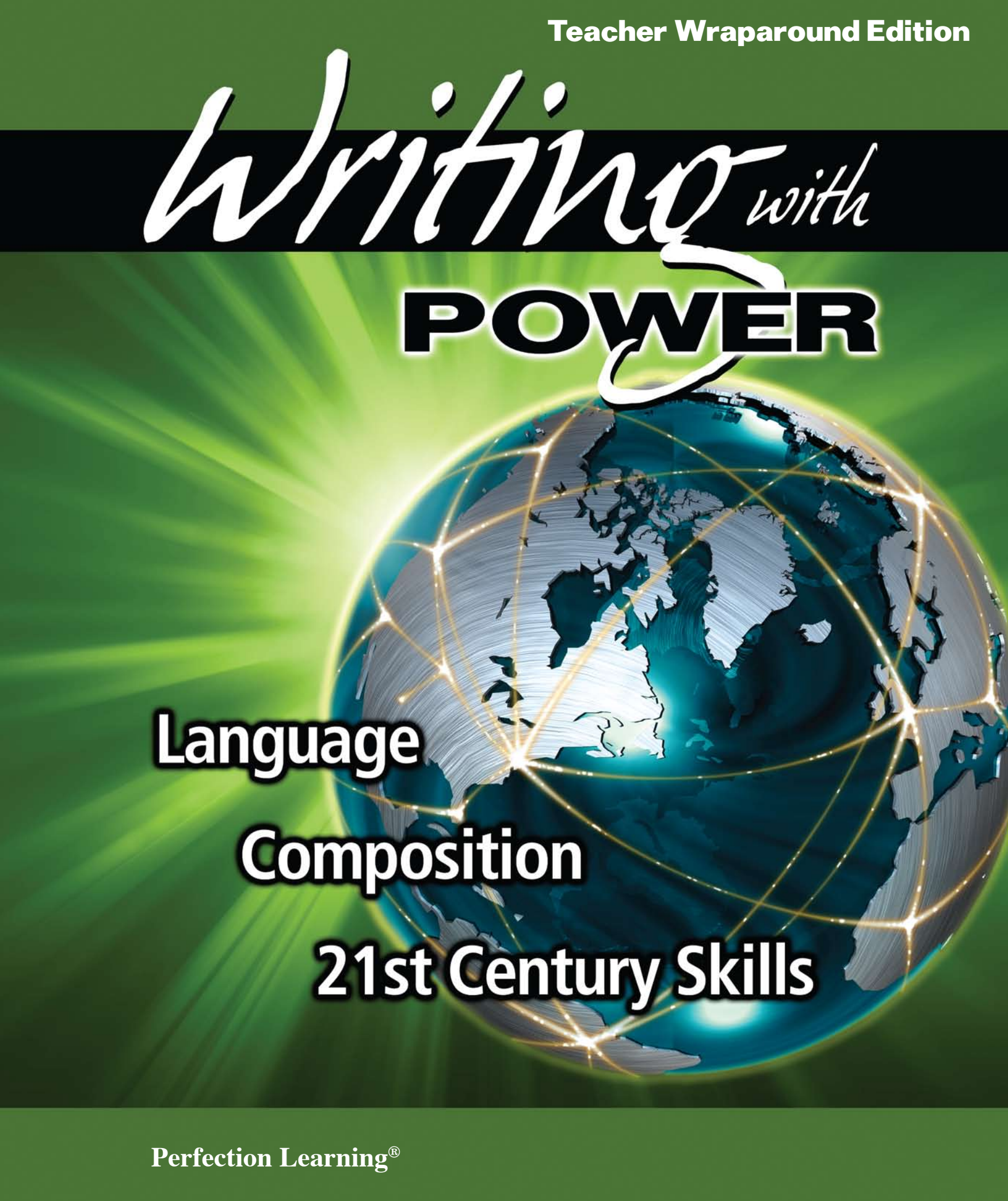
Teacher Wraparound Edition

Writing with POWER



Language
Composition
21st Century Skills

Perfection Learning®

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)	
WRITING	
Text Types and Purposes	
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Student Edition (SE):** 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459 **Teacher Wraparound Edition (TWE):** 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459
(a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	**SE:** 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459 **TWE:** 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459
(b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	**SE:** 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459 **TWE:** 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459
(c) Use words, phrases, and clauses as well as varied syntax 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.	**SE:** 25, 59–60, 236, 241, 243, 250, 253–254, 293, 307, 351, 376, 700–704 **TWE:** 25, 59–60, 236, 241, 243, 250, 253–254, 293, 307, 351, 376, 700–704
(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.	**SE:** 8–10, 46–47, 58, 309, 315–316, 860–861 **TWE:** 8–10, 46–47, 58, 309, 315–316, 860–861
(e) Provide a concluding statement or section that follows from and supports the argument presented.	**SE:** 287, 289, 291, 293, 308, 316 **TWE:** 287, 289, 291, 293, 308, 316
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.	**SE:** 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 241, 244–248, 253, 255, 257–258, 260, 316, 359–360, 369 **TWE:** 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 241, 244–248, 253, 255, 257–258, 260, 316, 359–360, 369
(a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**SE:** 235, 241, 244–248, 251–253, 255, 257–258, 260 **TWE:** 235, 241, 244–248, 251–253, 255, 257–258, 260
(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**SE:** 235, 241, 244–248, 251–253, 255, 257–258, 260, 390–391, 395–396, 399–400, 402, 404, 406–407, 409, 412–433, 459 **TWE:** 235, 241, 244–248, 251–253, 255, 257–258, 260, 390–391, 395–396, 399–400, 402, 404, 406–407, 409, 412–433, 459
(c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**SE:** 37, 79, 129, 137–153, 165–181, 194–211, 236, 253–254, 406–408 **TWE:** 37, 79, 129, 137–153, 165–181, 194–211, 236, 253–254, 406–408
(d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**SE:** 9–11, 25–26, 92, 168, 177, 180, 258, 360 **TWE:** 9–11, 25–26, 92, 168, 177, 180, 258, 360
(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.	**SE:** 8–10, 25, 45–47, 52, 57, 75, 151, 168, 177, 258, 316, 360, 369, 490, 875 **TWE:** 8–10, 25, 45–47, 52, 57, 75, 151, 168, 177, 258, 316, 360, 369, 490, 875

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)	
(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).	**SE:** 237, 256, 258 , 449, 451, 460 **TWE:** 237, 256, 258, 449, 451, 460
W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**SE:** 184, 194–195, 197–199, 200–201, 203, 205–208, 210 **TWE:** 184, 194–195, 197–199, 200–201, 203, 205–208, 210
(a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	**SE:** 184, 194–195, 197–201, 203, 205–208, 210 **TWE:** 184, 194–195, 197–201, 203, 205–208, 210
(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**SE:** 184, 194–195, 197–203, 205–208, 210 **TWE:** 184, 194–195, 197–203, 205–208, 210
(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	**SE:** 184, 194–195, 197, 198–203, 205–208, 210 **TWE:** 184, 194–195, 197, 198–203, 205–208, 210
(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**SE:** 184, 194–195, 197–203, 205–208, 210 **TWE:** 184, 194–195, 197–203, 205–208, 210
(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**SE:** 135, 138, 149, 151, 205, 208 **TWE:** 135, 138, 149, 151, 205, 208
Production and Distribution of Writing	
W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**SE:** 14–17, 19–23, 37, 44, 79, 129, 137–153, 165–181, 194–211 **TWE:** 14–17, 19–23, 37, 44, 79, 129, 137–153, 165–181, 194–211
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.	**SE:** 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 258, 316, 359, 360, 369 **TWE:** 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 258, 316, 359, 360, 369
W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**SE:** 78, 261–262, 319, 342, 363, 388, 463, 591–615 **TWE:** 78, 261–262, 319, 342, 363, 388, 463, 591–615
Research to Build and Present Knowledge	
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.	**SE:** 390–391, 395–396, 399–402, 404, 406–407, 409, 412–433, 459 **TWE:** 390–391, 395–396, 399–402, 404, 406–407, 409, 412–433, 459
W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**SE:** 406–408, 435–439, 443–445, 447–449, 451–454, 460 **TWE:** 406–408, 435–439, 443–445, 447–449, 451–454, 460

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)	
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**SE:** 344–345, 352–353, 356, 406–408, 435–439, 443–445, 447–449, 451–454, 460 **TWE:** 344–345, 352–353, 356, 406–408, 435–439, 443–445, 447–449, 451–454, 460
(a) Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	**SE:** 184–192 (Reading Standards 1, 5, 6), 332–363 (Reading Standards 1–6) **TWE:** 184–192 (Reading Standards 1, 5, 6), 332–363 (Reading Standards 1–6)
(b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	**SE:** 38–44 (Reading Standards 1, 3, 4, 5, 6), 133–136 (Reading Standards 3 and 6), 158–164 (Reading Standards 4, 5, 6), 234–238 (Reading Standard 5), 282–293 (Reading Standard 6), 290–293 (Reading Standards 5 and 6), 390–408 (Reading Standards 5, 7), 434–458 (Reading Standards 1, 5, 7) **TWE:** 38–44 (Reading Standards 1, 3, 4, 5, 6), 133–136 (Reading Standards 3 and 6), 158–164 (Reading Standards 4, 5, 6), 234–238 (Reading Standard 5), 282–293 (Reading Standard 6), 290–293 (Reading Standards 5 and 6), 390–408 (Reading Standards 5, 7), 434–458 (Reading Standards 1, 5, 7)
Range of Writing	
W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**SE:** 21–23, 37, 79, 129, 137–153, 165–181, 194–211 **TWE:** 21–23, 37, 79, 129, 137–153, 165–181, 194–211
SPEAKING AND LISTENING	
Comprehension and Collaboration	
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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**SE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 **TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
(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.	**SE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 **TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	**SE:** 18, 28, 437, 504, 529, 586–588 **TWE:** 18, 28, 437, 504, 529, 586–588
(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	**SE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 **TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	**SE:** 18, 28, 437, 504, 529, 586–588 **TWE:** 18, 28, 437, 504, 529, 586–588

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)		
S.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**SE:** 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588 **TWE:** 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588
S.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**SE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 **TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
Presentation of Knowledge and Ideas		
S.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	**SE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–573, 574–578, 581, 586–588, 613 **TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–573, 574–578, 581, 586–588, 613
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:** 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588 **TWE:** 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588
S.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**SE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 **TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
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, 26, 30–31, 46–47, 50, 125–126, 152, 153, 179–180, 209–210, 259–260, 317–318, 361–362, 384, 461–462, 500, 631, 652, 750, 794, 822, 852, 860–887, 1023–1025 **TWE:** 6, 8–10, 26, 30–31, 46–47, 50, 125–126, 152, 153, 179–180, 209–210, 259–260, 317–318, 361–362, 384, 461–462, 500, 631, 652, 750, 794, 822, 852, 860–887, 1023–1025
	(a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	**SE:** 860–861, 794, 852 **TWE:** 860–861, 794, 852
	(b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.	**SE:** 8–11, 860–861, 794 **TWE:** 8–11, 860–861, 794
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**SE:** 25, 59–60, 224–226, 228–230, 307, 351, 376, 700–704, 723–725, 728–734, 895–908, 916–936, 944–954, 996–1009 **TWE:** 25, 59–60, 224–226, 228–230, 307, 351, 376, 700–704, 723–725, 728–734, 895–908, 916–936, 944–954, 996–1009
	(a) Observe hyphenation conventions.	**SE:** 916–936, 944–954 **TWE:** 916–936, 944–954
	(b) Spell correctly.	**SE:** 996–1009 **TWE:** 996–1009

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)	
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:** 5, 9–11, 16–17, 25–26, 44, 75, 151, 165, 168, 180, 258, 359, 360 **TWE:** 5, 9–11, 16–17, 25–26, 44, 75, 151, 165, 168, 180, 258, 359, 360
(a) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**SE:** 5, 9–11, 25–26, 31, 47, 52, 65, 75, 77, 92–93, 145, 151, 168, 175, 177, 180, 202, 250, 258, 307, 316, 351, 359, 360, 369, 376, 440, 1026–1027 **TWE:** 5, 9–11, 25–26, 31, 47, 52, 65, 75, 77, 92–93, 145, 151, 168, 175, 177, 180, 202, 250, 258, 307, 316, 351, 359, 360, 369, 376, 440, 1026–1027
VOCABULARY ACQUISITION AND USE	
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	**SE:** 515–526 **TWE:** 515–526
(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:** 515–516 **TWE:** 515–516
(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	**SE:** 517–523 **TWE:** 517–523
(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, its etymology, or its standard usage.	**SE:** 425–426, 512–514 , 620, 621, 754, 829 **TWE:** 425–426, 512–514, 620, 621, 754, 829
(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:** 515–516 **TWE:** 515–516
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**SE:** 52–55, 168, 258, 346, 357–360, 478 **TWE:** 52–55, 168, 258, 346, 357–360, 478
(a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	**SE:** 52–55, 168, 226–227, 231, 258, 334–335, 360 **TWE:** 52–55, 168, 226–227, 231, 258, 334–335, 360
(b) Analyze nuances in the meaning of words with similar denotations.	**SE:** 52, 55, 58, 258, 309 **TWE:** 52, 55, 58, 258, 309
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:** 512–527, 671, 1009 **TWE:** 512–527, 671, 1009

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 11 students.

ENGLISH LANGUAGE ARTS STANDARDS

WRITING

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

ENGLISH LANGUAGE ARTS STANDARDS

Presentation of Knowledge and Ideas

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

Note on range and content of student speaking and listening

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

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

LANGUAGE

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

Range of Writing

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

Note on range and content of student language use

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

Contents in Brief

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Composition

Unit 1 Style and Structure of Writing 2

Common Core State Standards Focus

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

Common Core State Standards Focus

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

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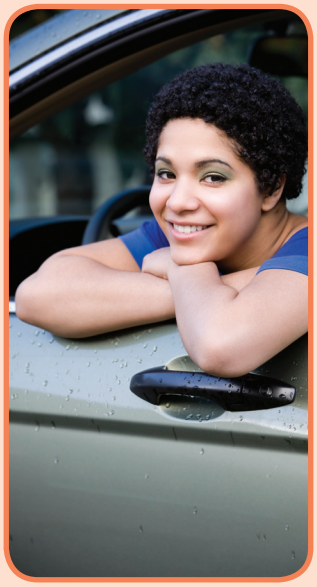
Composition

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.

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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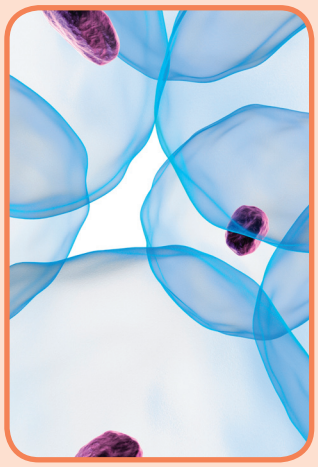
Composition

Common Core State Standards Focus

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

Common Core State Standards Focus

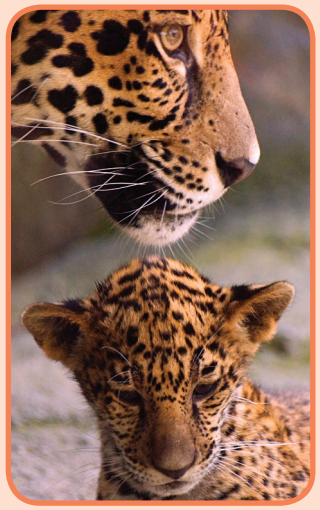
W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



Composition

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.



xiv

Common Core State Standards Focus

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

xv

Composition

Common Core State Standards Focus

W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

xvi

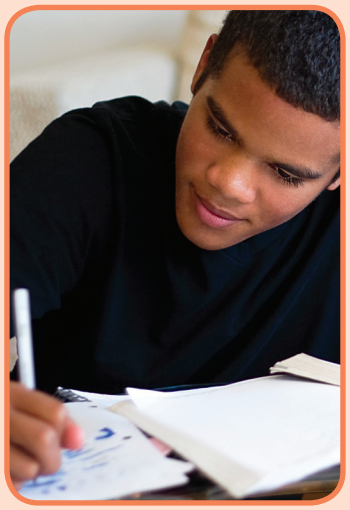
Common Core State Standards Focus

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.

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

Composition

Common Core State Standards Focus

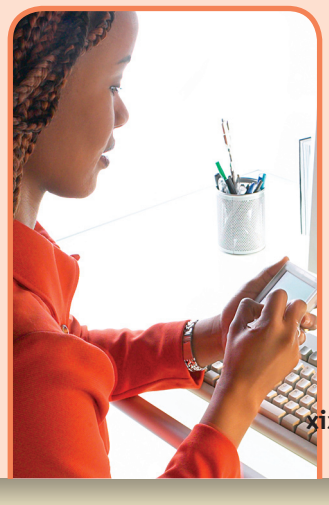


L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Common Core State Standards Focus

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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



Composition

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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core State Standards Focus

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

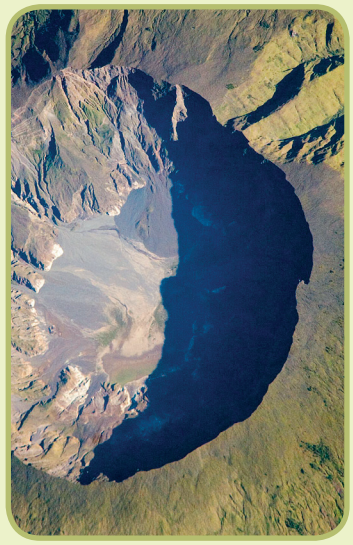
xxi

Grammar

Unit 4 Grammar 616

Common Core State Standards Focus

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



xxii

Common Core State Standards Focus

L.3 (a) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

xxiii

Grammar

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.

xxiv

Common Core State Standards Focus

W.1 (c) Use words, phrases, and clauses as well as varied syntax 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.

xxv

GRAMMAR

Common Core State Standards Focus

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

xxvi

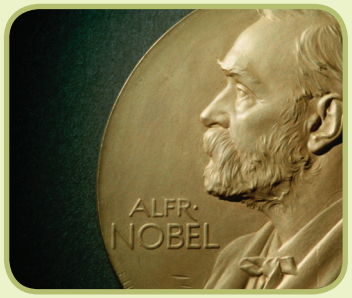
Common Core State Standards Focus

L.1 (b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage)* as needed.

Grammar

Common Core State Standards Focus

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



xxviii

Common Core State Standards Focus

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

Grammar

Common Core State Standards Focus

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

Common Core State Standards Focus

L.2 (a) Observe hyphenation conventions.

L.2 (b) Spell correctly.

xxxi

Grammar

Common Core
State Standards Focus

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 7.5 to 11.5 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Argumentative Writing Project: Blow Your Whistle Pages 282–319	**Common Core:** L.1, L.2, L.3.a, S.2, S.5, W.1.a, W.1.b, W.1.c, W.1.d, W.2.e, W.4, W.5, W.6, W.9.b		**Presentation** Classroom Presentation **Rubrics & Student Models** Writer's Resource **Skill Development** Student Activities: Composition Skills Practice Vocabulary Skills Practice ELL Resource Test Preparation **Assessment** Assessment Resource ExamView® Assessment Suite
Model: Persuasion "Interview with Randall Hayes" Pages 283–288; **Suggested time: 0.5–1 day**		pp. 283, 286, 287, 288	
Elements of Persuasive Texts: Analyzing Pages 289–298; **Suggested time: 1–2 days** 1. Structure, pp. 289–293 2. Facts and Opinions, pp. 294–295 3. Appeals to Reason, pp. 296–297 In the Media: A Political Campaign, p. 298	**Common Core:** S.2, S.5, W.1.a, W.1.b, W.1.c	p. 289, 298	
Persuasive Writing: Prewriting Pages 299–307; **Suggested time: 2.5–3 days** 1. Audience, Purpose, and Subject, pp. 299–300 2. Developing a Clear Thesis Statement, p. 301 3. Developing an Argument, p. 302 Think Critically: Evaluating Evidence and Sources, p. 303 4. Organizing an Argument, pp. 304–306 The Power of Language: Clauses, p. 307	**Common Core:** L.1, L.2, L.3.a, W.1.a, W.1.b, W.1.c	pp. 304, 307	
Persuasive Writing: Drafting Pages 308–309; **Suggested time: 1–2 days** 1. Following Your Outline, p. 308 2. Using Persuasive Rhetoric, p. 309	**Common Core:** W.1.d		
Persuasive Writing: Revising Pages 310–316; **Suggested time: 1–2 days** 1. Eliminating Logical Fallacies, pp. 310–313 2. Avoiding Propaganda Techniques, pp. 314–315 3. Using a Revision Checklist, p. 316	**Common Core:** L.3.a, W.1.a, W.1.b, W.1.d, W.2.e, W.5	pp. 311, 313, 315	
Persuasive Writing: Editing Pages 317–318; **Suggested time: 0.5 day** The Language of Power: Agreement, p. 317 Using a Six-Trait Rubric: Persuasive Writing, p. 318			
Persuasive Writing: Publishing Page 319; **Suggested time: 0.5 day**	**Common Core:** W.6		
Writing Lab Page 320–321; **Suggested time: 0.5 day**	**Common Core:** W.2.c, W.4, W.10	p. 320	

Pre–Assessment

Using the Model Reading, *pp. 283–288*

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

- What does Randall Hayes want citizens to know and do?
- What surprising claims does Hayes make in the interview, and what evidence does he offer to support those claims?
- What makes Randall Hayes a credible source, and how is his credibility established in the interview?
- What specific example might provoke readers to take action?

Using a Prompt, *p. 282*

To assess students, have them write a one-page persuasive paper in which they play "whistleblower." They must back up their claims with solid evidence and specific examples. Possible topics:

- a shoddy product
- an employer who has done something illegal or unethical
- an institution or organization that makes false claims

To help design instruction and evaluate student work, see the rubric on page 318.

Authentic Writing Experiences

Writing About Literature

Text Analysis

Assign students to analyze the persuasive techniques used by a public speaker such as a minister, politician, or educator. For example, in "Speech in the Virginia Convention," Patrick Henry uses questions, repetition, and contrasting ideas to convince his audience. He says, "But when shall we be stronger?" and "Give me liberty, or give me death!"

Genre Analysis

Assign students to analyze the persuasive techniques in television advertisements. Have them look for celebrity endorsements, exorbitant claims about health and happiness, and other devices. Have them evaluate the reliability and truthfulness of the claims.

Substitute Teacher's Activity

Using a Core Skill

Tell students to write an essay about an issue at their school, such as cameras in the halls, cafeteria food, changes in the school schedule, or something else. Students should present an argument for a specific point of view and support their statements with facts, reasons, and examples. They should also answer the opposing arguments.

Writing Across the Curriculum

Social Studies

Have students write about race relations in the United States in the early 20th century. They should describe what occurred among various racial and ethnic groups. Who were the key figures in the fight against discrimination?

Science

Assign students to look at various marketing claims supposedly based on science. Have students write about what makes the advertisement persuasive, and whether they find the science to be valid or not.

Math

Assign students to write a paragraph to explain why $x = y^2$ is not a function, even though $y = x^2$ is a function. Have students include specific ordered pairs to support their responses.

Using a Learning Log

Ask students to state several new things they learned about persuasive techniques. How can they use this knowledge to evaluate persuasive messages?

Post–Assessment

Writing Lab: Project Corner, *p. 320*

Students will be asked to extend their skills by discussing the role of exposés in society, creating a collage to illustrate an exposé, and conducting further research into a subject that was uncovered. You may wish to introduce these projects at the beginning of the chapter.

Writing Lab: Apply and Assess, *p. 321*

Students will be asked to write a persuasive note, a business e-mail outlining a marketing plan, and a persuasive letter to the local newspaper in a timed-writing activity. You may wish to introduce these activities, as well as the rubric on page 318, at the beginning of the chapter.

Preview Chapter 8

Writing to Persuade

Essential Question

How can you persuade people effectively?

CHAPTER 8

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Model "Interview with Randall Hayes," pp. 283-288

Elements of Persuasive Texts Analyzing, pp. 289–297

In the Media A Political Campaign, p. 298

Persuasive Writing Prewriting, pp. 299–306

Think Critically Evaluating Evidence and Sources, p. 303

The Power of Language Clauses: Tip the Scale, p. 307

Persuasive Writing Drafting, pp. 308–309

Persuasive Writing Revising, pp. 310–316

Persuasive Writing Editing, pp. 317–318

The Language of Power, p. 317

Using a Six-Trait Rubric, p. 318

Persuasive Writing Publishing, p. 319

Writing Lab, pp. 320–321

Argumentative Writing Project: Blow Your Whistle

Collaborative Learning To prepare students for working on this project, note the times that they will be working with a partner or groups. See pp. 293, 295, 297, 300, 301, 302, 306, 308, 309, 313, 315, 316, and 318.

CHAPTER 8

CHAPTER 8

Writing to Persuade

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

Here are some of the ways in which persuasive writing can influence people's lives and the society in which they live.

- **Speechwriters help political candidates explain, defend, and "sell"** the candidates' positions on campaign issues.
- **Business executives prepare and deliver presentations** to persuade their colleagues and clients to adopt their ideas for making or marketing goods and services.
- **Lawyers write briefs** presenting the reasons why judges and jurors should decide in favor of their clients.
- **Advertising copywriters craft ads** aimed at persuading readers, viewers, or listeners to buy products.
- **Science writers explain recent theories and discoveries** in medicine and health, urging their readers to lead healthier lifestyles.
- **News reporters write stories** that expose illegal or immoral behavior by public officials, CEOs, industrialists, and others.

Writing Project

Argumentative

Blow Your Whistle ***Write a persuasive composition that exposes a problem and suggests solutions.***

Think Through Writing You've probably heard the term "whistle-blower." A whistle-blower is a person who calls attention to wrongdoing in order put an end to it. Famous whistle-blowers have raised awareness of corruption in business, politics, education, and other important areas of life. Think of a situation in your school or community that you feel is not right and blow the whistle on it. Explain the problem so that readers agree with you and are motivated to put an end to it. Write about what the problem is and what people should do to stop it.

Block Scheduling

If time is limited, omit the Writing Project. The remaining material covers all the key instructional objectives.

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

Literary Connection

You might want to use selections about environmentalism in the following works, which appear in literature textbooks at this grade level.

- *A Sand County Almanac* by Aldo Leopold
- *Silent Spring* by Rachel Carson
- *Walden* by Henry David Thoreau

Talk About It In your writing group, discuss the writing you have done. What sorts of problems did the authors identify? Why have the problems not been addressed up until this point? Express your opinions freely and clearly. Ask for clarification if anyone says something you do not understand.

Read About It In the interview that follows, Randall Hayes, documentary filmmaker and environmental activist, describes the consequences of uranium mining in the American Southwest and timber production in the rain forests of the Amazon. He builds his argument on the three pillars of persuasion: appeals to reason, appeals to emotion, and appeals to ethics.

MODEL: Persuasion

Interview with Randall Hayes

Elizabeth Robinson

Elizabeth Robinson: *Let's begin with some background on how you got interested in the tropical rainforests.*

Randall Hayes: Well, in the process of getting my master's degree, I did a one-hour PBS documentary about the cultural and environmental impacts of uranium mining in the Southwest. The film is called *The Four Corners: A National Sacrifice Area?*

Fortunately the Southwest was not entirely sacrificed for coal and uranium, but in the early days uranium mining was done very poorly. Piles of radioactive waste were left around and the Indian children would go and play on them and ride their horses across the waste piles, and contamination started to show up in genetic defects of newborn babies.

See, the radioactive waste from processing uranium is 85 percent as radioactive as the original ore when it is mined out of the ground . . . and this waste was left lying around. The film exposed that problem and now, fortunately, a lot of these piles are being picked up.

ER: *How did you get from the Southwest desert to the rainforests?*

RH: While I was in the Southwest, the American Indians there told me about the problems that their

The interviewer understands the importance of background and context.

As he answers, Hayes establishes his credibility and ethical standards—not everyone can make a documentary for PBS (public television).

Here Hayes appeals to the listeners' emotions by discussing the effects of the uranium mining on children.

Hayes appeals to reason when he cites a scientific fact about uranium.

CHAPTER 8

Pre-Assess

Model: Persuasion

"Interview with Randall Hayes"

The primary mode of this selection is persuasion. To evaluate students' understanding of the elements of persuasive writing, ask them to identify passages with the following traits:

- **Persuasion** occurs throughout this nonfiction selection in interview format. A persuasive argument is made for radically rethinking how natural resources are best collected and used. Ask students to identify persuasive details, noting how word choices are examples of persuasive writing.
- **Exposition** is also a major part of the persuasive passage. Ask students to identify details that teach important information and to assess how this information is important to Hayes's main points.
- **Personification** is used when Hayes talks about a jaguar family in the Amazon, and calls birds *winged people* and fish *fish people.* Discuss students' impressions of this passage. Ask them to suggest why Hayes uses personification to convey his message to the reader.

Differentiated Instruction

English Language Learners:
Beginning Have each student read aloud a paragraph (or less) of the model to the rest of the group. Reading aloud will help students practice producing sounds of newly acquired vocabulary. Help them to pronounce English words in a manner that is increasingly comprehensible.

Test-Taking Strategies

Writing a Successful Essay Explain to students that rhetorical modes are patterns of thought and expression, such as classification, description, and persuasion, also known as *argumentation.* Rhetorical patterns provide a ready-made approach for composing exam essays, and the terms associated with them (comparing and contrasting, etc.) appear often in multiple-choice sections of tests.

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

Speaking and Listening

Ask students to answer these questions:

1. Where do you think an interview such as this would be published? Who might Hayes's intended audience be? Explain your answer.
2. Were you persuaded by Hayes's statements? Which statements (fact or opinion) did you find to be most convincing? Why?

Applying 21st Century Skills: Developing Solutions

Have students suggest situations where a focused goal can lead to change, even if the outcome differs from the original goal. For example, an engineer may set out to find another fuel source for automobiles, but in the process develop a substance or process that helps with industrial heating and cooling needs.

One Writer's Words

Our remnants of wilderness will yield bigger values to the nation's character and health than they will to its pocketbook, and to destroy them will be to admit that the latter are the only values that interest us.

—Aldo Leopold, writer and environmentalist

What values does Leopold share with Randall Hayes? Ask students to explain their answers.

CHAPTER 8

Indian friends were having in the Amazon tropical rainforest area. In 1984, after I finished this film on environmental and cultural issues in the desert, I took a trip down to the Central American rainforest. And I realized there was a *very* serious problem there.

At that time there was not much going on to alert the world about how serious this problem was. So I thought I would try to organize an information clearing house that tried to really do two things—blow the whistle on the problem and sound the alarm, but also provide avenues of action.

Just being aware of a problem won't solve it; people want to *do* something with their awareness. Otherwise, it's rather depressing to find out we have a serious problem and not know what to do about it . . .

This comment raises the listeners' expectations that Hayes will offer specific, concrete steps people can take.

ER: *I've heard you speak about the need for educating the business community. How would you go about that?*

RH: We don't really teach ecology, and ecology—the natural processes—is really the way the world works. If our business leaders don't understand natural processes, it will be extremely difficult for them to develop businesses that are ecologically sound. If they don't know ecology, then they don't know how the world *really* works.

Industrial society needs to be transformed into a kind of post-industrial, ecologically sound society where it will still be a modern society; it will still be a technological society. It will still have modern health conveniences and transportation systems. It is just that they will be much less polluting, much more benign to the environment than they are now. But in order to make that transformation as rapid as possible, we need strong involvement from the business community.

What I would like to see very strongly is that our MBA graduates would have a dual degree, a degree in ecology and a degree in business. Nothing short of that is going to speed the transition. We don't really have *time* to go into our elementary schools and wait until the kids become chairmen of the board or the Chief Executive Officers of Chevron or Mobil or General Motors. That takes six decades and we don't have six decades. We really

Here is the first concrete step Hayes offers.

Differentiated Instruction

Verbal Learners Guide students in talking about some of the opinions they hold that are debatable, such as ideas, policies, or trends from the global to the local level. After discussion, ask the class to draft a letter to a newspaper's opinion page. Have students record the letter in their journals and rewrite the letter after they have learned more about persuasive writing techniques.

only have five or ten years to make very big changes in the way we do business in the tropical rainforests.

ER: *For example?*

RH: Well, the tropical timber industry. It is virtually impossible to have successful tropical timber plantations. We can do it in the North because our soils are better and our climate is more conducive to sustainable timber growth . . . But 99.9 percent, I mean literally 99.9 percent of the tropical timber that is harvested right now is extracted out of *virgin* rainforest. That means it is a one-time thing. It's like extracting gold out of the land. When you mine it, it's gone forever. It's not going to grow a second crop. So the tropical timber industry is going to have to essentially shut down.

Hayes appeals to both reason and emotion here. Reason says that the timber industry will put itself out of business. Words like "gone forever" stir emotions.

The forest is actually much more valuable economically by extracting different products out of it—non-timber products like Brazil nuts, like latex from naturally occurring rubber trees. See, you don't kill the rubber tree, you just extract the latex. Then there are all kinds of other plants that provide oils for lotions, essences for perfumes, that are extremely valuable but which can get driven into extinction in the logging process.

So if we leave the pristine forest alone, except to extract a small quantity of useful products out of it, it is actually economically more beneficial for the people of the Third World. By doing that, we are being more sensitive to issues of poverty and issues of economic development.

Here is a second concrete step: use the rainforest in sustainable ways.

Differentiated Instruction

Advanced/AP Learners Ask students to find examples of essays in this textbook or elsewhere that changed their minds about an issue. Discuss devices the writers used to convince readers of opinions, such as solid facts, well-reasoned opinions, expert quotes, lively anecdotes, or a tone that was forceful, but not aggressive. Tell students to model their own essays on professional writing they admire.

Pre-Assess

Ask students if they are swayed by Hayes's argument that the rain forests are in grave danger, industrial society has to change, and it is everyone's responsibility to "speak for the jaguar" (p. 286). Students could be asked to keep a running list of facts about the rain forest that they learn as they read the selection.

Collaborative Learning

Have students cluster the phrases *rain forest, environmentalist,* and *industrialist*. Ask them to share their responses, which may involve conflicting facts, details, and emotional associations. Lead students to see that preservation of the rain forests is an issue with strongly opposed views.

Have students share what they think of his emotional appeal. Some may reject the implicit comparison between animals and humans and find it overly dramatic. Others may say any persuasive strategy is fair when it comes to an issue as vital as the planet's well-being.

CHAPTER 8

Pre-Assess

Speaking and Listening

Ask two students to take the roles of Robinson and Hayes and read the interview aloud. Have them do it a couple of times to get the proper rhythm and inflections. Ask the class to talk about these features of the interview:

- what the characters say
- how they say it
- what they don't say

Ask the class to describe each character as well as the attitude they have to each other, pointing to specific words and phrases to support their opinions. (Both seem to respect each other and each other's intelligence. They are articulate, knowledgeable, concerned people, and though we do not know Robinson's background, Hayes is clearly a seasoned activist. His easy presentation of facts and strong emotional appeals are meant to persuade others of his views.)

CHAPTER 8

ER: *Right, it's like the saying, if you buy a man a fish you feed him for a day, and if you teach him how to fish . . .*

RH: Exactly. I think that a lot people, when they realize that their tax dollars are funding hydroelectric dams that flood the Amazon, will want to see that that is stopped. They would rather see their tax dollars financing ecologically sound agriculture that really does provide for people's basic needs by developing these extracted reserves in a way that provides an on-going, sustainable economy . . .

Hayes appeals to the ethics of his listeners and assumes that if they were informed, they would opt for a more ecologically sound use of their tax money.

ER: *Is there anything else you would like to say to our readers?*

RH: I guess the only other point is that virtually all of the world's rainforest will be destroyed in the next 30 to 40 years. But, effectively, in the next five or ten years we have to change our policies toward the rainforest or we are really not going to have a chance to save much of it. So it is really the next five to ten years that are critical.

We need people to take this issue on as a challenge to get themselves involved in. A lot of people are involved in local community issues or even national environmental issues. But the world works as one unified system—*that* is what ecology teaches us—so we need to put a little time, energy and financial resources into this.

Hayes puts forward a third specific step: people need to get involved and "speak for nature" to the forces that have control over it, lawmakers and businesses.

If one were to think of a jaguar family in the Amazon—a mother jaguar and her cubs—and realize she has just as much right to exist and to carry on her life as we do, that the world is big enough that we ought to have enough room for both of us, for humanity to have its needs satisfied, and for there to be enough wilderness and room for the jaguar to carry on in her path of evolution, then we realize we have to change the way we perceive and deal with the rainforest.

Hayes doesn't talk generally about "animals." Instead, he focuses on a single family of jaguars. The image of the mother and cubs at our mercy stirs emotions.

Now the jaguar can't speak for herself so she retreats deeper and deeper into the forest. That's why *we* have to speak for the jaguar. And we have to speak for the Winged People and the Four Legged People and the Fish People.

What I mean by that kind of language is that these beings are alive also and they have rights, but they can't

286 Writing to Persuade

Differentiated Instruction

Advanced/AP Learners Share two well-written persuasive essays with the class. Ask each student to bring in a short example of persuasive writing that seems to be impressive. Have students exchange writings with partners. Students should state what they learned, what they liked about the writing, and what they might wish to change.

Differentiated Instruction

English Language Learners: **Beginning** After each paragraph is read aloud by one student in the group, have students demonstrate comprehension by responding to questions. Check that students understand important details and the contexts in which the information is being presented.

walk into the halls of Congress and plead their case. They can't go into the grocery store and ask that the rainforest beef not be sold, and that the sustainable Brazil nuts be sold. So we have to do that on their behalf . . . *we have to speak for nature.* That is an awesome responsibility—and one that is also very exciting.

The interview ends with a strong appeal to ethics as Hayes raises awareness of humans' ethical responsibilities.

Respond in Writing Does Randall Hayes persuade you that there is a problem to be addressed? Which of his appeals was especially persuasive for you?

Develop Your Own Ideas Work with your classmates to develop ideas that you might use in persuading readers that a problem exists that you need to expose.

Small Groups: In your small group, discuss each writer's argument based on the categories in the following graphic organizer. Make a graphic organizer of your own in which to record your groups' ideas.

Problem	
Source of the problem (who is responsible)	
Reasons why the problem came into being	
Claims	
Evidence and examples to back up claims	
Warrants to explain how evidence supports claim	
Persuasive techniques	

Whole Class: Make a master chart of all of the ideas generated by the small groups to see how different members of the class wrote about problems.

Pre-Assess

Respond in Writing

Students can respond to the questions in a 5-minute freewrite or a list to follow brainstorming. Encourage them to reread the questions when they run out of ideas and then continue writing.

Develop Your Own Ideas

Students should fill in their own charts. Answers will vary, but should address in appropriate ways the problems listed in the graphic organizer on this page. The group can help with ideas when a student runs out, or each member of the group should listen and then comment.

Suggest that students assign roles: facilitator, scribe, timekeeper. The key question is: *What contemporary issue or idea does a student know enough about to argue?*

CHAPTER 8

Differentiated Instruction

English Language Learners: Advanced As the class discusses the model, suggest that students list new expressions they are learning in their journals. Encourage students to include definitions and use the expressions in example sentences. Tell students that knowing these expressions will help them use and write better English and score higher on standardized tests.

Test-Taking Strategies

Writing a Successful Essay Remind students that judges appreciate essays that are easy to read. Students should write neatly and legibly, indent their paragraphs, and make sure their introductory sentences are as polished as possible. Judges are also prone to reward writing that has energy and enthusiasm: *think vivid verbs, striking examples, and other rhetorical flourishes that show personality.*

Pre-Assess

Write About It

Ask students to consider which combinations of possible topics, audiences, and forms work best together. Brainstorm ideas. Discourage ideas requiring too much research or ideas that are too trivial or easily shot down (or some opinion that almost everyone already agrees with).

Project Possibilities

Go over the chart with students. Explain that projects call for different combinations of visual and verbal communication. Tell students that if they write about issues that are controversial they will have to express themselves in ways that do not disparage other classmates' beliefs.

Write About It You will next write an argumentative essay in which you blow the whistle on a harmful problem that is not widely understood. You may use the topic you developed in your early writing or any of the following.

Possible Topics	Possible Audiences	Possible Forms
• a problem in a local business, such as overcharging customers or using "creative" bookkeeping to bilk investors • a problem at school, such as the violation of privacy when students use their cell phones to capture a video of someone • problem in a school sports program, such as when athletes are given grades they don't deserve to keep them on the team	• people in town who are affected by the problem • people in leadership positions who could stop the problem • people who are responsible for the problem • people in the legal system who might litigate against the problem	• a blog entry • a newspaper article • a letter exposing the problem • a speech at a press conference

Differentiated Instruction

English Language Learners: Intermediate and Advanced
Discuss the value of writing an argumentative essay that lodges a complaint or reveals a problem. Introduce to the discussion these two English aphorisms, or sayings:

- The nail that stands up gets hit.
- Stand up for what you believe in.

Have students draw on their prior experiences to supply similar sayings from their native languages and use those sayings to help them understand the English ones. Ask students to write their sayings on the board, in English, for others to record in their journals.

Differentiated Instruction

Tactile Learners Present students with a newspaper. Allow students time to study its contents. Have students consider the effectiveness of a newspaper in presenting information and compare its scope with that of a computer.

Persuasive Writing Prewriting

The prewriting stage is the important planning period in the development of a persuasive essay. In this stage, you choose a subject, develop a thesis, and gather and organize factual evidence.

1 Audience, Purpose, and Subject

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

Audience

The better you know your audience—their likes and dislikes, their ethical beliefs, their age, gender, race, ethnic background, country of origin, artistic preferences, for example—the better you can convince them to accept what you are telling them. The better you know your audience the more able you will be to create a tone, a style, and just the right way of addressing them. The better you know your audience the more assured you will be in your choice of material to support your argument. Look over the questions below and be able to answer them (and any others pertinent to this particular group) accurately before you begin writing.

HERE'S HOW

Questions for Analyzing an Audience

- What does my audience already know about my subject?
- What is my audience's point of view about my subject?
- Do they already agree or disagree with my position?
- What are the chances of changing the attitudes and actions of my audience?
- Are there any sensitive issues of which I should be aware?

Purpose

When you write a persuasive essay, your purpose is to win readers over to your way of thinking or to persuade readers to take action. You must be very clear and very specific about what this purpose involves. Clear, logical arguments, appropriate appeals to emotions and ethical beliefs, and a strong, consistent approach to your position are your most effective tools.

Differentiated Instruction

Interpersonal Learners Have each student work with a partner to write a paragraph that summarizes what each has learned about persuasive writing. After they have finished, ask volunteers to provide an appropriate topic sentence for a summary paragraph for you to write on the board. Next, ask for supporting sentences and a concluding sentence. (The paragraph should mention thesis statements, supportable opinions, and a strong conclusion.) Leave the complete paragraph on the board while students are drafting.

Guide Instruction

Persuasive Writing: Prewriting

Lesson Question

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

1 Audience, Purpose, and Subject

Objectives

- To learn methods for analyzing an audience
- To understand how having a specific purpose helps to build a logical argument
- To choose sound topics for persuasive essay subjects

Audience

Speaking and Listening

Go over Questions for Analyzing an Audience with students. Afterwards, tell students to jot down responses in their journals and keep their own topics in mind.

Purpose

Applying 21st Century Skills: Media Literacy

Invite students to look at the nonprofit media watchdog groups that analyze the news for bias in reporting. Ask students to read a week's worth of posts on one Web site to see if they can find any bias in the group's reports. Conclude with a group discussion about trust in media. Lead students to see they must protect themselves from misinformation by being sharp analysts of all news sources.

CHAPTER 8

Apply Instruction

Practice Your Skills

Choosing Your Subject

Answers will vary.

CHAPTER 8

Project Prep Remind students to avoid harmful stereotypes while also considering ideas that might be important to some audiences. Point out that there are three types of audiences: those who agree with you, those who disagree with you, and those who are undecided. Ask: *How would your writing change when addressing these different audiences?*

CHAPTER 8

Choosing a Subject

Good persuasive essays are based on opinions the writer feels strongly about and can support with convincing factual evidence. Brainstorming, freewriting, or clustering will help you explore controversial issues that appear in a number of places around you—in newspapers, in your school, in your community, in your home, and on television. Focus on matters about which you can easily say, "I think" or "I believe." Then brainstorm or freewrite answers to questions such as "What do I care about?"

HERE'S HOW

Guidelines for Choosing a Persuasive Essay Subject

- Choose a subject with an issue that has at least two sides.
- Choose a subject you feel strongly about.
- Choose a subject you can support with facts, examples, statistics, incidents, and reasons from your own experience or from other reliable sources.
- Choose a subject for which there is an audience whose belief or behavior you would like to influence.

Practice Your Skills

Choosing Your Subject

Freewrite, brainstorm, or cluster for the conclusion to each of the following statements, and save your work.

1. The things I enjoy about modern progress are . . .
2. The things that concern me about modern progress are . . .
3. The things that concern other people about modern progress are . . .
4. The things I want to change in the modern world are . . .
5. If I had a million dollars to put toward an advancement in one field, I would use it to . . .

PROJECT PREP *Prewriting* *Reasoning*

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

Differentiated Instruction

Interpersonal/Linguistic Learners Provide a thesis statement regarding an issue that is important to the students, such as "Students should be able to use their cell phones during the school day as long as they confine use to nonclass time." Divide the class into two groups. Have students use Guidelines for Developing an Argument on p. 302 to present an argument that supports or refutes the thesis statement. Each group should list pros or cons and provide appropriate support. Ask the class to discuss strengths and weaknesses of both sides of the issue.

300 Writing to Persuade

2 Developing a Clear Thesis Statement

Once you have chosen an appropriate subject for your essay, you are ready to develop your **thesis statement,** a statement of the point of view you will argue for in your essay. Also called a **proposal,** it presents a plan for consideration related to the argument. A suitable thesis statement in a persuasive essay will express a supportable opinion. Avoid statements of fact or mere preference, since they do not make suitable thesis statements for persuasive essays.

Fact	Much of the Brazilian rain forest has been destroyed.
Preference	Protecting the rain forest is the most important ecological problem.
Thesis Statement	People of the world must take action to stop the destruction of the Brazilian rain forest.

Use the following guidelines to develop your thesis statement.

HERE'S HOW

Guidelines for Developing a Thesis Statement

- State the thesis simply and directly in one sentence.
- Be sure the statement is a supportable opinion or recommendation rather than a fact or mere preference.
- Check that the opinion is debatable as you have expressed it.

Practice Your Skills

Choosing a Suitable Thesis Statement

Write whether each of the following statements would be suitable or unsuitable as a thesis statement for a persuasive essay. Use the guidelines above to evaluate each statement.

1. We should learn to be more patient with each other.
2. Responsibility for conserving energy rests with each consumer.
3. The world's population is increasing rapidly.
4. I am outraged at the condition of our city's streets.
5. The federal government should provide funds for solar power.

PROJECT PREP Prewriting *Thesis Statement*

In your writing group, help each author develop an effective thesis statement. Help each author confirm that each of the claims is in line with the paper's overall thesis and that each contributes to the essay's main purpose. Also consider whether additional material is needed to make other points that will help persuade the readers to accept the argument.

Differentiated Instruction

Musical Learners Challenge students to write a persuasive song—lyrics and music—and play it for the class. Discuss how many ad jingles use familiar soundtracks, especially songs by groups that span generations, such as the Rolling Stones or Cat Stevens. Ask students why that might be.

Guide Instruction

2 Developing a Clear Thesis Statement

Objectives

- To develop a thesis statement that expresses a supportable opinion
- To develop a thesis statement that is defensible and debatable

Bring students' thinking closer to their personal interests. Ask students to complete one or both of these stems:

- The things I enjoy most about our school are . . .
- The things that concern me most about our school are . . .

Challenge students to experiment with the wording of their thesis statements by writing them in two or three different ways.

Apply Instruction

Practice Your Skills

Choosing a Suitable Thesis Statement

Answers

1. unsuitable, preference
2. suitable
3. unsuitable, fact
4. unsuitable, may not be debatable if it is a fact
5. suitable

Project Prep Because working thesis statements are so important to persuasive essays, check each student's statement carefully for suitability and appropriateness to the student's ability.

CHAPTER 8

Guide Instruction

3 Developing an Argument

Objectives

- To identify the pros and cons of an argument
- To use appropriate types of evidence to support an argument

Tell students that writers often persuade their audiences not by ignoring differing points of view, but by making effective counter-arguments.

This may involve redefining the direction, terms, or purpose of the argument, or by showing the factual or logical weakness of the opposition's argument. Point out any words that redirect the argument, such as *but, yet,* and *instead.*

Apply Instruction

Practice Your Skills

Listing Pros and Cons

Answers will vary.

Project Prep By providing counter-arguments, students persuade forcefully. Have students name one positive and one negative aspect of Internet use. Lead a classroom debate in which students respond to the other side's points. There should be plenty of positives and negatives, ensuring the illustration of counter-arguments.

3 Developing an Argument

To develop an argument, begin by listing arguments your audience might find convincing. Then gather and evaluate evidence to support those arguments. Your evidence will usually take the form of specific facts, examples, incidents, references to experts, and appeals to logic and reason. Look for information covering the complete range of relevant perspectives so that you can anticipate opposition and refute **counter-arguments.** Evidence is available in primary and secondary sources, including reference materials, books, magazines, newspapers, and interviews.

HERE'S HOW

Guidelines for Developing an Argument

- List all relevant perspectives in your prewriting notes and be prepared to represent them honestly and accurately.
- Develop counter-arguments to address opposing views point by point.
- Use facts and examples rather than opinions, but evaluate them to determine their relative value. Some data and "facts" are not as reliable as others. (For more information on evaluating sources, see pages 303 and 402–405.)
- If the opposition has a good point, admit it. Then show why the opposing point does not change your overall opinion. Such an admission, called **conceding a point,** will strengthen your credibility.
- Refer to well-respected experts and authorities that agree with your opinion.
- Use the reasoning tool of generalizing to draw conclusions from your evidence.
- Use polite and reasonable language rather than words that show bias or emotions.

Practice Your Skills

Listing Pros and Cons

For each of the following thesis statements, write down three specific facts, examples, reasons, or incidents that support the thesis (pros) and three that oppose it (cons). Save your notes for later use.

1. The United States should colonize the moon as soon as possible.
2. People should not be permitted to play radios at beaches.
3. Drivers with two moving violations in a year should have their licenses revoked.

PROJECT PREP Prewriting ***Counter-Arguments***

In your writing group, help each author develop at least one counter-argument in response to opposing views. Take notes so you can use this counter-argument, probably near the end of your paper, when you draft your exposé.

Differentiated Instruction

Logical Learners Write several topics on the board: *texting while driving, recycling, voter responsibilities.* Ask students to brainstorm arguments related to the topics. Write all their ideas on the board. Guide students in identifying related elements. Then ask them how they might organize related items. Have pairs create an outline for these ideas.

Think Critically

Evaluating Evidence and Sources

To make an argument in a persuasive or analytical essay as convincing as possible, use evidence consisting of facts, examples, incidents, anecdotes, statistics, or the opinions of qualified experts. However, before you include a piece of evidence, you should use the skill of **evaluating,** or critically judging, that evidence. Use the following criteria to decide whether the evidence will support your argument.

- Is the evidence precise and clearly relevant to the thesis?
- Is the source of the evidence reliable?
- Is the evidence up-to-date?
- Is the evidence unbiased and objective?

Suppose, for instance, you are arguing for greater federal support for day-care services for young children. Here is how you could evaluate evidence on this issue.

EVIDENCE	EVALUATION
More that 50 percent of parents of young children work.	Supports thesis—shows the need for day care
A study in the early 1970s showed that urban day-care centers were more expensive than rural centers.	Does not support thesis—information is out-of-date
Some businesses oppose laws allowing parents to take leave from their jobs.	Does not support thesis—evidence is not related to thesis

You also need to evaluate the validity, reliability, and relevance of the primary and secondary sources you use for your evidence. (See pages 402–405 for more on evaluating sources.) When you draft, demonstrate the consideration you gave to the validity of sources by identifying why they can be trusted or what their limitations might be.

Thinking Practice

Choose one of the following thesis statements or one based on an issue important to you. Make a chart like the previous one to evaluate the evidence for your position.

- The food in the school cafeteria should be more nutritious.
- Students should not work at a job more than 15 hours a week.
- School hours should be increased.

Think Critically

Differentiated Instruction

Struggling Learners Hand out copies of a persuasive essay or use one from this textbook. Have pairs of students identify the evidence and sources used in the essay. Then ask them to briefly evaluate the evidence presented, using the questions on this page.

Differentiated Instruction

Kinesthetic Learners Establish small groups to tackle the propositions on this page as well as others you provide. Students in each group will collaborate to make an evidence and evaluation chart. Share the charts with the class, and discuss the similarities and differences of these charts.

Guide Instruction

Think Critically: Evaluating Evidence and Sources

Applying 21st Century Skills: Media Literacy

Ask students to study information sites on the Internet. From a quick visual scan, which sites make students feel confident that the information provided will be objective and accurate? Does the visual design inspire their confidence or their skepticism regarding the objectivity and accuracy of the site? Is there any reason why the lack of objectivity is harmful to the organization's message, or is it just what an audience should expect of this organization?

Collaborative Learning

Ask students to work with partners and find three sites on the Internet that provide more up-to-date and thorough information about a subject than any print resources possibly could offer.

Apply Instruction

Thinking Practice

Students' charts should resemble the one on this page. Have students work in groups after they have written their own charts in order to practice evaluating the evidence.

Encourage students to use the terms presented on this page, such as *reliable, up-to-date, unbiased, substantial,* and *not trivial,* so they integrate these words into their own thinking about quality evidence.

Guide Instruction

4 Organizing an Argument

Objectives

- To understand how to outline and organize an effective argument
- To learn transitions used in persuasive writing
- To understand how to use a reasoning pillar

Have students read Transitions for Use in Persuasive Writing, and make sure all students, especially English Language Learners, know how each word or phrase is used in a sentence. Remind students that the words in the chart are guideposts that show readers the flow of their logic.

Using an Outline

Challenge students to add at least one major section (with supporting points) to their own outlines. Suggest that they use outside resources to supplement their own thinking. You may want to schedule a library visit at this time.

CHAPTER 8

4 Organizing an Argument

Organize your ideas in a logical way that is appropriate to your purpose, audience, and context. For example, if your purpose is to convince people that your solution to a problem is the best one, you would probably follow a **problem-solution pattern** (see pages 280–281). Or maybe you want to structure your text as a **comparison-contrast,** alternating opposing views with your views and showing why yours are stronger (see pages 268–271). **Order of importance** is often the most effective tool in persuasive essays, since writers can make their emphasis clear and show how they have evaluated each piece of evidence. If your audience is policymakers deciding on funding for a new law, you might want to intersperse personal stories from citizens in with your hard evidence in support of your view. If your context is that you are responding to a magazine article you read via a letter to the editor, you would probably want to follow the structure of other letters to the editor you have read. There is no one "right" way to organize a persuasive text. The right way is the way that takes your purpose, audience, and context into account.

Remember to guide your reader with transitions. The following transitional words and phrases are especially useful when conceding a point or showing contrasting ideas.

TRANSITIONS FOR USE IN PERSUASIVE WRITING

while it is true that	nonetheless
although	granting that
admittedly	still
nevertheless	of course
despite	however
on the other hand	instead

Using an Outline

An outline helps you organize your ideas. Read the tips for creating an outline below.

HERE'S HOW

Tips for Organizing and Outlining a Persuasive Text

- Revise the thesis statement, if necessary, to express your view.
- Review the supporting evidence you prepared. Then list the three points that support your position in the order of least to most important. Leave two blank lines under each point.
- Assign each of your three points a Roman numeral, as in an outline.
- Add at least two supporting points under each Roman numeral.

Differentiated Instruction

Visual Learners Present students with photographs or drawings of people. Have students critique the images, using a variety of independent and subordinate clauses in their persuasive comments. Remind students to cite specific images or photographic qualities in their arguments.

Differentiated Instruction

English Language Learners: Intermediate and Advanced
Challenge students to write persuasive sentences in which they use each of the transitions in the chart as a connecting word to make the relationship between ideas clear. Have students exchange papers and examine each other's sentence, trying to think of other connecting words that would show the same relationship; for instance, instead of *although*, students might use *but* to show a relationship of contrast.

Your outline should look like this, though it may well have more than three main points.

MODEL: Outline

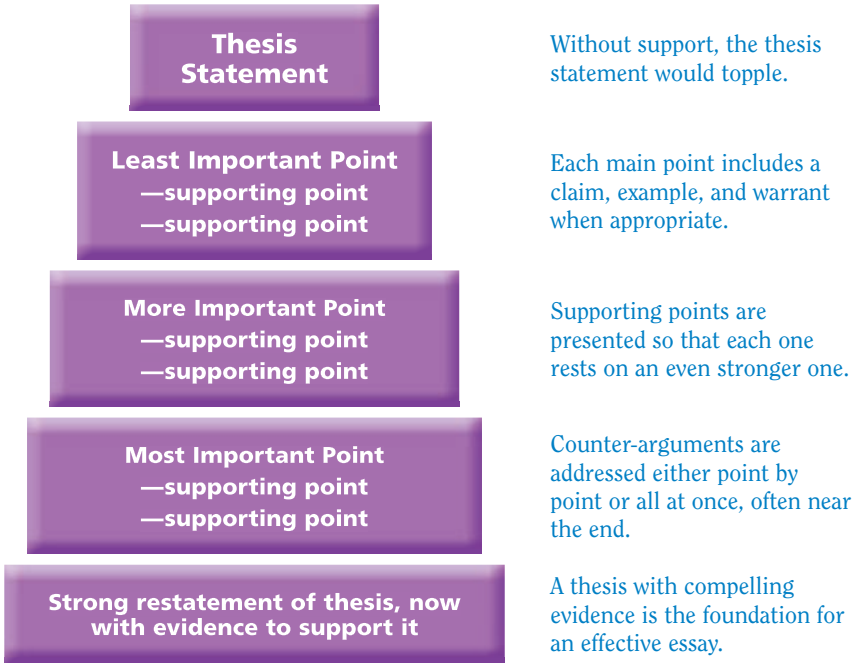
I. (Least important point)
  A. (Supporting point)
  B. (Supporting point)

II. (More important point)
  A. (Supporting point)
  B. (Supporting point)

III. (Most important point)
  A. (Supporting point)
  B. (Supporting point)

Using a Reasoning Pillar

Another way to picture a solidly built persuasive essay is to see it as a pillar, with each block strengthening the whole.



Differentiated Instruction

Struggling Learners Share several examples of essays and read the introductions aloud. Ask students which introductions they like best. Do certain types of introductions work better for certain topics? Encourage students to check their literature books to see other ways writers introduce persuasive writing. Which types of introductions work with their topics? Why or why not?

Guide Instruction

Collaborative Learning

Most students are familiar with debates. Two opposing sides of an argument debate their views on an issue, trying to convince the majority of an audience to their point of view. With this in mind, divide the class into groups of four students each to perform their own mini-debates.

Tell the groups to decide upon an issue. It can be about anything—school policies, sports teams or academic clubs, a community issue, or a broader topic in society, such as an environmental concern. Once the topic is chosen, tell the groups to divide into two teams, one for each side of the argument.

Encourage the two teams for each side to research the topic and outline all the points of their debate. When ready, invite a group of students to debate their issue before the class. Point out the persuasive techniques each team in the group employs to get its point across.

CHAPTER 8

Apply Instruction

Project Prep Extend this exercise by asking students to review their outlines, jotting notes of opposition they may encounter to each argument. Check students' outlines for neatness and completeness. Make sure they have at least two supporting points under each major idea. Make sure their outlines are appropriate to their abilities.

CHAPTER 8

PROJECT PREP *Prewriting* ***Organizing Ideas***

In your writing group, focus your attention on the best way for each author to organize the essay. Talk through which are the most important ideas and what kind of supporting material each requires. Help each author produce a logical sequence for the body paragraphs of the exposé. You will probably include your refutation of a counter-argument at the end of your essay's body and before its conclusion.

Differentiated Instruction

Verbal Learners Review how writers use facts, expert quotes, examples, details, statistics, lively anecdotes, and reasons. Share examples of persuasive writing in which you have deleted everything but the thesis sentence and strict facts. Read these passages aloud and ask how effective the remaining argument is. Read the complete essays to reinforce the need for adequate development.

Differentiated Instruction

Special Needs Learners Pair a visually impaired student with a partner. Encourage this student to describe his or her composition, including not only its subject, but also its purpose and audience. Ask the partner to repeat what he or she heard. Ask both students to discuss ways in which the composition was complete or could use further development.

The Power of Language

Adverbial Clauses: Tip the Scale

One important skill in persuasive writing consists of showing the flaws in your opponent's argument. Instead of ignoring the opposition, a strong persuasive argument acknowledges the opposition in order to conquer it. To signal that you intend to refute opposition, mention the opposing view in your thesis statement. One way to do this is to present your view and the opposing view in two independent clauses within the same sentence, as below. (The opposing view is highlighted.)

Two Independent Clauses

The timber industry makes a lot of money harvesting timber from virgin rainforests, but the forest is much more valuable economically when different products are extracted from it.

In the example above, independent clauses give the two viewpoints equal weight. Changing the sentence can give your side the advantage and put the opposition's opinions in a weaker light. In the following example, the subordinate, or dependent, clause is used for your opponents' views (highlighted). This construction allows you to present opposing views while "tipping the scale" in favor of your own position.

One Subordinate Clause, One Independent Clause

Although the timber industry makes a lot of money harvesting timber from virgin rainforest, the forest is much more valuable economically when different products are extracted out of it.

Putting it this way shows that you have considered both sides of the question and have rejected the opposing view. The spotlight is on your viewpoint, which is presented in the main independent clause. The use of a subordinating conjunction, such as the word *although,* tends to weaken the opposing viewpoint.

Try It Yourself

Write a sentence or sentences presenting your opponent's view in an introductory subordinate clause, followed by your own viewpoint in an independent clause. Later, you can check your draft to see if there are any other places you can "tip the scale."

Punctuation Tip

Place a comma after an introductory subordinate clause.

Guide Instruction

The Power of Language

Adverbial Clauses: Tip the Scale

Objective

- To understand the use of clauses in presenting persuasive arguments

Try It Yourself

Have students work in pairs to discuss whether or not students' sentences have the desired effect of strengthening their viewpoints. After students have had a chance to improve their sentences based on feedback from their partners, ask each student to read his or her sentence to the class.

Differentiated Instruction

Struggling Learners Identifying logical fallacies is difficult for many students. In order to help all your students find the flaws in their own arguments, read their drafts and make a list of the fallacies you find. Then hand out copies of this list and ask small groups to identify the fallacies. They will be much more motivated to do so because the fallacies are their own.

Differentiated Instruction

English Language Learners
Advanced and **Advanced High** In the United States, a person who is not born in this country cannot run for the office of president. Have students express their opinion of this law in a written composition that is at least 100 words long. Tell students to use a variety of sentence lengths, including some sentences with subordinate clauses.

Guide Instruction

B. Communication for Careers, Business, and College

Real-World Communication

21ST CENTURY

1 Communicating for a Purpose

Ask students to keep a log of every communication experience during which they use a communication tool (letter, text message, telephone, social network, e-mail, and so on) over the course of a day. Lead a class discussion on how technology aids communication in life.

B. Communication for Careers, Business, and College

21ST CENTURY

Apply 21st Century Communication Skills

As a student, a consumer, and an employee in the 21st century, you can communicate and share information in a number of ways. To communicate effectively, always have a clear purpose in mind and use technology wisely.

Real-World Communication

1 Communicating for a Purpose

Whether you are writing or speaking, communicating and sharing information can serve a variety of purposes: to inform, instruct, motivate, or persuade, for example. As a consumer, you might write an order letter to inform a company about merchandise you want to buy. As a prospective employee, you have two purposes when you interview for a job—to inform the employer about your skills and experience and to persuade the employer that you are qualified for the position. As a student applying to college, you must complete an application to inform a college about your interests, accomplishments, activities, and personal qualities. Your ultimate purpose is to persuade the school that you have the qualities to succeed there and will make a contribution to the school community.

Whether you are writing a letter or a résumé, filling out an application, or interviewing, you should always keep your purpose in mind. Your goal is to communicate in a clear, concise, focused manner because you want your audience to respond in a positive manner.

2 Using Technology to Communicate

Perhaps in the future, people in business will communicate exclusively via e-mail and other forms of electronic communication. Until that time, however, the business letter will remain an effective way to communicate. Writing a letter can be more appropriate than sending an e-mail in certain circumstances. Use these guidelines to determine whether to send a letter or an e-mail.

Send a letter in the following circumstances:

- You want to introduce yourself formally or make an impact on your audience by using impressive stationery, for example.
- You are including private, confidential information. E-mail is not a private form of communication; therefore, you should never include confidential information in an e-mail. A recipient can forward an e-mail to others without your knowledge. Also, hackers can break into e-mail systems and steal information.
- You need to have formal documentation of your communication, or you are sending authentic documents.

Send an e-mail in the following circumstances:

- You want to communicate quickly with someone.
- You want to send a message, perhaps with accompanying documents, to several people at once.
- You are instructed by a business or an organization to communicate via e-mail.

3 Characteristics of Effective Real-World Writing

Each situation and each audience requires its unique considerations when you write in everyday life, just as it does when you write in school. Effective real-world writing typically has the characteristics shown in the chart below.

CHARACTERISTICS OF EFFECTIVE EVERYDAY WRITING

- a clearly stated purpose and viewpoint supported by appropriate details
- a formatting structure that enhances readability, including the use of headings, graphics, and white space
- questions that draw readers in and that address their needs
- when necessary, accurate technical information in understandable language
- suitable and clear organizational structure with good supporting details and any necessary documentation

Strive for the above characteristics in your own writing.

21ST CENTURY

Guide Instruction

2 Using Technology to Communicate

Ask students to discuss times when they have communicated by e-mail or a text message when a letter or a phone call might have been more appropriate—or vice versa.

3 Characteristics of Effective Real-World Writing

Go through the bullet points in the Characteristics of Effective Everyday Writing chart. Discuss why each of these characteristics is necessary for effective communication.

21ST CENTURY

Differentiated Instruction

Struggling Needs Have students record a letter into a digital recorder. For example, it might be a friendly letter to their parents or to a friend. Get students to make connections between this activity and recording greetings on a telephone answering machine or voice mail system.

Guide Instruction

Communication for Careers and Business

1 Writing Business Letters

Ask students to create a computer template for a standard modified block style business letter. Post their examples for the class to view.

21ST CENTURY

Communication for Careers and Business

Whatever career you decide to pursue, a letter or résumé will often be your first opportunity to communicate information about yourself to a prospective employer. In fact, your letter or résumé may be an important factor in the employer's decision to consider you for the job. To get a favorable response from the receiver, your letter or résumé should state information clearly, purposefully, and thoroughly and should follow an appropriate format. To achieve their purpose, business letters that you write as a consumer should have these qualities as well. In this section, you will learn strategies for writing business letters for a variety of purposes. You will also learn strategies for preparing a résumé and interviewing for a job.

1 Writing Business Letters

A business letter is a formal type of communication. When you write a business letter, your goal is to present yourself in a positive, professional light. Your letter should include a clearly stated purpose, an appropriate organizational structure, and accurate information. Anticipate your reader's questions and needs, and provide relevant facts and details while excluding extraneous information. Check that your vocabulary, tone, and style are appropriate for business communication.

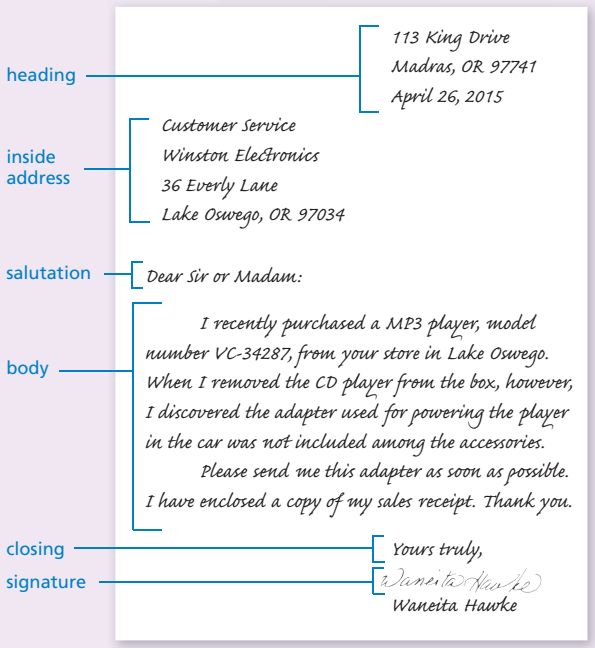
A business letter should be written in an appropriate, customary format that is user-friendly. A commonly used format for a business letter is called the **modified block style.** The heading, closing, and signature are positioned at the right, and the paragraphs are indented. The combination of headings and white space makes this an easy format to read.

Neatness is also essential in a business letter. Whenever possible, use a word-processing program to write your letter. Use white paper 8½ by 11 inches in size. Leave margins at least 1-inch wide.

The following model uses the modified block style. All other sample letters in this chapter use this style. The chart that follows the model explains how to write each part of a business letter.

530 B. Communication for Careers, Business, and College

MODEL: Modified Block Style



HERE'S HOW

Parts of a Business Letter

Heading

- Write your full address, including the ZIP code.
- Use the two-letter postal abbreviation for your state.
- Write the date.

Inside Address

- Write the receiver's address below the heading.
- Include the name of the person if you know it, using *Mr., Mrs., Ms., Dr.,* or some other title.
- If the person has a business title, write it on the next line.
- Use the two-letter postal abbreviation for the state.

Salutation

- Start two lines below the inside address.
- Use *Sir or Madam* if you do not know the person's name. Otherwise, use the person's last name preceded by *Mr., Mrs., Ms.,* or some other title.
- Use a colon after the salutation.

21ST CENTURY

Common Stumbling Block

Problem

- Tone is inappropriate for a business letter

Solution

- Ask students to imagine a business to which they would like to write a letter. Have them think of a specific request or complaint.
- Using the Parts of a Business Letter chart, have students construct a letter stating their purpose. Have some of them read their letters aloud. Ask individuals to comment on other students' tones.
- Stress that all business writing should be polite as well as simple and direct. In addition, it is common to use a more formal tone for business letters than the tone used in letters to friends and family.

Guide Instruction

Here's How: Parts of a Business Letter

Remind students that, beyond more formal language, a business letter requires a more precise form than a friendly letter. Tell them that it also contains one more element than a friendly letter—an inside address. Point out the parts of the letter and make sure students understand them. Tell them that employment letters, complaint letters, and order letters are each a type of business letter.

21ST CENTURY

Guide Instruction

Model: Business Envelope

Have students look at the model. Tell them that if the recipient's address were one line longer, it would be just about at the bottom margin of the envelope. In this case, they might have to change the settings on their printer to position the address on the envelope so as to leave some white space at the bottom edge. They might consider using a smaller font for the return address and pulling the address up by a line or two. Ask them to use a word processing program to create a business envelope template.

21ST CENTURY

Body

- Start two lines below the salutation.
- If the body is only a single paragraph, type it double-space. For longer letters, single-space each paragraph, skipping a line between paragraphs.

Closing

- Start two lines below the body.
- Line up the closing with the left-hand edge of the heading.
- Use a formal closing such as *Sincerely yours* or *Yours truly* followed by a comma. Capitalize only the first word.

Signature

- Type (or print, if your letter is handwritten) your full name four or five lines below the closing.
- Sign your full name in the space between the closing and your typed name.

21ST CENTURY

Business Envelopes

If you use a word-processing program to write your business letter, you should do the same for the envelope. Fold your letter neatly in thirds to fit into a business-sized envelope. Use the format shown below for business letter envelopes.

MODEL: Business Envelope

Business E-mails

A business letter sent via e-mail should be just as formal as a letter sent by mail. Follow these guidelines when sending a business e-mail.

HERE'S HOW

Guidelines for Writing a Business E-mail

- Include a formal salutation and closing. Format the body of the letter correctly.
- 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 have typed it correctly.
- In the subject line of the e-mail, remember to specify the topic you are writing about.

21ST CENTURY

Letters About Employment

When you apply for a job, you may write a letter to your prospective employer. Your letter should clearly state the job for which you are applying. Anticipate what the employer wants to know about you, and provide relevant and accurate information about your qualifications and experience. Use the appropriate format for a business letter, and be sure your letter is grammatically correct and neat. If the employer requests that you submit a letter by e-mail or via a Web site, make sure that your letter is still formal and professional.

Include the following information in a letter about employment.

INFORMATION IN A LETTER ABOUT EMPLOYMENT

Position Sought	First, state the job you are seeking and where you learned about the opening.
Education	Include both your age and your grade in school. Emphasize courses you have taken that apply directly to the job you are seeking.
Experience	State the kinds of work you have done. Although you may not have work experience that relates to the open position, any positions of responsibility you have held, whether paid or unpaid, are valuable work experiences.
References	Include at least two references, such as a teacher or a former employer, with a mailing address, an e-mail address, or a phone number for each. You should obtain permission in advance from the people you name as references.
Request for an interview	The last paragraph of your letter should ask for an interview. Indicate where and when you can be reached to make an appointment.

The following is a letter written by a student seeking employment. Note that the letter uses the modified block style. In addition, it includes information about the position sought and the applicant's education and experience, anticipating questions the employer might ask. The letter provides references and ends by requesting an interview.

Guide Instruction

Business E-mails

Many students may be quite proficient when it comes to sending e-mail, but some may not have experience with writing a formal or business-related e-mail. Remind them that the same rules of capitalization and punctuation apply in an e-mail as in regular mail. They should proofread their business e-mails very carefully to make sure that bad habits such as not using capital letters and missing or repeated punctuation marks do not detract from their e-mail's effectiveness. They might want to copy the Guidelines for Writing a Business E-mail in their notebooks.

21ST CENTURY

Letters About Employment

Ask students if they have ever written a letter about employment. Read through the Information in a Letter About Employment together, reinforcing the importance of each part of the letter.

Differentiated Instruction

Advanced/AP Learners Have students bring in the address of a summer job that they find desirable. Have them write a letter of inquiry or a cover letter describing their interest in employment. Have students pair off and read and revise each other's letters.

Apply Instruction

Practice Your Skills

Applying for Employment

Answers will vary.

Have students exchange letters with a partner. After they have checked over their partner's letter thoroughly, students should give detailed feedback. Then call on volunteers to read their letters aloud to the class.

21ST CENTURY

21ST CENTURY

MODEL: Employment Letter

4173 Hartford Road
Nashville, TN 37206
May 4, 2015

Ms. Florence Vega
Jeans for Teens
772 Route 45
Nashville, TN 37206

Dear Ms. Vega:

I would like to apply for the summer position as a sales clerk advertised in this morning's Courier Advocate. I am a high school junior. My electives at Nimitz High School have included courses in business, math, and retailing.

I have worked part-time for the past two years as a stock clerk at Renfrew's Bookstore. I have also done childcare for Mrs. Alice Schofield. Mr. Renfrew and Mrs. Schofield have agreed to act as references. The business number of Renfrew's Bookstore is (555) 337-8902. Mrs. Schofield can be reached at (555) 227-2216.

I would be pleased to come in for an interview at your convenience. My telephone number is (555) 337-3884. I am home after 3:00 p.m. on weekdays.

Sincerely yours,

Janice Patton

Janice Patton

Practice Your Skills

Applying for Employment

Write an employment letter for the following position, which has been posted in your school's guidance office. Use your own address and today's date.

POSITION AVAILABLE

Job title:	Cashier
Place:	Harvest Market, 1500 Main Street, Garland, NM 88005
Duties:	Interact with customers, learn pricing system, operate cash register, handle money
Hours:	4:00 p.m. to 6:00 p.m. Monday through Friday
Salary:	$7.00/hour
Requirements:	Punctuality, responsibility, pleasant manner
Apply to:	Mrs. Ravendiez

Differentiated Instruction

Independent Learners Ask students to consider how they would respond by letter to a want ad for a job as an assistant to a well-known music producer. Refer to the Information in a Letter About Employment on page 533, and ask volunteers for suggestions about what kinds of experiences, paid and unpaid, would help an applicant get this particular job. Then have students rewrite the Model Employment Letter as a response to the want ad for the job. To get them started, ask "How would you rewrite the first paragraph? What kinds of references might be helpful?"

Order Letters

Some catalogs and advertisements include an order blank. If none is available, write a business letter to place an order. Include the order number, price, quantity, and size of the item you want. Organize the information in your letter appropriately. If you include a check or money order (never send cash), identify the amount enclosed in the letter.

MODEL: Order Letter

1456 Highcrest Drive
Springfield, MA 01118
May 14, 2015

Autos Etc., Inc.
388 Millicent Street
Springfield, MA 01118

Dear Sir or Madam:

Please send me the following items from your 2015 catalog:

1 cell phone case, #478-2A	$19.95
2 vinyl seat covers (for bucket seats), #532-6T @$32.95 each	$65.90
Shipping and handling	$8.50
TOTAL	$94.35

A check for $94.35 is enclosed. Thank you.

Sincerely,

Robert Stambley

Robert Stambley

Practice Your Skills

Placing an Order

Use the modified block style to write a letter ordering the following merchandise. Unscramble the information below for the inside address. Use your own name and address and today's date. Be sure to organize the merchandise information appropriately, as in the model above.

Inside Address	Order Department, Menasha, Wisconsin, Wilson's Farm Stand, 11 Milford Road, 54952
Merchandise	2 lbs. country cheddar cheese, #3745, $4.79/lb.; 2 lbs. smoked summer sausage, #4351, $3.00/lb.; 2 cheese gift packs, #3398, @ $10.00 each
Shipping	$7.50

21ST CENTURY

Apply Instruction

Practice Your Skills

Placing an Order

Answers will vary.

Make sure that students' order letters follow the format and guidelines depicted in the Model Order Letter.

21ST CENTURY

Differentiated Instruction

Technology Learners Have students imagine they are placing a large order for a graduation party. They will use the Internet to find competitive prices. Then they will write a letter in which they order the supplies and equipment. They will need to include the shipping address, the names and identifying information of the merchandise requested, the total expected cost, and the date by which the merchandise will be needed.

Guide Instruction

Letters of Complaint

Speaking and Listening

Ask students if they have ever registered a complaint about a company's product or service, either over the phone or by mail. Have them discuss whether they received satisfaction for the complaint. They and other students can then speculate as to why the student did or did not receive satisfaction.

21ST CENTURY

Letters of Complaint

Most companies are ready to help you if you have a problem with their service or products. Writing a polite letter explaining the problem and offering a reasonable solution will probably bring about the desired results. Write a letter of complaint as soon as you are aware of a problem. Try to anticipate the company's questions, and provide relevant facts and details. Use appropriate vocabulary and a courteous, but firm tone. Include such documents as receipts and e-mails with confirmation numbers.

21ST CENTURY

MODEL: Letter of Complaint

333 Meadow Lane
Lake Hiawatha, NJ 07034
May 17, 2015

Customer Adjustment Department
Sports Togs, Ltd.
1264 Hogan Avenue
Chicago, IL 60601

Dear Sir or Madam:

I ordered and received a sweat suit from your company last week. I washed it according to the laundering instructions on the label. When I took it out of the dryer, however, I found that the stitching around the waist of the pants had unraveled. I believe I must have received a defective pair of pants, for the sweatshirt was as good as new after the washing and drying.

I have enclosed the sweat pants along with a copy of the invoice and canceled check. Please send me a new pair of pants in the same size (medium) and color (blue).

Thank you for your attention.

Yours truly,

Ty Gunnison

Ty Gunnison

Differentiated Instruction

English Language Learners:
Beginning Pass out index cards and ask students to write an example of an item they bought at a store or ordered via the Internet that was faulty or didn't work as advertised. Have students list the item and the problem. Collect the cards, mix them up, and redistribute them to students. Ask them to write a letter of complaint (they can refer to the model on this page). Ask volunteers to read their letters aloud. Then ask the class to respond to each letter in terms of its effectiveness. Ask students to give examples of what worked and did not work in each letter.

Practice Your Skills

Making a Complaint

Use the following information to write a letter of complaint. Unscramble the information in the inside address. Use your own name and address and today's date. Remember to recommend a solution and to use a polite tone.

Inside Address Portraits Incorporated, Middletown, Rhode Island, 164 South Main Street, 02842

Situation You sent Portraits Incorporated three negatives with an order for an 8-by-10-inch enlargement of each. The receipt number of your order was 53-76891. Two days ago, you received a package of photographs of a child's birthday party in an envelope with the order number 53-76819. You are enclosing the photographs of the birthday party and a copy of the check for $11.85 that you sent with the negatives.

21ST CENTURY

2 Writing a Résumé

A résumé is a summary of your work experience, education, and interests. The purpose of a résumé is to give a prospective employer a brief overview of your qualifications for a job. You will want to update your résumé whenever there is a significant change in your work or school experience. The following guidelines will help you write your own résumé.

HERE'S HOW

How to Write a Résumé

General Form

- Use one sheet of white 8½ by 11 inch paper.
- Use even margins, and leave space between sections.
- Center your name, address, telephone number, and e-mail address at the top of the page.

Work Experience

- List your most recent job first.
- Include part-time, summer, and volunteer jobs.
- For each job, include the dates you worked, your employer's name, your title, and your primary responsibilities.

Education

- List the name and address of each school and the years you attended.
- List any special courses you have taken that would help make you a valuable employee.

Apply Instruction

Practice Your Skills

Making a Complaint

Answers will vary.

Tell students to pay attention to the punctuation as well as the language when writing a letter of complaint. Sometimes a poorly placed exclamation point or a rhetorical question can be interpreted by a receiver as having a much harsher tone than the writer intended.

21ST CENTURY

Guide Instruction

2 Writing a Résumé

As students read through the instructions for writing a résumé, ask them to take notes on the information they will fill in about themselves in each category.

Critical Thinking

Ask students to discuss what kind of résumé they would create if they had never had any kind of formal employment in the past. What kinds of information might a prospective employer find appropriate on such a document? Get students to understand that education, skills, activities and clubs, awards and honors, as well as volunteer work can be very important when it comes to an employer considering teenage employees.

Differentiated Instruction

English Language Learners:
Beginning Allow students to correct the letters of complaint they created for the Practice Your Skills activity with the help of an English-proficient partner. The partner should point out areas where the letter of complaint is lacking detail or structural elements. The partner will also proofread the letter and point out errors in spelling and mechanics.

Guide Instruction

Remind students that there are many valid formats for résumés. They can find examples on Web sites and in special books devoted to writing and editing professional-looking résumés of all kinds. Ask them to bring in several examples of different résumé formats.

21ST CENTURY

Skills, Activities, Awards, Interests

- List skills, such as computer literacy or fluency in a foreign language, that relate to the position you are applying for.
- List school or community activities in which you have participated, such as music lessons, volunteer work, or scouting.
- List awards or certificates of merit you have earned.
- Include any relevant hobbies or special interests.

21ST CENTURY

Read the following résumé. Notice how it uses appropriate formatting structures, such as headings and white space, to present information in a clear, well-organized manner.

MODEL: Résumé

DAVID GILBERT
1782 La Habra Boulevard
Los Angeles, CA 90034
(213) 426-7135
E-mail: davidgil@myemail.com

WORK EXPERIENCE

2012 to present — Apogee Computer Center, Inc. South Turnbull Mall, Los Angeles, CA 90034
Position: Clerk
Responsibilities: Wait on customers, stock shelves, keep display area clean

2011 to 2012 — Burger Delight, Olinda Road at Brea, Glendale, CA 92020
Position: Cook
Responsibilities: Prepared food for serving

EDUCATION

2010 to present — Alvarado High School, 3777 Las Altas Way, Los Angeles, CA 90034
Special Courses: computer graphics, Intro to Windows

2008 to 2010 — Box Canyon Middle School, Route 71, Sierra, CA 90368

SPECIAL SKILLS — Speak Spanish and German, Proficient in Windows and Adobe Photoshop

ACTIVITIES — Math Club, varsity tennis player

AWARDS — National Honor Society, Kasner Math Award

SPECIAL INTERESTS — Computer science and software technology

Differentiated Instruction

Advanced/AP Learners Supply students with the following hypothetical situation: Ebenezer Scrooge has run up a large credit card bill and needs to find a well-paying job. The students' job is to help Scrooge develop a résumé. Referring to the How to Write a Résumé chart on p. 537 and the Model Résumé on this page, have students suggest entries under skills, activities, awards, and hobbies or special interests. Discuss the types of jobs that would be appropriate for Scrooge to pursue.

538 B. Communication for Careers, Business, and College

3 Interviewing for Employment

After you submit your application letter for a job and your résumé, an employer may ask you to come to a formal interview. The interview provides an opportunity for both you and the employer to learn more about whether you are well suited for the job—and vice versa. You will feel more confident during an interview if you prepare for it ahead of time.

One way to prepare for an interview is to learn as much as possible about the employer. The more you know about what the employer does and how the business operates, the better you will be able to discuss the job and your qualifications for it. To obtain information about the business, you might talk with people you know who are employed there. If the company has a Web site, review it carefully, and use the Internet to search for other information about the business. In addition, many large companies publish annual reports, which may be available in the library or from the company itself. Information about companies may also be available in business-oriented magazines.

The manner in which you present yourself during an interview may determine whether the employer considers you further for the position. The following strategies will help you interview successfully.

HERE'S HOW

Strategies for Interviewing

- Prepare a list of questions that you would like to ask the interviewer. Ask questions about the job that display your interest in the business. See the chart on the next page for specific suggestions.
- Be on time for the interview. In fact, show up a few minutes early in case you need to fill out any paperwork beforehand.
- Present a neat, clean appearance.
- Be polite and make eye contact with the interviewer as you speak.
- Speak clearly and distinctly, and use proper grammar.
- Answer all questions thoroughly and honestly.
- Thank the interviewer for his or her time when the interview is finished.
- Follow up the interview with a letter thanking the interviewer and expressing your interest in the position. Summarize the reasons that you think make you a good candidate for the job.

In most interviews, the interviewer wants you to "fill in" information that may be missing from your job application, letter, or résumé. He or she also wants to get a sense of what kind of person you are—how you speak, how you handle yourself in a conversation, and how clearly you can present information about yourself. Here are some questions you may be asked.

21ST CENTURY

Guide Instruction

3 Interviewing for Employment

Collaborative Learning

Ask students to create a letter requesting an interview for a particular job. When they have completed a draft of the letter, ask them to exchange their work with a partner to give and receive feedback. Then have the partner conduct a mock interview for the position. Review the tips in the Strategies for Interviewing box.

21ST CENTURY

Differentiated Instruction

Interpersonal Learners Invite students to talk about their career goals, and solicit advice from the rest of the class on ways the student can reach his or her goals by developing an effective résumé, writing appropriate cover letters, and skillfully managing interviews. Possible prompts: *What responsibilities should be emphasized on the résumé?* or *What kinds of questions would show a special interest or aptitude on the part of the applicant?*

Apply Instruction

Practice Your Skills

Drafting Interview Questions and Responses

After students have had a chance to be both the interviewer and applicant, discuss the experience as a class.

21ST CENTURY

HERE'S HOW

Questions an Interviewer May Ask You

- How did you find out about this job opening?
- Why did you apply for this job?
- How do your previous experience and education help qualify you for this position?
- What do you study in school and what are your plans for the future?
- What activities do you enjoy in your leisure time?
- What do you expect to earn at this job?
- How many hours can you work a week?
- When can you begin to work?
- Do you have any questions before you leave?

Your answer to the last question should be "Yes." It is important to seem interested enough in the position to ask some questions about the job. Remember, you need to find out if the job suits you as much as the interviewer needs to find out if you suit the job. Here are a few suggestions for questions to ask during an interview.

HERE'S HOW

Questions to Ask an Interviewer

- What exactly would my duties be?
- Who would be my direct supervisor?
- How many hours a week would I be expected to work?
- Are the hours variable? If they are variable, who decides when I would work?
- How much does the job pay and how often are employees paid?
- Are there any benefits that come with this position, such as health insurance, sick pay, or employee discounts?
- Is there room for advancement in this job?
- When will you make a decision about whom you will hire?
- Is there any other information you need?

Practice Your Skills

Drafting Interview Questions and Responses

Pair up with another student to role-play a job interview. Decide who will play the interviewer and who will be the applicant. The applicant is interviewing for a part-time job at a local bookstore that involves checking inventory, shelving new books, serving as a cashier, helping customers, and record-keeping. Draft five to ten questions for the interview. Then, spend about 15 minutes role-playing the interview. When you are finished, discuss what you learned from this activity.

Differentiated Instruction

Interpersonal Learners Ask students to consider a job interview from the interviewer's point of view. Elicit class discussion of these questions.

- What would an interviewer hope to learn about the applicant?
- What would make the interviewer inclined to hire the applicant?
- What kinds of mistakes in a cover letter or résumé might make the interviewer reluctant to hire the applicant?

540 B. Communication for Careers, Business, and College

Communication for College

The communication skills you have developed for careers and business will be useful when you communicate with colleges. You should have a clearly stated purpose, and information should be precise, accurate, and concise. In written communication, you should use appropriate formatting and organizational structures. Whether you are writing or speaking, your vocabulary, tone, and style should be appropriate for the context and your audience.

In this section, you will learn strategies for writing letters of request to colleges and for completing college applications. Remember to apply these strategies even if you communicate electronically with colleges and submit applications online. You will also learn strategies for interviewing for college admissions.

21ST CENTURY

1 Writing Letters to Colleges

There are two kinds of letters you should know how to write when you correspond with colleges. The first is a short request for information or a catalog from a professional school or college. If you want specific material, be sure to ask for it. Remember to use the appropriate format for a business letter.

MODEL: Letter for Information

225 Chestnut Street
Austin, TX 78705
May 22, 2015

Admissions Office
Bucknell University
Lewisburg, PA 17837

Dear Sir or Madam:

Please send me your catalog and an application for admission to Bucknell University. I am a junior at Sedgwick High School. I am interested in majoring in business administration. Thank you.

Very truly yours,

Bernard Schwartz

Bernard Schwartz

Guide Instruction

Communication for College

Ask students to volunteer the names of colleges they might like to attend. How did they find out about these schools? Do the colleges offer certain programs that relate to the students' career goals? Are the students attracted to the colleges' locations and reputations? Note that some of the answers to these questions will come in handy when the students write their letters for college interviews and college-application essays—and later as they prepare for the interviews themselves. Explain that they will have a better chance of making their academic dreams come true by following the guidelines in this section.

21ST CENTURY

1 Writing Letters to Colleges

Ask students to use the Model Letter for Information to create their own application letter to a college or university. When they have completed a draft of the letter, ask them to exchange their work with a partner to give and receive feedback.

Communication for College 541

Guide Instruction

Model: Letter Requesting a College Interview

Note that writing a letter requesting a college interview is essentially a way of introducing yourself to that college. Refer to the model letter on this page and then ask students to create their own letters to colleges of their choice. Collect their work and read selected examples aloud to the class. Invite the class to make notes as you read. When you are finished with each letter, ask if they determined that any information had been left out.

Apply Instruction

Practice Your Skills

Requesting College Information

By now, students should be fairly proficient at the mechanics of business letters. Remind them to keep things simple and make sure the tone of their letter is polite and businesslike.

21ST CENTURY

The second kind of letter you may write to a college is one requesting an interview. Your letter should express your interest in the college and should suggest a convenient time for your visit to the campus or your meeting with an interviewer. From the response to your first letter, you may already know the name of the director of admissions. If not, you can obtain it from a college reference book or on the Internet.

MODEL: Letter Requesting a College Interview

76 Harrison Avenue
San Luis, AZ 85349
March 4, 2015

Ms. June A. Yoder
Director of Admissions
Goshen College
Goshen, IN 46526

Dear Ms. Yoder:

Having read the materials you sent me, I have decided that I would like to find out more about Goshen College. If it can be arranged, I would like to visit your campus and talk with someone from the admissions office. I will be on vacation the week of April 3–7. Since your college classes will be in session that week, I believe it would be an ideal time to visit. Would this be convenient for you? I can come any day and at any time you suggest.

Please let me know if this interview can be arranged. I look forward to seeing Goshen College and learning more about it.

Sincerely,

Marie Aiello

Practice Your Skills

Requesting College Information

Find out the name and address of a college, university, or professional school near you. Draft a letter requesting a catalog and an application, following the model on page 541. Use your own name, address, and today's date.

Differentiated Instruction

Verbal Learners Remind students that to write a letter of application to a college or professional school, they will need to know something about the institution to which they are applying. Researching the company or school as thoroughly as possible will give them a much better chance of getting in. They should attempt to discover as much as they can about the school's general philosophy, programs, graduate placement, campus, and so on, before they send their application letter.

542 B. Communication for Careers, Business, and College

Practice Your Skills

Requesting an Interview

Find out the name and address of a college, university, or professional school near you. If possible, find out the name of the admissions director. Use the information to draft a letter requesting an interview, following the model on page 542. Use your own name, address, and today's date.

2 Completing College Applications

21ST CENTURY

Applications are one tool used by college admissions officers to learn about your qualifications as a prospective student. To give the admissions officers a clear and accurate account of your experiences and accomplishments, you should complete the application carefully and thoroughly. The following strategies may help you.

HERE'S HOW

Strategies for Completing Applications

- Read each application thoroughly, including all the directions, before you begin to answer any questions.
- Follow the instructions for submitting an online application carefully. If you are completing a paper application, type or print neatly in dark blue or black ink. Make one or two copies of the application to practice on before you make your final copy.
- Make your responses to questions about work, travel, and awards as concise as possible.
- Do not be modest about your accomplishments, but do be selective. Stress your most important activities—those you have contributed the most to or learned the most from—instead of simply listing everything you have ever done.
- Make sure to answer every question. Do not leave any blanks. If a question asks about employment experiences and you have not had any, describe volunteer work you have done. If there are questions for which you have no answers, write "N/A" (not applicable).

Many colleges and universities use a common application for undergraduate admission. The common application makes it easier for those who are applying to several colleges at once and ensures that each school will receive the information it needs to review an applicant's qualifications. The first part of this application asks you to provide personal data. You need to read these factual questions carefully and answer them completely and accurately. The following model shows one page of the application.

Apply Instruction

Practice Your Skills

Requesting an Interview

Answers will vary.

Remind students that not every school is right for every student. Before they request an interview at a college, they should find out all they can about the school's academic standing and requirements, programs and departments, faculty, number of students, and so on. Without key information, it will be difficult to make any decisions about which schools are and are not a good fit for them.

21ST CENTURY

Guide Instruction

2 Completing College Applications

Speaking and Listening

Tell students that some people are naturally reticent and do not like to "toot their own horns." However, being quiet about one's skills and accomplishments may mean the difference between getting into the college of one's choice and not getting in. Ask students to create a list of their strengths as students and as human beings. When they have finished their lists, they should work with a partner who will interview them. Partners should discuss the student's background and elicit examples of events and behavior reflecting the strengths and accomplishments from the list.

Communication for College 543

21ST CENTURY

MODEL: College Application

THE COMMON APPLICATION
For Undergraduate College Admission

2009-10 FIRST-YEAR APPLICATION

For Spring 2010 or Fall 2010 Enrollment

APPLICANT

Legal name _____
*Last/Family/Sur (Enter name **exactly** as it appears on official documents.)* *First/Given* *Middle (complete)* *Jr., etc.*

Preferred name, if not first name (choose only one) _____

Former last name(s), if any _____

Birth date _____ *mm/dd/yyyy* ○ Female ○ Male

US Social Security Number, if any _____ *Optional, unless applying for US Federal financial aid with the FAFSA form*

E-mail address _____

IM address _____

Permanent home address _____
Number & Street *Apartment #*

City/Town *State/Province* *Country* *ZIP/Postal Code*

Permanent home phone (_____) _____ *Area Code*

Cell phone (_____) _____ *Area Code*

If different from above, please give your current mailing address for all admission correspondence.

Current mailing address _____
Number & Street *Apartment #*

City/Town *State/Province* *Country* *ZIP/Postal Code*

If your current mailing address is a boarding school, include name of school here: _____

Phone at current mailing address (_____) _____ *Area Code*

(from _____ to _____) *(mm/dd/yyyy)* *(mm/dd/yyyy)*

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College: _____

Deadline: _____ *mm/dd/yyyy*

Entry Term: ○ Fall (Jul-Dec) ○ Spring (Jan-Jun)

Decision Plan: ○ Regular Decision ○ Rolling Admission ○ Early Decision ○ Early Decision II ○ Early Action ○ Early Action II ○ Restrictive Early Action ○ Early Admission *juniors only*

Career Interest: _____

Do you intend to apply for need-based financial aid? ○ Yes ○ No
Do you intend to apply for merit-based scholarships? ○ Yes ○ No
Do you intend to be a full-time student? ○ Yes ○ No
Do you intend to enroll in a degree program your first year? ○ Yes ○ No
Do you intend to live in college housing? _____
Academic Interests: _____

DEMOGRAPHICS

○ US citizen
○ Dual US citizen
○ US permanent resident visa (Alien registration # _____)
○ Other citizenship (Visa type _____)
List any non-US countries of citizenship _____

How many years have you lived in the United States? _____
Place of birth _____
City/Town *State/Province* *Country*
First language _____
Primary language spoken at home _____

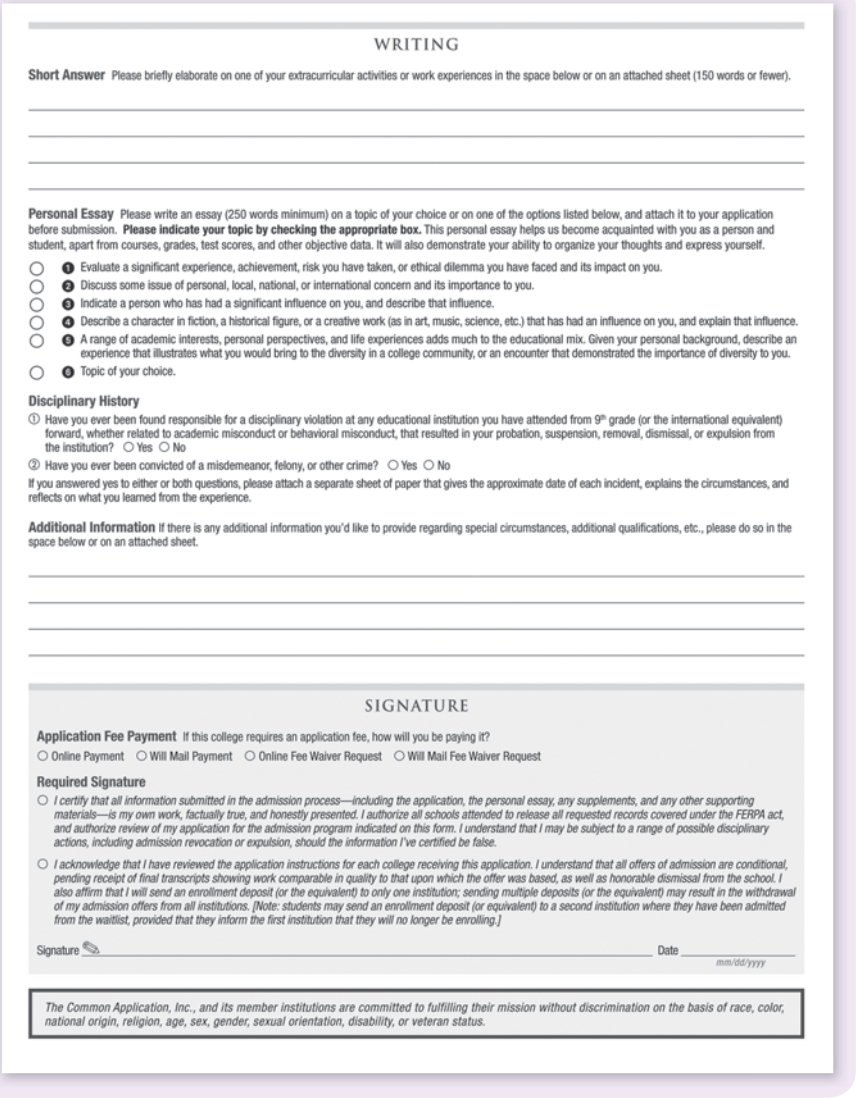
Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital status: _____
US Armed Services veteran? ○ Yes ○ No

1. Are you Hispanic/Latino?
○ Yes, Hispanic or Latino (including Spain) ○ No
Please describe your background _____
2. Regardless of your answer to the prior question, please select one or more of the following ethnicities that best describe you:
○ American Indian or Alaska Native (including all Original Peoples of the Americas)
Are you Enrolled? ○ Yes ○ No If yes, please enter Tribal Enrollment Number _____
Please describe your background _____
○ Asian (including Indian subcontinent and Philippines)
Please describe your background _____
○ Black or African American (including Africa and Caribbean)
Please describe your background _____
○ Native Hawaiian or Other Pacific Islander (Original Peoples)
Please describe your background _____
○ White (including Middle Eastern)
Please describe your background _____

544 B. Communication for Careers, Business, and College

The application also asks you to write a short essay on one of several topics. This essay gives you an opportunity to demonstrate your ability to organize your thoughts and to express yourself effectively.



WRITING

Short Answer Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

Personal Essay Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

- ○ ❶ Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- ○ ❷ Discuss some issue of personal, local, national, or international concern and its importance to you.
- ○ ❸ Indicate a person who has had a significant influence on you, and describe that influence.
- ○ ❹ Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- ○ ❺ A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- ○ ❻ Topic of your choice.

Disciplinary History

① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? ○ Yes ○ No

② Have you ever been convicted of a misdemeanor, felony, or other crime? ○ Yes ○ No

If you answered yes to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

Additional Information If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

SIGNATURE

Application Fee Payment If this college requires an application fee, how will you be paying it?

○ Online Payment ○ Will Mail Payment ○ Online Fee Waiver Request ○ Will Mail Fee Waiver Request

Required Signature

○ *I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented. I authorize all schools attended to release all requested records covered under the FERPA act, and authorize review of my application for the admission program indicated on this form. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation or expulsion, should the information I've certified be false.*

○ *I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school. I also affirm that I will send an enrollment deposit (or the equivalent) to only one institution; sending multiple deposits (or the equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]*

Signature _____ Date _____ mm/dd/yyyy

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

The complete Common Application is available online at the following Web address: <https://www.commonapp.org/CommonApp/DownloadForms.aspx>

Differentiated Instruction

Interpersonal Learners Ask each student to fill out a copy of the Common Application. Then have them work with partners to identify ways to improve their initial responses. For example, in the Short Answer portion, how might the prospective applicant hone and shape the tone, content, and presentation of the text to be more meaningful to a prospective interviewer?

Guide Instruction

Critical Thinking

Ask students if they know the deadlines for applying to the schools that interest them. Suggest that they create a chart with seven columns listing:

- schools of choice
- date of making request for information
- date of receipt of information
- date of making request for college interview
- date of scheduled interview
- date of sending college application
- response to application

This will help them organize the work they will have to do to get through this hectic time.

21ST CENTURY

21ST CENTURY

Guide Instruction

The Essay

Go over the Guidelines for Writing a College Application Essay with the students. Ask them which they believe are the most important, and why.

Practice Your Skills

Writing a College Application Essay

Answers will vary.

Remind students that a college application essay is a way of showcasing themselves. They are being asked to provide the school with a glimpse into their personal aspirations. As such, they must take care to create an essay that does not simply tell the interviewer what he or she wants to hear, but instead gives the interviewer insights into the student's life and ideas.

Guide Instruction

3 Interviewing for College Admission

Have students hold mock job interviews in which they ask one another the questions from the list on the next page. Ask pairs of students to perform their interviews in front of the class to receive feedback about what aspects of the interview went well or needed improvement. Tell the pairs to work their answers out in advance so they can run through the interview smoothly and without uncomfortable pauses.

21ST CENTURY

21ST CENTURY

The Essay

When you write essays for college applications, you should apply all that you have learned about effective communication and the writing process. Use the following strategies to help you write an application essay.

HERE'S HOW

Guidelines for Writing a College Application Essay

- Read the directions carefully. Pay special attention to key words that will help you define your purpose and structure your essay.
- Note any requirements for the length of the essay. Some instructions may specify that you write a 250-word or a 500-word essay. Bear in mind that a 250-word essay will be about one and one-half typed, double-spaced pages. A 500-word essay will be about three typed, double-spaced pages.
- Begin by brainstorming or freewriting to generate ideas about the topic. Then decide on your focus, write a thesis statement, and brainstorm for supporting details.
- Organize your details in an informal or a modified outline.
- Draft your essay, being sure to include an introduction that states the main idea of your essay, supporting details organized in a logical order and connected by transitions, and a strong conclusion.
- Read your draft and look for ways to improve it. You might ask a teacher, parent, or friend to read your draft and make suggestions, too.
- Make a final draft of your essay, using the form specified in the directions or standard manuscript form.

Practice Your Skills

Writing a College Application Essay

Use the previous set of guidelines to draft a 250-word essay on the following topic frequently used in college applications: Identify a person who has had a significant influence on you, and describe that influence. You may want to work with a partner to find ways to improve your draft.

3 Interviewing for College Admission

Some colleges may request or even require an interview. An interview gives a college admissions officer an opportunity to evaluate you firsthand, and it also gives you an opportunity to learn more about the college. As you prepare for an interview, think about what questions you might be asked and how you would answer them. The following are some typical interview questions.

Differentiated Instruction

English Language Learners:
Beginning Ask volunteers to explain why it's so important to conduct yourself properly in preparing letters and participating in interviews. Solicit any general tips students may have about asking and responding to questions.

HERE'S HOW

Questions an Interviewer May Ask

- How has high school been a worthwhile educational experience? How might the experience have been improved?
- What have been your best or favorite subjects in school? Which have given you the most difficulty or been your least favorite?
- How do you spend your time outside of school?
- What was the last book you read that was not required reading in school? Did you enjoy it? Why or why not?
- Have you picked a college major yet? If so, what will it be? Why did you choose it?
- How do you expect to benefit from your college experience?
- How do you imagine your living situation at college? What do you look forward to? What are your concerns?

21ST CENTURY

Besides answering questions, you should also be ready to ask some during an interview. In an evaluative interview (as opposed to an informational one), avoid asking questions that cover basic facts about the college. For example, do not ask, "When must a student declare a major?" Since the answers to such questions can be readily found in the college's publications or on its Web site, these questions may point to a lack of real interest in the school and a lack of initiative.

To ask good questions, prepare for a college interview as you would for a job interview—by doing research. Learn as much as you can about the college by reviewing school brochures, the course catalog, and the college's Web site. Talk to current students or recent graduates whom you know.

Then think of questions that go beyond the basic facts you have learned from your research. Ask specific questions that will give you an in-depth look at an academic department or a campus activity that interests you. Ask qualitative types of questions. For example, you might ask, "What is the atmosphere on campus like?" "How would you describe the relationship between the college and the surrounding community?" "What do you think sets the college apart from other schools with similar profiles?"

Keep in mind that the interviewer will evaluate you not only on the basis of your answers to his or her questions, but also on the types of questions you ask. You want your questions to show that you are a thoughtful, well-prepared, interested applicant.

Practice Your Skills

Drafting Interview Questions and Responses

Pair up with another student to role-play a college interview. First, each of you should draft five to ten questions that you want to ask. Then, take turns playing the role of the admissions officer, and spend about 15 minutes role-playing each interview. When you are finished, discuss what you learned from this activity.

Guide Instruction

Ask students to reflect on the idea that the entire admissions process is designed to help both the student and the college determine if each is right for the other. Explain that an interview is not a "grilling" of the student; it is a conversation meant to enlighten both parties. Review the lists of questions for interviewer and student, and suggest that students practice writing their own responses in their notebooks.

21ST CENTURY

Apply Instruction

Practice Your Skills

Drafting Interview Questions and Responses

Ask pairs of students to perform their interviews in front of the class to receive feedback about what aspects of the interview went well or needed improvement. Tell them to work their answers out in advance so they can run through the interview smoothly and without uncomfortable pauses.

Differentiated Instruction

Interpersonal Learners Once students have had some practice in role-playing for a college admissions interview in the Practice Your Skills on this page, have a group discussion so students can compare the following information: Which questions did they find the most difficult to answer? Which questions did they most often forget to ask?

Communication for College 547

Planning Guide

Chapter 16 Clauses

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

Suggested teaching times are given below. Total time for the chapter is 6 to 7 days.

Chapter Contents	Standards	ELL Instruction in the Teacher Edition	Additional Resources
Pretests Pages 708–709; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2, W.1.c		**Presentation** Classroom Presentation **Rubrics & Student Models** Writer's Resource **Skill Development** Student Activities: Language Skills Practice Vocabulary Skills Practice ELL Resource Test Preparation **Assessment** Assessment Resource ExamView Assessment Suite
Lesson 1: Independent and Subordinate Clauses Pages 710–711; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2, W.1.c	pp. 710, 711	
Lesson 2: Uses of Subordinate Clauses Pages 712–722; **Suggested time: 1.5–2 days**	**Common Core:** L.1, L.2, W.1.c	pp. 713, 714, 716, 718, 720	
Lesson 3: Kinds of Sentence Structure Pages 723–725; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2	pp. 723, 725	
Lesson 4: Clause Fragments Pages 726–727 ; **Suggested time: 0.5 day**		p. 727	
Lesson 5: Run-on Sentences Pages 728–730; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2		
Sentence Diagraming Pages 731–732; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2	p. 732	
Chapter Review Pages 733–734; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2, W.1.c	p. 733	
Posttest Page 735; **Suggested time: 0.5 day**	**Common Core:** L.1, L.2, W.1.c	p. 735	
Writer's Corner Pages 736–737; **Suggested time: 0.5–1 day**	**Common Core:** L.1, L.2, W.1.c	p. 736	

Pre-Assessment

Using Pretest 1, *p. 708*

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. 709*

After students have taken Pretest 2 and you have reviewed the results in class, have students write a paragraph about an event or milestone they look forward to experiencing. Have them share their drafts with a partner and look for any places where sentences could be combined.

Authentic Writing Experiences

Writing About Literature

Author Study

Assign students to analyze the sentence structures in one author's work. For example, Zora Neale Hurston was never afraid to bend the rules of formal writing. In "How It Feels to Be Colored Me," she uses sentence fragments for effect: "I feel most colored when I am thrown against a sharp white background. For instance at Barnard."

Text Analysis

Assign students to analyze the sentence structures in a story. For example, in "Winter Dreams" F. Scott Fitzgerald uses phrases and clauses to set the scene: "In the fall when the days became crisp and gray, . . . Dexter's skis moved over the snow that hid the fairways of the golf course."

Substitute Teacher's Activity

Using a Core Skill

Tell students to write a description of racial or ethnic prejudice they have seen or know about. Have students think about the effects of prejudice on fellow classmates and on their school or community. Tell them to include specific details in their essays.

Writing Across the Curriculum

Social Studies

Tell students to write a description of the Harlem Renaissance in the 1920s. Have them write about the flowering of art, music, and culture and about the lives of African Americans living in Harlem at the time.

Science

Assign students to write about the electromagnetic spectrum using only simple sentences. Then have them write about the same topic using complex and compound-complex sentences. Lastly, have them revise the paragraph using a mixture of sentences.

Math

Assign students to choose a function such as a quadratic or a square root, and write a description of the domain and range of the function. Have students identify the clauses in their sentences.

Using a Learning Log

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

Post-Assessment

Writer's Corner, *p. 736*

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. 737*

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

Preview Chapter 16

Clauses

Essential Question

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

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements

Pre-Assess Pretest 1

Answers

Line 3: Insert *Burnham* before *Later;* change *L* to *l*

Line 4: Delete the period after *installation;* change *O* to *o*

Line 5: Delete the period after *Exposition;* change *I* to *i*

Line 6: Insert a period after *New York;* change *h* to *H*

Lines 7 and 8: Delete *For large-scale urban planning,*

Line 8: Insert *for large-scale urban planning* after *model*

Line 9: Change the period to a comma; change *T* to *t;* add *where* between *shoreline* and *the*

Line 11: Delete the period; change *O* to *o*

CHAPTER 16

CHAPTER 16

Clauses

World's Columbian Exposition, 1893

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

Clauses: Pretest 1

The following draft paragraphs about architect Daniel Burnham are hard to read because they contain several errors in the use of clauses. Revise the draft so that it reads correctly. One of the errors has been corrected as an example.

Architect Daniel Burnham, grew up in Chicago who was born in 1846. He was an apprentice to William Le Baron Jenney, although he did not go to school for architecture. Jenney designed the first steel skyscraper. Later partnered with John Wellborn Root. Their company was chosen to manage the design and installation. Of the 1893 World's Columbian Exposition. In Chicago, Illinois.

In addition to his work on the fair, Burnham designed the Flatiron Building in New York he also designed Union Station in Washington, D.C., and Orchestra Hall in Chicago. For large-scale urban planning, Burnham's 1909 "Plan of Chicago" became a model. An example of Burnham's ideas for urban planning is Chicago's vast Lake Michigan shoreline. The Field Museum of Natural History, the Shedd Aquarium, and the Museum of Science and Industry campuses are located. A stroll along Chicago's Navy Pier is just one more reminder. Of Burnham's architectural vision.

Block Scheduling

If you have a shorter time, use the instruction on independent and subordinate clauses, uses of subordinate clauses, kinds of sentence structure, clause fragments, and run-on sentences; and the Practice Your Skills and Mixed Practice exercises.

If you have longer class time, add When You Write, Connect to Writing, and Sentence Diagraming.

Common Stumbling Block

Problem

- Misplaced modifiers

Solution

- Instruction, p. 720
- Practice, p. 720

Clauses: Pretest 2

Directions

Write the letter of the term that correctly identifies each sentence or underlined part of a sentence.

(1) Lawyers may serve in private practice, government service, or labor unions. **(2)** About 75 percent of lawyers are in private practice. **(3)** Unlike English lawyers, who work either in offices or in courtrooms, American lawyers work in both. **(4)** Some private practitioners are trial lawyers; others are real estate lawyers or patent lawyers. **(5)** Lawyers continue learning even after passing the bar. **(6)** Lawyers must keep up with reading that applies to their specialties, and they often need extra coursework. **(7)** Before 1952, some law schools had required only two years of college study, but now they all require three. **(8)** After they were advised by the American Bar Association, law schools changed their requirements. **(9)** That most lawyers are well educated is clear. **(10)** Lawyers who pass the bar in one state are not necessarily qualified in other states.

1. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

2. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

3. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

4. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

5. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

6. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

7. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

8. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

9. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

10. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

Using Pretest Results

Students who score well on the pretest could write several paragraphs about the most difficult decision they have ever had to make. Encourage them to add variety to their writing by including simple, complex, compound, and compound-complex sentences.

Pre-Assess Pretest 2

Answers

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

Customizing the Pretest

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

11. What a lawyer can charge for services varies greatly from place to place.
A independent clause
B adverbial clause
C adjectival clause
D noun clause

12. Lawyers may now advertise, but many do not.
A independent clause
B adverbial clause
C adjectival clause
D noun clause

13. The Supreme Court said that the state bar associations should regulate lawyer advertising.
A independent clause
B adverbial clause
C adjectival clause
D noun clause

Guide Instruction

1 Independent and Subordinate Clauses

Lesson Question

How can you distinguish between independent and subordinate clauses?

CHAPTER 16

Objective

- To understand the difference between subordinate and independent clauses

Remind students that phrases do not have a subject and a verb, but that clauses do. Write the following sentences on the board:

- The quarterback ran with the ball.
- He dodged his opponents.

Have students identify the subject and the verb in each.

Speaking and Listening

Read the following sentences aloud. Have students identify the clauses in each sentence. Have them tell whether each clause can stand alone as a sentence.

- Brittany washed the car, and then she drove to the mall.
- Joshua painted the landscape with shades of gray against a pastel sky that faded into the background.
- Before Zack went on the ski trip, he bought new gloves and had his skis waxed.

Independent and Subordinate Clauses Lesson 1

A paragraph consisting of only short, simple sentences would be dull to read and could even be confusing. When each idea is expressed in a separate sentence, the relationship between ideas may also be unclear. Combining sentences will add variety to your sentence structure. In this chapter you will learn how to combine ideas by using clauses to form compound and complex sentences.

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

Add color and interest to your writing by varying the structure of your sentences. Include various combinations of clauses, as in the paragraph below.

> In the early years of this nation, Americans were moving westward. As new lands were gained, new settlements sprang up. First there was Louisiana, which was bought from France. After people settled in the areas surrounding the Mississippi, they went west to explore the land.

A clause can be independent or subordinate. An independent clause makes sense alone. A subordinate clause does not make sense alone.

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

An independent clause is called a sentence when it stands alone, but it is called a clause when it appears in a sentence with another clause. In the following examples, each subject is underlined once, and each verb is underlined twice. Notice that each independent clause could stand alone as a sentence.

independent clause — independent clause
Early Americans had few reliable maps, and the maps were changing constantly.

sentence — sentence
Early Americans had few reliable maps. The maps were changing constantly.

CHAPTER 16

Differentiated Instruction

English Language Learners: All Levels To help students understand information in increasingly complex spoken language, read aloud the sample sentences at the bottom of the page. Discuss that each simple sentence expresses a complete thought. Show students how the simple sentences can be combined to make a compound sentence. Then have students identify the two independent clauses.

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

Even though a subordinate clause has a subject and a verb, it does not express a complete thought. As a result, it cannot stand alone. A subordinate clause is dependent upon an independent clause to complete its meaning.

independent clause — subordinate clause
I will choose a route after I find my compass.
independent clause — subordinate clause
I found the compass, which was a gift from my grandfather.

When You Write

When writers want to persuade an audience of their viewpoint, they can acknowledge the opposing point of view by presenting it in a subordinate clause.

> **Although maps may be a valuable tool,** the Internet can help people find their way to places more conveniently and easily.

By beginning the statement with a subordinate clause, the writer lets the audience know that he or she has considered the value of maps but has found something more valuable.

Look at a recent persuasive composition and check to see if you can use a dependent clause to acknowledge and subordinate the opposing point of view.

CHAPTER 16

Practice Your Skills

Distinguishing Between Independent and Subordinate Clauses

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

1. Because he was a younger son in a land-poor family, George Washington worked hard for acceptance as a Virginia gentleman.
2. When Washington was only eleven years old, his father died.
3. Washington wanted to run away to sea, but his mother stopped him.
4. George Washington did not attend college as the next five presidents did.
5. Washington, however, was a good student who excelled in mathematics.
6. A dominant figure in his early life was his older half-brother Lawrence, who married into the wealthy Fairfax family of Virginia.
7. After Washington turned seventeen, Lawrence got him a job as a surveyor.
8. For a few dollars a day, Washington mapped new lands on the frontier.

Guide Instruction

When You Write

Have students write two sentences to persuade an audience of their viewpoint about a topic of their choice. Tell students to use the example sentence as a model and begin each sentence with a subordinate clause. Remind them to let the audience know that they have considered the opposing viewpoint. Have volunteers share their responses with the class.

CHAPTER 16

Apply Instruction

Practice Your Skills

Distinguishing Between Independent and Subordinate Clauses

Answers

1. I	5. S
2. S	6. S
3. I	7. S
4. S	8. I

Additional Resources

- ELL Resource, Chapter 16

Differentiated Instruction

English Language Learners: **Advanced** and **Advanced High** To build students' academic language proficiency, ask them to compare and contrast phrases and clauses that you write on the board in random order. **Intermediate** Have students identify each as a phrase or clause. Remind them that if a group of words 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.

Independent and Subordinate Clauses • Lesson 1 711

CHAPTER 16

Guide Instruction

2 Uses of Subordinate Clauses

Lesson Question

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

Objectives

- To identify adverbial clauses and the words they modify
- To identify common subordinate conjunctions
- To practice punctuating sentences containing adverbial clauses
- To distinguish elliptical clauses and understand their construction
- To identify an adjective clause
- To learn how to punctuate adjectival clauses
- To practice the use of relative pronouns in adjectival clauses
- To analyze sentences for misplaced modifiers
- To identify noun clauses
- To determine how a noun clause is used in a sentence

Adverbial Clauses

Applying 21st Century Skills: Communication

Have students review some of their previous writings or the text of a novel or an article. Have them look for adverbial clauses and check them for punctuation.

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

Similar to a phrase, a subordinate clause can function as an adverb, an adjective, or a noun. The difference between a clause and a phrase is that a clause has a subject and a verb while a phrase does not.

Adverbial Clauses

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

CHAPTER 16

An adverbial clause can be used just like a single adverb or an adverbial phrase. The single adverb, the adverbial phrase, and the adverbial clause in the following examples all modify the verb *studied*.

Single Adverb	Jerry studied **carefully.**
Adverbial Phrase	Jerry studied **with great diligence.**
Adverbial Clause	Jerry studied **as though his life depended on it.**

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 *Under what condition?* and *Why?* Although most adverbial clauses modify verbs, some modify adjectives or adverbs.

Modifying a Verb	I finished my lab report **before it was due.** (The clause answers *When?*)
	Because his microscope was broken, Peter borrowed one. (The clause answers *Why?*)
Modifying an Adjective	Mike is more nervous **than I am.** (The clause answers *To what extent?*)
Modifying an Adverb	Jan finished the experiment sooner **than I did.** (The clause answers *How much?*)

Differentiated Instruction

Struggling Learners Have students look for five sentences, each containing an adverbial clause. They may look in other textbooks, such as math, science, or history, or in any literature they are currently reading. Have them write the sentences and ask them to underline and label each clause.

Differentiated Instruction

Collaborative Learners Place students into groups of three. Assign each member of the group one function of an adverb: to modify an adverb, to modify an adjective, to modify a verb. Ask each member to write two sentences illustrating the particular use he or she was assigned. Have each group share its sentences with the class.

Subordinating Conjunctions

An adverbial clause begins with a word called a **subordinating conjunction.** Some words, such as *after, before, since,* and *until,* can also serve as prepositions in prepositional phrases.

COMMON SUBORDINATING CONJUNCTIONS

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

An adverbial clause modifies the whole verb phrase.

Chris will quote chemistry facts ***as long as*** **anyone is listening.**

Whenever **you experiment,** you are testing theories.

The petri dish, ***when*** **it toppled,** was sitting on the ledge.

PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an introductory adverbial clause.

While you write the hypothesis, I will adjust the microscope.

If an adverbial clause interrupts an independent clause, surround it with commas.

The students, **after they had completed the experiments,** washed the equipment.

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

Ms. Carver will grade our lab reports **when she has the time.**

Practice Your Skills

Punctuating Adverbial Clauses

Write each adverbial clause. Then write ***I*** if the adverbial clause is punctuated incorrectly and ***C*** if it is punctuated correctly.

1. If you fill an ice cube tray with warm water your ice cubes will be clearer.

2. Nickel because it has exceptional ductility can be stretched into fine wire.

3. Before she becomes a Nobel Prize winner, Kylie must finish college.

Differentiated Instruction

English Language Learners:
Advanced Point out the chart of subordinating conjunctions. Tell students these common connecting words introduce adverbial clauses and show the relationships between ideas. For example, in the following sentences, *because* shows a cause-and-effect relationship; *if* shows a conditional relationship in which one event depends on another:

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

To help students gain proficiency in using a variety of grade-appropriate connecting words, have them write sentences using subordinating conjunctions in adverbial clauses that show a cause-and-effect relationship, a conditional relationship, and a contrast.

Guide Instruction

Subordinating Conjunctions

Write the following sentences on the board without commas:

- Because she had studied the material, Jenna did well on the exam.
- Jenna, because she had studied the material, did well on the exam.
- Jenna did well on the exam because she had studied the material.

Have students identify the independent and subordinating clauses in each sentence. Review the rules of punctuation for adverbial clauses. Have students punctuate the sentences correctly. Explain that a comma is needed to separate the adverbial clause when it occurs at the beginning of the sentence. An adverbial clause is set off with commas when it is placed in the middle of the sentence. No commas are needed when the adverbial clause is placed after the independent clause, usually at the end of the sentence.

Apply Instruction

Practice Your Skills

Punctuating Adverbial Clauses

Answers

1. If you fill an ice cube tray with warm water, I
2. Nickel, because it has exceptional ductility, I
3. Before she becomes a Nobel Prize winner, C
4. Magnesium, after it is ignited, I
5. after she put on her safety goggles. C

Additional Resources

- Language Skills Practice: Grammar, Usage, and Mechanics, Chapter 16

Apply Instruction

Connect to Writing: Editing

Punctuating Adverbial Clauses

Answers

1. If you fill an ice cube tray with warm water, your ice cubes will be clearer.
2. Nickel, because it has exceptional ductility, can be stretched into fine wire.
3. Magnesium, after it is ignited, burns with a brilliant white light.

Guide Instruction

Elliptical Clauses

Remind students that ellipses are dots used to show that words have been omitted from a quotation. Explain that an elliptical clause is one in which words have been omitted but can be understood.

Apply Instruction

Practice Your Skills

Recognizing Elliptical Clauses

Answers

1. yes
2. no
3. yes
4. yes
5. yes
6. yes
7. no
8. yes

4. Magnesium after it is ignited burns with a brilliant white light.
5. Shelly began the experiment after she put on her safety goggles.

Connect to Writing: Editing

Punctuating Adverbial Clauses

Rewrite the sentences in the preceding exercise that are punctuated incorrectly, adding a comma or commas where needed.

Elliptical Clauses

16 B.2 An adverbial clause in which words are missing is called an **elliptical clause.**

Words in an adverbial clause are occasionally omitted to tighten the sentence or reduce repetition. Despite the omission, the words are understood to be there. Elliptical clauses often begin with *than* or *as,* as in the examples below.

Lee is a better artist **than I.**
(The completed elliptical clause reads "than I *[am].*")

A tiny brush can change a portrait **as much as a large brush.**
(The completed elliptical clause reads "as a large brush *[can change a portrait]*.")

You can find out about pronouns in elliptical clauses on pages 797–798.

Practice Your Skills

Recognizing Elliptical Clauses

If the sentence contains an elliptical clause, write *yes.* If the sentence does not contain an elliptical clause, write *no.*

1. In New York there are many artists more talented than he.
2. Pat draws better than Lamar draws.
3. Lamar has better sculpting skills than Pat.
4. That tube of red paint contains nearly as much paint as the blue tube.
5. Rory is as talented as Kumar.
6. Dwayne is as eager to create as his younger brother.
7. Some paintbrushes are both delicate and expensive.
8. In the art show, Latoya won more awards than Emily.

Differentiated Instruction

English Language Learners: Advanced Have students write a paragraph contrasting themselves with someone in their family. Have them include at least two elliptical clauses, using the examples on this page about Lee and the two brushes as sentence patterns. Students' paragraphs should explain how they are similar to or different from their relative.

Differentiated Instruction

Advanced/AP Learners Have students compare and contrast two reproductions of paintings, one realistic, one abstract. Try to choose paintings of the same subjects, such as a painting of a woman by Rembrandt contrasted with a painting of a woman by Picasso. Point out sentences with elliptical clauses that students use during the class discussion.

Connect to Writing: Editing

Completing Elliptical Clauses

Write the completed version of each elliptical clause in the preceding exercise.

Adjectival Clauses

16 B.3 An **adjectival clause** is a subordinate clause that is used as an adjective to modify a noun or a pronoun.

You can use an adjectival clause as you would use a single adjective. The single adjective, the adjectival phrase, and the adjectival clause in the examples below all modify *officer.*

Single Adjective	The young military recruits shouted for the **chief** officer.
Adjectival Phrase	The young military recruits shouted for the officer **with the huge, blaring bullhorn.**
Adjectival Clause	The young military recruits shouted for the officer **who demanded their attention.**

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

Which One(s)?	Sam is the new marine **who just shaved his head.**
What Kind?	The soldiers need haircuts **that all look alike.**

Relative Pronouns

An adjectival clause usually begins with a relative pronoun.

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

RELATIVE PRONOUNS				
who	whom	whose	which	that

Quantico, ***which* is located in Virginia,** is a marine military base.

My cousin, ***who* is twenty-nine years old,** is a marine.

Differentiated Instruction

Struggling Learners Pose to students this question: When, if ever, is war justified? Have students write a paragraph to explain their point of view. Have them use at least three adjectival modifiers in their paragraph. Remind them to give examples to support their ideas.

Differentiated Instruction

Auditory Learners Read excerpts from Lincoln's "Gettysburg Address." Have students identify the adjectival clauses and the words they modify.

Apply Instruction

Connect to Writing: Editing

Completing Elliptical Clauses

Answers

1. In New York there are many artists more talented than he is.
3. Lamar has better sculpting skills than Pat has.
4. That tube of red paint contains nearly as much paint as the blue tube contains.
5. Rory is as talented as Kumar is.
6. Dwayne is as eager to create as his younger brother is.
8. In the art show, Latoya won more awards than Emily won.

Guide Instruction

Adjectival Clauses

Write the following sentences on the board:

- Dominique put the orange that was peeled on the table.
- The doctor gave the medicine that she described to the patient.
- The animal that lives in the wild must forage for food.

Have students read the adjectival clause in each sentence and identify the noun it modifies.

Collaborative Learning

Explain to students that relative pronouns introduce adjectival clauses. Have them work with a partner and write five sentences that have adjectival clauses that begin with relative pronouns.

CHAPTER 16

Guide Instruction

When You Write

Have students write three sentences with adjectival clauses. Then have them trade papers with a partner. Have students review their partner's sentences to see whether one word should be used instead of an adjectival clause. Have students discuss their responses with the class.

Apply Instruction

Practice Your Skills

Recognizing Adjectival Clauses as Modifiers

Answers

1. who is afraid of battle, Henry Fleming
2. that he had read during his childhood, books
3. where he hears many gruesome stories, camp
4. who had imagined himself a hero, Henry
5. where he finds out for himself about war and courage, battle
6. when Henry runs away in panic, encounter
7. which deserts Henry in the first battle, courage
8. that told not only of many acts of heroism, but also of the horrors of war, books
9. whose feelings were accurately presented, soldiers

Occasionally words such as *where* and *when* are also used to begin an adjectival clause.

This is the army base **where you will go first.**

Saturday is the day **when the recruits will arrive.**

The relative pronoun *that* is sometimes omitted from an adjectival clause. It is still understood to be there.

Is this the jacket **you will wear every day?**
(The complete adjectival clause is *[that] you will wear every day.*)

CHAPTER 16

When You Write

To be concise, skilled writers avoid using adjectival clauses when one word will do. Notice the difference in these sentences.

The officers expected to see boots **that were polished.**
The officers expected to see **polished** boots.

Tighten the language of a recent composition by replacing wordy adjectival clauses with adjectives.

Practice Your Skills

Recognizing Adjectival Clauses as Modifiers

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

1. The hero of *The Red Badge of Courage* is young Henry Fleming, who is afraid of battle.
2. His ideas of war were formed from books that he had read during his childhood.
3. Henry gets a less glamorous idea of war after arriving at the army camp, where he hears many gruesome stories.
4. Henry, who had imagined himself a hero, now begins to doubt his own courage.
5. Most of the book is a minute-by-minute description of Henry's first battle, where he finds out for himself about war and courage.

Differentiated Instruction

English Language Learners: To give students practice using a variety of grade-appropriate sentence lengths in increasingly accurate ways, divide students into multileveled groups. Write each sentence in the exercise on paper and cut into sections so the adjectival clause is separate. Put each set of sentence sections into a separate envelope and number each one. Give each group one envelope. Have the students arrange the sections of paper to place the adjectival clause correctly. **Beginning** and **Intermediate** Students can write the sentence on a sheet of paper. **Advanced** and **Advanced High** Students can underline the adjectival clause, circle the relative pronoun, and draw an arrow to the word it modifies.

6. This first encounter, when Henry runs away in panic, prepares him for later battles.
7. Courage, which deserts Henry in the first battle, stays with him in the next; and he develops awareness and maturity.
8. Stephen Crane's classic war novel was one of the first books that told not only of many acts of heroism but also of the horrors of war.
9. At the time both Union and Confederate soldiers, whose feelings were accurately presented, praised the book.

Functions of a Relative Pronoun

Within the adjectival clause, the relative pronoun can function as a subject, a direct object, or an object of a preposition. It may also show possession.

Subject	Students **who are interested in international friends** can join a pen pal program. (*Who* is the subject of *are interested.*)
Direct Object	Having a pen pal is an exciting opportunity **students can enjoy for a lifetime.** (The understood relative pronoun *that* is the direct object of *can enjoy.*)
Object of a Preposition	The pen pal program **to which Alex belongs** was a fulfilling experience. (*Which* is the object of the preposition *to*. *To* is part of the clause.)
Possession	The Iranian student **whose letters arrived every month** became a good friend. (*Whose* shows possession.)

Differentiated Instruction

Struggling Learners Review the functions of relative pronouns. For the second example, transpose the sentence into subject-verb-object form so that the students can see the functions more clearly. Have students work together to write examples that illustrate relative pronouns as a subject, as a direct object, as an object of a preposition, and as showing possession. Have them share their sentences with the class.

Guide Instruction

Functions of a Relative Pronoun

Collaborative Learning

Have students work in small groups to find sentences with adjectival clauses in famous works of literature. Have students write the adjectival clauses in a separate section of their writing notebooks. Have them underline each relative pronoun and identify the function of each. When they are drafting their next creative writing assignment, have students refer to these sentences and use them to model sentences of their own.

Your Ideas

CHAPTER 16

Guide Instruction

Punctuation with Adjectival Clauses

Discuss the meaning of essential and nonessential. Have students work with a partner and reread the sentences in Practice Your Skills on pages 716–717. Have them discuss whether the adjectival clauses are essential or nonessential to the meaning of the sentences. Have them identify the relative pronouns that are used. Ask students to read the sentences aloud without the nonessential clauses. Ask them to determine whether the basic meaning of the sentence is changed. Discuss their results with the class.

Apply Instruction

Practice Your Skills

Determining the Function of a Relative Pronoun

Answers

1. which was written in Spanish and English; which; subj.
2. that made him want to visit Ireland; that; d.o.
3. whose e-mails were always brief; whose; poss.
4. she lost last year; understood that; d.o.
5. to whom Leroy writes; whom; o.p.
6. who was my father's pen pal 25 years ago; who; subj.
7. I have used for the past two years; understood that; d.o.
8. which always has her name printed at the top; which; subj.
9. to whom you wrote last year; whom; o.p.
10. which takes a month to arrive at its destination; which; subj.

CHAPTER 16

PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival clause that contains essential information needed to identify a person, place, or thing. A comma or commas, however, should set off an adjectival clause that is nonessential. A clause is nonessential if it can be removed without changing the basic meaning of the sentence. An adjectival clause that follows a proper noun is usually nonessential.

Essential My uncle **who lives in Sweden** wrote me a hilarious letter. (No commas are used because the clause is needed to identify which uncle.)

Nonessential Fredrik Rolfsson, **who lives in Sweden,** wrote me a hilarious letter. (Commas are used because the clause can be removed without changing the main meaning of the sentence.)

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

Practice Your Skills

Determining the Function of a Relative Pronoun

Write each adjectival clause. Then label the use of each relative pronoun, using the following abbreviations. If an adjectival clause begins with an understood *that,* write ***understood*** after the number and then write how *that* is used.

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

1. The letter, which was written in Spanish and English, arrived for Alberto.
2. Beth told him a story that made him want to visit Ireland.
3. Lillian, whose e-mails were always brief, wrote her pen pal every week.
4. Ginger never found the address she lost last year.
5. The person to whom Leroy writes is moving to Kamnik, Slovenia.
6. Jason Morton, who was my father's pen pal 25 years ago, sends him a birthday card every year.
7. This is the same stationery I have used for the past two years.
8. Her stationery, which always has her name printed at the top, is yellow.
9. The Australian to whom you wrote last year will visit the United States soon.
10. He sends his letter via air mail, which takes a month to arrive at its destination.

Differentiated Instruction

English Language Learners:

Advanced Write the following sentences on the board, asking students to underline the adjectival clauses in different colored chalk. Leave out the commas. Ask students to read aloud each sentence.

- The main character, whose name is Laura, works as a police detective.
- The suspect in the novel is a man who is involved in local politics.
- The novel has a plot that is very suspenseful.

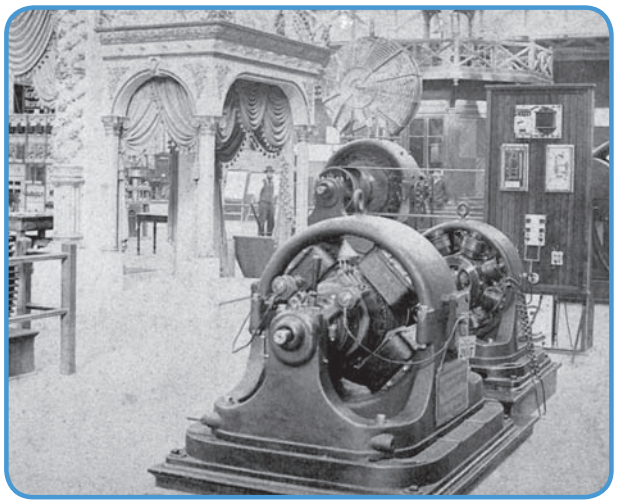
Intermediate Help students determine whether commas are needed by erasing the adjectival clause. If the meaning is changed, then the information is essential and commas are not needed. Ask students to add any commas.

Connect to Writing: Editing

Punctuating Adjectival Clauses

Rewrite the following paragraph, adding commas where necessary.

The World's Columbian Exposition which was built on 600 acres of Chicago swampland astonished the world in 1893. The scientific wonders that were being developed achieved notoriety. Electricity about which visitors, were curious was extensively used. The art that was on display introduced new American artists to the public. Now called the Museum of Science and Industry the Palace of Fine Arts where the art was displayed is the only surviving structure. Seventy-seven countries prepared exhibits that drew 25 million visitors.



Connect to Writing: Explanation

Using Adjectival Clauses

Imagine creating a time capsule that would remain buried for 100 years and accurately reflect your life and culture. Write an explanation for the people who will eventually open the capsule, naming the ten items you included and giving reasons for your choices. Include at least two adjectival clauses.

Apply Instruction

Connect to Writing: Editing

Punctuating Adjectival Clauses

Answers

The World's Columbian Exposition, which was built on 600 acres of Chicago swampland, astonished the world in 1893. The scientific wonders that were being developed achieved notoriety. Electricity, about which visitors were curious, was extensively used. The art that was on display introduced new American artists to the public. Now called the Museum of Science and Industry, the Palace of Fine Arts, where the art was displayed, is the only surviving structure. Seventy-seven countries prepared exhibits that drew 25 million visitors.

Connect to Writing: Explanation

Using Adjectival Clauses

Answers will vary.

CHAPTER 16

Differentiated Instruction

Struggling Learners Ask students to write sentences using the following adjectival clauses.

- who got a flat tire
- where somebody can help me
- which is very popular
- that I bought

Then have them identify the function of the relative pronouns.

Test-Taking Strategies

Writing a Successful Essay Remind students to reread what they have written. Tell them that they should make corrections neatly.

Guide Instruction

Misplaced Modifiers

Write the following sentence on the board:

> Young children continue to enjoy Eric Carle's books, who is an award-winning author and illustrator.

Ask students to identify the adjectival clause. (who is an award-winning author and illustrator) Have students explain why the sentence is confusing. (The adjectival clause is not near the noun it modifies.) Have students rewrite the sentence by placing the adjectival clause near the noun that it modifies. (Young children continue to enjoy the books written by Eric Carle, who is an award-winning author and illustrator.) Remind students to avoid misplaced modifiers in their writing.

Apply Instruction

Practice Your Skills

Identifying Misplaced Modifiers

Answers

1. MM
2. MM
3. MM
4. C
5. MM
6. C

Connect to Writing: Revising

Correcting Misplaced Modifiers

Answers

1. Reading the magazines that we brought, we sat in the waiting room.
2. In the lobby we read a magazine, which was full of local and national news.
3. Greg had a bandage that was waterproof on his arm.
5. The thermometer, which was under his tongue, measured his temperature.

CHAPTER 16

Misplaced Modifiers

Because an adjectival clause works as a modifier, it should be placed as close to the word it describes as possible. A clause placed too far away from the word it modifies is called a **misplaced modifier.**

Misplaced	I saw Dr. Miller at the clinic, **who has always been my favorite.**
Correct	At the clinic I saw Dr. Miller, **who has always been my favorite.**

Practice Your Skills

Identifying Misplaced Modifiers

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

1. Reading the magazines, we sat in the waiting room that we brought.
2. We read a magazine in the lobby, which was full of local and national news.
3. Greg had a bandage on his arm that was waterproof.
4. The nurse called his name, and he stood up from the chair in which he was sitting.
5. The thermometer measured his temperature, which was under his tongue.
6. The nurse calculated his blood pressure, which was somewhat above normal.

Connect to Writing: Revising

Correcting Misplaced Modifiers

Rewrite the sentences from the preceding exercise that contain misplaced modifiers. Use a comma or commas where needed.

Differentiated Instruction

English Language Learners: The following leveled activities should help students use accessible language and learn new and essential language needed to complete the Practice Your Skills activity on the facing page. **Advanced High** Ask students to explain what a subject, a direct object, an indirect object, an object of a preposition, and a predicate nominative are. Then explain that noun clauses can be used in the same way. **Intermediate** Together with students, echo read the list of common introductory words. Tell students to look for these words to help them identify noun clauses.

Noun Clauses

A noun clause can be used in the same way that a single noun is used.

16 B.5 A **noun clause** is a subordinate clause that is used as a noun.

The following examples show some functions noun clauses can serve in a sentence.

Subject	**Whoever has the birthday** gets all the gifts.
Direct Object	Do you know **when the party starts?**
Indirect Object	Give **whoever answers the door** this invitation.
Object of a Preposition	They made cookies for **whoever doesn't like cake.**
Predicate Nominative	Good friends, not gifts, are **what truly counts at a birthday party.**

The words in the box below often introduce a noun clause. *Who, whom, whose, which,* and *that* can also be used as relative pronouns to introduce adjectival clauses. For this reason do not rely on the introductory words themselves to identify a clause. Instead, determine how a clause is used in a sentence.

COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES

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

Practice Your Skills

Identifying Noun Clauses

Write the noun clause in each sentence. Then label each one using the following abbreviations.

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

1. The invitation stated that Taylor's surprise party would begin at 7:00 P.M.
2. A gag gift is what her friends wanted to buy her for her birthday.
3. That Taylor loves surprises is no surprise to her best friends.
4. Have you thought at all about where you will look for a gift?
5. Give whoever comes to the house a noisy horn and a party hat.

Differentiated Instruction

Visual Learners Have students write ten sentences that contain noun clauses. Have them identify the clauses. Ask students to brainstorm a way to use some of the sentences for a visual project; for example, as copy for a poster, as a story starter for a children's book, or as copy for a brochure.

Differentiated Instruction

Kinesthetic Learners Have five students explain to the class the five uses of a noun clause; assign one use per student. Then have the five students ask their classmates to give sample sentences, illustrating each use. Write a few examples on the board. Have students identify the noun clause and evaluate it for correct punctuation.

Guide Instruction

Noun Clauses

Collaborative Learning

Write the following noun clauses on the board:

what Darcy did (subject)
that she couldn't hear (direct object)
that she refused to wear a hearing aid (subject complement)
what Darcy did (object of a preposition)
what really matters (predicate nominative)

Explain that a noun clause may be used as a noun in a sentence. Have students work in groups. Ask them to use each of the noun clauses in a sentence. Tell them that the noun clause should serve the function that is indicated in parentheses. Have students share their responses with the class.

Apply Instruction

Practice Your Skills

Identifying Noun Clauses

Answers

1. that Taylor's surprise party would begin at 7:00 P.M.; d.o.
2. what her friends wanted to buy her for her birthday; p.n.
3. That Taylor loves surprises; subj.
4. where you will look for a gift; o.p.
5. whoever comes to the house; i.o.

Apply Instruction

Connect to Writing: Encyclopedia Entry

Using Clauses

Answers will vary.

Check Point: Mixed Practice

Answers

1. which lives on the offshire coastal islets of New Zealand; adj.
2. that are known to scientists today by their fossil remains; adj.
3. What is so unusual about the tuatara; n.; that it has three eyes; n.
4. which is protected by a hard, transparent scale; adj.
5. Although the optic nerve is completely developed; adv.; which is the colored portion of the eye; adj.
6. How the tuatara uses its third eye; n.
7. Even though other lizards have three eyes; adv.
8. none
9. that has kept its third eye virtually intact; adj.

Monitor Progress

Provide students with the following sentences. Ask them to identify the function of the noun clause in each sentence.

Madeline says that she got an A. (d.o.)

Courtney and whoever else wants to go are seeing a movie tonight. (subj.)

Nicole is buying whatever she wants! (d.o.)

The pet store is where you can find fish for sale. (p.n.)

CHAPTER 16

Connect to Writing: Encyclopedia Entry

Using Clauses

Though scientists can explain many phenomena, there are still unsolved mysteries in nature. In fact, reading about Bigfoot, the Abominable Snowman, and other legendary creatures is almost a national pastime. Contribute to the *Who's Who of Unsolved Mysteries* encyclopedia by describing your own legendary creature. For effective writing, use adverbial, adjectival, and noun clauses in your entry.

Check Point: Mixed Practice

Write the ten subordinate clauses in the following paragraphs. Then label the use of each one, using the following abbreviations:

adverb = *adv.* noun = *n.*
adjective = *adj.*

(1) The most unusual of all reptiles may be the tuatara, which lives on the offshore coastal islets of New Zealand. **(2)** The tuatara is the sole survivor of a group of reptiles that are known to scientists today by their fossil remains. **(3)** What is so unusual about the tuatara is that it has three eyes! **(4)** On top of the tuatara's head is a small third eye, which is protected by a hard, transparent scale. **(5)** Although the optic nerve is completely developed, the iris, which is the colored portion of the eye, is missing. **(6)** How the tuatara uses its third eye is a mystery, but scientists are looking for an explanation.

(7) Even though other lizards have three eyes, their third eye is covered and is no longer useful. **(8)** A long time ago, many creatures had three eyes. **(9)** The tuatara, however, is the only living creature that has kept its third eye virtually intact.

Differentiated Instruction

Kinesthetic Learners Have students design a project that includes a sentence with a noun clause as well as a visual component. The noun clause sentence can be used as a title for a drawing, painting, or collage the student creates.