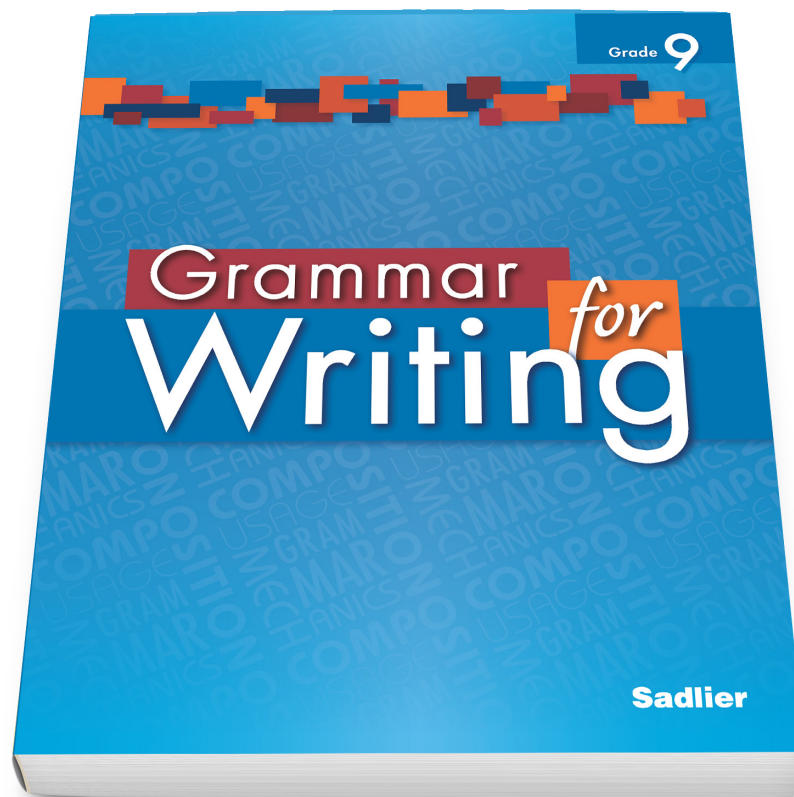


Grammar for Writing[™]

Correlation to the Texas Essential Knowledge and Skills (TEKS)

Chapter 110.C. §110.36. English Language Arts and Reading ADOPTED 2017

English I




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(1) **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—**

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
- (C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

Grammar for Writing Grade 9 Feature & Location	Description
<p>Working Together </p> <p>Exercise 6 Revising a Draft, p.17; Exercise 9 Creating Editing and Proofreading Exercises, p.19; Exercise 2 Improving Unity and Adding Details, p.23; Exercise 6 Revising a Paragraph for Organization and Coherence, p.28; Exercise 2 Revising a Press Release, p.37; Exercise 5 Revising a Report, p.39; Exercise 7 Revising a Paragraph, p.41; Exercise 10 Writing Paragraphs, p.43; Exercise 11 Sentences with Adjective Clauses, p.45; Exercise 13 Combining Sentences, p.47; Exercise 14 Revising a Paragraph, p.47; Exercise 4 Revise Your Autobiographical Incident, p.56; Exercise 6 Choose a Topic, p.60; Exercise 7 State Your Opinion, p.60; Exercise 16 Proofread and Publish, p.67; Exercise 4 Revising a Paragraph, p.94; Exercise 2 Writing Complete Sentences, p.110; Exercise 13 Writing a Description, p.122; Exercise 7 Writing a Paragraph, p.134; Exercise 6 Revising a Story Beginning, p.150; Exercise 5 Writing Sentences with Adverb Clauses, p.150; Exercise 9 Create Your Own Exercise, p.152; Exercise 10 Revising a Biology Report, p.152; Exercise 6 Create Your Own Exercise, p.184; Exercise 7 Writing a</p> <p style="text-align: center;"><i>continued</i></p>	<p>The Working Together logo identifies exercises found throughout the program that invite collaborative participation. Teamed with one or more classmates, students work together on brainstorming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.</p>

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
- (C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

Grammar for Writing Grade 9 Feature & Location	Description
Paragraph, p.184; Exercise 9 Creating Your Own Exercise, p.214; Exercise 10 Editing an Anecdote, p.214; Exercise 2 Writing Sentences, p.224; Exercise 14 Writing a Paragraph, p.234; Exercise 8 Writing Your Own Exercise, p.248; Exercise 9 Writing a Dialogue, p.250; Exercise 10 Punctuating Dialogue, p.250; Exercise 2 Writing a Biography, p.260; Exercise 5 Editing and Proofreading a Paragraph, p.262; Exercise 8 Creating Your Own Exercise, p.264; Exercise 10 Writing a Paragraph, p.266; Exercise 6 Create Your Own Exercise, p.278	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and think—

VOCABULARY

The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
- (B) analyze context to distinguish between the denotative and connotative meanings of words; and
- (C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo..

Grammar for Writing Grade 9 Feature & Location	Description
<p>Enriching Your Vocabulary, pp. 15, 19, 23, 32, 68, 89, 95, 103, 111, 135, 153, 163, 167, 174, 179, 185, 197, 201</p> <p><i>Example [Grade 9, p. 68]</i></p> <p>Enriching Your Vocabulary</p> <p><i>Voracious</i> comes from the Latin verb <i>vorare</i>, meaning “to swallow up.” This adjective may be used in both a literal and a figurative sense. A person who has a voracious appetite is likely to eat huge quantities of food. Someone with a hunger for knowledge may be a voracious reader.</p>	<p>Enriching Your Vocabulary is a sidebar note found in several lessons throughout the program. This feature explains the meaning of one or more challenging words in the current lesson by examining their Latin or foreign language roots and evolution of the present-day meaning.</p> <p>For example, on page 153 students learn that the noun <i>structure</i> stems from the Latin verb <i>struere</i>, which means “to build.” Additional words from the same root include <i>construction</i>, <i>destruction</i>, and <i>instruction</i>, as well as a term coined less than 100 years ago—<i>infrastructure</i>.</p> <p>On page 277, students are taught that the adjective <i>buoyant</i> is derived from the Spanish verb <i>boyar</i> (“to float”).</p>
<p>Build Your Vocabulary, pp. 53, 63, 70</p> <p><i>Example [Grade 9, p. 63]</i></p> <p>5. Build Your Vocabulary. Look at the following three words in context, and discuss what each word means: aspiration (sentence 3), tenacity (sentence 4), and reconciliation (sentence 11). If you can’t define or aren’t sure of a word, check a dictionary, and add the word to your vocabulary notebook.</p>	<p>Students are reminded to consult a dictionary to build their vocabulary. They are encouraged to underline unfamiliar words in their reading, look up the meaning, then write the definitions in a vocabulary notebook.</p>
<p>Use a dictionary, pp. 89, 103, 165, 185, 223, 224, 278, 280</p> <p><i>continued</i></p>	<p>Students are regularly reminded to consult a dictionary to get more information about words. In doing so, they also build their vocabulary.</p>

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and think—

VOCABULARY

The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
- (B) analyze context to distinguish between the denotative and connotative meanings of words; and
- (C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo..

Grammar for Writing Grade 9 Feature & Location	Description
<p><i>Example [Grade 9, p. 165]</i></p> <p>P.S. When you aren't sure about a verb form, check a dictionary. All dictionaries list the principal parts of irregular verbs. The entry word is the present form. The past, past participle, and present participle forms are listed after the pronunciation:</p> <p>break (brāk), broke, broken, breaking</p> <p>If no verb forms are listed following the entry word, you can be sure that the verb is regular.</p>	
<p>Chapter 16 Spelling, pp. 271–287 Lesson 16.1 Using a Dictionary, pp. 273–274</p> <p><i>Example [Grade 9, p. 273]</i></p> <p>Spelling Tips</p> <p>Learn what a new or unfamiliar word means. When dealing with two words that look similar but have different meanings, you need to know which meaning goes with which spelling.</p>	<p>While the primary focus of Lesson 16.1 Using a Dictionary is using a dictionary to improve spelling, students also use a dictionary to discover or clarify the meaning of new words.</p>
<p>Differentiating Instruction: Chapter Vocabulary, pp. T28–T40</p>	<p>Located in the Annotated Teacher's Edition, Differentiating Instruction: Chapter Vocabulary provides strategies for helping students learn new or difficult vocabulary used in each chapter.</p> <p>The Chapter Vocabulary Chart contains a bulleted list of challenging terms, while the chapter chart presents instructional strategies for each lesson designed to help English Learners and Striving Learners.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8-19 Lesson 1.1 Prewriting: Gathering Ideas, pp. 9-12</p> <p><i>Example [Grade 9, p. 9]</i></p> <p>► Prewriting is all the thinking, planning, and organizing you do before you actually start writing.</p> <p>“What shall I write about?” Every writer wrestles with this question. As you start to think about writing, choose a topic (a) that interests you, (b) that’s important to you, or (c) that you know a lot about.</p>	<p>Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.</p> <p>In Lesson 1.1 Prewriting, students explore several ways to identify then narrow a topic. Strategies include Writer’s Notebook, Brainstorming, Freewriting, Clustering, and 5-W and How Questions.</p>
<p>Chapter 4 Writing Workshops, pp. 51-86 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 52-61 Lesson 4.2 Persuasive Writing, pp. 57-61 Lesson 4.3 Expository Writing: Compare and Contrast Essay, pp. 62-67 Lesson 4.4 Writing About Literature: Analyzing Fiction, pp. 68-73 Lesson 4.5 Expository Writing: Research Paper, pp. 74-82 Lesson 4.6 Writing a Timed Essay, pp. 83-88</p> <p><i>Example [Grade 9, p. 65]</i></p> <p>Exercise 11 Choose Subjects</p> <p>An imaginative comparison Use your imagination to find similarities between two situations or actions that seem, at first, to have nothing in common. For example, how is pumping up a bicycle tire like listening to a complaining friend?</p>	<p>In Chapter 4 Writing Workshops, each lesson provides instruction and experience with various forms of writing. These include narrative writing, persuasive writing, expository writing: compare and contrast essay, literary analysis, research paper, and writing a timed essay.</p> <p>Following the introduction for each workshop is a writing model, accompanied by critical thinking exercises. After analyzing the model, students are given strategies to guide their own writing.</p> <p>The lesson concludes with exercises that guide student work on the writing assignment. The first exercise is choosing a topic.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14</p> <p><i>Example [Grade 9, p. 13]</i></p> <p>➡ Now that you’ve gathered your ideas, think about the order in which you want to present them. Decide whether the best way to sequence your ideas would be, for example, chronological order, order of importance, or cause and effect.</p> <p>➡ Drafting is the step in the writing process when you start putting your thoughts into sentences and paragraphs.</p>	<p>For Lesson 1.2 Organizing the Ideas and Drafting, students focus on their audience and purpose. They see how an outline can help them organize their information and thoughts. After studying a writing model, student write the first two or more paragraphs of their draft, referring back to the Drafting Strategies. These include Write the Big Idea, Grab Your Reader, Stay Flexible, and Create an Ending.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–34 Lesson 2.1 Ideas and Unity, pp. 21–22 Lesson 2.2 Elaborating with Supporting Details, pp. 23–24 Lesson 2.3 Organization and Coherence, pp. 26–28 Lesson 2.4 Types of Paragraphs, pp. 29–31 Lesson 2.5 Writing Essays, pp. 32–34</p>	<p>Chapter 2 Writing Effective Paragraphs and Essays lays out practical, easy-to-understand advice on drafting a longer, complete work by first constructing well-organized paragraphs as essential components of the essay.</p>

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- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
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Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 51–86 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 52–61 Lesson 4.2 Persuasive Writing, pp. 57–61 Lesson 4.3 Expository Writing: Compare and Contrast Essay, pp. 62–67 Lesson 4.4 Writing About Literature: Analyzing Fiction, pp. 68–73 Lesson 4.5 Expository Writing: Research Paper, pp. 74–82 Lesson 4.6 Writing a Timed Essay, pp. 83–88</p> <p><i>Example [Grade 9, p. 61]</i></p> <p>Write your first draft. Remember these three elements of effective writing:</p> <ul style="list-style-type: none"> • Provide evidence. The more support you give for your opinion, the more persuasive you’ll be. Just make sure that everything you say is relevant—to the point. • Use transitions. As you follow a brief outline like the one on page 59 called “Building Your Argument,” let your readers know where your argument is headed. For example, you might mention the number of reasons you’ll give: “I oppose the proposed curfew for three reasons. . . .” Then, as you mention each reason, alert your reader with transitions, such as <i>First, Second, Third,</i> and <i>Finally.</i> • Aim for coherence. Concentrate on expressing every thought as clearly as you can. 	<p>Located immediately after the introduction for each Writing Workshop is a writing model, which is followed by critical thinking exercises. After analyzing the model, students are given strategies to guide their own writing.</p> <p>The lesson concludes with exercises that guide student work on the writing assignment, including organizing their information and writing the first draft.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8-19 Lesson 1.3 Revising, pp. 15-17</p> <p><i>Example [Grade 9, p. 15]</i></p> <p>➡ When you revise, you shape your draft into its almost-final form.</p> <p>At this stage in the writing process, you try to make your written thoughts clearer. Check that your writing is appropriate for your purpose and intended audience. You may need to add new information, cut words or sentences, change the order of sentences and paragraphs, and replace weak words with stronger ones.</p>	<p>Lesson 1.3 Revising teaches students to look for ways to improve unity and coherence in their first draft. Revising strategies include examining relevance of details and seeking to improve clarity, sentence variety, and word choice and tone.</p>
<p>Chapter 3 Writing Effective Sentences, pp. 35-49 Lesson 3.1 Varying Sentence Beginnings, pp. 36-37 Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs, pp. 38-39 Lesson 3.3 Combining Sentences: Using Coordinating Conjunctions, pp. 40-41 Lesson 3.4 Combining Sentences: Inserting Phrases, pp. 42-43 Lesson 3.5 Combining Sentences: Using Subordinate Clauses, pp. 44-45 Lesson 3.6 Eliminating Short, Choppy Sentences, pp. 45-47 Lesson 3.7 Eliminating Wordiness, pp. 48-49</p> <p><i>Example [Grade 9, p. 42]</i></p> <p>➡ Combine related sentences by inserting a phrase from one sentence into another sentence. Sometimes the phrase you move from one sentence to another requires a slight change. Sometimes you can just select a phrase</p> <p style="text-align: right;"><i>continued</i></p>	<p>In the lessons in Chapter 3 Writing Effective Sentences, students study techniques for improving awkward or confusing sentences. They examine common problems, such as choppy sentences and wordiness, that should be remedied as they revise their drafts. Knowing when and how to vary the length and improve the structure of sentences helps students develop a personal writing style.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Grammar for Writing Grade 9 Feature & Location	Description
<p>from one sentence and integrate it into another. Usually there is more than one way to combine two sentences..</p>	
<p>Chapter 6 Parts of a Sentence, pp. 107-126 Lesson 6.3 Correcting Sentence Fragments, pp. 113-114</p> <p><i>Example [Grade 9, p. 113]</i></p> <p>The Sentence Test</p> <p>To determine whether a group of words is a sentence, ask these three questions:</p> <ol style="list-style-type: none"> 1. Does it have a subject? 2. Does it have a verb? 3. Does it express a complete thought? 	<p>In 6.3 Correcting Sentence Fragments, students learn how to identify and fix a problem found in many student drafts.</p>
<p>Chapter 7 Phrases, pp. 127-139 Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases, pp. 129-130 Lesson 7.2 Participles and Participle Phrases, pp. 131-132 Lesson 7.3 Effective Paragraphs: Varying Sentence Beginnings, pp. 133-134 Lesson 7.4 Gerunds and Gerund Phrases, pp. 135-136 Lesson 7.5 Infinitives and Infinitive Phrases, pp. 138-139 Lesson 7.6 Appositive and Appositive Phrases, pp. 132-133</p> <p>Chapter 8 Clauses, pp. 143-154 Lesson 8.1 Independent Clauses and Subordinate Clauses, pp. 145-146 Lesson 8.2 Adjective Clauses, pp. 147-148 Lesson 8.3 Adverb Clauses, pp. 149-150 Lesson 8.4 Noun Clauses, pp. 151-152</p> <p style="text-align: center;"><i>continued</i></p>	<p>Chapter 7 and Chapter 8 provide an in-depth look at several types of phrases and clauses, as well as their use in various sentence structures. Lessons in these chapters increase students' ability to find and revise sentence structures that are confusing due to the faulty use of phrases or clauses.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Lesson 8.5 Four Types of Sentence Structures, pp. 153-154 <i>Example [Grade 9, p. 133]</i></p> <p>When every sentence in a paragraph starts with its subject, the rhythm of the sentences becomes quite monotonous.</p> <p>▣▶ For variety, begin some of your sentences with a phrase.</p>	
<p>Chapter 4 Writing Workshops, pp. 51-86 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 52-61 Lesson 4.2 Persuasive Writing, pp. 57-61 Lesson 4.3 Expository Writing: Compare and Contrast Essay, pp. 62-67 Lesson 4.4 Writing About Literature: Analyzing Fiction, pp. 68-73 Lesson 4.5 Expository Writing: Research Paper, pp. 74-82 Lesson 4.6 Writing a Timed Essay, pp. 83-88</p> <p><i>Example [Grade 9, p. 73]</i></p> <p>Let the draft sit awhile. Then use the four revising strategies suggested in Lesson 1.3. Think about your audience, and read for ideas and unity, organization and coherence, and sentence variety. As you and your writing partners revise, ask these questions:</p> <ul style="list-style-type: none"> • Is the essay coherent, or well-organized? • Are the general statements clearly expressed but not wordy? • Have you elaborated enough to support or “prove” each main point? • Is your word choice appropriate for your audience and specific to your subject matter? <p style="text-align: center;"><i>continued</i></p>	<p>Following the introduction for each workshop is a writing model, which is followed by critical thinking exercises.</p> <p>After analyzing the model, students are given strategies to guide their own writing. Each lesson includes instruction on revising the draft.</p>

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WRITING PROCESS

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- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Grammar for Writing Grade 9 Feature & Location	Description
<ul style="list-style-type: none"> • Is everything unified, or directly related to, the main point? 	
<p>Revising and Editing Worksheets, pp, 46, 113, 131, 147, 165, 183, 199, 219, 233</p>	<p>Located at the end of several chapters, each Revising and Editing Worksheet features a draft to be corrected. Applying their recently learned language skills, students are instructed to write their own revised and edited version on a separate piece of paper.</p>

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.4 Editing and Proofreading, pp. 18–19</p> <p><i>Example [Grade 9, p. 18]</i></p> <p>▶ When you edit or proofread (these words refer to the same task), you search for and correct mistakes in spelling, punctuation, capitalization, and usage.</p>	<p>In Lesson 1.4 Editing and Proofreading, students edit their drafts to eliminate errors in spelling and punctuation. They also focus on correcting errors in grammar and usage.</p> <p>The Editing Questions cover Spelling, Capitalization, Punctuation, Sentence Correctness, Verbs, Pronouns, and Usage.</p>
<p>Chapter 4 Writing Workshops, pp. 51–86 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 52–61 Lesson 4.2 Persuasive Writing, pp. 57–61 Lesson 4.3 Expository Writing: Compare and Contrast Essay, pp. 62–67 Lesson 4.4 Writing About Literature: Analyzing Fiction, pp. 68–73 Lesson 4.5 Expository Writing: Research Paper, pp. 74–82 Lesson 4.6 Writing a Timed Essay, pp. 83–88</p> <p style="text-align: center;"><i>continued</i></p>	<p>Following the introduction for each workshop is a writing model, which is followed by critical thinking exercises. After analyzing the model, students are given strategies to guide their own writing. Exercises at the end of the lesson include editing their draft.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 9 Feature & Location	Description
<p><i>Example [Grade 9, p. 73]</i></p> <p>Double-check each quotation for accuracy and for punctuation. When you are satisfied that you have corrected all errors in spelling, capitalization, punctuation, and usage, exchange papers with a partner to check for any you may have missed.</p>	
<p>Editing and Proofreading Worksheets, pp. 251, 271, 285, 299</p>	<p>Located at the end of each chapter in the Mechanics unit, the Editing and Proofreading Worksheets allow students to practice finding and correcting errors in spelling, capitalization, punctuation, and usage. After writing their edited version on a separate piece of paper, they compare changes with those of their writing partner.</p>

- (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 6 Parts of a Sentence, pp. 107-126</p> <p>Lesson 6.1 Using Complete Sentences, pp. 109-110</p> <p>Lesson 6.2 Subject and Predicate, pp. 111-112</p> <p>Lesson 6.3 Correcting Sentence Fragments, pp. 113-114</p> <p>Lesson 6.4 Finding the Subject, pp. 115-116</p> <p>Lesson 6.5 Run-on Sentences, pp. 117-118</p> <p>Lesson 6.6 Direct and Indirect Objects, pp. 119-120</p> <p>Chapter 13 Punctuation: End Marks and Commas, pp. 221-238</p> <p>Lesson 13.6 Correcting Run-on Sentences and Sentence Fragments, pp. 233-234</p> <p style="text-align: center;"><i>continued</i></p>	<p>Chapter 6 Parts of a Sentence helps students distinguish between a grammatically complete sentence and sentence fragments, which should be edited out of formal writing.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

Grammar for Writing Grade 9 Feature & Location	Description
<p><i>Example [Grade 9, p. 233]</i></p> <p>Writing Hint If you always correct a fragment or run-on in the same way, your paragraphs may sound monotonous and singsongy. In a paragraph or essay, read the sentences aloud. See how they sound together. Aim for variety.</p>	

- (D) edit drafts using standard English conventions, including:
 - (ii) consistent, appropriate use of verb tense and active and passive voice;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 5 Parts of Speech, pp. 87-106 Lesson 5.3 Verbs, pp. 93-94 Chapter 9 Using Verbs, pp. 161-176 Lesson 9.1 Regular Verbs, pp. 163-164 Lesson 9.2 Irregular Verbs 1, pp. 165-166 Lesson 9.3 Irregular Verbs 2, pp. 167-168 Lesson 9.4 Verb Tense, pp. 169-170 Lesson 9.5 Parallel Structure, pp. 171-172 Lesson 9.6 Using the Active Voice, pp. 173-174</p>	<p>Chapter 5 Parts of Speech reviews the description and function of a verb, also variants including linking verbs and helping verbs.</p> <p>Chapter 9 Using Verbs focuses on correct usage.</p> <p>Lesson 9.5 Using the Active Voice compares and contrasts active and passive voices, also their proper usage.</p>

- (D) edit drafts using standard English conventions, including:
 - (iii) pronoun-antecedent agreement;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 11 Using Pronouns, pp. 191-204 Lesson 11.5 Agreement with Antecedent, p. 201</p> <p><i>Example [Grade 9, p. 201]</i></p> <p>➡ Use a singular pronoun when the antecedent is one of the singular indefinite pronouns at right.</p> <p>Each of the girls interviewed her grandmother.</p>	<p>Just as students have learned about subject-verb agreement in earlier years, Lesson 11.5 Agreement with Antecedent helps student writers choose the correct pronoun.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (iv) correct capitalization;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 15 Capitalization, pp. 257–270 Lesson 15.1 Proper Nouns and Proper Adjectives, pp. 259–260 Lesson 15.2 Titles, pp. 261–262 Lesson 15.3 First Words, Organizations, Religions, School Subjects, pp. 263–264 Lesson 15.1 / and O; Historical Events, Documents, and Periods; Calendar Items; Brand Names, pp. 265–266</p>	<p>In Chapter 15 Capitalization, students review the words and situations that require capitalization. They apply what they’ve learned in the Editing and Proofreading Worksheets exercises at the end of the chapter.</p>

- D) edit drafts using standard English conventions, including:
 - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 13 Punctuation: End Marks and Commas, pp. 221–238 Lesson 13.1 End Marks and Abbreviations, pp. 223–224 Lesson 13.2 Commas in a Series, pp. 225–226 Lesson 13.3 Compound Sentences and Phrases, pp. 227–228 Lesson 13.4 Sentence Interrupters and Nonessential Elements, pp. 229–230 Lesson 13.5 Other Comma Uses, pp. 231–232 Lesson 13.6 Correcting Run-on Sentences and Sentence Fragments, pp. 233–234 Chapter 14 Punctuation: All the Other Marks, pp. 239–256 Lesson 14.1 Colons, pp. 241–242 Lesson 14.2 Semicolons, pp. 243–244 Lesson 14.3 Underlining (Italics), pp. 245–246 Lesson 14.4 Quotation Marks, pp. 247–248 Lesson 14.5 Punctuating Dialogue, pp. 249–250 Lesson 14.6 Apostrophes, pp. 251–252</p>	<p>Chapter 13 and Chapter 14 present a thorough overview of the correct use of commonly used punctuation marks. Students apply what they’ve learned in the Editing and Proofreading Worksheets exercises at the end of both chapters.</p>

(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (vi) correct spelling; and

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.4 Editing and Proofreading, pp. 18–19 <i>Example [Grade 9, p. 18]</i></p> <p>Editing Questions</p> <p>Spelling Are words spelled correctly? (Use a college dictionary or a spell checker on a computer.) Have you used a correctly spelled word that doesn't fit the sentence (<i>you're</i> instead of <i>your</i>, for example, or <i>hear</i> instead of <i>here</i>—mix-ups that a computer's spell checker won't catch)?</p>	<p>In the first chapter of the program, students are advised to use print and digital reference materials to clear up any misunderstanding of the meanings and spellings of words they use in their written work.</p>
<p>Chapter 16 Spelling, pp. 271–280 Lesson 16.1 Using a Dictionary, pp. 273–274 <i>Example [Grade 9, p. 273]</i></p> <p>Beside showing each entry word's definition and etymology (word history), a dictionary gives many kinds of spelling help.</p>	<p>Lesson 16.1 Using a Dictionary illustrates the type of information provided for a typical entry word, including correct spelling, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).</p>
<p>Chapter 16 Spelling, pp. 271–280 Lesson 16.2 Spelling Rules, pp. 273–274 <i>Example [Grade 9, p. 273]</i></p> <p>Write <i>ei</i> when these letters are not pronounced with a long /e/, especially when the sound is a long /a/ as in neighbor and weigh.</p>	<p>In Lesson 16.2 Spelling Rules, young writers study three basic spelling rules and examples, plus their exceptions. These rules cover <i>I</i> before <i>e</i>, write <i>ei</i> when these letters are not pronounced with a long <i>e</i>, and words with the sound <i>seed</i>.</p> <p>Students apply these rules in Exercise 4 Proofreading Sentences.</p>
<p>Chapter 16 Spelling, pp. 271–280 Lesson 16.3 Prefixes and Suffixes, pp. 277–278 <i>Example [Grade 9, p. 277]</i></p> <p>➡ Adding a prefix does not change the spelling of the original word.</p>	<p>Lesson 16.3 Prefixes and Suffixes offers several rules, conventions, and examples of how adding a common prefix or suffix to a word impacts its spelling.</p> <p>In Exercise 5, students practice adding a prefix or suffix to several words then spell the resulting new word.</p>

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (vi) correct spelling; and

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 16 Spelling, pp. 271–280 Lesson 16.4 Noun Plurals, pp. 279–280 <i>Example [Grade 9, p. 279]</i></p> <p>Editing Tip Even if you’re writing on a computer, you still need to proofread your papers carefully because a spell check program won’t catch every error.</p>	<p>Lesson 16.4 features a Making Nouns Plural Chart with three columns: Kinds of Nouns, What to Do, and Examples. After studying rules, students are reminded that they must memorize irregular plurals, such as men, mice, feet, and swine.</p> <p>The Writing Hint alerts students to the limitations of computer spell-checkers.</p>

- (E) publish written work for appropriate audiences.

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 51–86 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 52–61 Lesson 4.2 Persuasive Writing, pp. 57–61 Lesson 4.3 Expository Writing: Compare and Contrast Essay, pp. 62–67 Lesson 4.4 Writing About Literature: Analyzing Fiction, pp. 68–73 Lesson 4.5 Expository Writing: Research Paper, pp. 74–82 Lesson 4.6 Writing a Timed Essay, pp. 83–88 <i>Example [Grade 9, p. 61]</i></p> <p>Share your paper with a writing group, or use the following publishing suggestions.</p> <ul style="list-style-type: none"> • If you’ve written a letter to the editor, send it to your local paper. Begin it with “To the Editor:” and end it with your name, city, and e-mail address. • If you’ve written a persuasive essay, send it to an individual or government representative who might act on the issue you’ve discussed. • Think of other ways to share your writing with your intended audience. 	<p>Each Writing Workshop lesson concludes with several exercises that guide student work on the writing assignment.</p> <p>The last step is to prepare the final copy and publish.</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as fiction and poetry using genre characteristics and craft;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 51-86 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 52-56</p> <p><i>Example [Grade 9, p.54]</i></p> <p>Writing Strategies</p> <p>Set the scene. Engage the reader by setting out the situation or observation you will describe. Establish yourself as the narrator, and introduce the setting and other characters.</p>	<p>Lesson 4.1 Narrative Writing: Autobiographical Incident opens with a writing model by tennis player Arthur Ashe. He presents a concept or thesis, explains why it's important to him, then tells his story that supports his statement of belief.</p> <p>After a discussion of the writing model, the lesson presents several strategies for narrative writing. For an autobiographical incident, the student tells the story from the first-person point of view.</p>
<p>Student Writing Narrative Essay: One Meal Made a Big Difference, p. 88 Narrative Essay: Dancing, p. 162</p> <p><i>Example [Grade 9, p. 88]</i></p> <p>I fixed the big, rubber glove on my hand as I nervously grabbed the tray I was handed from my right. I took the spoon in my other hand and put a big spoonful of food, if you can even call it that, on the tray. I couldn't even bear to look up as I passed the tray over the counter. I feared that I would totally break down if I looked into their eyes.</p> <p><i>Example [Grade 9, p. 162]</i></p> <p>I go to parties and dances a lot. The problem is that until recently, I hated to dance. I disliked the music, and I still do. I used to go to the dances because all of my friends did. Now I go to them for the "right" reason—to dance.</p>	<p>There are two sample student essays that demonstrate literary techniques.</p> <p>In "One Meal Made a Big Difference," the sample student narrative essay on page 88, the writer models engaging the reader by beginning the narrative with a vivid description of a stressful situation. She develops her story with lively, believable dialogue. Through personal reflection, she arrives at a higher level of compassion, evoking an emotional response in the reader.</p> <p>"Dancing," the student narrative essay on page 162, focuses on character development. The writer describes how his attitude toward dancing changed for the better as a result of an unexpected experience at a school dance.</p>

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–34 Lesson 2.2 Elaborating with Supporting Details, pp. 23–24</p> <p><i>Example [Grade 9, p. 23]</i></p> <p>► Elaboration is the process of adding details to support a main idea.</p> <p>Develop, or support, the paragraph’s main idea with the following kinds of details: facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons. You can develop an effective paragraph by using just one type of detail or a combination of types.</p>	<p>In review of building blocks of effective informational texts, Lesson 2.2 Elaborating with Supporting Details presents eight types of details that support the topic sentence of a paragraph: facts, statistics, quotations, definitions, anecdotes, examples, reasons, and comparisons.</p> <p>After studying the Writing Model, young writers improve unity and add details to a paragraph in Exercise 2.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–34 Lesson 2.5 Writing Essays, pp. 32–34</p> <p><i>Example [Grade 9, p. 32]</i></p> <p>► All essays (pieces of writing on a limited topic) have three things in common: an introduction, a body, and a conclusion.</p> <p>Introduction</p> <p>The beginning paragraph of an essay accomplishes two things: It makes the reader think, “I’d like to continue reading this,” and it presents the overall idea of the essay.</p> <p>The thesis statement of an essay is its overall idea. It is also called a claim or a controlling idea.</p> <p>A thesis statement is for an essay what a topic sentence is for a paragraph.</p>	<p>Lesson 2.5 Writing Essays describes the three parts of an essay: Introduction, Body, and Conclusion.</p> <p>For the Introduction, young writers are encouraged to get the reader’s attention by starting off with an anecdote, vivid image, example, quotation, question, bit of dialogue, interesting statement or fact that leads to the thesis statement.</p> <p>Students provide details in the Body that support the thesis or main idea. They summarize their main ideas in the Conclusion.</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 51-86 Lesson 4.3 Expository Writing: Compare and Contrast Essay, pp. 62-67 Lesson 4.4 Writing About Literature: Analyzing Fiction, pp. 68-73 Lesson 4.5 Expository Writing: Research Paper, pp. 74-82 <i>Example [Grade 9, p. 66]</i></p> <ul style="list-style-type: none"> • Do some research. If you're writing about subjects you don't know a lot about (such as Grant and Lee), use print or digital reference sources, such as encyclopedias, to gather facts, examples, and other information. You will need specific details to back up your general statements. • Know the difference between fact and opinion. Don't confuse them. A fact is a statement everyone agrees is true; it is something that you can measure or prove. An opinion is a person's idea or belief. It cannot be proven true, but it can be supported with reasons and other evidence. 	<p>Writing Workshop lessons 4.3, 4.4, and 4.5 focus on writing informational texts that require research and analysis of the subject. Students must gather information in order to develop evidence that supports their claim. They learn how to take notes from reliable sources, as well as document those sources. They are also encouraged to use graphic organizers to visually represent logical connections between claims and supporting details, as well as subordination of ideas.</p>
<p>Student Writing Expository Essay: Help the Environment by Recycling, p. 128 Expository Essay: A Language Plan for Success, p. 178 Expository Essay: Driving Home the Point, p. 206 Expository Essay: Bottled Water: Reasons Vary for Purchasing Thirst Quencher, p. 222 <i>Example [Grade 9, p. 128]</i></p> <p>Help the Environment by Recycling</p> <p>The students of Hinsdale South are committed to many organizations and ideals. Sports,</p> <p style="text-align: center;"><i>continued</i></p>	<p>The sample student expository essays demonstrate the development of the main idea in the body of each paragraph. They also model the presentation of a topic or clear thesis statement that foreshadows the organization of information to follow.</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;

Grammar for Writing Grade 9 Feature & Location	Description
academics, service, drug-free life styles—these and many others are an integral part of our everyday lives. However, there is one important area in which our school is lacking, and that is in our commitment to the planet.	

- (C) compose argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 51–86 Lesson 4.2 Persuasive Writing, pp. 57–61</p> <p><i>Example [Grade 9, p. 60]</i></p> <p>Writing Strategies</p> <p>3. Support reasons with emotional appeals. Persuasive writers sometimes appeal to a reader’s fears, hopes, wishes, or sense of fairness. Loaded words—words carrying either positive or negative connotations—can sway the reader’s emotions.</p>	<p>Lesson 4.2 Persuasive Writing features a writing model, an essay by Bob Dole and George McGovern. The essay begins with an attention-getting device—a quote by Dr. Martin Luther King Jr. This prepares the reader for the authors’ opinion or claim, which is stated in the next paragraph. This two-paragraph introduction establishes the organization of evidence that follows.</p> <p>The Writing Strategies on pages 59 and 60 identifies steps to follow in preparing an effective letter to the editor.</p>
<p>Connecting Writing & Grammar Write What You Think, pp. 92, 102, 106, 114, 120, 126, 132, 146, 168, 184, 194, 210, 234, 244, 250</p> <p><i>Example [Grade 9, p. 210]</i></p> <p>Imagine the two laws below may take effect in your city or town. Write what you think about these two laws, and give reasons to support your opinions.</p> <ul style="list-style-type: none"> • No one under seventeen can get a learner’s permit for a driver’s license. There are no exceptions. <p style="text-align: right;"><i>continued</i></p>	<p>Students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program.</p>

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (C) compose argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 9 Feature & Location	Description
<ul style="list-style-type: none"> • Drivers under eighteen cannot drive from 11 p.m. until 6 a.m. unless accompanied by a person over twenty-one years of age. <p>When you finish revising, edit each sentence to make sure you’ve used modifiers correctly.</p>	
<p>Student Writing Persuasive Essay: Security Guards’ Training Beneficial to Students, p. 192 Persuasive Essay: Computer Course Should Be Optional, p. 272 <i>Example [Grade 9, p. 192]</i></p> <p>They like to roam around campus and monitor your every move. When you’re in the midst of a conversation among a herd of friends, they’ll weave their way around bodies, break up the weekly gossip session, and tell you to get to class.</p> <p>Those are just the smallest of tasks for the Coral Gables security guards.</p> <p>You probably ask yourself: Are these guys a group of ex-convicts, terrorists, or car-jackers? [In fact, they’re not.] In the long, bothersome process of becoming a security guard, they must first be approved by Miami-Dade County Public Schools and meet certain requirements before administrators even grant them a job interview.</p>	<p>In the sample student persuasive essay on page 192, the writer begins with an attention-getting device—playfully introducing pseudo negative evidence for an alternate or counterclaim that is then refuted by details that support his claim, which is presented in the essay’s title.</p> <p>The sample student persuasive essay on page 272 opens with a precise claim that sets it apart from the obvious alternate or opposing claim. As stated in notes to students at the bottom of the page, the thesis statement is contained in the essay’s title.</p>

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (D) compose correspondence in a professional or friendly structure.

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 13 Punctuation: End Marks and Commas, pp. 221-238 Lesson 13.5 Other Comma Uses, pp. 231-232 <i>Example [Grade 9, p. 232]</i> Writing a Friendly Letter Write a letter to a friend, relative, or pen pal who lives far away. Tell the person about one or two experiences that you are willing to share with the class. Be sure to ask some questions, too, so that the person you're writing to will write back.</p>	<p>In Exercise 11 Editing and Proofreading a Friendly Letter, students practice identifying and correcting punctuation and sentence structure errors in the provided friendly letter.</p> <p>In Exercise 12, they are directed to write a letter to a friend, relative, or pen pal, making sure to ask questions to encourage a response.</p>

(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.—

INQUIRY AND RESEARCH

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) develop questions for formal and informal inquiry;
- (B) critique the research process at each step to implement changes as needs occur and are identified;
- (C) develop and revise a plan;
- (D) modify the major research question as necessary to refocus the research plan;
- (E) locate relevant sources;
- (F) synthesize information from a variety of sources;
- (G) examine sources for:
 - (i) credibility and bias, including omission; and
 - (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;
- (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
- (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grammar for Writing Grade 9 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 51–86 Lesson 4.5 Expository Writing: Research Paper, pp. 74–82 <i>Example [Grade 9, p. 74]</i></p> <p>A research paper is based on a thorough investigation of a limited topic. Research papers often seek to answer a specific question or solve a problem. Depending on the amount of information writers find during the planning phase of their papers, they sometimes have to broaden or narrow the focus of their research as they write.</p>	<p>For Lesson 4.5 Expository Writing: Research Paper, students review the purpose of a research paper then read and analyze a sample research paper. Instruction includes model writing strategies—conducting research, taking notes, making an outline, drafting a thesis statement, giving credit, and being academically honest by avoiding plagiarism. Exercises 22 through 28 take students through the steps of producing a research paper.</p>