

Writing with **POWER**

Language

Composition

21st Century Skills

Perfection Learning®

*Perfect for **your** Classroom*

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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.

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



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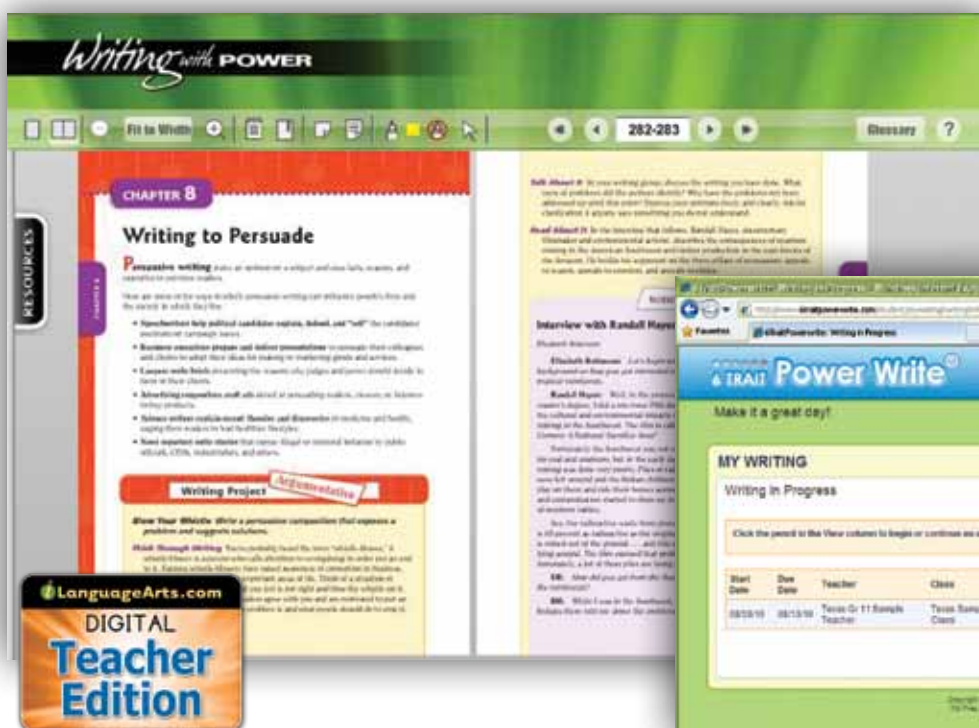
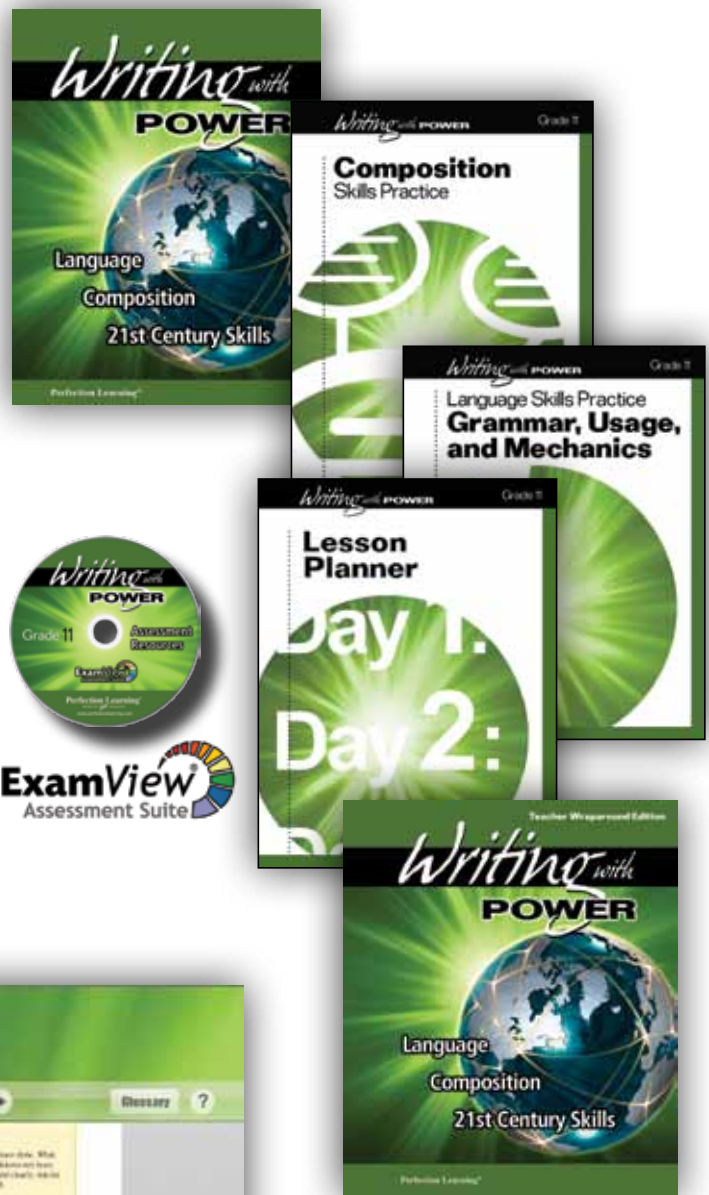
- Student Edition samplers
- Teacher Edition samplers
- Samplers of all student and teacher resources


- *6 Trait Power Write* demo
- Standards correlations
- *and more!*

Program At-a-Glance

Student Resources	Print	Digital
Writing with Power Student Edition	✓	✓
6 Trait Power Write 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
Writing with Power Teacher Edition	✓	✓
6 Trait Power Write Online Writing Program		✓
Composition Skills Practice & Answer Key	✓	✓
Language Skills Practice & Answer Key	✓	✓
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 Resources		✓
Lesson Planner		✓
ExamView Assessment Suite		✓





Instruction: *Writing with Power* provides in-depth, comprehensive support for writing, grammar, and 21st century skills using the best of both print and digital resources.

- **In-depth writing instruction**—Capture students' interest with engaging writing projects and follow through with aligned instruction and practice.
- **Online writing support**—Create online writing assignments customized to your classroom needs and individualize for differentiated instruction.
- **Connect grammar and writing**—Enable students to add variety, detail, and depth to their writing using the Power Tools; reinforce essential grammar concepts through *The Power Rules* and editing exercises.
- **Comprehensive grammar instruction and practice**—An easy to use, reference-oriented design coupled with extensive practice provides all the resources needed to develop students' skills in grammar, usage, and mechanics.
- **21st century skill development**—Strengthen students' collaboration, media, and critical thinking skills through a complete handbook and integrated exercises throughout the student text and Teacher Edition.



Classroom Management: *Writing with Power* supplies the support teachers need to create and manage a dynamic and effective classroom.

- **Lesson planning**—Step-by-step lesson guidance helps teachers create and manage their lessons effectively.
- **Differentiating instruction**—In-depth support throughout the Teacher Edition and through online writing assignments helps teachers meet the needs of individual learners; in-depth support and separate resources for English Language Learners.
- **Real-time assignment management**—Technology support through 6 Trait Power Write allows teachers to set up, monitor, and evaluate assignments in real time.
- **Extensive supporting resources**—A wide range of supporting resources at teachers' fingertips including student models and rubrics for all major writing genres, research models, multimedia support, Web 2.0 Tools and Projects, professional development support, and an extensive set of grammar, writing, vocabulary, and ELL practice activities.



Reaching Proficiency Goals: *Writing with Power* provides all the tools teachers need to help students meet and exceed performance expectations.

- **Monitoring and assessment tools**—Pretests and posttests throughout the Student Edition, Assessment Resources, ExamView test generation software, Test Preparation, and online assessment tools provide a complete suite of progress monitoring tools.
- **Common Core State Standards Coverage**—Contains comprehensive coverage of the Common Core State Standards throughout the student and teacher resources.

Instructional Overview

Mentor Text

Professional models provide the basis for an in-depth discussion of the genre.

Writing with Power provides in-depth, comprehensive support for writing, grammar, and 21st century skills using the best of both print and digital resources.

Student Models

Multiple student models in each chapter illustrate key concepts.

MODEL: Expository Writing

The future home offers efficiency, entertainment and advice

By James M. Connolly

So, you're a homeowner, the boss, king of the castle. Now, suppose that your home was in control, that it knew where you were along your commute home, or that your home "persuaded" you to save energy, exercise and eat right. So much for being king or queen of that castle.

The first sentence captures attention with informal language.

The home of the future is taking shape in his custom-designed homes, houses wired by gadget and labs. Proven and new technologies are being together in home-area networks by system integrators and architects responding to the demands of people who love their toys, care for the environment and hate utility bills. However, while the owners of multimillion dollar homes will pay tens of thousands of dollars for customized touchscreen control over lights, heat and more, home automation hasn't developed in yet because the mass market hasn't demanded it.

However, researchers at MIT are working on having the technologies ready for homeowners when that tipping point occurs. One element of the future home may be that it will use "context aware and persuasive technologies," according to Kent Larsen, lead investigator for MIT's House_n initiative, a group that explores new residential designs, materials and technologies.

STUDENT MODEL: Close Critical Analysis

The Corrupted Dream of Jay Gatsby

The dominant theme in F. Scott Fitzgerald's *The Great Gatsby* is the corruption of the ideal of the American Dream. Fitzgerald seems to believe that the dream that created America, the search for freedom and happiness through hard work and hope, has been contorted into a quest for money and power. In support of this message, Fitzgerald brings to light what the American Dream once meant to Americans and what it has come to represent in the present.

The ethic of hard work is apparent in the young James Gatz, whose focus on becoming a great man is documented in his journal. His father declares, "Jimmy was bound to get ahead" (182). Gatsby's journal reflects the goal of many early Americans who worked hard and sought a better life, and his need to win Daisy's affection reflects this goal. But along the way, Gatsby's search for this dream has led him onto a path of corruption and dishonesty.

Fitzgerald attributes the corruption of the dream to the drive for wealth and privilege, which creates a void in the human spirit. Money is clearly identified as the central reason for the dream's demise; it becomes easily enmeshed with hope and success but, in the end, usurps them with

Nichols addresses the ambiguities of the American dream in this paragraph.

Writing a Literary Analysis • Drafting

Guidelines

Student-friendly checklists on "how to" write successfully

HERE'S HOW

Guidelines for Adequately Developing an Essay

- Include enough relevant and substantial evidence to develop your thesis statement fully.
- Include information on a number of relevant perspectives.
- Include enough information to present each topic and subtopic fully.
- Use well-chosen details and precise language to present each piece of information fully.
- Develop your ideas logically. For each claim you make, supply an example and a warrant. (pages 120–121 and 293)
- Make v

Using a Six-Trait Rubric

Expository Writing

Ideas

4 The topic, focus, and details convey information powerfully with valid inferences.

3 The text conveys information, using valid inferences.

2 Some aspects of the topic are not clear and/or well developed.

1 Most aspects are not clear and/or well developed.

Organization

4 The organization is clear and easy to follow. Transitions provide coherence.

3 The organization is clear, but a few ideas seem out of place or disconnected.

2 Many ideas seem out of place and transitions are missing.

1 The organization is unclear and hard to follow.

Rubrics

Detailed rubrics for students to self-evaluate writing within each chapter

WRITING AND PROJECT PREP

Step-by-Step Organization
Detailed support for developing compelling essays through each stage of the writing process.

Project-based collaborative learning engages students in writing assignments. At each stage of the students' writing assignment, instructions focus on the writing project for each chapter.

Prewriting

Drafting

Revising

Editing

Publishing

Persuasive Writing

Prewriting

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

1 Audience, Purpose, and Subject

In a persuasive essay, you choose your readers—your audience—to adapt your point of view to their interests and beliefs. In accomplishing this, you support your opinions.

AUDIENCE

The better you know your audience, the better you can tailor your message. Just the right way of addressing someone will be in your questions below and be able to group accurately before you.

Questions for Audience

- What does my audience know?
- What is my audience's point of view?
- Do they already agree or disagree with me?
- What are the chances of success?
- Are there any sensitive issues?

PURPOSE

When you write a persuasive essay, you are trying to persuade your readers about what you believe is right or wrong, and what you think is best for the world.

Persuasive Writing

Drafting

1 Following Your Outline

When you draft your essay, use your outline and other prewriting notes to express your ideas in sentences and paragraphs. As you write, however, you may include any new ideas or arguments that occur to you. You may also need to obtain new evidence or perhaps even alter your position slightly. Remember that your goal is not to write a polished draft, but to include all the points of your argument in a clear and logical manner.

Guidelines for Drafting

- Introduce your subject in a way that captures attention.
- Present your thesis and your supporting evidence in a clear and logical manner.
- Represent the complete picture.
- Demonstrate that you are using evidence to support your thesis.
- Use carefully crafted language.

Begin by writing your thesis.

Write your thesis in a way that is clear and concise. It should be a statement that you can defend with evidence.

Next, draft the body paragraphs.

In addition to your thesis, you need to provide evidence to support your thesis. Use your outline to guide you.

Finally, draft a conclusion.

Write a conclusion that summarizes your thesis and evidence, and provides a final statement.

PROJECT PREP

Write a first draft of your persuasive essay. Use your outline and other prewriting notes to guide you. After you have finished your first draft, take notes on what you did well on and what you need to improve.

Persuasive Writing

Revising

When you revise your persuasive essay, you improve your first draft by making your argument clearer and more convincing. You may need to strengthen the introduction, add new evidence, or refine your language to help the reader focus on your main point and follow your argument. You will be most successful if you read your essay several times, each time addressing a different aspect of the writing.

Guidelines for Revising

- Does your introduction capture attention?
- Is your thesis statement clear?
- Can your evidence be trusted?
- Have you overlooked any important evidence?
- Have you provided a complete picture?
- Are there words you might want to change?
- Does your conclusion wrap up your argument?

Once you have revised your essay, take time to check your logic and organization.

1 Eliminating Logical Fallacies

A fallacy is an error in logic. It is a mistake in reasoning that weakens your argument. To make sure you have eliminated logical fallacies, look for the following:

ATTACKING THE PERSON

The Latin name for this fallacy is *argumentum ad hominem*. It is an "argument against the man." It is when you attack the person instead of the issue and instead try to show the weakness of their opponent.

Persuasive Writing

Editing

When you edit, you carefully reread your revised draft for the conventions of language. Often you are as familiar with what you intended to say that you miss errors, so allow time to put your writing aside. And, as always, pay special attention to the power rules.

The Language of Power

Power Rule: Use words that are powerful.

See It in Action: Persuade your audience. Use powerful words. Use words that are singular or plural. A verb is the indefinite pronoun—in this case, the indefinite pronoun offers a choice of words.

In the sentence concerning people, singular indefinite pronoun much better than many.

Other singular indefinite pronouns: either, everyone, everything, somewhere, something. Others and several are nouns, and some can be either singular or plural.

Note of the true news cut down.

Remember It: Record this rule in your Personalized Editing Checklist.

Use It: Read through your persuasive essay and use each sentence with an effective verb.

Persuasive Writing

Publishing

Persuasion can be one of the most gratifying kinds of writing to undertake, for it can change the minds of others, and sometimes even change the world. In writing your essay, you have considered your purpose, audience, and occasion, and you have made revisions accordingly. The medium in which you publish your essay also has a bearing on the style and format of your work. Consider the requirements of these publications.

CHARACTERISTICS OF ASSORTED PUBLISHING FORMATS	
Blog	<ul style="list-style-type: none"> • style is often more casual than printed text • may be written to invite interaction from readers in the form of comments to the blog • reader-friendly formatting techniques, such as bullet lists and a clear heading structure, assist in reading from the computer screen • graphics may be added to enhance the message • hyperlinks lead to related stories
Magazine article	<ul style="list-style-type: none"> • article's style and tone need to fit with the style and tone of the publication (For example, an article in a financial magazine would likely need to be somewhat formal.) • in some two-column magazines paragraphs tend to be short • graphics often accompany the article
E-mail notice	<ul style="list-style-type: none"> • e-mails need to be concise and to the point • the text is often "chunked" in manageable amounts for ease of reading • hyperlinks are often provided
Public announcement	<ul style="list-style-type: none"> • generally has very neutral and formal language • may include charts and other graphics

PROJECT PREP Publishing Final Review

Publish your finished essay through an appropriate medium. You might send your essay to people who need to be aware of the issues you have brought to light.

TIME OUT TO REFLECT

Before you wrote this persuasive essay, how effective did you think you were at persuasive writing? How have your persuasive writing skills improved? Which skills might you want to improve even more?

Instructional Overview

Technology support through *6 Trait Power Write* helps develop students into independent writers and thinkers.

Online Writing Assignments
Students log in to *6 Trait Power Write* to see their assignments and current progress.



Support for Each Stage of the Writing Process
Students progress step-by-step through the writing process.



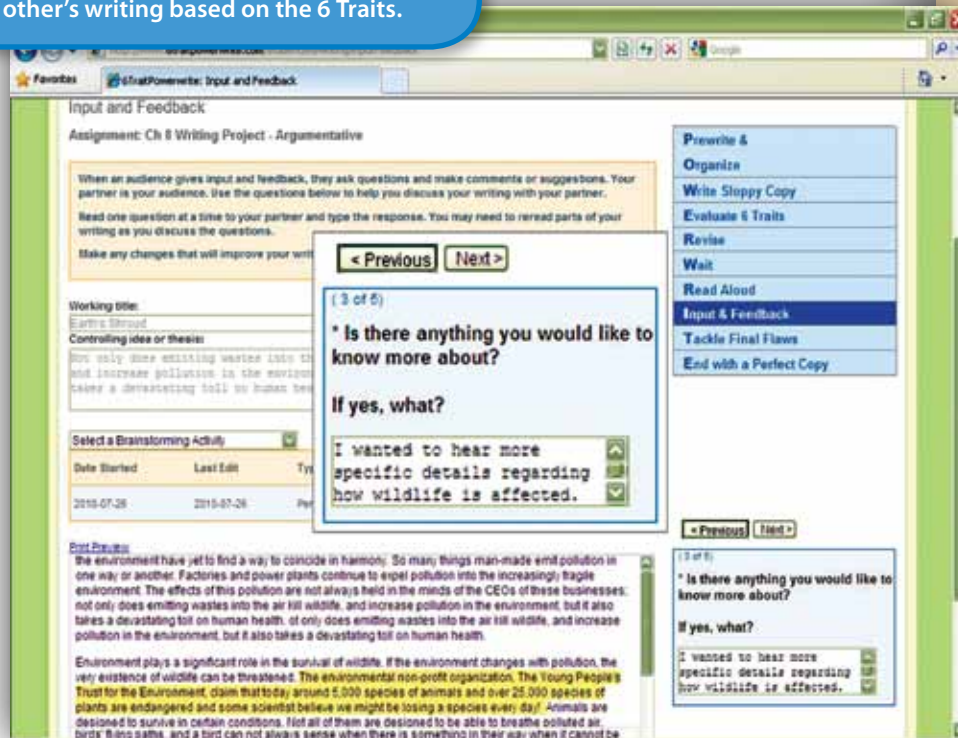
Self-Evaluation Using the 6 Traits of Writing
Students analyze their writing at each step of the writing process with rubrics tailored specifically to the genre.



ONLINE WRITING SUPPORT

Peer Review and Evaluation of Assignments

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

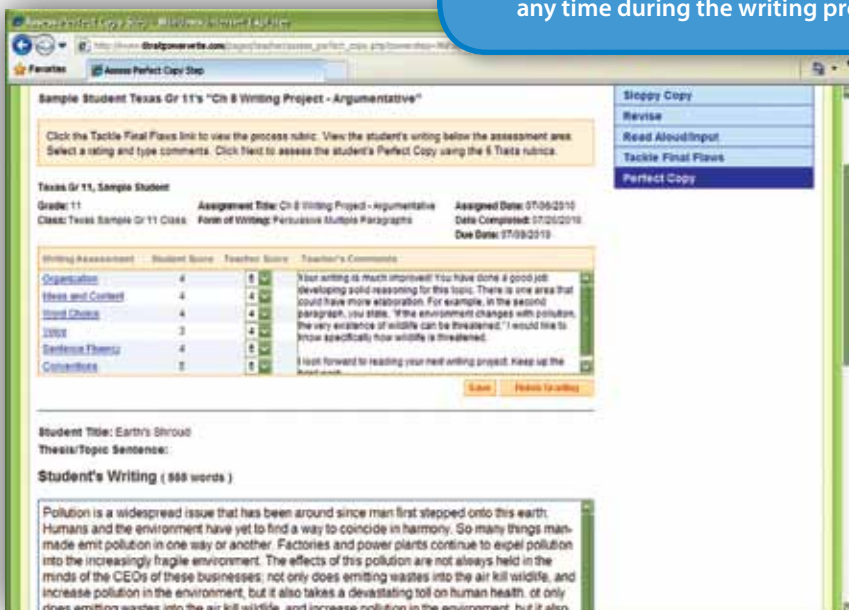


6 Trait Power Write
provides teachers the
flexibility to

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

Teacher Feedback and Grading

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



Instructional Overview

Integration of key grammar concepts into writing instruction helps power students' essays.

Each of The Power of Language lessons references one of the “Nine Tools for Powerful Writing” to help turn good writing into excellent writing.

The Power of Language
“Power Tools” for students to make their writing more specific, engaging, and informative through grammatical constructions

The Power of Language ⚡

Parallelism: The Power of 3s

One way to make your writing clear and lively is to use a writing device called parallelism. **Parallelism** means using the same kind of word or group of words in a series of three or more. In his essay on future homes, Connolly uses parallel words and parallel phrases and quotes an expert who uses parallel short sentences.

So, you're a homeowner, the best, king of the castle.

... architects responding to the demands of people who love their toys, care for the environment, and hate flat utility bills.

"I see it as more of a marketing issue. What are the business cases? How do we sell it? How do we package it?"

Punctuation Tip

Use commas to separate items in a series. Use a comma before the final item, and the word *and*.

Try It Yourself

Write three sentences about the change that is the topic of your project or another change. Use parallelism in each sentence, and try to make each sentence the strongest it can be. If appropriate, use your sentences in your project draft. You can look for more places to add parallelism when you revise.



Expository Writing

Nine Tools for Powerful Writing

In addition to using Power Rules to help you avoid errors, try using these nine powerful tools to help you turn good writing into excellent writing.

1. Elaborate by **explaining who or what with appositives**. (See page 175.)

An appositive is a noun or pronoun phrase that identifies or adds identifying information to the preceding noun.

We climbed into the taxi, a **tiny red Asian car**.

2. Create emphasis by **dashing it all**. (See page 93.)

When you are writing informally, dashes can create abrupt breaks that emphasize a word or group of words. Use one dash to set off words at the end of a sentence. Use a pair of dashes to set off words in the middle of a sentence.

Bicycles, motorbikes, and three-wheeled cyclos—**human-powered versions of our vehicle**—streamed around us on the street leading to the center of this Vietnamese town.

3. **Tip the scale** with adverbial clauses. (See page 307.)

Use subordinate clauses to tip the scale toward the idea in the main clause. Start the subordinate clause with words such as *although*, *if*, *because*, *until*, *while*, or *since*.

Although the absence of traffic signals would seem to invite chaos, vehicles snaked through town with an uncanny grace.

4. Let your adjectives **come lately or early**. (See page 202.)

Adjectives can add rich details to your sentences. Many adjectives work well when placed before the nouns they modify. For variety, try adding them after the noun.

Our driver, **serene and focused**, pressed the car's horn.

5. **Catch and release** related sentences with a semicolon. (See page 65.)

The semicolon combines a comma and a period. The period “catches” the idea in the words before the semicolon, signaling its end. The comma “releases” it and relates it to another idea. Semicolons invite the reader to supply the words or idea that connects what could be two separate sentences.

Travelers ahead of us responded with no visible **annoyance**; they simply made adjustments in speed or direction.

7. Use the **power of 3s** to add style and emphasis with **parallelism**. (See page 250.)

One way to add power is to use a writing device called parallelism. Parallelism is the use of the same kind of word or group of words in a series of three or more.

On the sidewalk, a woman's brilliant blue tunic flashed in the sunlight. **On our left**, a motorbike buzzed past us, laden with its driver and a dozen live ducks hanging by their feet. **On our right**, a man struggled to pedal a cyclo that held a full-size mattress.

CONNECT GRAMMAR AND WRITING

Power Rules

Develop skills in the most important grammatical conventions for workplace and college success.

The Language of Power Verb Tense

Power Rule: Use a consistent verb tense except when a change is clearly necessary. (See pages 753–766.)

See It in Action In verbs, **tense** helps to show when. Using the same tense throughout your story or essay will help keep your reader anchored. Examine the following sentence modified from a U.S. history textbook, *American Pageant*. (See page 270 for an excerpt.) Notice how a shift in tenses causes confusion for the reader.

Shifts in Tense

Lincoln **had** a piercing, high-pitched voice and **is** often ill at ease when he **begins** to speak. (*shifted from past tense to present tense*)

Now compare this sentence with what actually appears in *The American Pageant*.

Correct Tense: Consistent

Lincoln **had** a piercing, high-pitched voice and **was** often ill at ease when he **began** to speak. (*All verbs are in the past tense*)

If a sentence relates past actions but also refers to an ongoing, recurring action, the writer may need to shift tenses.

Correct Tense: Changing

Although the Rangers **played** badly last year, they usually **play** better.

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

Use It Read through your expository writing project and put a check mark by each verb. Check for any inappropriate shifts in tense.

Each of The Language of Power lessons references one of “The Power Rules,” the ten most important language conventions to master for future success.

The Power Rules

Researchers have found that certain patterns of language use offend educated people more than others and therefore affect how people perceive you. Since these patterns of language use have such an impact on future success, you should learn how to edit for the more widely accepted forms. The list below identifies ten of the most important conventions to master the Power Rules. Always check for them when you edit.

1. Use only one negative form for a single negative idea. (See page 853.)

Before Editing

After I dropped it, my mp3 player **wasn't** worth **nothing**.
There **wasn't** **nowhere** to keep my old comic book collection.

After Editing

After I dropped it, my mp3 player **wasn't** worth **anything**.
There **wasn't** **anywhere** to keep my old comic book collection.

2. Use mainstream past tense forms of regular and irregular verbs. (See pages 742–766.) You might try to recite and memorize the parts of the most common irregular verbs.

Before Editing

I **swam** at the YMCA last night.
Otto **fix** my car engine.
You should not have **did** that.
You **brung** me the wrong hammer.

After Editing

I **swam** at the YMCA last night.
Otto **fixed** my car engine.
You should not have **done** that.
You **brought** me the wrong hammer.

3. Use verbs that agree with the subject. (See pages 814–839.)

6. Use a consistent verb tense except when a change is clearly necessary. (See pages 753–766.)

Before Editing

The power **goes** off during yesterday's storm.
I **play** video games for two hours yesterday.

After Editing

The power **went** off during yesterday's storm.
I **played** video games for two hours yesterday.

Editing

In-context writing exercises build students' editing skills with models drawn from mentor texts.



The following sentence uses emotionally charged words. Write the sentence and circle the overly emotional words. Then revise the passage (you can use more than one sentence in the revision) in straightforward, forceful language.

The greedy timber industry has carved unseemly profits by slashing and desecrating life-giving forests.

Instructional Overview


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

Reference-Oriented Design
Lessons focus on a key language concept with numbered rules for reference.

Pretests
Gauge prior knowledge and pinpoint weaknesses with both contextual and test prep-style pretests.

CHAPTER 16

Clauses



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

Clauses: Pretest 1

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

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

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

208 Clauses

Clauses: Pretest 2

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

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

- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
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- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence
- A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

209 Clauses: Pretest

Uses of Subordinate Clauses Lesson 2

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

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

Adverbial Clauses

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

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

An adverbial clause answers the same questions a single adverb answers: *How? Where? When? How much? To what extent? An adverbial clause also answers Under what conditions? and Why? Although most adverbial clauses modify verbs, some modify adjectives or adverbs.*

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

212 Clauses

GRAMMAR INSTRUCTION AND PRACTICE

Subordinating Conjunctions

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

COMMON SUBORDINATING CONJUNCTIONS

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

An adverbial clause modifies the whole verb phrase.

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

If whenever you experiment, you are testing theories.

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

PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an introductory adverbial clause.

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

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

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

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

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

Practice Your Skills

Punctuating Adverbial Clauses

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

- If you fill an ice cube tray with warm water your ice cubes will be clearer.
- Nickel because it has exceptional ductility can be stretched into fine wire.
- Before she becomes a Nobel Prize winner, Ryfle must finish college.

Uses of Subordinate Clauses • Lesson

Practice Activities

A variety of activities for each lesson provides ample practice. Additional resources provide more opportunities for reinforcement and remediation.

Occasionally words such as *where* and *when* are also used

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

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

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

Is this the jacket **you will wear every day**?

(The complete adverbial clause is *that you will wear every day*.)

When You Write

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

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

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

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

Practice Your Skills

Recognizing Adverbial Clauses as Modifiers

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

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

218 Clauses

Language QuickGuide
An "at-a-glance" reference section containing all grammar rules

Grammar QuickGuide

This section presents an easy-to-use reference for the definitions of grammatical terms. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing.

13 The Parts of Speech

How can you combine the parts of speech to create vivid and exact sentences?

Nouns

- 13.A** A noun is the name of a person, place, thing, or idea. 620
- 13.A.1** Concrete nouns name people, places, or things. Abstract nouns name ideas and qualities. 620
- 13.A.2** Common nouns name any person, place, or thing. Proper nouns name a particular person, place, or thing. 621
- 13.A.3** Compound nouns are nouns that include more than one word. 621
- 13.A.4** Collective nouns name a group of people or things. 621

Pronouns

- 13.B** A pronoun is a word that takes the place of one or more nouns. 623
- 13.B.1** Personal pronouns are the most common kind of pronoun and can be divided into three groups: first person, second person, and third person. 623
- 13.B.2** A reflexive pronoun refers to the subject of the sentence and makes the sentence clear. 623
- 13.B.3** An intensive pronoun is used to add emphasis. It is included to add emphasis to another pronoun in the sentence. 623
- 13.B.4** Indefinite pronouns often refer to people or things in general. 623
- 13.B.5** A demonstrative pronoun points to a specific person, place, or object. 623

1028 Language QuickGuide

When You Write
Direct connection of lessons to writing.

When You Write

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

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

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

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

Instructional Overview

Thorough coverage of 21st century skills through the comprehensive 21st Century Handbook and integrated activities throughout the writing and grammar chapters

Extensive 21st Century Handbook

Three stand-alone units cover critical thinking and problem solving skills for success in school; communication and collaboration in real-world speech and writing; and media and technology for producing texts in a variety of media.

Guide to 21st Century

School and Workplace Skills

Part I

Critical Thinking and Problem Solving for Academic Success 468

- A. Learning Study Skills 470
- B. Taking Standardized Tests 477
- C. Taking Essay Tests 494

Part II

Communication and Collaboration 502

- A. Vocabulary 505
- B. Communication for Careers and College 528
- C. Communication in the World of Work 548
- D. Speeches, Presentations, and Discussions 574

Part III

Media and Technology 589

- A. Electronic Publishing 591
- B. Using the Internet 606

Featured within the Student Edition

21ST CENTURY SKILLS

Think Critically

Constructing Analogies

When writing an expository essay, you may need to explain an unfamiliar idea. In such a case, you may wish to make a comparison, or draw an analogy. An **analogy** compares something unfamiliar to something familiar.

You can begin to build an analogy by focusing on the specific concept you want to clarify. For example, when writing about the complex activity of the human brain, you should focus on familiar, visible things that are complex and always busy, such as a highway with its cloverleaf, many lanes, and constant traffic. A brain is not exactly like a highway, but the comparison is close enough to introduce your readers to the unfamiliar subject.

Think Critically

A focus on critical thinking skills within each writing chapter

Additionally, instruction and practice in 21st century skills are developed throughout the writing chapters.

In the Media

Information Sources

The late 20th and early 21st centuries have been called the Information Age. Informational sources surround us, from the morning newspaper and radio shows to the evening news. People who know what kinds of information sources are best for which purposes are ahead of the game. "They are," according to the American Library Association, "people prepared for lifelong learning, because they can always find the information for any task or decision at hand."

In primarily visual forms, information resources range from the two- to three-minute stories on the nightly news to 20-minute segments on newsmagazines or the in-depth probe in documentaries (usually 50 minutes or longer, carefully crafted and artfully edited video with multiple quotes and sources).

Similarly, coverage in newspapers tends to be fuller than on the nightly news but

In the Media

Instruction and extension activities covering a wide range of media sources and analysis

Writing Lab

Project Corner

Speak and Listen Discuss Progress

With your classmates, **discuss the notion of progress**. Do changes in technology, laws, and other aspects of life help to advance society? Why or why not? What determines whether a change is good or not? How do people adapt to change in ways that make their lives better?



Writing Lab

Applications of writing concepts to 21st century media as well as to such key skills as creativity and collaboration

Classroom Management

Writing with Power supplies the support teachers need to create and manage a dynamic and effective classroom.

Step-by-step lesson guidance helps teachers create and manage their lessons efficiently.

Lesson Planner

A chapter level and day-by-day organizer integrates all the material needed in a diverse classroom, including identifying the core instructional components of each chapter.



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: • Chapter 16 Pretest, p. 153 ExamView Assessment Suite CD: Chapter 16 Pretest Classroom Presentation Slides: • 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: • Clauses (slides 13–16) Language Skills Practice: • Independent and Subordinate

Easy Access to All Resources

The digital Teacher Edition provides one-stop access to all resources for each chapter.

Essential Question

A guiding question for each lesson builds background knowledge.

Preview Chapter 8

Writing to Persuade

Essential Question
How can you persuade people effectively?

Additional Resources

- Classroom Presentation
- Digital Edition

Chapter Elements
Model Interview with Randall Hayes, pp. 283–288

http://www.ilanguagearts.com/ebooks/writing_with_power/grade11t/PLEbook.html?

Writing with POWER

282-283

Table of Contents

Bookmark

Resources

Chapter 8: Writing to Persuade

- Assessment Resource
- Assessment Resource: How to Use
- Assessment Resource: Answer Key
- Classroom Presentation Slides
- Composition Skills Practice
- English Language Learners Teacher Resource
- Writer's Resource: Student Models and Rubrics
- Writer's Resource: Writing Across the Curriculum
- Lesson Planner

Chapter 9: Writing About Literature

Unit 3: Research and Report Writing

Chapter 8

Resources

Writing to Persuade

Persuasive writing
examples to convince
Here are some of the society in which...

- Speechwriter positions on...
- Business executives and clients...
- Lawyers write in favor of their...
- Advertising agencies to buy products...
- Science writers urging their...
- News reporters, officials, CEOs...

STEP-BY-STEP LESSON GUIDANCE

Pre-Assess

Speaking and Listening

Ask students to answer these questions:

1. Where do you think an issue such as this would be put? Who might Hayes's intended audience be? Explain why.

Guide Instruction

Elements of Persuasive Texts: Analyzing

Lesson Question

What are the elements of a persuasive essay?

Apply Instruction

Practice Your Skills

Identifying Facts and Opinions

Answers

1. O

Structured Lessons Within Teacher Editions
Step-by-step instructions include Pre-Assess, Guide Instruction, Apply Instruction, Monitor Progress, Wrap-Up, and Reteach.

Monitor Progress

Using a Six-Trait Rubric for Persuasive Writing

Lesson Question

How can you use a Six-Trait Rubric to evaluate and improve your persuasive writing?

Wrap-Up

Writing Lab: Project Corner

Use the following rubrics for evaluation.

Speak and Listen: Hold a Group Discussion

4 Students make insightful, relevant comments consistently and respectfully.

Reteach

If students need additional help in mastering persuasive writing techniques, have them describe in writing the problems they feel they have. Tell them there are countless books on the art of persuasive writing. Allow students time in the library to research some recent titles.

Powerful Presentation Support
Extensive lesson presentation support for conventional and digital classrooms

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.



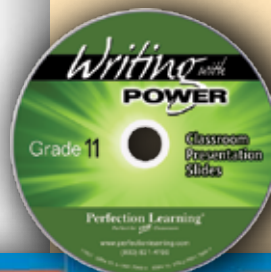
Apply the Rule

Write a persuasive paragraph using verbs that agree with their subjects. Friends have recently told you about getting e-mails from complete strangers to know details of their private lives. They think a social networking site is a great way to connect. Write a persuasive piece in which you argue for legislation forcing such sites to protect users' privacy. You might use some of the following words:

1. was or were
2. help or helps
3. force or forces
4. enjoy or enjoys
5. keep or keeps

Discuss the Rule

Read your paragraph in class. Identify the subjects and verbs you used in it. How did you make sure they were in agreement?



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.

Classroom Management

In-depth support for differentiating instruction and meeting the needs of English Language Learners.

Online Writing Assessments
Customize writing projects for individual students or groups of students to meet specific needs.



Spanish/English Glossary
Key terms in both Spanish and English with audio support in the digital Teacher and Student Editions

Glossary

English

A

abbreviation shortened form of a word that generally begins with a capital letter and ends with a period

abstract summary of points of writing, presented in skeletal form

abstract noun noun that cannot be seen or touched, such as an idea, quality, or characteristic

acronym an abbreviation formed by using the initial letters of a phrase or name (CIA—Central Intelligence Agency)

action verb verb that tells what action a subject is performing

Español

abreviatura forma reducida de una palabra que generalmente comienza con mayúscula y termina en punto

sinopsis resumen de los puntos principales de un texto, presentados en forma de esquema

sustantivo abstracto sustantivo que no puede verse ni tocarse, como una idea, una cualidad o una característica

acrónimo abreviatura que se forma al usar las letras iniciales de una frase o de un nombre (CIA—Central Intelligence Agency [Agencia Central de Inteligencia])

verbo de acción verbo que indica qué acción realiza el sujeto

Glossary

Differentiated Instruction

Support for beginning, intermediate, advanced, struggling, and special needs learners. Activities and ideas for various learning styles, including interpersonal, visual, kinesthetic, graphic, and musical.

Differentiated Instruction

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

Differentiated Instruction

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

Glossary 1049

DIFFERENTIATING INSTRUCTION

Extensive English Language Learner Support
Instruction and activities for beginning, intermediate, and advanced ELLs throughout the Teacher Edition.
A supporting resource for ELLs provides additional activities for each chapter.

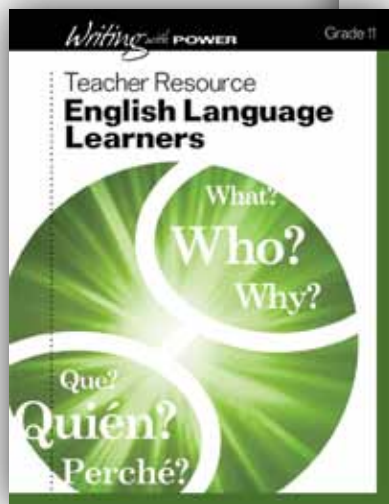
Differentiated Instruction

English Language Learners:

Encourage students to participate in class discussions according to their level of ability and their familiarity with the topics. To show their understanding of main points and important details, they can take notes on class discussions using the same outline form they learn on these pages. **Advanced High** Encourage students to participate in the discussion while also taking

notes. **Advanced** Ask students to take notes, writing down the main ideas and as many details as they can and reviewing them before arranging them in an outline. **Intermediate** Have students work in pairs to identify main points and details for their outlines. **Beginning** Tell students to write down any familiar phrases they hear as they focus on understanding the main points of the discussion.

English Language Learner Activities
Separate ELL resources provide activities in every chapter.



CHAPTER 8 Writing to Persuade

Leveled Activities

BEGINNING: LINGUISTIC SUPPORT

Help students understand the vocabulary and sentence structure used when writing an opinion and when writing an arguable proposition. Display the following sentences:

- Art classes are more fun than the rest of the classes at school.
- Our school should offer more classes in art and music.

Read both sentences aloud and clarify any unfamiliar terms. Explain that the first sentence is an opinion. Underline the phrase *more fun* and explain that this comparison is making a judgment between art and other classes. List other comparison phrases used to state an opinion, e.g., *more beautiful*, *most difficult*, *best*, *worst*. Explain that the second sentence is a position which could be supported with facts. Underline the word *should* and explain that this is often used in position statements. Have students practice writing opinions and arguable proposition statements using the examples as a guide.

INTERMEDIATE: MAKING CONNECTIONS

Students may have trouble understanding emotions attached to English words that have almost the same meaning. Ask students to share some words or synonym pairs from their first language that have positive or negative connotations. Explain the following examples in English: *inexpensive/cheap*, *home/house*, *messy/disorganized*. Display examples of advertisements or other persuasive writing and point out examples of words with positive and negative connotations. Encourage students to have a partner read their persuasive writing to help identify any words that do not fit the emotion they want to convey.

ADVANCED: GRAPHIC ORGANIZER

Help students learn to evaluate both sides of an argument. For each of the following thesis statements, have students create a T-Chart (see page 28) and list three facts, examples, or personal experiences that support the statement and three that oppose it. Remind students that the word *pro* refers to arguments for and *con* refers to arguments against.

- Medical experimentation should not be performed on animals.
- Dress codes in school limit creativity and personal expression.
- High schools should require classes in job training and general education.

ADVANCED HIGH: GRAPHIC ORGANIZER

Model how to develop ideas and organize them for persuasive writing. Reproduce the essay organizer on page 27. Divide the class into small groups. Have each group write a thesis statement based upon the sentence: *Our school should offer ___ as a class*. Then have the groups brainstorm reasons, examples, and facts to support their thesis statement. Instruct them to fill in the graphic organizer with their best supporting statements. Model how to write a conclusion statement, and then ask the groups to write their own conclusion statement in the graphic organizer. Extend the exercise by asking each group or each individual to write a persuasive paragraph using the graphic organizer. Afterward, discuss how students could use these same steps when they write persuasive essays.

Classroom Management

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.

Configure Assignment

Begin configuring the assignment by selecting the writing process from the drop down menu. The + icons have a toggle function that allow you to click to view and click to close the section. Refer to the General Instructions in the topmost corner of the screen to view a detailed explanation of Assignment Configuration.

Assignment Title: Copy of Ch 8 Writing Project - Argumentative
Form of Writing: Persuasive Multiple Paragraphs
Choose a Writing Process for this assignment: **Power Write**

Save And Close Save Reset

Minimum/Maximum Word Count
Topic Choice
Editing Tools
Student Self-Assessment Requirements
Evaluate 6 Traits Questions

Trait 1: Organization
Not Check All

Evaluate Your Introduction

- ☐ 1.1 Do I have a strong introduction that captures attention and provides background information that I want my reader to know? Refer to Writing Tools - Introductions.
- ☐ 1.2 Does my introductory paragraph have at least three to four well-developed sentences that introduce the issue?
- ☐ 1.3 Is my thesis statement a recommendation or a judgment rather than simply a fact or preference? Refer to Writing Tools - Introductions.
- ☐ 1.4 Is my thesis statement debatable? Refer to Writing Tools - Introductions.
- ☐ 1.5 Do I include information in my introduction that naturally connects to the body of my essay?

Evaluate the Body

- ☐ 1.6 Do I have a clear topic sentence to introduce the main idea? Refer to Writing Tools - Body Paragraphs.

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.

Print Assessment Report - Windows Internet Explorer
http://www.6traitpowerwrite.com/teacher/assignment_assignment_atk_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	Ideas and Content	Word Choice	Voice	Sentence Fluency	Conventions	Overall	Calculated	Final
	17%	17%	17%	17%	17%	17%			
At-Risk Students									
Texas Gr 11, Sample Student 83	2	3	2	2	2	3	2.6	75%	75%
Texas Gr 11, Sample Student 87	3	2	3	2	2	2	2.33	73%	83%
Texas Gr 11, Sample Student 16	2	2	2	2	2	3	2.17	72%	82%
Texas Gr 11, Sample Student 23	3	3	2	3	2	3	2.67	77%	77%
Texas Gr 11, Sample Student 23	3	4	3	2	2	3	2.83	78%	88%
Texas Gr 11, Sample Student 25	1	2	2	2	2	2	1.83	67%	86%
At-Risk Totals:	2.33	2.87	2.5	2.17	2	2.87	2.28	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 84	2	3	4	3	4	3	3.17	82%	82%
Texas Gr 11, Sample Student 85	5	5	5	4	5	4	4.87	97%	87%
Texas Gr 11, Sample Student 86	5	4	5	4	4	5	4.5	95%	95%
Texas Gr 11, Sample Student 88	5	5	5	5	5	5	5	100%	100%
Texas Gr 11, Sample Student 89	2	2	1	2	2	3	1.83	67%	86%
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	2	3	2	2.83	78%	78%

REAL-TIME ASSIGNMENT MANAGEMENT

Teacher Feedback
Teachers can offer suggestions to students writing at any stage.

The screenshot shows the 'Prewrite Step' interface. At the top, there's a 'STUDENT WORK' header. Below it, the 'Assess Prewrite Step' section includes instructions for teachers to click on the 'Prewrite/Organize' link to view the process rubric. A table shows the 'Texas Gr 11, Sample Student' with a 'Grade' of 11, 'Class' of 'Texas Sample Gr 11 Class', 'Assignment Title' of 'Gr 11 Writing Project - Argumentative', 'Form of Writing' of 'Persuasive Multiple Paragraphs', 'Assigned Date' of '07/09/2010', 'Date Completed' of '07/20/2010', and 'Due Date' of '07/09/2010'. A table lists the 'Prewrite' steps: 'Prewrite', 'Share Copy', 'Revise', 'Read Aloud/Inquit', 'Tackle Final Flaws', and 'Perfect Copy'. Below this, a table shows the 'Prewrite Assessment' with columns for 'Student Score', 'Teacher Score', and 'Teacher's Comments'. The table has rows for 'Prewrite/Organize', 'Share Copy', 'Revise', 'Read Aloud/Inquit', 'Tackle Final Flaws', and 'Perfect Copy'. The 'Student's Graphic Organizers' section shows a 'Choose Organizer to View' dropdown set to 'Pollution'. Below this, a text box contains the student's 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.

The screenshot shows the '6 Trait Evaluation Rubric' interface. It lists six traits for evaluation: 1. Inviting introduction; order flows; transitions connect; satisfying conclusion. 2. Recognizable introduction/conclusion; connection sometimes unclear; does not consistently support thesis. 3. No introduction/conclusion; transitions are confusing or missing; lacks a clear sense of direction. 4. Advanced - Many Strengths. 5. Effective - More Strengths than Weaknesses. 6. Effective introduction but not extremely powerful. The rubric includes checkboxes for each trait and a section for 'Advanced - Many Strengths' with checkboxes for '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', and 'Title, if required, is unique and captures overall meaning of the writing; the title intrigues the reader'.

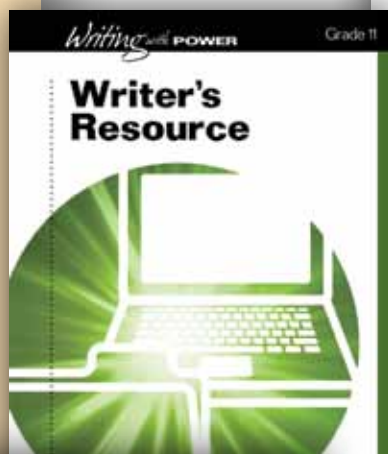


Classroom Management

Extensive supporting resources provide additional practice and instruction as well as opportunities to customize instruction.

Writer's Resource

Additional student support, including student models and rubrics for each type of writing, research paper models, and multimedia support.



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 of having social networking in a school would be that students would learn new and more interesting ways of communicating and would open a new area of intelligence growth in the students. They would also learn hands on technical skills that could be used in future jobs or situations. 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.

The cons of having social networking is that some wrong ideas could enter the mind while on these networks and could distract students from their school work. This

of what the
are so very

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.

Name _____ Date _____

Models of Report in Different Citation Styles

Turabian (Chicago Manual of Style) Parenthetical Style

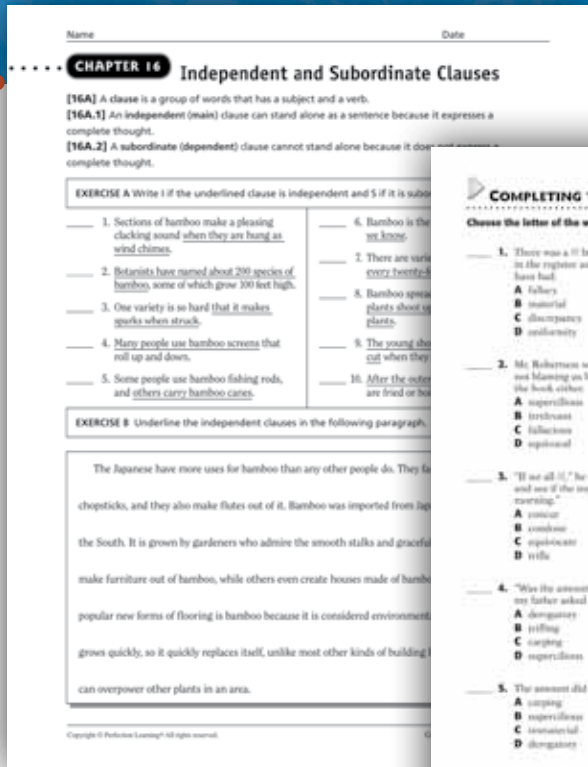
Atlantis Rediscovered?

For hundreds of years, people have wondered whether the sunken city of Atlantis was myth or reality. Speculations about Atlantis and efforts to locate it have given rise to 50,000 books on the subject (New York Times 1979). Over the centuries, theorists have placed the lost city in virtually all parts of the world, even in highly unlikely areas. These include "the Canaries, the Azores, the Caribbean, Tunisia, West Africa, Sweden, Iceland, and even South America" (Shermer 2004). Evidence used to support these various theories includes ruins found by digging, strange migration patterns of eels (Muck 1978, 88), photographs of underwater stones that are believed to "bear the mark of human hands" (Whitney 1979). Since the 1960s, the theory that has received the most attention has been the lost city of Atlantis to the real-life ancient Minoan culture on the Aegean islands of Crete and Thera.

The original and only written source of the Atlantis story is writings of the Greek philosopher Plato, who lived between 427 and 347 BC. Plato relates the story of a powerful, advanced civilization that lived about 9600 BC on a continent called Atlantis in front of the Strait of Gibraltar. According to his writings in *Timaeus*, the Atlanteans, with their power, began conquering nearby peoples, including Athenians and Egyptians, and their empire continued to grow. In *Critias*, Plato describes in specific detail the island home of these people, painting a picture of a kingdom built in circles within circles, each separated by a canal. He also describes palaces of unbelievable beauty housing temples to the god Poseidon. Plato says in *Timaeus* that in the height of their glory, the Atlantean island home was swept by sudden floods and earthquakes and in an "unbearable day and night" sank into the depths of the sea.

Some evidence about the Minoans and their island home fits Plato's descriptions. Although the center of the empire was on Crete, other Minoans lived on Thera, Thera part of a circular group of islands about 75 miles north of Crete (Pellegrino 1991, 11). The location, size, and shape of this island group match those same features of Plato's Atlantis (1991, 19). Perhaps the most significant evidence is that scientists now know volcanoes that erupted on Thera threw more than twice as much pumice and cinders into the atmosphere as Krakatau did in 1883 (Leadbeater 2006).

SUPPORTING RESOURCES

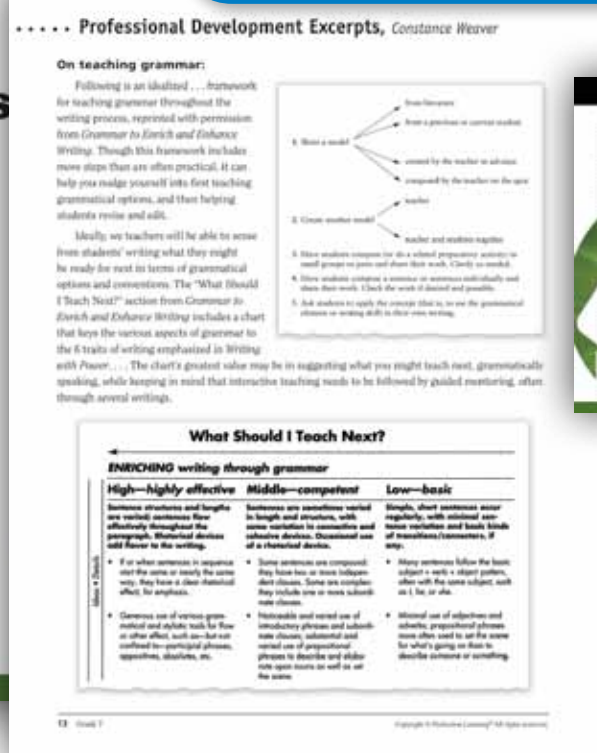


Student Practice Activities
Student activity resources include writing; grammar, usage, and mechanics; vocabulary/spelling; and ELL activities.



Web 2.0 Resources
Activities to translate assignments into social media including blogs, wikis, Google docs, and many others.

Professional Development Support
Research background, professional articles, and videos from the senior consultants on the program.



Reaching Student Proficiency Goals

Pretests and Posttests
throughout the Student Edition

Writing with Power provides all the tools teachers need to help students meet and exceed performance expectations.

Clauses: Pretest 2

Directions

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

- (1) Lawyers may serve in private practice, government service.
(2) About 75 percent of lawyers are in private practice. (3) Unlike who work either in offices or in courtrooms, American lawyers who private practitioners are trial lawyers; others are real estate lawyers.
(4) Lawyers continue learning even after passing the bar. (5) Law with reading that applies to their specialties, and they often read.
(6) Before 1952, some law schools had required only two years of study; they all require three. (7) After they were advised by the American schools changed their requirements. (8) That most lawyers are.
(9) Lawyers who pass the bar in one state are not necessarily qualified to practice in another.

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|--|--|
| 1. A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence | 6. A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence |
| 2. A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence | 7. A independent clause
B adverbial clause
C adjectival clause
D noun clause |
| 3. A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence | 8. A independent clause
B adverbial clause
C adjectival clause
D noun clause |
| 4. A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence | 9. A independent clause
B adverbial clause
C adjectival clause
D noun clause |
| 5. A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence | 10. A independent clause
B adverbial clause
C adjectival clause
D noun clause |

Clauses: Posttest

Directions

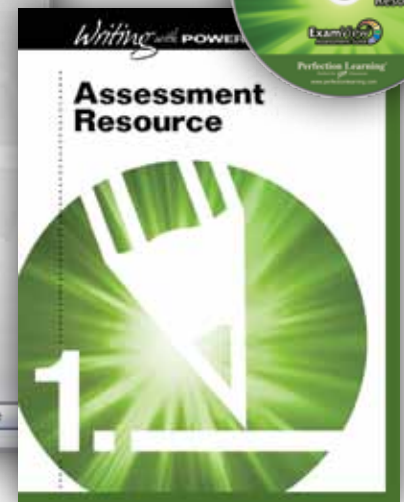
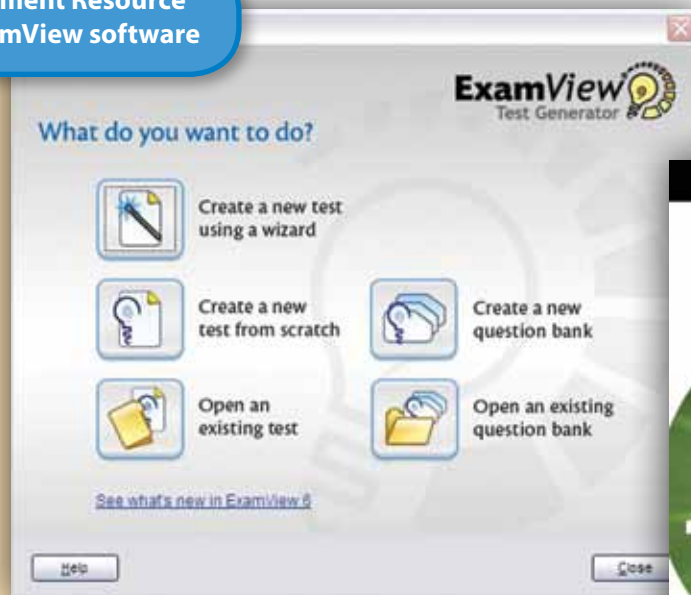
Write the letter of the term that correctly identifies each sentence or underlined part of a sentence.

- (1) In classical economic theory, the factors of production include land, labor, and capital. (2) Capital consists of property or wealth that produces income. (3) Money capital includes bank deposits, but property capital includes stocks or bonds. (4) Some economists think that education should be included within capital; it is, after all, a source of income. (5) Capital generally refers to assets. (6) A corporation is a legal entity because it may be treated more or less as a person. (7) A corporation may own property since it may also incur debts. (8) Corporations are often run by a board of directors that sets policy and determines the direction of the company. (9) A corporation is defined by how it distributes its stock. (10) When the government establishes a corporation, it is called a public corporation.

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| 1. A simple sentence
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Clauses: Posttest 735

Assessment Resource
and ExamView software



MONITORING AND ASSESSMENT

Test Preparation with Evaluation Rubrics



Marion wrote this report for science class. She would like you to review her paper and think about the corrections and improvements she should make. When you finish reading, answer the questions that follow.

Color My World

(1) When we are looking at a field of flowers, we may see red and white petals. (2) Maybe a butterfly hovers over the blossoms. (3) We may assume that it sees exactly the colors we see. (4) This assumption, however, is flawed. (5) Scientists believe that there are differences in color vision among humans and insects. (6) In addition, there are differences even among insects.

(7) Although experiments are not conclusive, it's apparent that our perceptions of color are not shared throughout the animal kingdom. (8) Most insects, for example, seem to have only two types of visual pigment, as opposed to our three. (9) But within that smaller range, they may be able to distinguish subtleties of coloration. (10) These escape us.

(11) Butterflies and bees have the widest range of color vision. (12) Among insects. (13) Bees' eyes, like our own, have three different visual pigments, but rather than red, green, and blue, theirs are blue, yellow, and ultraviolet. (14) A bee may be attracted to a red flower but see it as a dark spot; perhaps the petals reflect ultraviolet light like the "white" flower and therefore appear to be colored. (15) Instead of seeing oranges and reds, bees may see "bee purple." (16) Some butterflies may have a fourth visual pigment in their eyes. (17) Some butterflies, like the bees, are sensitive to ultraviolet. (18) Others favor red. (19) In fact, they range into the near infrared.

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.

42. What is the most effective way to revise sentence 1?

- F. When we are looking at a field of flowers, and we may see red and white petals.
- G. We are looking at a field of flowers, we may see red and white petals.
- H. When we are looking at a field of flowers. We may see red and white petals.
- J. Looking at a field of flowers, we may see red and white petals.

43. What is the most effective way to combine sentences 2 and 3?

- A. Maybe a butterfly hovers over the blossoms, we may assume, that it
- B.
- C.
- D.

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Test-Taking Strategies

Test-Taking Strategies

Students can expect to see the words *style*, *tone*, and *point of view* on many test questions. Encourage students to learn thoroughly the terms' definitions. *Style* is the author's manner of expression (dry, emotional, objective, etc.). *Tone* is the author's mood or attitude to the subject (ironic, pessimistic,

light-hearted). *Point of view* is the author's opinion on a subject, which may be directly stated or implied.

Online assessment of student progress using 6 Trait Power Write

Review/Edit Writing Assessment Scores

Writing Assessment	Student Score	Teacher Score	Weight	% Grade
Organization	4	5	15.57%	100%
Ideas and Content	4	4	15.57%	80%
Word Choice	4	4	15.57%	80%
Style	3	4	15.57%	60%
Sentence Fluency	4	5	15.57%	100%
Conventions	5	5	15.57%	100%
Total	4.5			88%

Enter Final Grade for Writing Assessment: 85% A

Student's Writing

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. or 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.

Review/Edit Teacher's Comments

You have done a great job brainstorming and organizing your ideas. Remember you can always add more when you are writing your final draft. Freezes.

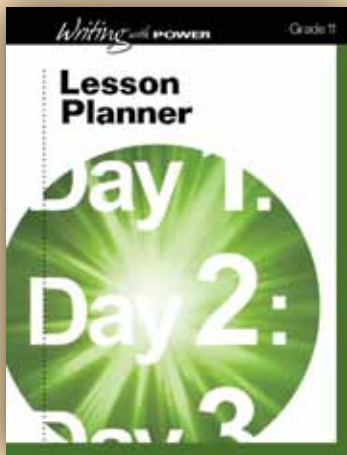
Your writing is much improved! You have done a good job developing solid reasoning for this topic. There is one area that could have more elaboration. For example, in the second paragraph, you state, "If the environment changes with pollution, the very existence of wildlife can be threatened." I would like to know specifically how wildlife is threatened.

Review/Edit Teacher's Suggested Goals

Reaching Student Proficiency Goals

Common Core State Standards are indexed throughout the Teacher Edition in chapter openers.

Provides in-depth coverage of the Common Core State Standards throughout the Teacher Edition, Lesson Planner, and supporting resources.



Lesson Planner links to Common Core State Standards for each lesson.

Planning Guide

Chapter 8 Writing to Persuade

Essential Question: How can you persuade people effectively?

Suggested teaching times are given below. Total time for the chapter is 7.5 to 11.5 days.

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

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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
Suggested Time	6 to 7 days. If time is short, focus on items marked "Essential Content" in the Day-by-Day Plan.

COMMON CORE STATE STANDARDS COVERAGE

Common Core State Standards coverage
through Test Preparation Practice
and ExamView software

Test B

After returning from a student exchange semester in China, Thomas wrote this paper. He would like you to read his paper. As you read, think about the corrections and improvements he should make. Then answer the questions that follow.

Traveling to China?

(1) Are you planning to visit or stay with a family in China soon. (2) You should probably take a short training course. (3) Do this before you go. (4) For one thing, you will learn some useful Chinese words phrases and sentences. (5) You'll also learn how to behave in a way that will not offend your hosts. (6) Americans are accustomed to an informal style, the Chinese people are not. (7) In their country, formality is a sign of respect, and it is highly valued.

(8) The proper way to greet a new acquaintance in China is with a nod or slight bow. (9) When visiting someone's house, it is appropriate to bring a small gift. (10) The gift should be presented with both hands as a sign of courtesy. (11) The recipient won't open your gift while you are present, the idea is that "it's the thought that counts." (12) In addition, modesty is an important value in Chinese culture. (13) Therefore, when you receive a compliment. (14) It is polite to deny it in a gracious manner.

(15) These are just a few examples of behaviors. (16) They will make you a welcome guest in a Chinese home.



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42 What change, if any, should be made in sentence 1?

- F insert a comma after *visit*
- G change *planning* to *planing*
- H change the period to a question mark
- J make no change

43 What is the most effective way to combine sentences 2 and 3?

- A You should probably take a short training course, this before you go.
- B You should probably take a short training course doing this before you go.
- C You should probably take a short training course, do this before you go.
- D You should probably take a short training course before you go.

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Select Questions by Standard

Step 2: Select a question type and type of standard. For each different standard, enter the number of questions to include on the test. Then click the Select button. You may repeat this step multiple times. Click Close when you finish selecting questions.

Question type: Any Standard type: National Standard

☐ Show descriptions

National Standard	Already Selected	Number Remaining	Additional Selections	Total
6.A.1	0	3	0	0
6.A.1.a	0	1	0	0
6.A.1.b	0	3	0	0
6.A.1.c	0	1	0	0
6.A.2.a	0	35	0	0
6.A.2.b	0	2	0	0
6.A.2.c	0	2	0	0
6.A.2.d	0	10	0	0
6.A.2.f	0	4	0	0
6.A.3	0	5	0	0
6.A.3.a	0	11	0	0
Total	0	858	0	0

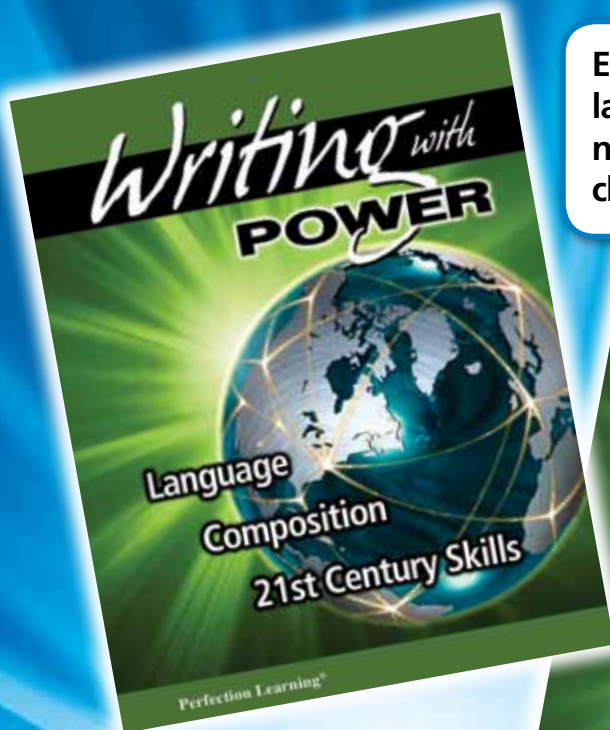
Total questions on test: 0

Select All Clear All

Help < Back Select Close

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