opinions, and hasty or sound generalizations in each advertisement.

In the Media 285

Guide Instruction

In the Media

Print Advertisement

Groups of four students can play a game in which the winner has constructed a sentence that shows the best reasoning for acquiring an object. One student should write the name of an object on a piece of paper. The remaining students should each write a sentence reasoning why the object must be obtained. Suggest that in order to create the best arguments, students should think of reasons that tug on the heartstrings.

Have students take turns reading their sentences. Whoever uses the best reasoning, as decided by the group, gets the object and begins the next round. The game is over when a student is first to amass five objects.

Later, lead a class discussion of effective words and phrases students used in their reasoning.

Apply Instruction

Oral Expression

Give students some time to rehearse their readings. You may want them to work in pairs to refine their presentations. Tell students that one technique is to score their scripts—in other words, underline words that will be spoken with a particular emphasis or emotional quality. Explain to students that this is an important part of television and radio advertising.

Differentiated Instruction

English Language Learners:

Advanced High Ask interested students to listen to advertising on a variety of media, including television and radio, for a few days. Have students keep lists of common emotional cues they hear in advertising. When each has compiled a list of ten ads, ask students to form a panel to present and analyze specific examples of advertising; each student should respond orally, answering

questions about the ad's use of fact, opinion, and hasty generalization. This will aid students in building and reinforcing concept attainment. **Intermediate** and **Advanced** Bring in old newspapers, magazines, and other print media that have plenty of ads and that students are permitted to cut up. Direct students to find examples of hasty generalizations in the environmental print. Ask students to highlight and label their examples and post them around the room for other students to see.

Guide Instruction

B. Using the Internet

How Does the Internet Work?

Critical Thinking

Have students create a graphic that represents their understanding of how the Internet works. They can use any medium they want, cut-out paper or images snipped from magazines, paints, inks, or pencils. Tell students to be creative; their goal is to ensure that their visualization reveals their understanding (or lack of it)

B. Using the Internet

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Apply Information and Technology Literacy

The “age of information” dawned in the last half of the 20th century. Success in the 21st century requires the ability to access, evaluate, and wisely use the abundance of information made available by advances in technology. Developing an understanding of the changing technologies and skill in putting them to work for your purposes are key competencies for the rest of your schooling and for your adult life ahead.

In this section, you will develop your skills for understanding and making the most of what the Internet has to offer.

How Does the Internet Work?

The Internet is made up of thousands of networks all linked together around the globe. Each network consists of a group of computers that are connected to one another to exchange information. If one of these computers or networks fails, the information simply bypasses the disabled system and takes another route through a different network. This rerouting is why the Internet is so valuable to agencies such as the U.S. Department of Defense.

No one “owns” the Internet, nor is it managed in a central place. No agency regulates or censors the information on the Internet. Anyone can publish information on the Internet as he or she wishes.

In fact, the Internet offers such a vast wealth of information and experiences that sometimes it is described as the Information Superhighway. So how do you “get on” this highway? It’s easy. Once you have a computer, a modem, and a telephone or cable line, all you need is a connection to the Internet.

THE CYBERSPACE CONNECTION

A company called an Internet Service Provider (ISP) connects your computer to the Internet. Examples of ISPs that provide direct access are MSN® (originally The

Guide Instruction

Applying 21st Century Skills: Media Literacy

Ask students to find, print, and annotate a list of Web site URLs from around the world. For example, Australian Web sites often have the URL `asn.au` or `com.au`; the United Kingdom features URLs such as `co.uk` and `co.org`, among others. Work with students to create a list of URLs from around the globe.

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Microsoft Network®), Earthlink®, Comcast®, and AT&T®. You can also get on the Internet indirectly through companies such as America Online® (AOL®).

ISPs charge a flat monthly fee for their service. Unlike the telephone company, once you pay the monthly ISP fee, there are no long-distance charges for sending or receiving information on the Internet—no matter where your information is coming from, or going to, around the world.

ALPHABET SOUP—MAKING SENSE OF ALL THOSE LETTERS

Like physical highways, the Information Superhighway has road signs that help you find your way around. Each specific group of information on the World Wide Web is called a **Web site** and has its own unique address. Think of it as a separate street address of a house in your neighborhood. This address is called the URL, which stands for Uniform Resource Locator. It's a kind of shorthand for where the information is located on the Web.

Here's a typical URL: <http://www.perfectionlearning.com>.

All addresses, or URLs, for the World Wide Web begin with **http://**. This stands for HyperText Transfer Protocol and is a programming description of how the information is exchanged.

The next three letters—**www**—let you know you are on the World Wide Web. The next part of the URL—**perfectionlearning**—is the name of the site you want to visit. The last three letters, in this case **com**, indicate that this Web site is sponsored by a **commercial** company. Here are other common endings of URLs you will find:

- “org” is short for **organization**, as in <http://www.ipl.org>, which is the URL of the Web site for the Internet Public Library, ipl2: Information You Can Trust.
- “edu” stands for **education**, as in the Web address for the Virtual Reference Desk, <http://thorplus.lib.purdue.edu/reference/index.html>, featuring online telephone books, dictionaries, and other reference guides.
- “gov” represents **government-sponsored** Web sites, such as <http://www.whitehouse.gov>, the Web site for the White House in Washington, D.C.

To get to a Web site, you use an interface called a **browser**. Two popular browsers are Microsoft Internet Explorer® and Mozilla Firefox®. A browser is like a blank form where you fill in the information you are looking for. If you know the URL of the Web site you want to explore, all you have to do is type it in the field marked Location, click Enter on your keyboard, and wait for the information to be delivered to your computer screen.

Guide Instruction

Basic Internet Terminology

Use the list of Basic Internet Terminology to create a series of flash cards with an Internet term on one side and its definition on the other. Students can use the flash cards to learn the terms they don't know. Once they have achieved a level of familiarity with the terms, you could divide the class into two teams and have an "Internet terms bee." This would be set up like a spelling bee except that instead of spelling the word or term, players would have to define it correctly.

BASIC INTERNET TERMINOLOGY

Here are some of the most frequently used words you will hear associated with the Internet.

address	The unique code given to information on the Internet. This may also refer to an e-mail address.
bookmark	A tool that lets you store your favorite URL addresses, allowing you one-click access to your favorite Web pages without retyping the URL each time.
browser	Application software that supplies a graphical interactive interface for searching, finding, viewing, and managing information on the Internet.
chat	Real-time conferencing over the Internet.
cookies	A general mechanism that some Web sites use both to store and to retrieve information on the visitor's hard drive. Users have the option to refuse or accept cookies.
cyberspace	The collective realm of computer-aided communication.
download	The transfer of programs or data stored on a remote computer, usually from a server, to a storage device on your personal computer.
e-mail	Electronic mail that can be sent all over the world from one computer to another.
FAQs	The abbreviation for Frequently Asked Questions. This is usually a great resource to get information when visiting a new Web site.
flaming	Using mean or abusive language in cyberspace. Flaming is considered to be in extremely poor taste and may be reported to your ISP.
FTP	The abbreviation for File Transfer Protocol. A method of transferring files to and from a computer connected to the Internet.
home page	The start-up page of a Web site.

Differentiated Instruction

Struggling Learners Have pairs of students quiz one another on the definitions of the terms on pages 536–538. For each term a student correctly defines, he or she gets a point. When a student incorrectly defines a term, the partner's switch roles. The first person to get 10 correct definitions is the winner.

HTML	The abbreviation for HyperText Markup Language—a “tag” language used to create most Web pages, which your browser interprets to display those pages. Often the last set of letters found at the end of a Web address.
http	The abbreviation for hyperText Transport Protocol. This is how documents are transferred from the Web site or server to the browsers of individual personal computers.
ISP	The abbreviation for Internet Service Provider—a company that, for a fee, connects a user’s computer to the Internet.
keyword	A simplified term that serves as subject reference when doing a search.
link	Short for hyperlink. A link is a connection between one piece of information and another.
network	A system of interconnected computers.
online	To “be online” means to be connected to the Internet via a live modem connection.
plug-in	Free application that can be downloaded off the Internet to enhance your browser’s capabilities.
podcast	An audio or video file on the Internet that is available for downloading to a personal media device.
real time	Information received and processed (or displayed) as it happens.
RSS	A format for distributing content to people or Web sites. It stands for “Really Simple Syndication.” With an RSS “feed,” users can get updates from sites of interest without having to go to the sites for the information.
search engine	A computer program that locates documents based on keywords that the user enters.
server	A provider of resources, such as a file server.
site	A specific place on the Internet, usually a set of pages on the World Wide Web.
social network	An online community of people who share interests and activities, usually based on the Web.

Apply Instruction

Project Possibilities

Have students write a one- to two-page essay about the Internet. They should incorporate at least ten of the terms on the Basic Internet Terminology list.

spam	Electronic junk mail.
surf	A casual reference to browsing on the Internet. To “surf the Web” means to spend time discovering and exploring new Web sites.
upload	The transfer of programs or data from a storage device on your personal computer to another remote computer.
URL	The abbreviation for Uniform Resource Locator. This is the address for an Internet resource, such as a World Wide Web page. Each Web page has its own unique URL.
Web 2.0	The so-called second generation of the World Wide Web, which promotes programming that encourages interaction and collaboration.
Web site	A page of information or a collection of pages that is being electronically published from one of the computers in the World Wide Web.
Wiki	Technology that holds together a number of user-generated web pages focused on a theme, project, or collaboration. Wikipedia® is the most famous example. The word <i>wiki</i> means “quick” in Hawaiian.
WWW	The abbreviation for the World Wide Web. A network of computers within the Internet capable of delivering multimedia content (images, audio, video, and animation) as well as text over communication lines into personal computers all over the globe.



Guide Instruction

Communicating on the Internet

1 Using E-mail

Have students create a group list and send a BCC e-mail invitation about an upcoming school or social event. They should use formal e-mail style (no emoticons or shortening of words).

21ST CENTURY

21ST CENTURY

Communicating on the Internet

E-mail, mailing lists, and newsgroups are all great ways of exchanging information with other people on the Internet. Here's how to use these useful forms of communication, step-by-step.

1 Using E-mail

Any writer who has ever used e-mail in his or her work will agree that sending and receiving electronic messages is one of the most useful ways of gathering information and contacts for writing projects.

Once you open your e-mail program, click on the command that says Compose Mail or New Message. This will open a new blank e-mail similar to the one pictured below. Next, fill in the blanks.

Type the person's e-mail address here. There is no central listing of e-mail addresses. If you don't have the person's address, the easiest way to get it is to call and ask the person for it. You can address an e-mail to one or several people, depending on the number of addresses you type in this space.

Cc stands for courtesy copy. If you type additional e-mail addresses in this area, you can send a copy of the message to other people.

Bcc stands for blind courtesy copy. By typing one or more e-mail addresses here, you can send a copy of the message to others without the original recipient knowing that other people have received the same message. Not all e-mail programs have this feature.

The image shows a screenshot of an email composition window. At the top, there is a toolbar with icons for Send, Chat, Attach, Address, Fonts, Colors, and Save As Draft. Below the toolbar are several text input fields: To:, Cc:, Bcc:, and Subject:. To the right of the Subject: field is a dropdown menu for the signature, currently set to 'None'. Below the input fields is a large text area for the message body. Blue callout boxes with lines pointing to the fields provide the following instructions:

- To:** Type the person's e-mail address here. There is no central listing of e-mail addresses. If you don't have the person's address, the easiest way to get it is to call and ask the person for it. You can address an e-mail to one or several people, depending on the number of addresses you type in this space.
- Cc:** Cc stands for courtesy copy. If you type additional e-mail addresses in this area, you can send a copy of the message to other people.
- Bcc:** Bcc stands for blind courtesy copy. By typing one or more e-mail addresses here, you can send a copy of the message to others without the original recipient knowing that other people have received the same message. Not all e-mail programs have this feature.
- Subject:** This is called the subject line. Write a few brief words that best describe what your e-mail message is about.
- Message Body:** This is where you type your message.

SAY IT WITH STYLE

Like regular letters, e-mail can assume different tones and styles, depending on to whom you are writing. Usually informal e-mails and instant messages (IMs) to close friends are light, brief, and to the point. In the case of more formal e-mails, such as a request for information from an expert or a museum, keep the following guidelines in mind.

Differentiated Instruction

Interpersonal Learners Ask students to discuss Internet security and computer viruses. Do any students know people who have had their computers attacked, or even ruined, by viruses? Have students discuss and find out more about the dangers the Internet poses to personal privacy.

Guide Instruction

Attach a Little Something Extra

Bring in a digital camera that can be easily connected to a laptop computer. Have students take turns taking pictures of the classroom and one another. Then upload the photos to the laptop and allow students to select and send them to their home or school e-mail addresses.



Guidelines for Writing E-mails

- Make sure your message is clear and concise.
- Use proper grammar and punctuation.
- Check your spelling. (Some e-mail programs have their own spell-check function—use it!)
- Double-check the person's e-mail address to be sure you've typed it correctly.

ATTACH A LITTLE SOMETHING EXTRA

When you send e-mail, you can also send other information along with your message. These are called **attachments**. Depending on your e-mail program's capabilities, you can attach documents, photos, illustrations—even sound and video files. Click Attach, and then find and double-click on the document or file on your computer that you wish to send.

After you have composed your message and added any attachments you want to include, click the Send button. Your message arrives in the other person's mailbox seconds later, regardless of whether that person lives right next door or on the other side of the world.

FOLLOW UP

Just because you have sent a message, you shouldn't automatically assume that the other person has received it. Internet Service Providers (ISPs) keep all messages that are sent until the recipient requests them. The person you sent your e-mail to might be away from his or her computer or may not check messages regularly.

Also, the Internet is still an imperfect science. From time to time, servers go down or other “hiccups” in electronic transmissions can occur, leaving your message stranded somewhere in cyberspace. If you don't get a reply in a reasonable amount of time, either resend your original e-mail message or call the person and let him or her know that your message is waiting.

YOU'VE GOT MAIL

When someone sends you an e-mail message, you have several options:

Reply Click Reply, and you can automatically send back a new message without having to retype the person's e-mail address. (Be sure you keep a copy of the sender's e-mail address in your Address Book for future use.)

Forward Suppose you receive a message that you would like to share with someone else. Click Forward, and you can send a copy of the message, plus include a few of your own comments, to another person.

Differentiated Instruction

Tactile Learners Have students use a laptop and take turns attaching documents to an e-mail.

Guide Instruction

2 Other Online Communication

Listening and Speaking

Have a group discussion about students' experiences in chat rooms. Ask them to address the kinds of subjects that draw them to particular chat rooms. From there they can expand the discussion to talk about g-chat, Facebook, Twitter, and any other chat or networking Web sites they link to.

21ST CENTURY

21ST CENTURY

Print In some instances, you may need to have a paper copy of the e-mail message. For example, if someone e-mails you directions to a party, click Print to take a hard copy of the instructions with you.

Store Do you want to keep a message to refer to later? Some e-mail programs allow you to create folders to organize stored messages.

Delete You can discard a message you no longer need just by clicking Delete. It's a good idea to throw messages away regularly to keep them from accumulating in your mailbox.

2 Other Online Communication

Another way to communicate online is Internet Relay Chat (IRC), or "chat rooms" for short. Chat rooms focus on a large variety of topics, so it's possible you'll be able to find a chat room where people are discussing the subject you are writing about.

"Chat" is similar to talking on the telephone except, instead of speaking, the people in the chat room type their responses back and forth to each other. As soon as you type your comment, it immediately appears on the computer screen of every person involved in the "conversation." There are also more advanced forms of chat available on the Net, such as video chat and voice chat.

One-to-one chatting, or instant messaging, is probably something you do frequently. With instant messaging, you need to "accept" as a buddy or contact each person you will communicate with.

In contrast, anyone in a chat room can talk to you, and the anonymous nature of a chat room can make people less inhibited than they might otherwise be in person. If you sense that one of the participants in your chat room is responding inappropriately, ask your parents or teacher to step in, or simply sign off.

JOIN THE GROUP

Mailing lists and newsgroups are larger discussion forums that can help you get even more information about a specific subject.

Mailing Lists To find a directory of available mailing lists, enter "mailing list directory" in a search engine. If you find a mailing list that interests you and wish to subscribe to it, just send a message to the administrative address. You will start to receive messages from the mailing list within a few days.

Differentiated Instruction

Technology Learners Remind students that not every computer mailing list is worth being on. Often seemingly random advertising spam can turn up in an e-mail box and the recipient may have no idea how the sender got his or her name and address. These e-mails often offer a way to unsubscribe. But tell students to make sure they know that the sender is legitimate before they click

on the Unsubscribe box. Clicking on e-mails can sometimes link the user to dangerous Web sites. If they can't verify the sender, it is best to delete the e-mail as soon as possible.

Remember, mailing lists use e-mail to communicate, so be sure to check your e-mail often because once you subscribe to a list, it's possible to receive dozens of messages in a matter of days.

Another good idea is to read the messages in your new mailing list for a week or so before submitting a message of your own. This will give you a good idea of what has already been discussed so you can be considerate about resubmitting old information.

You can reply to a message any time you wish. However, it doesn't do anyone any good to respond by saying "Yes, I agree." Get in the habit of replying to messages only when you have something important to add. Also, be sure to repeat the original question in your reply so that people understand which message you are responding to.

Be sure that you really want to belong to a mailing list before you subscribe. Unwanted e-mail can be a nuisance. Fortunately, if you change your mind, you can always unsubscribe to mailing lists at any time.

Newsgroups To join a newsgroup, check with your ISP. Service providers frequently list available topics under the heading "Newsgroups." Newsgroups are named with two or more words separated by a period. For example, there is a newsgroup named [rec.sport.baseball.college](#). The first three letters—"rec"—defines the main subject, in this case recreation. Each word that follows—sport, baseball, and college—narrows the scope of the subject to an increasingly more specific area of interest.

As with mailing lists, you can always unsubscribe to newsgroups at any time.

As in any social setting, there are a few guidelines to follow when you are talking to people online—via e-mail, in a chat room, or in a newsgroup. This conduct is called **netiquette**. Netiquette requires that you refrain from harsh or insulting language and from writing in all uppercase letters, which can feel like shouting. It requires you to respect other people's privacy, ideas, and work. Don't forward a message or attach documents written by someone else without first asking the author's permission. Don't send spam, unwanted messages for the purpose of selling something.

Online Collaboration and Web 2.0

The Web is always changing. One big change from its earliest days is the ease with which people can collaborate online. For example, your writing group could use Google Docs (<http://docs.google.com>) to work together on writing projects: to share drafts, to edit your peers' work, and to set schedules and guidelines. Through Google Docs, everyone who is invited to do so can have access to documents and edit them online.

Another useful tool for collaboration is the **wiki**, a platform for creating linked pages on a common theme or for a common project. Wikipedia is the best known example. You can start your own free wiki at wiki.com and explore how you can use it in your learning.

Guide Instruction

Collaborative Learning

Have students work in groups of five or six. They will use a talk-show format to discuss the issue of cyberbullying. One student is the host; the others are the guests. The host should work with the guests to come up with a brief series of questions for each to respond to. Groups should plan the structure of their segment and then present their discussion in front of the class.

21ST CENTURY

21ST CENTURY

Cyberbullying

More than half of teenagers recently surveyed reported that they have been the victim of online bullying, also called cyberbullying, or known someone who has been.

Cyberbullying is the use of such technology as the Internet and cell phones to deliberately hurt or embarrass someone. Cyberbullies often assume fake identities to trick people. They also knowingly spread lies and often post pictures of someone without his or her permission. Cyberbullies can trick their victims into revealing personal information which is then abused.

Victims react in different ways. Some take such reasonable measures as blocking an offending user or refusing to read comments that might be hurtful and deleting them as soon as they arrive. Some seek help from adults, who sometimes help the victim report the problem to the appropriate authorities. Other teens have a more negative and painful reaction. They might withdraw from their usual pastimes and suffer from problems with self-esteem. Or they might get caught up in the negative swirl and try to bully back.

The National Crime Prevention Council (NCPC) makes these suggestions to teens to stop cyberbullying.

- Refuse to pass along cyberbullying messages.
- Tell friends to stop cyberbullying.
- Block communication with cyberbullies.
- Report cyberbullying to a trusted adult.








The NCPC developed a slogan to summarize what to do: “Delete cyberbullying. Don’t write it. Don’t forward it.”

Planning Guide

Chapter 15 Clauses

Essential Question: How can you vary your sentences and use clauses to express subtle and precise meaning?

Suggested teaching times are given below. Total time for the chapter is 7 to 10 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Pretests Pages 652–653; Suggested time: 0.5 day	Common Core: L.1, L.2, W.1.d, W.5	p. 653	Presentation  Classroom Presentation
Lesson 1: Independent and Subordinate Clauses Pages 654–655; Suggested time: 0.5–1 day	Common Core: L.1	pp. 654, 655	Rubrics & Student Models  Writer's Resource
Lesson 2: Uses of Subordinate Clauses Pages 656–666; Suggested time: 1–2 days	Common Core: L.1, L.2, W.1.d, W.5	pp. 657, 660, 662, 663, 666	Skill Development  Student Activities: Language Skills Practice  Vocabulary Skills Practice  ELL Resource Test Preparation
Lesson 3: Kinds of Sentence Structure Pages 667–669; Suggested time: 0.5–1 day	Common Core: L.1	pp. 667, 668	
Lesson 4: Clause Fragments Pages 670–671; Suggested time: 0.5–1 day	Common Core: L.1, W.1.d, W.5	p. 671	
Lesson 5: Run-on Sentences Pages 672–674; Suggested time: 0.5–1 day	Common Core: L.1, W.1.d, W.5	p. 673	Assessment  Assessment Resource 
Sentence Diagraming Pages 675–676; Suggested time: 1 day	Common Core: L.1, W.1.d, W.5		
Chapter Review Pages 677–678; Suggested time: 1 day	Common Core: L.1, L.2, W.1.d, W.5	p. 678	
Posttest Page 679; Suggested time: 0.5 day	Common Core: L.1, L.2, W.1.d, W.5		
Writer's Corner Pages 680–681; Suggested time: 1 day	Common Core: L.1, L.2, W.1.d, W.5	p. 681	

Pre-Assessment

Using Pretest 1, p. 652

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

- Can students hear the problems in the paragraph when it is read aloud?
- Can students identify the sentence fragments?
- Which sentences can students combine?

Using Pretest 2, p. 653

After students have taken Pretest 2 and you have reviewed the results in class, have students write a paragraph about a time they dealt with a challenge. Have them share their drafts with a partner and look for any places where sentences could be combined.

Authentic Writing Experiences

Writing About Literature

Genre Analysis

Assign students to analyze magazine articles for sentence variety. Does the writer use a mix of sentence types and lengths? For example, an article about the Olympic Games might describe the opening ceremonies in detail and provide several stories about individual athletes. Students should look for words such as *when*, *with*, *beside*, *while*, *until*, and others.

Text Analysis

Assign students to analyze the sentence structures in a story. Can a reader follow the ideas easily? For example, in "A Chip of Glass Ruby," Nadine Gordimer begins with a subordinate clause: "When the duplicating machine was brought into the house, Bamjee said, "Isn't it enough that you've got the Indians' trouble on your back?"

Substitute Teacher's Activity

Using a Core Skill

Have students copy eight to ten sentences of varying length and complexity from their literature books, such as the sentence from "A Chip of Glass Ruby" above. They will write new sentences of their own based on the pattern of the copied sentences. Tell them to use phrases and clauses just as the original writers did.

Writing Across the Curriculum

Social Studies

Tell students to write an explanation of what happened in Europe when the bubonic plague struck. Approximately how many people died and what were the lasting effects of the plague?

Science

Assign students to write a sentence about each of the following relationships: predation, parasitism, commensalism, mutualism, and competition. Then have students rewrite each one using a different sentence structure.

Math

Assign students to explain how to draw a net of a polyhedron such as a rectangular prism or pyramid. Students should include a description of each face of the polyhedron. Have students identify the clauses in their sentence.

Using a Learning Log

Have students imagine reading a text without clauses. How do clauses function to clarify and connect ideas?

Post-Assessment

Writer's Corner, p. 680

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

Writer's Corner, p. 681

1. Ask students if they have applied the Editing Checklist to their writing.
2. Ask students to write two sentences about a person they admire. Have them write one compound sentence and one complex sentence.

Clauses

Essential Question

How can you vary your sentences and use clauses to express subtle and precise meaning?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Pretests, pp. 652–653

1. Independent and Subordinate Clauses, pp. 654–655

2. Uses of Subordinate Clauses, pp. 656–666

Power Your Writing: Relativity, p. 660

3. Kinds of Sentence Structure, pp. 667–669

4. Clause Fragments, pp. 670–671

5. Run-on Sentences, pp. 672–674

Sentence Diagraming, pp. 675–676

Chapter Review, pp. 677–678

Posttest, p. 679

Writer’s Corner, pp. 680–681

Pre-Assess Pretest 1

Line 3: move *which is in Rome, Italy* after *of the Colosseum*; add a comma after *of the Colosseum*; insert comma after *The Colosseum* and then insert *which was built nearly two thousand years ago*,

Line 4: change the comma after *people* to a period

Line 5: change *builders. The* to *builders, the*

Line 6: change *exhibit she* to *exhibit because she*

Line 7: move *that she bought* after *books*; put at period after *museum*; capitalize *She also did . . .*

Line 8: change *presentation. That* to *presentation that*

CHAPTER 15

Clauses



How can you vary your sentences and use clauses to express subtle and precise meaning?

Clauses: Pretest 1

The following draft paragraph about a museum exhibit is hard to read because it contains several clause errors. Revise the paragraph so that it reads smoothly. The first error is corrected by placing the clause after the subject. Correct the remaining errors.

The museum has many interesting exhibits, which sits at the corner of Second Street and Grand Avenue. The exhibit at the museum last week included Roman art. One of the exhibit items, which is in Rome, Italy, was a miniature of the Colosseum. The Colosseum could seat almost 50,000 people, which was built nearly two thousand years ago. Destroyed by neglect, earthquakes, and builders. The marble, stucco, and metal decorations no longer exist.

Alexandra went to see the exhibit she is doing a book report on ancient Rome. She used the books from the museum that she bought she also did research at the library. We are looking forward to her presentation. That she will give next week.

Block Scheduling

If your schedule requires a shorter time, use the instruction on independent and subordinate clauses, kinds of sentence structure, clause fragments, run-on sentences, and the Practice Your Skills exercises.

If you have longer class time, add the following applications to writing: When You Speak and Write and Power Your Writing.

Common Stumbling Block

Problem

- Run-on sentences

Solution

- Instruction, p. 672
- Practice, pp. 673–674

Clauses: Pretest 2

Directions

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

(1) A story I like very much is “The Legend of Sleepy Hollow.” (2) This famous tale was first published in 1820. (3) Washington Irving wrote this tale, and it quickly established itself as a classic. (4) It features Ichabod Crane, who is a naive schoolmaster. (5) Ichabod loves Katrina, but he has a rival who loves her too. (6) As soon as Ichabod appears on the scene, Brom begins a series of practical jokes. (7) After the jokes have gone on for some time, Katrina invites guests to a quilting party. (8) The guests tell ghost stories, and everyone becomes nervous. (9) Brom tells of a headless horseman who haunts the area. (10) Ichabod doubts that the story is true.

- | | |
|---|--|
| <p>1. A simple sentence
 B compound sentence
 C complex sentence
 D sentence fragment</p> <p>2. A simple sentence
 B compound sentence
 C complex sentence
 D sentence fragment</p> <p>3. A simple sentence
 B compound sentence
 C complex sentence
 D run-on</p> <p>4. A simple sentence
 B compound sentence
 C complex sentence
 D run-on</p> <p>5. A simple sentence
 B compound sentence
 C complex sentence
 D compound-complex sentence</p> | <p>6. A simple sentence
 B compound sentence
 C complex sentence
 D compound-complex sentence</p> <p>7. A independent clause
 B adverbial clause
 C adjectival clause
 D noun clause</p> <p>8. A independent clause
 B adverbial clause
 C adjectival clause
 D noun clause</p> <p>9. A independent clause
 B adverbial clause
 C adjectival clause
 D noun clause</p> <p>10. A independent clause
 B adverbial clause
 C adjectival clause
 D noun clause</p> |
|---|--|

Answers

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

Customizing the Pretest

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

(11) Whatever he tries seems to do no good. (12) As he rides, he is frightened by a vision. (13) The spectre throws an object that just misses his head. (14) Ichabod never knows whether the headless horseman is real. (15) The vision scares him so much that he is never seen again in Sleepy Hollow.

11. **A** independent clause
B adverb clause
C adjective clause
D noun clause
12. **A** independent clause
B adverb clause
C adjective clause
D noun clause
13. **A** independent clause
B adverb clause
C adjective clause
D noun clause
14. **A** independent clause
B adverb clause
C adjective clause
D noun clause
15. **A** independent clause
B adverb clause
C adjective clause
D noun clause

Using Pretest Results

Students who score well on the pretest could do an independent study project rewriting an essay from their writing portfolio. Tell them to use a variety of sentence structures and adjective, adverb, and noun clauses. Have students read their revised writing aloud.

Differentiated Instruction

English Language Learners: Beginning and Intermediate

Encourage students to use the picture on p. 652 to help them understand the content. Remind them that the paragraph contains errors. After reading the paragraph, ask students to explain terms such as *museum*, *stucco*, *ancient Rome*.

Guide Instruction

1 Independent and Subordinate Clauses

Lesson Question

How can you distinguish between independent and subordinate clauses?

Objective

- To recognize independent and subordinate clauses

Write the phrase *for the trip* on the board. Explain to students that *for the trip* is a phrase because it has a subject but no verb. Then add the clause *until I can pay for the trip myself*. Point out that this is a clause because it has a subject and a verb. Ask students, “What can’t happen until I pay for the trip?” Write *I can’t go to Mexico* on the board. Ask, “Is this a sentence?” Finally, add *I can’t go to Mexico until I can pay for the trip myself*. Tell students, “This is also a sentence. It has two clauses joined by the conjunction *until*.” Tell students that they will be learning how to build sentences with clauses in this lesson.

Additional Resources

- Language Skills Practice: Grammar, Usage and Mechanics, Chapter 15

Independent and Subordinate Clauses

Lesson 1

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

Like a phrase, a **clause** can be used as a noun, an adjective, or an adverb. A clause, however, has a subject and verb; a phrase does not. In the following examples, both the phrase and the clause are used as an adverb to modify the verb *empty*.

Phrase	Empty the trash before dinner .
Clause	Empty the trash before you eat dinner . (<i>You</i> is the subject of the clause; <i>eat</i> is the verb.)

Understanding clauses and being able to include them in your own writing are valuable because clauses show important relationships between ideas. Clauses also can be used to combine ideas, creating clearer sentences. There are two kinds of clauses: the **independent clause** and the **subordinate clause**.

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

When an independent clause stands by itself, it is called a sentence. When it appears in a sentence with another clause, it is called a clause. In the following examples, each subject is underlined once, and each verb is underlined twice. Notice that each independent clause can stand alone as a separate sentence.

— independent clause — — independent clause —
Lynn washed the bottles, and Bill emptied the trash.
— sentence — — sentence —
Lynn washed the bottles. Bill emptied the trash.

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

In the examples on the next page, the subordinate clauses do not express complete thoughts—even though they have a subject and a verb.

Differentiated Instruction

English Language Learners: Work together as a class to learn the academic language such as *clause*, *independent clause*, and *subordinate clause*. **Advanced High** Ask students to write a subordinate clause on the board. **Intermediate** Ask students to illustrate the subordinate clause on the board. **Advanced** Have students complete the sentence with

an independent clause. **Beginning Challenge** students to complete the illustration based on the sentence.

(subordinate clause) (independent clause)
After the trash had been emptied, Nathan rinsed the cans.

(independent clause) (subordinate clause)
Are you going to gather the newspapers that are on the table?

When You Write

When you are writing to persuade an audience to adopt your viewpoint on a particular topic, you can acknowledge the opposing point of view by presenting it in a subordinate clause rather than in an independent clause.

Although some argue that the amount of money high schools spend on athletic programs is fair, recent findings indicate that some schools spend forty percent more on athletics than on other extracurricular activities.

By subordinating the opposing position, you acknowledge the argument while placing it below your position.

Revise a recent persuasive essay by placing the opposing argument in a subordinate clause.

Practice Your Skills

Identifying Subordinate Clauses

Write the subordinate clause in each sentence.

1. Because we recycle, we save space in the city landfill.
2. Take the cans that are in the dish drainer.
3. Did you know that trash day is Monday?
4. You should talk to the sanitary engineer who drives the route on our street.
5. We recycle newspapers whenever we get the chance.
6. While you are at school, tons of garbage are dumped in the landfill.
7. The mayor promised that he would expand the city's recycling program.
8. Because there are so many kinds of plastics, some recycling programs do not accept any plastic products.
9. The phone book is another common item that many communities have difficulty recycling.
10. The city manager wants a dump site that he believes is environmentally safe.

Differentiated Instruction

English Language Learners: Advanced and Advanced High

Write several examples of phrases and clauses on the board in random order. Ask students to compare and contrast them, using linguistically accommodated or simple vocabulary.

Intermediate Have students identify each as a phrase or clause. Remind students to look for a subject and a verb. If it has a subject and verb,

it is a clause. **Beginning** Ask students to read the phrases and clauses along with you, associating the sounds they hear with the letters they see.

Guide Instruction

When You Write

Ask students to bring a persuasive essay to class, such as a newspaper editorial, syndicated column, or collection of essays on a specific topic. Have students work with partners to identify the subordinating clauses in each essay and how they are used—to make concessions, to add details, to create emphasis, or to show cause-effect relationships. Have them state their opinions about whether the author's use of subordinating conjunctions is effective and give at least two reasons or examples to support their opinion.

Apply Instruction

Practice Your Skills

Identifying Subordinate Clauses

Answers

1. Because we recycle
2. that are in the dish drainer
3. that trash day is Monday
4. who drives the route on our street
5. whenever we get the chance
6. While you are at school
7. that he would expand the city's recycling program
8. Because there are so many kinds of plastics
9. that many communities have difficulty recycling
10. that he believes is environmentally safe

Guide Instruction

2 Uses of Subordinate Clauses

Lesson Question

How can you use subordinate clauses to show how ideas are related?

Objectives

- To identify subordinating conjunctions
- To use subordinate clauses effectively in writing

Adverbial Clauses

Tell students that an adverbial clause, like any element that interrupts a sentence, must have punctuation at its beginning and end. Write these sentence frames on the board and have students complete them.

- , until the bus broke down, ■.
- , as soon as you can, ■.
- , where she was born, ■.

Uses of Subordinate Clauses

Lesson 2

15 B A subordinate clause can function as an adverb, an adjective, or a noun.

➤ Adverbial Clauses

15 B.1 An **adverbial clause** is a subordinate clause that is used like an adverb to modify a verb, an adjective, or an adverb.

A subordinate clause can be used as if it were a single adverb. In the following examples, the single adverb, the adverbial phrase, and the adverbial clause all modify the verb *had practiced*.

• Single Adverb	He had practiced continuously .
• Adverbial Phrase	He had practiced without rest .
• Adverbial Clause	He had practiced even though he was tired .

An adverbial clause answers the same questions a single adverb answers: *How? When? Where? How much?* and *To what extent?* An adverbial clause also answers the questions *Under what condition?* and *Why?*

Notice that in the first three examples below, the adverbial clauses modify the whole verb phrase.

• When?	We will go whenever you are ready .
• Where?	We will park wherever we can find an empty spot in the garage .
• Under What Condition?	We will attend the concert if we can get tickets .
• Why?	We left early so that we would not be late .

Although most adverbial clauses modify verbs, some modify adverbs or adjectives.

• Modifying an Adjective	Mike is more precise than I am .
• Modifying an Adverb	Jan arrived sooner than I did .

Test-Taking Strategies

Using Time Efficiently Tell students to plan their time, allotting a certain amount of time for each part of the test. Explain that students should skip questions they find difficult, coming back to answer them after completing the rest of the test.

Differentiated Instruction

Struggling Learners Help students understand how adverbial clauses can

be used in a sentence by writing these examples on the board:

- Mervin lost track of time ■.
- ■, Mervin lost track of time.
- Mervin, ■, lost track of time.

Then ask students to use the clause *whenever he played his new video game* to complete the sentences.

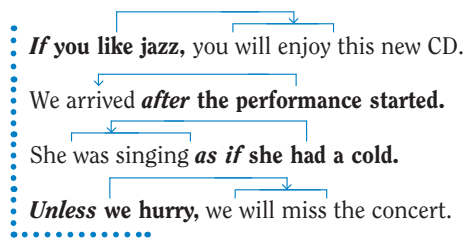
➤ Subordinating Conjunctions

15 B.2 A **subordinating conjunction** begins an adverbial clause.

Following is a list of common subordinating conjunctions. Remember that words such as *after*, *before*, and *until* can also be used as prepositions.

COMMON SUBORDINATING CONJUNCTIONS

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



PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an introductory adverbial clause.

If you win the music competition, what will you do with the prize money?

If an adverbial clause interrupts an independent clause, set it off with two commas.

The audience, **after the band finished the medley**, gave a standing ovation.

When an adverbial clause follows an independent clause, no comma is needed.

Call me **as soon as you have the tickets**.

Guide Instruction

Subordinating Conjunctions

Tell students that subordinating conjunctions such as *because*, *if*, and *until* combine a main clause with a clause of lesser importance. Write the following two clauses on the board; then create two combinations.

You think. + until + You act.

(Until you think, you act. You act, until you think.)

We left. + because + The movie was so bad.

(We left because the movie was so bad. Because the movie was so bad, we left.)

Work with students to combine the sentences.

Connecting Composition to Grammar

Discuss with students how subordinating conjunctions can be used to make their writing flow better. Then have students rewrite a paragraph from a short magazine article, deleting all subordinating conjunctions and adding punctuation to separate clauses. Then discuss with students the impact that conjunctions can have on written works.

Differentiated Instruction

English Language Learners:

Beginning Students who are just learning English may not understand the distinct meanings of subordinate conjunctions. Review the list of common subordinating conjunctions then have students look for subordinating conjunctions in a passage from one of their content-area textbooks or in a magazine article.

Apply Instruction

Practice Your Skills

Identifying Subordinating Conjunctions

Answers

1. unless you practice regularly
2. because it is characterized by syncopation
3. Although jazz is American
4. than most people realize
5. as though it were effortless
6. Although some listeners prefer Miles Davis's music
7. because it was unusual
8. because it is very difficult
9. whenever they get together to play
10. When a band plays swing jazz

Practice Your Skills

Recognizing Adverbial Clauses as Modifiers

Answers

1. After I studied the history of jazz: *found*
2. When I heard Scott Joplin's music: *spoke*
3. Although his family was poor: *studied*
4. as soon as he reached his twenties: *became*
5. Wherever he went: *flocked*

Connect to Writing: Editing

Punctuating Adverbial Clauses

Answers

1. Since I have been practicing, I have been improving.
2. C
3. While you are practicing, I will review the next song.
4. C
5. The sponsors, when they heard the thunder, moved the concert inside.

Practice Your Skills

Identifying Subordinating Conjunctions

Write each adverbial clause. Then underline each subordinating conjunction.

1. You cannot play jazz unless you practice regularly.
2. Jazz is unique because it is characterized by syncopation.
3. Although jazz is American, it has also influenced other Western music.
4. Playing jazz is harder than most people realize.
5. Good musicians play jazz as though it were effortless.
6. Although some listeners prefer Miles Davis's music, others like Herbie Hancock's style.
7. Bebop, because it was unusual, resulted in the first breakaway of jazz from mainstream music.
8. Bebop is unusual because it is very difficult.
9. Good jazz musicians improvise whenever they get together to play.
10. When a band plays swing jazz, many people feel like dancing.

Practice Your Skills

Recognizing Adverbial Clauses as Modifiers

Write each adverbial clause. Then, beside each one, write the word or words it modifies.

1. After I studied the history of jazz, I found a new love.
2. When I heard Scott Joplin's music, it spoke to me.
3. Although his family was poor, young Joplin studied classical piano as a child.
4. He became a traveling pianist as soon as he reached his twenties.
5. Wherever he went, people flocked to hear him play.

Connect to Writing: Editing

Punctuating Adverbial Clauses

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

1. Since I have been practicing I have been improving.
2. Do not applaud until the bandleader drops her hands.
3. While you are practicing I will review the next song.
4. We will perform outside unless it rains.
5. The sponsors when they heard the thunder moved the concert inside.

Differentiated Instruction

Struggling Learners Point out that the subordinating conjunctions *after*, *before*, *since*, and *until* can also be used as prepositions. Remind students that prepositions are followed by nouns, while subordinating conjunctions are followed by a clause that has a subject and a verb. Write the example below on the board.

- On Saturdays, Joanna usually sleeps until noon. (**preposition**)
- On Saturdays, Joanna usually sleeps until her mother makes her get up. (**adverb clause**)

Then ask students to make up similar examples using the conjunctions *after*, *before*, and *since*.

Guide Instruction

Adjectival Clauses

Write the following sentence on the board:

- The jeans that Levi Strauss made in 1850 are still copied today.

Explain to students that like a single adjective or an adjectival phrase, an adjectival clause is used to modify a noun or pronoun in a sentence and answers the questions *Which one(s)? What kind(s)?* Ask students to identify the adjectival clause (*that Levi Strauss made in 1850*) and the word it modifies (*jeans*).

Connect to Writing: Press Release

Using Adverbial Clauses

Your band director has asked you to write a short press release for an upcoming band performance. The information will appear in the lifestyle section of the local newspaper. While organizing information for your press release, determine the answers to the questions that news articles should answer: *Who? What? When? Where? and Why?* Remember to arrange the events in chronological order and use adverbial clauses wherever possible to give readers a better description of the action.

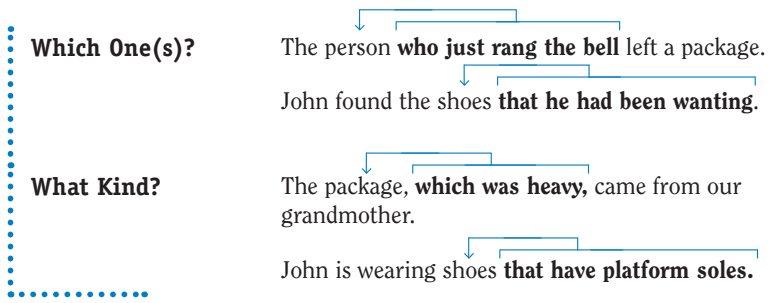
Adjectival Clauses

15 B.3 An **adjectival clause**, sometimes called a **relative clause**, is a subordinate clause that is used like an adjective to modify a noun or pronoun.

When a subordinate clause is used like a single adjective, it is called an **adjectival clause**. Like the adjectival phrase, the adjectival clause almost always follows the noun it modifies.



An adjectival clause answers the same questions that a single adjective answers: *Which one(s)?* and *What kind?*



Differentiated Instruction

Advanced Learners Have students write a description for a product they use every day. Then have students exchange papers with a partner. Ask partners to read the descriptions and label each adjective clause with the questions it answers: "Which one(s)? Which kind?"

Guide Instruction

Relative Pronouns

Show students how relative pronouns can be used to combine sentences that share a similar idea.

- I recently met Greta.
- Greta is an exchange student from Iceland.

Ask them to identify the word that the sentences in each group have in common. (*Greta*) Then model how to combine the sentences by replacing the repeated word with a relative pronoun.

- I recently met Greta, who is an exchange student from Iceland.

Remind students that a pronoun must agree with its antecedent in number and gender.

Power Your Writing: Relativity

Have students practice using relative pronouns by combining the following pairs of sentences:

- We ate pizza last night.
- The pizza was loaded with cheese and Italian sausage.

(*The pizza that we ate last night was loaded with cheese and Italian sausage.*)

- The basketball coach has taught for thirty years.
- The basketball coach says that this will be his last season.

(*The basketball coach, who has taught for thirty years, says that this will be his last season.*)

➤ Relative Pronouns

15 B.4 A **relative pronoun** relates an adjectival clause to its antecedent—the noun or pronoun the clause modifies.

An adjectival (relative) clause usually begins with a relative pronoun.

RELATIVE PRONOUNS				
who	whom	whose	which	that

The clerk **who** sold me these pants no longer works there.

Samantha found the receipt **that** you lost.

Sometimes the word *when* or *where* will also begin an adjectival clause.

Autumn is the time **when** the new spring fashions are shown.

The city **where** many fashion shows in Europe are held is Paris.

When the relative pronoun *that* is dropped from an adjectival clause, it is still understood to be there.

I have some shopping **I must do tonight**.

(*The entire adjectival clause is [that] I must do tonight.*)

Power Your Writing: Relativity

Notice the use of adjectival clauses with relative pronouns in these paraphrases of lines from Edna St. Vincent Millay's "The Courage That My Mother Had" (page 310).

The courage **that my mother had** went with her.

I have need of my mother's courage, **which was like a rock**.

The writing would be very choppy if these ideas were expressed in separate sentences. The relative pronouns tighten the writing and help it flow.

My mother had courage. The courage went with her.

I have need of my mother's courage. My mother's courage was like a rock.

Differentiated Instruction

English Language Learners:

Intermediate In English, the relative pronouns *who*, *whom*, and *whose* are used to refer to humans. *That*, *which*, and *whose* are used to refer to nonhuman antecedents. Some languages, such as Spanish and Arabic, do not distinguish between human and nonhuman antecedents. For practice, have students work together to make up their own

sentences using the relative pronouns *who* and *that*.

Practice Your Skills**Identifying Adjectival Clauses**

Write each adjectival clause. Then underline the relative pronoun or other word introducing each adjectival clause.

1. I have not seen a jacket that I have liked.
2. Ms. Henderson, whom I know from the mall, will be teaching a sewing class this year.
3. Saturday is the day when we like to go shopping.
4. Mr. Alonzo, whose store is at the center of the mall, can hem your pants.
5. The mall where my friends shop is on the other side of town.

Practice Your Skills**Recognizing Adjectival Clauses as Modifiers**

Write each adjectival clause. Then, beside each one, write the word it modifies.

1. An item of clothing that is popular among people of all ages is blue jeans.
2. The first jeans, which were made in 1850, cost \$13.50 a dozen!
3. They were made by a German immigrant whose name was Levi Strauss.
4. Strauss, who had a dream of success, went to San Francisco during the Gold Rush.

➤ Additional Functions of a Relative Pronoun

Within an adjectival clause, a relative pronoun can also serve as a subject, a direct object, or an object of a preposition. A relative pronoun can show possession, too.

Subject	Mrs. Brown, who teaches British history , is my next-door neighbor. (<i>Who is the subject of teaches.</i>)
Direct Object	The school she attends is in Portland, Maine. (<i>The understood that is the direct object of she attends.</i>)
Object of a Preposition	The book from which I got most of my information is in the library. (<i>Which is the object of the preposition from. Notice that from is part of the clause.</i>)
Possession	Mrs. Brown is the person whose classes I enjoy the most . (<i>Whose shows possession of classes.</i>)

Uses of Subordinate Clauses • Lesson 2 661

Differentiated Instruction

Struggling Learners Before students identify the adjectival clauses in the Practice Your Skills exercise, remind them that most adjectival clauses begin with a relative pronoun. Encourage them to skim each sentence for the relative pronoun before identifying each clause.

Test-Taking Strategies

Taking the Test Tell students to allot themselves time to check for careless errors on their answer sheets such as missed questions and misspelled words.

Apply Instruction**Practice Your Skills****Identifying Adjectival Clauses****Answers**

1. that I have liked
2. whom I know from the mall
3. when we like to go shopping
4. whose store is at the center of the mall
5. where my friends shop

Practice Your Skills**Recognizing Adjectival Clauses as Modifiers****Answers**

1. that is popular among people of all ages—clothing
2. which were made in 1850—jeans
3. whose name was Levi Strauss—immigrant
4. who had a dream of success—Strauss

Guide Instruction**Additional Functions of a Relative Pronoun**

Guide students to understand that a relative pronoun can also act as a direct object or an object of a preposition within an adjectival clause. They can also be used to show possession. Write the following examples on the board:

- The baker who makes multigrain muffins is my neighbor. (*subject*)
- The baker whose kids go to my school is speaking at Career Day. (*possession*)
- The baker received an award for which he is very proud. (*object of a preposition*)

Work with students to identify the relative pronoun, adjectival clause, and function of the relative pronoun within each clause.

Guide Instruction

Punctuation with Adjectival Clauses

Connecting Composition to Grammar

Have students write a short autobiography. Tell them to be sure to use adjectival clauses to describe themselves, their family, and their friends. Have students exchange autobiographies with a partner. Ask partners to identify the adjectival clauses and comment on how these clauses helped them understand the writer and the writer's family and friends. For more on personal writing, see Chapter 4.

Apply Instruction

Practice Your Skills

Determining the Function of a Relative Pronoun

Answers

1. whose adventures in Arabia made him famous: p.
2. who loathed physical contact: s.
3. who enjoyed history: s.
4. which is located in England: s.
5. T the Crusades had on European architecture: d.o.
6. who were worried about his safety: s.
7. whom Lawrence greatly respected: d.o.
8. in which he worked at an archaeological dig site in Turkey: o.p.
9. who had many talents: s.
10. that were known for high speeds: s.

PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival (relative) clause containing information that is essential to identify a person, place, or thing in a sentence.

Essential One person **who captured the imagination of England** was Lawrence of Arabia. (No commas are used because the relative clause is needed to identify which person.)

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

Nonessential Lawrence of Arabia, **who loathed human contact**, was a respected military leader. (Commas are used because the relative clause can be removed from the sentence.)

The relative pronoun *that* is usually used in an essential clause; *which* is often used in a nonessential clause. Nonessential and essential clauses are also called **nonrestrictive** and **restrictive clauses**.

Practice Your Skills

Determining the Function of a Relative Pronoun

Write each adjectival clause and underline the relative pronoun. If an adjectival clause begins with an understood *that*, write *T* after the number. Label the usage of each relative pronoun in the adjectival clauses, including the understood *that*. Use the following abbreviations.

direct object = *d.o.* object of a preposition = *o.p.*
subject = *s.* possession = *p.*

1. Thomas Edward Lawrence, whose adventures in Arabia made him famous, was a most unusual man.
2. Lawrence, who loathed physical contact, bowed to people instead of shaking hands.
3. He was a child who enjoyed history.
4. In 1907, he entered Oxford University, which is located in England.
5. He decided to study the influences the Crusades had on European architecture.
6. Arab officials, who were worried about his safety, warned him about the danger of traveling alone.

Differentiated Instruction

English Language Learners:

Advanced and **Intermediate** The material in this chapter is likely to prove difficult for many students. Give them contextual support to help them grasp the language structures referred to in the Practice Your Skills exercise by writing a key for students to refer to as they work through the exercise. The key should contain the abbreviations and full names

of the possible functions of relative pronouns as given in the instructions of the exercise. Next to each, give an example sentence that has the relative pronoun underlined. You might also provide visual support by using arrows to indicate the relationship of the relative pronoun to other parts of the sentence.

7. The Arab people, whom Lawrence greatly respected, became his best friends.
8. The happiest period of his life was one in which he worked at an archaeological dig site in Turkey.
9. Lawrence, who had many talents, also served in the British military in Arabia.
10. During his retirement Lawrence enjoyed riding motorcycles that were known for high speeds.

Connect to Writing: Editing

Punctuating Adjectival Clauses

Write the following sentences, adding commas where needed. If a sentence is correct, write **C**. Label each adjectival clause by writing **R** for restrictive or **N** for nonrestrictive after the clause.

1. History is a subject in which you can meet interesting people from the past.
2. Linda White whom you just met always earns high grades in history.
3. Mr. Lewallen whose essay tests are very difficult always makes history an interesting class.
4. This book which had fifteen chapters gave the class a great deal of background on Arabia.
5. I was the only person who had read the book before.
6. Arabia, which is situated between the Red Sea and the Persian Gulf, forms the southwest corner of Asia.
7. Much of Arabia is a barren desert in which few people live.
8. In the past, Arabia was a place to which people came to trade and learn.
9. In the 1100s, Western traders brought the Arabic system of numbers on which math is based today to Europe.
10. Today, Arabia is known for its oil industry, which is a rich economic resource.

Misplaced Modifiers

15 B.5 A clause placed too far away from the word it modifies is called a **misplaced modifier**.

Misplaced

The enormous dinosaur display crashed to the ground, which had just been acquired by the museum.

Correct

The enormous dinosaur display, **which had just been acquired by the museum,** crashed to the ground.

Uses of Subordinate Clauses • Lesson 2 663

Differentiated Instruction

English Language Learners: All Levels Have students work in small groups to complete the Practice Your Skills exercise. They should collaborate with peers to read each item aloud and identify the adjectival clause; then they should discuss whether the clause is restrictive or nonrestrictive. Finally, based on their discussion, they should decide

whether the sentence is punctuated correctly.

Apply Instruction

Connect to Writing: Editing

Punctuating Adjectival Clauses

Answers

1. C; in which you can meet interesting people from the past; R
2. Linda White, whom you just met, always earns high grades in history. N
3. Mr. Lewallen, whose essay tests are very difficult, always makes history an interesting class. N
4. This book, which had fifteen chapters, gave the class a great deal of background on Arabia. N
5. C; who had read the book; R
6. C; which is situated between the Red Sea and the Persian Gulf; N
7. Much of Arabia is a barren desert, in which few people live; N
8. C; which people came to trade and learn; R
9. In the 1100s, Western traders brought the Arabic system of numbers, on which math is based today, to Europe. N
10. C; which is a rich economic resource; N

Guide Instruction

Misplaced Modifiers

Remind students to place an adjectival clause close to the word it describes. Have students correct the following sentence:

- The scientist with the scarred dorsal fin recorded the song of the humpback whale.

Have students use these questions to identify misplaced modifiers in their work: *Can the phrase be moved closer to the word it modifies? Does the sentence make sense? Is there any confusion?*

Apply Instruction

Practice Your Skills

Identifying Misplaced Modifiers

Answers

1. C
2. MM
3. C
4. MM
5. C
6. MM
7. C
8. MM
9. MM
10. C

Connect to Writing: Revising

Correcting Misplaced Modifiers

Answers will vary.

Guide Instruction

Noun Clauses

Explain to students that a noun clause is a type of subordinate clause. Tell them that a noun clause, like a regular noun, can be the subject of a sentence. Write the following sentence on the board:

- Maria wanted to play soccer.

Ask a volunteer to identify the subject in the sentence. Then explain that like the single noun *Maria*, a noun clause can be the subject of a sentence. Write this sentence on the board:

- What Maria wanted was to play soccer.

Underline the noun clause *What Maria wanted*. Tell students that they will learn about these functions in this lesson.

Practice Your Skills

Identifying Misplaced Modifiers

If the underlined modifier is placed correctly in the sentence, write **C** for correct. If the underlined modifier is misplaced, write **MM** for misplaced modifier.

1. I spent Monday, which was a holiday, at the museum.
2. We saw a reconstructed dinosaur at the museum, which existed millions of years ago.
3. Mr. Hale, who collects rare Indian relics, often contributes to the museum.
4. Mr. Hale donated his arrowhead collection to the museum, which is very rare.
5. I used the computer that is located in the gemstone exhibit.
6. I bought a beautiful book from the gift shop that was reduced in price.
7. My five-year-old sister enjoyed watching the artist who taught pottery.
8. Our museum contains many unusual pieces of sculpture, which is four blocks from my house.
9. We read the books from the museum that we had bought.
10. Did Lupe find all of the information that she will need for her report on dinosaur extinction?

Connect to Writing: Revising

Correcting Misplaced Modifiers

Correctly rewrite the sentences above that contain misplaced modifiers. Remember to use commas where they are needed.

Noun Clauses

15 B.6 A **noun clause** is a subordinate clause that is used like a noun.

Both the single noun *news* and the noun clause in the following examples are used as objects of a preposition.

•••	Single Noun	The scientists were elated by the news .
•••••	Noun Clause	The scientists were elated by what they had heard .

Differentiated Instruction

Struggling Learners Discuss with students how a misplaced modifier affects the meaning of a sentence. Have students practice identifying misplaced modifiers by pointing them out in the following sentences:

- The campers were already putting up their tents that arrived before us.

- We roasted marshmallows we had collected earlier in the day on sticks.

Guide Instruction

Collaborative Learning

Direct students' attention to the chart of common introductory words for noun clauses. Have them choose three words from the list and work together to use the words as a subject, direct object, indirect object, object of a preposition, and predicate nominative.

Apply Instruction

Practice Your Skills

Identifying Noun Clauses

Answers

1. that the Popocatepetl volcano is dangerous
2. whoever lives near the volcano
3. that the volcano is due to erupt soon
4. why volcanoes erupt
5. that El Popo can be very unpredictable

Within a sentence, a noun clause can be used in the same ways that a single noun can be used.

Subject	Whatever you choose is fine with me.
Direct Object	Did you know that the volcano erupted?
Indirect Object	Give whoever comes to the site a flyer.
Object of a Preposition	Award the prize to whoever has the best project.
Predicate Nominative	Helen's reason for visiting Mexico was that she had planned to study the volcano.

The words in the list below often introduce a noun clause. You may recall that *who*, *whom*, *whose*, *which*, and *that* also introduce adjectival clauses. For this reason, do not rely on an introductory word alone to identify a clause. Instead, determine how a clause is used in a sentence.

COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES

how	whatever	which	whomever
if	when	who	whose
that	where	whoever	why
what	whether	whom	

Practice Your Skills

Identifying Noun Clauses

Write the noun clause from each sentence.

1. Most people know that the Popocatepetl volcano is dangerous.
2. Scientists give whoever lives near the volcano information about it.
3. I read that the volcano is due to erupt soon.
4. National Geographic Society research grants help scientists learn more about why volcanoes erupt.
5. They have learned that El Popo can be very unpredictable.

Differentiated Instruction

Struggling Learners Read the first sentence in the Practice Your Skills exercise aloud. Say, "The introductory word for this clause is *that*. However, *that* can introduce both adjectival and noun clauses. How does the clause function in this sentence? It answers the question 'Most people know what?' So this is a noun clause that functions as a direct object." Have individual students apply the

strategy to the remaining sentences in the exercise.

Apply Instruction

Practice Your Skills

Determining the Uses of Noun Clauses

Answers

1. that angry gods lived inside volcanoes: *d.o.*
2. What scientists hypothesize: *s.*
3. whoever lives near El Popo: *o.p.*
4. that it may not work: *p.n.*
5. whoever lives near the volcano: *i.o.*

Check Point: Mixed Practice

Answers

1. that killer bees were fierce: *n.*
2. that killer bees made more honey: *n.*; than European bees: *adv.*
3. No clause
4. If they could be crossed with the European bees: *adv.*; that would make a great deal of honey: *adj.*
5. from which the larger queen bee and drones could not escape: *adj.*
6. As long as the queen bees were locked up in the hives: *adv.*
7. No clause
8. who did not know about killer bees: *adj.*
9. No clause
10. which traveled about two hundred miles farther north every year: *adj.*
11. that people in northern states should not worry: *n.*
12. No clause

Connect to Writing: News Article

Using Noun Clauses

Answers will vary.

Practice Your Skills

Determining the Uses of Noun Clauses

Write each noun clause. Then label how it is used in the sentence with one of the following abbreviations.

direct object = *d.o.* predicate nominative = *p.n.*
 subject = *s.* object of a preposition = *o.p.*
 indirect object = *i.o.*

1. Many people once believed that angry gods lived inside volcanoes.
2. What scientists hypothesize often occurs.
3. The government will make evacuation plans for whoever lives near El Popo.
4. The only trouble with the evacuation plan is that it may not work.
5. Give whoever lives near the volcano the evacuation plan.

Check Point: Mixed Practice

Write each subordinate clause in the paragraphs below and label it *adv.* for adverbial, *adj.* for adjectival, or *n.* for noun. Note: Some sentences do not have a subordinate clause.

(1) Brazilian scientists knew that killer bees were fierce. (2) They also knew that killer bees made more honey than European bees did. (3) It seemed worth the chance to fly in some killer bees from Africa. (4) If they could be crossed with the European bees, the result might be gentle bees that would make a great deal of honey. (5) Special hives from which the larger queen bees and drones could not escape were constructed. (6) As long as the queen bees were locked up in the hives, the workers would come home to them. (7) Accidents, however, do happen. (8) A beekeeper who did not know about the killer bees removed the grids from the hives. (9) Twenty-six queen bees escaped—along with all their workers and drones. (10) The killer bees, which traveled about two hundred miles farther north every year, reached the United States during the 1990s. (11) Most experts say that people in northern states should not worry. (12) Killer bees cannot live through cold winters.

Connect to Writing: News Article

Using Noun Clauses

The editor of your school paper has asked you to write a news story about a natural disaster. Select a natural event that might occur in your geographical area. List facts and interesting details about such a disaster. Then, incorporate those facts and details into a draft of your news article. Include noun clauses wherever possible. Finally, write an eye-catching title for the article.

Differentiated Instruction

English Language Learners:

Advanced Help students complete both exercises on this page. Invite students to take turns reading each sentence aloud, identifying the clause and function of the clause. Encourage them to discuss their ideas with one another.

Intermediate To help students understand the content of the

chapter, review definitions of the main parts of speech and give examples of each. Then show students examples with sentences that have the various kinds of clauses. Encourage them to ask for clarifying information using high-frequency, concrete vocabulary.