

COMMON CORE BASICS

Writing Lesson Plans

UNIT 1 STANDARD ENGLISH CONVENTIONS

CHAPTER 1 Sentence Basics

- 1.1 Sentences 47
- 1.2 Nouns and Pronouns 49

CHAPTER 2 Verbs

- 2.1 Verbs and Verb Tenses 51
- 2.2 Subject-Verb Agreement 53

CHAPTER 3 Modifiers

- 3.1 Adjectives and Adverbs 55
- 3.2 Modifying Phrases 57

CHAPTER 4 Mechanics

- 4.1 Capitalization 59
- 4.2 Punctuation 61
- 4.3 Spelling 63

UNIT 2 WRITING

CHAPTER 5 Sentence Structure

- 5.1 Combine Ideas in Sentences 65
- 5.2 Write Effective Sentences 67
- 5.3 Style and Diction 69

CHAPTER 6 Text Structure

- 6.1 Paragraph Structure and Topic Sentences 71
- 6.2 Tone and Diction 73
- 6.3 Order of Importance and Time Order 75
- 6.4 Cause-and-Effect Order and
Comparison-and-Contrast Order 77

CHAPTER 7 The Writing Process

- 7.1 Prewriting 79
- 7.2 Writing 81
- 7.3 Revising and Editing 83

CHAPTER 8 Text Types and Purposes

- 8.1 Arguments 85
- 8.2 Informative/Explanatory Texts 87
- 8.3 Narrative Texts 89

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify sentences
- Identify different types of sentences

✓ Determine Student Readiness

Ask students: *What is a sentence?* (a group of words that forms a complete thought) Explain that groups of words can be put together to form a sentence. Tell students that the words have to make sense together in order to be called a sentence. Ask students to write a sentence in their notebooks.

Key Concept

A sentence is a group of words that contains a subject and a predicate and that expresses a complete thought.

Concept Background: Tell students that when we have a conversation, it may be unnecessary to speak in complete sentences. Short phrases are often enough when it is clear what each person is trying to express. Example: *What did you do last weekend? Went to the fair.* If something is unclear, you can ask for an explanation. In most types of writing, however, every sentence must be a complete thought. The subject of a sentence tells *who* or *what* the sentence is about and the verb tells *what* the subject is or does. Provide an example of a sentence and point out its subject and verb: My family [subject] went [verb] to the fair last weekend.

Develop Core Skills

Core Skill: Apply Knowledge of Language

Before beginning the lesson, say a sentence fragment aloud. Say, for example, *Missed the bus.* Then ask, *Who missed the bus?* Explain that the statement is a fragment, and not a sentence, because you didn't tell *who* it is about. Continue with additional examples that are missing either subjects or verbs. Have students try to create complete sentences from the fragments.

Reading Skill: Compare and Contrast

Point out that when students think about how two things are alike, they are comparing them. When they think about how two things are different, they are contrasting them. Have students compare and contrast two favorite sports, songs, foods, or other items.

Pre-Teach Vocabulary

Word Bench

Preview lesson vocabulary words by helping students divide each word into syllables. Explain that doing so can help them pronounce a word and notice if they know similar words.

Divide *determine* into syllables: *de • ter' • mine*. Pronounce the word for the class. Tell them to notice that the emphasis is on the second syllable (*ter'*). Ask students to name other words that look like it (e.g., *determination, deter*). Invite students to underline the common parts.

Tier 2 Words:

determine (p. 18)

Tier 3 Words:

fragment (p. 19)
predicate (p. 16)
sentence (p. 16)
subject (p. 16)

Test Words:

identify (p. 16)

DURING THE LESSON

Complete Sentences

PAGE 16

Tell students that a quick way to decide if a group of words is a complete sentence is to ask two questions: Who or what is this sentence about? What happened? Explain that if they cannot answer both questions, the statement is probably not a complete sentence. Write a complete sentence on the board and answer the two questions. Example: *Deepak boarded the train on his way to London.* (*The sentence is about Deepak. He boarded a train.*) Invite students to demonstrate understanding by writing their own complete sentences on the board and answering the two questions.

Evidence-based Reading Support: Fluency

PAGE 17

Repeated Reading Lead students in reading the first paragraph of Compare and Contrast together several times. Emphasize accuracy and phrasing until the group reading sounds smooth and consistent.

WRITE TO LEARN

ANSWER KEY

Review with students the three tests a group of words must pass in order to be a complete sentence. (The group of words must contain a subject and a verb and must express a complete thought.) Read the examples with students and discuss why each one is or is not a complete sentence. Invite students to give additional examples of complete sentences and determine if they pass the three tests.

THINK ABOUT WRITING

ANSWER KEY

1. The team's manager should win an award.
2. Everyone has ordered something different to eat.
3. Andrej searched his pockets for his car keys.
4. Mr. and Mrs. Hastings complained about the defective lamp.
5. The old run-down bus pulled slowly out of the station.

Fragments

Explain that sentence fragments can be difficult to understand. Often, the best option is to make them into complete sentences. Go through the examples on page 19. Then have pairs of students write their own fragments and change them into complete sentences. Circulate to verify that students are writing complete sentences.

Core Skill: Apply Knowledge of Language

After students have written their explanations in their notebooks, ask them to share their responses and give a brief example of one type of communication. Answers will vary. Sample answers: *I should use complete sentences in e-mails to my boss because these are times when I need to express my thoughts clearly. I need to show my boss that I know how to use language correctly. When I am having an online conversation with a friend, I can use sentence fragments because this is a causal situation. For example, if my friend asks what I'm going to do this evening, I can just say, "Homework and TV."*

THINK ABOUT WRITING

ANSWER KEY

- | | |
|------|-------|
| 1. S | 6. F |
| 2. S | 7. F |
| 3. F | 8. S |
| 4. S | 9. F |
| 5. S | 10. S |

Types of Sentences

Explain that most people use all four types of sentences (statement, question, command, and exclamation) in their everyday communication. Write a short paragraph on the board using all four types and have students identify each type of sentence. Example: *Last weekend, I traveled to a nearby city to hear my favorite band. Have you ever attended a concert? Go with me next time. You won't regret it!*

Reading Skill: Compare and Contrast

Have students create a four-column chart on paper with the labels *Command*, *Question*, *Statement*, and *Exclamation*. Have students write one of each type of sentence in the chart and compare their sentence structures and punctuation. Check their comprehension of sentence types.

Engage and Extend

ELL Instruction: Rephrase Language To help students complete the Think About Writing exercises, scan the sentences ahead of time to look for any potentially confusing language. Students might be confused about the meaning of sentence 1 on page 21, for example. Rephrase the sentence to aid comprehension: *Brian stood up slowly.* Have students work together to rephrase other confusing sentences.

THINK ABOUT WRITING

ANSWER KEY

- Brian slowly got to his feet.
- Be careful with that lawn mower!
- Smoke is coming from the roof!
- Where did you find the book?
- Stop jumping on the bed!
- The train stops here every 15 minutes.
- Have you seen my radio?
- Ms. Luna left here at least 20 minutes ago.
- What a nightmare!
- Can you see her yet?

WRITE TO LEARN

ANSWER KEY

Check that students' answers include an example of each type of sentence and that each example uses the correct punctuation. Have volunteers read their sentences aloud using the correct inflection.

Evidence-based Reading Support: Comprehension

Look for Context Clues/Read On Find an online article or a favorite book that uses sentence fragments effectively. Choose a paragraph or two to distribute to the class. Work with students to identify the sentence fragments. Have students explain how context helps with comprehension of sentence fragments.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 293.

Extension Activity: Assess Writing Encourage students to practice writing complete sentences and a variety of sentence types by creating a journal entry. To get them started, suggest topic ideas, such as what they did over the weekend; a review about a concert, play, or movie they attended; or future goals. Remind them to include both a subject and a verb in each sentence. Students should assess their writing using the three tests a group of words must pass to be a complete sentence.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify categories of nouns and apply correct usage
- Identify functions of pronouns and apply correct usage
- Edit to correct errors in usage of nouns and pronouns

✓ Determine Student Readiness

Ask students if they know what a noun is. Tell students that the identification of “who” or “what” is a clue that the word is a noun. Have students list in their notebooks any nouns that describe things they see in the room. Ask if they know what a pronoun is. Provide the definition of pronoun, if necessary. Have students identify one another using pronouns.

Key Concept

Nouns name people, places, things, or ideas. Pronouns replace and refer to nouns.

Concept Background: Tell students that nouns—the names of things, people, or ideas—tell readers who or what is being discussed and that using nouns makes writing more precise. Explain that pronouns take the place of nouns. Give an example of a noun visible to students, such as *book* or *desk*. Call on volunteers to identify another object in the room as an example of a noun, say a sentence that uses that noun, and then restate the sentence using a pronoun in place of the noun. Sample answer: *The noun is computer. I use my computer in every class at school. I use it in every class at school.*

Develop Core Skills

Core Skill: Demonstrate Command of Standard English Conventions

Explain to students that language conventions are ways in which written or spoken language is regarded as correct. Point out that in a business setting, people are expected to write and speak using standard English conventions. Call on a volunteer to role-play an administrative assistant calling a local convention center to reserve a meeting space. Encourage the role-player to use standard English, such as correct nouns and pronouns.

Core Skill: Use Precise Language

Explain to students that writers need to use precise, or exact, language in order to be understood properly. Nouns should clearly identify the items being discussed. Display these words: *products*, *hardware store*. Ask students to think of more precise words for each, and then use the more precise words in a sentence. Sample answer: *Elm Street Hardware [instead of hardware store] sold thousands of different wrenches and hammers [instead of products].*

Pre-Teach Vocabulary

Word Study: Multiple Meaning Words

Create a word web for the different meanings of the word *conventions*. When it is finished, ask students to identify the meaning that most probably has to do with this lesson.

Tier 2 Words:

abstract (p. 24)
antecedent (p. 28)
gender (p. 28)
possessive (p. 25)
singular (p. 25)

Tier 3 Words:

noun (p. 24)
pronoun (p. 24)

Test Words:

conventions (p. 26)

DURING THE LESSON

PAGE 24

Nouns and Pronouns

Explain that there are several different types of nouns: proper, common, concrete, and abstract. Knowing the types of nouns can improve a student’s writing. Using pronouns in place of some of these nouns can help with flow. Give an example: *Leah and Juan met in the conference room to discuss Leah and Juan’s project. Leah and Juan discussed the project at length and decided that the project should begin the following week. Using pronouns: Leah and Juan met in the conference room to discuss their project. They discussed the project at length and decided that it should begin the following week.* Have students come up with their own examples.

PAGE 25

WORKPLACE CONNECTION: Common Nouns

Explain the definition of common nouns. Point out that the name of some companies—which are proper nouns—have become used as if they were common nouns. Display the words *Kleenex*®, *Xerox*, and *Post-it*®. Point out that these are proper nouns. Have students supply the common noun that is the generic name for the product. (tissue, photocopy, sticky note)

PAGE 26

Core Skill: Demonstrate Command of Standard English Conventions

Remind students that conventions in English are the most proper forms of usage. Some important conventions apply to using two or more nouns, or two or more pronouns, in a sentence. Call on volunteers to share their edited sentences. If the answers are not correct, have students collaborate to find and fix the problem.

Evidence-based Reading Support: Comprehension

Reread Have students reread the text on page 26 focusing on the information about subject pronouns and object pronouns. Then have them write an explanation in their own words of the difference between the two. Have volunteers use examples of each in a sentence.

THINK ABOUT WRITING**ANSWER KEY**

1. Last week he and Fernando installed new software on the department's computers.
2. The manager wants to begin regular meetings between himself and us.
3. Correct
4. When I opened the book, I noticed that its binding needs to be repaired.

Pronoun-Antecedent Agreement

Go through the examples of pronoun-antecedent agreement regarding number, gender, and person. Have pairs of students write a sentence with pronoun-antecedent disagreement in these three areas. Then have students correct the sentences as a whole group. Sample sentence: *Gina and Alex copied her meeting notes for everyone.* Correction: *Gina and Alex copied their meeting notes for everyone.* Once students are comfortable with creating agreements, have them work in pairs to test each other on identifying correct pronoun-antecedent agreement.

Core Skill: Use Precise Language

After students have rewritten the passage to make the language more precise, encourage them to share their answers with the class and compare their passages with those of others.

THINK ABOUT WRITING**ANSWER KEY**

Answers will vary. Sample answer: Althea loves her dog Baron more than anything. Baron has a lot of energy and loves to run and play. Whenever Althea has time, she takes Baron to the park. If Althea doesn't take Baron out often enough, he gets bored and misbehaves. Baron has chewed Althea's shoes and nibbled on the corners of her old couch. Last week, Althea found a photo of her grandchildren torn to shreds. When Althea went to scold Baron, she found him curled up and napping on her bed. One look at Baron's sweet wrinkled face melted Althea's heart. She couldn't stay mad at Baron.

Engage and Extend

ELL Instruction: Use Nouns and Pronouns Acquisition of English is a lengthy process, and while it is good to know the rules, it is unhelpful to correct too many details too closely at one time. Provide yes/no exercises and cloze sentences using nouns and pronouns so that students can be scaffolded to a higher level of English production.

21st Century Skill: Media Literacy

Discuss with students some of the ways ads can be misleading, and explain that they need to be informed consumers and look at the messages in an ad carefully. After students have written their analysis of an ad that makes use of pronouns, have them revise the text of the ad to make it clearer.

Relative Pronouns

Have students reference the relative pronouns on page 31 to practice writing sentences using these words. Work with the class to come up with a couple of example sentences. Sample: *Whose book is this? To whom should we apologize?* Assign a word or group of words to small groups, and have the groups work together to write sentences using the words.

THINK ABOUT WRITING**ANSWER KEY**

- | | |
|-------------|----------|
| 1. whomever | 4. that |
| 2. Who | 5. which |
| 3. whoever | |

WRITE TO LEARN**ANSWER KEY**

Check that students' answers address the overall topic, that they are three paragraphs in length, and that each paragraph includes a topic sentence supported by details. Also check that students use nouns and pronouns properly.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 294.

Extension Activity: Categorize Language Conventions Organize students into small groups, and assign each group one of these language conventions: concrete and abstract nouns, plural nouns (including irregular plurals and possessive plurals), subject and object pronouns, possessive pronouns, pronoun-antecedent agreement, number, gender, person, unclear pronoun reference, relative pronouns, and restrictive and nonrestrictive clauses. Have each group make a chart categorizing examples and non-examples of their language convention. Have them present their charts to the class and compare the examples and non-examples.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify two types of verbs: action and linking
- Demonstrate an understanding of the various verb tenses
- Understand the difference between active and passive voice

✓ Determine Student Readiness

Point out that sentences consist of a subject and a predicate, and that sentences must express a complete thought. The verb is part of the predicate. Verbs tell what something is or does. Give an example: *The store closed early. Identify the predicate (closed early). Have students identify the verb (closed). Explain that closed tells what the store is. Have pairs work together to write a sentence and identify its verb or verbs.*

Key Concept

Verbs tell what the subject of a sentence *is* or *does*, and the tense of a verb tells when the action occurs.

Concept Background: Explain to students that action verbs help make writing interesting. Without verbs, writers could not share stories about things they have seen, heard, or done. Verb tenses clarify when an event happens. Have a few students speak about a recent event. Write down the verbs they say as they go along.

Develop Core Skills

Reading Skill: Use Context Clues

Explain that writers do not always give readers all the information explicitly. That's when readers can use context clues to discover meaning. Read the following passage: *Lucinda checked her list. She had sent out invitations, wrapped the gifts, and baked the cake. Ask: What is Lucinda planning? (a party) How do you know? Discuss the clues found in the context and how they helped students "fill in the blanks."*

Core Skill: Form and Use Verbs

Say a sentence with an action verb and perform the action. Say, for example, *I clap my hands*, and clap your hands. Explain that action verbs tell what a subject does. Then hold up an object and describe it with a linking verb, such as, *The pen is blue*. Explain that the linking verb *is* links the subject with a word that describes it. Explain that *can*, *may*, and *must* are called modal auxiliary verbs, and give examples: *I can sing. May I sit with you? You must obey the law*. Say various sentences and have students tell if you used an action, linking, or modal auxiliary verb.

Pre-Teach Vocabulary

Word Study: Word History

To help students understand *regular*, explain its meaning and etymology, and list other words with the same root, such as *regulation* or *regularity*. Guide students to understand that each of these words has to do with something that is *standard*, *normal*, or *in the correct order*. Have student pairs find the word history of one or two other words from their vocabulary list.

Tier 2 Words:

common (p. 44)
link (p. 44)
majority (p. 49)
regular (p. 49)

Tier 3 Words:

context clue (p. 48)
verb (p. 44)

DURING THE LESSON

PAGE 44

Types of Verbs

Tell students that a way to identify a verb as action, linking, or modal auxiliary is to ask what the verb *is* or *does*. Say that actions can be physical, such as *play*, or *work*, or they can be mental, such as *think*, or *hope*. Explain that linking verbs connect the subject with a word that describes it. A linking verb can be more than one word, such as *has been* or *did feel*. The modal auxiliary verbs are used for specific purposes. *Can* expresses ability or possibility. *May* asks permission or makes a prediction. *Must* signals the speaker or writer's opinion. Have students come up with one sentence for each type of verb.

PAGE 45

THINK ABOUT WRITING

ANSWER KEY

Answers will vary. Sample answers:

1. Sidney must come to the table now.
2. My aunt is living in Canada.
3. Veronica laughed at the corny joke.
4. I was energized after my workout.
5. Meg and I run five miles every morning.

Verb Tenses

Define *past*, *present*, and *future*. Explain that verb tenses tell us when an action occurs. Say sentences with different verb tenses and ask students when the action takes place. For example: *My team will complete this project in two weeks.* (future) *My team completed the project today.* (past) *My team completes a project each week.* (present) Explain that the present perfect, past perfect, and future perfect tenses can make talking about the past more exact than the simple past tense does. Write a sentence of each type on the board; have students identify them and explain their choice.

Then explain the difference between the passive and active voice using these sentences: *A gift was given to every guest. Every guest received a gift.* Practice having students identify passive and active voice with other sentences, being sure that they use verb tenses consistently.

PAGE 48

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 296 of the student lessons.

Reading Skill: Use Context Clues

Make a three-column chart and label the columns *Past*, *Present*, and *Future*. Brainstorm lists of words to be used as context clues about the time of an event or action, such as *now*, *later*, *yesterday*, and *next week*. Have students use the words along with the correct verb forms in sentences.

PAGE 49

Evidence-based Reading Support: Alphabetics

Base Words and Suffixes Choose a few regular verbs that are not on page 49 and have students create their principal parts. Examples: *type* (*typed, typed*); *call* (*called, called*); *envy* (*envied, envied*). For irregular verbs, have students identify the base words or roots of several from the list of irregular verbs on page 50. Work with them to identify the changes made to create the principal parts.

PAGE 50

TECHNOLOGY CONNECTION:

Technology-Specific Verbs

Discuss with students how they use technology-specific verbs. Ask them to use the verbs in sentences and to provide context clues. For example, *Please post [verb] the file on the server [context clue] so I can review it.*

PAGE 52

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 296 of the student lessons.

PAGE 54

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 296 of the student lessons.

Engage and Extend

ELL Instruction: Verb Tenses Pair English language learners with fluent English speakers. Have partners complete the Think About Writing exercise on page 54. Encourage students to alternate answering each question before discussing the answers as a pair. Help them determine the verb tense in each sentence.

Subjunctive Mood

Provide additional examples of sentences using subjunctive mood. Have students write examples to show their understanding of subjunctive mood. Point out that using correct language, especially in formal situations, can improve writing and speaking skills.

Core Skill: Form and Use Verbs

Make sure students have rewritten the sentence correctly. If necessary, explain again the meaning of the sentences once they have the different verb tenses.

PAGE 55

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 296 of the student lessons.

PAGE 56

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 296 of the student lessons.

PAGE 57

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 296 of the student lessons.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 296 and 297.

Extension Activity: Distinguish Verb Tenses Have students choose a newspaper or online article. Tell them to identify the verbs and create a six-column chart with the headings *Present, Past, Future, Present Perfect, Past Perfect, Future Perfect*. Have them categorize each verb.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify subject-verb agreement in sentences
- Identify clauses
- Identify collective nouns

✓ Determine Student Readiness

Ask students what the parts of a sentence are (subject, predicate). Explain that a sentence contains a subject and a predicate, and that the verb is part of the predicate. Tell students that a verb tells what the subject of a sentence is or does, and the tense of the verb tells when the action occurs. Have students come up with a few sentences with verbs in various tenses (past, present, future).

Key Concept

A verb must agree with the subject of the sentence.

Concept Background: Tell students that learning to speak and write clearly can feel like putting the pieces of a puzzle together correctly. The subject and verb in a sentence must agree, or fit together. That means that a singular subject needs a singular verb and a plural subject needs a plural verb. Give an example of each: *The phone [singular] rings [singular] several times an hour. The phones [plural] ring [plural] several times an hour.* Have students come up with a few more examples.

Develop Core Skills

Reading Skill: Identify Sequence

Explain that sequence is the order in which events happen. Tell students that clue words such as *first, next, after, yesterday, and next month* can help them figure out the sequence of events as they read. The verb tense is another clue to identifying the sequence. Write three related sentences with clue words on sheets of paper and tape them to the board. Example: *Last month, Rita worked at three different locations. Then she decided to ask for a permanent position at the third location. Next month, she will start working full-time there.* Display these out of order and have students rearrange them in the correct order.

Core Skill: Understand Organization

Write several simple sentences on the board. Have students identify the subject and verb. Point out how the subject comes before the verb. Tell students that the subject does not always come before the verb in a sentence. Then invert the simple sentences and ask students to identify the subject and verb in each inverted sentence.

Pre-Teach Vocabulary

Word Study: Use Syllables

Work with students to divide each vocabulary word into syllables.

Explain that doing so can help them pronounce a word and notice if they know similar words. Divide *ascertain* into syllables: *as • cer • tain*. Ask students to name other words that look like it (e.g., *ascertainment, ascertainably, certain*). Invite students to underline the common parts.

Tier 2 Words:

ascertain (p. 64)
confusion (p. 62)
modify (p. 60)

Tier 3 Words:

sequence (p. 61)

Test Words:

distinguish (p. 64)

DURING THE LESSON

PAGE 60

Simple Subjects

Explain that the simple subject is the noun or pronoun that the sentence is about. If the simple subject is singular, the verb must also be singular. For example: *Jen likes the movie.* If the simple subject is plural, the verb must also be plural. For example: *We like the movie.* Write several sentences with missing verbs on the board and have students fill in the blanks. Include linking verbs.

PAGE 62

THINK ABOUT WRITING

ANSWER KEY

1. Those fish (has, have) been jumping since we got here.
2. Our problem (is, are) getting the tent set up.
3. We in the jury (believe, believes) he is innocent.
4. My muscles (ache, aches) from all the exercise.
5. The security guards at the store (want, wants) a raise.
6. I (come, comes) to all my son's basketball games.
7. The order (include, includes) paper clips, folders, and tape.

Reading Skill: Identify Sequence

Explain that verb tense and other sentence clues can help a reader understand sequence, or the order of events. As students complete the sidebar activity on page 62, have them identify the tense in each sentence in the Think about Writing activity. In their notebooks, have students choose a sentence from the activity and weave it into a paragraph that tells a sequence of events.

Compound Subjects

A compound subject has two or more nouns or pronouns as the subject. When the word *and* connects the words in the compound subject, the subject is plural so a plural verb should be used. For example: *Jen and Marco like the movie.* When the word *or* or *neither . . . nor* connects the compound subject, the verb is singular or plural, depending which part is closer to it. For example: *Neither Jen nor her brothers like the movie.* The verb agrees with her brothers, which is plural. Say a simple or compound subject. Have students provide a corresponding verb.

THINK ABOUT WRITING

ANSWER KEY

- | | |
|-------------------------------|-----------------------------------|
| 1. (<u>were</u> , was) | 5. (has, <u>have</u>) |
| 2. (<u>appear</u> , appears) | 6. (<u>give</u> , <u>gives</u>) |
| 3. (are, <u>is</u>) | 7. (is, <u>are</u>) |
| 4. (plan, <u>plans</u>) | 8. (<u>complain</u> , complains) |

Interrupters

Explain that interrupters are phrases that interrupt the flow of a sentence. Have pairs of students look online for sentences that contain interrupters. Have each pair write an interrupted sentence on the board, underlining any prepositions and circling the interrupting phrase. Have other students identify the subject and verb and see if they are in agreement.

WRITE TO LEARN

ANSWER KEY

Check that students' paragraphs use subject-verb agreement and correct verb tenses. Have students write a paragraph using the following sentence starters:

In the past, I _____. *Now, I _____.* *In the future, I will _____.*

Inverted Sentences

Remind students that inverted sentences do not follow the simple subject-predicate form. They have introductory words or phrases or put the verb before the noun. Have student pairs find inverted sentences and write them on the board. Students may include sentences beginning with *here* or *there*. Work with students to identify subjects and verbs. Then rewrite each sentence to more easily identify the subject and verb.

Evidence-based Reading Support: Comprehension

Ask Questions Encourage students to ask questions as they read. Provide self-questioning models such as *How do I know which verb form to use in different kinds of sentences? What should I pay attention to in sentences when choosing verbs?* Have students apply these questions to sentences with a simple subject, sentences with a compound subject, interrupted sentences, and inverted sentences.

Engage and Extend

ELL Instruction: Explain a Skill To evaluate whether English language learners grasp the concept of sequence and verb tense, have students explain the skill in their own words. Use this opportunity to help students correct errors in grammar or syntax.

THINK ABOUT WRITING

ANSWER KEY

- | | |
|----------------------------------|---------------------------|
| 1. (<u>stand</u> , stands) | 5. (<u>walk</u> , walks) |
| 2. (is, <u>are</u>) | 6. (is, <u>are</u>) |
| 3. (<u>waits</u> , wait) | 7. (<u>grow</u> , grows) |
| 4. (<u>stretch</u> , stretches) | 8. (<u>do</u> , does) |

Clauses

Explain that a clause includes a subject and verb but does not express a complete thought. The subject and verb in a clause must agree. Using the Think about Writing activity on page 65, have students identify any clauses they find.

Core Skill: Understand Organization

After students write their sentences, ask them to share their responses. Sample answer: *Worn-out slippers were on her feet. Two batches of cookies sit in the oven.* Have students write more examples of inverted sentences and show where the verb and subject are placed in each.

THINK ABOUT WRITING

ANSWER KEY

- | | |
|---------------------------------------|--|
| 1. (<u>argue</u> , argues) | 8. (are, is) |
| 2. (is, <u>are</u>) | 9. (<u>make</u> , makes) |
| 3. (<u>need</u> , needs) | 10. (<u>like</u> , likes) |
| 4. (<u>seems</u> , seem) | 11. (<u>appear</u> , <u>appears</u>) |
| 5. (<u>require</u> , requires) | 12. (<u>plan</u> , <u>plans</u>) |
| 6. (<u>appear</u> , <u>appears</u>) | 13. (<u>arrive</u> , arrives) |
| 7. (<u>love</u> , loves) | |

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 297 and 298.

Extension Activity: Analyze Agreement Have groups of students choose an article from a favorite website. Have them analyze the article's subject-verb agreement. Ask: *Do all of the subjects and verbs agree? Why or why not?* Encourage students to provide examples and non-examples and revise sentences that do not agree.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Recognize the functions of adjectives and adverbs in sentences
 - Use adjectives and adverbs to write sentences

✓ Determine Student Readiness

Explain that a simple subject is the noun or pronoun that a sentence is about. The verb tells what the subject of a sentence is or does, and it must agree with the subject of the sentence. Ask students if they know what adjectives and adverbs are. Explain that adjectives modify, or describe, nouns or pronouns, and adverbs modify verbs, adjectives, and adverbs. Give an example of each: *The quick [adjective] programmer [noun] worked. The programmer worked [verb] quickly [adverb].* Provide students with nouns and verbs and ask them to think of words to describe them.

Key Concept

Adjectives and adverbs are modifiers, words that describe [tell about] other words in a sentence.

Concept Background: Tell students that adjectives are words that tell *what kind, which one, or how many*, and adverbs are words that tell *how, when, how often, where, and to what extent*. These words help readers imagine what they are reading. Without adjectives and adverbs, writing would be dull and unimaginative. Compare these two sentences: *Out of energy, exhausted Wanda sat down creakily with a sigh. Out of energy, Wanda sat down with a sigh.* Ask students which sentence is more descriptive.

Develop Core Skills

Core Skill: Use Details

Explain that using adjectives and adverbs adds details to writing and helps readers picture the text they are reading. Write the following on the board: *Snow fell all day.* As a class, add details to make the sentence come to life.

Reading Skill: Visualize

Ask students to close their eyes and listen as you say the following aloud: *The minute Sue walked into the newly decorated room, the orderly arrangement of furniture made her feel calm. She soaked up the aura of the cool blue and green walls and breathed a relieved sigh.* Discuss how the sensory details helped students visualize the scene.

Pre-Teach Vocabulary

Connect to Life Experience: Provide definitions of *exception, negative, and visualize*, and have students write sentences about themselves for each word. Provide sentence starters, such as: *I don't like waking up early, but one exception I make is . . . One negative experience I have had at work is . . . When I visualize something, I . . .*

Tier 2 Words:

exception (p. 82)
visualize (p. 77)

Tier 3 Words:

adjective (p. 76)
adverb (p. 76)
negative (p. 82)

Test Words:

modify (p.76)

DURING THE LESSON

Adjectives and Adverbs

PAGE 76

Hold up a classroom object, such as a pen or a book. Ask students to describe the object. Next, walk, run, or slide across the room and have students describe the way you moved. Prompt them to use adjectives and adverbs. Then, discuss how the words they used are called adjectives and adverbs, and discuss how these words help us describe how things look and move.

Write several adjectives and adverbs on the board and discuss them with students. Together, make a list of different items and actions that can be described. Have partners write four different sentences about four of the items or actions on the list. Sentences should include a variety of adjectives and adverbs. Then invite volunteers to share their sentences. Have the rest of the class identify the adjectives and adverbs.

PAGE 77

THINK ABOUT WRITING

ANSWER KEY

1. adverb, *arrived*
2. adjective, *dinner*
3. adjective, *children*
4. adverb, *moved*

Adjectives and Adverbs Forms

PAGE 78

Tell students that adding *-ly* to a word can change its part of speech. Have students work in pairs to identify five adjectives and their adverbial forms. Encourage them to use a dictionary if they need support. Then have pairs exchange words and use another pair's adjectives and adverbs in sentences.

Evidence-based Reading Support: Alphabetic

Suffix *-ly* Explain that affixes are parts added to words to change their meaning and that a suffix is an affix added to the end of a word. Tell students that knowing affixes helps them to pronounce and understand words. The suffix *-ly* is one that they will find in many words that make the words adverbs. For example, *innocently* means "in an innocent way." Tell students to look at the first chart on page 78 for some examples of adverbs formed with *-ly*.

Other words with *-ly*
simply in a simple way
hourly every hour

Have students suggest other adverbs that end in *-ly* and make a list on the board. Then have students use the words in conversation.

Core Skill: Use Details

After students have written their adjectives in their notebooks, ask them to share their responses. Sample answers: *good: pleasant, fine, positive, desirable, wholesome, worthy; nice: enjoyable, pleasant, kind, good, fine; loud: noisy, bothersome, brash, flashy, showy, ear-splitting.*

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 299 of the student lessons.

Problems with Adjectives and Adverbs PAGE 79

Explain that writers can move adverbs to different locations in a sentence in order to change the emphasis or flow. After going through the examples on the page, have students make statements to one another and move the adjectives and adverbs around in the sentences. Encourage them to point out where these modifiers make the most sense and when their place in the sentence makes the sentence unclear.

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 299 of the student lessons.

Reading Skill: Visualize

Create a word web with five outer circles labeled *see, hear, touch, taste, smell*. Write the word *apple* in the center circle. Tell students to imagine they are describing an apple to someone who has never seen or eaten one. Have them suggest as many adjectives and adverbs as they can for each circle. Then discuss which of the words are most effective at helping to visualize the apple.

Adjectives and Adverbs in Comparisons PAGE 80

On the board, make a list of regular adjectives and adverbs with their comparative forms. Examples: *easy (easier, easiest, easily, more easily, most easily); loud (louder, loudest, loudly, more loudly, most loudly)*. Work with students to write sentences using these comparative forms. Explain that writers must determine how many things they are comparing in order to use the correct form of the words.

WRITE TO LEARN

ANSWER KEY

Remind students to use a variety of adjectives and adverbs appropriately and include at least one comparison. Check their work for these elements.

Engage and Extend

ELL Instruction: Identify Cognates Review new vocabulary words with English language learners by pointing out those that have Spanish cognates: *exception/excepción, modify/modificar, negative/negativo*.

Irregular Forms of Comparisons PAGE 81

Explain that in English, many words that compare have irregular forms. That means they do not follow the same rules and receive the same endings that regular adjectives and adverbs do. Go through the examples in the text with students. Have them talk with partners using the comparison words. Listen for incorrect usage and help as needed.

Comparison Problems with Modifiers

After explaining how to use comparatives in the appropriate situations, write several sentences that need comparatives on the board. Have students suggest words or phrases to complete the sentences. Examples: *Rodrigo is the _____ of the three brothers. (friendliest)*
I keep my stereo _____ than my neighbor's. (quieter)
Of the four hundred students, Liam was voted _____ to succeed. (most likely)

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 299 of the student lessons.

WRITE TO LEARN

ANSWER KEY

Students should use adjectives and adverbs to describe a movie or TV show. Students who do not watch TV or attend movies may instead write about a book, magazine article, or real-life event. Students who are not ready to write a paragraph can find a vivid picture in a magazine and list adjectives and adverbs that describe the picture.

More Problems with Adjectives and Adverbs PAGE 82

Work through the examples of problematic modifiers on pages 82 and 83. Encourage students to have short discussions describing their last weekend using modifiers correctly. Circulate and provide correction as needed.

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 299 of the student lessons.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 299.

Extension Activity: Solve the Mystery Have partners play this version of 20 Questions: One student thinks of an object. Another student uses adjectives and adverbs to ask questions about what the object looks like and how it works. After no more than 20 questions and answers, the student guesses the object. Then partners switch roles.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand the use of modifying phrases
- Identify prepositional phrases as modifiers
- Identify verb phrases as modifiers
- Identify renaming phrases as modifiers

✓ Determine Student Readiness

Explain that adjectives and adverbs are modifiers, or words that describe other words in a sentence. Adjectives modify nouns and pronouns; adverbs modify verbs, adjectives, or other adverbs. Ask students if they know what a phrase is. If they do not, tell them it is a group of words with a noun or a verb but not both. Write a few descriptive phrases on the board. Examples: *jumping on the bed*; *the craters on the moon*; *my mother, an avid swimmer*. Have students identify the words that modify the noun or verb in each case.

Key Concept

A group of words called a phrase can modify another word in a sentence.

Concept Background: Tell students that modifying phrases can help clarify meaning. As you work with students, use modifying phrases as often as possible to describe situations or items in the classroom. Point out how the use of these phrases makes your meaning clear.

Develop Core Skills

Core Skill: Clarify and Explain

Before beginning the lesson, write a few basic sentences on the board and have students add modifiers to the sentences. Examples: *Lorna changed schools*. *The cat twitched its tail*. *Alfredo got home late*. Suggest that they ask themselves questions before deciding what kind of modifiers to add. For example, students might ask, *How or why did this happen?* Then they might say that Lorna, who usually traveled across town for school, switched schools to be nearer to her house. Example: *Lorna happily changed schools to be nearer to her home*.

Reading Skill: Recognize Supporting Details

Point out the question words to students: *Who, What, When, Where, Why, How*. Explain that the answers to these questions will contain supporting details. Ask several questions using these words and have students give answers.

Pre-Teach Vocabulary

Word Study: Suffix -ous

Explain that affixes are letters added to words to change their meaning or make them another part of speech.

Recognizing affixes helps to define words. The affix *-ous*, which is attached to the end of many words, means “full of.” *Ambiguous* means “full of ambiguity (uncertainty).”

Other words with *-ous*

marvelous	full of marvel (wonder)
envious	full of envy
spacious	full of space

Tier 2 Words:

adjacent (p. 86)
ambiguous (p. 88)

Tier 3 Words:

phrase (p. 86)

DURING THE LESSON

PAGE 86

Modifying Phrases

Say the following aloud: *We went to the beach*. Then ask, *Who went to the beach? When did they go? Why did they go?* Point out that the sentence doesn't give much information, leaving many questions. Together, come up with modifying phrases to make the sentence more interesting. For example, *Trying to beat the crowds, my three cousins and I left the house early to enjoy a day of relaxation at a beautiful white-sand beach*.

Prepositional Phrases

Remind students that a preposition describes a relationship between other words in a sentence. A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. Review some common prepositions: *above, across, after, at, before, behind, between, by, down, during, except, for, from, in, into, of, off, since, through, until, up, with, within, without*. Encourage students to use at least one prepositional phrase in a spoken sentence.

PAGE 87

THINK ABOUT WRITING

ANSWER KEY

1. The sign at the end of the road had been blown down during the storm. At the end is an adjective that modifies sign and tells where. Of the road is an adjective that modifies end and gives more detail. During the storm is an adverb that modifies blown and tells when.
2. During the storm, the dog hid under the bed. During the storm is an adverb that modifies hid and tells when. Under the bed is an adverb that modifies hid and tells where.
3. Kyle had to clear all the branches that blew off the trees. Off the trees is an adverb that modifies blew and tells where.

21st Century Skill: Communication and Collaboration

Remind students of the definitions of modifying prepositional phrases. Suggest that partners read their paragraphs aloud to each other and listen for the modifying prepositional phrases. After reading, partners can collaborate to add more modifying prepositional phrases to each other's paragraphs.

Verb Phrases

PAGE 88

Explain that a verb tells what the subject of a sentence is or does, and the tense of the verb tells when the action occurs. Have students brainstorm lists of verbs in the simple present, past, and future tenses. Then have them use those verbs to make verb phrases that can act as modifiers.

THINK ABOUT WRITING

ANSWER KEY

1. bus Louis saw the bus at the corner.
2. Shen Opening the door, Shen looked outside.
3. smell The smell of barbecued chicken made Shawna hungry.
4. runner The exhausted runner, seeing the finish line, speeded up.
5. sorry Julie was sorry to lose the watch.
6. books Jacob left his books at the library.
7. Ms. Cardenas Already soaked from the rain, Ms. Cardenas opened her umbrella.
8. soon The basketball game ended soon after sunset.
9. arrived The police car arrived at the accident scene in a hurry.
10. manager Hoping to get more customers, the store manager lowered prices.
11. crossed Mrs. Cosmos crossed over the Canadian border.
12. Lenore Sitting between her parents, Lenore felt quite happy.

Core Skill: Clarify and Explain

After students have written their sentences in their notebooks, ask them to share their responses. Answers will vary. Sample answers: *The chocolate cake was ruined when Maurice dropped it on the floor. I knew the birthday cake was ruined as soon as I realized that I had used salt instead of sugar in the recipe. Luis was disappointed when he caught the flu and missed the band's last performance. Luis missed the performance of his daughter's karate class because his truck had a flat tire. The bird chirped cheerfully as it tried to wake up everyone who lived nearby.*

Engage and Extend

ELL Instruction: Ask Questions Give students opportunities to demonstrate comprehension of the lesson skills. Stop throughout the lesson and have students ask themselves questions about modifying phrases: *What is an example of a verb phrase? What purpose does a renaming phrase serve?*

Renaming Phrases as Modifiers

PAGE 89

Tell students that a noun names a person, place, thing, or idea. Explain that a renaming phrase, or appositive, gives information about the noun. Write the name of a familiar person on the board and ask students to generate phrases to describe the person. Write the phrases as appositives. For example: *Susan B. Anthony, a suffragist; Susan B. Anthony, an abolitionist; Susan B. Anthony, a dedicated crusader.*

THINK ABOUT WRITING

ANSWER KEY

1. Yuri Gagarin, the first human in space, was from the Soviet Union.
2. Ham, a chimpanzee, tested the US spacecraft.
3. Alan Shepard, the first American in space, wrote a book about the early space program.
4. Shepard went into space in Redstone 3, a tiny spacecraft.
5. Shepard, an astronaut and test pilot, went to the moon many years later.

Reading Skill: Recognize Supporting Details

Make a three-column chart and label it *Adjectives, Adverbs, Modifying Phrases*. Have students read each sentence in the Think about Writing activity and state the main idea. Have them list the details in the chart in the appropriate columns.

WRITE TO LEARN

ANSWER KEY

Check that students' answers include modifying phrases and that at least three of the sentences place the modifying phrase at the beginning of the sentence.

Evidence-based Reading Support: Fluency

Repeated Reading For students having trouble coming up with modifying phrases that begin sentences in the Write to Learn activity, provide sentence starters: *Looking over his shoulder, _____.* *Picking up the phone, _____.* *Loosening his tie, _____.* *Holding the baby in her arms, _____.* Have students read the sentences aloud several times to practice fluency.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 300.

Extension Activity: Modify Sentences Have students find a descriptive paragraph in a magazine or a newspaper. Tell them to cross out adverb phrases and other modifiers and then replace them with new phrases and modifiers that change the tone of the description.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Edit to ensure correct use of capitalization, including titles and the beginnings of sentences
- Edit to ensure correct use of capitalization in proper nouns

✓ Determine Student Readiness

Capital letters make writing easier for readers to understand. Ask students to write their addresses and today's date, using the name of the month rather than a number. Have a volunteer write these items on the board. Discuss why words in the address and date use capital letters.

Key Concept

Correct capitalization—beginning certain words with capital letters—helps make your writing clear and effective.

Concept Background: Point out to students that the rules of capitalization are part of standard English, which is more formal than casual communication between friends. Although it is common in personal digital communication to spell without using capitals, such usage is not appropriate for workplace communication or other formal correspondences. Emphasize that everyone in the workplace should use standard English, including capitalization. Provide some examples of correct capitalization, such as *Mr. Wright read a passage aloud from The Great Gatsby. Luis enrolled in Business English 101 for the fall semester.* After providing examples, ask students to write sentences in their notebooks using examples of capitalization, and have a volunteer write an example on the board. Discuss any changes that may be needed to correct the student's capitalization.

Develop Core Skills

Core Skill: Demonstrate Command of Standard English Conventions

Before beginning the lesson, write one or two sentences on the board without using capitalization. Include proper nouns and the title of a book, song, or TV program. One example might be the following:

ms. simmons told her students that she enjoyed the book a tale of two cities. she said it was written by charles dickens, who lived in england.

Ask students whether they find any part of the sentence(s) difficult to understand. Explain that the text, as written, does not follow some of the rules of standard English conventions. Ask what students think is missing from the text. Tell them that capital letters are needed in several places in the text. Ask for volunteers to correct the text on the board. Discuss how the use of capital letters makes the text easier to understand.

Core Skill: Use Precise Language

Tell students that using proper nouns correctly is one way to make writing more precise. Look once again at the sentence about Ms. Simmons, *A Tale of Two Cities*, Charles Dickens, and England. Point out how much more precise this sentence is than the following, written with common nouns:

The teacher told her students that she enjoys books, which are written by authors. She said that some authors live in different countries.

Further review the difference between common and proper nouns by displaying a list of common nouns, such as *car, country, clothing maker*, and having students name or write at least one proper noun for each category.

Pre-Teach Vocabulary

Word Parts: Suffixes

Tell students that suffixes are word parts that are added to the end of a word. A suffix changes a base word into another, related term. The suffix *-ation* means, "an action or process." Have students find the vocabulary words with that ending (*capitalization, occupation, quotation*), and explain the meaning of each of the three terms. Tell students that another vocabulary word—*narrator*—ends in a suffix. Explain that the suffix *-or* means "one who," and that *narrator* means "one who narrates." Provide additional words ending in the suffix *-or* and ask students if they can determine their meanings. Some terms with the *-or* suffix include *collector, decorator, exhibitor, liberator, and navigator*.

Tier 2 Words:

narrator (p. 98)
occupation (p. 99)
quotation (p. 98)
encounter (p. 99)

Tier 3 Words:

capitalization (p. 98)

Test Words:

standard (p. 100)

DURING THE LESSON

When to Capitalize

PAGE 98

Tell students that capitalization is used in three basic situations: as the first letter of the first word in a sentence, including quotations; to signal important words in titles; and as the first letter of proper nouns.

Workplace Connection: Proper Nouns

PAGE 99

After students have researched and listed additional workplace-related proper nouns have them work with a partner to cross-check each other's lists.

Core Skill: Demonstrate Command of Standard English Conventions

Review with students the three basic rules of capitalization, including the use of capitals for proper nouns. Then have the student pairs that worked together on the workplace-related proper nouns collaborate on writing one or two sentences using each of their workplace terms. Ask the teams to share their sentences with the class.

THINK ABOUT WRITING

ANSWER KEY

1. Geraldo takes the train to work every morning.
2. He is lucky because he lives on East Street, which is a short walk to the station.
3. Currently, he is reading a biography about President John Adams called *John Adams Speaks for Freedom*.
4. Geraldo may also use the time to respond to e-mails or text messages on his smartphone.

Evidence-based Reading Support: Fluency

Echo Reading Use the first paragraph in the passage on page 100 to echo read. Read the paragraph aloud with fluency and expression. Tell students to track the paragraph while reading. Have students read the paragraph after you, copying your fluency and expression.

THINK ABOUT WRITING

ANSWER KEY

Answers will vary. Sample answer: My vacation begins next Friday, October 3. I plan to travel to California, where I will visit my sister Lori. I am looking forward to the visit because I haven't seen my sister or my nephews Evan and Caden in several years.

My sister lives near Los Angeles. We plan to take the boys to Disneyland. The boys are in good enough shape to walk around all day because they play baseball. However, I'm worried about whether I will be able to keep up! Hopefully, the Blue Bayou will be open for some air conditioning and refreshments.

UCLA, where I attended college, is nearby, too. I hope to have time to stop and visit with Professor Merry Palowski, who taught my favorite classes in American literature. I can show the boys the Charles E. Young Research Library, where I spent many hours studying.

Engage and Extend

ELL Instruction: Letter Recognition Some languages, such as Chinese, Arabic, Hebrew, Tamil, Korean, Japanese, Hindi, and others, do not have capital letters at all. For students who are beginning English language acquisition, supply a two-column worksheet. Present the lowercase alphabet in sets of five letters in the left column and the uppercase letters, also in sets of five, in the right column. (Z will be freestanding.) Have students match the upper- and lowercase letters.

Core Skill: Use Precise Language

Tell students that using proper nouns and the adjective form of proper nouns adds interest while making their writing clearer and more precise.

Have students review the list of proper nouns they created earlier from common nouns (*car, country, clothing maker*) in the Before the Lesson: Use Precise Language activity. Have students work in pairs to write sentences using the proper nouns they listed. If they listed countries, ask them to convert the country names to adjectives, such as Japan > Japanese. Ask for volunteers to write their sentences on the board for discussion.

THINK ABOUT WRITING

ANSWER KEY

1. east
2. President
3. unless
4. Southeast
5. Biology

WRITE TO LEARN

ANSWER KEY

Answers will vary. Check that students' answers name the market, street names, landmarks, and cardinal directions and that their answers use correct capitalization.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 302 and 303.

Extension Activity: Classify Nouns Have students work in pairs to analyze the common noun/proper noun chart on page 99 and then revise the chart by adding more categories and examples. When students have modified their charts, have them trade charts with another pair of students. Ask each team to then write three sentences using the examples found on the chart they received. Have volunteers display their examples for interpretation and discussion.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Use punctuation marks correctly, including end marks, commas, colons, semicolons, apostrophes, and quotation marks
- Write clearly and demonstrate command of standard English conventions

✓ Determine Student Readiness

Ask students what types of punctuation marks they are familiar with. Note on the board any examples students mention. Explain that they are going to learn the use of different punctuation marks that separate and clarify sentences and parts of sentences. Ask students to write three sentences—a statement, a command, and a question—and to use what they think is the correct end mark for each. Provide examples, such as the following:

My name is Luis Alvarez.

Stop—the light has turned red!

What would you like for dinner?

Key Concept

Along with correct capitalization, correct punctuation will make your writing clear and effective.

Concept Background: Explain to students that the purpose of punctuation marks is to clarify meaning for readers. Tell students that there are many types of punctuation marks. Explain that, for example, placing a comma in a sentence may indicate a pause in the thought being expressed, or the use of quotation marks shows that the writer is including the exact words that someone has spoken. Provide the class with some examples, such as the following:

Because it was raining heavily, Susanna drove straight home instead of going to the mall.

“Jamal, I am glad to see you,” said Caroline.

Develop Core Skills

Core Skill: Demonstrate Command of Standard English Punctuation

Tell students that when they have a conversation, the punctuation, although not visible, is usually something they can hear. Ask them if they can understand when someone is asking a question or giving a command. The speaker’s tone of voice and body language often communicate that part of his or her meaning. In writing, however, writers (and readers) depend on punctuation marks to convey much of the meaning. As an example, have students read the following sentences.

Richard said I am lost.

Richard said I am lost?

Richard said, “I am lost.”

Tell students that these sentences can have different meanings. In the first sentence, the speaker tells another person that Richard said that the speaker is lost. In the second sentence, the speaker asks another person whether Richard has said that the speaker is lost. In the third sentence, the speaker tells another person that Richard has declared himself to be lost.

Tell students that knowing the rules of punctuation gives them a greater range of choices in how to express themselves. With students, write on the board a paragraph with no punctuation, and then read it aloud. Work with students to punctuate the paragraph and discuss how punctuation helps determine meaning.

Core Skill: Edit to Ensure Correct Use of Punctuation

Writers edit their writing to find and correct errors and to improve the quality of their text. Tell students that the way to begin editing their work is to read what they have written and evaluate whether it conveys the message they intended. Knowing the rules of punctuation will help them to get their messages across in a clearer and more interesting manner. Ask: *How could incorrect use of punctuation lead to misunderstandings?*

Pre-Teach Vocabulary

Word Study: Respond to Questions

Write and define the vocabulary words from this lesson on the board. Then have students work in pairs to ask each other questions using the vocabulary words. Tell them they can use more than one word in a sentence. They may need to refer to the board to verify meaning first. Provide an example: *What abbreviations do you usually use when writing an address?*

Tier 2 Words:

abbreviations

(p. 110)

clauses (p. 109)

compound

sentence (p. 112)

phrase (p. 108)

Tier 3 Words:

appositive (p. 108)

conjunction

(p. 109)

Test Words:

punctuation

(p. 108)

DURING THE LESSON

PAGE 108

Punctuation

Explain that there are many different types of punctuation marks that are appropriate for different styles and types of writing. Remind students that the reason sentences end with different punctuation marks is that there are different kinds of sentences: statements, questions, and exclamations, and commands. Have students give an example of each type of sentence and supply the correct end punctuation.

Show students what a comma is and have them find uses for commas by locating some in an article or book. Point out different uses in the text and explain how they work. Example: *Before engaging local troops in a skirmish, [non-essential phrase] US forces moved in on Iraq's capital, Baghdad [appositive phrase].*

Workplace Connection: Use Punctuation in Job Skills Lists

PAGE 109

After students compile their résumé skills lists, have them group the skills in categories of their own choosing. Then students should punctuate the skills with commas and use a conjunction before the final item in the series.

Evidence-based Reading Support: Comprehension

Clarify Meaning Tell students that they can use punctuation as context clues. The commas surrounding an appositive, for example, help clarify meaning: *Laura Greenspan, the supervisor who hired me, has worked here for eight years.*

Ask students how the meaning of this sentence would change if the second comma were removed:

Laura Greenspan, the supervisor who hired me has worked here for eight years.

(The writer now is telling Laura Greenspan about another person [the supervisor].)

Provide students with website or magazine articles and ask them to underline punctuation that gives context clues that aid understanding.

THINK ABOUT WRITING

PAGE 110
ANSWER KEY

1. Caitlin, look out for that bus!
2. Correct
3. It was, in fact, the best cheesecake Ms. Littleshield ever had.
4. Why don't you ever wear your yellow sweater, Malik?
5. Yolanda, the woman who got me this job, has now quit.

Core Skill: Demonstrate Command of Standard English Punctuation

After students punctuate the abbreviation and parts of letters, have them create an opening to a letter, including the date and their address. Tell students that using standard punctuation helps readers understand text.

Engage and Extend

ELL Instruction: Using Punctuation Provide students with a paragraph stripped of punctuation. Also give them a bank containing the punctuation marks covered in this lesson. Ask students to punctuate the paragraph and trade papers with a partner. Partners should compare how each of them used the punctuation marks.

Edit to Ensure Correct Use of Punctuation

PAGE 111

Write these sentences on the board without punctuation and ask where punctuation belongs: *"This car is Jane's," Aldo said. The singer sang a slow, sad ballad. I ran over, Jason, because I was thinking of you. The doctor examined the patient calmly, thoroughly, and methodically. I picked up my book (the one I borrowed) and shoved it in my bag.* Have students explain why punctuation is needed where it is placed.

Core Skill: Edit to Ensure Correct Use of Punctuation

After students punctuate the sentences, have volunteers write their sentences on the board. Discuss whether the displayed sentences need further editing for end marks or commas.

THINK ABOUT WRITING

PAGE 112
ANSWER KEY

Check students' answers for correct punctuation.

Dear Great-Uncle Quincy,

I am excited about seeing you when you come for a visit next week. We will pick you up at Kennedy Airport on Saturday, March 15, at 7 p.m. Please be sure to bring a bathing suit, towel, and sunscreen. Could you also please bring the latest family photos? I cannot wait to see you!

Love,
Cantrice

21st Century Skill: Media Literacy

Provide students with print or digital advertisements for this exercise. The ads should contain quotation marks, ellipses, or exclamation points; ads with punctuation errors would be particularly useful. Discuss the questions students will use to evaluate the advertisements.

WRITE TO LEARN

PAGE 113
ANSWER KEY

Ask students to brainstorm topics for their messages. As an alternative, call attention to the sentence starter. Have students make checklists to ensure they have included all the necessary punctuation. Point out that the e-mail will automatically include the date.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 303 and 304.

Extension Activity: Summarize Punctuation Marks

Organize students into small groups and assign each group one of the following forms of punctuation: end marks, comma, quotation marks. Ask each group to review the lesson and prepare a summary presentation describing how their punctuation is used to clarify meaning in written text.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Spell possessives, contractions, and homophones correctly
 - Spell words with affixes correctly
 - Use spelling patterns and generalizations
 - Use resources and strategies to ensure correct spelling

✓ Determine Student Readiness

Ask students if they know what possessives, contractions, and homophones are. Tell students that a possessive is a term that indicates ownership of an object or a trait. Provide examples, such as *the dog's collar* or *the man's cheerfulness*. Explain that a contraction is an abbreviated way to write two words, such as *she's* for *she is* or *won't* for *will not*. To explain homophones, say that these are words that sound alike but are different in meaning and often in spelling. Provide some examples of homophones, such as the following:

The café's waitresses are liked by their customers.
They're all friendly to people who dine at the café.
It is not surprising that so many people like to eat there.

Ask students if they can think of other homophones.

Key Concept

Accurate spelling is an important skill in effective writing.

Concept Background: Emphasize the importance of accurate spelling by telling students that—along with punctuation and word choice—correct spelling is a skill that instructors and prospective employers look for when they review texts such as tests, applications, and résumés. Mention that spelling rules and spelling patterns, as in the forming of plurals, for example, will help them spell correctly.

Explain that contractions, homophones, and possessives can present spelling challenges. Write this example of contractions, homophones, and possessives on the board and ask students to identify each of the three examples.

Writing is a way that you present yourself to the world, so it's important that you're spelling your messages correctly.

Develop Core Skills

Core Skill: Use a Dictionary

Explain that students will need to use alphabetical order when looking up words in the dictionary. Write *pumpkin*, *presentation*, and *politics* on the board. Work with students to put the words in alphabetical order. Repeat with more words.

Reading Skill: Understand Compound Words

Tell students they will be learning about compound words.

Model how to identify the smaller words that make up a compound. Mention that dividing a compound word into its components will sometimes help to determine its meaning. As an example, write *nighttime* on the board. Use a piece of paper to cover *time* and have students name the word that is visible. Repeat, covering *night*. Together, determine the meaning of *nighttime*.

Pre-Teach Vocabulary

Word Study: Pronunciation

Tell students that they can look up an unfamiliar word in a dictionary to learn how to pronounce it. Write the pronunciation for *contraction* on the board: *kuhn-TRAK-shun*. Point out that the capitalized syllable is the stressed syllable. Model how to pronounce *contraction*, emphasizing the second syllable. Then have students look up the pronunciation of the following words and help them find the stressed syllable: *homophones*, *interpret*, *possessives*.

Tier 2 Words:

generalization
(p. 125)

Tier 3 Words:

affixes (p. 123)
 contraction (p. 118)
 homophones (p. 118)
 possessives (p. 118)

Test Words:

interpret
(p. 120)

DURING THE LESSON

PAGE 118

Possessives, Contractions, and Homophones

Tell students that accurate spelling is important in all forms of writing: e-mails, reports, correspondences with teachers. Some words, like possessives, contractions, and homophones, present challenges. Because homophones sound alike, it is a common mistake to use the wrong homophone in a sentence. Ask students whether they have seen homophones such as *their*, *they're*, and *there* used incorrectly.

Remind students that if they are unsure of a word's spelling, they should look it up in a dictionary. Have students spell these and other words related to writing: *noun*, *sentence*, *capitalization*.

PAGE 119

WRITE TO LEARN

ANSWER KEY

Say several sentences containing contractions. Have students repeat the sentences aloud, using the word or words each contraction stands for. Then have students write the sentences with and without the contractions.

Evidence-based Reading Support: Vocabulary

Homophones Caution students that they must be alert for homophones. Employees must differentiate between such homophones as *ad/add*, *weight/wait*, *sell/cell*, *cent/sent*, *fare/fair*, *grown/groan*, or *weak/week*.

Ask students to distinguish the meanings of some of these homophone pairs.

PAGE 121

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 304 of the student lessons.

Core Skill: Use a Dictionary

After students have written their sentences in their notebooks, ask them to share their responses.

PAGE 122

Reading Skill: Understand Compound Words

After students have written their sentences in their notebooks, ask them to share their responses.

Affixes

PAGE 123

Tell students that affixes are word parts that are added to the beginning or end of a word. An affix changes a base word into another, related term. For example, the common suffix *-tion* is used to change a verb into a noun. Point out the vocabulary words *contraction* and *generalization* and ask students which verbs these nouns are derived from (*contract* and *generalize*). Have students write in their notebooks some additional nouns that end in the suffix *-tion*. Provide examples, such as *adaptation*, *combination*, *demonstration*, and *expectation*.

WRITE TO LEARN

ANSWER KEY

After students have written their sentences, have them exchange notebooks with a partner and review each other's sentences.

PAGE 124

Spelling Patterns and Generalizations

Remind students that learning basic spelling patterns will help them spell words more accurately and recognize when words are misspelled. Write groups of words that follow a spelling pattern on the board. Ask students to identify the pattern. Provide examples such as the following: *honest*, *hour* (*silent h*); *gnaw*, *sign* (*silent g*).

Engage and Extend

ELL Instruction: Identify Cognates Review new vocabulary words with English language learners by pointing out the words that have Spanish cognates: *contraction/contracción*, *homophone/homófono*, *interpret/interpreter*, *possessive/posesivo*. Have Spanish-speaking students use these cognates to further their understanding of the terms in English.

Irregular Plurals

PAGE 125

Tell students that although most words conform to the spelling patterns they have studied, they will need to use memorization for some terms, such as nouns that have irregular plurals. Many of these are words they know well, such as *man* > *men* and *woman* > *women*.

Brainstorm additional irregular plurals and ask for a volunteer to write them on the board.

Ensuring Correct Spelling

PAGE 126

Discuss the resources and strategies students already use to ensure correct spelling. Have them describe which ones work the best and how they decide which ones to use.

THINK ABOUT WRITING

ANSWER KEY

Answers will vary. Sample answers:

1. You could consult a specialized dictionary for biological terms, or look in a print or online encyclopedia article about the insect.
2. You could use your composing software spell check feature and also consult a print dictionary. You could also ask someone to proofread for you.
3. You could consult a print dictionary and ask someone to proofread for you.
4. You could consult the old directory and ask someone at the company who knows the employees to proofread for you.

WORKPLACE CONNECTION: Spell Correctly in the Workplace

Discuss with students what they think a boss would think of an employee's workplace memo that contains incorrect spelling. After they have rewritten the memo, ask them to share their responses.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 304 and 305.

Extension Activity: Revise for Accuracy Provide students with short passages from newspapers or online articles. Have students revise the passages by introducing errors in spelling (specifically, errors with contractions, homophones, and possessives). Then have partners exchange papers and apply their knowledge of homophones, possessives, and contractions to correct each other's errors. Ask students to differentiate between the homophones their partners introduced by writing terms and definitions into their notebooks.

Combine Ideas in Sentences

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Form compound and complex sentences
- Use conjunctions correctly
- Use commas and semicolons correctly

✓ Determine Student Readiness

Students have learned that groups of words can go together to form sentences and that a simple sentence consists of a subject and a verb. They also learned that a verb must agree with the subject of the sentence and a sentence must express a complete thought. Explain that simple sentences can be joined to form a compound sentence and that a compound sentence will express two complete thoughts. Provide an example, such as the following:

She left home later than usual and she missed the bus.

Tell students to notice that the two simple sentences are joined by the coordinating conjunction *and*. As a class, come up with two related simple sentences. Then help student use the sentences to come up with a compound sentence.

Key Concept

By combining simple sentences in your writing, you create more variety in sentence length and structure.

Concept Background: To help students understand the concept of combining simple sentences, start the lesson by speaking to them in simple sentences: *Today is Tuesday. It is a nice day. It is sunny. It is a good day to walk.* Point out the chopiness of the language. Then combine the sentences to show how ideas can flow more smoothly.

Develop Core Skills

Core Skill: Use Commas

Write the following sentence on the board: *The hungry kids ate hot dogs hamburgers fruit salad brownies and ice cream.* Ask a volunteer to read the sentence aloud. Point out that with no commas, it is difficult to understand the sentence. For example, were salad and fruit both served, or was it a fruit salad?

Core Skill: Sequence Events

Describe in time order several things you did earlier that day. Say, for example, *I stopped for coffee on the way to school. When I got here, I attended a short faculty meeting. Then I taught my first class.* Point out that you told the events in the order in which they happened. Ask students to tell in order three things they did before class started.

Pre-Teach Vocabulary

Word Study: Use Syllables

Work with students to divide each vocabulary word into syllables. Explain that doing so can help them pronounce a word and notice if they know similar words. Divide *logical* into syllables: *log • i • cal*. Ask students to name other words that look like it (e.g., *ecological, illogical, logically, technological*). Invite students to underline the common parts.

Tier 2 Words:

altered (p. 137)
logical (p. 142)

Tier 3 Words:

combined (p. 136)
precedes (p. 137)

Test Words:

implement (p. 139)

DURING THE LESSON

PAGE 136

Combine Sentences

Ask students to think about how young children speak in short, simple sentences: *I put on my shoes. I open the door. I walk outside.* While what they are saying is clear, they are not developing their ideas beyond the basic facts. The same is true of writing that contains only simple sentences. Write two simple sentences on the board and model how to combine them. Then have partners work together to write two simple sentences and then to combine them into one sentence.

PAGE 137

Forming Compound Sentences

Tell students that when they connect two or more simple sentences they create a compound sentence. Mention that compound sentences are often formed by placing a comma and a conjunction, such as *and*, *but*, or *so* between two simple sentences. Tell students that simple sentences can also be joined using a semicolon or using a semicolon with a conjunctive adverb, such as *however*, *besides*, or *as a result*.

Provide examples and ask students to write their own compound sentence in their notebooks.

Lauren wanted to take Introductory Graphic Design next semester, but the class was already full.

Marcus likes to compete in the county's 5K; he often comes in first.

Juanita studied hard for the history final; as a result, she passed with a good grade.

PAGE 138

Core Skill: Use Commas

After students have written their passages in their notebooks, ask them to share their responses.

THINK ABOUT WRITING

ANSWER KEY

1. Ann starts a new job soon, but she hasn't told her present boss.
2. There are no good movies in town; however, a great rock band is playing.
3. My house is a mess; I never seem to have time to clean it.
4. The plane's wings were covered with ice; as a result, the departure was delayed.

Form Complex Sentences

Tell students that a complex sentence is made up of two or more clauses, with one being an independent clause, or complete sentence. This clause can stand on its own. The remaining clause(s) in a complex sentence are dependent clauses, which cannot stand on their own as sentences. If students have trouble constructing complex sentences, provide sentence starters. Give them dependent clauses and independent clauses to work with. Some examples you might provide include *when our boss entered the room, unless you want to be late, as soon as I finish work, don't tease the dog, I should iron my clothes, I went to the store.*

Ask students to use some of these clauses, or others of their choosing, to write two complex sentences in their notebooks.

Evidence-based Reading Support: Comprehension

Use Prior Knowledge As students prepare to write complex sentences, have them use their own words to demonstrate comprehension of something they have previously learned in a Writing lesson (simple sentences). Using this prior knowledge will help them create a context of known information to which they can add the new information (the formation of complex sentences).

Engage and Extend

ELL Instruction: Compare Sentences Have students read the two sample paragraphs on page 136. Have them compare and contrast each sentence or pair of sentences in paragraph one to the corresponding sentences in paragraph two. In each case, point out how the writer combined ideas to improve the flow of the language.

Have students rewrite paragraph one in their own words, constructing compound sentences to replace the simple sentences.

Core Skill: Sequence Information

After students have written their paragraphs in their notebooks, ask them to share their responses.

Answers will vary. Sample answers: *Alice walked into the movie theater and bought a ticket. Next she bought popcorn. After that, she watched the movie and ate the popcorn. Alice bought a ticket before she walked into the movie theater. She bought popcorn and ate it while she watched the movie.*

Have students write a short paragraph about a series of events in their day in time order, and then revise the paragraph to show a different order using sequence words.

THINK ABOUT WRITING

ANSWER KEY

1. After backing into the garage, Sarah loaded the truck.
2. Melissa wants to go to the zoo unless the weather turns cold.
3. As soon as I tell Santwana I saw a spider, she will want to leave.
4. Even though that dog has a loud bark, it's really very friendly.
5. The doctor says the wound will heal if I keep it bandaged.
6. I have to finish this project whether I like it or not.

WRITE TO LEARN

ANSWER KEY

Check that students' answers include an example of each type of complex sentence and that each example uses the correct punctuation.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 306.

Extension Activity: Draw Conclusions about Ads Have students choose two advertisements from a newspaper, magazine, or online source. They should choose ads for two types of products: services and goods. The goods could be represented by an item such as a car or an electronics or food product. Tell students to analyze all the sentences in the advertisement texts and categorize them as simple, compound, or complex. Then have students organize their data into a chart with three columns and four rows. Columns two and three will have the headings *Service* and *Good*. Rows two, three, and four will be labeled *Simple*, *Compound*, and *Complex*.

Have students enter in their charts the number of simple, compound, and complex sentences they identified for the two ads. Ask them to compare and contrast the types of sentences that appeared in each ad. Did one type of ad have a higher percentage of simple or complex sentences than the other type of ad? What does that tell you about the ads, the products, and the potential customers?

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Avoid misplaced and dangling modifiers in writing
- Identify parallel structure
- Use correct verb sequence in writing
- Keep pronoun references clear

✓ Determine Student Readiness

Explain to students that it is important to be clear and precise in the use of modifiers and pronouns. Ask students to analyze the following sentence that Malik used in an e-mail to his supervisor:

I have been reading about a new way to develop sales projections on my lunch break.

Ask students: *Was Malik clear in what he meant to say? What do you think he meant to say? How might the sentence be misunderstood?*

Key Concept

To write effective sentences, place modifiers close to the words they are modifying. Also, use parallel sentence structure, correct verb sequence, and clear pronoun references.

Concept Background: Discuss with students the importance of using clear, effective writing in their everyday lives. As an example, when a parent writes a note to his or her child's teacher asking for the child to be excused from school, the note must clearly state who the request is for and when the child will be absent. A poorly written note may lead to confusion.

Develop Core Skills

Core Skill: Avoid Excess Commas

Explain that commas are visual cues for readers to pause briefly before continuing to read. Commas help the writing to flow smoothly and the ideas to be clear. But too many commas may confuse the reader. Write the following sentence on the board: *As, we left the diner, we talked, about the great, burgers, and salad, we just ate.*

Have a volunteer read the sentence aloud, pausing at each comma. Ask students why the sentence is hard to understand.

Core Skill: Use Precise Language

Tell students that most communications require the use of precise language. Information in business memos, personal e-mails, and verbal conversations can be confusing if the appropriate words are not used and if important details are not given. Supply a basic sentence and have students add precise language. For example: *Please get some bread. Please get one loaf of multigrain sandwich bread and one loaf of unsliced rye bread.*

Common Core Basics: Writing

Pre-Teach Vocabulary

Word Study: Sorts

Preview lesson vocabulary words by helping students sort them into two categories: words with prefixes and words without prefixes. Then do the same for suffixes. Remind students that prefixes are word parts that are added to the beginning of base words and that suffixes are word parts that are added to the end of base words.

Tier 2 Words:

excess (p. 149)
intended (p. 147)
recognize (p. 153)

Tier 3 Words:

precise (p. 153)
reposition (p. 146)

Test Words:

conditional (p. 150)

DURING THE LESSON

PAGE 146

Reposition Misplaced Modifiers

Say the following sentence aloud: *The babysitter rocked the baby in the chair that was crying.* Ask students who or what was crying. Point out that the modifier *that was crying* should be closer to its subject, *the baby*.

PAGE 148

THINK ABOUT WRITING

ANSWER KEY

1. before going on vacation/Your bill should be paid before you go on vacation.
2. Hanging on the wall/Javier stared at the beautiful painting hanging on the wall.
3. beginning on Main Street/The parade, beginning on Main Street, included clowns, elephants, and bands.

Parallel Structure

Review the three basic forms of verbs: past, present, future. Tell students that some sentences in a paragraph have two or more actions. The sentences need to use the same verb form to describe each action. Notice, for instance, the structure in this example: *I am going to the movies tomorrow and take my brother with me. Take is not parallel to going.* The appropriate word would be *taking*: *I am going . . . and taking.*

PAGE 149

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 307 of the student lessons.

Core Skill: Avoid Excess Commas

Write three versions of a sentence on the board. Have students identify which version uses commas correctly. *On that beautiful sunny morning in May Hank and Jane strolled down the street.* (too few commas) *On that beautiful, sunny morning, in May, Hank and Jane, strolled down, the street.* (too many commas) *On that beautiful, sunny morning in May, Hank and Jane strolled down the street.* (correct usage) After students rewrite the sentences from the sidebar activity in their notebooks, ask why each comma goes in its particular place.

Evidence-based Reading Support: Fluency

Partner Reading Have pairs of students read the sample passages in the sidebar activity. One student reads the first sample pausing at the commas and the other student reads the second sample. Have the same pairs read the samples at the bottom of the activity along with the revised versions. Ask students to alternate between reading the version with excess commas and reading the corrected version.

PAGE 150

Correct Verb Sequence

Tell students to use correct verb sequences in writing. Explain that without the correct verb sequence, it is difficult to understand which events in a story happened in the past, are happening in the present, or will happen in the future.

PAGE 151

21st Century Skill: Collaborative Learning

Remind students of the definitions of conditional clauses and main clauses. After they trade notebooks and complete each other's sentences, have partners work with another pair of students. One pair can read a few sentences aloud and have the other pair identify the main and conditional clauses.

PAGE 152

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 307 of the student lessons.

Engage and Extend

ELL Instruction: Scaffold Instruction Provide yes/no exercises and correct/incorrect choices to scaffold the Think about Writing exercises for students. For example, for the exercise on page 148, give a response and have students say yes or no: *Your bill should be paid before you go on vacation.* (yes) *Javier, hanging on the wall, stared at the beautiful painting.* (no)

Pronoun References

Remind students that pronouns take the place of nouns or refer to nouns. Explain that there must always be a noun that comes before the pronoun; otherwise, it will be unclear what or who the pronoun is referring to. Use examples of unclear pronoun referents, e.g., *It is better than the last one I read. They say it will help you live longer.* Ask students what you need to change about your sentences to be clearer about the pronoun referents.

21st Century Skill: Critical Thinking

Before students begin their evaluation of the blogs, review with them what makes an effective sentence. After they complete their charts, have them form small groups to discuss their evaluations and present their revised sentences. Encourage students to provide positive feedback to each other.

PAGE 153

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 307 of the student lessons.

Core Skill: Use Precise Language

Before students begin the activity, work with them to write on the board an invitation to an event. Note the specific details that help a reader know where and when to arrive. After the sidebar activity, have pairs of students share and compare their revisions.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 307.

Extension Activity: Apply Concepts to Writing

Encourage students to apply the concepts they have learned in this lesson by creating a blog entry. To get them started, suggest topic ideas, such as a favorite hobby, a video game they enjoy, or a place they would like to visit. Tell students to support the main idea of their blog entry with details and examples to interest readers. Remind them to keep the modifiers close to the word they are modifying and to use parallel sentence structure. When they finish their entries, have them put the entries away for a couple of days. Then have students reread their entries and reorganize for additional clarity. After revision, ask volunteers to share their entries with the class and explain their use of modifiers.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand style and diction in writing
- Understand idioms

✓ Determine Student Readiness

Ask students to define adjectives and adverbs. Explain that adjectives and adverbs are modifiers, or words that describe other words in a sentence. Adjectives modify nouns or pronouns. They tell *what kind*, *which one*, or *how many*. Adverbs modify verbs, adjectives, or other adverbs. They tell *how*, *when*, *where*, *how often*, and *to what extent*. Have students identify which sentence is clearer in this sentence pair and explain why: *The person in charge put a thing on the board to show people about the new product. The manager clearly displayed helpful information about the new product.* (The second sentence is clearer because it uses adjectives and an adverb to add specificity.)

Key Concept

Make the meaning of your writing clear by choosing and using words carefully.

Concept Background: Tell students that writers take time to carefully choose words that will help make their writing clear. Give an example of a long sentence and then a shorter one that conveys the same meaning. Example: *After a long discussion about whose responsibility it was to scoop the cat litter, the roommates finally decided to make a chore chart so that they would know the next time. The roommates made a chore chart to decide who should scoop the cat litter.* Have a student offer a long sentence about a favorite activity and write the sentence on the board. Encourage other students to offer suggestions for shortening the sentence to improve clarity.

Develop Core Skills

Core Skill: Evaluate Word Choice

Ask students to listen as you say the following: *The cake was good. The chocolate frosting on the moist, buttery cake was so thick that it stuck to the roof of my mouth.* Discuss how the second sentence—although longer—helps them imagine the experience of eating the cake. Writers choose their words carefully so readers will be able to imagine what they are reading about. Have volunteers come up with a statement that includes descriptive words about their favorite food.

Reading Skill: Using Details to Understand Idioms

Explain that when people speak, they often use idioms, which are groups of words that have a special meaning that is not the literal meaning. Give a few examples: *fall ill*, *squared away*, *pulling my leg*.

Ask two students to have a brief, informal conversation about a recent sports event they watched on television. Write down any idioms they use and discuss them with the class.

Pre-Teach Vocabulary

Word Map: Walk through the word definitions with students. Have students create word maps on a piece of paper, one for each vocabulary word. In the center cell, have them write the vocabulary word. Help them write a definition in the top cell for the word. Remind them that they can use the glossary if necessary. In the bottom two cells, students should write phrases using the word.

Tier 2 Words:

concise (p. 157)
encounter (p. 160)

Tier 3 Words:

diction (p. 157)
idiom (p. 160)
style (p. 157)

Test Words:

examine (p. 160)

DURING THE LESSON

Formal and Informal English

PAGE 156

Explain that students will encounter many situations in which they should use formal language, including at school and work. Write an informal sentence on the board. Example: *Hey, guys, want to come to my pool party next week?* Have pairs of students rewrite it in formal language. Have them present their sentences to the class and ask for suggestions on how to make the language more formal, if necessary.

Evidence-based Reading Support: Alphabets

Pronounce Multisyllabic Words Tell students that the more often they see a multisyllabic word (a word that has two or more syllables) used, the faster they will recognize it. Have partners write *encounter* and other multisyllabic words on index cards. Then have partners take turns holding up and reading the words.

Some other multisyllabic words on page 156:

<i>examine</i>	<i>applications</i>
<i>idiom</i>	<i>presentations</i>
<i>tomorrow</i>	<i>complicated</i>
<i>informal</i>	<i>sentences</i>
<i>communication</i>	<i>contractions</i>

Style and Diction

PAGE 157

Tell students that using fewer precise words is more effective than using a lot of words that do not focus on a single point. After students read the first example sentence (*An article in a book that Sue was reading states that walking in which the walker moves briskly is exercise that is excellent.*), guide them to see that the sentence is not focused and is hard to comprehend.

Ask them how they would rewrite the sentence. Ask: *Which details would you include, and which would you leave out?*

Also explain that many people make mistakes with their diction. They misuse idioms, prepositions, verbs, and even comparisons. Explain that idioms can be confusing because the individual words do not work together to tell you the meaning of the idiom. Remind students that, while reading, they should look for clues to an idiom's meaning in the text surrounding it. Have pairs of students work on idioms, prepositions, verbs, or comparisons. Then have each pair write an incorrect form of their diction type; afterward, explain to the class why it is incorrect and how it should be revised.

WRITE TO LEARN

ANSWER KEY

Check that students have written two e-mails. The first e-mail to a friend should have informal style and diction. The e-mail to a boss should have formal style and diction. The sentences should describe the differences between the two e-mails.

Sample responses:

- **Informal:** Hey, Pete! My car insurance premium just went down 100 bucks a year because I haven't had a wreck in five years. Super! Bob
- **Formal:** Dear Mr. Long: As one of your drivers, I am happy to let you know that my personal automobile insurance premium has just been significantly reduced because of my excellent safety record. Sincerely, Robert Whitley
- **Differences:** The first memo uses nicknames and slang. The second memo uses last names and formal language.

PAGE 158

Core Skill: Evaluate Word Choice

After students write their sentences in their notebooks, ask them to share their responses with the class. Request suggestions for ways to improve the sentences.

PAGE 159

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 308 of the student lessons.

Engage and Extend

ELL Instruction: Work with a Partner English language learners may find understanding diction to be especially challenging. Pair fluent English speakers with English language learners to complete the Think about Writing exercises in this lesson. Encourage them to reference the instructional text or ask another pair of students if they have trouble.

WRITE TO LEARN

ANSWER KEY

Explain that when the action of a verb is done to the subject, the writing is in the passive voice. Writing in the passive voice can be less interesting to read. Before students rewrite the sentences, have them identify the subject. Students can then begin their new sentences with the subject to form the active voice. Check that students' answers are in the active voice.

PAGE 160

Reading Skill: Using Details to Understand Idioms

Tell students that they can use details to help understand idioms. Explain that when they read an idiom, they can ask themselves the questions *Who, What, When, Where, Why, and How*. Read the passage in the sidebar aloud. Ask: *What did Serena learn about? What did people want to happen to Marco? How could Serena help Marco be surprised?* After students have written the meaning of the idiom, have them share their responses with a partner.

PAGE 162

TECHNOLOGY CONNECTION: Media Literacy

Discuss with students some of the words they can use to make audio or video messages formal or informal. Write the words in a two-column chart as students make suggestions. After students have written their dialogues, have them read the sentences aloud. Have classmates determine if the dialogue is formal or informal. If students have not used the appropriate style and diction, they should correct their dialogues and read them aloud again for extra feedback. Be sure to write any idioms on the board and ask students if they were used correctly.

PAGE 163

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 308 of the student lessons.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 308.

Extension Activity: Use Context Clues with Idioms

Provide a list of idioms to small groups of students. Have them work together to figure out the meaning of each idiom and then provide context clues in a sentence using the idiom. Have other groups critique the use of the idioms and decide whether they effectively convey ideas.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Recognize effective paragraphs
- Identify and add topic sentences

✓ Determine Student Readiness

Tell students that it is important to write clearly and effectively. Ask them if they know what a paragraph is. If not, explain that a paragraph is a group of sentences about a topic. Write the short paragraph below on the board. Then have a volunteer read the paragraph aloud. Ask students what they think the paragraph is about. Explain to students that the paragraph is about the satisfaction of buying a home. Help students identify the topic in the paragraph. *Buying a house is a time-consuming but rewarding process. [topic] It may take months to get your financing approved and complete necessary repairs. When the title to the house transfers over to you, however, you will feel a sense of pride in ownership.*

Key Concept

A paragraph usually includes a topic sentence and other sentences that give more information.

Concept Background: Explain that paragraphs help writers organize their writing. A topic sentence tells what the paragraph is about. Other sentences give details that support the topic to make it more specific and more interesting. Tell students that not every paragraph has a topic sentence. Choose a classroom book and read a paragraph from it. Have students discuss whether or not the selected paragraph has a topic sentence. If so, write the topic sentence on the board.

Develop Core Skills

Core Skill: Summarize Text

Before beginning the lesson, ask volunteers to briefly tell about their favorite book or movie. When they finish, point out that they told you about the main points of the book or movie, not every detail. Explain that this is called summarizing. Have volunteers summarize their books or movies in one sentence.

Reading Skill: Understand the Main Idea

Explain to students that the main idea in a text is the most important point. The main idea should be supported by details in the text. Provide students with a main idea/detail chart (see the Graphic Organizer section of the Instructor Resource Binder for a blackline master). As you read each boxed passage together in the lesson, have students identify the main idea and the details that support it. Add them to the chart.

Pre-Teach Vocabulary

Word Study: Prefix *para-*

Explain that prefixes are groups of letters added to the beginning of a word to change its meaning or make it another part of speech. Recognizing prefixes helps determine a word's meaning. The prefix *para-*, which is attached to many words, has a variety of meanings, including "beside, related to, defense against, and subsidiary to." In *paragraph*, *para-* means "beside." The word's Greek origin (*paragraphos*) refers to a marked text (*graph* means "write" in Greek), because a mark placed in the margin showed where the next paragraph, or section of writing, began.

Other words with *para-*

<i>parallel</i>	lying side by side (beside), as in parallel lines
<i>paralegal</i>	related to (law) in a subsidiary capacity
<i>parasol</i>	an umbrella that provides defense against the sun

Tier 2 Words:

convey (p. 172)
effective (p. 174)

Tier 3 Words:

concluding sentence (p. 175)
main idea (p. 173)
paragraph (p. 172)
supporting sentence (p. 175)
topic sentence (p. 173)

Test Words:

summarize (p. 173)

DURING THE LESSON

Paragraph Structure

PAGE 172

Tell students that a well-written paragraph includes a topic sentence and other sentences that support it. Read two paragraphs from a book. The first paragraph should have a clearly stated topic sentence; help students identify it. When you read the second paragraph, leave out the topic sentence. Have students explain why the first paragraph is more effective.

Core Skill: Summarize Text

PAGE 173

After students have written their summary statements in their notebooks, ask them to share their responses. Explain that they will need to use this summarizing skill throughout their lives in education, work, and many other settings. Ask when they might have to summarize something in a work setting (*when a supervisor asks for a report on how a project is going; when explaining a process to a coworker*).

THINK ABOUT WRITING

ANSWER KEY

1. ineffective; Sentences 4–6 do not support the main idea.
2. effective
3. ineffective; Sentences 4–6 do not support the main idea.

21st Century Skill: Critical Thinking

Discuss with students the different paragraph structures for informative, persuasive, and narrative writing. Provide a sample of each type of paragraph and have students identify the main idea. Have partners find one type of each paragraph in a book, magazine, or newspaper and locate the main idea. Then have volunteers describe the text structures to the class.

Topic Sentences

Explain that topic sentences, supporting sentences, and concluding sentences work together to make writing easy to understand. Have small groups of students create a paragraph outline that shows the topic sentence, supporting details, and concluding sentence. Check to be sure all of the ideas are related enough to appear in a paragraph. If so, have students work together to write their paragraph. If not, work with students to revise their outline until it can be turned into a cohesive paragraph.

Reading Skill: Understand the Main Idea

Have students locate the main idea and read it aloud. Ask students to point out where in the paragraph the main idea is found. On the board, create a main idea and detail chart. Fill in the chart using feedback from students. When the chart is completed, ask students how well the details in the paragraph support the main idea.

WRITE TO LEARN

ANSWER KEY

Check that students' paragraphs describe an activity and include a topic sentence, a purpose, and address an audience. Make sure that the paragraphs flow logically and do not have extraneous or unrelated sentences.

Engage and Extend

ELL Instruction: Clarify Language Before students read each passage in this lesson, look for examples of figurative language and explain their meanings. Explain, for example, that the phrase “overflowing with customers” on page 177 means that the restaurant had many customers.

THINK ABOUT WRITING

ANSWER KEY

Sample Answers:

1. Our department has developed a plan to increase profits through improved customer service.
2. Andrea decorated her new apartment elegantly and inexpensively.
3. As a volunteer, you can contribute to the library in any number of ways.

Evidence-based Reading Support: Comprehension

Clarify Meaning Explain to students that a topic sentence should not be too broad or too specific. It needs to be general enough to expand upon with detail sentences but not so broad that the writing is unfocused. This focus will help readers understand the writing. Have students write a short paragraph about one of these topics: *cooking, reading, blogging, movies*. Have them exchange paragraphs with a partner and offer suggestions for clarifying meaning and reducing or adding detail.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 310.

Extension Activity: Make an Argument Have students find paragraphs in a newspaper or magazine article that do not have stated topic sentences. Then have them construct a topic sentence for each paragraph. Ask them to present a logical argument for why the topic sentence was left out of a paragraph.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Recognize appropriate tone and diction
- Choose appropriate tone and diction

✓ Determine Student Readiness

Ask students if they know the meanings of *tone* and *diction*. If not, explain that tone is the attitude or feeling expressed by a piece of writing or in a speech. Diction is the way a writer or speaker conveys that tone with words. Say this sentence: *It's nearly five o'clock—please hurry!* Ask students what the tone of this sentence might be (*urgent, angry, worried*). Then ask what words were used to convey that tone (*nearly, hurry*).

Key Concept

Tone and diction should be appropriate to an author's purpose and audience.

Concept Background: Explain to students that they can change the tone of their writing by changing diction—choosing different words. Some words express stronger emotions than others. Model this concept by altering a sentence. Example: *"I want to go home," she said. "I want to go home right now!" she wailed.* Point out to students that by using the word *wailed* instead of *said*, the author is expressing greater urgency. Ask students what other word changes are expressing a more urgent tone (*right now*).

Develop Core Skills

Core Skill: Paraphrase

Before beginning the lesson, ask volunteers to read a paragraph from a classroom book and then restate it in their own words. Explain that what they just did is called paraphrasing. Explain that paraphrasing is a lot like summarizing; it involves restating something in your own words, but it can also include details. As students work through the lesson, have them paraphrase each section to check for understanding.

Reading Skill: Understand Author's Purpose

Ask students to think about the different reasons an author might write something. Write their responses on the board. Tell students that the most common purposes for writing include to explain or inform, to persuade, or to entertain. Show students a paragraph from a recent news article. After reading the paragraph, ask students to name the author's purpose for writing it.

Pre-Teach Vocabulary

Vocabulary Study Cards

Preview lesson vocabulary words by having students create vocabulary study cards. On individual index cards, have students write each Tier 2 vocabulary word. Provide students with the definition and have them write it on the card. Ask students to note on the card when and where they see that word used outside of the classroom. Ask them to review the definition each time they see the word and add to or revise the definition.

Tier 2 Words:

appropriate
(p. 180)
formal (p. 180)
informal (p. 180)

Tier 3 Words:

author's purpose
(p. 181)
tone (p. 180)

DURING THE LESSON

PAGE 180

Tone and Diction

Ask students how they can tell if someone is upset with them. Demonstrate how a person's tone of voice can be a clue to how he or she is feeling. Explain that the words writers choose can set the tone of a piece of writing. Read various excerpts from books or magazines and have students identify the author's tone. Which words made them come to each decision?

List on the board different forms of writing, such as a work memo, a postcard, a journal entry, a text, and a letter of resignation. Explain to students that different forms of writing use different tone and diction, depending on what is appropriate. Ask students if they think the tone and diction of each type of writing should be formal or informal.

Evidence-based Reading Support: Alphabetics Pronunciation

Tell students that they can look up an unfamiliar word in a dictionary and learn how to pronounce it. Write the pronunciation for *appropriate* on the board: *uh-PROH'-pree-uht*. Point out that the syllable pronounced "PROH" is stressed, or said with more emphasis. Model how to pronounce *appropriate*, emphasizing the second syllable. Help students look up the pronunciation of other difficult words on page 180 and find the stressed syllable.

Core Skill: Paraphrase

PAGE 181

Explain that using your own words is an important part of paraphrasing. Have pairs of students practice making a statement and then paraphrasing it. After students have completed the skill activity, ask them to share their responses aloud. Provide feedback on their tone.

Reading Skill: Understand Author's Purpose

PAGE 182

Have a volunteer read the first boxed paragraph on page 182 aloud. Ask questions to help students identify the author's purpose: *What is the topic of the paragraph? What details are included in the paragraph? Is there anything funny or amusing in the paragraph? Does the author express an opinion?* Point out that even though the last sentence does not have the same diction as the rest of the paragraph, it also expresses an opinion. The purpose of this paragraph is to express an opinion. Have students ask and answer the same questions about the second boxed paragraph on the page.

THINK ABOUT WRITING

PAGE 183 ANSWER KEY

1. Remove sentence 4. The tone is too casual and impolite (even hostile) for this formal letter to a government agency.
2. Remove sentence 3. The tone is too serious for this light e-mail. The content and diction would also be more appropriate in a formal essay or article.
3. Remove sentence 5. The slang and general word choices are too casual for this informational article.
4. Remove sentence 3. The slang is too modern for the time period; the language is also not formal enough for the article.

Engage and Extend

ELL Instruction: Partner Reading To help students identify the tone and diction of the passages in the Think about Writing box on page 183, have partners read aloud together. Hearing the expression and phrasing of the words will help students identify whether a piece of writing is formal or informal and whether or not a sentence matches the tone of the rest of the paragraph.

WRITE TO LEARN

ANSWER KEY

Remind students of the importance of using the correct tone and diction in the workplace. Point out that both formal and informal language can be used in the workplace, but under different circumstances. In a paragraph to the employer, they would use a serious or respectful tone and formal diction. In a casual e-mail to a coworker or friend, they might use a relaxed, playful tone and informal diction. Check that students' paragraph intended for the potential employer uses a formal tone and diction, and that the paragraph intended for the friend uses an informal tone and diction.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 310 and 311.

Extension Activity: Formulate Questions Have small groups of students formulate a list of questions that can help determine the tone of a writing passage. Have groups choose a passage from a classroom book or online source and use their questions to analyze the passage for the class.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Use order of importance
- Use time order

✓ Determine Student Readiness

Students have learned that sentences can be grouped together into paragraphs. Each paragraph has a main idea and supporting details. Tell students that the structure of a paragraph should make it easy for the reader to follow the writer's ideas.

Explain that paragraphs can be written following an order of importance, from least important to most important or from most important to least important. They can also be written following time order, from earliest event to most recent event. Provide the following example.

The most important reason to maintain an exercise program is that regular exercise will improve your overall health. Exercise will also help regulate weight. Regular exercise can build strength and endurance.

To begin an exercise program, first decide what your short-term and long-term goals are. Then write out a schedule for the types of exercise you want to do and when you want to do them.

As a class, come up with a topic to write about using either the order of importance or time order approach. Then help students use the approach to write at least two sentences illustrating that pattern of organization.

Key Concept

Two ways to organize ideas in a paragraph are order of importance and time order.

Concept Background: The way writers choose to organize their writing should depend upon what they hope to accomplish. Suggest that students ask themselves the following questions to decide if they should organize their writing in order of importance or in time order: *Do I want my readers to understand my opinion or get important information quickly? Do I want to tell about an event that happened or give directions about how to do something?*

Develop Core Skills

Core Skill: Understand the Relationships among Ideas

Tell students that, when writing, it is important to list ideas in a logical order. Write three sentences on the board, for example: *I packed my bags. I bought the tickets. I requested time off.* Together, determine the most logical order for the sentences to appear in a piece of writing.

Reading Skill: Sequence Events

Remind students that events occur in sequence, or order. When they describe these events, they can use time order words to indicate the sequence. Provide an example: *After class yesterday, I got the oil changed in the car. Then I stopped at the grocery store. Finally, I went home.* Ask students to use time order words to describe three things they did after class yesterday.

Pre-Teach Vocabulary

Word Study: Recognizing Multisyllabic Words

Tell students that breaking down multisyllabic words (words with more than one syllable) into syllables can help them pronounce an unfamiliar word. Write *elaborate* on the board. Divide the word into syllables and pronounce each one: *e • lab' • o • rate*. Have partners work together to break down other multisyllabic words into syllables and pronounce them. Tell students that they can use a dictionary to help them. Other multisyllabic vocabulary words include *cluster*, *order*, *importance*, and *organize*.

Tier 2 Words:

elaborate (p. 187)

Tier 3 Words:

cluster map (p. 187)

order of importance (p. 186)

time order (p. 190)

Test Words:

organize (p. 186)

DURING THE LESSON

Order of Importance

PAGE 186

Raise a topic with the class, such as outlawing texting while driving. Have students suggest reasons why they support one side of the topic. Write student suggestions on the board and have students copy the list into their notebooks, ordering the reasons from most to least important. Discuss the order students choose and come to a consensus as to the order more students favored. Discuss how ordering ideas strengthens writing.

PAGE 188

THINK ABOUT WRITING

ANSWER KEY

Answers will vary. Ideas could include: *paint the walls, buy new furniture, eliminate clutter, add more lighting.*

PAGE 189

Core Skill: Understand the Relationships among Ideas

After students have listed their reasons in their notebooks, ask them to share their lists.

Answers will vary. Sample answer: My favorite book is *The Adventures of Tom Sawyer*. Reasons I enjoy it: 2. It uses regional dialogue. 3. It has vivid descriptions. 4. Some of the scenes are amusing. 1. The main character grows and changes throughout the book.

Time Order

PAGE 190

Write the steps of a simple event on the board in the wrong order. For example: *Next, dry your car with a soft towel. Then rinse off the suds. First, wash your car with warm soapy water. Finally, buff off the wax with a soft cloth. Apply wax.* Discuss how the words *First, Next, Then, and Finally* help identify the correct order.

Ask students to write three sentences in their notebooks that are organized in time order.

Reading Skill: Sequence Events

Explain to students that all writing should flow from one event to another in a logical order. Have students order their steps before they write their paragraphs. Then review transition words and phrases that are helpful when writing about the steps in a process (*first, next, last, before you . . . , after you . . . , finally*). Students can use their lists to write their paragraphs.

After students have written their paragraphs in their notebooks, ask them to share their responses aloud, emphasizing the transitions as they read.

Answers will vary. Sample answer: First, Jacob called Lin. Then he packed a picnic. After that, he went to the park. When Lin arrived, they ate near the oak tree.

WRITE TO LEARN

ANSWER KEY

Check that students' paragraphs include transition words and phrases and that the steps are presented in the correct time order.

Evidence-based Reading Support: Fluency

PAGE 191

Repeated Reading Lead students in reading aloud the second boxed paragraph on page 191. As you read, emphasize accuracy and phrasing. With students, read the passage aloud several times until the group reading sounds smooth and consistent.

Engage and Extend

ELL Instruction: Elaborate Ask students to revise the suggested ranking of details provided on page 187 to an order of importance they feel is more appropriate. Have them add or subtract details they feel are more or less important. If students have difficulty coming up with additional details, encourage them to insert images that symbolize qualities or products that they would like to incorporate. They can also use just words or phrases instead of complete sentences. Provide examples, such as *are effective, younger-looking skin, natural, safe, health, in laboratories, enjoy*.

Research It: Use Time Order

Discuss with students how to determine if an Internet site is reliable. Review the common domain extensions and where the information from each one comes from. Remind students that websites with the extensions *.edu* and *.org* would be the most likely to have accurate historical information. If they are researching a military event, websites with the extensions *.mil* or *.gov* might be good sources. Students should also verify their information with more than one source.

After students complete their summaries, have them exchange summaries with a partner to review and discuss the time order each student used.

PAGE 192

THINK ABOUT WRITING

ANSWER KEY

1. 2, 4, 3, 5, 1
2. 5, 2, 1, 4, 3
3. 2, 5, 4, 1, 3
4. 3, 5, 1, 2, 4
5. 2, 5, 4, 3, 1

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 311.

Extension Activity: Cite Evidence Tell students to choose a topic they have a strong opinion about. Have them find facts online that support their argument. Ask them to then write letters to the editor of their local paper citing evidence in support of their argument. Tell students to organize their information in order of importance as a way to convince readers to agree with their opinion.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Use cause-and-effect order
- Use comparison-and-contrast order

✓ Determine Student Readiness

Students have learned that two ways to organize ideas are order of importance and time order. Explain that two other ways to organize ideas are cause-and-effect order and comparison-and-contrast order. Provide the following examples: *There was fresh snow on the slopes, so they decided to go skiing. All the group members enjoy winter sports; however, some members enjoy skiing, while others prefer snowboarding.*

Tell students to notice that the first sentence shows a cause-and-effect order and the second sentence shows a comparison-and-contrast order. As a class, come up with one sentence that shows cause-and-effect order and one that shows comparison-and-contrast order.

Key Concept

You can organize the ideas in a paragraph in cause-and-effect order or comparison-and-contrast order.

Concept Background: Explain to students that the organization a writer chooses should match what the writer is trying to accomplish. Otherwise, readers will be confused. Cause-and-effect order is useful when you want to explain why something happened. Comparison-and-contrast order is best when you want to show how a person or thing is similar to and different from another.

Develop Core Skills

Core Skill: Solve Problems

Explain to students that a cause is an event that results in something else happening. The effect is the result of the cause. Discuss with students typical problems people may have. Examples could include: *I was late for class; His car ran out of gas; She got lost on the way to the mall.* Then explain that once a problem is identified, they can figure out the cause and effect. Work with students to determine the causes of the problems listed above—or other problems suggested by the students—and then discuss possible solutions.

Core Skill: Use a Graphic Organizer

Before beginning the lesson, draw a cause-and-effect organizer on the board. A common cause-and-effect graphic organizer is made up of two blank squares, placed side by side with an arrow pointing from one square to the other. Label the left-hand square “cause” and label the right-hand square “effect.”

Using one of the problems you just discussed with students, fill out the cause-and-effect chart.

An example might be *Cause: I overslept this morning. Effect: I was late for class.*

Tell students that using a graphic organizer can help them organize their ideas before they write.

Pre-Teach Vocabulary

Vocabulary in Use

Preview lesson vocabulary words by writing the vocabulary words on the board. Clearly pronounce the first word (*cause*) and explain its meaning. Then tell students they have three minutes to think about the definition of *cause* and to write a sentence in their notebooks using that word. Pronounce and explain the meanings of *effect*, *compare*, and *contrast* and have students write a sentence using each term. When the writing exercise is finished, ask for volunteers to read their sentences aloud.

Tier 2 Words:

cause (p. 196)
compare (p. 200)
multiple (p. 197)

Tier 3 Words:

contrast (p. 200)
effect (p. 196)

Test Words:

Venn diagram
(p. 201)

DURING THE LESSON

PAGE 196

Cause-and-Effect Order

Tell students that in this lesson, they will learn when to use cause-and-effect order in a paragraph. Explain that one effect can have multiple causes. Read the cause-and-effect diagram in the box on page 197. Work with students to create a similar diagram for another effect that has multiple causes.

An example of an effect with multiple causes might be: *Causes: Shana studied for her Social Studies test. Shana went to bed early, got plenty of rest, and ate a good breakfast in the morning.*

Effect: Shana received a good grade on her Social Studies test.

Next explain that a cause can have multiple effects. Read the paragraph in the first box on page 198. Have students brainstorm a list of other causes that have multiple effects.

An example of a cause with multiple effects might be: *Cause: Robert slammed the door on his way into the apartment.*

Effects: The wall near the door shook, jarring a picture frame that fell, breaking its glass. The loud noise also made all the dogs in the neighborhood start to bark.

Core Skill: Solve Problems

PAGE 198

Tell students to write their problem and its cause and effect in their notebooks. Then ask them to share their responses.

Answers will vary. Sample answer: Problem (Effect): My car does not get good gas mileage. Cause: The car needs a tune-up. Solution: Take the car to the mechanic for a tune-up.

PAGE 199

THINK ABOUT WRITING ANSWER KEY

Review with students the answers on page 311 of the student lessons.

Comparison-and-Contrast Order

PAGE 200

Explain to students that when they compare and contrast two or more people, places, or things, they explore how the people, places, or things are alike and how they are different. Draw a Venn diagram on the board. Ask students to write in their notebooks about two holidays: Independence Day and New Year's Eve. Tell them to write something about why people celebrate these holidays and include activities typical of each holiday. Together, fill out the diagram with information about how the two holidays are alike and how they are different.

Evidence-based Reading Support: Comprehension

PAGE 201

Use Prior Knowledge Explain that a Venn diagram helps you determine how people, items, or events are alike and how they are different. Tell students that they may have used Venn diagrams before in classes to compare and contrast historical events, cultural groups, and geographic regions. Ask students if they recognize Venn diagrams (see the Graphic Organizer section of the Instructor Resource Binder for a blackline master). Have volunteers describe another time when they had used a Venn diagram. Using Venn diagrams several times for different topics will help students be more comfortable using them as an organizational tool for their writing.

Engage and Extend

ELL Instruction: Identify Cause/Effect and Compare/Contrast Words Work with students to identify words commonly found in texts that show cause/effect, such as *because*, *therefore*, *since*, *as a result*, and *for this reason*. Explain that when they find these words, the words usually show a cause-and-effect relationship. Identify words that commonly show comparison-and-contrast, such as *again*, *another*, *in the same way*, *likewise*, and *nor*, *yet*, *however*, *on the other hand*. Help students use a few of each type of word in sentences. For example, *Because it was a hot day, Mary fixed a salad for their dinner. Marcus and James are the same age and height, yet James is 20 pounds heavier.*

Core Skill: Use a Graphic Organizer

Work with students to fill out the *cause and two effects* graphic organizer. Use information from the first boxed text on page 198, which begins, *The hospital built a new wing*. Have students generate another idea and use it to fill out the *effect and two causes* graphic organizer.

Then have partners complete the Venn diagram using the boxed text about two restaurants. Have them share their responses with the class.

Ask students to explain how using the graphic organizers helped them organize their ideas.

PAGE 202

THINK ABOUT WRITING ANSWER KEY

Review with students the answers on page 311 of the student lessons.

WRITE TO LEARN ANSWER KEY

Tell students that there are many aspects they might compare about the two locations. They might compare and contrast climate, housing, the job market, educational facilities, or cultural and entertainment facilities. Suggest that students compare and contrast these or other factors in the order that is most important to them.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 312.

Extension Activity: Identify Patterns Provide students with examples of articles that demonstrate cause-and-effect order and comparison-and-contrast order. Have students categorize the articles by their pattern of organization.

Lead a discussion in which students describe the pattern each article demonstrates and explain why they think the author chose to organize his or her writing that way. Ask students to evaluate whether or not the order used by the writer was the most effective way to present the information.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand the steps in prewriting
- Implement the steps in prewriting

✓ Determine Student Readiness

Ask students how they prepare for writing. Ask: *How do you decide what to write? How do you organize your writing?* Explain that the topic students choose will help to determine the type of organization they should use.

Key Concept

The prewriting process helps you develop ideas, organize them, and prepare to write.

Concept Background: Tell students that the prewriting process involves three steps: thinking, brainstorming, and organizing ideas. Ask students what they will do in each step. Sample response: *thinking: think about the topic; brainstorming: list ideas about the topic; organizing ideas: decide how to arrange ideas within my writing.* Write students' responses on the board and ask for suggestions for icons or drawings to represent each step. Encourage students to commit the icons to memory so that they can remember the steps of prewriting.

Develop Core Skills

Reading Skill: Understand the Topic

Explain that it is important to have a clear idea about what the topic is before starting to write. Use a cluster map to model how to determine if a topic is too narrow or too broad. Write *Gardening* in the center circle. Then guide students to answer *who, what, when, where, why,* and *how* questions about gardening. Write each response in a separate circle that extends from the center. Point out that too many answers to each question might mean the topic is too broad. Explain that if students are unable to answer all or most of the questions, the topic is too narrow.

Core Skill: Gather Relevant Information

Explain to students that they will need to spend some time doing research about their topic before writing. Creating a graphic organizer before they begin their research will help them stay focused. Have students create a three-column chart with the labels *Topic, Areas to Research, Where to Get Information.* Complete a sample chart with students based on the gardening example for which the class completed the cluster map.

Pre-Teach Vocabulary

Word Bench

Preview lesson vocabulary words by having students divide each word into syllables. Explain that doing so can help them pronounce a word and notice if they know similar words. Divide *generate* into syllables: gen'er·ate. Ask students to name other words that look like it (*generation, general, generous, generic*). Have students underline the common parts.

Tier 2 Words:
process (p. 218)

Tier 3 Words:
brainstorming
(p. 219)

Test Words:
generate (p. 219)

prewriting (p. 218)

DURING THE LESSON

PAGE 218

The Prewriting Process

To help students understand the concept of prewriting, have them think about what they do before packing for a trip or before heading out to spend the day at a park. Have small groups make a list of the steps they take to prepare for one of these events. Then discuss how planning for a trip is like the prewriting process (*both involve planning*).

Evidence-based Reading Support: Alphabetic Prefix pre-

Explain that adding a prefix (a letter or group of letters added to the beginning of a word) changes the meaning of the word. *Pre-* is a prefix that means "before," so *prewriting* means "before writing."

Other words with *pre-*

<i>predetermine</i>	to determine or decide before
<i>prepay</i>	to pay before
<i>preheat</i>	to heat before
<i>preview</i>	to view before

Ask students to write each of the words in a sentence and read the sentence aloud to the class. Invite classmates to offer constructive feedback.

PAGE 219

Think about the Topic

Write the three questions from page 219 on the board. Divide the class into small groups and assign each group a topic, such as a favorite place, an interesting hobby, or a memorable event. Have the group write down the answers to the questions and then read them aloud to the class. Ask students how answering the questions would help them with prewriting. Sample answers: *It would make me think more carefully about writing; it would make me consider my audience; it would make me think about why I was writing.*

Brainstorm

Explain that brainstorming might involve more than just thinking. Sometimes writers have to see what others have said about a topic to help them get their own ideas. Have small groups work together to brainstorm a list of ideas about recycling. Emphasize that brainstorming is a free process, so any relevant ideas are fine for this stage of prewriting. When groups are finished, have them come together as a class to share and organize ideas. Use the board to compile the ideas and work with students to delete ones that are less relevant.

Reading Skill: Understand the Topic

Tell students that fine-tuning the focus of writing can be difficult, especially if the writer has little knowledge of a subject. Have pairs of students each take one of the ideas under Making Movies and create a brainstorm list. Then have each group present their list to the class and explain why their idea is too broad or not.

PAGE 220

THINK ABOUT WRITING ANSWER KEY

Answers will vary. Sample answers:

1. My best vacation: trip to Costa Rica, went ziplining, stayed in a treehouse, saw lots of different kinds of animals
2. My oldest friendship: met in first grade, joined scouts together, moved to different cities, but still talk every week
3. What I'll be doing five years from today: living in a new city, traveling to another country, successful in a new job
4. An exciting sports event: 2004 World Series, come from behind to sweep the series, curse of the Bambino broken
5. Someone I admire: the mayor, committed to improving education, came from my neighborhood
6. My favorite restaurant: opened in 2008, serves tapas and Spanish food, fun atmosphere
7. A dream come true: traveling to Paris, going up the Eiffel tower, eating baguettes and cheese along the river

Core Skill: Gather Relevant Information

Tell students that there are many places to find information to support their writing. Although the Internet is helpful, it is just one of many sources.

Engage and Extend

ELL Instruction: Elaborate To assess that students understand the concept of the prewriting process, ask them to explain it in their own words. Guide them to elaborate on what each of the three steps entails. Correct students' grammar errors in context. If a student responds, for example, *I think about what I writing*, correct by saying, *Yes, you are thinking about what you are writing.*

Divide the class into small groups and have each group brainstorm a list of places and people that can help with their research. Tell them to include addresses, phone numbers, URLs, and any other relevant information. Compile the groups' lists into a master list. Distribute copies or post it on the class website so students can use this master list for reference as they write.

Organize Ideas

List the patterns of organization on the board (order of importance, time order, cause-and-effect, comparison-and-contrast). Ask students for topics and have the class discuss which organization pattern(s) they think will work best with each topic.

PAGE 221

THINK ABOUT WRITING ANSWER KEY

Answers will vary. Sample answer:

- My oldest friendship
- 1 met in first grade
- 2 joined scouts together
- 4 moved to different cities, but still talk every week
- 3 never keep secrets from one another

WRITE TO LEARN ANSWER KEY

Explain to students that good writing has effective organization—with a beginning, a middle, and an end. Suggest that it might be helpful to first decide which event comes first and which comes last. That way, only two events are left to order. Work through the events on page 221 with students.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill practice items located on student lesson page 315.

Extension Activity: Compare Strategies Have pairs of students compare different strategies for generating writing topics, and determine which strategies they would be most likely to use. Ideas might include freewriting, reading the newspaper, and talking with friends. Have pairs create a poster listing all their ideas and defend their ideas in a presentation to the class.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand the three parts of a piece of writing: introduction, body, and conclusion
- Write a rough draft that includes an introduction, a body, and a conclusion

✓ Determine Student Readiness

Students have learned that the prewriting process helps them develop and organize ideas and prepare to write. They have learned that information can be gathered from various sources and that they should have a clear idea about what their topic is before they begin to write. Ask volunteers to explain how they have used the prewriting process so far and how they think it will help them as they create a piece of writing.

Key Concept

A piece of writing consists of an introduction, a body, and a conclusion.

Concept Background: Explain that the end result of the prewriting and writing processes is a piece of writing with three parts: an introduction, a body, and a conclusion. Tell students that they will focus on writing one part at a time. Ask: *Which part of the piece of writing do you think you should start with? Why? What should follow next? Sample response: Start with the introduction to give the reader an idea of what will be in the piece of writing. Next, write the body to give the information. Last, write the conclusion to sum up the information.*

Develop Core Skills

Core Skill: Produce Coherent Writing

Tell students that they will be writing a rough draft, or first version, of a piece of writing. Discuss why they need to write a first draft and not produce a finished piece on the first try. Explain that writers often revise their first drafts to make their text clear and more interesting.

Provide students with a short story or article that clearly presents the introduction, the body, and the conclusion. After students read the text, ask for volunteers to summarize each part for the class and give their opinions as to how well the writer expressed ideas in each segment.

Core Skill: Apply Knowledge of Language

Point out to students that they need to use correct grammar, punctuation, and spelling when they write. Write several sentences containing errors on the board. Work with students to correct the errors.

Pre-Teach Vocabulary

Latin Roots

Preview lesson vocabulary words by telling students that many English words have Latin roots. Write *incorporate* on the board and give its definition (*to combine or unite into an already existing whole [or body]*). Then underline the root (*corp*). Tell students that this word part is derived from the Latin word *corpus*, which means “body.”

Ask students for suggestions of other words they think have the same Latin root. Some examples include:

corps, corpse, corporal, corporation

Write students’ suggestions on the board and have volunteers underline the common parts of these words.

Tier 2 Words:

incorporate
(p. 226)

Tier 3 Words:

stages (p. 224)

Test Words:

rough draft
(p. 224)

DURING THE LESSON

PAGE 224

Write a Rough Draft

Tell students that in this lesson, they will create a rough draft of a piece of writing. Display a main ideas/detail chart (a blackline master is provided in the Graphic Organizers section of the Instructor Resource Binder). Tell students that every paragraph of their rough draft must have a main idea, and every sentence in the paragraph must support the main idea. Together, read the second paragraph on page 224. Ask students to identify the main idea and write it in the chart. Then ask them to add the details.

Introduction

Remind students that when writers create a strong introduction, they encourage people to continue reading their text. Ask students to brainstorm ideas for an essay topic. Provide examples to begin the discussion:

How to Create an Effective Résumé
Soccer or Football: The Better Sport
Buying a Pre-Owned Car

Have students choose essay topics from the examples or from their own suggestions. Ask them to write an introduction that accomplishes the three tasks listed on page 224. Call for volunteers to share their introductions with the class; discuss whether the volunteers’ introductions meet the criteria for introduction writing. Offer suggestions for revision.

THINK ABOUT WRITING**ANSWER KEY**

Answers will vary. Check that students' introductions include a topic and main idea.

WRITE TO LEARN**ANSWER KEY**

Tell students that because the introduction is not focused, the topic is not clear. Have them rewrite the introduction. Check that the introduction clearly states a main idea, gives readers an idea of the content and organization, and gets readers interested.

Body

Read the passage on page 226 with students and point out the two paragraphs. Write the original list of ideas for the passage from Lesson 7.1, page 221, on the board. Ask students to compare the ideas in the list with the text in the two paragraphs. Ask: *How did the writer organize the paragraphs? How are the ideas in the list different from the paragraph text? (Sample answers: The writer followed the numbers from the list as he/she wrote the paragraphs. The paragraph text gives more details about the ideas on the list.)*

THINK ABOUT WRITING**ANSWER KEY**

Answers will vary. Check that each big idea begins a new paragraph.

Core Skill: Produce Coherent Writing

Have students write the paragraph in their notebooks. Remind them to divide the text into two paragraphs and show where the new paragraph begins. Have partners show their paragraphs to each other and explain how they decided where to begin the new paragraph.

Answer: The new paragraph begins with "Reusable cloth grocery bags . . ." because this is a different topic.

Conclusion

Explain to students that there are several ways to conclude their writing. One way to write a conclusion is to summarize. Remind students that a summary includes the main points from the body but not the details. Another way to write a conclusion is to give a broader

Engage and Extend

ELL Instruction: Identify Cognates Review vocabulary words with English language learners by pointing out those that have Spanish cognates: *incorporate/incorporar, introduction/introducción, conclusion/conclusión*.

truth, or a meaning beyond the specific context, about the information in the writing. Read both conclusions on page 227 aloud.

Ask students to write one sentence describing when they think each type of conclusion might be most effective. Have volunteers read their sentence aloud and discuss students' beliefs regarding the effectiveness of the types of conclusions.

THINK ABOUT WRITING**ANSWER KEY**

Answers will vary. Check that the conclusion does not include any new information.

Core Skill: Apply Knowledge of Language

Read the example with students. After students rewrite the example in their notebooks, have volunteers read their revision and explanation out loud.

Evidence-based Reading Support: Alphabetic Pronunciation

Tell students that they can look up an unfamiliar word in a dictionary to learn how to pronounce it. Write the pronunciation for *incorporate* on the board: *in kor' puh rayt*. Point out that there is a mark that resembles an apostrophe following the second syllable (*kor'*). This is known as a stress mark. Most dictionaries use stress marks to show which syllable is stressed, or emphasized in pronunciation. Model how to pronounce *incorporate*, emphasizing the second syllable. Then have students look up the pronunciation of other words from the lesson and find the stressed syllable.

rough draft: *ruh'f draft'*

stages: *stay' jiz*

organization: *or guh nih zay' shuhn*

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill practice items located on student lesson page 316.

Extension Activity: Make Observations Have students work in small groups to make observations about the development of "The Vacant Lot" in the lesson. Tell them to interpret the process the author used to develop the introduction, the body, and the conclusion, then have them summarize how the three parts work together to form a piece of writing.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand revising
- Understand editing
- Revise and edit a rough draft

✓ Determine Student Readiness

Students have learned to utilize the prewriting process and to develop a rough draft with an introduction, followed by the body and then the conclusion. Explain that revising and editing will help them to move their piece of writing from a rough draft to a finished text. Ask volunteers to explain how they have used the writing process so far. How do they think the decision-making steps they used in writing their rough drafts may now be useful as they revise and edit those drafts?

Key Concept

During revision, writers make changes to improve their writing.

Concept Background: Explain that during the rough draft process, students got their ideas down on paper. They did not focus on spelling, punctuation, or grammar errors; that happens during the revision process. Ask students what they think they need to do after they finish their rough drafts. Ask: *What do you look for when you go over your rough draft? Do you look for all of the errors at once, or do you concentrate on one type of error at a time?* Sample response: *I look for spelling mistakes first, followed by incorrect punctuation and subject-verb agreement.*

Write students' responses on the board and explain that they are all correct—these are all part of the revising and editing process. Tell students that they will be learning the basic steps of revising and editing that will turn their rough drafts into polished pieces of writing.

Develop Core Skills

Reading Skill: Understand Organization

Review the different ways ideas can be organized. Divide students into four groups and assign one organization structure to each: order of importance, time order, cause-and-effect order, or comparison-and-contrast order. Have group members discuss among themselves how a piece of writing is constructed using their pattern of organization. What kind of situation can best be written about using order of importance or cause-and-effect order, for example? Tell the groups that each should decide on a topic that best fits their pattern. Have a volunteer from each group then use their example to describe their pattern to the class.

Core Skill: Create Concluding Paragraphs

Before beginning the lesson, read the following two paragraphs aloud. Do not mention that the passage lacks a conclusion.

Ellie made the best cookies in town. Everyone knew it. Her family and friends looked forward to treats whenever she spent time in the kitchen. At the senior center where Ellie volunteered, her lemon bars were the talk of the common room. "Hey, Ellie, what kind cookie are you bringing next week?" was what everyone wanted to know.

The annual County Fair Bake-Off seemed like the natural next step in Ellie's amateur baking career. She didn't want to get her hopes up, but a blue ribbon certainly would look nice on the wall. *With a pinch of this and a pinch of that*, Ellie began experimenting to devise a delicious original recipe. When her Midnight Brownies got a *thumbs up* from everyone, she knew she had succeeded. She filled out an entry form, baked the brownies, and delivered them to the panel of judges.

Ask students to explain how they felt when you stopped reading. *Were you satisfied with the passage? How could you tell that something was missing?*

Pre-Teach Vocabulary

Connect to Life Experience

Preview lesson vocabulary words by writing each word and its definition on the board and pronouncing the word for the class.

revising: ree · VYZ' · ing

making changes such as reorganizing ideas, restructuring paragraphs, and adding or deleting words to make writing more effective

editing: EH' · diht · ing

making corrections to grammar, punctuation, capitalization, and spelling

pertinent: PURT' · uh · nent

important to the matter at hand

Then have students use the vocabulary words to create sentences about themselves. Have students write the sentences and then share them in small groups. Provide sentence starters such as: *The fact that it's raining outside is pertinent because _____.* *Something that I spent time revising is _____.*

Tier 2 Words:

pertinent (p. 230)

Tier 3 Words:

editing (p. 232)

Test Words:

revising (p. 230)

DURING THE LESSON

Revise

PAGE 230

Remind students that when they write a rough draft, they do not need to worry about spelling and other details; the goal is to get the ideas down on paper. After they finish their rough draft, they will revise, or make changes, to make the piece better. Ask students to share their ideas about what to look for when they reread their rough drafts and begin revising. List their responses on the board. If students have not mentioned the specific things to look for that are presented on page 230, add these to the list on the board. Ask volunteers to give an example of a way they can make each of the suggested revisions to the rough drafts they wrote in lesson 7.2.

PAGE 231

THINK ABOUT WRITING

ANSWER KEY

Answers will vary. Check that students' ideas are clearly stated and that their word choices are appropriate and interesting.

WRITE TO LEARN

ANSWER KEY

Explain to students that making their revisions using a word processing program on a computer will allow them to move words around easily and delete or add text. If students want to compare the two versions, suggest they copy and paste the original passage and begin their revisions in the copied passage. Encourage students to use additional word processing features, such as Track Changes, as they make their revisions. Ask students to read their revised passages to the class.

Evidence-based Reading Support: Vocabulary

Word Study Remind students that varying their vocabulary as they write will make their text more interesting. Talk about precise words and shades of meaning using the example words *slender*, *thin*, *skinny*. All have a similar meaning, but they carry positive, negative, and other subtle connotations. Show students a thesaurus, then explain how to use it to add variety and precision to their writing. Ask students to choose two words from the boxed text on page 231 and use a thesaurus to find replacements that are more precise.

Engage and Extend

ELL Instruction: Assess Revisions Pair fluent English speakers with English language learners to compare the revised passage of “The Vacant Lot” (pages 230–231) with the original version (pages 225–226). Have them work together to identify improved word choices, added details, and strengthened links between paragraphs. When the partners have finished their comparison, have them relate the improvements to the class.

Reading Skill: Understand Organization

Write “The Vacant Lot” on the board, or use projection software to show it. Have students work in small groups to locate the transitional words and phrases that move the piece forward through time order organization.

PAGE 232

Edit

Use “The Vacant Lot” on pages 230–231 to model the editing steps. Then have partners use a short piece of their own writing to practice using the editing steps.

THINK ABOUT WRITING

ANSWER KEY

Answers will vary. Check that students have corrected errors in spelling, grammar, capitalization, and punctuation.

Core Skill: Create Concluding Paragraphs

Read the example with students. Ask students to use the concluding paragraph to tell what the introduction and body of the piece of writing are about. After they write their concluding paragraph about a favorite book or movie, have students read their paragraphs in small groups. Tell group members to offer constructive feedback. Ask: *Did the concluding paragraph effectively summarize why the writer enjoyed the book or movie? What improvements could the writer make?*

PAGE 233

Publish

Read the list of publishing suggestions with students. Ask them whether they have published their work in any of the ways described on page 233. If any students have published their writing, ask them to describe their experience to the class. Encourage students to consider submitting their work for publication.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill practice items located on student lesson page 316.

Extension Activity: Compare Revisions Have students choose a piece of writing they completed previously. Tell them to revise and edit their writing for word choice, transitions, details, examples, and standard English conventions. Have students then compare and contrast their original and revised drafts. Ask students to categorize the types of revisions and edits they made, such as structural organization, improved word choices, insertion of transitions, and addition of examples. Have volunteers share their work with the class.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Write arguments to support claims
- Use cohesive language

✓ Determine Student Readiness

Tell students that one of the purposes of writing is to persuade, or convince, other people. Give an example of a book review that tries to convince people to read the book. Ask students to name some other kinds of persuasive writing they have come across in everyday life (*persuasive/argumentative essay, review, opinion article*). Then ask them: *In these types of writing, how can the reader tell fact from opinion?* (specific statistics, sources, and quotes indicate fact; personal pronouns like *I, we* indicate opinion)

Key Concept

An argument is an essay in which the writer takes a position on an issue and presents reasons and evidence to convince readers to change their thoughts or actions regarding the issue.

Concept Background: Explain that a large part of persuasive writing is dependent on the arguments, or points, the writer makes and the words he or she uses. Read a passage of effective rhetoric to students, such as Martin Luther King, Jr.'s "I Have a Dream" speech, which repeats the phrase "*I have a dream*" to make several points about ending racism. Ask students to listen to King's speech again and identify the words that are persuasive to them.

Develop Core Skills

Reading Skill: Assess Accuracy of a Source

Tell students that to support an argument, a writer needs reliable facts and quotations. Have students find an online source to support this argument: *Oil drilling needs to be done more responsibly to preserve the environment*. Ask volunteers to show their source to the class and ask if the author wrote the work to inform or to entertain. Ask whether the information is current. Find out whether it is from a commercial or personal site on the Web or from a URL ending in *.org, .gov, or .edu*. Ask whether the volunteers found the source in a research library. Tell students that *.org, .gov, and .edu* or research sites are generally reliable places to find facts.

Core Skill: Provide a Conclusion

Explain that a conclusion comes at the end of a piece of writing. It is meant to support and reinforce the argument. It should also offer a call to action or provoke thought in the reader.

Have students read the conclusion of an editorial, identify how the writer concluded it, and evaluate whether the conclusion is effective. To determine effectiveness, ask: *Did the writer convince you? Did the conclusion help you agree with the writer? Did it make you think? Did it make you want to go do something?* If the answers are negative, work with students to write a new conclusion on the board.

Pre-Teach Vocabulary

Matching Game

Divide the class into small groups. Give each group a set of word cards and a set of definitions. Have small groups work together to deduce how to match word cards and definitions correctly. One member of the group should check the suggested matches in a dictionary.

Tier 2 Words:

argument (p. 240)
claim (p. 240)
credible (p. 242)

Tier 3 Words:

citation (p. 243)
counterclaims
(p. 243)
databases (p. 243)

Test Words:

cohesive (p. 245)

DURING THE LESSON

PAGE 240

ARGUMENTS

Explain to students that an argument is a type of essay used to persuade others. Tell students that the claim states the writer's opinion and that developing a claim is the first important task in an argument. Have students identify a topic about which they feel strongly, turn the topic into a question, and then answer the question. Ask volunteers to present their answer as a claim.

Point out that a claim is not enough to convince others. The claim must be supported with evidence, such as facts from a reliable source. Have students find one fact to support their claim and tell the class why their source is reliable.

PAGE 241

Evidence-based Reading Support:

Comprehension

Reread Have students read the passage on page 241. Have students reread until they feel comfortable describing the claim and the supporting details. Work with students to identify the claim. Ask students if they think the paragraph is persuasive and why or why not.

THINK ABOUT WRITING**ANSWER KEY**

Review with students the answers on page 318 of the student lessons.

WRITE TO LEARN**ANSWER KEY**

Explain that evaluating sources is a necessary step in making an argument. If students realize that their sources are not credible, they should omit any facts found in those sources and find facts in credible sources instead. Have pairs of students work together to analyze their sources using the questions on page 242.

Respond to Counterclaims

Explain to students that to strengthen their argument, it is important to respond to counterclaims. Give an example of a claim and counterclaim. *Claim: Yogurt is healthy. Counterclaim: Yogurt sickens people who cannot tolerate dairy. Response to counterclaim: Some people may get sick from yogurt, but for those who tolerate dairy, it is a good way to introduce calcium and healthy bacteria into a diet.* Have pairs of students come up with at least one counterclaim to their partner's claim from the Think about Writing activity on page 242 and try to refute the counterclaim.

THINK ABOUT WRITING**ANSWER KEY**

Review with students the answers on page 318 of the student lessons.

Reading Skill: Assess Accuracy of Source

Explain that each paragraph of an argumentative essay will present a reason to support the student's claim, and each reason has to be backed up by facts. Tell students that it is important to include accurate facts so that readers will trust their essays.

Call on volunteers to state the topic they focused on in their claim and display one example of an accurate supporting fact, graphic, quotation, and statistic.

Engage and Extend

ELL Instruction: Fluency Provide students with a written speech and pair them with a fluent speaker of English. Have them work together to identify the most powerful points of the speech line by line. Offer the English language learner the opportunity to recite the speech before classmates when a sufficient level of fluency and expression has been achieved.

THINK ABOUT WRITING**ANSWER KEY**

Review with students the answers on page 318 of the student lessons.

Core Skill: Provide a Conclusion

Tell students that all essays should have a conclusion to reinforce the arguments and leave the reader with something to think about. Have pairs of students present their opinion on the effectiveness of the conclusion on page 244.

Use Cohesive Language

Ask students to identify the difference between formal and informal writing. If they struggle, write two sentences on the board and have students identify them as formal or informal: *After signing autographs for an hour, Lena returned to her hotel for the evening.* (formal) *I've been signing autographs for ages, so I'm going back to the hotel now, OK?* (informal) Explain that in an argumentative essay, students will use formal language. They will also need to write in a way that flows smoothly. Call on a student to read the definition of *cohesive language*, and explain that using transitions allows one logical point to flow into another. Then have pairs of students remove the transition words and phrases from the essay passages on pages 243 and 244 and then read them. Ask: *How do the transitions help the text?* (improve flow, connect ideas, emphasize details)

21st Century Skill: Communication and Collaboration

Tell students that in the workplace, they will almost certainly have to work with others and on teams. Explain that developing good communication and collaboration skills in the classroom will help prepare them for the workplace. Ask pairs of students if they agreed on the answers to the questions about their paragraphs. If not, how did they decide how to answer the questions?

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill practice items located on student lesson pages 318 and 319.

Extension Activity: Critique Arguments Have students collect a variety of arguments, spoken, written, and visual. Have students critique an argument and its claims, then revise it or present it in a different format. Criteria for the critique include strength of evidence and reasoning, logical flow, and clarity.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Organize ideas, concepts, and information in informative or explanatory text
 - Use appropriate and varied transitions
 - Provide a concluding statement or section

✓ Determine Student Readiness

Ask students if they know what informative and explanatory texts are. If not, explain that both kinds of writing are meant to give information or explain something. Ask students why it is important to know how to read and create this type of writing. Tell students that there are many jobs, such as help desk positions, that consist of giving good directions and appropriate information. Have pairs of students take on two roles: one gives directions for searching for a fact online and the other follows the directions exactly. Have pairs of students report on how the process turned out. Did they have sufficiently detailed instructions?

Key Concept

In an informative or explanatory text, the writer examines a topic for the purpose of informing the reader or explaining the steps in a process.

Concept Background: Give students a printed list of instructions that are out of order, or show one on the board. Ask students why the instructions are hard to understand. Work with students to reorder and rewrite the instructions so that they make sense and flow logically. Explain that students will need to think critically about their own writing as they create an informative or explanatory text for this lesson.

Develop Core Skills

Core Skill: Use Formatting, Graphics, and Multimedia

Tell students that when text contains complex information, the information may be conveyed using different features: formatting, graphics, and even multimedia. (Define *multimedia*: more than one form of presentation, such as text, photo, audio, video.) These help not only to organize the material but also to make it easier for readers to read. Discuss the idea that a multimedia presentation adds sound and motion to emphasize information. Ask students to discuss any multimedia presentations they may have viewed and what multimedia elements were included. Ask: *Did those elements effectively add to the information?*

Core Skill: Use Domain-Specific Vocabulary and Precise Language

Tell students that they use domain-specific vocabulary in most subjects at school. Explain that *domain* means “territory,” “area,” or “subject.” Have them suggest words used only in history or social studies, words used only in language arts, and so on. Explain that these words are *specific* to the *domain* in which students use them.

Pre-Teach Vocabulary

Word Association

Briefly define the vocabulary words for students. Have pairs of students create a word web for each vocabulary word, then work together to list words that they associate with the word in the middle of the web.

Tier 2 Words:

bias (p. 252)
explanatory (p. 250)
informative (p. 250)
transitions (p. 254)

Tier 3 Words:

multimedia
(p. 250)

Test Words:

domain-specific
vocabulary
(p. 257)

DURING THE LESSON

PAGE 250

Informative or Explanatory Texts

Ask students when and where they have encountered written directions and explanations before. Give an example of a recent encounter of your own, such as with instructions for building furniture, a gardening or home improvement how-to online, or an explanation of a historical event. Call on students to name some examples that they have seen recently.

Tell students that when they write an informative or explanatory text, they have to first decide on their topic and write topic sentences. To develop the topic, they can use a KWL chart. Create a KWL chart on the board and model using it to discuss house building. Ask students for suggestions of things they already know, things they want to know, and things they will learn about the topic. Examples: *Things they already know: you have to choose a builder and come up with a building plan, you have to find a place to build the house; things they want to know: what types of contractors are needed, how much money it takes, what permits are required, how long it takes; things they will learn: the process of building a house, which people are involved, the time it takes, and how much it might cost.*

PAGE 252

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 319 of the student lessons.

Organize Ideas, Concepts, and Information

Tell students that their informative or explanatory writing can use one of four different forms of organization: cause-and-effect, comparison-and-contrast, problem-and-solution, or sequence. Using the examples on page 253, explain how each example fits its form.

21st Century Skills: Critical Thinking

Explain that although quotes and examples bring text to life, there are many inaccurate quotes on the Internet. Tell students that it is important to learn how to analyze whether a fact, quote, or example is accurate. Read aloud the list of questions that students should ask about information, and tell students to check the validity of any online information they want to use using these questions. Then have students reread the bulleted questions and revise their KWL charts as needed.

PAGE 253

Core Skill: Use Formatting, Graphics, and Multimedia

Explain that visual elements can help break up text, call out important ideas, or help with explanations. Have students write in their notebooks three to five elements they plan to add to their own writing. Have them tell a partner about their plans and explain why they think the elements would strengthen their text.

PAGE 254

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 319 of the student lessons.

WRITE TO LEARN

ANSWER KEY

Tell students that good writing uses transitional words to ease readers from one idea to the next. Explain that students will write original sentences using the phrases and examples from the chart on page 254. Students who are not ready to apply these organizational methods and phrases to their written notes may use them instead to write about a real-world situation, such as today's weather report.

PAGE 255

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 320 of the student lessons.

Engage and Extend

ELL Instruction: Create a List Allow students to present their informative or explanatory text in list form. Then have them reread the list and find the relationships between ideas. Have students write in the margins the correct transitional phrase from the table on page 254 that best connects two thoughts. Make it clear to students that there does not have to be a transitional phrase before every thought.

Provide a Concluding Statement or Section

PAGE 256

Point out that there is a parallel between how a conclusion is used in an argument (Lesson 8.1) and in informative/explanatory writing. In both cases, the conclusion reinforces the main idea and leaves readers with something to think about. Ask: *What do you want readers to think about after reading your essay?*

THINK ABOUT WRITING

ANSWER KEY

Review with students the answers on page 320 of the student lessons.

Real World Connection: Read Editorials

Explain that editorials are short argumentative or opinion essays. Invite students to present their newspaper or magazine editorials to the class and read the concluding statement aloud. Have students discuss the strategy used and why they would or would not have used the same one.

PAGE 257

Core Skill: Use Domain-Specific Vocabulary and Precise Language

Explain that informative/explanatory text must be precise, especially when it gives instructions. Tell students that as they replace vague language with precise language, they may have to do additional research in order to choose the right word. Have students use a thesaurus or dictionary to find appropriate words.

Evidence-based Reading Support: Vocabulary

Word History To help students understand *domain-specific vocabulary*, focus on the word *domain*, its etymology, and other current uses that use the word, such as *public domain*, *eminent domain*, and *domain name*. Remind students that *domain* has the general meaning of "territory." Have small groups of students think of a domain and list domain-specific vocabulary. Example: *Domain: dance class. Domain-specific vocabulary: pirouette, leap, waltz, polka.*

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 320.

Extension Activity: Make Observations of the Writing Process

Have students think about why they chose their topic and what organizing structure they used (cause-effect, and so on). Have pairs of students make observations about the way they constructed their essays (whether they were similar or different in structure, whether they informed or explained, and whether they were effective and clear). Then have a students write a summary about their writing process.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Write narratives
- Sequence events
- Use sensory language

✓ Determine Student Readiness

Discuss with students the idea that an author writes for one of these three purposes: to persuade, to inform or explain, or to entertain. Ask students to tell about a story they saw, read, or heard that they found entertaining. Point out that all stories, even those for television and movies, have some of the same basic elements, such as a setting and characters. Have students suggest common elements that they have noticed (*humor, romance, beginning and ending, rising action, falling action, plot, location, character development, conflict*). Write on the board the elements that are common to all stories and refer to them as the lesson progresses.

Key Concept

In a narrative text, the writer tells a real or imagined story.

Concept Background: Tell students that just as a painting expresses an artist’s point of view, or perspective, a story is told from a point of view of the author’s choosing, and different points of view affect the story. Also tell students that every story has certain elements, some of which are listed on the board—a plot or story line; characters; a setting, or the circumstances in which the story takes place; and a problem or conflict that the story addresses. Point out that within these broad categories there is much a writer can do to craft a tale that people will want to read. A reader who can analyze the elements of a story will gain more from his or her reading. Have students read “The Hare and the Tortoise” online so they are familiar with the story by the time they begin the lesson. Ask students to jot down in their notebooks the various elements of the story.

Develop Core Skills

Core Skill: Establish a Point of View

Tell students that “point of view” refers to the narrator, or the one who is telling the story. Review with students what is meant by “first person” (*I, we*) and “third person” (*he, she, it, they*). Have students suggest sentences from each point of view and write them on the board. Tell students they will be learning more about point of view to help strengthen their writing.

Core Skill: Use Narrative Techniques

Tell students that *the narrative* is another way of saying “the story,” and that there are tools authors learn to use to tell a story well. Remind them that they have just learned about one of the tools: point of view. Some other tools are narrative techniques. Narrative techniques include *dialogue, pacing, transitions, and precise language*. Explain that dialogue is people talking, and in English, it is usually indicated by quote marks. Have pairs of students look in classroom or online books for dialogue, then read the dialogue to the class. Ask students what information they learned from that dialogue.

Pre-Teach Vocabulary

Word in Context

Write a sentence on the board that contains several vocabulary words, such as *The narrative, or story, introduces the hero as the narrator whose point of view has no bias and presents reality as it is*. Help students define the vocabulary words using the context of the sentence.

Tier 2 Words:

context (p. 264)

Tier 3 Words:

narrative (p. 262)

narrator (p. 262)

point of view

(p. 262)

Test Words:

reflect (p. 267)

sensory language

(p. 266)

DURING THE LESSON

PAGE 262

Narrative Texts

Have students look in the box on pages 262 and 263 to read about five different points of view and to see examples of each. The first three examples all refer to first person, with shades of difference between them. Ask students to come up with another example to illustrate each category of point of view.

Explain that every story contains a sequence of events called the plot, which tells about characters in a context or setting over a period of time. Explain *event sequence* as the order in which things happen. The plot unfolds in a certain way based on the point of view of the story. Have students look at the planning chart on page 264 to see the point of view and conflict of “The Hare and the Tortoise.” With students, create two or three possible sequences of events based only on the information in the chart. Ask: *Even though you know the story, how could it have unfolded in other ways?*

Evidence-based Reading Support: Fluency

Collaborative Reading Have pairs of students chorally read “The Hare and the Tortoise” until they are able to read with proper inflection, voices for dialogue, and appropriate speed. Pair struggling readers with more confident readers to encourage fluent reading.

Core Skill: Establish a Point of View

Have students look back at the explanation of points of view before they begin writing their paragraphs. Check that students have written two versions, one from the subjective first-person point of view and one from the limited third-person point of view. Also make sure that both narratives begin with a short exposition introducing characters and setting and that the narratives have a conflict, a turning point, and a resolution. If students struggle, pair them with confident writers to work on the narratives.

THINK ABOUT WRITING**ANSWER KEY**

Answers will vary. Sample answer:

Exposition
Narrative Point of View: First person
Primary Character/Protagonist: me as a young child (round)
Important Secondary Character(s)/Antagonist(s): the usher who wouldn't let me go to my seat (flat), my parents (round)
Context (setting and conflict): The setting is a minor league baseball field, and the action takes place in the stands. The person checking tickets wouldn't believe me that I had a ticket for a seat in his area.

THINK ABOUT WRITING**ANSWER KEY**

Explain the rising action, climax, and falling action of “The Hare and the Tortoise.” Then have pairs of students discuss the story they plan to write about. Encourage partners to offer suggestions for improving the sequence of events or ways of presenting them. Check to be sure that student notes apply to their planned topic.

Core Skill: Use Narrative Techniques

Explain to students that narrative techniques are tools that writers use to craft a story. With students, go through a story from a classroom book and identify the narrative techniques listed on page 265. After they rewrite their paragraphs, make sure that students have incorporated all the bulleted techniques required.

Engage and Extend

ELL Instruction: Characterization Using a graphic novel or an illustrated story, have students analyze the frames or illustrations to determine the setting, character, and sequence. Have students label a three-column chart with *setting*, *character*, *sequence*. Have them list words or phrases that describe each of the story elements. To show sequence, have students number the events or draw flowchart-type arrows between events.

Use Sensory Language

Point out to students that the lesson calls sensory language “one of the most important techniques,” and discuss with them why this might be so. Point out that in a television show, movie, or play, the audience can see and hear many of the details; however, in a written narrative, the author must supply all the details and the reader must process and imagine them. Remind students that sensory descriptions should appeal to each of the senses as much as possible. Ask students for input on adding sensory details to “The Hare and the Tortoise.” Work with them to write a sentence that appeals to at least two senses.

THINK ABOUT WRITING**ANSWER KEY**

Answers will vary. Sample answer:

Dialogue: Marisa: “My mom just never listens to me.”

Pacing: slow when Marisa is complaining and crying; fast when Marisa and her mother are on the phone

Transitional Words and Phrases: “After I came home,” “Then she said,” “When I was with my friends”

Precise Language: “slumped” instead of “sat;” “whimpered” instead of “cried”

Description and Sensory Language: tears rolling down her cheek, muffled protests coming from the phone

21st Century Skill: Think Creatively

Discuss with students that the author of “The Hare and the Tortoise” wanted to teach a lesson and that this is one kind of resolution. Ask students to mention a favorite story and tell how the author resolved it. Have them draw from those stories as they plan the ending to their own narrative.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and practice items located on student lesson page 321.

Extension Activity: Modify Writing Have students modify “The Hare and the Tortoise” using narrative technique (*dialogue*, *pacing*, *transitions*, and *precise language*). Have volunteers defend their modifications to the class and explain why they make the story stronger or more interesting.