Middle School Sampler

Writing with Power

Language
Composition
21st Century Skills

Perfection Learning
Perfect for Your Classroom
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Welcome to 

Writing with POWER

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

- **Aligned to the Common Core State Standards**
- **In-depth writing instruction**
  Capture students’ interest with engaging writing projects and follow through with aligned instruction and practice.
- **Online writing support**
  Develop strong, independent writers by using the 6 Trait Power Write interactive, online writing tool.
- **Grammar concepts connected to writing**
  Enable students to add variety, detail, and depth to their writing.
- **Comprehensive grammar instruction and practice**
  Extensive support for grammar, usage, and mechanics—all available within an easy-to-use, reference-oriented design.
- **21st century skill development**
  Strengthen students’ collaboration, media, and critical thinking skills.
Senior Consultants

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

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

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

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

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

The ability to convince others of what you believe is one of the most valuable skills you can acquire. Being persuasive will aid you in work, school, and the world at large. Writing persuasive compositions is one way to develop and refine this skill. Here are some examples of ways people use persuasive writing in everyday life.

- Students write a proposal to the principal outlining plans for a proposed new after-school club.
- Movie reviewers write articles for magazines telling people why they should or should not see the newest releases.
- Organizations protecting endangered species write pamphlets presenting facts and statistics to persuade people to join the effort.
- Residents write to the city council in an effort to persuade the members to change their plans to pave over a playing field.
- Political groups send e-mails urging support of a reform bill in Congress.

Words into Deeds Write a persuasive composition that will spur others to action.

Think Through Writing When John F. Kennedy hoped to persuade the American public to support his plan to send the first astronaut to the moon, he quoted another great statesman, William Bradford, governor in the 1600s of Plymouth Colony: “Great and honorable actions are accompanied with great difficulties, and both must beEnterprise and overcome with answerable courage.” Think of a difficult task that you believe needs doing but would require courage to accomplish. How would you go about influencing the attitudes and actions of others on this issue? Write about this situation as though you are trying to convince someone that, in spite of the risks, people need to take action.

Writing to Persuade
Online Writing Support

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

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

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

Self-Evaluation Using the 6 Traits of Writing
Students analyze their writing at each step of the writing process with rubrics tailored specifically to the genre.
Teacher Feedback and Grading
Teachers can provide students immediate feedback on their writing any time during the writing process.

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

6 Trait Power Write provides teachers the flexibility to
- assign writing projects from the student text
- create new assignments
- customize assignment to individual needs
- manage students’ portfolios
- and much more!
Real-Time Assignment Support

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

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

At-a-Glance Progress Monitoring
Reports allow teachers to determine the progress each student has made across all assigned writing projects and to intervene early.
**Teacher Feedback**
Teachers can offer suggestions to students writing at any stage.

**Evaluation**
A 6 Trait evaluation rubric for both teacher and student allows the student to compare self-evaluation with teacher assessment.
CHAPTER 10  Order of Importance and Transitions

EXERCISE A  The following notes are out of order. Arrange the notes in order of most to least important.

**Topic: City parks**

- play an invaluable part in the lives of city dwellers
- provide playground equipment and playing fields
- cooler in summer
- can walk and play without fear of traffic
- may house a zoo or a theater
- provide relief from hard pavements and loud traffic noise
- provide lawns, trees, and flower beds
- provide jogging paths
- opportunities to enjoy outdoor life

EXERCISE B  The following notes are out of order. Arrange the notes in the order of most to least important.

**Topic: Public swimming pools**

- crystal clear and clean
- footbath provided for protection of swimmers
- inexpensive to use
- showers and towels provided
- no dangerous animals in water
- depth at each end clearly marked
- lifeguards on duty at all times
- chlorine added to water for swimmer’s safety
- not choppy and full of waves

*continued*
CHAPTER 22  Simple and Compound Sentences

[22C.1] A simple sentence is a sentence that has one subject and one verb.

[22C.2] A compound sentence is made up of two or more simple sentences, usually joined by a comma and a coordinating conjunction: and, but, or, or yet.

EXERCISE  Write S if the sentence is a simple sentence or C if it a compound sentence.

1. Amelia Earhart was a pioneer in the field of flying.
2. The picnic will begin at noon, but the buses will leave at nine o’clock.
3. In ancient China children played with kites, but boats were favorite toys in ancient Rome.
4. Carrie is working at the computer.
5. I cleaned the fish, and my brother cooked them over the campfire.
6. Tumbleweeds blow off across open spaces.
7. Each rolling tumbleweed drops new seeds, and many new plants take hold.
8. Clouds are formed from water particles in the air.
9. Peanuts are a good source of protein.
10. On advice from the Native Americans, the Pilgrims planted corn.
11. Sharon gave me this sweater, but it doesn’t fit.
12. After the meeting, Joe turned off all the lights.
13. Insects have six legs, but spiders have eight legs.
14. I waited for two hours, but nobody came.
15. The sun is shining, but rain is predicted.
16. Jennifer is flying her new kite in the park.
17. I will join the school band next year.
18. Bill’s parakeet is green, but mine is blue.
1. The ship's ___ orbit around Earth took five days.
   A elliptical  
   B solar  
   C lunar  
   D daily

2. The university received enough money to build a(n) ___ in order to study the planets.
   A astronomer  
   B meteorite  
   C frontier  
   D observatory

The largest ___ that has ever landed in this area was nearly the size of a goat!
   A observatory  
   B meteorite  
   C astronomer  
   D galaxy

4. The number of asteroids between Mars and Jupiter is ___.
   A frontier  
   B astronomer  
   C vast  
   D rotation

5. When Spot began howling at the moon, we began to call him our ___ puppy.
   A solar  
   B extraterrestrial  
   C lunar  
   D elliptical

6. The scientists were afraid the satellites might ___ because they were travelling in the same orbit.
   A collide  
   B gravitate  
   C rotate  
   D observe

7. The ___ of Neptune and Uranus have yet to be fully researched.
   A celestials  
   B asteroids  
   C observatories  
   D frontiers

8. In the moment of weightlessness, the astronaut told Jenny to drop the ball to see if it would ___ toward the floor.
   A gravitate  
   B rotate  
   C observe  
   D collide

9. For extra credit in her class, Maria will write a report on the Big Dipper and other ___ topics.
   A lunar  
   B elliptical  
   C celestial  
   D solar

10. After he finished his research, he made models of the ___ in orbit between the planets.
    A frontiers  
    B astronomers  
    C asteroids  
    D galaxies
REVISING AND EDITING

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

Tyler’s class is studying planets. Read Tyler’s report about Jupiter and think of ways he should correct and improve it. When you finish, answer the questions that follow.

Jupiter

(1) Jupiter is the fifth planet from the sun. It is eleven times that of Earth’s diameter and is a “gas giant.” (4) Gas giants are made up of gaseous atmospheres.

(5) A system of atmospheric gases called the Great Red Spot swirls around Jupiter. (6) The system is larger than the entire planet Earth. (7) Like Saturn and other gas giants, Jupiter also has a system of moons that orbit the planet.

(9) Jupiter’s many moons are called the Galilean satellites. (10) They were discovered in 1610 by the astronomer Galileo. (11) The moons were discovered on the same night when Galileo first looked through his telescope. (12) The satellite Io is extremely hot. (14) It is a volcanic moon that has much sulfur. (15) Many of its volcanos are active and shoot material 100 miles into the air. (16) The volcanic vents spew mostly sulfur dioxide. (17) Europa orbits at around 372,000 miles above Jupiter’s clouds. (18) It seems extremely hot. (19) It is a volcanic moon that has much sulfur. (22) Its diameter of 3,279 miles makes it what is the largest satellite in the solar system. (23) Scientists think it was formed from the leftover debris after the formation of Jupiter and the other gas giants. (24) Its surface is wrinkled, which may be due to the volcanic activity beneath its surface. (25) Ganymede is the largest of the Galilean satellites. (26) It is also made of ice mixed with some rocky material. (27) Space debris has caused many craters. (28) The largest one, named Valhalla Basin, measures 1,650 miles across. (29) Ammonia, methane, and nitrogen make up the ice. (30) The cracks and fractures in the surface create deep chasms. (31) The core of Ganymede is made of iron and rock. (32) The density of Ganymede indicates it has a rocky core surrounded by a layer of water ice. (33) A system of atmospheric gases called the Great Red Spot swirls around Ganymede.

(34) One of the most interesting moons is Callisto. (35) Callisto is the fourth of the Galilean satellites. (36) It is also made of ice mixed with some rocky material. (37) The ice surface may be sixty-two miles thick. (38) The cracks and fractures in the surface create deep chasms. (39) The core of Callisto is made of iron and rock. (40) The density of Callisto indicates it has a rocky core surrounded by a layer of water ice.

(41) Jupiter is a world of extremes. (42) It is a gas giant that is made up of gaseous atmospheres. (43) It has a rocky core surrounded by a layer of water ice. (45) It has a system of moons that orbit the planet. (46) Jupiter’s many moons are called the Galilean satellites. (47) They were discovered in 1610 by the astronomer Galileo. (48) The moons were discovered on the same night when Galileo first looked through his telescope. (49) The satellite Io is extremely hot. (50) It is a volcanic moon that has much sulfur. (51) Many of its volcanos are active and shoot material 100 miles into the air. (52) The volcanic vents spew mostly sulfur dioxide. (53) Europa orbits at around 372,000 miles above Jupiter’s clouds. (54) It seems extremely hot. (55) It is a volcanic moon that has much sulfur. (56) The density of Europa indicates it has a rocky core surrounded by a layer of water ice. (57) A system of atmospheric gases called the Great Red Spot swirls around Europa.

1. What change, if any, should be made in sentence 2?
   A. change “It’s” to “Its”
   B. change “diameter” to “distance”
   C. change “is” to “was”
   D. make no change

2. In paragraph 1, the word treacherous means—
   F. “hard-working.”
   G. “cautious.”
   H. “fearful.”
   J. “dishonest.”

3. Why did the author tell other children that he could write?
   A. He was proud of what he had taught himself.
   B. He thought his writing was better than their writing.
   C. He wanted to other children to understand what he had learned.
   D. He wanted them to be able to escape to a free state.

4. The author includes the story of his escape from slavery to help readers understand—
   F. how he first got the idea to escape
   G. how he made his first friends
   H. how he earned his first wages on the wharf
   J. how stones are unloaded from ships

5. When the author says in paragraph 2 “my pen and ink was a lump of chalk,” he means—
   A. the pen and ink were ugly
   B. his only writing tool was a lump of chalk
   C. his handwriting was very bad
   D. the pen was old and the ink lumpy

6. Read the following chart of information from the selection.

<table>
<thead>
<tr>
<th>Frederick Douglass: Learning to Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practices writing the four letters used by ship’s carpenters</td>
</tr>
<tr>
<td>2. Copies and studies new letters shown by boys</td>
</tr>
<tr>
<td>3. Boasts about writing skills to other boys</td>
</tr>
<tr>
<td>4. Copies Italics in Webster’s Spelling Book</td>
</tr>
<tr>
<td>5. Copies Master Thomas’s copy-book</td>
</tr>
<tr>
<td>6. Writes in Master Thomas’s copy-book</td>
</tr>
<tr>
<td>7. Observes how carpenters use the pen and ink</td>
</tr>
<tr>
<td>8. Asks ship’s carpenters for writing lessons</td>
</tr>
<tr>
<td>9. Boasts about writing skills to ship’s carpenters</td>
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<td>10. Practices writing the four letters</td>
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</tr>
</tbody>
</table>

WRITTEN COMPOSITION

Write a composition about an experience that taught you a lesson.

Remember these tips as you write your composition:

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

Getting students involved in their communities is a goal of many educators and parents. Yet there are some who worry students can easily become overwhelmed by too many activities. Your school is considering making 20 hours of community service (helping out in your community) a requirement for graduation. Do you think that should be a graduation requirement or not? Write an essay expressing your opinion on the question and backing up your opinion with persuasive facts, examples, and reasons.

**Student Model: Score 3**

When kids graduate without having participated in some sort of community service, they have missed out on important growing and learning opportunities. Instead of just focusing on schoolwork, it is important for students to also get involved in something else and contribute positively to society. Schools should require 20 hours of community service for graduation because it makes kids get engaged in productive activities and better their communities.

Furthermore, when kids occupy themselves with service opportunities, it betters the communities they live in. No student will be without a service that interests her because there are so many options that contribute positively. Kids could pick up trash in neighborhood parks, work through a religious organization, or take part in a larger group like Habitat for Humanity. Admittedly, some students would be unwilling at first, but even unwilling service betters the community, and hopefully, they would eventually come to understand what a good impact they were making. Every bit of service counts, and requiring 20 hours for graduation would turn into a lot of hours total and a lot of volunteering that would improve the community.

All in all, 20 hours of community service is a win-win opportunity for both the students and the community. The students gain the satisfaction of helping others and the chance to experience something new, while the communities are bettered through the students' hours of hard work. If community service is so good for everyone involved, why not encourage it as much as possible?

**Rubric for a Score 3 Essay**

**The essay:**
- is mostly focused but seems to lack coherence and strong transitions in a few places.
- has a sense of completeness, with an introduction and conclusion and uses clear, logical order.
- develops ideas in some depth and makes thoughtful insights.
- addresses and responds to opposing views.
- has a voice that is natural and engaging.
- contains minimal punctuation, spelling, and usage errors that do not detract from the essay.

**Analysis: Score 3**

This is an example of a score 3 persuasive essay. The opinion is clearly stated in the opening paragraph and backed up in some depth with examples, though opposing views are not addressed. The conclusion is clear. Ideas are clearly stated and connected by transitions, but there is some repetition in the middle paragraphs. The voice is natural and engaging without resorting to slang or sentence fragments. Sentence fluency is good as are spelling, punctuation, and usage. Because of omitting opposing views and the repetition of ideas, this essay misses a score of 4.
Writer’s Resource: Portfolios and Questionnaires

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

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**Evaluating the Portfolio and Its Contents**

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

**Portfolio Conferences**

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

**Questions That Promote Reflection**

The following open-ended questions are used in portfolio conferences:

- How do you feel about what you have written?
- Where do you think you are going in your writing?
- Are any parts giving you trouble?
- What strategies might you use to solve these problems?
- How do you feel about your peers’ writing?
- In what other papers have you written?
- What strategies did you use in that paper?
- What areas would you like to improve?
- What three things can you do to improve?
- What do you like about your writing?
- How can you apply what you like to your future writing?
- How would you describe the progress you have made?
- What kind of help would be useful to you?

The teacher should model questions that encourage critical thinking and should place these questions on a separate form that students have done in the past and the goals they can achieve.

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**Editing Comment Sheet**

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

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

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

________________________________________________________________________

________________________________________________________________________

because . . .

________________________________________________________________________

________________________________________________________________________

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

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

________________________________________________________________________

________________________________________________________________________

Comments:

________________________________________________________________________

________________________________________________________________________
Using Primary and Secondary Sources

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

### Comparing Primary and Secondary Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Examples</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Source</td>
<td>a letter from a soldier describing a battle he was in</td>
<td>often shows how people felt about an event as it was happening</td>
<td>might reflect the emotions or bias of the writer or the writer’s desire to keep some details private</td>
</tr>
<tr>
<td></td>
<td>a speech by a king</td>
<td>often includes specific, colorful details</td>
<td>might lack perspective on the event</td>
</tr>
<tr>
<td></td>
<td>a table showing the number of cars imported to or exported from the United States over the past ten years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>an engraving on a statue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a book introduction written by someone who was an eyewitness to an event</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Source</td>
<td>a newspaper report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a letter from a soldier</td>
<td></td>
<td></td>
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</tbody>
</table>

### Writing Across the Curriculum

**Persuasive Writing in Social Studies**

You are on a committee to honor three famous people born in Texas. The committee has already agreed on Presidents Dwight D. Eisenhower and Lyndon Baines Johnson. Who should the third one be? Some options are boxer Jack Johnson, writer Katherine Anne Porter, musician Scott Joplin, and integrated circuit pioneer Jack Kilby. Choose a person you think should be honored with the others. Write a persuasive proposal to your fellow committee members trying to convince them that they should vote for the person of your choice.

**Prewriting**

Pair off with a partner. Using your history textbook or another reliable source, find the information you need to address the prompt. Take turns reading it aloud. Then discuss what you have read. Make a chart of the contributions of your chosen person and list reasons why those contributions outweigh those of other famous Texans. Make two copies of the chart so you can each have one as you write. Discuss the contributions of other Texans so you understand how committee members might support a different person.

**Drafting**

Be sure to include an effective, attention-getting beginning in which you make your position clear. Build on that with a well-developed middle with ample facts and examples and clear transitions. Consider and address opposing views. Add an ending that makes the proposal feel complete. Check to make sure that you have presented the ideas accurately and that you have included only those supporting details that relate specifically to your subject.

**Revising by Conferencing**

Meet with your partner. Begin by referring to the rubric on page 259 of Writing with Power. Discuss whether the rubric needs to be adapted for a persuasive proposal, and if so, how. Then use the rubric to evaluate each other’s proposal. Offer positive feedback as well as constructive criticism. When you have finished, write a second draft to make the proposal the best it can be. Use the checklist on page 257 for additional points to address when revising.

**Editing and Publishing**

When you are satisfied with your second draft, edit it for conventions: spelling, grammar, usage, and mechanics. Exchange papers with your partner and look over each other’s edited versions to see if there is any need for additional correction. Make any changes necessary to your own paper. Read your proposal to the rest of the class.
Web 2.0 Tools and Projects

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

Using Web 2.0 Tools in the Classroom

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

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

**Real-time Collaborative Editing Project**
Create Google Waves and share them with your writing group members.
Chapter 10
Writing to Persuade

Activities

BEGINNING: MAKING CONNECTIONS

Some students may come from cultures in which offering personal views and opinions is frowned upon. Tell students that it is quite common—even expected—for people in the United States to state their views on many topics, such as politics, the economy, or entertainment. Ask students to think of a personal view and to state it aloud to the rest of the group, providing a reason for their view. Possible examples include: I don’t like snowy weather because my ears and fingers get cold, or I like cable television because there are so many channels to choose from.

INTERMEDIATE: MODELING

Review with students the difference between statements of fact and those of opinion. Model how to write fact and opinion statements, explaining any key words, such as should, best, and most. Then have students write each of these opinion statements as a fact.

1. Io is the most fantastic of Jupiter’s 63 moons.
2. Uranus is the most beautiful planet in our solar system.
3. Astronomy should be offered as a class at our school.
4. Everyone who wants to be an astronaut should attend Space Camp in Huntsville, Alabama.
5. The Columbia Space Shuttle explosion in January 2003 was a needless disaster.

ADVANCED: COLLABORATIVE LEARNING

Review with students the main elements of a persuasive paragraph: topic sentence, several important supporting points, and a concluding sentence. Be sure that students realize that the supporting points may be presented in more than one order. Then display the following sentences or print them out and cut apart. In pairs, ask students to organize the sentences in an order that makes sense.

Paragraph one:
- Americans need to use other sources of energy rather than oil.
- The Arctic Refuge should be preserved for the ages, not disturbed for a short-term gain.
- Nature lovers and others think that drilling for oil in the Arctic National Wildlife Refuge is a bad idea.
- All of the oil in the Arctic Refuge is only about six months’ supply for the United States.
- Many of the animals in the Arctic Refuge might be hurt by the drilling.

Paragraph two:
- Exercise can help reduce stress.
- It can make your bones stronger.
- Everyone should try to get some exercise every day.
- All in all, exercise can help people lead happier, healthier, and longer lives.
- Joining a sports team can help people make new friends.

continued
Chapter 22
Clauses

Leveled Activities

Beginning: Modeling/Scaffolding
Ask students to suggest simple sentences. Model how to add a subordinate clause to a simple sentence, such as I speak Spanish and Because I was born in Mexico, I speak Spanish. Have students look at the chart of subordinating conjunctions on page 641 in the student book. Model how to replace because in the model sentence with since, explaining that these two words have similar meanings. List more examples of sentences, and then add subordinate clauses using the list of subordinating conjunctions on page 641.

Intermediate: Linguistic Support
Write the following sentences on the board:

1. When is the party?
2. We will take our gift when we go to the party.

Explain that some words used to introduce subordinate clauses are also used to begin questions. Ask students to review the list of subordinating conjunctions on page 641 and relative pronouns on page 643 of the student book and indicate which ones are used to ask questions. Have students use these words in questions as you write the questions on the board. Then have them suggest a sentence in which the same word introduces a subordinate clause.

Advanced: Collaborative Learning
Have groups of three students make a list of subordinate clauses. Pick a group to take turns reading their subordinate clauses aloud to another group. Members from the other group should finish the sentences with an independent clause. Students may also write their answers on the board.

Advanced High: Making Connections
Print out the following paragraph and cut apart the sentences, separating the independent and the subordinate clauses. Pass out the sentence parts and ask students to find the partner to their slip of paper. Once their partner is found, have all the students read their sentences. Confirm understanding by asking all the students with subordinate clauses to raise their hands and then all the students with independent clauses to raise their hands. Finally, ask the partners to stand in order to create a logical paragraph. Read the completed paragraph aloud.

1. If you have time for proper planning, a party can be an enormous success.
2. While it might take a little work, the results are well worth the effort.
3. Whenever you plan a party, you have to think about where you will hold it.
4. You will want to make a list, because you will want to remember everything you need to do.
5. I always make a list of the food I want to prepare, even though I have given many parties.
6. It's a good idea to have extra snacks, so that you will not run out of food.
7. While planning the party menu is an important part of the event, it is also important to plan activities.
8. It is smart to have some physical activities, such as dancing or charades, because people like to move around a bit.

21st Century Skills

Leveled Activities

Beginning: Linguistic Support
Review synonyms with students. Confirm the pronunciation of the word synonym by pointing out that the letter -y is pronounced like an -i. Tell students that the prefix syn- means “with or together.” Then have students match the synonyms in these two columns.

1. fast A. cheerful
2. happy B. hard
3. promise C. quick
4. difficult D. cash
5. money E. pledge

Intermediate: Linguistic Support
Build upon the beginning activity by asking students to suggest their own examples of synonyms for the words matched above. Review the term antonym, explaining that that prefixes ant- and anti- mean “against or opposed to.” Have students match the antonyms below. Then have them suggest synonyms for each numbered word.

1. happy A. cruel
2. kind B. dull
3. beautiful C. sad
4. simple D. ugly
5. funny E. complex

Advanced: Graphic Organizer
Display the Five-column Chart on page 31. Fill in the chart with the heads from the SQ3R chart on page 368—Survey, Question, Read, Recite, Review. Review the SQ3R reading strategy and then ask students to read a content-area text and fill in the graphic organizer with notes, questions, main ideas, and answers to their questions. When they are done, ask students to compare and discuss their graphic organizers with a small group of students.

Advanced High: Collaborative Learning
In pairs, have students work with an online or print thesaurus to find at least two synonyms for the words listed below. Once students have made their lists of synonyms, have small groups discuss the nuances in the meanings of the words, such as the synonyms dirty, soiled, and nasty. Ask students to write a sentence for each word and synonym.
Preparing for the Worst

Communities along the San Andreas Fault should plan ahead in case an earthquake should strike. First, the risk of an earthquake along the fault is very high. Scientists predict a major earthquake will occur within the next 100 years. Second, emergency shelters, food supplies, and fire extinguishers needed for adequate planning are not expensive compared to other town or city costs. Most important, conducting earthquake drills, like fire drills, can help people be as calm as possible if an earthquake does occur. Perhaps thousands of lives could be saved with proper planning.

Warm-Up

1. Emphasize your ideas by using repetition.

With your classmates, think of ways you could add repetition to emphasize the idea expressed below.

Trash in our public parks makes people stay away. Then write a paragraph that continues the idea. Use repetition to emphasize your opinion.

Bellringer: Using a Power Tool

A prepositional phrase is a group of words that begins with a preposition, ends with a noun or a pronoun, and is used as an adjective or adverb.

Answers

Prepositional Phrases

The story of Cesar Chavez is interesting.

He worked throughout his lifetime.

Grammar

A prepositional phrase is a group of words that begins with a preposition, ends with a noun or a pronoun, and is used as an adjective or adverb.

Answers

Prepositional Phrases

The story of Cesar Chavez is interesting.

He worked throughout his lifetime.

Analyze the Narrative Prompt

Trying new things is the only way to learn, but it sometimes takes courage (think of a time you tried something new, such as learning to ride a bike or performing on stage) and needed courage to accomplish it. Tell what happened in this experience and what you learned from it.

21st Century Skills

Students, citizens, and workers face new challenges in the global and technological world of the 21st century. While developing technology skills is essential, developing human relations skills—the ability to collaborate and communicate with people across cultures, to solve problems, to think creatively—is even more important.
Facts and Opinions

Is each of the following statements a fact or an opinion?

• Hip-hop is more fun to listen to than rock ‘n’ roll music.
• Lyndon Johnson was elected president in 1964.
• Some people eat too much garlic.
• Our football team only lost one game last year.

The Power Rules

4. Use subject forms of pronouns in subject position. Use object forms of pronouns in object position.

Before Editing
- Her and her mom look alike.
- Him and his brothers live in different houses.
- Marie wants to start a business with Frank and I.

After Editing
- She and her mom look alike.
- He and his brothers live in different houses.
- Marie wants to start a business with Frank and me.

Save Time to Edit

1. Are your sentences free of errors in grammar and usage?
2. Did you spell each word correctly?
3. Did you use capital letters where needed?
4. Did you punctuate each sentence correctly?
5. Did you indent paragraphs as needed and leave proper margins on each side of the paper?
6. Did you punctuate dialogue correctly?

For more on how to evaluate narrative writing, see Personal Narrative: Using a Six-Trait Rubric on page 146 of the student book. For examples of writing at different levels, see the models in Writer’s Resource.

Collaborate and Create

Act It Out

Rubric

Use the following rubric to evaluate the use of ideas in the drama.

4 The argument is expressed clearly and supported with details.
3 The argument is clear but not completely supported.
2 The argument is partially clear and somewhat supported.
1 The argument is unclear and not supported.

Connecting Composition to Grammar

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

Harry remembered with a sudden burst of joy that he would be leaving for camp tomorrow.
### Grammar, Usage, and Mechanics

**CHAPTER 22 Test**

**Directions:** Identify the sentence with the independent clause correctly underlined.

<table>
<thead>
<tr>
<th>Number</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A: I signed up for the art class because I want to make a mosaic.</td>
<td>B: Before we start to gather materials, we watch a slide show.</td>
<td>C: The mosaic is beautiful, and I can’t wait to get started.</td>
<td>D: We will make our mosaic out of stones that we collect on the beach.</td>
</tr>
</tbody>
</table>

**Directions:** Identify the sentence with the subordinate clause correctly underlined.

<table>
<thead>
<tr>
<th>Number</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>A: The stones shine in the sun, and I choose the most colorful ones.</td>
<td>B: After we explore the beach, we carry the stones to the classroom.</td>
<td>C: We arrange the stones into patterns until they look just right.</td>
<td>D: My mosaic is not quite finished when it’s time to stop for the day.</td>
</tr>
</tbody>
</table>

**Directions:** Identify the adverbial clause in each sentence.

<table>
<thead>
<tr>
<th>Number</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>A: My sister Alessandra wants to live in sunny South Florida because she enjoys year-round sports.</td>
<td>B: She is very happy there as she enjoys year-round sports.</td>
<td>C: Very happy there because she enjoys year-round sports.</td>
<td>D: None of the above</td>
</tr>
<tr>
<td>4.</td>
<td>A: Alessandra plans to attend the University of South Florida.</td>
<td>B: She plans to attend the University of South Florida.</td>
<td>C: Plans to attend the University of South Florida because she enjoys year-round sports.</td>
<td>D: None of the above</td>
</tr>
<tr>
<td>5.</td>
<td>A: Alessandra will be very happy there as long as she can play tennis every day.</td>
<td>B: Alessandra will be very happy there on sunny days if she can play tennis.</td>
<td>C: Alessandra will be very happy there as long as she can play tennis on sunny days.</td>
<td>D: None of the above</td>
</tr>
</tbody>
</table>

**Directions:** Identify the concluding statement.

<table>
<thead>
<tr>
<th>Number</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>A: Always try to get all of her homework done right away so that she can get to the courts early.</td>
<td>B: Not very long before she is winning her match.</td>
<td>C: So that she can get to the courts early.</td>
<td>D: None of the above</td>
</tr>
</tbody>
</table>

### 21st Century Skills

**PART III Guide to 21st Century Skills Test**

**Directions:** Choose the best answer for each of the following questions.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The ability to search for, manage, evaluate, and use information is called ___</td>
<td>A: technology literacy</td>
<td>B: netiquette</td>
<td>C: information literacy</td>
<td>D: electronic publishing</td>
</tr>
<tr>
<td>2.</td>
<td>Which of the following tools is suitable for creating an outline, revising a manuscript, and producing a polished final draft document?</td>
<td>A: a word-processing program</td>
<td>B: a blog</td>
<td>C: social networking sites</td>
<td>D: an interface</td>
</tr>
<tr>
<td>3.</td>
<td>When presenting written information, you should choose fonts that ___</td>
<td>A: reflect your personality</td>
<td>B: add interest to your message</td>
<td>C: clarify your message</td>
<td>D: call attention to your message</td>
</tr>
<tr>
<td>4.</td>
<td>The post-production phase of a making a video includes which of the following tasks?</td>
<td>A: editing a scene</td>
<td>B: casting narrators and actors</td>
<td>C: shooting a scene</td>
<td>D: finding music</td>
</tr>
<tr>
<td>5.</td>
<td>When writing captions for photographs, you should ___</td>
<td>A: always use full sentences</td>
<td>B: avoid telling readers the obvious</td>
<td>C: never identify people in photographs</td>
<td>D: use a large, serif font</td>
</tr>
<tr>
<td>6.</td>
<td>The information on a Web site is easier to read if it is ___</td>
<td>A: placed in long, uninterrupted sections</td>
<td>B: as detailed as possible</td>
<td>C: grouped into short sections with subheads</td>
<td>D: placed on a single page</td>
</tr>
<tr>
<td>8.</td>
<td>To access the Internet, you need a ___</td>
<td>A: word processor</td>
<td>B: social network</td>
<td>C: home page</td>
<td>D: modem</td>
</tr>
<tr>
<td>9.</td>
<td>Software that supplies an interface for searching, finding, viewing, and managing information on the Internet is called ___</td>
<td>A: a search engine</td>
<td>B: browser</td>
<td>C: word processor</td>
<td>D: cookie</td>
</tr>
<tr>
<td>10.</td>
<td>Using mean or abusive language on the Internet is called ___</td>
<td>A: flaming</td>
<td>B: netiquette</td>
<td>C: spamming</td>
<td>D: sarcasm</td>
</tr>
</tbody>
</table>
Chapter 20: Clauses

1. Identify the correctly written simple sentence in the group.
   - Yellowstone is a national park and Yosemite.
   - Yellowstone is the national park Yosemite is another.
   - Yellowstone and Yosemite are national parks.
   - Yellowstone and Yosemite are both national parks, and I have visited both.

   **ANS: C**

2. Identify the correctly written simple sentence in the group.
   - You can visit Yosemite in summer, or you can go in spring.
   - Spring and summer are beautiful times to visit Yosemite.
   - Spring is a beautiful time to visit Yellowstone too.
   - Yellowstone is beautiful in spring and Yosemite is beautiful in summer.

   **ANS: G**

3. Identify the correctly written simple sentence in the group.
   - Snow covers the road, and ice is dangerous in late fall.
   - In late fall, snow begins falling, and by winter, ice covers the road.
   - Snow and ice are just two dangers in winter; avalanches are another.
   - In late fall, snow and ice cover the roads leading to Yosemite.

   **ANS: D**

4. Identify the correctly written simple sentence in the group.
   - Skis, snowshoes, and monorails are good ways to get around in winter.
   - Skis and snowshoes are used, monorails are not allowed.
   - Skis and snowshoes are fun to use, monorails can be dangerous.
   - Good ways to get around include skis, snowshoes are rarely seen.

   **ANS: F**

5. Identify the correctly written simple sentence in the group.

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

Following is an idealized framework for teaching grammar throughout the writing process, reprinted with permission from Grammar to Enrich and Enhance Writing. Though this framework includes more steps than are often practical, it can help you nudge yourself into first teaching grammatical options and then helping students revise and edit. Ideally, we teachers will be able to sense from students' writing what they might be ready for next in terms of grammatical options and conventions. The “What Should I Teach Next?” section from Grammar to Enrich and Enhance Writing includes a chart that keys the various aspects of grammar to the 6 traits of writing emphasized in Writing with Power: interactive teaching needs to be followed by guided mentoring, often through several writings.

Professional Development Resource

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

Sample Table of Contents

- Pedagogy and Practical Applications
  - A Structured Process Approach to Teaching Writing
  - Language and Power
  - Options for Using Writing with Power
    - with project
    - without project
    - in small groups

- Professional Readings
  - Peter Smagorinsky: "Responding to Student Writing," from Teaching English by Design
  - Constance Weaver: "Grammar and Writing," excerpts from The Grammar Plan Book and Grammar to Enrich and Enhance Writing

What Should I Teach Next?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Writing through grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>High—effective</td>
<td>Sentences and lengths flow throughout the writing. Sentences in sequence or nearly the same length, with a clear rhetorical thesis. Use of various grammatical and stylistic tools for flow or effect, such as -but not confined to—participial phrases, adjectives, adverbs, etc.</td>
</tr>
<tr>
<td>Middle—competent</td>
<td>Sentences are sometimes varied in length and structure, with some variation in connective and cohesive devices. Occasional use of a rhetorical device.</td>
</tr>
<tr>
<td>Low—basic</td>
<td>Simple, short sentences are regular, with minimal sentence variation and basic kinds of transitions/connections, if any.</td>
</tr>
</tbody>
</table>

- Some sentences are compound; they have two or more independent clauses. Some are complex; they include one or more subordinate clauses.
- Noticeable and varied use of introductory phrases and subordinate clauses, substantial and varied use of prepositional phrases to describe and elaborate upon nouns as well as set the scene.
- Minimal use of adjectives and adverbs; prepositional phrases more often used to set the scene for what's going on than to describe someone or something.
Professional Development Excerpts, Peter Smagorinsky

**On small group collaboration:**

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

**On the teacher’s role during group work:**

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

**On responding to student writing:**

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

—from Teaching English by Design
Chapter 10: Writing to Persuade  pages 240–265

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

<table>
<thead>
<tr>
<th>Chapter 10 at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question</td>
</tr>
<tr>
<td>Essential Standards</td>
</tr>
</tbody>
</table>
| Essential Content | • Understanding the structure of a persuasive essay  
                      • Distinguishing facts and opinions  
                      • Supporting topic sentences with claims, warrants, and evidence  
                      • Understanding the importance of including counter-arguments  
                      • Using order of importance and transitions effectively  
                      • Drafting, revising, and proofreading a persuasive composition |
| Chapter Project | **Words into Deeds** Write a persuasive composition that will spur others to action. |
| Suggested Time | 6.5 to 10 days. If time is short, focus on items marked “Essential Content” in the Day-by-Day Plan. |

Companion Chapters for an Integrated Curriculum

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Chapter 20, Phrases, pp. 598–615; Chapter 22, Clauses, pp. 636–659</td>
</tr>
<tr>
<td>Usage and Mechanics</td>
<td>Chapter 27, Using Adjectives and Adverbs, pp. 766–799</td>
</tr>
</tbody>
</table>

Day-by-Day Plan for Chapter 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Essential Content</th>
<th>Student/Teacher Edition</th>
<th>Essential Standards</th>
<th>Supporting Resources</th>
</tr>
</thead>
</table>
| 1   | Persuasive Writing Project: Words into Deeds  pp. 240–246  
Model: *Address at Rice University on the Nation’s Space Effort* pp. 241–245 | **Common Core**: W.1, W.4, W.10 | **Chapter Diagnostics**  
**Assessment Resource:**  
• Chapter 10 Pretest, p. 85  
**ExamView Assessment Suite**  
CD: Chapter 10 Pretest  
**Warm-Up**  
**Classroom Presentation Slides:**  
• Bellringer: Using a Power |
<table>
<thead>
<tr>
<th>2</th>
<th><strong>Developing Your Skills of Persuasion</strong> pp. 247–256</th>
<th>See standards listed below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. <strong>Structure</strong> pp. 247–248</td>
<td><strong>Common Core:</strong> W.1, W.1.a, W.1.c, W.1.b</td>
</tr>
<tr>
<td>3</td>
<td>2. <strong>Facts and Opinions</strong> pp. 249–251</td>
<td><strong>Common Core:</strong> W.1.a, W.1.b, W.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>In the Media: Opinions and Advertising</em> p. 251</td>
<td><strong>Common Core:</strong> W.1.c, W.4, W.10</td>
</tr>
<tr>
<td>X</td>
<td>3. <strong>Other Points of View</strong> pp. 252–253</td>
<td><strong>Common Core:</strong> W.1.a, W.1.c</td>
</tr>
<tr>
<td>4</td>
<td>4. <strong>Order of Importance and Transitions</strong> pp. 254–256</td>
<td><strong>Common Core:</strong> W.1.a, W.1.b, W.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Power of Language: Say It Again</em> p. 256</td>
<td><strong>Common Core:</strong> W.4, W.10</td>
</tr>
<tr>
<td>5</td>
<td><strong>Persuasive Writing: Checklist</strong> pp. 257–258</td>
<td><strong>Common Core:</strong> W.1, W.1.a, W.1.b, W.4, W.10, L.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Language of Power: Negatives</em> p. 258</td>
<td><strong>Common Core:</strong> W.1.a, W.1.b, W.1, W.4, W.10, L.2</td>
</tr>
<tr>
<td>X</td>
<td><strong>Using a Six-Trait Rubric: Persuasive Writing</strong></td>
<td><strong>Common Core:</strong> W.1.c, W.1.a, W.1.b</td>
</tr>
</tbody>
</table>

**Other Resources for Chapter 10**

<table>
<thead>
<tr>
<th>Test-Taking Strategies</th>
<th><strong>Test Preparation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELL Support</strong></td>
<td><strong>English Language Learners Teacher Resource:</strong> Chapter 10</td>
</tr>
<tr>
<td><strong>Enrichment and Extension</strong></td>
<td><strong>Image Grammar Activity Book:</strong> Absolutes, pp. 6–10; Literal Repetition, Grammatical Repetitions, Mixed Problems, pp. 141–155</td>
</tr>
<tr>
<td></td>
<td><strong>Image Grammar Teaching Resources CD</strong></td>
</tr>
<tr>
<td></td>
<td><strong>6 Trait Power Write:</strong> Words into Deeds Persuasive Composition</td>
</tr>
<tr>
<td><strong>Vocabulary and Spelling</strong></td>
<td><strong>Vocabulary Skills Practice</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Spelling Skills Practice</strong></td>
</tr>
</tbody>
</table>
Check it out today!
For more information on *Writing with Power* or *6 Trait Power Write*, please visit perfectionlearning.com/writing-with-power