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):** 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450<br>**Teacher Wraparound Edition (TWE):** 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450 |
| | (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:** 104–105, 283, 285, 296, 298–300, 302–303, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450<br>**TWE:** 104–105, 283, 285, 296, 298–300, 302–303, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450 |
| | (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:** 256–263, 270, 272–273, 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450, 549–572<br>**TWE:** 256–263, 270, 272–273, 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450, 549–572 |
| | (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:** 24–25, 51–54, 57, 66–67, 77, 94–96, 119–121, 124, 160–161, 215, 442, 731–733, 739–743<br>**TWE:** 24–25, 51–54, 57, 66–67, 77, 94–96, 119–121, 124, 160–161, 215, 442, 731–733, 739–743 |
| | (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, 24–25, 45–46, 51–54, 57, 67, 77, 120–121, 124, 160–161, 215, 293, 302–303, 309, 490, 875<br>**TWE:** 8–10, 24–25, 45–46, 51–54, 57, 67, 77, 120–121, 124, 160–161, 215, 293, 302–303, 309, 490, 875 |
| | (e) Provide a concluding statement or section that follows from and supports the argument presented. | **SE:** 122, 249, 251, 309, 349<br>**TWE:** 122, 249, 251, 309, 349 |
| 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:** 108–112, 122, 226, 231–239, 242–245, 247–251, 253, 299<br>**TWE:** 108–112, 122, 226, 231–239, 242–245, 247–251, 253, 299 |
| | (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:** 176, 254, 314, 454<br>**TWE:** 176, 254, 314, 454 |
| | (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:** 256–263, 270, 272–273, 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450, 549–572<br>**TWE:** 256–263, 270, 272–273, 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450, 549–572 |
| | (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:** 24–25, 51–54, 57, 66–67, 77, 94–96, 119–121, 124, 160–161, 215, 442, 731–733, 739–743<br>**TWE:** 24–25, 51–54, 57, 66–67, 77, 94–96, 119–121, 124, 160–161, 215, 442, 731–733, 739–743 |
| | (d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | **SE:** 24–25, 51–54, 57, 66, 67, 77, 94–96, 119–121, 124, 160–161, 215, 442<br>**TWE:** 24–25, 51–54, 57, 66, 67, 77, 94–96, 119–121, 124, 160–161, 215, 442 |

| ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12) | | |
|---|---|---|
| | (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:** 24–25, 51–54, 57, 77, 120–121, 124, 160–161, 215, 297, 302–303, 309<br>**TWE:** 24–25, 51–54, 57, 77, 120–121, 124, 160–161, 215, 297, 302–303, 309 |
| | (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:** 122, 249, 251<br>**TWE:** 122, 249, 251 |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | **SE:** 186–191, 194–201, 210<br>**TWE:** 186–191, 194–201, 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:** 186–191, 194–201, 210<br>**TWE:** 186–191, 194–201, 210 |
| | (b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | **SE:** 186–191, 194–201, 210<br>**TWE:** 186–191, 194–201, 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:** 186–191, 194–201, 210<br>**TWE:** 186–191, 194–201, 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:** 186–191, 194–201, 210<br>**TWE:** 186–191, 194–201, 210 |
| | (e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **SE:** 122, 191, 197, 201, 249, 251<br>**TWE:** 122, 191, 197, 201, 249, 251 |
| **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:** 256–263, 270, 272–273, 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450, 549–572<br>**TWE:** 256–263, 270, 272–273, 285, 296, 309, 395, 398, 425–426, 428–429, 433–435, 438, 442, 450, 549–572 |
| 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:** 6–8, 11, 13–16, 24–25, 28, 30, 43, 51–54, 57, 66–67, 77, 94–96, 111–112, 114, 119, 120–121, 124, 151, 160–161, 174, 186, 201, 203, 215, 251, 442, 452<br>**TWE:** 6–8, 11, 13–16, 24–25, 28, 30, 43, 51–54, 57, 66–67, 77, 94–96, 111–112, 114, 119, 120–121, 124, 151, 160–161, 174, 186, 201, 203, 215, 251, 442, 452 |
| 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:** 151, 174, 203<br>**TWE:** 151, 174, 203 |
| **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:** 381, 387, 389–398, 403–404, 425, 428–429, 433, 450<br>**TWE:** 381, 387, 389–398, 403–404, 425, 428–429, 433, 450 |

| ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12) | | |
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| 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:** 395, 403–404, 424–426, 428–429, 433–435, 438, 443, 449, 450<br>**TWE:** 395, 403–404, 424–426, 428–429, 433–435, 438, 443, 449, 450 |
| W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | **SE:** 25, 57, 124, 387, 395, 398, 404, 425–426, 428–432, 436–437, 442, 444–450, 452–453<br>**TWE:** 25, 57, 124, 387, 395, 398, 404, 425–426, 428–432, 436–437, 442, 444–450, 452–453 |
| | (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:** 179–181 (Reading Standard 1), 220 (Reading Standard 5), 316–353 (Reading Standards 1–5), 354 (Reading Standard 9)<br>**TWE:** 179–181 (Reading Standard 1), 220 (Reading Standard 5), 316–353 (Reading Standards 1–5), 354 (Reading Standard 9) |
| | (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:** 83–86 (Reading Standards 4, 5, 6), 130–133 (Reading Standards 3, 4, 5, 6), 155–156 (Reading Standard 6), 224–229 (Reading Standards 3–5), 254 (Reading Standards 7, 9), 290–292 (Reading Standard 9), 380–388 (Reading Standards 3–5), 393–398 (Reading Standard 7)<br>**TWE:** 83–86 (Reading Standards 4, 5, 6), 130–133 (Reading Standards 3, 4, 5, 6), 155–156 (Reading Standard 6), 224–229 (Reading Standards 3–5), 254 (Reading Standards 7, 9), 290–292 (Reading Standard 9), 380–388 (Reading Standards 3–5), 393–398 (Reading Standard 7) |
| **Range of Writing** | | |
| W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. | **SE:** 81, 123, 127, 152, 155, 177<br>**TWE:** 81, 123, 127, 152, 155, 177 |
| **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<br>**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<br>**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<br>**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<br>**TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 |

| ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12) | | |
|---|---|---|
| | (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<br>**TWE:** 18, 28, 437, 504, 529, 586–588 |
| 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<br>**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<br>**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, 568–578, 581, 586-588, 613<br>**TWE:** 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 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<br>**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<br>**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, 11, 25, 30, 124, 452, 684–702, 718–733, 739–743, 908–922, 934–958<br>**TWE:** 6–8, 11, 25, 30, 124, 452, 684–702, 718–733, 739–743, 908–922, 934–958 |
| | (a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | **SE:** 8, 792, 806, 866, 874–877<br>**TWE:** 8, 792, 806, 866, 874–877 |
| | (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:** 874–903<br>**TWE:** 874–903 |

| ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12) | | |
|---|---|---|
| L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **SE:** 6–8, 11, 25, 30, 124, 452, 684–702, 718–733, 739–743, 908–922, 934–958<br>**TWE:** 6–8, 11, 25, 30, 124, 452, 684–702, 718–733, 739–743, 908–922, 934–958 |
| | (a) Observe hyphenation conventions. | **SE:** 619, 633, 921, 1002–1006<br>**TWE:** 619, 633, 921, 1002–1006 |
| | (b) Spell correctly. | **SE:** 1018–1030<br>**TWE:** 1018–1030 |
| **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:** 297, 302–303, 309, 684–702, 718–733<br>**TWE:** 297, 302–303, 309, 684–702, 718–733 |
| | (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:** 59–79, 120, 142, 169, 193, 241, 340<br>**TWE:** 59–79, 120, 142, 169, 193, 241, 340 |
| **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:** 508–529<br>**TWE:** 508–529 |
| | (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:** 510–513<br>**TWE:** 510–513 |
| | (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). | **SE:** 513–523<br>**TWE:** 513–523 |
| | (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:** 419–420, 619, 633, 763, 842, 1018–1030<br>**TWE:** 419–420, 619, 633, 763, 842, 1018–1030 |
| | (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:** 1018–1030<br>**TWE:** 1018–1030 |
| L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **SE:** 51–54, 77, 120–121, 160–161, 215<br>**TWE:** 51–54, 77, 120–121, 160–161, 215 |
| | (a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | **SE:** 51–54, 94–96, 119, 160–161, 217, 327, 328, 442<br>**TWE:** 51–54, 94–96, 119, 160–161, 217, 327, 328, 442 |
| | (b) Analyze nuances in the meaning of words with similar denotations. | **SE:** 50, 54, 281, 302<br>**TWE:** 50, 54, 281, 302 |
| 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:** 510–528<br>**TWE:** 510–528 |

# 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 12 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.

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## 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.

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## Common Core State Standards Focus

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

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## Common Core State Standards Focus

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

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## Common Core State Standards Focus

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

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### Common Core State Standards Focus

W.3 (a) Engage and orient the reader by setting out a problem, situation, or observation 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.

## 7 Expository Writing 224

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### 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.

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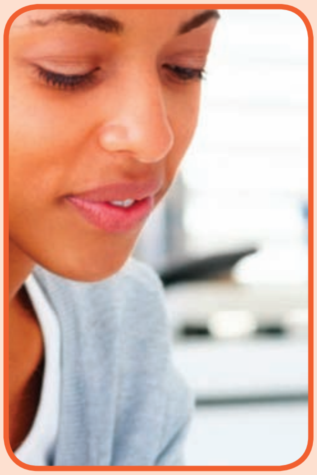
**Common Core State Standards Focus**

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



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

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### Common Core State Standards Focus

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

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**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.

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**Common Core State Standards Focus**

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

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**Common Core State Standards Focus**

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

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### Common Core State Standards Focus

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 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.

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## Common Core State Standards Focus

S.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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### Common Core State Standards Focus

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

# GRAMMAR

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**Common Core State Standards Focus**

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

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### Common Core State Standards Focus

L.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.

# GRAMMAR

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### Common Core State Standards Focus

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

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## Common Core State Standards Focus

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

# GRAMMAR

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**Common Core State Standards Focus**

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

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### Common Core State Standards Focus

L.1 (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.

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**Common Core State Standards Focus**

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

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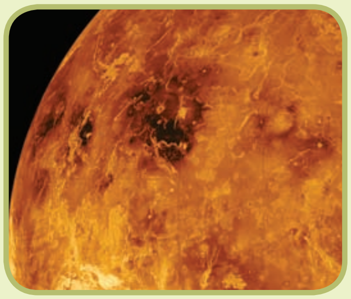
**Common Core State Standards Focus**

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



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### Common Core State Standards Focus

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

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**Common Core State Standards Focus**

L.2 (a) Observe hyphenation conventions.

L.2 (b) Spell correctly.

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**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 to 10 days.

| Chapter Contents | Standards | ELL Instruction in the Teacher Edition | Additional Resources |
|---|---|---|---|
| **Argumentative Essay Writing Project: Tech Talk**<br>Pages 274–313 | **Common Core:** L.1, L.2, L.3, L.5, S.2, S.5, W.1, W.2, W.4, W.5, W.6, W.9 | | **Presentation**<br>Classroom Presentation<br>**Rubrics & Student Models**<br>Writer's Resource<br>**Skill Development**<br>Student Activities: Composition Skills Practice<br>Vocabulary Skills Practice<br>ELL Resource<br>Test Preparation<br>**Assessment**<br>Assessment Resource<br>ExamView Assessment Suite |
| **Model: Persuasive Essay "No Computer Can Hold the Past"**<br>Pages 275–278; **Suggested time: 0.5 day** | | pp. 275, 276 | |
| **Elements of Persuasive Texts:**<br>Pages 279–294; **Suggested time: 1–2 days**<br>1. Structure, pp. 279–283<br>2. Facts and Opinions, pp. 284–285<br>3. Appeals to Reason, pp. 286–292<br>4. Appeals to Emotions and Ethical Beliefs, p. 293<br>In the Media: A Political Campaign, p. 294 | **Common Core:** L.5.b, W.1, W.1.a, W.1.b, W.1.d, W.2.b, W.4, W.9.b | pp. 279, 282, 287, 290, 291, 293 | |
| **Persuasive Writing: Prewriting**<br>Pages 295–301; **Suggested time: 2.5–3 days**<br>1. Purpose, Subject, and Thesis Statement, pp. 295–296<br>2. Knowing Your Audience, p. 297<br>3. Developing an Argument, p. 298<br>Think Critically: Evaluating Evidence and Sources, p. 299<br>4. Organizing an Argument, p. 300<br>The Power of Language: Parallelism, p. 301 | **Common Core:** L.3, L.5, S.2, S.5, W.1, W.1.a, W.1.b, W.1.c, W.1.d, W.2, W.2.b, W.2.c, W.2.d, W.2.e, W.4, W.5 | pp. 296, 299 | |
| **Persuasive Writing: Drafting**<br>Pages 302–303; **Suggested time: 1–1.5 days** | **Common Core:** L.3, L.5.b, W.1.a, W.1.d, W.2.e | p. 302 | |
| **Persuasive Writing: Revising**<br>Pages 304–309; **Suggested time: 1–2 days**<br>1. Eliminating Logical Fallacies, pp. 304–306<br>2. Avoiding Propaganda Techniques, pp. 307–308<br>3. Using a Revision Checklist, p. 309 | **Common Core:** L.3, W.1, W.1.a, W.1.b, W.1.d, W.1.e, W.2.b, W.2.e, W.4 | | |
| **Persuasive Writing: Editing and Publishing**<br>Pages 310–313; **Suggested time: 0.5 day**<br>The Language of Power: Agreement, p. 310<br>Using a Six-Trait Rubric: Persuasive Writing, p. 313 | **Common Core:** L.1, L.2, W.5, W.6 | p. 310 | |
| **Writing Lab**<br>Pages 314–315; **Suggested time: 0.5 day** | **Common Core:** W.2.a, W.3, W.3.a, W.3.b, W.3.c, W.3.d, W.3.e | pp. 314 | |

# Pre-Assessment

**Using the Model Reading,** *pp. 275–278*

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

- What does the writer want to persuade readers to believe?
- What concrete examples does Darnton use to support his argument? What analogies?
- What is the tone of the essay, and how is it a persuasive technique?

**Using a Prompt,** *p. 274*

To assess students, have them write a one-page argument about some technological device they would like their parents or guardians to buy them. They must describe the technology and state clearly its benefits, using a reasonable tone, facts, and, if possible, useful comparisons.

To help design instruction and evaluate student work, see the rubric on page 313.

# Authentic Writing Experiences

## Writing About Literature

### Author Study

Assign students to analyze how one author uses persuasive appeals to move readers. For example, in "The Condition of England," Thomas Carlyle uses emotional appeals to describe the starving and destitute condition of poor people and employs rational appeals through questions. He writes, "To whom, then, is this wealth of England wealth?"

### Genre Analysis

Assign students to analyze the persuasive appeals used in television advertising, such as celebrity endorsements, claims about health and happiness, quotations from experts, and others. Students should list the appeals they identify and evaluate their truthfulness and effectiveness.

## Substitute Teacher's Activity

### Using a Core Skill

Tell students to write an essay about how the national media helps to shape public opinion. Students should take a position on the positive or negative aspects of the current situation. They should also answer opposing arguments and support their own statements with facts, examples, and reasons.

## Writing Across the Curriculum

### Social Studies

Have students define "interest group." They should explain what an interest group is, how it operates, its importance in the political process, as well as its positive and negative aspects.

### Science

Assign students to write a persuasive article about how science education is organized in your school district. For example, students might recommend offering a wider variety of electives in the upper grades, or recommend keeping the status quo for providing a well-rounded science education to most students.

### Math

Assign students to find data about population growth of a city and write a paragraph about the best mathematical models for the data. Is the best model for population growth usually linear, quadratic, or exponential? Have students give reasons for their answers.

### Using a Learning Log

Ask students to list what they have learned about persuasive techniques. How can they use this knowledge to evaluate persuasive messages?

# Post-Assessment

**Writing Lab: Project Corner,** *p. 314*

Students will be asked to extend their skills by presenting a talk about life without technology, writing a science fiction short story about technology, and creating a multimedia presentation about the very technology used to create the show. You may wish to introduce these projects at the beginning of the chapter.

**Writing Lab: Apply and Assess,** *p. 315*

Students will be asked to write a persuasive e-mail to a friend, a persuasive speech to deliver to the city council, and a letter to the school board in a timed-writing activity. You may wish to introduce these activities, as well as the rubric on page 313, at the beginning of the chapter.

## **Preview** Chapter 8

## Writing to Persuade

### Essential Question

How can you persuade people effectively?

### Additional Resources

- Classroom Presentation
- Digital Edition

### Chapter Elements

**Model** "No Computer Can Hold the Past," pp. 275–278

**Elements of Persuasive Texts,** pp. 279–293

**In the Media** A Political Campaign, p. 294

**Persuasive Writing** Prewriting, pp. 295–300

**Think Critically** Evaluating Evidence and Sources, p. 299

**The Power of Language** Parallelism: The Power of 3s, p. 301

**Persuasive Writing** Drafting, pp. 302–303

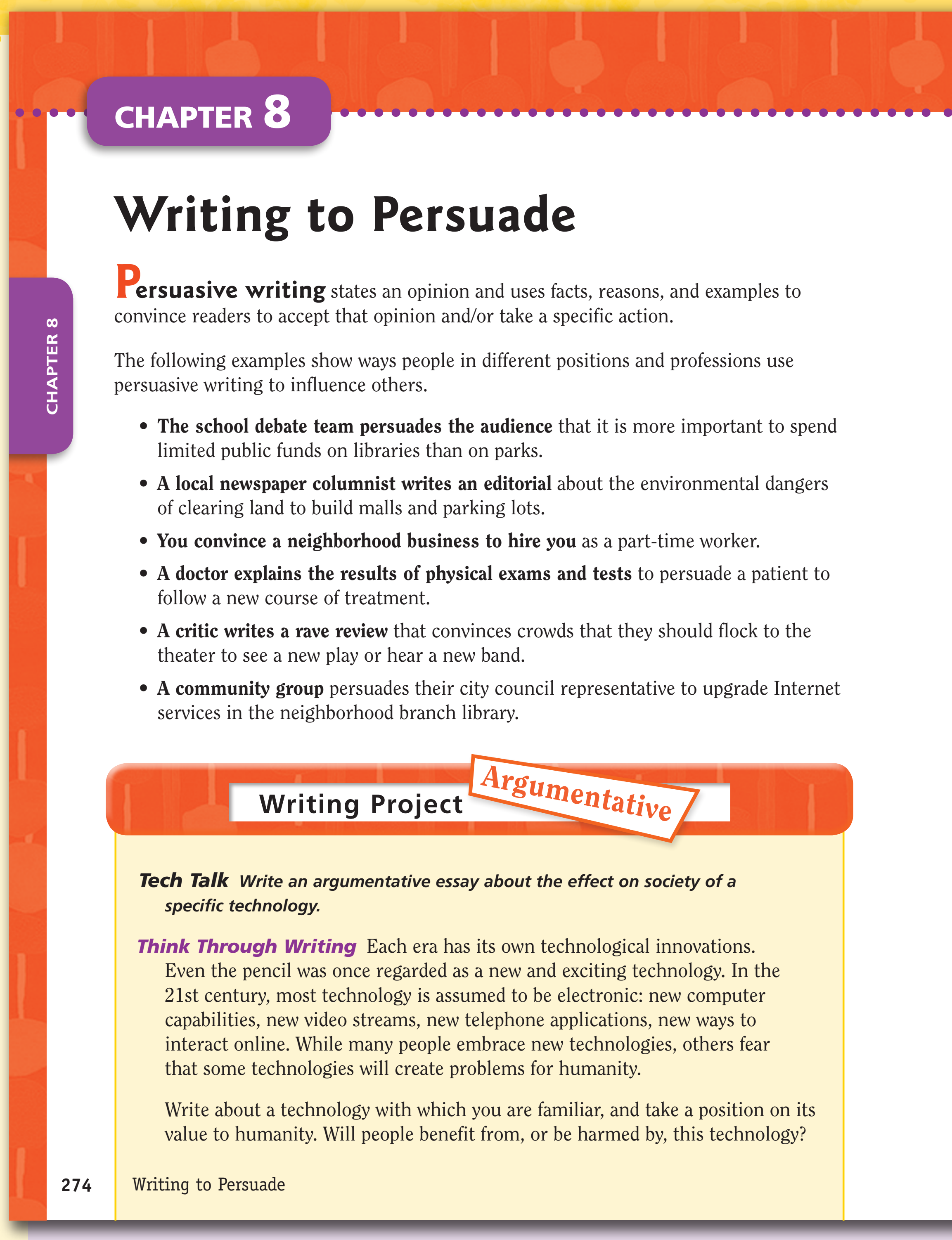
**Persuasive Writing** Revising, pp. 304–309

**Persuasive Writing** Editing and Publishing, pp. 310–312

**The Language of Power** Agreement, p. 310

**Using a Six-Trait Rubric** Persuasive Writing, p. 313

**Writing Lab,** pp. 314–315



CHAPTER 8

CHAPTER 8

# Writing to Persuade

**Persuasive writing** states an opinion and uses facts, reasons, and examples to convince readers to accept that opinion and/or take a specific action.

The following examples show ways people in different positions and professions use persuasive writing to influence others.

- **The school debate team persuades the audience** that it is more important to spend limited public funds on libraries than on parks.
- **A local newspaper columnist writes an editorial** about the environmental dangers of clearing land to build malls and parking lots.
- **You convince a neighborhood business to hire you** as a part-time worker.
- **A doctor explains the results of physical exams and tests** to persuade a patient to follow a new course of treatment.
- **A critic writes a rave review** that convinces crowds that they should flock to the theater to see a new play or hear a new band.
- **A community group** persuades their city council representative to upgrade Internet services in the neighborhood branch library.

### Writing Project Argumentative

***Tech Talk*** ***Write an argumentative essay about the effect on society of a specific technology.***

***Think Through Writing*** Each era has its own technological innovations. Even the pencil was once regarded as a new and exciting technology. In the 21st century, most technology is assumed to be electronic: new computer capabilities, new video streams, new telephone applications, new ways to interact online. While many people embrace new technologies, others fear that some technologies will create problems for humanity.

Write about a technology with which you are familiar, and take a position on its value to humanity. Will people benefit from, or be harmed by, this technology?

274 Writing to Persuade

### Argumentative Writing Project: Tech Talk

**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. 283, 285, 292, 293, 296, 298, 300, 303, 306, 308, 309, and 312.

### Block Scheduling

If your schedule requires that you cover the chapter in a short time, condense elements of the Writing Project to suit your needs. Cover all key instruction and objectives.

If time permits, use Think Critically, The Power of Language, In the Media, The Language of Power, and the Writing Lab activities.

### Literary Connection

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

- Speech to the Troops at Tilbury by Queen Elizabeth
- "A Defense of Poetry" by Percy Bysshe Shelley
- "Shooting an Elephant" by George Orwell

Consider as many issues as possible in your view of whether or not this technology will contribute to the progress of civilization.

***Talk About It*** In your writing group, discuss the writing you have done. What technology did each author consider? What perspective did he or she take? What is the overall consensus on the role of technology in advancing civilization?

***Read About It*** The following persuasive essay offers the opinion of a college professor who has strong beliefs about the value of Internet research. Follow his argument and decide whether he presents it effectively. What points does he make? Are they logical? Does he persuade you to accept his point of view?

## No Computer Can Hold the Past

*Robert Darnton*

Does the Internet help college students learn? Enthusiasts proclaim that it has made a world of information available to any freshman with a computer. Skeptics warn that cyberspace is so full of junk that research in it will never amount to anything more than garbage collecting.

Darnton clearly lays out the opposing views on his subject in the introduction.

As a college teacher who has just started a program for publishing historical monographs on the Web, I concede that the skeptics have a case. But the problem with doing research on the Internet is not about garbage. It's that, by doing all their homework on the Internet, students may develop a misunderstanding of research itself and even of the subjects they are studying.

This statement offers a concession to the skeptics, with whom he ultimately disagrees.

The thesis statement is the final sentence of the introduction. It presents a more subtle position than either of the earlier positions Darnton identifies.

Historical research takes place in libraries and archives, but it is not a straightforward process of retrieving information. You may open a box of manuscripts and confront information in the form of letters or diaries or memos. But this raw material isn't raw at all. It's cooked. Every document embodies some rhetorical convention, argues for some hidden agenda, must be read between the lines and related to all the surrounding documents.

The argument begins building here, with background information.

Darnton uses figurative language here, extending the metaphor suggested by "raw" to an idea of "cooked" information.

Moreover, most documents never make it into archives—they didn't 100 years ago and they don't today, when government agencies shred, erase, or discard most of the material they produce. And far from taking place primarily in governments, history happens to everyone.

## Pre-Assess

**"No Computer Can Hold the Past"**

### Critical Thinking

Persuasion is the model's primary intent. Have students reread the first paragraph and identify the opposing view. Discuss how Darnton's willingness to present both sides of the issue is itself a persuasive technique. Invite students to find other examples in which even-handedness bolsters his argument.

### Speaking and Listening

Ask students why Darnton addresses the skeptics. Then have students identify the thesis statement and discuss how he leads into it. How does Darnton present his position?

Exposition is used throughout this essay to support the writer's position. Ask students to summarize the information presented in paragraphs 3 and 4. Discuss what they learn about historical documents and how that information may influence their reaction to the writer's argument.

### Applying 21st Century Skills: Technology Literacy

This article focuses on using the Internet to research and understand the past. Have two groups of students research facts about the Internet and its use. Then have them debate the pros and cons of using the Internet for research.

### Differentiated Instruction

**English Language Learners:**
**Beginning** Read the essay aloud, pausing to define unfamiliar terms and to discuss the footnote on p. 277. Point out the metaphors and help students understand the comparison being made. Then have students work with a partner, going over each paragraph and summarizing the main points, confirming their understanding of the complex language in each. Remind students to use the notes in the margin for contextual support.

### 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

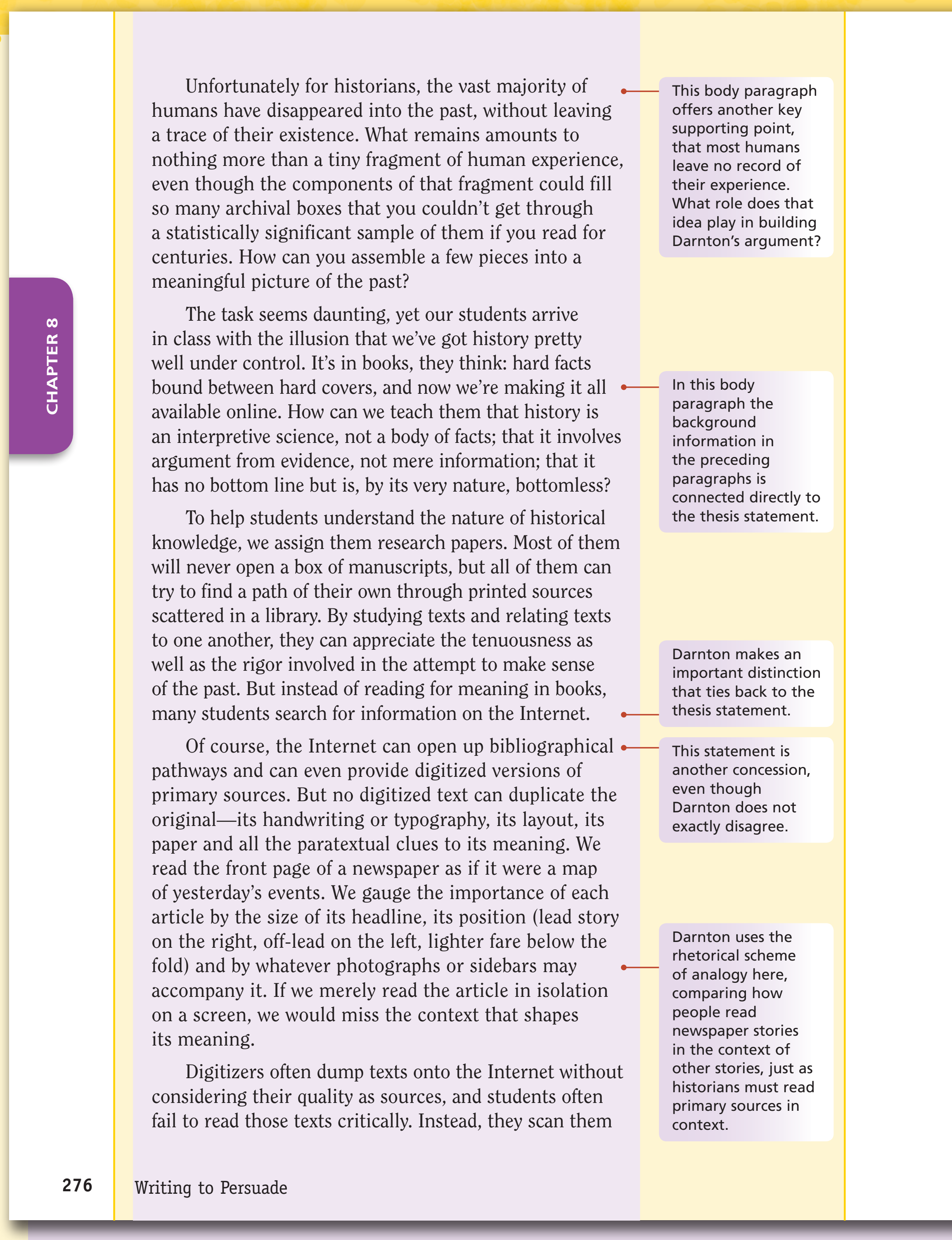
### Critical Thinking

Explain that throughout the essay Darnton uses a metaphor to carry the image of "junk" floating around in cyberspace. Remind students that metaphor is a figurative comparison where one thing is said to be another. Invite students to find examples where *junk, garbage,* and *dumping* convey negative images as part of the author's persuasive technique.

Have students reread the fourth paragraph on p. 275. Ask students what point Darnton is making. How does it help support his argument?

Have students reread the second paragraph. Ask students how this paragraph and the other background information connect to the thesis statement. What other points or distinctions does the writer make that tie to the thesis statement?

Tell students that writers often persuade their audience 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. Have students find examples of redirecting or countering the opposition. Suggest they look for words such as *but, yet,* and *instead* that signal a change in direction or a contradiction.



Unfortunately for historians, the vast majority of humans have disappeared into the past, without leaving a trace of their existence. What remains amounts to nothing more than a tiny fragment of human experience, even though the components of that fragment could fill so many archival boxes that you couldn't get through a statistically significant sample of them if you read for centuries. How can you assemble a few pieces into a meaningful picture of the past?

This body paragraph offers another key supporting point, that most humans leave no record of their experience. What role does that idea play in building Darnton's argument?

The task seems daunting, yet our students arrive in class with the illusion that we've got history pretty well under control. It's in books, they think: hard facts bound between hard covers, and now we're making it all available online. How can we teach them that history is an interpretive science, not a body of facts; that it involves argument from evidence, not mere information; that it has no bottom line but is, by its very nature, bottomless?

In this body paragraph the background information in the preceding paragraphs is connected directly to the thesis statement.

To help students understand the nature of historical knowledge, we assign them research papers. Most of them will never open a box of manuscripts, but all of them can try to find a path of their own through printed sources scattered in a library. By studying texts and relating texts to one another, they can appreciate the tenuousness as well as the rigor involved in the attempt to make sense of the past. But instead of reading for meaning in books, many students search for information on the Internet.

Darnton makes an important distinction that ties back to the thesis statement.

Of course, the Internet can open up bibliographical pathways and can even provide digitized versions of primary sources. But no digitized text can duplicate the original—its handwriting or typography, its layout, its paper and all the paratextual clues to its meaning. We read the front page of a newspaper as if it were a map of yesterday's events. We gauge the importance of each article by the size of its headline, its position (lead story on the right, off-lead on the left, lighter fare below the fold) and by whatever photographs or sidebars may accompany it. If we merely read the article in isolation on a screen, we would miss the context that shapes its meaning.

This statement is another concession, even though Darnton does not exactly disagree.

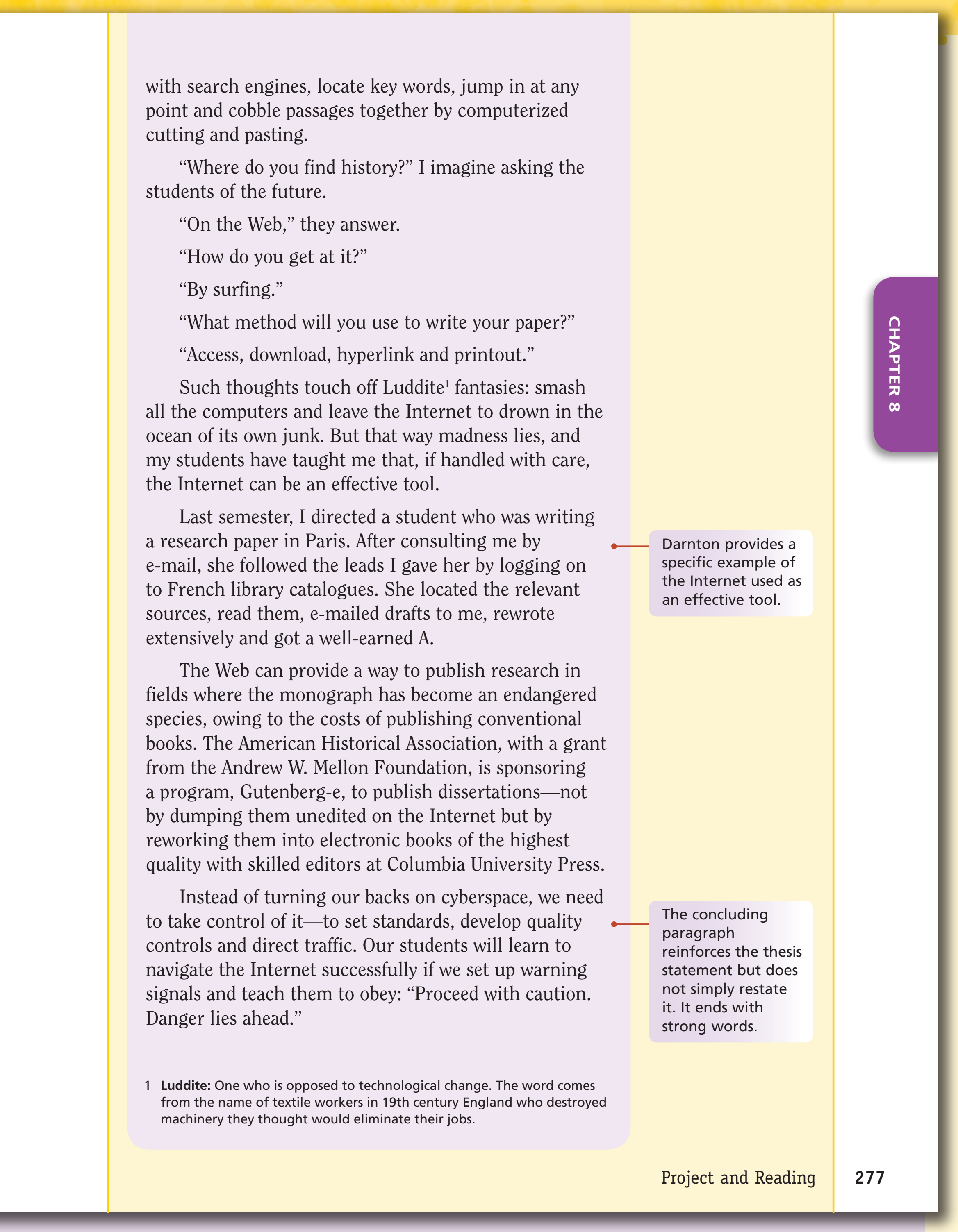
Darnton uses the rhetorical scheme of analogy here, comparing how people read newspaper stories in the context of other stories, just as historians must read primary sources in context.

Digitizers often dump texts onto the Internet without considering their quality as sources, and students often fail to read those texts critically. Instead, they scan them

## Differentiated Instruction

**English Language Learners:**

**Intermediate** and **Advanced** To help students develop background knowledge for reading the last full paragraph on this page, distribute front sections of newspapers from different days or places, if possible. Ask students to decide, based only on their newspaper section, what seems to have been the most important news for that day. After volunteers give their answers, ask them how they made their judgment. The visual and contextual support of having examined the newspaper section should enhance their comprehension when they read the essay.



with search engines, locate key words, jump in at any point and cobble passages together by computerized cutting and pasting.

"Where do you find history?" I imagine asking the students of the future.

"On the Web," they answer.

"How do you get at it?"

"By surfing."

"What method will you use to write your paper?"

"Access, download, hyperlink and printout."

Such thoughts touch off Luddite[1] fantasies: smash all the computers and leave the Internet to drown in the ocean of its own junk. But that way madness lies, and my students have taught me that, if handled with care, the Internet can be an effective tool.

Last semester, I directed a student who was writing a research paper in Paris. After consulting me by e-mail, she followed the leads I gave her by logging on to French library catalogues. She located the relevant sources, read them, e-mailed drafts to me, rewrote extensively and got a well-earned A.

Darnton provides a specific example of the Internet used as an effective tool.

The Web can provide a way to publish research in fields where the monograph has become an endangered species, owing to the costs of publishing conventional books. The American Historical Association, with a grant from the Andrew W. Mellon Foundation, is sponsoring a program, Gutenberg-e, to publish dissertations—not by dumping them unedited on the Internet but by reworking them into electronic books of the highest quality with skilled editors at Columbia University Press.

Instead of turning our backs on cyberspace, we need to take control of it—to set standards, develop quality controls and direct traffic. Our students will learn to navigate the Internet successfully if we set up warning signals and teach them to obey: "Proceed with caution. Danger lies ahead."

The concluding paragraph reinforces the thesis statement but does not simply restate it. It ends with strong words.

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[1] **Luddite:** One who is opposed to technological change. The word comes from the name of textile workers in 19th century England who destroyed machinery they thought would eliminate their jobs.

## Pre-Assess

### Critical Thinking

Remind students that an analogy is a comparison between a familiar and an unfamiliar concept. Ask students how the analogy helps them understand why digitized copy cannot duplicate original sources. What is missing when copy is digitized? Why does Darnton think context is important? What changes when events are taken out of context? Invite students to create another analogy for how we understand the importance of events.

### Speaking and Listening

Explain that authors use examples to support their argument and persuade readers. Have students reread the paragraph beginning with "Last semester . . ." What example does Darnton offer? How does it support his argument? Is it effective? What other examples does he provide throughout the essay?

Tell students that in persuasive writing, the conclusion is extremely important. It's the writer's last chance to make his or her point and persuade the reader to agree. Conclusions should do more than summarize the thesis. A good conclusion should call readers to action or tell them what to do or believe. Ask students what Darnton wants readers to do. What language does he use to emphasize his point and make it memorable? Have they been persuaded to act as he suggests?

### Differentiated Instruction

**Advanced/AP Learners** Have students write an essay describing their own understanding of what is involved in doing research on the Internet. Encourage students to come up with examples that support their ideas. For example, students might indicate that the Internet has helped them gain access to information from universities and government agencies that they would not have access to otherwise. Have students use examples and find facts and reasons to support their point of view. Invite students to read their essays aloud. Do other students understand and accept this point of view?

## Pre-Assess

### Respond in Writing

Before students respond in their journals, discuss the following questions, which will help elicit their personal responses.

- Have you ever had mixed feelings about some new development, tool, or appliance? What caused the ambivalence? How was it resolved?
- Apart from doing research, what else do you use the Internet for? Name one positive and one negative aspect of Internet use.

### Questions for Developing Ideas

Encourage groups to use the questions to help them brainstorm ideas for their essays. Then, as a class, make a master chart. Invite every student to share ideas. Write their ideas on the board.

### Write About It

Ask students to consider which combinations of possible topics, audiences, and forms work best together. For example, an opinion-editorial column about developing clones may persuade lawmakers or people who fear this technology.

## Project Possibilities

Remind students that different blends of verbal and visual communication are needed for each project. For example, a magazine article may feature many images of a technology, while a blog might feature videos and sound clips.

## One Writer's Words

*It were not best that we should all think alike; it is difference of opinion that makes horse races.*

*—Mark Twain, American author*

Discuss the quote. Do students agree that differences of opinion are healthy?

***Respond in Writing*** Identify in writing exactly what Darnton's position is. What, if anything, does he persuade you of, and why?

***Develop Your Own Idea Bank*** Work with your classmates to develop ideas you might use to persuade readers of the effect of certain technology.

***Small Groups:*** In your small group, discuss the writing you have done. Answer the following questions to help think of possible details for each author's argument.

**Questions for Developing Ideas**

- What is the technology discussed in the essay?
- What new capabilities do people have when they use this technology?
- In what areas of life is the technology designed to make human life better?
- What are the potential problems that might follow from development of and dependence on this technology?
- What are the potential benefits?
- What is the range of opinions about this technology?
- What is the overall conclusion about the consequences of the development and expanded use of this technology?

***Whole Class:*** Make a master chart of all of the ideas generated by the small groups for each question to see how different members of the class wrote about different technologies and what they mean to the future of civilization.

***Write About It*** You will next write a persuasive piece in which you argue about the effects of a given technology on the quality of life in society. You might use any of the following possible topics, audiences, and forms for your writing.

| Possible Topics | Possible Audiences | Possible Forms |
|---|---|---|
| • a biological technology, such as developing clones<br>• a computer technology, such as robots<br>• a communications technology, such as a telephone that is a full-featured computer<br>• a gaming technology, such as a device that can play games with new capacities and speeds | • people who might use this technology<br>• people who might fear this technology<br>• lawmakers<br>• researchers<br>• people who might be harmed by this technology | • a blog<br>• a letter<br>• an opinion column<br>• a magazine article |

## Differentiated Instruction

**Visual Learners** Have students work with a partner to find three information sites on the Internet: a government site, such as NASA, an organization's site, and a .com site. Have students study the page to determine which sites make them feel most confident that the information will be objective and accurate. Did the visual design inspire their confidence or their skepticism?

## Guide Instruction

### Persuasive Writing: Revising

### Lesson Question

What faulty reasoning should you check for when revising a persuasive text?

### 1 Eliminating Logical Fallacies

**Objective**

- To identify and eliminate fallacies from persuasive writing

### Attacking the Person Instead of the Issue

Tell students that emotional language and attacking the person will only result in alienating the reader. Attacking a person or group rather than the issue often means a writer does not have a valid point and therefore should not be believed or trusted. Write the following sentences on the board: *High school students are politically apathetic and uninformed. They don't care about their community, and they can't be trusted to do anything, let alone vote*. Ask students how this sentence makes them feel. Do they agree? What or who is being attacked? What is the actual issue? Challenge students to come up with a more reasonable statement that discusses the issue of voting rather than attacking high school students.

### Either-Or/If-Then Fallacies

### Collaborative Learning

Tell students that there are often more than two sides to an issue. Have students work with a partner to rewrite the examples avoiding either-or and if-then fallacies. Invite students to read their statements to the class.

## Persuasive Writing Revising

No matter how carefully you have prepared and drafted your essay it can still benefit from revising. You may need to bolster your opening, strengthen your arguments, refine your language, or add evidence. Review your essay several times, focusing on a different aspect each time. However, reserve at least one reading to check your logic, looking especially for the fallacies discussed below.

### 1 Eliminating Logical Fallacies

A **fallacy** is a flaw in reasoning like the hasty generalization and the faulty syllogism discussed on pages 287–289. The following six fallacies also merit special attention, since they often surface in a poorly reasoned argument.

#### ATTACKING THE PERSON INSTEAD OF THE ISSUE

This fallacy is often called *argumentum ad hominem,* which is Latin for "argument against the man." Writers who commit this fallacy target the character of their opponent instead of the real issue.

| | |
|---|---|
| **Ad Hominem Fallacy** | Senator Moreland has missed every important vote this year. How could his new bill have any merit? |
| **Ad Hominem Fallacy** | Don't vote for Marla Firth. She's just a housewife. |

Although Moreland's voting record may be irresponsible, his new bill may have merit. Just because Firth is a housewife does not mean her political positions are unworthy.

#### EITHER-OR/IF-THEN FALLACIES

Writers guilty of these fallacies assume that there are only two sides to an issue; they ignore other viewpoints. Notice how the following issues are limited to two choices.

| | |
|---|---|
| **Either-Or Fallacy** | Either we stop using nuclear power for energy or we face certain disaster. |
| **If-Then Fallacy** | If you are against the new social center, then you are against the young people of our town. |

In the first example, "certain disaster" might be averted by better nuclear waste management. In the second example, the plans for the social center might be faulty. Between the two extreme positions on most issues lie a number of valid viewpoints.

### Differentiated Instruction

**Advanced/AP Learners** Have students write a statement for each type of fallacy. Then have students exchange papers. Partners should identify the type of fallacy each statement represents and then revise the statement so it is no longer a fallacy. Students may need to do research to provide additional facts to correct the fallacy. If they cannot rewrite a statement, they should explain what information is needed to make it true.

## THE FALLACY OF NON SEQUITUR

In Latin, the words *non sequitur* mean “It does not follow.” You have already seen in syllogisms (pages 288–289) some examples of conclusions that do not necessarily follow from the evidence. Most non sequiturs are the result of illogical deductive thinking.

**Non Sequiturs**

My sister liked this book; therefore, it must be good.

John’s car was more expensive than mine; he must be richer than I am.

Like the fallacy of either-or, the non sequitur can neglect possible alternatives. Judgments about the quality of books vary greatly, and your sister’s taste may not match your own. John may have gone into serious debt to buy an expensive car.

## CONFUSING CHRONOLOGY WITH CAUSE AND EFFECT

This fallacy assumes that whatever happens after an event was caused by that event.

**Cause-Effect**

On my birthday I wished that I would win something. That week I won two concert tickets in a raffle. Wishing really works!

The roof collapsed today because of yesterday’s snowfall.

In the first example, only coincidence relates the two events. In the second example, the snowfall may have contributed to the collapse of the roof, but it may not have been the only cause. If the roof had been sound, it probably could have withstood the snowfall. Such errors in reasoning often result from failing to consider more than one cause.

## FALSE ANALOGIES

An **analogy** is a comparison between two things that are alike in significant ways. A **false analogy** attempts to compare two things that are not enough alike to be logically compared.

**False Analogy**

The phone company’s discontinuation of my service was unfair, since even a criminal gets one phone call.

There are no logical grounds for comparing the situation of a free citizen who has not paid his or her telephone bill with that of a person arrested for a crime.

### Differentiated Instruction

**Visual Learners** It may help students to see fallacies in action. Show students several commercials and ask them to identify the particular fallacies that are employed. Then have students explain why each statement is a fallacy and what information would be needed to eliminate the fallacy.

## Guide Instruction

Gather several newspaper articles and distribute them to the class. Read one article aloud. Then based on the article, suggest some logical-sounding statements that are actually logical fallacies. For example, if an article by one journalist criticizes the home football team, you might say, “I guess the team is awful because this person thinks so.” Challenge students to identify the mistake you’ve made and then correct it, rephrasing the statement so it’s true.

Discuss other fallacies, helping students realize why they are incorrect and drawing on information in the article to make it a true statement. Have students work in small groups, and assign each group one article. Have them write two logical fallacies based on the article. Then have them exchange papers with another group. Have the group rewrite the fallacies to make them true statements.

### Collaborative Learning

Have students take a poll, asking friends and family members for their opinion on a popular issue and the reasons they support that opinion. Have students record the encounters. Then have them work with a partner to make a chart of the responses. They should tally those responses for and against the issue and list all the reasons. Have students identify any fallacies in the responses. Have students share their findings.

## Guide Instruction

### Applying 21st Century Skills: Media Literacy

Tell students that like television commercials, radio and political advertisements use persuasive language to convince customers to consider their product or to vote for a particular candidate. Bring in recordings of radio commercials or political ads that feature logical fallacies. Political ads often employ attacks on the opponent or confusing cause-and-effect arguments. They also tend to use emotional appeals. Have students find commercials with logical fallacies. They can use the Internet to find examples of political ads.

## Apply Instruction

### Practice Your Skills

***Identifying Fallacies***

**Answers**

1. B
2. C
3. D
4. A
5. F
6. E
7. B

## Monitor Progress

Have students rewrite each of the sentences to eliminate the fallacy by rewording it so the reasoning is logical.

## Apply Instruction

**Project Prep** Group members should look for all of the logical fallacies discussed and offer concrete suggestions for correcting them. (15 minutes)

## BEGGING THE QUESTION

A writer who "begs the question" builds an argument on an unproved assumption.

| **Begging the Question** | That unethical doctor should not be allowed to practice medicine.<br>George Bernard Shaw was a great playwright because he wrote a number of superb plays. |
|---|---|

In the first example, the writer bases the conclusion on the unproved assumption that the doctor is unethical. The second sentence provides an example of **circular reasoning.** All the sentence says is that Shaw was a great playwright because he was a great playwright.

### Practice Your Skills

***Identifying Fallacies***

Write the letter for the fallacy committed in each statement.

| | |
|---|---|
| **A.** attacking the person instead of the issue | **B.** either-or/if-then |
| **C.** non sequitur | **D.** confusing chronology with cause and effect |
| **E.** false analogy | **F.** begging the question |

**1.** Either you allow the hunting of wolves, or you end up with slaughtered farm animals.
**2.** The dog is barking; someone must have rung the doorbell.
**3.** The sun reappeared after the cave dwellers chanted a hymn during the eclipse. The chanting must have caused the sun to reappear.
**4.** I didn't hear Jennifer's speech, but I know I disagree with it. She's always so disorganized!
**5.** These unnecessary taxes are a burden on taxpayers.
**6.** Just as a car needs gasoline to keep running, a hospital needs volunteers.
**7.** If you don't clean your room, then you obviously do not care what people think about you.

### PROJECT PREP Evaluating *Logical Fallacies*

In your writing group, read each author's essay for logical fallacies of the sort reviewed above. If an author uses a fallacious means of reasoning, point it out and suggest alternative ways to substantiate the point.

## Differentiated Instruction

**Struggling Learners** Before students begin the Practice Your Skills exercise, review more examples as a class. Write the following statements on the board:

- The show was a flop; the actors must not have rehearsed enough. (non sequitur)
- Since I have been running regularly, my grades have improved. Running must make me smarter. (confusing chronology with cause and effect)
- The shortsighted plan to cut the trees down will have unpleasant future consequences. (begging the question)

Have students identify each fallacy. If they struggle, help them break the statement down to recognize what makes it fallacious.

## 2 Avoiding Propaganda Techniques

As you listen to or read the literal meanings of words, pay attention to any hidden purposes or motives behind those words. Also attend carefully for the writer's point of view or bias. What is the intent of a commercial, an editorial, or a political speech? **Propaganda** misrepresents or distorts information or presents opinions as if they were facts. Do not confuse propaganda with persuasion. In persuasion the writer uses facts, evidence, and logical arguments to promote a viewpoint. In propaganda, on the other hand, the writer uses emotional language, exaggeration, and sometimes scare tactics to win people over.

### BANDWAGON APPEALS

The **bandwagon appeal** tries to get you to do or think the same thing as everyone else. Often bandwagon appeals are used in advertising to make customers feel inadequate if they do not buy a certain product. These appeals are used in politics to make potential voters feel that they must support a particular candidate or risk being out of step with everyone else.

> Rosemary Filippo has the support of all our city workers. She has the support of the young, the middle-aged, and the seniors. Rosemary Filippo has the support of all the people! Doesn't she deserve your support too?

### TESTIMONIALS

A famous person's endorsement of a product is called a **testimonial.** A testimonial, however, can be misleading because it often suggests that because the famous person uses the product or endorses it, the product is so good that everyone else should also use it. A testimonial may suggest that using the product will give you the same success as the famous person endorsing it. The following testimonials are misleading for both of these reasons.

> I'm Jeff Strong. I hope you liked my last movie, *Muscle Head*. When I auditioned for the movie I wore my InvisiVision contact lenses. Glasses are a bother when I am doing all those action shots. So get yourself some InvisiVision lenses if you want to be a star!
>
> I'm Dunk Hooper, basketball player of the year. I rely on more than sheer leaping power for my high-altitude hoopitorial acrobatics. I wear Hiptop Footflyers with the "energy booster" heel. Try Footflyers and you too will enjoy life above the rim.

### GLITTERING GENERALITIES

Careless thinking about general ideas can lead to a reasoning problem called **glittering generalities.** These are words and phrases most people associate with virtue and goodness that are used intentionally to trick people into feeling positively about a subject.

### Test-Taking Strategies

**Taking the Test** Tell students to read the directions for each section carefully and to answer the sample questions to be sure they understand what is required. Suggest they answer the easiest questions first and skip the ones they find more difficult. Remind them to return to the questions they skipped if they have time and to check that they are recording their answers correctly.

### Differentiated Instruction

**Special Needs Learners** Instruct groups working on the media literacy exercise to assign tasks that are best suited to each student's skill level. Suggest that visually-impaired students could orally help with writing the dialogue. Hearing-impaired students may be better suited to designing the magazine advertisement.

## Guide Instruction

### 2 Avoiding Propaganda Techniques

**Objective**

- To identify propaganda techniques in persuasive writing

### Bandwagon Appeals, Testimonials, and Glittering Generalities

Ask students if they've heard of these three propaganda techniques. Most students will recognize these appeals from advertisements, as they are often used to target teens. Tell students that these appeals are also used in persuasive essays and speeches. Writers will often appeal to the masses as a "special" group and then encourage them to join others like them to make a change. Celebrities who support a certain cause or issue are often referred to. These appeals assume that people identify strongly with these celebrities and align themselves with the celebrities' views and concerns. Have students read several persuasive essays, looking for examples of bandwagon appeals, testimonials, and glittering generalities.

### Applying 21st Century Skills: Media Literacy

Have students work with a partner or in small groups to think of a product they would like to advertise—a food, a kind of clothing, a technical gadget, or a similar item. Then have students create a magazine advertisement and a television commercial script for the product. One ad should use the bandwagon appeal and the other should use a testimonial and a glittering generality. Have students act out their commercial script, and ask classmates to identify the propaganda techniques.

## Guide Instruction

**Here's How: Recognizing Glittering Generalities**

Review glittering generalities and bring in some examples. Then have students work with a partner to find one example of a persuasive essay or editorial that employs glittering generalities for two of the following issues:

- democracy
- values
- family
- moral
- motherhood
- education

Students can also select topics that they feel typically stir positive feelings in people. Have students list sentences that are examples of glittering generalities.

### Additional Resources

- ELL Resource, Chapter 8

## Apply Instruction

### Practice Your Skills

*Analyzing a Glittering Generality*

**Answers will vary.** Students should address each question in the chart on the page. Invite volunteers to share their responses with the class.

**Project Prep** Group members should read each essay, looking for propaganda techniques. If they find one, they should suggest a more logical way to make the point. (15–20 minutes)

Here are some words that typically stir positive feelings in people.

| | | |
|---|---|---|
| Democracy | Family | Motherhood |
| Values | Moral | Education |

When one of these words is attached to a controversial idea, chances are the writer or speaker is trying to force you to evoke your positive attitude toward this idea. For example, suppose a politician says, "This new law is a threat to the liberty we cherish." He or she presumes you value liberty and will oppose the new law rather than surrender your freedom.

When you recognize a glittering generality, sometimes called a "virtue word," slash through it by asking yourself these questions, recommended by the Institute for Propaganda Analysis.

HERE'S HOW

### Recognizing Glittering Generalities

- What does the virtue word really mean?
- Does the idea in question have any legitimate connection with the real meaning of the word?
- Is an idea that does not serve my best interests being "sold" to me merely by its being given a name that I like?
- Leaving the virtue word out of consideration, what are the merits of the idea itself?

### Practice Your Skills

*Analyzing a Glittering Generality*

Analyze the following glittering generality by writing answers to the four questions above.

"Unrestricted Internet access in the schools threatens the very foundation of the American family."

**PROJECT PREP** *Evaluating* ***Propaganda Techniques***

In your writing group, review each author's essay to identify any glittering generalities, bandwagon appeals, or other means of spurious argumentation. If authors employ such methods, help them see the problem and make the point in a more logically responsible way.

### Differentiated Instruction

**Visual Learners** Have students work with a partner to find magazine advertisements that use each of the propaganda techniques. Have them explain how each advertisement uses the technique and the effect of the technique. Have students share their examples with the class. Discuss why advertisers might have employed these techniques. Are they effective?

## 3 Using a Revision Checklist

Use the following checklist to go over your persuasive text one more time.

### Evaluation Checklist for Revising

*Checking Your Introduction*

- ✓ Is the thesis statement clear and based on logical reasons? (pages 279 and 296)
- ✓ Does the introduction capture attention? (page 302)

*Checking Your Body Paragraphs*

- ✓ Does each paragraph have a topic sentence? (pages 88–89)
- ✓ Is each paragraph unified and coherent? (pages 93–96 and 119)
- ✓ Have you consistently used an organizing structure appropriate for your purpose, audience, and context? (page 300)
- ✓ Have you supported your main points? (pages 298 and 302)
- ✓ Have you evaluated your evidence and sources and demonstrated that you have done so? (pages 298–299 and 396–397)
- ✓ Have you presented the whole range of relevant perspectives and accurately and honestly worded opposing views? (pages 279 and 300)
- ✓ Have you anticipated and refuted counter-arguments? (pages 279, 297–298, and 436-437)
- ✓ Did you concede a point if appropriate? (pages 297–298, and 302)
- ✓ Did you avoid logical fallacies? (pages 304–306)

*Checking Your Conclusion*

- ✓ Does your conclusion summarize the main points? (pages 279 and 302)
- ✓ Do you restate your thesis forcefully? (page 279)
- ✓ Have you asked readers to take action, if that was your purpose? (pages 297 and 302)

*Checking Your Words and Sentences*

- ✓ Does your level of formality, tone, and style reflect the audience's anticipated response? (pages 279 and 297)
- ✓ Have you used carefully crafted language to move a neutral or opposed audience? (pages 302–303)
- ✓ Did you use rhetorical devices appropriately? (pages 51–54)
- ✓ Are your emotional appeals, if any, sincere and restrained? (page 293)
- ✓ Did you spell all words correctly? (pages 1016–1043)

**PROJECT PREP** *Revising* ***Using Feedback***

Based on feedback from your writing group, use the checklist to revise your essay. In this draft, also make sure that you use proper spelling, grammar, and punctuation so that your readers respect you as an articulate and erudite person whose views cannot be ignored.

## Guide Instruction

### 3 Using a Revision Checklist

**Objective**

- To revise the draft of a persuasive essay using a checklist

### Connecting Composition to Mechanics

Have students choose a persuasive essay from a newspaper or magazine and study it closely, letting the writer's point of view seep in. Then have students evaluate the thesis statement, supporting details, and reasoning. They should also look for logical fallacies and propaganda techniques. Suggest they also use the checklist to help them evaluate the essay. Then have students write a critique, based on their evaluation. Remind students to proofread their work for spelling and punctuation errors.

## Apply Instruction

**Project Prep** Have students use the feedback from their group members and the checklist to revise their drafts. Remind students to proofread for errors in grammar, usage, and mechanics. (15–20 minutes)

## Differentiated Instruction

**Struggling Learners** Review the importance of the conclusion and what makes a conclusion strong. Remind students that the conclusion is the last chance they have to persuade readers to act or believe in a certain way. To be persuasive, the conclusion should follow from the introduction and the facts and examples used in the body of the essay. It should forcefully restate the thesis. Emphasize that the conclusion should call upon the reader to act on the issue in the way the writer has proposed. Read several examples of strong conclusions, pointing out the aspects that make it successful.

## Guide Instruction

### Persuasive Writing: Editing and Publishing

**Lesson Question**

What changes do you have to make to meet the requirements of various publishing formats?

**Objective**

- To edit and publish a persuasive essay

### The Language of Power: Agreement

Tell students that the best way to determine agreement is to remove any interrupting phrases or to put the sentence in natural order. Then write the following sentences on the board and have students correct the errors in agreement.

- The members of the Parent Teacher Association votes today on the proposed fund-raiser. (The members of the Parent Teacher Association vote today on the proposed fund-raiser.)
- What we are seeking are a solution to this problem. (What we are seeking is a solution to this problem.)
- Researchers who are working at this university hopes to discover a cure for the common cold. (Researchers who are working at this university hope to discover a cure for the common cold.)

**Remember It**

Have students record the rule and the examples in their notebooks and add them to their personalized checklist.

**Use It**

Have students read their essays, looking for errors in subject-verb agreement. For more on subject-verb agreement, have them refer to Chapter 19.

## Persuasive Writing Editing and Publishing

As you edit your persuasive essay, watch for spelling errors, such as the use of *right* for *write* or *capitol* for *capital*. If you are using a word-processing program, you can use the Spell Check feature, but remember that it will not catch usage errors. Go back over quoted material to check on the spellings of the names of people and organizations. Then check your punctuation. As you work, refer to your Personalized Editing Checklist to avoid the kinds of errors you have made before. Ask someone else to do a quick reading of your work.

### The Language of Power Agreement

**Power Rule:** Use verbs that agree with the subject. (See pages 826–853.)

**See It in Action** In some sentence constructions, you may have trouble identifying the subject, or the subject may be separated from the verb. These constructions are often the source of mistakes in agreement. In the following example from "No Computer Can Hold the Past" by Robert Darnton, the subject is *What remains*.

> What remains amounts to nothing more than a tiny fragment of human experience…

Since the word *remains* can be a noun or a verb, it can be misunderstood as a plural subject that would call for the use of the verb *amount*. You might understand the proper construction Darnton used by substituting "is left" for the word *remains*.

Separated subjects and verbs can also be tricky. In the following example, the singular subject *amount* is separated from the verb by a prepositional phrase that contains many plural items, possibly tempting a writer to use a plural verb.

> The vast amount of public records, private letters, and everyday documents makes the historian's task endless.

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

**Use It** Read your persuasive text looking only for the subject and verb in each sentence and making sure they agree. Try ignoring any phrases that separate the subject and verb to help you check for agreement.

### Differentiated Instruction

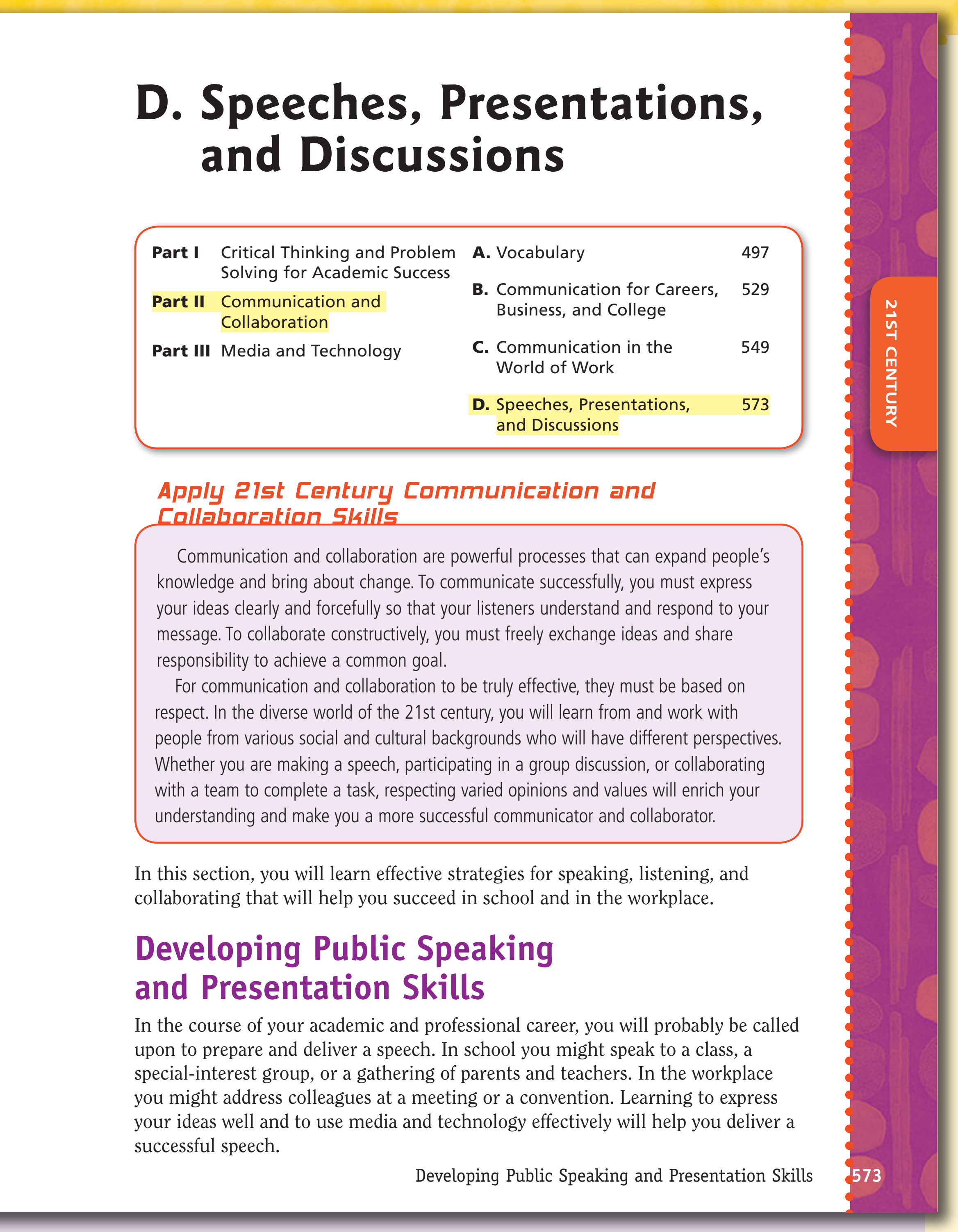
**English Language Learners: Beginning** To help students understand agreement and interrupting words, write the following sentences on the board and say each aloud.

- Singular *The dog plays.*
- Plural *The dogs play.*

Point out the agreement between the singular subject and singular verb and the plural subject and plural verb. Then write and say aloud the following sentences.

- Singular *The dog in the park plays.*
- Plural *The dogs in the park play.*

Point out that the interrupting prepositional phrase does not change the verb. Tell students that even though the object of a prepositional phrase—*park*, in this case—is located closer to the verb, the verb must always agree with the subject. A clear understanding of these rules will help students more easily learn new language structures that they hear during interactions among students and during classroom instruction.



# D. Speeches, Presentations, and Discussions

**Part I** Critical Thinking and Problem Solving for Academic Success
**Part II** Communication and Collaboration
**Part III** Media and Technology

**A.** Vocabulary 497
**B.** Communication for Careers, Business, and College 529
**C.** Communication in the World of Work 549
**D.** Speeches, Presentations, and Discussions 573

## *Apply 21st Century Communication and Collaboration Skills*

Communication and collaboration are powerful processes that can expand people's knowledge and bring about change. To communicate successfully, you must express your ideas clearly and forcefully so that your listeners understand and respond to your message. To collaborate constructively, you must freely exchange ideas and share responsibility to achieve a common goal.

For communication and collaboration to be truly effective, they must be based on respect. In the diverse world of the 21st century, you will learn from and work with people from various social and cultural backgrounds who will have different perspectives. Whether you are making a speech, participating in a group discussion, or collaborating with a team to complete a task, respecting varied opinions and values will enrich your understanding and make you a more successful communicator and collaborator.

In this section, you will learn effective strategies for speaking, listening, and collaborating that will help you succeed in school and in the workplace.

## Developing Public Speaking and Presentation Skills

In the course of your academic and professional career, you will probably be called upon to prepare and deliver a speech. In school you might speak to a class, a special-interest group, or a gathering of parents and teachers. In the workplace you might address colleagues at a meeting or a convention. Learning to express your ideas well and to use media and technology effectively will help you deliver a successful speech.

## Guide Instruction

### D. Speeches, Presentations, and Discussions

Discuss with students the idea that speaking is one of the first ways people get to know each other as they meet, introduce themselves, and make their initial impression. In order to speak effectively—whether to one person, a few people, or a roomful of listeners—the speaker has to have a clear idea of what he or she wants to say—and the best way to say it. The same is true when it comes to writing.

### Developing Public Speaking and Presentation Skills

### Speaking and Listening

Get students to discuss all the jobs in the working world that require employees to give speeches. For example, a sports coach gives speeches to the team to inspire and motivate. A company president gives speeches during meetings to inform coworkers of company policies and progress. Scientists give speeches to inform their colleagues about important discoveries. Ask students to come up with more examples. Have them analyze the importance of one kind of speech over another. Is the length of the speech important? When is humor appropriate? What constitutes an "important" speech? Can they imagine themselves in a profession that demands frequent public speaking?

### Literary Connection

You might want to explore speeches in the following works, which appear in literature textbooks at this grade level.

- "Defending the Nonviolent Resistance" by Mohandas Gandhi
- "Female Orations" by Margaret Cavendish
- "Rules for Raising Children" by Ann Landers
- From "Speech Before Defeating the Spanish Armada" by Elizabeth I
- From "The Speeches, May 19, 1940" by Winston Churchill

## Guide Instruction

### 1 Preparing Your Speech

#### Collaborative Learning

Ask students to get together in pairs to discuss the kind of speeches they might wish to write to express a particular point of view. They should decide whether their intention would be to inform, to inspire, to entertain, or to persuade. They should then exchange information about speeches they have heard that shared this same intention.

**Strategies for Considering Audience and Purpose**

Suggest that student copy the Strategies for Considering Audience and Purpose in their Writing Journals.

## Apply Instruction

### Practice Your Skills

***Determining a Subject That Suits an Audience and Purpose***

**Sample Answers**

1. Speech to inform: a speech to explain to elementary school teachers tips they can give students how to protect themselves from violence at school or elsewhere
2. Speech to persuade: a speech to persuade the senate to vote in favor of a new jobs bill
3. Speech to entertain: a speech telling classmates of your exploits as the team's mascot, Captain Blastoff

## 1 Preparing Your Speech

Preparing a speech is similar to preparing a report or a persuasive essay. In speaking, as in writing, thoughtful, careful preparation will make your final product a success.

### CHOOSING A SUBJECT TO SUIT YOUR AUDIENCE AND PURPOSE

Every speech has a main purpose—to inform, instruct, motivate, persuade, or entertain. Most speeches, however, have more than one purpose. For example, a speaker can inform listeners about health risks while trying to persuade them to eat well and exercise regularly.

To deliver a successful speech, you need to match your subject to your purpose and audience. Use these strategies to help you choose a subject that suits your audience and purpose.

HERE'S HOW **Strategies for Considering Audience and Purpose**

- Determine your main purpose. Is it to inform, instruct, motivate, persuade, or entertain? Decide, as well, whether you have more than one purpose.
- Find out the interests of your audience. Then choose a subject that matches your audience's interests and your purpose. For example, asked to deliver a persuasive, entertaining speech at a high school graduation, a speaker might choose to discuss the college experience. However, if that same person were asked to speak at a college graduation, he or she might deliver a persuasive, entertaining speech about personal and professional goals.
- You want your audience to have confidence in you, so choose a subject that you know well or can research thoroughly.

*You can learn more about the specific purposes for written and oral essays on pages 5–6 and 15.*

#### Practice Your Skills

***Determining a Subject That Suits an Audience and Purpose***

**1.** Write an example of a subject for a informative speech. Your audience is a group of teachers.

**2.** Write an example of a subject for a persuasive speech. Your audience is a group of U.S. senators.

**3.** Write an example of a subject for a speech meant to entertain. Your audience is a group of classmates.

### Differentiated Instruction

**Intrapersonal Learners** Provide examples for purposes based on birthdays: A sentence to inform could read *People celebrate birthdays to commemorate the day they were born*. A sentence to persuade could read: *Birthdays should always be always be recognized and celebrated.* A sentence to entertain could read: *The silliest thing happened to me on my birthday*. Invite students to comment on the different types of information presented in each sentence, as well as the tone used to convey the sentences.

## LIMITING A SUBJECT

After you choose an interesting subject, you should limit it so that you can cover it effectively in a given amount of time. To limit your subject, use the following strategies.

HERE'S HOW

### Strategies for Limiting a Subject

- Limit your subject by choosing one aspect of it. For example, for a 20-minute speech about "baseball greats," you could limit the subject to "Babe Ruth: A Great Homerun Hitter and Pitcher."
- Identify what your audience already knows about your subject, and consider what your audience may expect to hear. Then limit your subject to suit your audience's expectations.
- Limit your subject to suit your purpose.

The following examples illustrate three ways to limit the subject of traveling in a foreign country according to the purpose of your speech.

LIMITING A SUBJECT

| Purpose of Speech | Example |
|---|---|
| to inform | Explain ways to travel cheaply. |
| to persuade | Convince people to visit Mexico. |
| to entertain | Tell about the time you toured Paris, France, in one day. |

### Practice Your Skills

***Limiting a Subject***

Choose a purpose and an audience. Then limit each subject to be suitable for a 20-minute speech.

**1.** wildlife conservation
**2.** movies
**3.** Shakespeare
**4.** the Olympics
**5.** careers in technology
**6.** the Constitution

## GATHERING AND ORGANIZING INFORMATION

To gather information for an informative speech, follow the same procedures you would use for a written report. List everything you already know about the subject. Then consult several sources, including encyclopedias, books, periodicals, and online materials in the library or media center. In addition, you might interview people who are knowledgeable about the subject. To plan the interview, always make a list of the questions you want to ask.

*You can learn more about gathering and organizing information on pages 224–273.*

## Guide Instruction

**Limiting a Subject**

### Speaking and Listening

Have students watch or listen to presidential inaugural addresses or other familiar orations of their own choosing to evaluate why certain presentations are more successful than others. They can share and discuss their evaluations with a partner.

### Practice Your Skills

***Limiting a Subject***

Give students further practice by having volunteers name additional subjects and write them on the board. Then have students limit those subjects. Give helpful suggestions when needed.

## Differentiated Instruction

**Intrapersonal Learners** To get students thinking about subject, audience, and organization of a speech, ask these questions: What things do you need to keep in mind when choosing a subject and purpose for a speech? Why is it important to consider the audience when preparing a speech? Why is it helpful to be organized when preparing a speech?

## Guide Instruction

### Collaborative Learning

Before moving ahead to the next step in their speeches, review these questions with students:

- What are the first two steps in preparing a speech?
- Why is it important to limit the subject of a speech?
- What are three strategies for gathering and organizing information for a speech?

## Apply Instruction

### Practice Your Skills

***Gathering and Organizing Information***

Have students work on the elements of their speeches with a partner. They should collaborate on the subject, purpose, content (including notes and visual aids). When they have finished, have the pairs discuss their process with the rest of the class.

***Taking Notes*** Take notes on note cards as you do your research. Note cards are the best way to record information because the cards can be easily organized later. If you interview someone, you can take notes or use an audio recorder to record the conversation. You should write down any words from the interview you intend to quote, put them in quotation marks, and get permission from the speaker to use the quotations.

***Collecting Audiovisual Aids*** Audiovisual aids, such as maps, pictures, slides, CDs, and DVDs, can add to the impact of your speech. Choose aids that suit the purpose and context of your speech. Make sure the aids will help you communicate your message effectively and will not be distracting. Once you decide on the main points you wish to enhance with the use of audiovisual aids, gather or create these materials as you prepare your speech.

HERE'S HOW

### Strategies for Organizing a Speech

- Arrange your note cards by topics and subtopics.
- Use your note cards to make a detailed outline of your speech.
- Draft an introduction. To capture the interest of your audience, begin your speech with an anecdote, an unusual fact, a question, an interesting quotation, or some other attention-getting device. Present a clear thesis in your introduction. (See pages 110–112.)
- Arrange your ideas in a logical order, and think of the transitions you will use to connect the ideas. (See pages 94–95, 300, and 338–339.)
- Support your points in the body of your speech with valid evidence from reliable sources. Use appropriate appeals to support your claims and argument.
- When defending a point of view, use precise language and appropriate detail.
- Write a conclusion for your speech that summarizes your main ideas. Try to conclude your speech with a memorable sentence or phrase. (See page 122.)

### Practice Your Skills

***Gathering and Organizing Information***

Choose and limit a subject for a 20-minute speech in which your purpose is to inform. Write what you know about the subject on note cards. Next, visit the library or media center, and use print and electronic sources to find additional information for at least ten more note cards. Then organize your cards, and write an outline of your speech. Draft an introduction and a conclusion. Prepare any audiovisual aids you will use.

## Differentiated Instruction

**Interpersonal Learners** Have students listen to an audiotape of a speech by John F. Kennedy or Martin Luther King, Jr. Then ask them to identify the speech's subject, purpose, and audience. Help students find the main idea of the speech and identify the audience. Ask them whether the speech was meant to inform, to persuade, or to entertain. Tell students that sometimes a speaker has a dual purpose: to inform and to persuade. Also explain to students that even though an audience may be broad—for example, the people of an entire nation—the subject of a speech should be limited in scope so that it can be developed fully by the speaker and interpreted fully by the audience. Tell them they will learn strategies for giving strong speeches in this lesson.

## Practicing Your Speech

Rehearsing your speech will enable you to deliver it with confidence and skill. In most cases you should not write out your speech or memorize it. Instead, use your outline to deliver your speech, or convert your outline into cue cards. Write your main points along with key words or phrases and quotations on separate cards. Remember to arrange your cards in the order in which you will use them. While you are delivering your speech, your cue cards will help you to remember your important points and supporting details. Use the following strategies when practicing your speech.

HERE'S HOW

### Strategies for Practicing a Speech

- Practice in front of a long mirror so that you will be aware of your gestures, posture, and facial expressions.
- Practice looking around the room at an imaginary audience as you speak.
- Practice using your cue cards and any audiovisual aids that are part of your presentation.
- If you plan to use a microphone, practice your technique.
- Time your speech. Add or cut information if necessary. In timing yourself, keep the following rule of thumb in mind: It takes about as much time to give a 20-minute speech as it does to read aloud an 8-page report typed double-space.
- Practice over a period of several days. Your confidence will grow each time you practice, and your nervousness will decrease.

Revise your speech as you practice. Experiment with your word choice, and add or delete information to clarify your main points. Experiment, as well, with different ways to use audiovisual aids. In addition, practice your speech with a classmate or a friend. Your listener's comments will help you improve your speech before you deliver it.

### Practice Your Skills

**_Practicing and Revising Your Speech_**

Prepare cue cards for your informative speech. Then use the strategies above to practice your speech before a relative, friend, or classmate. Afterward, discuss your speech and revise it, using your listener's comments as a guide.

COMPANY REVENUE

## Guide Instruction

### Practicing Your Speech

### Collaborative Learning

Ask students to get together in pairs to practice delivering their speeches to one another. Have them critique each other on the bases of whether the delivery is effective and the organization of the information seems logical. Then ask them to redeliver their improved speeches to the class.

### Integrating Technology

Suggest that students make a videotape of the speech they are practicing. They might be able to use the school's video facilities, borrow a friend's camera, or rent a camera. After taping themselves, they can watch their facial expressions, gestures, or other movements to see whether they are projecting the image of a relaxed and confident speaker.

**Time Out to Reflect**

Invite students to reflect on the following questions.

- Why is it important to consider the audience when preparing a speech?
- Why is it helpful to be organized when preparing a speech?

## Guide Instruction

## 2 Delivering Your Speech

21ST CENTURY

### Collaborative Learning

Have volunteers tell the class their speech subjects and write them on the board. Now ask students to suggest possible props to enhance the subjects. Give suggestions if students have difficulty.

### Collaborative Learning

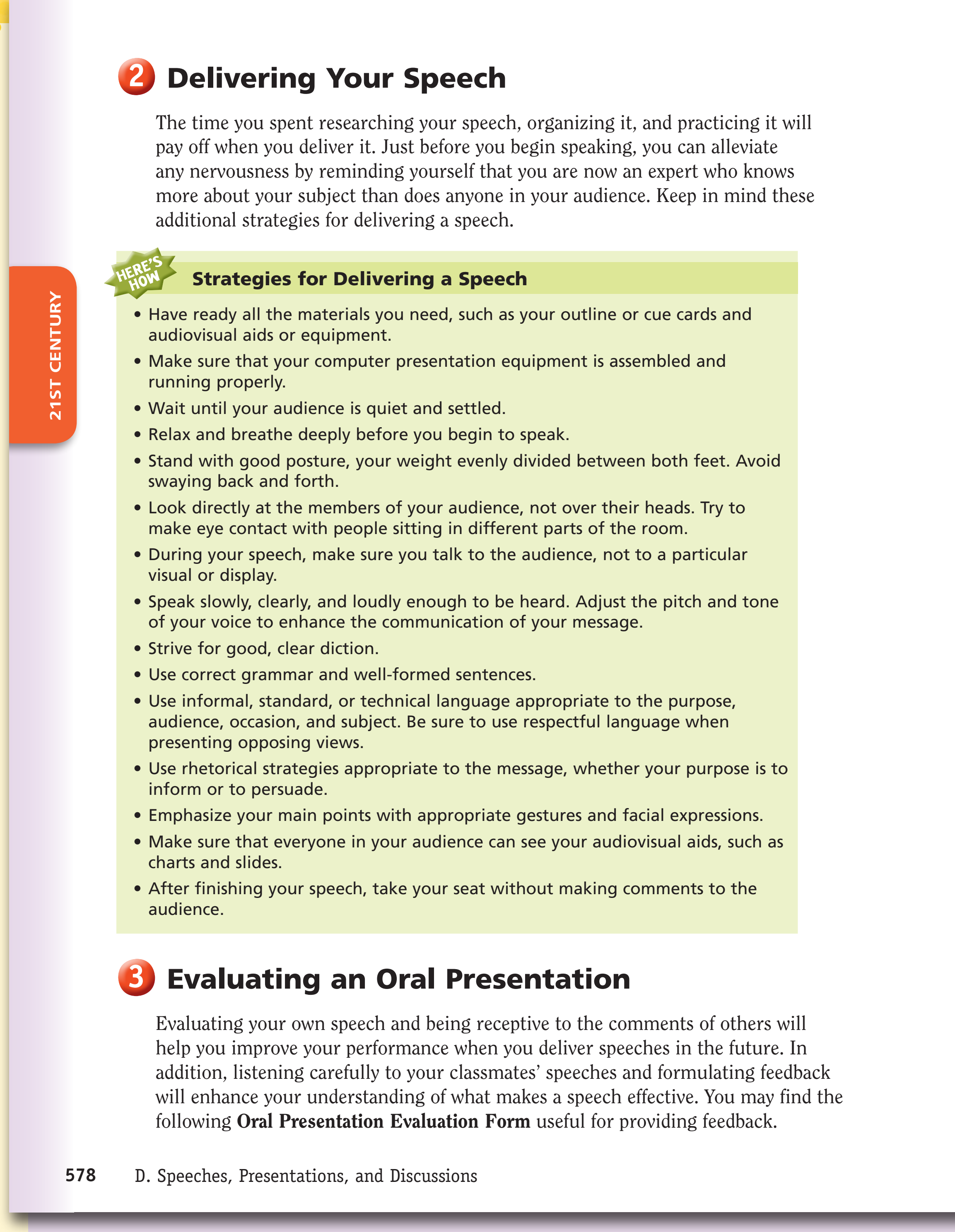
As students get ready to deliver their speeches, remind them that they must have a clear idea of their subject, purpose, and audience. At the end of each speech, have listeners write down their thoughts as to the subject, purpose, and audience. Speakers can collect these initial responses once they have finished speaking.

### Collaborative Learning

Ask volunteers to list strategies for organizing, practicing, and delivering a speech. Write student responses on the board. Make sure all elements are discussed. Refer to the strategies charts if necessary.

## 3 Evaluating an Oral Presentation

If possible, videotape students delivering their speeches. Ask students to self-evaluate their speeches and to note ideas for improving their delivery or revising their speeches.



## 2 Delivering Your Speech

The time you spent researching your speech, organizing it, and practicing it will pay off when you deliver it. Just before you begin speaking, you can alleviate any nervousness by reminding yourself that you are now an expert who knows more about your subject than does anyone in your audience. Keep in mind these additional strategies for delivering a speech.

21ST CENTURY

HERE'S HOW

### Strategies for Delivering a Speech

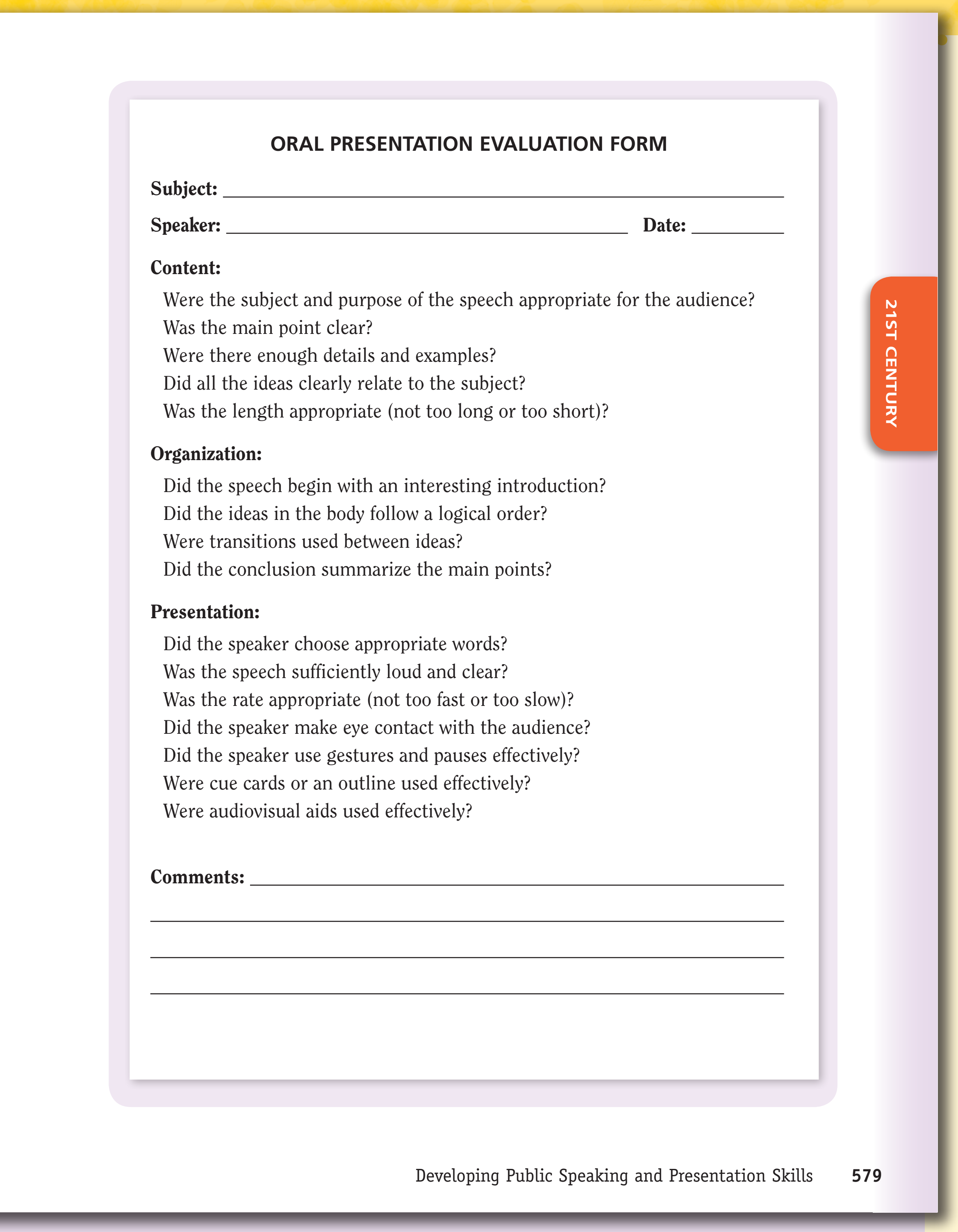
- Have ready all the materials you need, such as your outline or cue cards and audiovisual aids or equipment.
- Make sure that your computer presentation equipment is assembled and running properly.
- Wait until your audience is quiet and settled.
- Relax and breathe deeply before you begin to speak.
- Stand with good posture, your weight evenly divided between both feet. Avoid swaying back and forth.
- Look directly at the members of your audience, not over their heads. Try to make eye contact with people sitting in different parts of the room.
- During your speech, make sure you talk to the audience, not to a particular visual or display.
- Speak slowly, clearly, and loudly enough to be heard. Adjust the pitch and tone of your voice to enhance the communication of your message.
- Strive for good, clear diction.
- Use correct grammar and well-formed sentences.
- Use informal, standard, or technical language appropriate to the purpose, audience, occasion, and subject. Be sure to use respectful language when presenting opposing views.
- Use rhetorical strategies appropriate to the message, whether your purpose is to inform or to persuade.
- Emphasize your main points with appropriate gestures and facial expressions.
- Make sure that everyone in your audience can see your audiovisual aids, such as charts and slides.
- After finishing your speech, take your seat without making comments to the audience.

## 3 Evaluating an Oral Presentation

Evaluating your own speech and being receptive to the comments of others will help you improve your performance when you deliver speeches in the future. In addition, listening carefully to your classmates' speeches and formulating feedback will enhance your understanding of what makes a speech effective. You may find the following **Oral Presentation Evaluation Form** useful for providing feedback.

### Differentiated Instruction

**English Language Learners:** **Intermediate** Ask these students if they play an instrument or sports. Now ask how they got to the level they now are in their musical or sport. They will most likely say it was through practice. Remind them that they were probably also evaluated by a teacher, coach, or peer(s) who helped them make improvements. Explain to them that both practice and evaluation are helpful when it comes to giving the best speech they can.



**ORAL PRESENTATION EVALUATION FORM**

**Subject:** ______________________________________________

**Speaker:** ________________________________ **Date:** ________

**Content:**

Were the subject and purpose of the speech appropriate for the audience?
Was the main point clear?
Were there enough details and examples?
Did all the ideas clearly relate to the subject?
Was the length appropriate (not too long or too short)?

**Organization:**

Did the speech begin with an interesting introduction?
Did the ideas in the body follow a logical order?
Were transitions used between ideas?
Did the conclusion summarize the main points?

**Presentation:**

Did the speaker choose appropriate words?
Was the speech sufficiently loud and clear?
Was the rate appropriate (not too fast or too slow)?
Did the speaker make eye contact with the audience?
Did the speaker use gestures and pauses effectively?
Were cue cards or an outline used effectively?
Were audiovisual aids used effectively?

**Comments:** _____________________________________________

__________________________________________________________

__________________________________________________________

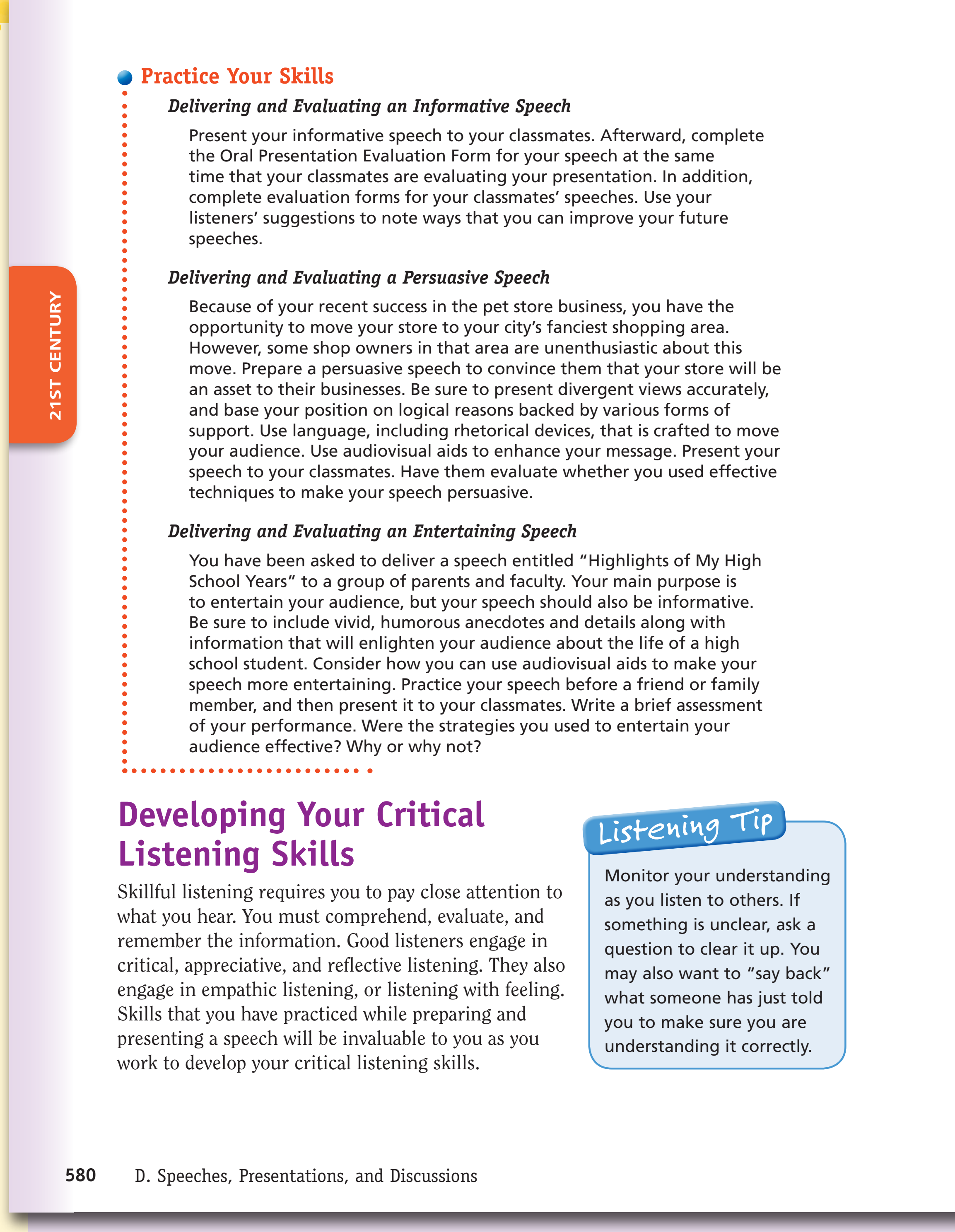
__________________________________________________________

## Guide Instruction

### Oral Presentation Evaluation Form

Students should focus mostly on the listeners' written comments. Responders should be as specific as possible. For clarity, ask them to write yes, no, or a short response after each of the elements on the evaluation form. They should use the Comments section to expand upon particular problems.

21ST CENTURY



21ST CENTURY

## Practice Your Skills

### *Delivering and Evaluating an Informative Speech*

Present your informative speech to your classmates. Afterward, complete the Oral Presentation Evaluation Form for your speech at the same time that your classmates are evaluating your presentation. In addition, complete evaluation forms for your classmates' speeches. Use your listeners' suggestions to note ways that you can improve your future speeches.

### *Delivering and Evaluating a Persuasive Speech*

Because of your recent success in the pet store business, you have the opportunity to move your store to your city's fanciest shopping area. However, some shop owners in that area are unenthusiastic about this move. Prepare a persuasive speech to convince them that your store will be an asset to their businesses. Be sure to present divergent views accurately, and base your position on logical reasons backed by various forms of support. Use language, including rhetorical devices, that is crafted to move your audience. Use audiovisual aids to enhance your message. Present your speech to your classmates. Have them evaluate whether you used effective techniques to make your speech persuasive.

### *Delivering and Evaluating an Entertaining Speech*

You have been asked to deliver a speech entitled "Highlights of My High School Years" to a group of parents and faculty. Your main purpose is to entertain your audience, but your speech should also be informative. Be sure to include vivid, humorous anecdotes and details along with information that will enlighten your audience about the life of a high school student. Consider how you can use audiovisual aids to make your speech more entertaining. Practice your speech before a friend or family member, and then present it to your classmates. Write a brief assessment of your performance. Were the strategies you used to entertain your audience effective? Why or why not?

## Developing Your Critical Listening Skills

Skillful listening requires you to pay close attention to what you hear. You must comprehend, evaluate, and remember the information. Good listeners engage in critical, appreciative, and reflective listening. They also engage in empathic listening, or listening with feeling. Skills that you have practiced while preparing and presenting a speech will be invaluable to you as you work to develop your critical listening skills.

**Listening Tip**

Monitor your understanding as you listen to others. If something is unclear, ask a question to clear it up. You may also want to "say back" what someone has just told you to make sure you are understanding it correctly.

## Differentiated Instruction

**Interpersonal Learners** Point out that as they enter the work force, students are going to be interacting with people on all different levels. Their listening skills are of utmost importance. For example, customer service representatives must listen to customers who order products and lodge complaints. Psychologists must listen to patients and give their feedback. Lawyers in a courtroom must listen closely to witnesses to learn how to direct each case.

## *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**<br>Pages 716–717; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, L.3, W.1.c, W.2.c, W.5 | | **Presentation**<br>Classroom Presentation<br>**Rubrics & Student Models**<br>Writer's Resource<br>**Skill Development**<br>Student Activities: Language Skills Practice<br>Vocabulary Skills Practice<br>ELL Resource<br>Test Preparation<br>**Assessment**<br>Assessment Resource<br>ExamView Assessment Suite |
| **Lesson 1: Independent and Subordinate Clauses**<br>Pages 718–719; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, L.3 | p. 719 | |
| **Lesson 2: Uses of Subordinate Clauses**<br>Pages 720–730; **Suggested time: 1.5–2 days** | **Common Core:** L.1, L.2, L.2.a, L.3 | pp. 721, 722, 724, 727, 728, 730 | |
| **Lesson 3: Kinds of Sentence Structure**<br>Pages 731–733; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, L.3, W.1.c, W.2.c | pp. 731, 732, 733 | |
| **Lesson 4: Clause Fragments**<br>Pages 734–735; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, W.5 | pp. 734, 735 | |
| **Lesson 5: Run-on Sentences**<br>Pages 736–738; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, W.5 | p. 736 | |
| **Sentence Diagraming**<br>Pages 739–740; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, W.1.c, W.2.c | | |
| **Chapter Review**<br>Pages 741–742; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, L.3, W.1.c, W.2.c, W.5 | p. 742 | |
| **Posttest**<br>Page 743; **Suggested time: 0.5 day** | **Common Core:** L.1, L.2, L.3, W.1.c, W.2.c, W.5 | | |
| **Writer's Corner**<br>Pages 744–745; **Suggested time: 0.5–1 day** | **Common Core:** L.1, L.2, L.3, W.1.c, W.2.c, W.5 | p. 745 | |

## Pre-Assessment

**Using Pretest 1,** *p. 716*

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. 717*

After students have taken Pretest 2 and you have reviewed the results in class, have students write a paragraph about a writer or artist who inspires them. 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 Analysis**

Assign students to analyze how one author uses sentence fragments to convey a sense of immediacy and emotion. For example, in his great diary, Samuel Pepys describes the 1666 fire of London: "So down, with my heart full of trouble, to the Lieutenant of the Tower, who tells me that it begun this morning in the King's baker's house in Pudding Lane."

**Text Analysis**

Assign students to analyze the clauses in a poem or story. For example, in "Sonnet 130" William Shakespeare starts several lines with a subordinate clause: "If snow be white, why then her breasts are dun; / If hairs be wires, black wires grow on her head."

### Substitute Teacher's Activity

**Using a Core Skill**

Tell students to write about a time when they experienced or saw prejudice directed at teenagers. Have them reflect on the causes of the incident and its impact on themselves or others. Tell them to include specific details in their essays.

### Writing Across the Curriculum

**Social Studies**

Ask students to write an explanation of the economic theory of the law of demand. They should say what it is and how it works. Tell them to include examples in their explanations.

**Science**

Assign students to write a paragraph reflecting on the practice of teachers having students answer questions on paper in full sentences. Why do teachers want students to avoid writing sentence fragments? Is there a different policy in science class than in English class? Should there be?

**Math**

Assign students to write a paragraph about correlations shown on scatter plots. From the location of points, how can you estimate whether the correlation is positive, negative, or neither? How can you tell if a plot shows a linear relationship?

**Using a Learning Log**

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

## Post-Assessment

**Writer's Corner,** *p. 744*

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. 745*

1. Ask students if they have applied the Editing Checklist to their writing.
2. Ask students to write two sentences about a book they read recently, and to explain which sentence makes the book sound more engaging.

## 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

**Pretests,** pp. 716–717

**1. Independent and Subordinate Clauses,** pp. 718–719

**2. Uses of Subordinate Clauses,** pp. 720–730

**3. Kinds of Sentence Structure,** pp. 731–733

**4. Clause Fragments,** pp. 734–735

**5. Run-on Sentences,** pp. 736–738

**Sentence Diagraming,** pp. 739–740

**Chapter Review,** pp. 741–742

**Posttest,** p. 743

**Writer's Corner,** pp. 744–745

## Pre-Assess Pretest 1

**Line 3:** When she wanted to give them sweets, the poet would tie the treats to a string that she lowered from her window.

**Lines 4–5:** The poems that she wrote throughout her life are about nature, religion, and personal emotions.

**Lines 5–6:** Her poems do not have titles, but they are numbered so they can have an order.

**Lines 6–7:** Mabel Todd, who lived near the Dickinsons, became friends with Emily.

**Lines 7–8:** Even though they didn't meet face to face, their friendship was established through notes, poems, and flowers.

**Lines 8–9:** What is amazing is that Todd did finally sit in the same room with Dickinson—during the poet's funeral.

---

## CHAPTER 16

# Clauses

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

## Clauses: Pretest 1

The following draft paragraph about the poet Emily Dickinson is hard to read because it contains unnecessary repetition, misplaced clauses, and other problems involving the use of clauses. Revise the paragraph so that it reads more smoothly. The first misplaced clause has been corrected as an example.

> Emily Dickinson was considered a recluse in her later life. This intelligent woman seemed to like neighborhood children whose poems fascinate millions of readers. When she wanted to give them sweets. The poet would tie the treats to a string. that she lowered from her window. The poems which she wrote throughout her life are about nature. They are about religion. They are about personal emotions. Her poems do not have titles. They are numbered so that they can have an order. Mabel Todd lived near the Dickinsons. She became friends with Emily. Even though they didn't meet face to face. The friendship was established through notes. It was established through poems and flowers, too. What is amazing is that Todd did finally sit in the same room with Dickinson, that occasion was the poet's funeral.

---

### Block Scheduling

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

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

### Common Stumbling Block

**Problem**

- Punctuating clauses

**Solution**

- Instruction, p. 727
- Practice, pp. 727–728

# Clauses: Pretest 2

### *Directions*

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

**(1)** Aesop, who lived from 620 to 560 B.C., was a writer of fables. **(2)** We can infer from Aristotle's descriptions that Aesop was a freed slave, but little else is known about him. **(3)** Some scholars doubt that he ever lived. **(4)** His fables exist, however, and fortunately they have been passed down to us. **(5)** Some fables attributed to Aesop appear on Egyptian papyri dated 1000 years before his birth. **(6)** What we know as Aesop's *Fables* certainly includes tales from older sources. **(7)** The translators who collected the fables added other stories they knew. **(8)** Some stories may have originated in Asia, and others may come from Africa. **(9)** Do you know what a fable is? **(10)** A fable is a story that illustrates a moral.

**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** independent clause
**B** adverbial clause
**C** adjectival clause
**D** noun clause

**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

## Pre-Assess Pretest 2

### Answers

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

### Customizing the Pretest

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

11. A moral may be explicitly stated, or it may simply be implied.
12. If you look at most cultures, you will find evidence of fables passed down through oral tradition.
13. Fables existed in ancient Greece, Egypt, and India; there are many modern forms as well.
14. The fables of La Fontaine owe much to Aesop, who was extremely versatile.

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

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

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

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

### Using Pretest Results

Students who score well on the pretest could do an independent study project writing a short fable about a moral lesson they have learned. Have students use a variety of sentence types and clauses. Have students read their fables aloud.

### Differentiated Instruction

**Struggling Learners** Write the following clauses on the board: "When I saw Loki. I laughed at his silly costume. Until my stomach ached."Ask students to identify the fragments and discuss why they are not independent clauses. Have students use punctuation to rewrite the clauses as a complex sentence. Challenge students to use one or more of the clauses to write a compound and compound-complex sentence.

## Guide Instruction

### 2 Uses of Subordinate Clauses

### Lesson Question

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

**Objectives**

- To understand the types of adverbial clauses
- To use adverbial clauses in writing for sentence variety
- To recognize adjectival clauses
- To understand the use of relative pronouns
- To use adjectival clauses to add clarity and detail to writing
- To identify noun clauses
- To use noun clauses to make writing clear and specific

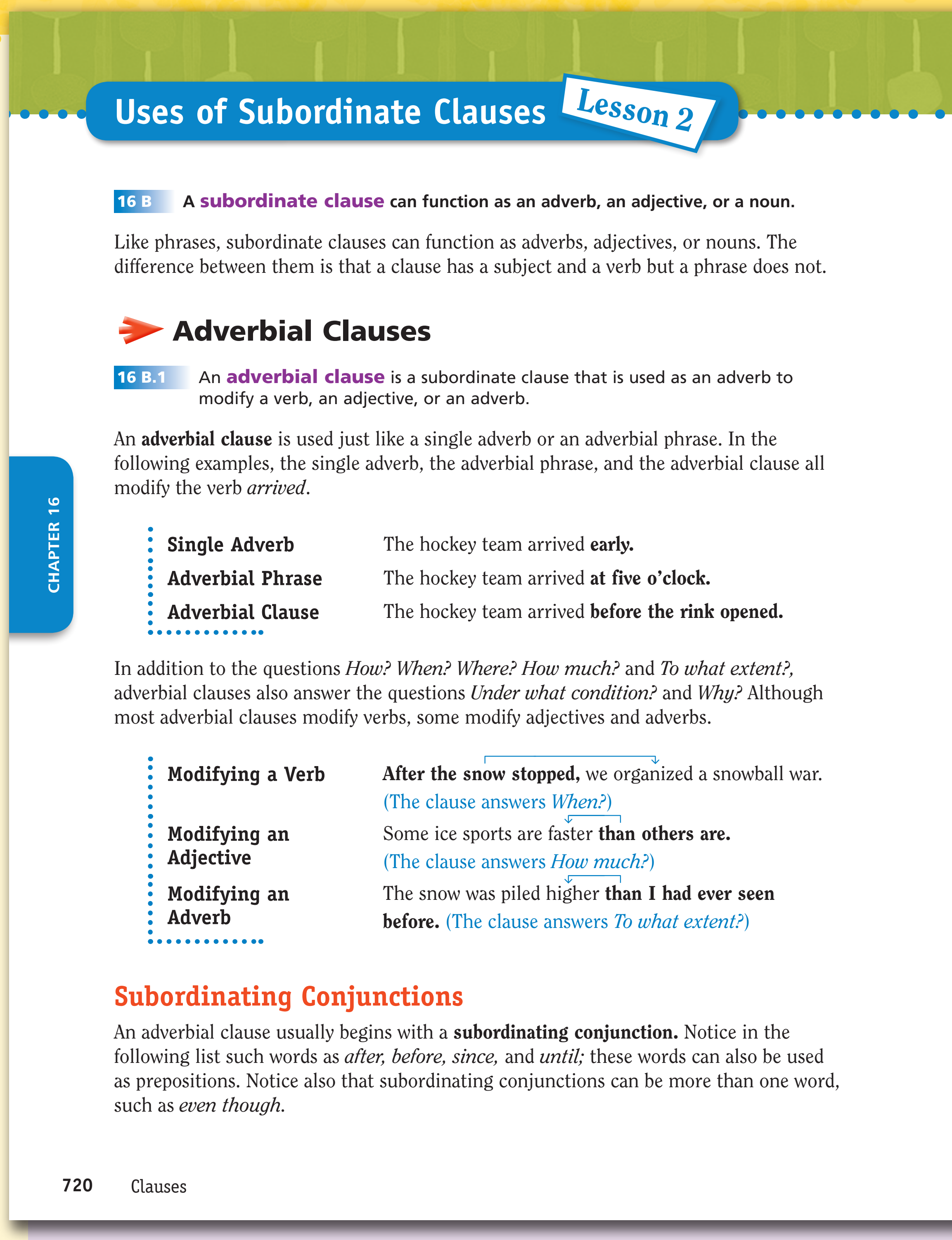
### Adverbial Clauses

Write the following sentence on the board.

- Sonny mowed the lawn before the party started. (adverbial clause)

Remind students that like other adverb modifiers, an adverbial clause will answer the questions *How? When? Where? How much?* and *To what extent?* Explain that it will also answer *Under what condition?* and *Why?* Ask students to identify the adverbial clause in the example sentence. (*before the party started*) Then ask, "What question does the clause answer?" (when the lawn was mowed) Write the following sentences on the board and have students add an adverbial clause to each.

- I ran six miles.
- We washed my car.
- The car was covered in mud.



## Uses of Subordinate Clauses

Lesson 2

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

Like phrases, subordinate clauses can function as adverbs, adjectives, or nouns. The difference between them is that a clause has a subject and a verb but 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.

An **adverbial clause** is used just like a single adverb or an adverbial phrase. In the following examples, the single adverb, the adverbial phrase, and the adverbial clause all modify the verb *arrived*.

| | |
|---|---|
| **Single Adverb** | The hockey team arrived **early.** |
| **Adverbial Phrase** | The hockey team arrived **at five o'clock.** |
| **Adverbial Clause** | The hockey team arrived **before the rink opened.** |

In addition to the questions *How? When? Where? How much?* and *To what extent?*, adverbial clauses also answer the questions *Under what condition?* and *Why?* Although most adverbial clauses modify verbs, some modify adjectives and adverbs.

| | |
|---|---|
| **Modifying a Verb** | **After the snow stopped,** we organized a snowball war. (The clause answers *When?*) |
| **Modifying an Adjective** | Some ice sports are faster **than others are.** (The clause answers *How much?*) |
| **Modifying an Adverb** | The snow was piled higher **than I had ever seen before.** (The clause answers *To what extent?*) |

### Subordinating Conjunctions

An adverbial clause usually begins with a **subordinating conjunction.** Notice in the following list such words as *after, before, since,* and *until;* these words can also be used as prepositions. Notice also that subordinating conjunctions can be more than one word, such as *even though.*

### Test-Taking Strategies

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

### COMMON SUBORDINATING CONJUNCTIONS

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

An adverbial clause that describes a verb modifies the whole verb phrase.

> You may watch the team’s photo session **as long as you are quiet.**
>
> **When you get your hockey equipment,** you must call me.
>
> The goalie, **after he blocked the puck,** was lying on the ice.

### PUNCTUATION WITH ADVERBIAL CLAUSES

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

> **Since the country roads were icy,** I drove at a slow and safe speed.

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

> The crowd, **after they had enjoyed the exciting game,** applauded the winners.

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

> We hurried out of the arena **before the parking lot became congested.**

### *When You Write*

Use subordinating conjunctions to show a clear relationship between two ideas.

| | |
|---|---|
| **Unclear** | I worked all summer. I did not get the scholarship. |
| **Clear** | I worked all summer **because** I did not get the scholarship. |

Check over a recent composition to be sure the relationship between your ideas is clear so that the reader does not have to guess.

## Guide Instruction

### Subordinating Conjunctions

### When You Write

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

### Collaborative Learning

Have students work in small groups to write a paragraph together about learning how to drive. Explain to them that the goal of the exercise is to create a coherent paragraph that is punctuated correctly, uses adverbial clauses in different places in a sentence, and uses subordinating conjunctions to show cause and effect relationships in the driving process. As they revise their paragraph together, have students refer to the rules for Punctuation with Adverbial Clauses.

## Differentiated Instruction

**English Language Learners: Advanced High and Advanced**
Review 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.

## Apply Instruction

### Practice Your Skills

***Recognizing Adverbial Clauses as Modifiers***

**Answers**

1. When a thunderstorm strikes on a hot day; *may fall*
2. after the storm ended; *splashed*
3. so that we could find our umbrellas; *went*
4. After the snowstorm ended; *shoveled*
5. As soon as you build the snowman; *call*
6. later than we had planned; *left*
7. if each of us pays half; *can share*
8. after you read the directions; *Put*
9. Because Cheryl wanted skis; *worked*; until she saved enough money; *worked*
10. Before she skied down the steep hill; *watched*

### Connect to Writing: Editing

***Punctuating Adverbial Clauses***

**Answers**

1. When the thunderstorm began,
2. C
3. C
4. Because Judy practiced faithfully,
5. John, after he completed his bachelor's degree in architecture,
6. C
7. Even though we were cold,
8. C
9. C
10. Even though I had taken this precaution,

### Practice Your Skills

***Recognizing Adverbial Clauses as Modifiers***

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

**1.** When a thunderstorm strikes on a hot day, hail may fall.
**2.** We splashed through puddles after the storm ended.
**3.** We went back inside so that we could find our umbrellas.
**4.** After the snowstorm ended, we shoveled the walk and the driveway.
**5.** As soon as you build the snowman, call me.
**6.** We left for the ice-skating lesson later than we had planned.
**7.** We can share the snowboard if each of us pays half.
**8.** Put the snow chains on your tires after you read the directions.
**9.** Because Cheryl wanted skis, she worked at the sports store until she saved enough money.
**10.** Before she skied down the steep hill, she watched the more experienced skiers.

### *Connect to Writing:* Editing

***Punctuating Adverbial Clauses***

Write the following sentences, adding a comma or commas where needed. If no comma is needed, write **C** for correct.

**1.** When the thunderstorm began we ran for shelter.
**2.** We stayed beneath the trees as long as the rain continued.
**3.** All day long the downhill skiing champion walked as though she had injured her leg.
**4.** Because Judy practiced faithfully she did well in the figure skating competition.
**5.** John after he completed his bachelor's degree in architecture started an ice arena design company.
**6.** He worked on a design for an Olympic-sized ice arena until he was satisfied with every detail.
**7.** Even though we were cold we played hockey on the frozen lake for an hour.
**8.** The mayor of Denver left after he had cut the ribbon at the opening of the new ski resort.
**9.** I placed a cover over my car so that the hail could not damage the paint.
**10.** Even though I had taken this precaution the hail dented the bumper.

### Differentiated Instruction

**English Language Learners:** **All Levels** Remind students that an adverbial clause can modify a verb, an adjective, or an adverb and also that when it modifies a verb, it modifies the entire verb phrase. Then have partners take turns reading aloud each sentence in Practice Your Skills. After reading the sentence, one partner should identify the adverb clause and the other should say the word or words the adverb clause modifies. This exercise will help students speak using grade-level content area vocabulary in context to internalize new English words. After a sentence is read, one partner will say the adverbial clause, and then the other partner will say the word or words the adverbial clause modifies.

## Elliptical Clauses

Words in an adverbial clause are sometimes omitted to streamline a sentence and to prevent unnecessary repetition. Even though the words are omitted, they are still understood to be there.

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

Notice in the following examples that the elliptical clauses begin with *than* or *as* and are missing only the verb.

> Alvin visits the zoo more often **than I.**
> (The completed elliptical clause reads "than I *do.*")
>
> A hippopotamus may be as heavy **as a medium-sized truck.**
> (The completed elliptical clause reads "as a medium-sized truck *is.*")

Sometimes the subject and the verb, or just part of the verb phrase, may be omitted in an elliptical clause.

> I collected more donations to the wildlife fund this weekend **than last weekend.**
> (The completed elliptical clause reads "than *I collected* last weekend.")
>
> **When sighted,** the zebra had already begun to run.
> (The completed elliptical clause reads "When *it was* sighted.")

*You can learn more about using the correct case of a pronoun in an elliptical clause on pages 808–809.*

### When You Write

You may more easily remember what an elliptical clause is if you are familiar with using the mark of punctuation called the *ellipses.* An **ellipses** is a series of three dots that indicates where the writer has omitted words, usually in a quotation. Just as an **elliptical clause** omits words that the reader understands to be there, an ellipses indicates an omission of words that the reader understands to be in the original.

## Guide Instruction

### Elliptical Clauses

Explain that sometimes the subject, verb, or part of the verb phrase is omitted from an adverbial clause to avoid repetitivenesas. When this occurs, the adverbial clause is called an elliptical clause. Help students to identify elliptical clauses by writing sentences like these on the board:

- While searching for leaves, twigs, and fruits for food, a rhinoceros stirs up insects from the grass. (it is)
- The white rhino is more sociable than the black rhino. (is)

Read the first sentence aloud and ask students to identify the clause. (While searching for leaves, twigs, and fruits for food,) Then point out that the words *it is* are missing from the clause. Discuss the impact the omission has on the sentence. Then read the second sentence aloud, guiding students to understand that the verb *is* has been omitted. Explain that the words *than* or *as* are often used to begin elliptical clauses.

### When You Write

Have students practice writing elliptical clauses by rewriting each of the following sentences. Discuss students' answers. Then have students create two sentences about animals they like, using elliptical clauses to add more information about the animals. Ask students to read their sentences aloud in small groups.

- Egrets, while they are riding on the backs of rhinoceroses, eat these insects. (omit *they are*)
- Although it is timid, the white rhino will defend itself when threatened. (omit *it is)*

## Differentiated Instruction

**Special Needs Learners** Write sample sentences that show elliptical clauses on cards, putting the elliptical clause on a separate card. Give students one card each and instruct them to put themselves in correct order. Have other students identify which student is the elliptical clause. Before they begin, remind students that elliptical clauses are often used in comparisons, when they begin with *than, like,* or *as.*

## Practice Your Skills

### *Recognizing Elliptical Clauses*

Write each elliptical clause and then complete it.

**1.** At five and a half feet tall, the black rhinoceros is as tall as many people.
**2.** The white rhinoceros stands about six inches shorter than the black rhino.
**3.** Most rhinoceroses are taller than the hippopotamus.
**4.** The hippopotamus weighs the same as the rhinoceros.
**5.** When told that the rhinoceros is not a meat-eater, many people are surprised.

## *Connect to Writing:* Prewriting

### *Freewriting Using Adverbial Clauses*

Many species of animals and plants become extinct every year. Here is a list of a few of the animals that are endangered:

black rhinoceros
gorilla
Amazon River dolphin
Asian elephant
Hawaiian monk seal
short-tailed albatross
Idaho spring snail
Kirtland's warbler
brown pelican
California condor
Peruvian penguin
king salmon
Florida manatee
woodland caribou
Wyoming toad
pallid sturgeon

For ten minutes freewrite about endangered species. Write your thoughts, feelings, questions, and ideas. If you run out of ideas, look over the list of subordinating conjunctions on page 721, and write the first clause that comes to mind.

## 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.

An **adjectival clause** is used just like a single adjective or an adjectival phrase. In the following examples, the single adjective, the adjectival phrase, and the adjectival clause all modify *fire*.

| | |
|---|---|
| **Single Adjective** | The **intense** fire destroyed the building. |
| **Adjectival Phrase** | The fire **with billowing flames and thick smoke** destroyed the building. |
| **Adjectival Clause** | The fire, **which raged out of control,** destroyed the building. |

## Apply Instruction

### Practice Your Skills

*Recognizing Elliptical Clauses*

**Answers**

1. as many people; are
2. than the black rhino; stands
3. than the hippopotamus; is
4. as the rhinoceros; weighs
5. When told that the rhinoceros is not a meat-eater; they are

### Connect to Writing: Prewriting

*Freewriting Using Adverbial Clauses*

**Answers will vary.**

## Guide Instruction

### Connecting Composition to Grammar

Tell students to use their freewriting piece and additional facts from library sources, the Internet, and experts in the field to write a brief report about an endangered animal. Have students write a brief evaluation of the credibility of each source and the information it provides, and include the evaluation at the end of their report. Students should use a variety of elliptical and adverbial clauses.

### Project Possibilities

Use these questions to guide the grading of students' endangered species reports.

- Is the language of the report efficient and precise?
- Are there sentences that contain adverbial and elliptical clauses?
- Do the sentences flow?
- Is the tone informative?

Ask students to include their prewriting work with the final copy to help you assess the relationship and value of their prewriting work in the revising process.

## Differentiated Instruction

**English Language Learners: Advanced and Advanced High**

To help students read silently with increasing ease for longer periods, have them read a newspaper or magazine article that contains several sentences with independent and subordinate clauses. Before they begin, explain that when both types of clauses appear in a sentence, the most important information is usually found in the independent clause; the other clause is subordinate, or less important. Tell students that when they are reading a text that is difficult, they should focus first on decoding the information in the independent clauses, and then try to figure out the subordinate clauses. Looking at the subordinating conjunctions or relative pronouns will help them understand the relationship between the main ideas and the subordinate clauses and infer what they don't understand from what they do.

Like a single adjective, an adjectival clause answers the question *Which one(s)?* or *What kind?*

| | |
|---|---|
| **Which One(s)?** | The firefighters **who volunteered their time last night** became heroes. |
| **What Kind?** | They saved a historic building **that was constructed of valuable hardwoods.** |

## Relative Pronouns

An adjectival clause usually begins with a relative pronoun. A **relative pronoun** relates an adjectival clause to its antecedent. The **relative adverbs** *where* and *when* also introduce adjectival clauses.

| RELATIVE PRONOUNS | | | | |
|---|---|---|---|---|
| who | whom | whose | which | that |

Lakeview's firefighters, ***who* sponsor a fundraiser each summer,** have not raised enough money for new hoses.

Charles Daly moved here from Miami, ***where* he had worked as a mechanic at a fire station.**

The relative pronoun *that* is sometimes omitted from an adjectival clause; nevertheless, it is still understood to be in the clause.

Playing with matches is something **everyone should avoid.**
(***That*** *everyone should avoid* is the complete adjectival clause.)

## Differentiated Instruction

**Struggling Learners** Have students turn to the sports pages of a daily newspaper. Have them bring in both an article that spotlights a particular player and the game report that interests them most. Ask them to label the adjectival clauses. Then ask the class to compare and contrast the style of a game report with a more biographical feature.

## Test-Taking Strategies

**Taking the Test** During the critical reading section, tell students to try to identify the main idea and supporting details as they read. Suggest that they underline the main idea. When answering the questions, remind students to read all the choices and to return to the text before choosing an answer.

## Guide Instruction

### Adjectival Clauses

Write the following sentence on the board:

- The unleashed dog rolled into a pile of mud.

Have students identify the adjective that defines the word dog. (*unleashed*) Explain to students that like a single adjective or adjectival phrase, an adjectival clause is used to modify a noun or pronoun in a sentence and answers the questions "Which one(s)?" or "What kind(s)?" Write *The dog, whose owner had forgotten its leash, rolled in a pile of mud* on the board, and ask students to identify the adjectival clause.

### Relative Pronouns

Write the following list of relative pronouns in a vertical column on the board: *who, whom, whose, which,* and *that*. Explain to students that an adjectival clause will usually begin with one of these relative pronouns or the words *where* or *when*. Write the following sentence on the board and model adding an adjectival clause.

- My neighbor is the head of our neighborhood watch program.
- My neighbor, who works for the city, is the head of our neighborhood watch program.

Ask volunteers to use relative pronouns to add adjectival clauses to each of these sentences: "Kevin is starting an online business. The public library has several computers for people to use." Discuss students' suggestions as a class.

## Apply Instruction

### Practice Your Skills

***Recognizing Adjectival Clauses as Modifiers***

**Answers**

1. that requires a commitment to public service; *job*
2. which carry 2,000 gallons of water per minute; *hoses*
3. where firefighters access critical water supplies; *hydrants*
4. who often carry unconscious people down stairs; *Firefighters*
5. whom they trust with their lives every day; *coworkers*
6. that will update us on firefighting technology; *conference*
7. every firefighter should attend; *events*
8. whose high school diploma hangs on the wall; *Jerry*
9. which attract many firefighters who are already on the job; *programs*

## Guide Instruction

### Functions of a Relative Pronoun

Explain that sometimes a relative pronoun is also the subject of the clause. Discuss with students the use of a relative pronoun in each of the following sentences.

- The political party that nominated Lincoln grew in size during his presidency. (subject)
- The Ford Theater, where Lincoln was murdered, remains open today. (direct object)
- President Andrew Jackson, whose Democratic views put him at odds with the Republicans, became our 17th president. (shows possession)

### Practice Your Skills

***Recognizing Adjectival Clauses as Modifiers***

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

**1.** Firefighting is a dangerous job that requires a commitment to public service.
**2.** Fire hoses, which carry 2,000 gallons of water per minute, will test the user's strength and dexterity.
**3.** Fire hydrants, where firefighters access critical water supplies, must never be blocked by parked cars.
**4.** Firefighters, who often carry unconscious people down stairs, must develop strong muscles.
**5.** Their coworkers, whom they trust with their lives every day, often become close friends for many years.
**6.** Did you hear about the conference that will update us on firefighting technology?
**7.** These conferences, workshops, and seminars are events every firefighter should attend.
**8.** Jerry, whose high school diploma hangs on the wall, passed the firefighter's examination.
**9.** Some colleges offer fire science programs, which attract many firefighters who are already on the job.

## Functions of a Relative Pronoun

A relative pronoun functions in several ways in a sentence. It usually introduces an adjectival clause and refers to another noun or pronoun in the sentence. A relative pronoun also has a function within the adjectival clause itself. It can be used as a subject, direct object, or object of a preposition. A relative pronoun can also show possession.

| | |
|---|---|
| **Subject** | Robert Frost, **who read a poem at President Kennedy's inauguration,** lived from 1874 to 1963.<br>(*Who* is the subject of *read.*) |
| **Direct Object** | The poems **you like** were written by Emily Dickinson.<br>(The understood relative pronoun *that* is the direct object of *like: you like that . . . .*) |
| **Object of a Preposition** | The volume **in which I found Frost's biography** is quite interesting. (*Which* is the object of the preposition *in.*) |
| **Possession** | Carl Sandburg is an American poet **whose father emigrated from Sweden.** (*Whose* shows possession of *father.*) |

### Differentiated Instruction

**Struggling Learners** Have students bring in small items such as CDs or calendars. Tell each student to put his or her name on the object and then leave it on a table in front of the room. Then have students choose eight of the items and write a sentence about each one, such as "The bowl, which was brought in by Lydia, looks extremely fragile."

### Differentiated Instruction

**Special Needs Learners** Have students line up at the end of the room. Have four student volunteers represent each use of a relative pronoun. As you read each sentence aloud, have students take turns passing a basketball to the student representing the correct use of the relative pronoun in that sentence.

### PUNCTUATION WITH ADJECTIVAL CLAUSES

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

A comma or commas, however, should set off an adjectival clause that is nonessential.

- A clause is nonessential if it can be removed from the sentence without changing the basic meaning of the sentence.
- An adjectival clause is usually nonessential if it modifies a proper noun.

The relative pronoun *that* usually begins an essential (restrictive) clause, and *which* often begins a nonessential (nonrestrictive) clause.

| | |
|---|---|
| **Essential** | The author **who was Poet Laureate of the United States from 1993 to 1994** was Rita Dove. (No commas are used because the clause is needed to identify which author.)<br>Here is the book of love poems **that received all the notoriety.** |
| **Nonessential** | Rita Dove, **who was Poet Laureate of the United States from 1993 to 1994,** received the Heinz Award in the Arts and Humanities in 1996. (Commas are used because the clause can be removed from the sentence.)<br>Here is the book of love poems, **which was given to me by the poet.** |

## 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 *(that)* and then write how *that* is used.

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

**1.** Robert Frost, whose poetry was awarded the Pulitzer Prize, first published his poems at age thirty-eight.
**2.** The poet who dressed entirely in white is Emily Dickinson.
**3.** The poem from which I get my inspiration is "The Road Not Taken" by Frost.
**4.** The poem you memorized has only six lines.

## Guide Instruction

### Punctuation with Adjectival Clauses

### Connecting Composition to Grammar

Have students write a paragraph to commend the heroism and dedication of the town's firefighters as if he or she were the mayor of a city. Ask each student to use adjectival clauses and relative pronouns and to underline each clause and label the function of each relative pronoun. Ask students to exchange paragraphs and check that the adjectival clauses are punctuated correctly throughout the writing.

## Apply Instruction

### Practice Your Skills

***Determining the Function of a Relative Pronoun***

**Answers**

1. whose poetry was awarded the Pulitzer Prize: *poss.*
2. who dressed entirely in white: *subj.*
3. from which I get my inspiration: *o.p.*
4. (that) you memorized: *d.o.*
5. which open the poem: *subj.*
6. who wrote this short poem: *subj.*
7. about whom I wrote my essay: *o.p.*
8. that I heard: *d.o.*
9. who wrote "The Emperor of Ice Cream": *subj.*
10. whose essays are the most interesting: *poss.*; who felt a true connection with the poets: *subj.*; (that) they studied: *d.o.*

## Differentiated Instruction

**English Language Learners: Advanced** To help students comprehend English language structures used routinely, write the following sentences on the board, omitting the commas. Ask students to read aloud each sentence and underline the adjectival clause.

- 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.

## Guide Instruction

### Misplaced Modifiers

Ask a volunteer to explain to the class what a misplaced modifier is. Then write the following questions on the board and have students use the questions to help them identify misplaced modifiers in their writing.

- Does the sentence make sense? Is there any confusion?
- Can the phrase be moved closer to the word it modifies?

## Apply Instruction

### Practice Your Skills

***Identifying Misplaced Modifiers***

**Answers**

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

## Guide Instruction

### Applying 21st Century Skills: Critical Thinking

Point out to students that using efficient learning techniques to acquire and apply new knowledge and skills is necessary in the workplace. Journalists, for example, have to be able to get information for an assignment in a variety of ways, including making phone calls to expert sources; doing library research; and going on-line to do searches of newspaper databases. Have students brainstorm methods that have helped them process the information on clauses in this chapter. Write a list of these ideas on a chart and refer to it as new information is presented.

---

**5.** The lines "The fog comes / on little cat feet," which open the poem, create a vivid image in my mind.
**6.** Carl Sandburg, who wrote this short poem, lived from 1878 to 1967.
**7.** The African-American poet about whom I wrote my essay is Rita Dove.
**8.** The recordings of her poetry that I heard were on the Internet.
**9.** Wallace Stevens, who wrote "The Emperor of Ice Cream," dropped out of Harvard and then later went to law school.
**10.** The students whose essays are the most interesting are the students who felt a true connection with the poets they studied.

## Misplaced Modifiers

To avoid confusion, place an adjectival clause as near as possible to the word it describes.

**16 B.4** A clause placed too far away from the word it modifies can cause confusion and is called a **misplaced modifier.**

| | |
|---|---|
| **Misplaced** | Tim discovered a park near his new house that included a pond. |
| **Correct** | Near his new house, Tim discovered a park **that included a pond.** |
| **Misplaced** | Dennis ran to take the meat off the grill, which was burned to a crisp. |
| **Correct** | Dennis ran to take the meat, **which was burned to a crisp,** off the grill. |

*You can learn more about misplaced and dangling modifiers on pages 703–704.*

### Practice Your Skills

***Identifying Misplaced Modifiers***

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

**1.** Monique packed a picnic basket full of tasty food that was made of straw.
**2.** Monique's best friend loaded the car with blankets, sunscreen, and a volleyball who was also going on the picnic.
**3.** I showed the lawn chairs to the girls that I had just bought.
**4.** My neighbor offered to drive us in his car whom I had invited on the picnic.
**5.** The car belongs to my neighbor, which has the convertible top.

---

## Differentiated Instruction

**English Language Learners:** To give students practice using a variety of grade-appropriate sentence patterns in increasingly accurate ways, divide students into multi-leveled groups. Write each sentence in Practice Your Skills on a sheet of paper and cut it into sections so that the adjectival clause is separate. Put each set of sentence sections into a separate envelope and number each envelope. Give each group one envelope. Have the students manipulate the sections of paper to place the adjectival clause correctly.

**Advanced** and **Advanced High** Students can underline the adjectival clause, circle the relative pronoun, and draw an arrow to the word it modifies. Have students put the sentence parts back in the envelope and exchange it with another group.

6. The trunk of the car could barely contain all of our picnic supplies, which was the size of a suitcase.
7. We spread a cloth over the table that had a red-and-white checkered pattern.
8. Some ducks, which were cute and fluffy, begged for food.
9. Ed and I tossed a large disk across the grassy clearing that was made of black plastic.
10. We feasted on food that was tasty and enjoyed each other's company.

*Connect to Writing:* **Revising**

***Correcting Misplaced Modifiers***

Rewrite the eight incorrect sentences from the preceding exercise, correcting each misplaced modifier. Use a comma or commas where needed.

## Noun Clauses

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

A **noun clause** is used in the same ways a single noun can be used. The examples below show some of the uses.

| | |
|---|---|
| **Subject** | **What Jenny planned** was a river cruise. |
| **Direct Object** | Julian knows **that the current is swift.** |
| **Indirect Object** | Give **whoever arrives** a life jacket. |
| **Object of a Preposition** | People are often surprised by **what they find on the river bottom.** |
| **Predicate Nominative** | A challenging trip down the rapids is **what I want right now.** |

The following list contains words that often introduce a noun clause. Remember, though, that *who, whom, whose, which,* and *that* can also be used as relative pronouns to introduce adjectival clauses.

**COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES**

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

## Guide Instruction

### Noun Clauses

Explain to students that another type of subordinate clause is the noun clause. Tell them that noun clauses function as a noun would in a sentence. Write the following sentence on the board:

- Maria wanted to play soccer.

Ask a volunteer to identify the subject in the sentence. Then explain that like the single noun *Maria*, a noun clause can be the subject of a sentence. Write this sentence on the board: "What Maria wanted was to play soccer." Underline the noun clause "What Maria wanted." Then have students look at the "Common Introductory Words for Noun Clauses" chart. Have them use the chart to identify the noun clauses in the following sentences.

- People like to give Maria whatever she wants.
- Maria will play soccer with whoever shows up.

Explain that in each of the example sentences the noun clause had a different function. Tell students that they will learn about these functions in this lesson.

### Collaborative Learning

Create a chart on the board with the headings *Subject, Direct Object, Indirect Object, Object of a Preposition,* and *Predicate Nominative*. Ask students to copy the chart into their writing notebooks. Then have them work with partners and use the Common Introductory Words for Noun Clauses chart to identify noun clauses in a descriptive essay. Tell students to add the examples to their charts. Finally, challenge students to fill in the chart with more examples.

## Apply Instruction

### Practice Your Skills

***Identifying Noun Clauses***

**Answers**

1. How people live in other countries
2. what the historians requested
3. That the tour included the Nile River and Alexandria
4. whoever arrived first
5. that the Nile is the longest river in the world

### Practice Your Skills

***Determining the Uses of Noun Clauses***

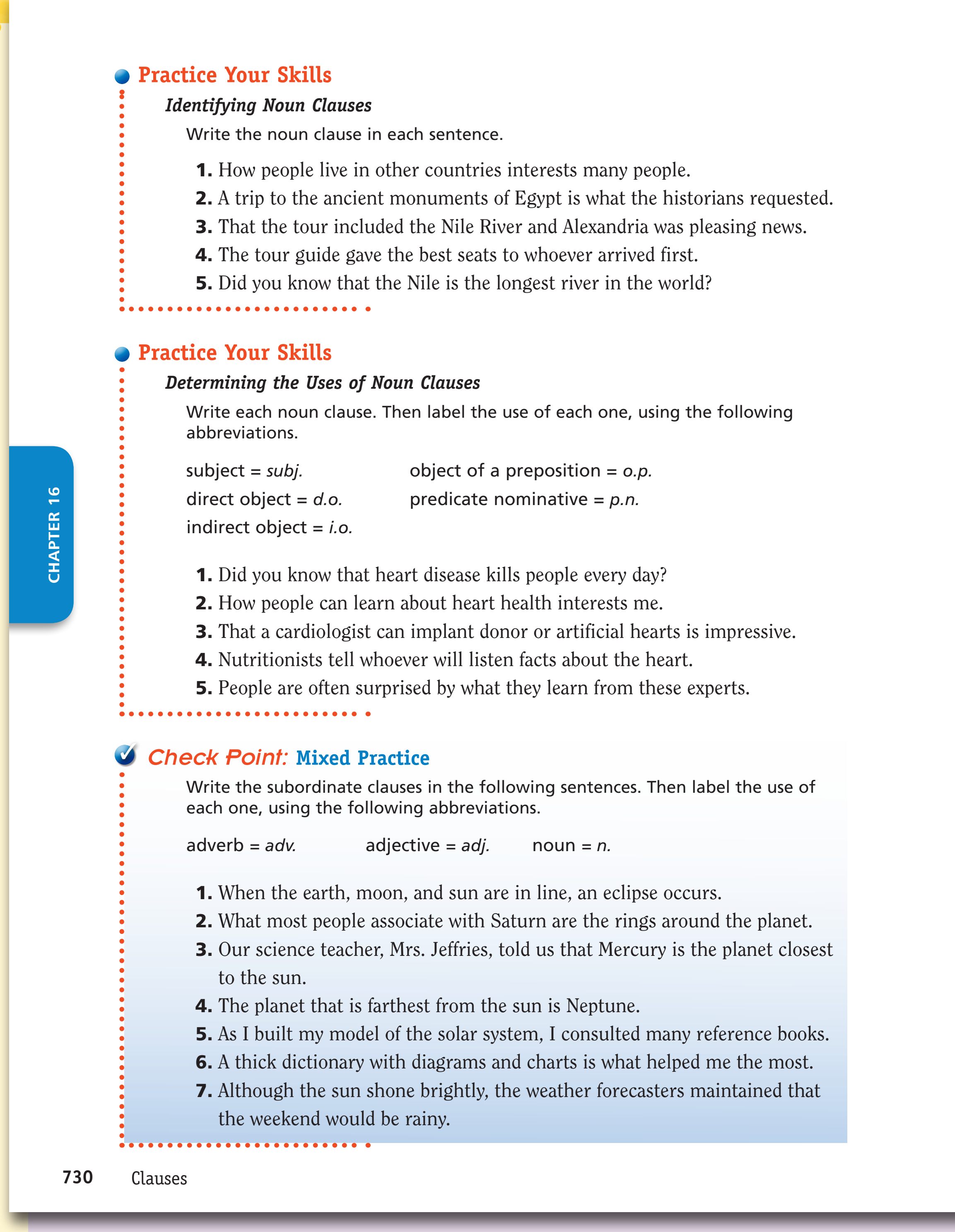
**Answers**

1. that heart disease kills people every day: *d.o.*
2. How people can learn about heart health: *subj.*
3. That a cardiologist can implant donor or artificial hearts: *subj.*
4. whoever will listen: *i.o.*
5. what they learn from these experts: *o.p.*

### Check Point: Mixed Practice

**Answers**

1. When the earth, moon, and sun are in line: *adv.*
2. What most people associate with Saturn: *n.*
3. that Mercury is the planet closest to the sun: *n.*
4. that is farthest from the sun: *adj.*
5. As I built my model of the solar system: *adv.*
6. what helped me the most: *n.*
7. Although the sun shone brightly: *adv.*; that the weekend would be rainy: *n.*



### Practice Your Skills

***Identifying Noun Clauses***

Write the noun clause in each sentence.

**1.** How people live in other countries interests many people.
**2.** A trip to the ancient monuments of Egypt is what the historians requested.
**3.** That the tour included the Nile River and Alexandria was pleasing news.
**4.** The tour guide gave the best seats to whoever arrived first.
**5.** Did you know that the Nile is the longest river in the world?

### Practice Your Skills

***Determining the Uses of Noun Clauses***

Write each noun clause. Then label the use of 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.** Did you know that heart disease kills people every day?
**2.** How people can learn about heart health interests me.
**3.** That a cardiologist can implant donor or artificial hearts is impressive.
**4.** Nutritionists tell whoever will listen facts about the heart.
**5.** People are often surprised by what they learn from these experts.

### *Check Point:* Mixed Practice

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

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

**1.** When the earth, moon, and sun are in line, an eclipse occurs.
**2.** What most people associate with Saturn are the rings around the planet.
**3.** Our science teacher, Mrs. Jeffries, told us that Mercury is the planet closest to the sun.
**4.** The planet that is farthest from the sun is Neptune.
**5.** As I built my model of the solar system, I consulted many reference books.
**6.** A thick dictionary with diagrams and charts is what helped me the most.
**7.** Although the sun shone brightly, the weather forecasters maintained that the weekend would be rainy.

### Differentiated Instruction

**English Language Learners:** Before having students complete the Practice Your Skills activity, do the following oral activities to help students use accessible language and learn new and essential language in the process. **Advanced** Write the following sentences on the board:

- What Julia wants is a puppy.
- Julia knows that it will be a lot of work.
- She tells whoever will listen.

Have students identify the noun clauses. Help them understand how each is used in the sentence. **Intermediate** Echo read the list of common introductory words. Tell students to look for these words to help them identify noun clauses.