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.
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

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
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
Technology support through *6 Trait Power Write* helps develop 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.
Teacher Feedback and Grading
Teachers can provide students immediate feedback on their writing any time during the writing process.

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!
Real-Time Assignment Support

6 Trait Power Write Supports Each Assignment
Detailed support for creating the writing assignment in an online environment.

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.

Technology support and reporting through 6 Trait Power Write allows teachers to set up, monitor, and evaluate assignments in real time.
Teacher Feedback
Teachers can offer suggestions to students writing at any stage.

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

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

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.
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. imperilling
   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
The Underground Railroad

(1) The Underground Railroad was a daring and dramatic means of escaping 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) Some went to the western territories or south into Mexico and the Caribbean.
(8) Many fans of kiteboarding say that the sport is easier to learn than windsurfing.
(9) Many first-timers can learn the basics of kiteboarding in just a few days.
(10) Safe houses sometimes displayed white bricks on top of their chimneys or showed a lantern outside.
(11) Safe houses and other buildings, such as barns, on the Underground Railroad were owned by people who were helping slaves.
(12) Escaping slaves were often hidden in these safe houses.
(13) They occasionally traveled in covered carts called “merchandise.”
(14) Sometimes, they were hidden in the trunks of wagons.
(15) Some travelers were hidden in the spaces between the wheels of wagons.
(16) Some were hidden in the bottom of wagons.

The Sport of Kiteboarding

(1) The pleasure of flying a kite has taken on a new dimension.
(2) The development of the sport of kiteboarding.
(3) In kiteboarding: a kite pulls a person over the water.
(4) The thrill in kiteboarding however is not just standing on a board and being pulled over the water.
(5) It is accelerating along with the kite and often getting “Big air” in thirty feet in the air, covering more than one hundred feet horizontally.
(6) It has the bonus of high speed without holding a mast or sail.
(7) Many fans of kiteboarding say that the sport is easier to learn than windsurfing.
(8) Plus it has the bonus of high speed without holding a mast or sail.
(9) As with any other sport, they're certain safety requirements for kiteboarding. (10) These include a flotation device a wakeboarding, and snowboarding, is helpful too. (11) As with any other sport, they're certain safety requirements for kiteboarding. (12) Experience with other balance sports, such as skateboarding, surfboarding, and snowboarding, is helpful.
(13) 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.
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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.

The Underground Railroad

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 escaping slavery.
(2) The “Railroad” was most active between 1830 and the end of the American Civil war in 1865.
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Write an essay explaining why having goals is important.

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.

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

Test Preparation

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

Test Preparation

Test A

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(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) Safe houses and other buildings, such as barns, on the Underground Railroad were owned by people who were helping slaves.
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- 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.
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.

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 student mind. 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 those networks and could distract students from their initial goal of the network. This would mean that students would not get the full understanding and knowledge of what the network was capable of teaching them, therefore not learning the life lesson that are so very important in the world we are living in today.

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.
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’ve done?
- Where do you think you are strong?
- Are any parts giving you trouble?
- What strategies might you use in the future?
- How do you feel about your progress?
- In what other papers you have you seen similar strengths?
- What strategies did you use in this process?
- What areas would you like to improve?
- What three things can you do to improve?
- What do you like about your progress?
- How can you apply what you’ve learned?
- How would you describe the process you’ve gone through?
- What kind of help would be useful?

The teacher should model question asking, modeling thinking and should place those questions that students have done in the past and the goals they had.

Editing Comment Sheet

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:

________________________________________________________________________
________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Examples</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Source</td>
<td>• a letter from an archaeologist describing his or her activities at a dig</td>
<td>• provides facts and details known at the time that may later have been forgotten or had errors introduced</td>
<td>• may reflect the emotions or bias of the writer</td>
</tr>
<tr>
<td></td>
<td>• a diary entry offering an eyewitness account of an event</td>
<td>• often shows how people felt about an event as it was happening</td>
<td>• may lack perspective on an event</td>
</tr>
<tr>
<td></td>
<td>• a myth or legend from ancient times</td>
<td>• often includes specific, colorful details that help readers picture the event or feel like they were there</td>
<td>• may make references that readers today no longer understand</td>
</tr>
<tr>
<td></td>
<td>• a graph showing seismic activity in a region</td>
<td></td>
<td>• may contain errors or omissions caused by illegible handwriting, physical damage, or poor equipment</td>
</tr>
</tbody>
</table>
Web 2.0 Tools and Projects

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.
Chapter 8  Writing to Persuade

**Beginner:** 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.
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 small place, so not that many people can see shows. Since the theater is small, the audience is close to the action. We could see everything well, because you are no more than a few feet away from the stage.

INTERMEDIATE: SCAFFOLDING
After completing the Beginning exercise, display the next paragraph and ask pairs of students to underline the independent clauses once and the subordinate clauses twice. Encourage then to read the paragraph aloud.

The scenery was very simple, since the theater doesn’t have much money for a fancy stage set. Still, the actors who were performing were very talented. When they spoke each line, they acted with tremendous energy. Each actor gave a powerful interpretation to his or her lines as he moved comfortably around the stage. The show was a drama, although I have also seen comedies at this theater. There were certain points in the play when I almost cried. As soon as the play was finished, the audience stood and gave the actors a well-deserved ovation.

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.
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
- a problem in a school sports program, such as when athletes are given grades they don’t deserve to keep them on the team.

Warm-Up

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 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 your writing. How did you make sure they were in agreement?

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

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

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

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.

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

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 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.

After Editing

Today, Tanya is wearing sunglasses 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.

Review and Assess

Timed Writing

5 minutes: Brainstorm and organize ideas.
3 minutes: Revise your work and edit it for mistakes.
12 minutes: Write a draft.

COMMON TYPES OF ANALOGIES

<table>
<thead>
<tr>
<th>Analogy</th>
<th>Example</th>
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<tbody>
<tr>
<td>word : synonym</td>
<td>legal : lawful</td>
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<tr>
<td>word : antonym</td>
<td>ruthless : merciful</td>
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<tr>
<td>part : whole</td>
<td>carburetor : engine</td>
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<tr>
<td>cause : effect</td>
<td>overproduction : glut</td>
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<td>worker : tool</td>
<td>electrician : pliers</td>
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<tr>
<td>worker : product</td>
<td>playwright : drama</td>
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<tr>
<td>item : purpose</td>
<td>license : unlock</td>
</tr>
<tr>
<td>item : category</td>
<td>lobster : crustacean</td>
</tr>
</tbody>
</table>
Name Date

CHAPTER 16

Pretest

Directions: Identify the choice that best describes how the subordinate clause in each sentence is used.

1. If people now recognized the man who had once been so famous.
   A. adverb clause
   B. adjective clause
   C. noun clause
   D. none of the above

2. No one in the race can run faster than Lance can.
   A. adjective clause
   B. elliptical clause
   C. noun clause
   D. none of the above

3. Whether the mysterious Mr. Temple would attend was the question on everyone’s mind.
   A. adverb clause
   B. adjective clause
   C. noun clause
   D. none of the above

4. Harold declared that the meeting was beginning, but no one heard him.
   A. adverb clause
   B. adjective clause
   C. noun clause
   D. none of the above

5. On that night the cuckoo clock struck ten, but the grandfather clock struck eleven.
   A. simple
   B. compound
   C. complex
   D. compound-complex

6. Suddenly it started to rain, and the game that had just begun was canceled.
   A. simple
   B. compound
   C. complex
   D. compound-complex

7. The man whom I saw in the parking lot turned out to be the mayor.
   A. simple
   B. compound
   C. complex
   D. compound-complex

Directions: Identify the choice that best describes the structure of each sentence.

8. If a Web site’s address ends in “edu” it is most likely sponsored by a(n)
   A. environmental organization
   B. government agency
   C. educational institution
   D. business

9. Which of the following is not a good way to protect your e-mail from spammers?
   A. keep a private e-mail address that is only for family and close friends
   B. never post your e-mail address on the Web
   C. use your full name, including middle initial(s) to distinguish it
   D. choose an address with at least 5 characters in it

10. What is the unique purpose of a URL?
    A. tells you the address of the Web site you want to go to
    B. allows employers to spy on your Web activities over time
    C. makes sure that all of your Web activities have a uniform designation
    D. doesn’t do anything, it’s a nickname for “early adapter”
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.
On teaching grammar:

Following is an idealized framework for teaching grammar throughout the writing process, reprinted with permission from *Grammar to Enrich and Enhance Writing*. Though this framework includes more steps than are often practical, it can help you nudge yourself into first teaching grammatical options, and then helping students revise and edit.

Ideally, we teachers will be able to sense from students’ writing what they might be ready for next in terms of grammatical conventions. The “What Should I Teach Next?” section from *Grammar to Enrich and Enhance Writing* includes a chart that keys the various aspects of grammar to the 6 traits of writing emphasized in *Writing with Power*. The chart’s greatest value may be in suggesting what you might teach next, grammatically speaking, while keeping in mind that interactive teaching needs to be followed by guided mentoring, often through several writings.

### What Should I Teach Next?

<table>
<thead>
<tr>
<th>Low—basic</th>
<th>Middle—competent</th>
<th>High—effective</th>
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<tbody>
<tr>
<td>Use of various grammatical and stylistic tools for flow or other effect, such as— but not confined to—participial phrases, appositives, absolutes, etc.</td>
<td>Sentences are sometimes varied in length and structure, with some variation in connective and cohesive devices. Occasional use of a rhetorical device.</td>
<td>Sentences and lengths flow throughout the rhetorical devices in the writing.</td>
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<td>Noticeable and varied use of introductory phrases and subordinate clauses, substantial and varied use of prepositional phrases to describe and elucidate open nouns as well as set the scene.</td>
<td>Some sentences are compound; they have two or more independent clauses. Some complex sentences include one or more subordinate clauses.</td>
<td>Simple, short sentences occur regularly, with minimal sentence variation and basic kinds of transitions/connectors, if any.</td>
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<tr>
<td>Minimal use of adverbs and adjectives; prepositional phrases are often used to set the scene for what’s going on rather than to describe someone or something.</td>
<td>Many sentences follow the basic subject-verb-object pattern, often with the same subject, such as I, he, or she.</td>
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**Professional Development Resource**

Includes essays and tutorials by Peter Smagorsinsky 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 Smagorsinsky: “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*
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
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
- 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.

Companion Chapters for an Integrated Curriculum
Composition
- Chapter 3, Structuring Your Writing, pp. 80–129; Chapter 8, Writing to Persuade, pp. 282–321

21st Century Skills

Day-by-Day Plan for Chapter 16

<table>
<thead>
<tr>
<th>Day</th>
<th>Essential Content</th>
<th>Student/Teacher Edition</th>
<th>Essential Standards</th>
<th>Supporting Resources</th>
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</table>
| 1   | Clauses: Pretests | pp. 708–709             | *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 | *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 Clauses, p. 51 |

2   | Uses of Subordinate Clauses | See standards listed | See standards listed | See standards listed |

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.
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### Other Resources for Chapter 16

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<td>Vocabulary</td>
<td>Vocabulary Skills Practice</td>
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Equip your students with the writing, language, and 21st century skills they need to be successful in a rapidly changing world.

Check it out today!
For more information on Writing with Power or 6 Trait Power Write, please visit perfectionlearning.com/writing-with-power