Program Overview

Writing with Power

Language
Composition
21st Century Skills
Welcome to 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.
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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

Check it out today!
Visit: perfectionlearning.com/writing-with-power

- 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 | ✓ | 

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

**Instructional Overview**

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

**Guidelines**
Student-friendly checklists on “how to” write successfully

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

**Student Models**
Multiple student models in each chapter illustrate key concepts.

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**Expository Writing**

**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 your topic clear and specific.

**Using a Six-Trait Rubric**

<table>
<thead>
<tr>
<th>Trait</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic, focus, and details convey information powerfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The text conveys information, using valid inferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some aspects of the topic are not clear and/or well developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most aspects are not clear and/or well developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organization is clear and easy to follow. Transitions provide coherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organization is clear, but a few ideas seem out of place or disconnected</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many ideas seem out of place and transitions are missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organization is unclear and hard to follow</td>
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</tr>
</tbody>
</table>
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.
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.
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!

Online Writing Support

Peer Review and Evaluation of Assignments
Teachers can permit students to review each other’s writing based on the 6 Traits.

Teacher Feedback and Grading
Teachers can provide students immediate feedback on their writing any time during the writing process.
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.

**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.

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

2. **Create emphasis by dashing it all.** (See page 91.)
   
   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.

   **Example:**
   
   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.

   **Example:**
   
   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.

   **Example:**
   
   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.

   **Example:**
   
   On our right, a man struggled to pedal a cyclo that held a full-size mattress.

6. **Create emphasis by a pair of dashes to set off words in the middle of a sentence.**
   
   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.

   **Example:**
   
   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.

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.

   **Example:**
   
   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.
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 swum 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.)

   Before Editing
   She don’t have any.
   The brussels sprouts and the shitake mushroom tastes good together.
   Either the shrubs or the tree are diseased.
   Neither the cat nor the dogs is eating the bird food.

   After Editing
   She doesn’t have any.
   The brussels sprouts and the shitake mushroom taste good together.
   Either the shrubs or the tree is diseased.
   Neither the cat nor the dogs are eating the bird food.

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**

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

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.

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.

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

Reference-Oriented Design
Lessons focus on a key language concept with numbered rules for reference.
**Grammar Instruction and Practice**

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

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

When You Write
Direct connection of lessons to writing.

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**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 page in the chapter where you can find additional instruction, example, and application to writing.

### The Parts of Speech

#### Nouns

- A noun is the name of a person, place, thing, or idea.
- Concrete nouns name people, places, or things. Abstract nouns name ideas and qualities.
- Common nouns name any person, place, or thing. Proper nouns name a particular person, place, or thing.
- Compound nouns are nouns that are made up of two or more words.
- Collective nouns name a group of people or things.

#### Pronouns

- A pronoun takes the place of a noun.
- Demonstrative pronouns name a noun.
- Reflexive pronouns refer to the subject of the sentence.
- Intensive pronouns are used to emphasize another noun in the sentence.
- Indefinite pronouns name persons, places, or things.

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When you write:

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

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

Tighten the language of a recent composition by replacing wordy adjectival clauses with adjectives.
Thorough coverage of 21st century skills through the comprehensive 21st Century Handbook and integrated activities throughout the writing and grammar chapters.

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**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.

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**Guide to 21st Century**

**School and Workplace Skills**

**Part I**

Critical Thinking and Problem Solving for Academic Success

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

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 coverleaf, 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.

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 56 minutes or longer, carefully crafted and artistically edited video with multiple quotes and sources).

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

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.

### Essential Question
A guiding question for each lesson builds background knowledge.

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Independent and Subordinate Clauses pp. 710–711</td>
<td>Common Core: W.1.c, W.2.d, L.1, L.2, L.3, L.3.a</td>
<td></td>
<td>Classroom Presentation Slides: • Clauses (slides 13–16) Language Skills Practice: • Independent and Subordinate</td>
</tr>
</tbody>
</table>

### Easy Access to All Resources
The digital Teacher Edition provides one-stop access to all resources for each chapter.
Step-by-Step Lesson Guidance

Pre-Assess
Speaking and Listening
Ask students to answer these questions:
1. Where do you think an essay such as this would be published? Who might be the audience?

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
Answer:

Monitor Progress
Using a Six-Trait Rubric
Persuasive Writing

Wrap-Up
Writing Lab: Project Corner

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

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

Writing with Power
Rubric
Speak and Listen: Hold a Group Discussion
Use the following rubrics for evaluation.

Bellringer: Using a Power Rule
Know the Rule
Incorrect
Correct
Apply the Rule
Write a persuasive paragraph using verbs that agree with their subjects.
Discuss the Rule
Read your paragraph in class. Identify the subjects and verbs you used.

Writing Lab: Project Corner
Rubric
Speak and Listen: Hold a Group Discussion
Use the following rubrics for evaluation.

1. Students don’t participate or participate inappropriately.
2. Students make some relevant comments respectfully.
3. Students make relevant comments consistently and respectfully.
4. Students make insightful, relevant comments consistently and respectfully.
In-depth support for differentiating instruction and meeting the needs of English Language Learners.

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.

**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.

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.
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.

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

English Language Learner ActivitiesSeparate ELL resources provide activities in every chapter.
Classroom Management

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

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

Test Preparation with Evaluation Rubrics

Test-Taking Strategies

Remember these tips as you write your composition:

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

Test-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
Chapter 16 at a Glance

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

Essential Standards:

- 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.
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.

42 What change, if any, should be made in sentence 2?
F insert a comma after visit
G change planning to planning
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.
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