

 High School Sampler

Writing *with* **POWER**

Language

Composition

21st Century Skills

Perfection Learning®

Perfect for *YOUR* Classroom

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Welcome to

Writing *with* **POWER**

This program is specifically designed to equip all your students with the writing, language, and 21st century skills they need to be successful in a rapidly changing world.

⚡ Aligned to the Common Core State Standards

⚡ In-depth writing instruction

Capture students' interest with engaging writing projects and follow through with aligned instruction and practice.

⚡ Online writing support

Develop strong, independent writers by using the *6 Trait Power Write* interactive, online writing tool.

⚡ Grammar concepts connected to writing

Enable students to add variety, detail, and depth to their writing.

⚡ Comprehensive grammar instruction and practice

Extensive support for grammar, usage, and mechanics—all available within an easy-to-use, reference-oriented design.

⚡ 21st century skill development

Strengthen students' collaboration, media, and critical thinking skills.

Program Components

Student Resources	Print	Digital
<i>Writing with Power</i> Student Edition	✓	✓
<i>6 Trait Power Write</i> Online Writing Program		✓
Composition Skills Practice	✓	✓
Language Skills Practice	✓	✓
Test Preparation		✓
Vocabulary Skills Practice		✓
Writer's Resource		✓
Web 2.0 Tools and Projects		✓

Teacher Resources	Print	Digital
<i>Writing with Power</i> Teacher Edition	✓	✓
<i>6 Trait Power Write</i> Online Writing Program		✓
Composition Skills Practice	✓	✓
Language Skills Practice	✓	✓
Composition Skills Practice & Language Skills Practice Answer Keys		✓
Test Preparation & Answer Key		✓
Vocabulary Skills Practice & Answer Key		✓
Writer's Resource		✓
Web 2.0 Tools and Projects		✓
English Language Learners Teacher Resource		✓
Classroom Presentations		✓
Assessment Resource		✓
Professional Development Resource		✓
Lesson Planner		✓
ExamView Assessment Suite		✓

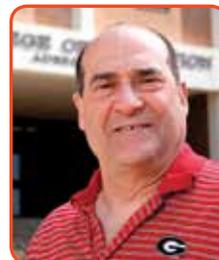
Check it out today!

For more information on *Writing with Power* or *6 Trait Power Write*, please visit perfectionlearning.com/writing-with-power

• Product Samplers • Demos • Standards Correlations

Senior Consultants

Peter Smagorinsky wrote the activities that form the project-centered “structured process approach” to teaching writing at the heart of the composition units of *Writing with Power*. In addition to numerous articles, he has published the following books through Heinemann

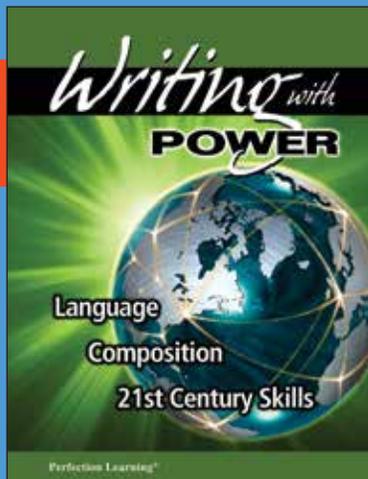


- *Teaching English by Design*, 2007
- *The Dynamics of Writing Instruction: A Structured Process Approach for the Composition Teacher in the Middle and High School*, with Larry Johannessen, Elizabeth Kahn, and Thomas McCann, 2010

Constance Weaver developed the “power” concept and features for *Writing with Power*. This includes offering strategies for using grammatical options to add power to writing and thinking. In addition, her Power Rules begin with the ten “must know” conventions for success in school and the workplace and expand into features more relevant for advanced writers. Published books include



- *Grammar for Teachers*, NCTE, 1979
- *Teaching Grammar in Context*, Boynton/Cook, 1996
- *Grammar Plan Book*, Heinemann, 2007
- *Grammar to Enrich and Enhance Writing*, with Jonathan Bush, Heinemann, 2008



Student Edition



- Full text of printed Student and Teacher Edition
- Ability to add notes and highlight important text
- English and Spanish glossaries
- Search functionality
- Print-ready resources

Resources

- ▼ Chapter 8: Writing to Persuade
 - Composition Skills Practice
 - Writer's Resource: Student Models and Rubrics
 - Writer's Resource: Writing Across the Curriculum
- ▶ Chapter 9: Writing About Literature
- ▶ Unit 3: Research and Report Writing
- ▶ Guide to 21st Century School and Workplace Skills
- ▶ Unit 4: Grammar
- ▶ Unit 5: Usage
- ▶ Unit 6: Mechanics
- ▶ Additional Resources

CHAPTER 8 Writing to Persuade

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

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

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

Writing Project *Argumentative*

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

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

282 Writing to Persuade

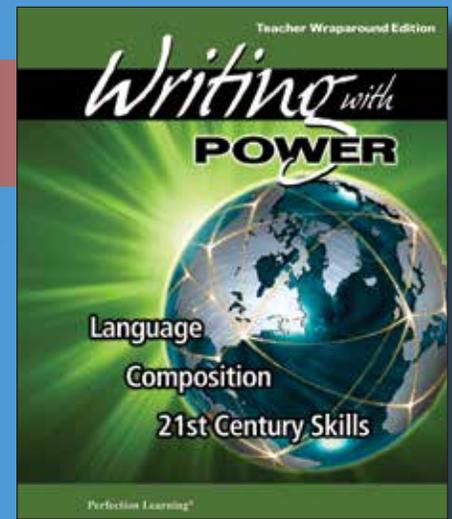
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Teacher Edition

Check it out today!

For more information on *Writing with Power* or *6 Trait Power Write*, please visit perfectionlearning.com/writing-with-power

- Product Samplers • Demos • Standards Correlations



The screenshot displays the digital teacher edition interface. On the left, a sidebar titled "Resources" is highlighted with an orange border. It lists various resources for Chapter 8: Writing to Persuade, including Assessment Resources, Classroom Presentation Slides, and Lesson Planners. The main content area shows the "Writing to Persuade" lesson page for Chapter 8. The page includes a definition of persuasive writing, a list of examples (such as speechwriters, business executives, and lawyers), a "Writing Project" section titled "Blow Your Whistle" with a "Think Through Writing" prompt, and a "Literary Connection" section with a list of related books. A "Collaborative Learning" box at the bottom provides instructions for working in groups. The page number 282 is visible at the bottom.

Online Writing Assignments

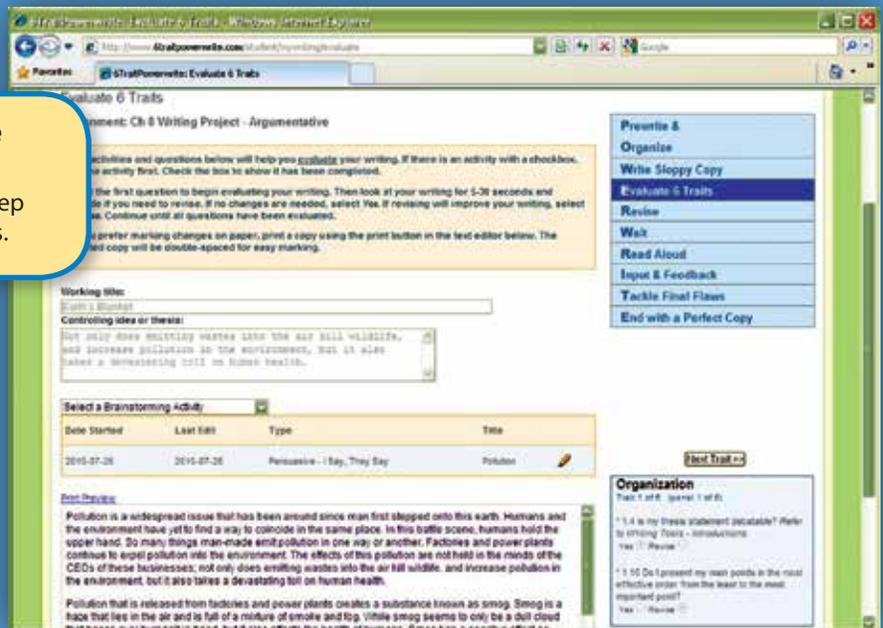
Students log in to 6 Trait Power Write to see their assignments and current progress.

Technology support through 6 Trait Power Write helps develop independent writers and thinkers



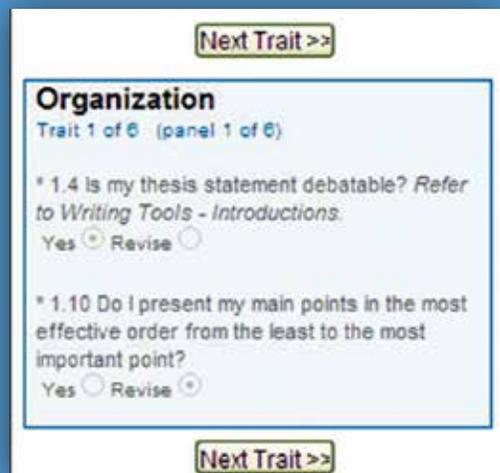
Support for Each Stage of the Writing Process

Students progress step-by-step through the writing process.



Self-Evaluation Using the 6 Traits of Writing

Students analyze their writing at each step of the writing process with rubrics tailored specifically to the genre.



Peer Review and Evaluation of Assignments

Teachers can permit students to review each other's writing based on the 6 Traits.

6 Trait Power Write provides teachers the flexibility to

- assign writing projects from the student text
- create new assignments
- customize assignment to individual needs
- manage students' portfolios
- *and much more!*

Input and Feedback

Assignment: Ch 8 Writing Project - Argumentative

When an audience gives input and feedback, they ask questions and make comments or suggestions. Your partner is your audience. Use the questions below to help you discuss your writing with your partner.

Read one question at a time to your partner and type the response. You may need to reread parts of your writing as you discuss the questions.

Make any changes that will improve your writing.

Working Title: Earth's Stroud

Controlling Idea or Thesis: Not only does emitting wastes into the air kill wildlife, and increase pollution in the environment, but it also takes a devastating toll on human health.

Select a Brainstorming Activity:

Date Started: 2010-07-26 Last Edit: 2010-07-26

Print Preview

The environment have yet to find a way to coincide in harmony. So many things man-made emit pollution in one way or another. Factories and power plants continue to expel pollution into the increasingly fragile environment. The effects of this pollution are not always held in the minds of the CEOs of these businesses; not only does emitting wastes into the air kill wildlife, and increase pollution in the environment, but it also takes a devastating toll on human health, of only does emitting wastes into the air kill wildlife, and increase pollution in the environment, but it also takes a devastating toll on human health.

Environment plays a significant role in the survival of wildlife. If the environment changes with pollution, the very existence of wildlife can be threatened. The environmental non-profit organization, The Young People's Trust for the Environment, claim that today around 5,000 species of animals and over 25,000 species of plants are endangered and some scientist believe we might be losing a species every day! Animals are destined to survive in certain conditions. Not all of them are designed to be able to breathe polluted air, birds' living coasts, and a bird can not always sense when there is something in their way when it cannot be

Teacher Feedback and Grading

Teachers can provide students immediate feedback on their writing any time during the writing process.

Assess Perfect Copy Step

Sample Student Texas Gr 11's "Ch 8 Writing Project - Argumentative"

Click the Tackle Final Flaws link to view the process rubric. View the student's writing below the assessment area. Select a rating and type comments. Click Next to assess the student's Perfect Copy using the 6 Traits rubrics.

Texas Gr 11, Sample Student:

Grade: 11 Class: Texas Sample Gr 11 Class Assignment Title: Ch 8 Writing Project - Argumentative Assigned Date: 07/06/2010 Form of Writing: Persuasive Multiple Paragraphs Date Completed: 07/29/2010 Due Date: 07/09/2010

Writing Assessment	Student Score	Teacher Score	Teacher's Comments
Organization	4	5	Your writing is much improved! You have done a good job developing solid reasoning for this topic. There is one area that could have more elaboration. For example, in the second paragraph, you state, "If the environment changes with pollution, the very existence of wildlife can be threatened." I would like to have specifically how wildlife is threatened.
Ideas and Content	4	4	
Word Choice	4	4	
Voice	3	4	
Sentence Fluency	4	5	
Conventions	5	5	I look forward to reading your next writing project. Keep up the good work.

Student Title: Earth's Stroud

Thesis/Topic Sentence:

Student's Writing (565 words)

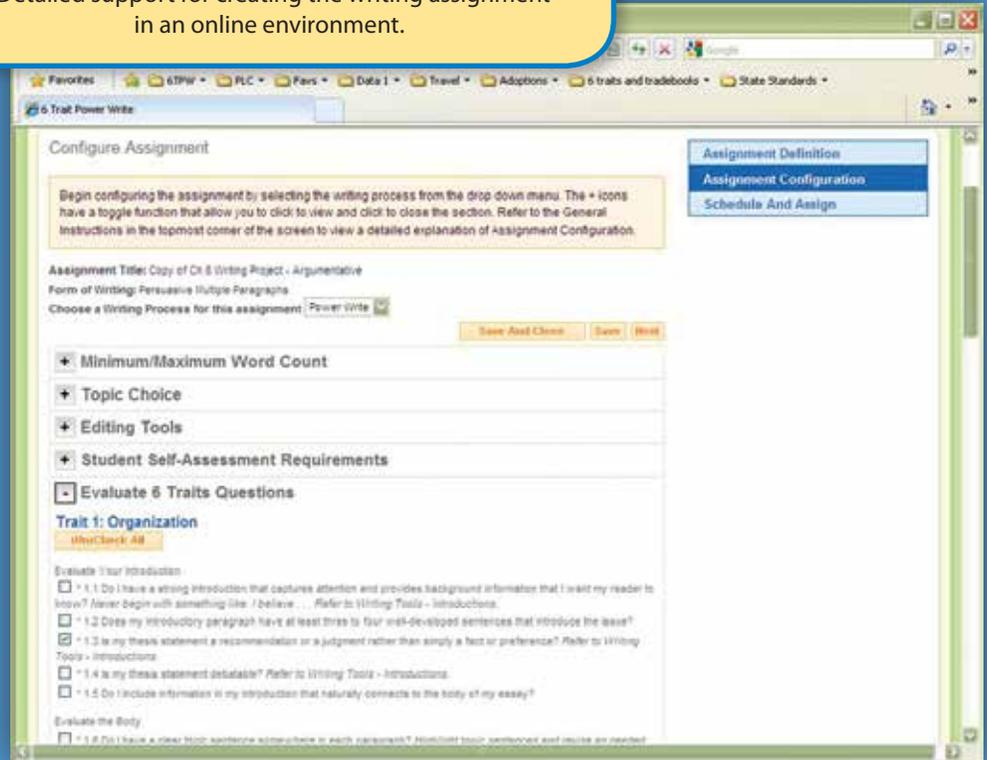
Pollution is a widespread issue that has been around since man first stepped onto this earth. Humans and the environment have yet to find a way to coincide in harmony. So many things man-made emit pollution in one way or another. Factories and power plants continue to expel pollution into the increasingly fragile environment. The effects of this pollution are not always held in the minds of the CEOs of these businesses; not only does emitting wastes into the air kill wildlife, and increase pollution in the environment, but it also takes a devastating toll on human health, of only does emitting wastes into the air kill wildlife, and increase pollution in the environment, but it also



6 Trait Power Write Supports Each Assignment

Detailed support for creating the writing assignment in an online environment.

Technology support and reporting through 6 Trait Power Write allows teachers to set up, monitor, and evaluate assignments in real time



At-a-Glance Progress Monitoring

Reports allow teachers to determine the progress each student has made across all assigned writing projects and to intervene early.

Student Assessment Report - Windows Internet Explorer

http://www.6traitpowerwrite.com/pages/teacher/assignment_assess_risk_report.php

6 TRAIT Power Write®

View Assessments by Assignment

Assignment: Ch 8 Writing Project - Argumentative, Due Date 2010-07-09, Persuasive Multiple Paragraphs

Student Name	Organization	Mean and Content	Word Choice	Voice	Sentence Fluency	Conventions	Overall	Calculated	Final
At-Risk Students									
Texas Gr 11, Sample Student 03	2	3	3	2	2	3	2.5	75%	75%
Texas Gr 11, Sample Student 07	3	2	3	2	2	2	2.33	73%	63%
Texas Gr 11, Sample Student 16	2	2	2	2	2	3	2.17	72%	62%
Texas Gr 11, Sample Student 20	3	3	2	3	2	3	2.67	77%	77%
Texas Gr 11, Sample Student 23	3	4	3	2	2	3	2.67	79%	66%
Texas Gr 11, Sample Student 25	1	2	2	2	2	3	1.83	67%	66%
At-Risk Totals:	2.33	2.67	2.5	2.17	2	2.67	2.39	74%	-
Not At-Risk Students									
Texas Gr 11, Sample Student	5	4	4	4	5	5	4.5	95%	95%
Texas Gr 11, Sample Student 04	2	3	4	3	4	3	3.17	82%	82%
Texas Gr 11, Sample Student 05	5	5	5	4	5	4	4.87	97%	97%
Texas Gr 11, Sample Student 06	5	4	5	4	4	5	4.5	96%	96%
Texas Gr 11, Sample Student 08	5	5	5	5	5	5	5	100%	100%
Texas Gr 11, Sample Student 09	2	2	1	2	2	2	1.83	67%	66%
Texas Gr 11, Sample Student 10	3	3	3	4	3	2	3	80%	80%
Texas Gr 11, Sample Student 12	4	5	4	3	4	4	4	90%	90%
Texas Gr 11, Sample Student 13	3	4	2	3	2	2	2.83	78%	78%

Teacher Feedback

Teachers can offer suggestions to students writing at any stage.

STUDENT WORK

Assess Prewrite Step

Sample Student Texas Gr 11's "Ch 8 Writing Project - Argumentative"

Click the Prewrite/Organize link below to view the process rubric. To view completed graphic organizers, click on Select Student GO. Select a rating and type comments. Click Next to continue assessing the student's process. To stop assessing the process, click Finish Grading.

Texas Gr 11, Sample Student

Grade: 11
Class: Texas Sample Gr 11 Class
Assignment Title: Ch 8 Writing Project - Argumentative
Form of Writing: Persuasive Multiple Paragraphs
Assigned Date: 07/09/2010
Date Completed: 07/25/2010
Due Date: 07/09/2010

Process Assessment	Student Score	Teacher Score	Teacher's Comments
Prewrite/Organize	4	4	You have done a great job brainstorming and organizing your ideas. Remember you can always add more when you are writing your first draft if needed.
Write Sloppy Copy	5	5	
Evaluate & Tackle Flaws	4	4	
Read Aloud/Input	5	5	
Tackle Final Flaws	5	5	

Process Assessment: Prewrite/Organize, Write Sloppy Copy, Evaluate & Tackle Flaws, Read Aloud/Input, Tackle Final Flaws

Student Title: Pollution

Thesis/Topic Sentence: The continual acceptance of allowing factories and power plants to emit pollution into the air will cause an increase of smog, which is harmful to the health of humans, of air pollution, and of deaths of wildlife affected by the smog.

Student's Graphic Organizers

Choose Organizer to View: Pollution

Brainstorm possible statements that clearly state your opinion. The statement you choose will be your thesis statement.

The continual acceptance of allowing factories and power plants to emit pollution into the air will cause an increase of smog, which is harmful to the health of humans, of air pollution, and of deaths of wildlife affected by the smog.

Evaluation

A 6 Trait evaluation rubric for both teacher and student allows the student to compare self-evaluation with teacher assessment.

6 Trait Evaluation Rubric

- 5 Inviting Introduction; order flows; transitions connect; satisfying conclusion
- 3 Recognizable Introduction/conclusion; connection sometimes unclear; does not consistently support ideas
- 1 No Introduction/conclusion; transitions are confusing or missing; lacks a clear sense of direction

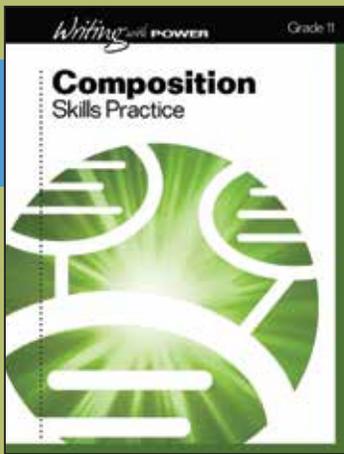
5 Advanced - Many Strengths

- Powerful introduction captures the attention of the reader
- Carefully chosen transitions clearly connect sentences, paragraphs, and ideas
- Idea and detail pacing is well-controlled; detailed explanations are given when needed; brief explanations are used when appropriate
- Paragraph breaks enhance meaning
- Order of ideas and details flows so smoothly the reader doesn't have to think about it
- Powerful conclusion brings resolution, closure, or new insight to the issue
- Title, if required, is unique and captures overall meaning of the writing; the title intrigues the reader

4 Effective - More Strengths than Weaknesses

- Effective introduction but not extremely powerful





Composition Skills Practice

Date _____

CHAPTER 8

Writing Persuasive Paragraphs

EXERCISE A Supply transitions for the following paragraph. Choose from *in addition*, *most important*, *furthermore*, and *in the first place*. Write your transitions on the blank lines below the paragraph.

I think that sunlight is the best direct source of energy. **(1)** _____, it does not pollute the environment, as coal, oil, and uranium do. **(2)** _____, it makes no noise, as furnaces and engines do. **(3)** _____, two of the most important advantages are that no country lacks sunlight and that it cannot be owned in the way coal, oil, and uranium are. **(4)** _____, the fact that sunlight costs nothing and never will cost anything means a great deal to most people. The supply of sunlight—unlike the stores of coal, oil, and uranium—will never give out.

1. _____
2. _____
3. _____
4. _____

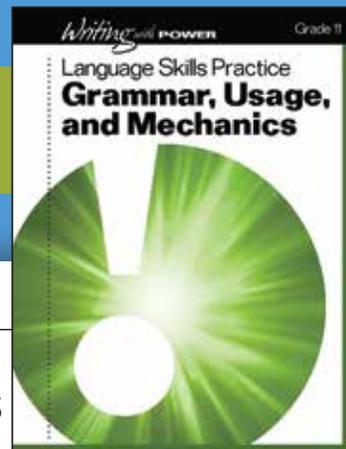
EXERCISE B Follow the steps below to revise the persuasive paragraph. Make your changes on this page. Then copy the revised paragraph on a separate sheet of paper.

1. Arrange the sentences in order of importance (most to least).
2. Add transitional words.
3. Cross out emotionally charged words.

Going to our community college will enable me to get the education I want without endangering my financial status or leaving my friends. I will be able to keep my present friends. The most important consideration is that I want to be a dental hygienist, and all the skills I need are taught at our community college. I can live at home and commute to school rather than pay to live in a smelly, old dormitory. Also, I will be able to keep my present part-time job. Both living at home and keeping my job will help me solve my financial problems. You can see that my educational, financial, and social needs can be taken care of right here.

Composition Skills Practice

Over 50 lessons at each grade level supporting every composition chapter.



Name _____

Date _____

CHAPTER 16

Independent and Subordinate Clauses

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

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

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

EXERCISE A Write I if the underlined clause is independent and S if it is subordinate.

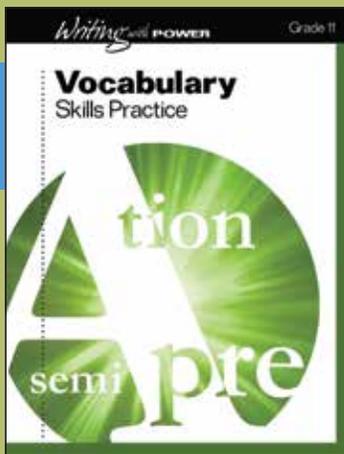
- | | |
|--|---|
| <p>_____ 1. Sections of bamboo make a pleasing clacking sound <u>when they are hung as wind chimes</u>.</p> <p>_____ 2. Botanists have named about 200 species of <u>bamboo</u>, some of which grow 100 feet high.</p> <p>_____ 3. One variety is so hard <u>that it makes sparks when struck</u>.</p> <p>_____ 4. <u>Many people use bamboo screens</u> that roll up and down.</p> <p>_____ 5. Some people use bamboo fishing rods, and <u>others carry bamboo canes</u>.</p> | <p>_____ 6. Bamboo is the fastest growing plant <u>that we know</u>.</p> <p>_____ 7. There are varieties <u>that grow four feet every twenty-four hours</u>.</p> <p>_____ 8. Bamboo spreads quickly, <u>since plants shoot up from the roots of plants</u>.</p> <p>_____ 9. <u>The young shoots of some varieties</u> <u>cut</u> when they first appear.</p> <p>_____ 10. <u>After the outer layer is peeled off</u> are fried or boiled.</p> |
|--|---|

EXERCISE B Underline the independent clauses in the following paragraph.

The Japanese have more uses for bamboo than any other people do. They fashion it into chopsticks, and they also make flutes out of it. Bamboo was imported from Japan, and it grows wild in the South. It is grown by gardeners who admire the smooth stalks and graceful leaves. Some people make furniture out of bamboo, while others even create houses made of bamboo. One of the most popular new forms of flooring is bamboo because it is considered environmentally friendly. Bamboo grows quickly, so it quickly replaces itself, unlike most other kinds of building lumber. Nonetheless, it can overpower other plants in an area.

Language Skills Practice: Grammar, Usage, and Mechanics

- Over 120 grammar, usage, and mechanics lessons at each grade level supporting the corresponding chapters
- Grammar, usage, and mechanics rules are included on most lessons for ease of reference and scaffolding of practice.



Vocabulary Skills Practice

COMPLETING THE SENTENCE

Choose the letter of the word that best completes the sentence.

- _____ 1. There was a ■ between the money in the register and what we should have had.
A fallacy
B material
C discrepancy
D uniformity
- _____ 2. Mr. Robertson was being ■ about it, not blaming us but not letting us off the hook either.
A supercilious
B irrelevant
C fallacious
D equivocal
- _____ 3. “If we all ■,” he said, “let’s sleep on it and see if the mystery is solved in the morning.”
A concur
B condone
C equivocate
D trifle
- _____ 4. “Was the amount ■ or serious?” my father asked me at dinner.
A derogatory
B trifling
C carping
D supercilious
- _____ 5. The amount did not matter; it was ■.
A carping
B supercilious
C immaterial
D derogatory
- _____ 6. “There must be ■ between the financial records and the actual amount of cash.”
A fallacy
B condoning
C irrelevance
D uniformity
- _____ 7. The answer was definite; it was ■.
A derogatory
B irrelevant
C incontrovertible
D supercilious
- _____ 8. He was prone to ■ reasoning that was intended to confuse his listeners.
A immaterial
B trifling
C supercilious
D fallacious
- _____ 9. “How can I say something to Mr. Robertson that won’t sound ■ and mean?”
A incongruous
B immaterial
C derogatory
D trifling
- _____ 10. She looked at me with a(n) ■ grimace on her face.
A irrelevant
B fallacious
C immaterial
D supercilious

Vocabulary Skills Practice

Includes 36 vocabulary lessons at each grade level, 6 to 12, plus 20 spelling lessons for grades 6 to 8.

Test Preparation



Test Preparation

Test A

REVISING AND EDITING

Directions: Read the following passages and answer the questions that follow. Remember that you are NOT permitted to use dictionaries or other reference materials on this portion of the test.



After learning about a new sport, read this passage and think about the changes you would make. After finishing reading, answer the questions that follow.

The Sport of Kiteboarding

(1) The pleasure of flying a kite is one of the joys of the sport of kiteboarding. (2) Kiteboarding is a sport that combines the thrill of windsurfing with the excitement of water skiing. (3) The thrill of kiteboarding comes from the form of giant leaps out of the water. (4) The thrill in kiteboarding is the form of giant leaps out of the water, covering distances of up to thirty feet in the air, covering distances of up to thirty feet in the air, covering distances of up to thirty feet in the air. (5) It is accelerating the form of giant leaps out of the water, covering distances of up to thirty feet in the air, covering distances of up to thirty feet in the air. (6) Many fans of kiteboarding enjoy the sport because it is a fun and exciting activity. (7) Plus it has the bonus of being a sport that can be enjoyed by people of all ages. (8) Some basic skills and techniques that all time kiteboarders are able to perform are listed below. (9) Some basic skills and techniques that all time kiteboarders are able to perform are listed below. (10) Some basic skills and techniques that all time kiteboarders are able to perform are listed below. (11) Some basic skills and techniques that all time kiteboarders are able to perform are listed below. (12) Experience with other water sports, such as wakeboarding, and snowboarding, can help you learn certain safety requirements for kiteboarding, such as wearing a harness and a helmet.

Test B

REVISING AND EDITING

Directions: Read the following passages and answer the questions that follow. Remember that you are NOT permitted to use dictionaries or other reference materials on this portion of the test.

In response to a history assignment, Eva wrote this paper explaining what the Underground Railroad was. She would like you to read her paper. As you read, think about the corrections and improvements she should make. Then answer the questions that follow.

The Underground Railroad

(1) The Underground Railroad was a daring and dramatic means of escapeing slavery. (2) The "Railroad" was most active between 1830 and the end of the American Civil war in 1865. (3) During those dark years of slavery, some African Americans from the South found their way north. (4) Some went all the way to Canada. (5) Some headed in other directions. (6) Some went to the western territories or south into Mexico and the Caribbean. (7) The Underground Railroad was not underground. (8) It wasn't a railroad. (9) The term describes a system of routes that contained stopovers at safe houses. (10) Safe houses sometimes displayed white bricks on top of their chimneys or showed a lantern outside. (11) Houses and other buildings were used as safe houses. (12) Escaping slaves were helped by brave people who put their lives in danger. (13) Escaping slaves were helped by brave people who put their lives in danger. (14) They occasionally provided information about the secret routes. (15) One frequently used coded language was the "Milk and Honey" code.

Test A

- 32 What change, if any, should be made in sentence 1?
 - F insert a colon after "escapeing"
 - G insert a comma after "not"
 - H change *escapeing* to *escape*
 - J make no change
- 33 What change should be made in sentence 2?
 - A change *Civil* to *civil*
 - B change *war* to *Wars*
 - C insert a comma after "in"
 - D insert a comma after "and"

WRITTEN COMPOSITION

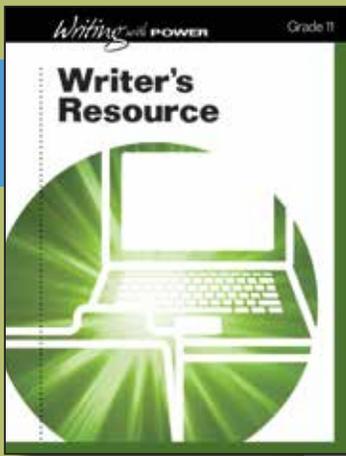
Write an essay explaining why having goals is important.

The information in the box below will help you remember what you should think about when you write your composition.

- Remember these tips as you write your composition:**
- focus on the assigned topic.
 - include details that make your writing interesting and unique.
 - include only details that contribute to the composition as a whole.
 - present your ideas clearly and in a way that's easy for readers to follow.
 - after you are done writing, proofread for grammar, usage, and mechanics errors. Check for misspelled words, mistakes in punctuation and capitalization, and incorrect sentence structure.

Test Preparation

- Two complete tests provide abundant assessment practice in reading comprehension, composition, and editing and revising.
- Aligned to the Common Core State Standards



Writer's Resource: Student Models and Rubrics

Writer's Resource: Student Models and Rubrics

- Extensive support for writing
- Student models for each mode of writing
- Each model is shown at varying rubric levels with detailed analysis of the score

Name _____ Date _____

... Persuasive Writing Prompt

Your school improvement team is debating the use of social media in the classroom. Some members of the team fear that when such social media as Facebook and Twitter and technologies such as cell phones are allowed in class, they will be misused. Other team members think that using the new technology wisely will help students learn valuable skills. Write a position paper to present to your school improvement team expressing your opinion on the pros and cons of using new media in the classroom.

Remember these tips as you write your composition:

- focus on the assigned topic.
- include details that make your writing interesting and unique.
- include only details that contribute to the composition as a whole.
- present your ideas clearly and in a way that's easy for readers to follow.
- after you are done writing, proofread for grammar, usage, and mechanics errors. Check for misspelled words, mistakes in punctuation and capitalization, and incorrect sentence structure.

Student Model: Score 2

Using social media in schools would help students learn important lifelong skills but could also distract them and lead to overuse of the programs. The social media these days is such an easy way to communicate and explore new technology but could also be an easy way for students to misuse the program.

The pros
new and mo
growth in th
future jobs o
student min
because of n
The cons:
on those net
would mean
network was
important in

Name _____ Date _____

Knowing this, social networking could be of use at schools but would need some guard installed so students are not distracted from having these important skills learned and able to be used in life for the future.

Rubric for a Score 2 Essay

The essay:

- is somewhat focused but may shift from idea to idea.
- has a sense of completeness, with an introduction and conclusion.
- includes some unrelated details that distract from the focus of the composition.
- does not address counter-arguments with strength.
- has some ideas that seem out of place and includes few transitions.
- attempts to develop ideas but does not show depth of thinking.
- has a voice that may sound natural at times but does not sustain a connection with the reader.
- includes a number of punctuation, usage, and spelling errors that distract from the essay.

Analysis: Score 2

This essay lacks focus, in part from not having a clear thesis statement in the first paragraph. Instead, there and in the text that follows, the writer tries to illustrate both sides of the question without arguing effectively for either one. There is an attempt at organization, especially in the second and third paragraphs, which list pros and cons, respectively. But some ideas are not supported (e.g., there are no examples of to support the idea of "misuse or potential threats" mentioned the third paragraph). The idea for the conclusion is fine, but it is poorly stated and not adequately supported by the rest of the essay. Sentences tend to meander and lose focus midway through ("Social networking allows many new ideas and skills to be fed to the student mind but could also be potentially dangerous for the students to be working with because of misuse or potential threats"). There are a number of spelling, punctuation, and usage errors as well.

Writer's Resource: Portfolios and Questionnaires

..... Evaluating the Portfolio and Its Contents

One way of evaluating a student portfolio is to score each assignment in it using rubrics such as those provided in *Writing with Power* and in this ancillary, total the scores, and then take an average of the total. Many teachers, however, prefer to give each student portfolio a holistic score. This can be done using the rubrics for each portfolio type found on pages 25–27.

Portfolio Conferences

Conferences with each student about his or her writing progress are a vital part of the portfolio process. Although the type, frequency, and timing of portfolio conferences will vary with each portfolio type, the teacher's primary role in virtually all conferences is to model the thought processes that young writers may not yet have learned to use. Specifically, teachers should model the processes of reflecting and selecting, with the goal of helping students engage in those activities independently.

Questions That Promote Reflection

The following open-ended questions are useful in modeling and promoting student reflection:

- How do you feel about what you have written?
- Where do you think you are going with this writing?
- Are any parts giving you trouble?
- What strategies might you use to improve it?
- How do you feel about your progress?
- In what other papers you have written?
- What strategies did you use in writing this?
- What areas would you like to improve?
- What three things can you do to improve it?
- What do you like about your writing?
- How can you apply what you have learned to other writing?
- How would you describe the writing process?
- What kind of help would be useful?

The teacher should model question thinking and should place those questions in the portfolio. The teacher should have done in the past and the goals for the future.

Writer's Resource: Portfolios and Questionnaires

- Extensive support for writing
- Checklists and questionnaires to help students and teachers plan and organize projects, set goals, and reflect upon performance
- Group, self, and peer evaluation forms
- Tips for organizing and managing portfolios
- Teacher progress reports and evaluation summaries and rubrics

..... Editing Comment Sheet

Name _____

When I edited this work, I used the following strategies: *(Check any that apply.)*

- checklist, with separate readings for each item on the list
- checklist, with one reading for everything
- peer edit
- spell checker on word processor
- personalized editing checklist
- proofreader's marks

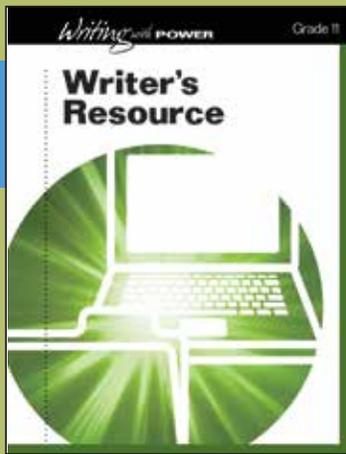
Of the above strategies, the most helpful was/were . . .

because . . .

I am satisfied that I caught all errors in the editing process.

- Yes No *(If no, explain what you can do to catch the rest.)*

Comments:



Writer's Resource: Research Reports & Writing Across the Curriculum

Name _____ Date _____

• • • Using Primary and Secondary Sources

In writing a research report, you may use both primary sources, such as original documents and first-hand accounts of events, and secondary sources, such as accounts written by people who did not personally observe or participate in the events they are describing. As the chart below describes, each type of source has its own strengths and weaknesses.

Comparing Primary and Secondary Sources

Type of Source	Examples	Strengths	Weaknesses
Primary Source	<ul style="list-style-type: none"> a letter from an archaeologist describing his or her activities at a dig a diary entry offering an eyewitness account of an event a myth or legend from ancient times a graph showing seismic activity in a region an inscription on a monument on-line records of pottery found at an archaeological site 	<ul style="list-style-type: none"> provides facts and details known at the time that may later have been forgotten or had errors introduced often shows how people felt about an event as it was happening often includes specific, colorful details that help readers picture the event or feel like they were there 	<ul style="list-style-type: none"> may reflect the emotions or bias of the writer may lack perspective on an event may make references that readers today no longer understand may contain errors or omissions caused by illegible handwriting, physical damage, or poor equipment and record keeping in an era before ballpoint pens, computers, weatherproof storage facilities, etc.

Writer's Resource: Research Reports

- Supplements chapters on writing a research report

Table of Contents

- Planning Guide for Research Reports
- The Ethics of Research
- Plagiarism Quiz
- Using Primary and Secondary Sources
- Models of Reports in Different Citation Styles (CMS, APA)
- Creating Power Presentations for Research Reports
- Sample Presentation Slides for Multimedia Research Reports

Writer's Resource: Writing Across the Curriculum

Social studies, science, and math prompts are provided for all primary modes of writing

Table of Contents

- Strategies for Writing Across the Curriculum
- Writing to Learn
- Projects in Writing Across the Curriculum

Name _____ Date _____

• • • • • Writing Across the Curriculum

Persuasive Writing in Science

You are a journalist living in France in the 1860s. You have written extensively about the work of Louis Pasteur in helping to establish the germ theory of disease. Many people, however, do not believe in the germ theory, believing instead in "spontaneous generation." Write an editorial convincing people of the strength of the germ theory of disease. Refer to Pasteur's and other scientists' experiments for your evidence.

Prewriting

Pair off with a partner. Using your biology textbook or another reliable source, find the information you need to address the prompt. Take turns reading it aloud. Then discuss what you have read and make a chart showing the beliefs and evidence of the spontaneous generation side of the debate and the beliefs and evidence of the germ theory side of the debate. Make one copy each.

Drafting

Using your chart, write a first draft of your persuasive editorial. Be sure to include an effective beginning with a clearly stated position, a well-developed middle with ample facts and examples as well as counter-arguments to opposing views, and an ending that makes the composition feel complete. Check to make sure that you have presented the events in logical order and that you have included only those details that relate specifically to your subject. Appeal to your readers' logic, ethical beliefs, and emotions.

Revising by Conferencing

Meet with your partner. Begin by referring to the rubric on page 318 of *Writing with Power*. Discuss whether the rubric needs to be adapted for an editorial, and if so, how. Then use the rubric to evaluate each other's editorial. Offer positive feedback as well as constructive criticism. When you have finished, write a second draft to make the editorial the best it can be. Use the checklist on page 317 for additional points to address when revising.

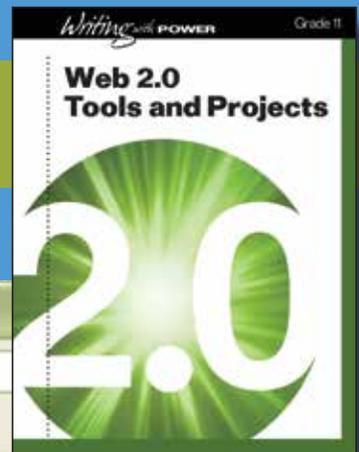
Editing

When you are satisfied with your second draft, edit it for conventions: spelling, grammar, usage, and mechanics. Exchange papers with your partner and look over each other's edited versions to see if there is any need for additional correction. Make any changes necessary in your own paper.

Publishing

Create a multimedia presentation of your editorial (power presentation, video, audio) and present it to your science class.

Web 2.0 Tools and Projects



SchoolTube - Windows Internet Explorer

http://www.schooltube.com/ school tube

SchoolTube

Signup | Login

Videos Channels Categories Contests For Educators For Partners

The place for students & teachers to share

Students and Teachers! See all the certifiably awesome ways to use SchoolTube. [Learn More!](#) Sponsored messages

The Wire

Video of the Day!
Sandra Day students produced the video to welcome back all of the students from summer break. It is not just a welcome back

Web 2.0 Tools and Projects

- Hands-on applications tied to composition projects
- Problem-solving scenarios requiring the use of interactive technologies and standard workplace applications

Using Web 2.0 Tools in the Classroom



Biography Project

Create live **social network pages** for your biographical subject with a profile that reflects the subjects' key contributions and a **blog** that discusses issues of interest to the subject.



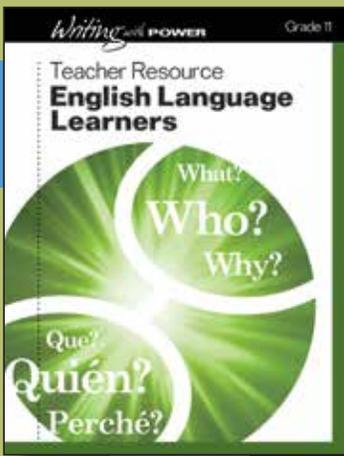
Writing Lab Project

Create a **video trailer** for a movie based on your composition and share it on **SchoolTube**.



Real-time Collaborative Editing Project

Create **Google Waves** and share them with your writing group members.



English Language Learners Teacher Resource

Composition

CHAPTER 8 Writing to Persuade

Guided Activities

BEGINNING: SCAFFOLDING

Help students write a thesis statement or proposal for a persuasive paragraph. Write the topic *School* on the board. Encourage students to say aloud sentences about school using available English as you write down their responses. Use questions such as *What do you like about our school? What could be improved? What changes would make our school better?* Explain that a thesis statement for persuasive writing must be an opinion. Help students identify which sentences on the board are opinions. Underline any opinion words, directing students to use the chart on page 295 of the student book. Help students write a thesis statement using the sentence starter *Our school should* ____.

INTERMEDIATE: LINGUISTIC SUPPORT

Display the cluster diagram from page 30. Choose one of the topics below and write it in the center circle.

- School uniforms
- Saving the environment
- Technology and privacy

Before using the cluster diagram to gather ideas for writing, create a word bank of terms related to the chosen topic, e.g., SAVING THE ENVIRONMENT: recycle, alternative energy, global warming. Include short definitions for unfamiliar terms. Then help students brainstorm for ideas by having them answer the question “Why?” Encourage students to use the word bank to help them answer the question. Write their answers in the circles radiating out from the center one. Model how to write a thesis statement and supporting details for a persuasive essay on the chosen topic.

ADVANCED: GRAPHIC ORGANIZER

Display the T-chart on page 28. Choose one of the following thesis statements and write it in the graphic organizer. As a class, list pros and cons in the chart. Then ask pairs of students to complete the chart using a different thesis statement. Have the pairs share their charts with the rest of the class. Extend the exercise by writing a counter-argument for one of the cons in their chart.

1. People should ride bicycles instead of driving cars.
2. The school cafeteria should serve breakfast, lunch, and dinner.
3. English is a difficult language to learn.
4. Shopping online is more convenient than shopping at the mall.
5. The violent content of many movies has a negative effect on children.

English Language Learners Teacher Resource

Word lists, leveled activities, and graphic organizers for teaching academic vocabulary terms from each chapter

continued

CHAPTER 16 Clauses

Leveled Activities

BEGINNING: MODELING

Display the following paragraph. Read the paragraph aloud and ask students to summarize it. Explain that each sentence has an independent clause and a subordinate (dependent) clause. Model how to find and underline each independent clause once and each subordinate clause twice. Then have students read the paragraph aloud, assigning one student to read the independent clauses and a different student to read the subordinate clauses. Encourage students to listen to the sound of the subordinate clauses. Remind them that these are fragments and cannot stand alone.

My friend April and I went to see a play that was being performed at Green Theater. Green Theater is a place where many people can see shows that are performed in a room very close to the action. Viewers can see the action from no more than a few feet away.

INTERMEDIATE: SCAFFOLDING

After completing the Beginning activity, have students read the independent clauses once and the subordinate clauses once aloud.

The scenery was beautiful. The actors were paid much money for a few weeks. The plays that were performing were very good. The actors who were performing they acted with tremendous energy. The director's interpretation to his own script was excellent. The show was a success. The audience at this theater. There were many people who cried. As soon as the show ended, the audience gave the actors a warm applause.

PART II Communication and Collaboration

Leveled Activities

BEGINNING: LINGUISTIC SUPPORT

Help students learn basic vocabulary for interviewing for a job and for writing an employment letter. Display the employment ad on page 534 of the student book or bring in an ad from a local paper. After reading the ad aloud, ask students to think of words they would need to use if they were interested in applying for a job. Write suggested words and phrases on the board, such as *apply, position, advertisement, available*. Then write sentence starters such as *I would like to apply for ___, I am a junior at ___, or I have worked at ___*. Have students use the word bank and the sentence starters to write a short paragraph applying for the job from the ad.

INTERMEDIATE: GRAPHIC ORGANIZER

Have students build upon the beginning activity by writing a letter or an e-mail applying for the advertised job. Distribute the Letter Template found on page 32. Review with students the following elements of the modified block style: heading, inside address, salutation, body, closing, and signature. Supply a fictitious address for the business, if one is not given in the ad. Have volunteers read their completed letter to the class.

ADVANCED: COLLABORATIVE LEARNING

Have students imagine they are preparing for a job interview at a company where they would really like to work. Ask students to write out answers to the following questions commonly asked during job interviews.

1. Why did you apply for this job?
2. What previous experience and education do you think helps qualify you for work with this company?
3. What do you expect to earn at this job, and how many hours can you work?
4. What are your plans for the future?
5. Do you have any questions before you leave?

Have students work in pairs to check their writing for correct usage. Then have volunteers role-play a job interview. One student should play the part of the interviewer by asking the questions. The other student should respond to the questions, using their written responses as a guide. Afterward, have the class offer encouragement and suggestions for the interviewee.

ADVANCED HIGH: GRAPHIC ORGANIZER

Assign students to write a college application essay on the topic of how the experience of being an English language learner has shaped them as a person. Review the guidelines on page 546 of the student book. Have students begin by brainstorming for ideas using the Cluster Diagram on page 30. Then encourage them to use the Essay Organizer on page 27 to organize the main points in their essay. Work with students to write a first draft, to edit, and to proofread their essays.

Classroom Presentations

Warm-Up

Bellringer: Using a Power Rule

11: Chap. 8, p. 282

Know the Rule

3. Use verbs that agree with the subject.

Incorrect

Computer privacy issues is vitally important.

Correct

Computer privacy issues are vitally important.



Apply the Rule

Write a persuasive paragraph using verbs that agree with their subjects.

Friends have recently told you about getting e-mails from complete strangers who seem to know details of their private lives. They think a social networking site is to blame. Write a persuasive piece in which you argue for legislation forcing such sites to better protect your privacy. You might use some of the following words:

- 2. help or helps
- 3. force or forces
- 5. keep or keeps

Model and Instruct

Argumentative Writing Project

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

Possible Topics

- a problem in a local business, such as overcharging customers or using “creative” bookkeeping to bilk investors
- a problem at school, such as the violation of privacy when students use their cell phones to capture a video of someone
- problem in a school sports program, such as when athletes are given grades they don’t deserve to keep them on the team

Classroom Presentations

Includes over 500 PowerPoint slides for each grade level. Text and images visually engage students with the activities and rules in the Student Edition.

Composition

Warm-Up

11: Chap. 15, p. 680

Revised

...the San Francisco earthquake of 1906, four-year-old Ansel Adams was injured. The earthquake’s tremors **broke** his nose **and** knocked him to the ground. This early experience marked his future **and his face**. Adams enjoyed the outdoors and often went to Yosemite National Park. Hiking, exploring, and photographing **Yosemite, he** gained a measure of self-confidence that he had been missing **as a teen**. He later joined the Sierra Club **and became** popular with other members. In 1922, **his photographs appeared** in the Sierra Club’s bulletin. Adams embraced the club’s conservation efforts. **He would later be elected to** the Sierra Club’s board of directors.

Model and Instruct

11: Chap. 15, p. 682

Grammar

15 A A phrase is a group of related words that function as a single part of speech. A phrase does not have a subject or a verb.

Answers

Prepositional Phrases The outside **of the boat** was splashed **with saltwater**.

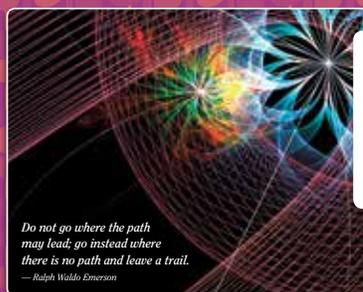
Instead of that fishing pole, use the one **in the boat**.

Grammar, Usage, and Mechanics

Warm-Up

21st Century Skills

11: School and Workplace Skills, p. 467



The challenges of the 21st century call for communication, collaboration, and leadership. The skills you learn in school will help prepare you for a rewarding adult life in a global society.

Do not go where the path may lead; go instead where there is no path and leave a trail.
—Ralph Waldo Emerson

Model and Instruct

11: School and Workplace Skills, p. 491

Test-Taking Strategies

Use these strategies when taking error-recognition and sentence-correction tests.

- Read the entire sentence, not just the underlined part.
- Try to “hear” the best alternative. If part of the sentence “sounds” wrong, it probably is.
- Correct the mistake before reading the answers. If the correction is one of the possible options listed, it is probably right.
- Look for mistakes that are commonly tested, such as sentence fragments, misplaced punctuation, or confusion between who/whom and its/it’s.

21st Century Skills

Interactive whiteboard presentation tools

Apply and Practice

11: Chap. 8, p. 294

Sound Reasoning

Explain whether the third statement is a reasonable conclusion based on the first two statements.

- Ms. Smith is our principal.
- Ms. Smith enjoys participating in most sports.
- All principals enjoy participating in sports.

Review and Assess

Writing Lab: Project Corner

11: Chap. 8, p. 320

Rubric

Speak and Listen: Hold a Group Discussion

Use the following rubrics for evaluation.

- 4 Students make insightful, relevant comments consistently and respectfully.
- 3 Students make relevant comments consistently and respectfully.
- 2 Students make some relevant comments respectfully.
- 1 Students don't participate or participate inappropriately.

Apply and Practice

7: Chap. 20, p. 604

Connecting Composition to Grammar

Move the adverbial phrase to various positions in the sentence. How does the position of the adverbial phrase change the rhythm or focus of the sentence?

Harry remembered with a sudden burst of joy that he would be leaving for camp tomorrow.

Review and Assess

The Power Rules

11: Chap. 15, p. 706

1. Use sentence fragments only the way professional writers do, after the sentence they refer to and usually to emphasize a point. Fix all sentence fragments that occur before the sentence they refer to and ones that occur in the middle of a sentence.

Before Editing

Today, Tanya is wearing sunglasses.
Writing a paper. *While the school band is playing next door is hard.* So I'm moving to the library.

We contributed 50% of our money to the charity. *The reason being that we wanted to help their worthy cause.*

After Editing

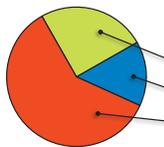
Today, Tanya is wearing sunglasses.
Writing a paper *while the school band is playing next door is hard,* so I'm moving to the library.

We contributed 50% of our money to the charity *because we wanted to help their worthy cause.*

Apply and Practice

11: School and Workplace Skills, p. 501

Timed Writing



5 minutes: Brainstorm and organize ideas.

3 minutes: Revise your work and edit it for mistakes.

12 minutes: Write a draft.

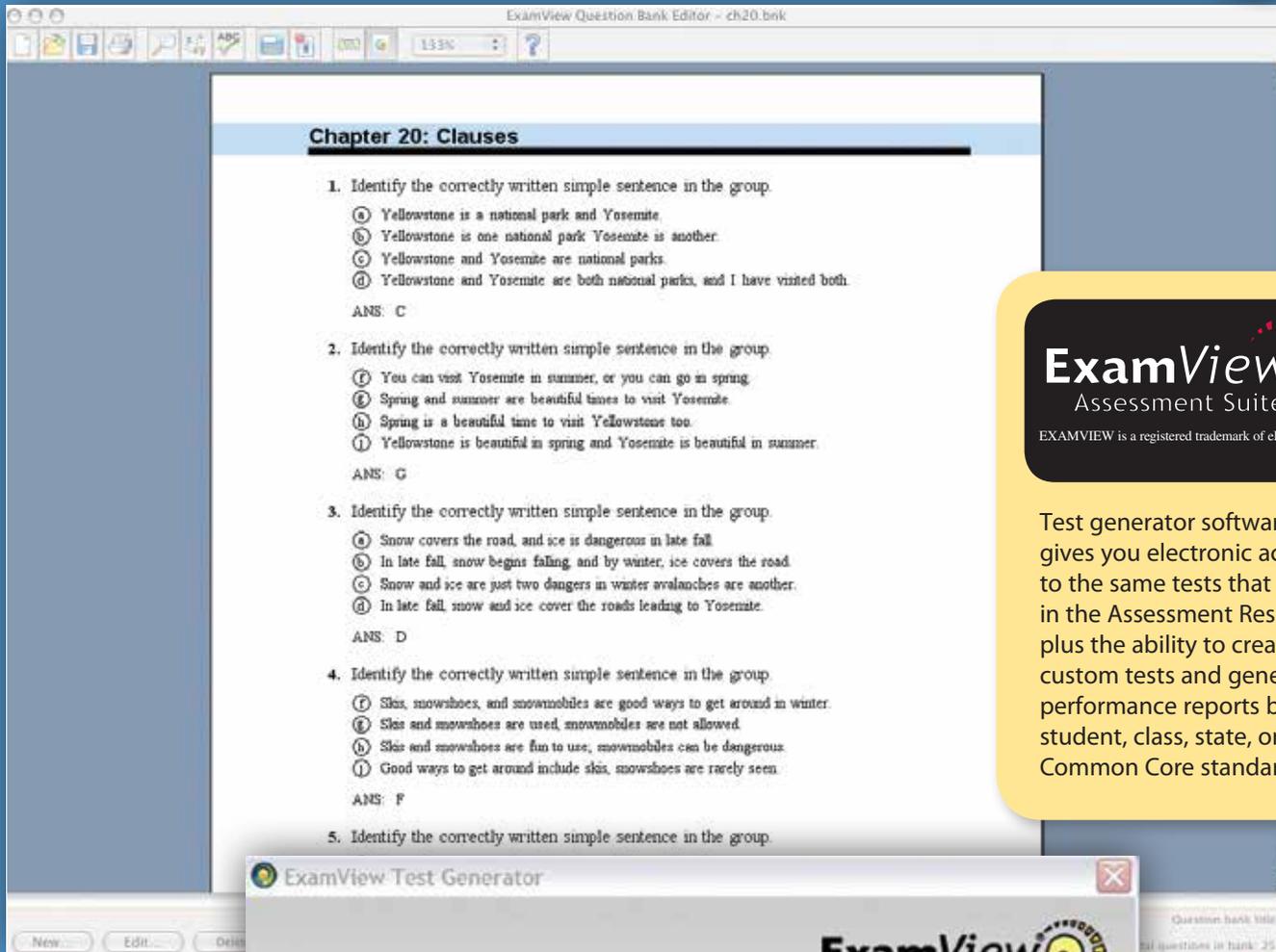
Review and Assess

11: School and Workplace Skills, p. 479

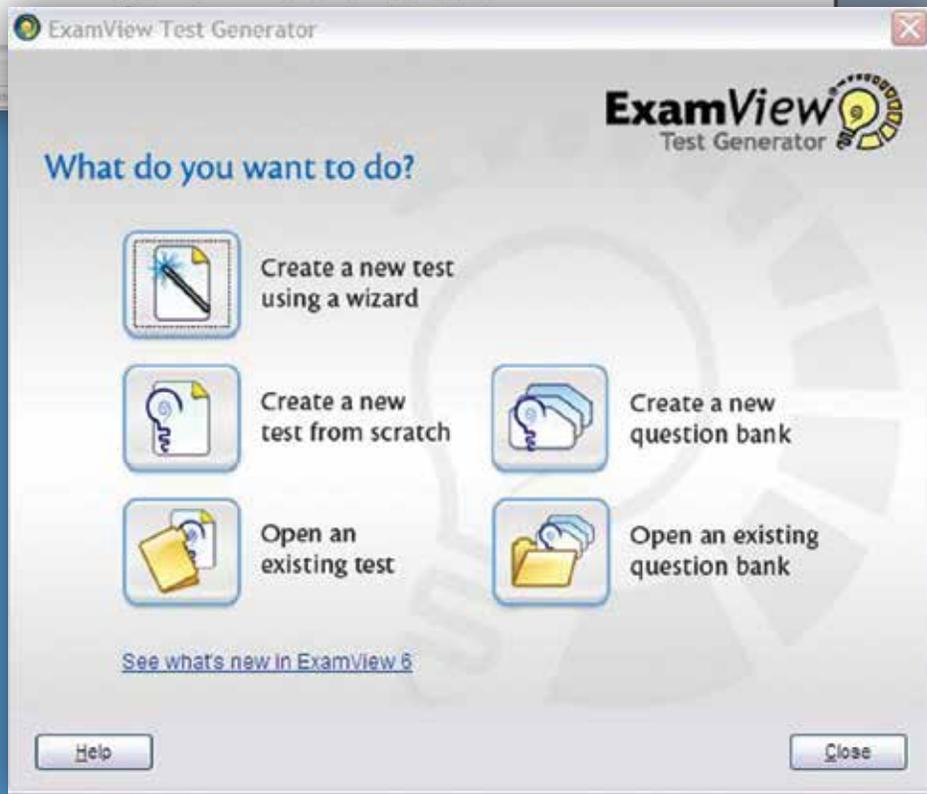
COMMON TYPES OF ANALOGIES

Analogy	Example
word : synonym	legal : lawful
word : antonym	ruthless : merciful
part : whole	carburetor : engine
cause : effect	overproduction : glut
worker : tool	electrician : pliers
worker : product	playwright : drama
item : purpose	fence : enclose
item : category	lobster : crustacean

ExamView Assessment Suite



Test generator software gives you electronic access to the same tests that are in the Assessment Resource plus the ability to create custom tests and generate performance reports by student, class, state, or Common Core standard.





Professional Development Resource

Professional Development Excerpts, Constance Weaver

Teaching grammar:

Following is an idealized . . . framework for teaching grammar throughout the writing process, reprinted with permission from *Grammar to Enrich and Enhance*

Professional Development Resource

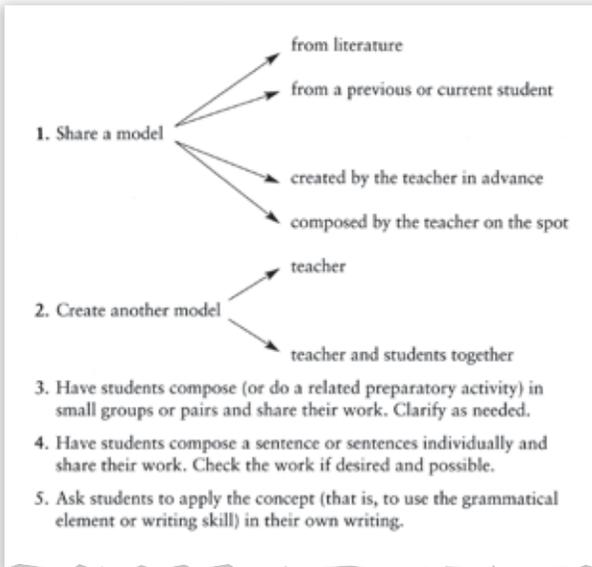
Includes essays and tutorials by Peter Smagorinsky and Constance Weaver, *Writing with Power* program consultants, as well as a walk-through of a composition chapter and a logical, practical framework for applying grammar instruction to other content areas.

Sample Table of Contents

- Pedagogy and Practical Applications
 - A Structured Process Approach to Teaching Writing
 - Language and Power
 - Options for Using *Writing with Power*
 - with project
 - without project
 - in small groups
- Professional Readings
 - Peter Smagorinsky: “Responding to Student Writing,” from *Teaching English by Design*
 - Constance Weaver: “Grammar and Writing,” excerpts from *The Grammar Plan Book* and *Grammar to Enrich and Enhance Writing*

framework includes . . . practical, it can . . . into first teaching . . . and then helping . . . will be able to sense . . . that they might . . . of grammatical . . . The “What Should . . . from *Grammar to . . . Writing* includes a chart . . . of grammar to . . . emphasized in *Writing*

art’s greatest value may be in suggesting what you might teach next, grammatically . . . in mind that interactive teaching needs to be followed by guided mentoring, often



What Should I Teach Next?

Writing through grammar

Highly effective	Middle—competent	Low—basic
Sentences flow throughout the writing.	Sentences are sometimes varied in length and structure, with some variation in connective and cohesive devices. Occasional use of a rhetorical device.	Simple, short sentences occur regularly, with minimal sentence variation and basic kinds of transitions/connectors, if any.
Sentences in sequence are nearly the same with a clear rhetorical focus.	<ul style="list-style-type: none"> • Some sentences are compound: they have two or more independent clauses. Some are complex: they include one or more subordinate clauses. • Noticeable and varied use of introductory phrases and subordinate clauses, substantial and varied use of prepositional phrases to describe and elaborate upon nouns as well as set the scene. 	<ul style="list-style-type: none"> • Many sentences follow the basic subject + verb + object pattern, often with the same subject, such as I, he, or she. • Minimal use of adjectives and adverbs; prepositional phrases more often used to set the scene for what’s going on than to describe someone or something.
Use of various grammatical and stylistic tools for flow or other effect, such as—but not confined to—participial phrases, appositives, absolutes, etc.		

..... Professional Development Excerpts, *Peter Smagorinsky*

On small group collaboration:

Students meet in small groups to discuss one another's writing and to think about the particular details that help readers envision the action and experience it viscerally. Small group discussions of student writing are a routine feature of each chapter; they give students an opportunity both to share one another's expression and to provide critical feedback. The collaborative learning experience enables them to learn in a social environment, develop critical skills, express thoughts in an appropriate interpersonal manner, draw on one another's expertise, and think through problems in the company of fellow learners.

On the teacher's role during group work:

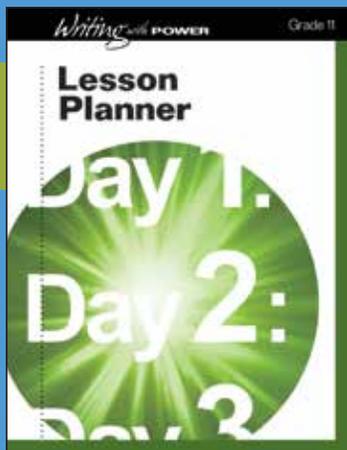
One practical suggestion is to circulate so that you always have vision of the whole class. Typically, this means that you circulate on the perimeter of the classroom with your back to the wall and your eyes looking inward. Of course, you don't do this walking awkwardly sideways like a merry-go-round horse doing a penguin imitation, but rather at a more natural gait. If you stop and talk to a group, always position yourself so that you can see the other groups. Some teachers stop and visit with a group, positioning themselves so that they're facing the corner and losing their vision of the class. With their back turned, they encourage off-task behavior on the part of some students, and the occasional hurling of debris around the room. Maintaining vision of the class, then, should become second nature when monitoring small group work.



On responding to student writing:

Before the 1970s, most response to student writing came solely from the teacher, and only at the end of the final draft that students would submit for evaluation. One great contribution of the process movement was the idea that students benefit from feedback as they work, rather than just at the end. This shift is not simply organizational but implies a change in philosophy about learners. By providing in-process feedback to writers and other composers, teachers become more oriented to the growth of the learners than to the perceived quality of their final products. . . .

—from *Teaching English by Design*



Lesson Planner

: Clauses pages 708–737

You can add your own content to this lesson plan by saving this html file to your computer and opening it with a word processor.

Chapter 16 at a Glance

Essential Question	How can you use clauses to express subtle and precise meaning?
Essential Standards	Common Core : Writing: W.1, W.2; Language: L.1, L.2, L.3
Essential Content	<ul style="list-style-type: none"> • Recognizing independent and subordinate clauses • Identifying adverbial clauses and subordinating conjunctions • Identifying adjectival clauses and relative pronouns • Recognizing and revising misplaced adjectival clauses • Recognizing noun clauses and common words that introduce noun clauses • Using simple, compound, complex, and compound-complex sentences in writing • Correcting clause fragments and run-on sentences

Lesson Planner

Common Core State Standards and point-of-use links to program resources for each lesson help teachers efficiently plan daily instruction.

Companion Chapters for an Integrated Curriculum

	Chapter 3, Structuring Your Writing, pp. 80–129; Chapter 8, Writing to Persuade, pp. 282–321
Skills	Part I, B. Taking Standardized Tests, pp. 477–493

Day-by-Day Plan for Chapter 16

Day	Essential Content	Student/Teacher Edition	Essential Standards	Supporting Resources
1		Clauses: Pretests pp. 708–709	Common Core : W.1.c, W.2.d, L.1, L.2, L.3, L.3.a	Chapter Diagnostics Assessment Resource : <ul style="list-style-type: none"> • Chapter 16 Pretest, p. 153 ExamView Assessment Suite CD : Chapter 16 Pretest Classroom Presentation Slides : <ul style="list-style-type: none"> • Clauses: Pretest 1 (slides 1–4) • Clauses: Pretest 2 (slides 5–12)
	X	Independent and Subordinate Clauses pp. 710–711	Common Core : W.1.c, W.2.d, L.1, L.2, L.3, L.3.a	Classroom Presentation Slides : <ul style="list-style-type: none"> • Clauses (slides 13–16) Language Skills Practice : <ul style="list-style-type: none"> • Independent and Subordinate Clauses, p. 51
		<i>When You Write: Subordinate Clauses</i> p. 711	Common Core : L.1, L.2	
2		Uses of Subordinate Clauses	See standards listed	

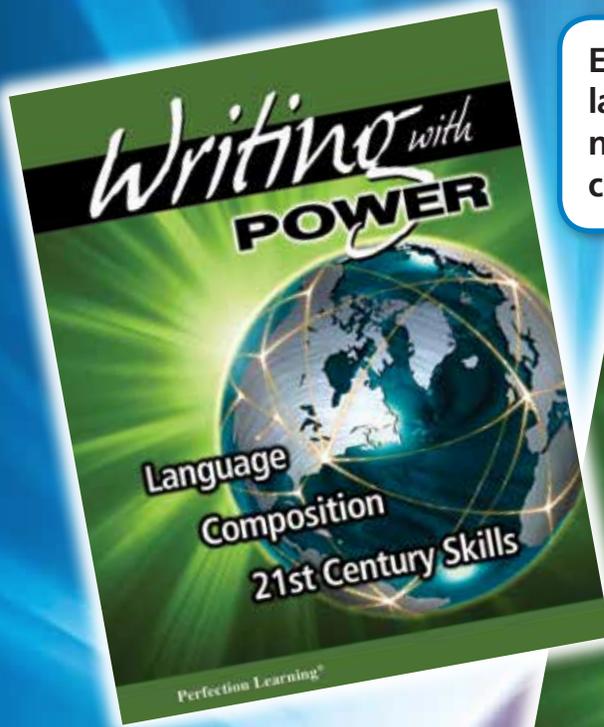
4	X	Noun Clauses pp. 721–722	Common Core: W.1.c, W.2.d, L.1, L.2, L.3, L.3.a	Classroom Presentation Slides: <ul style="list-style-type: none"> • Noun Clauses (slide 21) • Noun Clauses: Sample (slide 22) Language Skills Practice: <ul style="list-style-type: none"> • Noun Clauses, pp. 60–61 • Adverbial, Adjectival, and Noun Clauses, p. 62
	X	Kinds of Sentence Structure pp. 723–725	Common Core: L.1, L.2	Classroom Presentation Slides: <ul style="list-style-type: none"> • Clauses (slides 23–26) Language Skills Practice: <ul style="list-style-type: none"> • Kinds of Sentence Structure, p. 63
	X	<i>When You Write: Sentence Variety</i> p. 725	Common Core: L.1, L.2	
5	X	Clause Fragments pp. 726–727	Common Core: W.2.d, L.3, L.3.a	Language Skills Practice: <ul style="list-style-type: none"> • Clause Fragments, p. 64
	X	Run-on Sentences pp. 728–730	Common Core: L.1, L.2	Classroom Presentation Slides: <ul style="list-style-type: none"> • Run-on Sentences (slides 27–28) Language Skills Practice: <ul style="list-style-type: none"> • Run-on Sentences, p. 65 • Fragments and Run-on Sentences, p. 66
6		Sentence Diagraming pp. 731–732	<i>See standards listed below.</i>	
		Diagraming Sentences pp. 731–732	Common Core: L.1, L.2	Classroom Presentation Slides: <ul style="list-style-type: none"> • Practice Your Skills Answers (slides 29–33)
	X	Chapter Review pp. 733–734	Common Core: W.1.c, W.2.d, L.1, L.2, L.3, L.3.a	<i>Review and Assess</i> Language Skills Practice: <ul style="list-style-type: none"> • Clauses Review, p. 67 Assessment Resource:

Other Resources for Chapter 16

Test-Taking Strategies	Test Preparation
ELL Support	English Language Learners Teacher Resource: Chapter 16
Enrichment and Extension	Image Grammar Activity Book: Strategies for the Grammar of Conventions, pp. 71–118 Image Grammar Teaching Resources CD 6 Trait Power Write: Journals and Logs
Vocabulary	Vocabulary Skills Practice

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