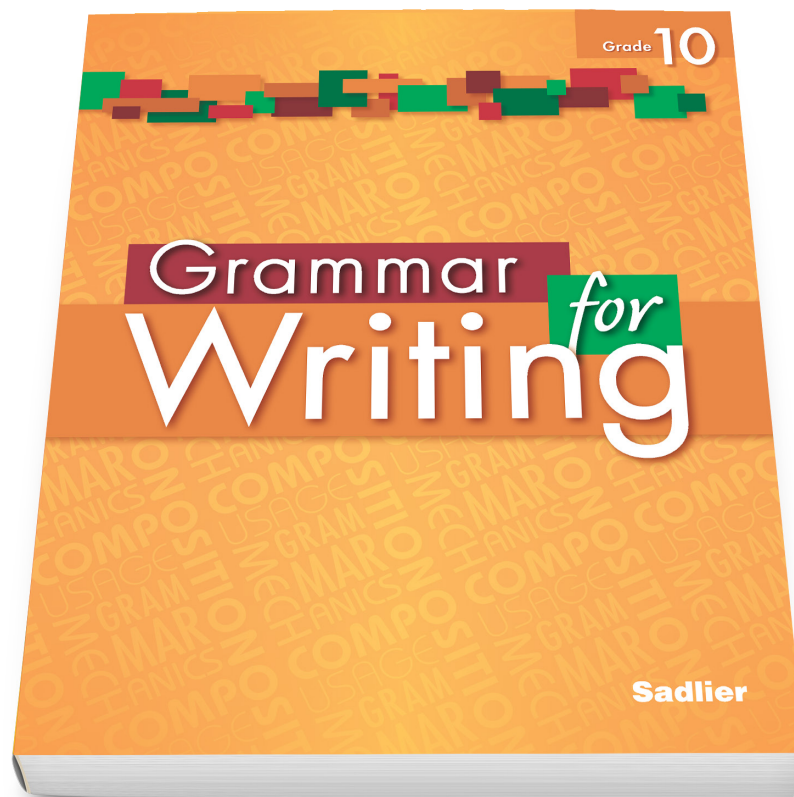


Grammar for Writing[™]

Correlation to the Texas Essential Knowledge and Skills (TEKS)

Chapter 110.C. §110.37. English Language Arts and Reading ADOPTED 2017

English II




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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 10 Feature & Location	Description
<p>Working Together </p> <p>Exercise 5 Drafting a Paper, p. 14; Exercise 8 Working with a Writing Partner, p. 17; Exercise 4 Revising a Paragraph for Organization and Coherence, p. 26; Exercise 1 Revising a Paragraph, p. 35; Exercise 6 Writing a Report, p. 36; Exercise 4 Revising a Report, p. 37; Exercise 6 Writing a Report, p. 39; Exercise 8 Combining Sentences with Adverb Clauses, p. 41; Exercise 11 Revising Sentences, p. 45; Exercise 4 Revise Your Biographical Essay, p. 52; Exercise 6 Choosing a Topic, p. 57; Exercise 7 Analyze Claims, p. 57; Exercise 17 Revise Your Essay, p. 66; Exercise 18 Edit and Publish Your Essay, p. 66; Exercise 22 Analyze Thesis Statements, or Claims, p. 72; Exercise 25 Revise and Edit Your Essay, p. 73; Exercise 26 Publish Your Essay, p. 73; Exercise 32 Revise Your Draft, p. 74; Exercise 2 Revising a Paragraph, p. 98; Exercise 6 Using Vivid Verbs, p. 102; Exercise 2 Writing Complete Sentences, p. 118; Exercise 4 Writing Complete Sentences, p. 120; Exercise 9 Editing a Report, p. 126; Exercise 13 Writing a Description, p. 130; Exercise 2 Revising a Description, p. 138 Exercise 9 Writing Sentences with Gerunds and Gerund Phrases, p. 144; Exercise 12 Create Your Own Exercise,</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—

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- (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 10 Feature & Location	Description
<p>p. 146; Exercise 7 Revising an Expository Paragraph, p. 158; Exercise 8 Create Your Own Exercise, p. 158; Exercise 10 Revising an Autobiography, p. 160; Exercise 6 Create Your Own Exercise, p. 196; Exercise 7 Writing a Paragraph, p. 196; Exercise 9 Create Your Own Exercise, p. 230; Exercise 6 Revising Sentences, p. 246; Exercise 2 Writing Sentences, p. 258; Exercise 9 Writing a Dialogue, p. 266; Exercise C Editing a Dialogue, p. 267; Exercise 8 Create Your Own Exercise, p. 284; Exercise 9 Writing a Paragraph, p. 284; Exercise 5 Sentence Imitation, p. 294</p>	

(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 among denotative, connotative, and figurative meanings of words; and
- (C) determine the meaning of foreign words or phrases used frequently in English such as *pas de deux*, *status quo*, *déjà vu*, *avant-garde*, and *coup d'état*.

Grammar for Writing Grade 10 Feature & Location	Description
<p>Enriching Your Vocabulary, pp. 23, 25, 61, 97, 103, 111, 117, 121, 139, 145, 155, 173, 181, 191, 209, 215, 227, 229</p> <p><i>Example [Grade 10, p. 97]</i></p> <p>Enriching Your Vocabulary</p> <p>A slogan was once a war cry. The word slogan comes from the Gaelic word <i>sluaghgairm</i>: <i>Sluagh</i> means “host” or “army”; <i>gairm</i> means “cry.” Over time, the word has come to mean “words expressing the aims of a person, group, or business,” such as “just say no” or “just do it.”</p>	<p>Enriching Your Vocabulary is a side column 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, as well as the evolution of the present-day meaning.</p>
<p>Build Your Vocabulary, pp. 49, 55, 63, 69</p> <p><i>Example [Grade 10, p. 49]</i></p> <p>Build Your Vocabulary. Underline the words in the selection that you do not know. Use a dictionary to find each word’s meaning, and write a brief definition in the margin or in your notebook. The following list may help: <i>asylum</i> (sentence 7), <i>prodigious</i> (sentence 17), <i>graduated</i> (sentence 20), <i>poignant</i> (sentence 27), <i>mere</i> (sentence 28), and <i>intuitive</i> (sentence 29).</p>	<p>Build Your Vocabulary directs student attention back to the writing model at the beginning of Writing Workshops lessons. Students see challenging words in context then use context clues and a dictionary to determine the meaning of those words.</p>
<p>Use a dictionary, pp. 18, 49, 55, 63, 65, 69, 97, 175, 223, 298, 301</p> <p><i>Example [Grade 10, p. 175]</i></p> <p>P.S. When you aren’t sure about a verb form, look the verb up in a dictionary. The entry word</p> <p style="text-align: right;"><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

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- (C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.

Grammar for Writing Grade 10 Feature & Location	Description
<p>is the present form. All dictionaries list the principal parts of irregular verbs, usually after the pronunciation.</p> <p>eat, ate, eaten, eating</p> <p>If no verb forms follow the entry word, the verb is regular.</p>	
<p>Chapter 16 Spelling, pp. 289–305 Lesson 16.1 Using a Dictionary, pp. 291–292</p>	<p>While the primary focus of Lesson 16.1 is using a dictionary to improve spelling, students also use a dictionary to build new vocabulary by discovering or clarifying 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 numbered 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 10 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 10, p. 9]</i></p> <p>▶ Prewriting is everything you do before you begin to develop paragraphs. It consists of thinking, planning, listing, brainstorming, and organizing.</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. Prewriting Strategies include Writer’s Notebook, Brainstorming, Freewriting, Clustering, and 5-W and How Questions.</p>
<p>Chapter 4 Writing Workshops, pp. 47-94 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 48-52 Lesson 4.2 Persuasive Writing: Editorial, pp. 53-60 Lesson 4.3 Writing About Literature: Analyzing Poetry, pp. 61-66 Lesson 4.4 Expository Writing: Cause-and-Effect Essay, pp. 67-73 Lesson 4.5 Expository Writing: Research Paper, pp. 74-82 Lesson 4.6 Practical Writing: Workplace Writing, pp. 86-90 Lesson 4.7 Writing a Timed Essay, pp. 91-94</p>	<p>In Chapter 4 Writing Workshops, each lesson provides instruction and experience with various forms of writing. These include narrative writing, persuasive writing, literary analysis, expository writing: cause-and-effect essay, research paper, workplace writing: business letter, 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 10 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.2 Drafting, pp. 13–14</p> <p><i>Example [Grade 10, p. 13]</i></p> <p>➡ Drafting occurs when you put your thoughts and ideas into sentences and paragraphs.</p> <p>➡ Sometimes during prewriting or drafting, writers develop outlines. An outline is a plan for a piece of writing that tells its most important points. Some writers need an outline—either written down or in their minds—before they can begin to develop ideas in writing. Others find that a general outline begins to emerge after they start drafting.</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, they write their own first draft using prewriting notes from the previous lesson.</p> <p>Instruction includes the following Drafting Strategies: 1. Write the Big Idea; 2. Grab Your Reader; 3. Stay Flexible; and 4. Create an Ending.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–32 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. 25–27 Lesson 2.4 Types of Paragraphs, pp. 28–30 Lesson 2.5 Writing Essays, pp. 31–32</p>	<p>Chapter 2 Writing Effective Paragraphs and Essays lays out practical, easy-to-understand advice on drafting a longer, complete work by first considering well-organized paragraphs as essential components of essays.</p>

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Grammar for Writing Grade 10 Feature & Location	Description
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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 10 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.3 Revising, pp. 15–17</p> <p><i>Example [Grade 10, p. 15]</i></p> <p>▶ When you revise, you look for ways to make your writing better. By concentrating on issues such as ideas and unity, organization and coherence, and sentence variety, you determine how well you’ve already achieved your purpose and what work still needs to be done.</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>

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WRITING PROCESS

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Grammar for Writing Grade 10 Feature & Location	Description
<p>Chapter 3 Writing Effective Sentences, pp. 33–45</p> <p>Lesson 3.1 Effective Paragraphs: Varying Sentences, pp. 34–35</p> <p>Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs, pp. 36–37</p> <p>Lesson 3.3 Combining Sentences: Inserting Phrases, pp. 38–39</p> <p>Lesson 3.4 Combining Sentences: Using Subordinate Clauses, pp. 40–41</p> <p>Lesson 3.5 Eliminating Short, Choppy Sentences, pp. 42–43</p> <p>Lesson 3.6 Eliminating Wordiness, pp. 44–45</p> <p><i>Example [Grade 10, p. 38]</i></p> <p>➡ Combine related sentences by inserting a phrase from one sentence into another sentence. Sometimes, you need to change slightly the phrase you move from one sentence to another. Other times, you can just select a phrase from one sentence and insert it into another without any change. Usually, there is more than one way to combine two sentences.</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 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>
<p>Chapter 6 Parts of a Sentence, pp. 115–130</p> <p>Lesson 6.3 Correcting Sentence Fragments, pp. 121–122</p> <p><i>Example [Grade 10, 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>

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Grammar for Writing Grade 10 Feature & Location	Description
<p>Chapter 7 Phrases, pp. 135–136 Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases, pp. 137–138 Lesson 7.2 Appositive and Appositive Phrases, pp. 139–140 Lesson 7.3 Participles and Participle Phrases, pp. 141–142 Lesson 7.4 Gerunds and Gerund Phrases, pp. 143–144 Lesson 7.5 Infinitives and Infinitive Phrases, pp. 145–146</p> <p>Chapter 8 Clauses, pp. 151–168 Lesson 8.1 Independent Clauses and Subordinate Clauses, pp. 153–154 Lesson 8.2 Subordinate Clauses: Adjective Clauses, pp. 155–156 Lesson 8.3 Subordinate Clauses: Adverb Clauses, pp. 157–158 Lesson 8.4 Noun Clauses, pp. 159–160 Lesson 8.5 Four Types of Sentence Structures, pp. 161–162 Lesson 8.6 Effective Sentences: Parallel Structure, pp. 163–164</p> <p><i>Example [Grade 10, p. 163]</i></p> <p>▶ A series of equal or related ideas should be expressed in parallel structure, or in the same grammatical form.</p>	<p>Chapter 7 and Chapter 8 provide an in-depth look at the 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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WRITING PROCESS

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<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 10 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 10, 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>

(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:

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<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. 115–130 Lesson 6.1 Complete Sentences, pp. 117–118 Lesson 6.2 Subject and Predicate, pp. 119–120 Lesson 6.3 Correcting Sentence Fragments, pp. 121–122 Lesson 6.4 Finding the Subject, pp. 123–124 Lesson 6.5 Correcting Run-on Sentences, pp. 125–126</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>

(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:
 - (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. 95–114 Lesson 5.3 Verbs, pp. 101–102</p> <p>Chapter 9 Using Verbs, pp. 171–186 Lesson 9.1 Regular Verbs, pp. 173–174 Lesson 9.2 Irregular Verbs 1, pp. 175–176 Lesson 9.3 Irregular Verbs 2, pp. 177–178 Lesson 9.4 Verb Tense, pp. 179–180 Lesson 9.5 Using the Active Voice, pp. 181–182</p>	<p>Chapter 5 Parts of Speech reviews the description and function of a verb, also variants including linking verbs and helping verbs. 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 10 Feature & Location	Description
<p>Chapter 11 Using Pronouns, pp. 203–220 Lesson 11.5 Agreement with Antecedent, pp. 213–214</p> <p><i>Example [Grade 10, p. 213]</i></p> <p>➡ Use a singular pronoun to refer to two or more singular antecedents joined by <i>or</i> or <i>nor</i>.</p> <p>Either Jill or Danielle will enter her poodle.</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>

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

Grammar for Writing Grade 10 Feature & Location	Description
<p>Chapter 15 Capitalization, pp. 275–288 Lesson 15.1 Proper Nouns and Proper Adjectives, pp. 277–278 Lesson 15.2 Titles; Greetings, pp. 279–280 Lesson 15.3 First Words, Groups, Organizations, Religions, School Subjects, pp. 281–282 Lesson 15.1 I and O; Historical Events, Documents, and Periods; Calendar Items; Brand Names; Awards, pp. 283–284</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>

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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:
 - (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

Grammar for Writing Grade 10 Feature & Location	Description
<p>Chapter 13 Punctuation: End Marks and Commas, pp. 239-254</p> <p>Lesson 13.1 End Marks and Abbreviations, pp. 241-242</p> <p>Lesson 13.2 Commas in a Series, pp. 243-244</p> <p>Lesson 13.3 Commas with Compound Sentences and Introductory Elements, pp. 245-246</p> <p>Lesson 13.4 Commas with Sentence Interrupters and Nonessential Elements, pp. 247-248</p> <p>Lesson 13.5 Other Comma Uses, pp. 249-250</p> <p>Chapter 14 Punctuation: All the Other Marks, pp. 275-288</p> <p>Lesson 14.1 Colons, pp. 257-258</p> <p>Lesson 14.2 Semicolons, pp. 259-260</p> <p>Lesson 14.3 Underlining (Italics), pp. 261-262</p> <p>Lesson 14.4 Quotation Marks, pp. 263-264</p> <p>Lesson 14.5 Punctuating Dialogue, pp. 265-266</p> <p>Lesson 14.6 Apostrophes, pp. 267-268</p>	<p>Chapter 13 and Chapter 14 present a broad 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>
<p>Chapter 14 Punctuation: All Other Marks, pp. 255-274</p> <p>Lesson 14.7 Hyphens, Dashes, and Parentheses, pp. 269-270</p> <p><i>Example [Grade 10, p. 269]</i></p> <p>➡ Also use a dash to mean namely, that is, or in other words, or to set off any interrupter that you want to emphasize.</p>	<p>Students are cautioned to use dashes and parentheses carefully to avoid the appearance of fragmented writing that is difficult to read</p>

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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 10 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 10, p. 18]</i></p> <p>Editing Questions</p> <p>Spelling Even if you’ve used a spell checker, check every word. When in doubt, consult a print or online dictionary. If you are curious about a form, such as a past participle or a plural, a dictionary will list any irregular form with the related entry word. Also, remember to watch out for homophones and other often confused or misused words.</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. 289–298 Lesson 16.1 Using a Dictionary, pp. 291–292</p> <p><i>Example [Grade 10, p. 291]</i></p> <p>➡ If you don’t know how to spell a word or if you’re not sure about the spelling you’ve written, check a dictionary.</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. 289–298 Lesson 16.2 Spelling Rules, pp. 293–294</p> <p><i>Example [Grade 10, p. 293]</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 <i>neighbor</i> and <i>weigh</i>.</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 /seed/. Students apply these rules in Exercise 3 Proofreading Sentences.</p>
<p>Chapter 16 Spelling, pp. 289–298 Lesson 16.3 Prefixes and Suffixes, pp. 295–296</p> <p><i>Example [Grade 10, p. 295]</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 6, 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 10 Feature & Location	Description
<p>Chapter 16 Spelling, pp. 289–298 Lesson 16.4 Noun Plurals, pp. 297-298 <i>Example [Grade 10, p. 297]</i></p> <p>Editing Tip Spell-checkers are handy tools, and some are smarter than others, but no spell-checker takes the place of proofreading. That’s because the computer won’t know if you meant, say, <i>gas</i> or <i>gasp</i>, <i>has</i> or <i>as</i>, and <i>form</i> or <i>from</i>.</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 10 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.4 Editing and Proofreading, pp. 18–19 <i>Example [Grade 10, p. 18]</i></p> <p>➡ Publishing means sharing or presenting what you’ve written. You can publish your work by personally sharing it with family and friends, or you can use a computer and the Internet to share it with an even wider audience.</p>	<p>Lesson 1.4 Editing and Proofreading describes the final step in the writing process, publishing. A list of publishing options is provided in the sidebar on page 19.</p>
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 48–52 Lesson 4.2 Persuasive Writing: Editorial, pp. 53–60 Lesson 4.3 Writing About Literature: Analyzing Poetry, pp. 61–66 Lesson 4.4 Expository Writing: Cause-and-Effect Essay, pp. 67–73 Lesson 4.5 Expository Writing: Research Paper, pp. 74–82 Lesson 4.6 Practical Writing: Workplace Writing, pp. 86–90 Lesson 4.7 Writing a Timed Essay, pp. 91–94</p>	<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 10 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.1 Narrative Writing: Biographical Essay, pp. 48–52 <i>Example [Grade 10, p.54]</i></p> <p>Writing Strategies</p> <p>The purpose of writing a biographical essay is not only to retell what happened but also to convey its significance. Your audience will be other students who are interested in your topic.</p>	<p>Lesson 4.1 Narrative Writing: Autobiographical Incident opens with a writing model by historian Doris Kearns Goodwin. She introduces her topic, limits the topic, describes experiences as supporting details, then sums up their significance with a quotation.</p> <p>After discussing the Writing Model, students examine several strategies for writing a biographical essay. Several exercises guide young writers through each stage of the writing process.</p>
<p>Student Writing Narrative Essay: Eighty-Eight Keys of Ego and Humility, p. 96 Narrative Essay: Thanksgiving at the Soup Kitchen, p. 151 <i>Example [Grade 10, p. 96]</i></p> <p>Any musician or performing artist knows well the sheer exhilaration after a successful concert . . . as well as the pitfalls that inevitably await. In a field that is more subjective than objective, a performer has to worry about not only interpretation but also the critic and the audience. After spending almost half my life at the piano, I succumbed to the infamous “ego” that so debilitates its victims. Naive as I was, I was unaware that I suffered from the condition . . . or rather, I chose to ignore it.</p>	<p>There are two sample student personal essays that demonstrate literary techniques.</p> <p>In “Eighty-Eight Keys of Ego and Humility,” the sample student narrative essay on page 96, the writer models engaging the reader by beginning the narrative with a vivid description of the exhilaration of a live performance.</p> <p>The writer of “Thanksgiving at the Soup Kitchen,” the student narrative essay on page 152, opens with an effective figure of speech—a rhetorical question that evokes a pleasant emotional response. In sharp contrast, she tells her experience with the homeless during the holiday that celebrates abundance.</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 10 Feature & Location	Description
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–32 Lesson 2.2 Elaborating with Supporting Details, pp. 23–24 <i>Example [Grade 10, 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. 20–32 Lesson 2.5 Writing Expository Essays, pp. 31–32 <i>Example [Grade 10, p. 31]</i></p> <p>Introduction</p> <p>The beginning of a persuasive or expository essay should accomplish two purposes: It should create interest, and it should present 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. A thesis statement is for an essay what a topic sentence is for a paragraph.</p> <p>When you write, remember that your thesis statement, or claim, controls the direction of your paragraphs. Each paragraph must be directly related to the thesis statement. Whether stated or implied, the topic sentence of every paragraph should support, demonstrate, or explain the thesis.</p>	<p>Lesson 2.5 Writing Expository Essays explains the purpose of the introduction. It includes introducing the topic or main idea of the essay, as well as grabbing the reader’s attention by beginning with an anecdote, example, quotation, or question.</p> <p>The Writing Hint on page 31 suggests using headings to help clarify the essay’s organization. Other graphic elements—such as tables, charts, illustrations, and images— can help the audience better understand complex information.</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 10 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.3 Writing About Literature: Analyzing Poetry, pp. 61–66 Lesson 4.4 Expository Writing: Cause-and-Effect Essay, pp. 67–73 Lesson 4.5 Expository Writing: Research Paper, pp. 74–82</p> <p><i>Example [Grade 10, p. 69]</i></p> <p>2. Gather information. If the topic is a personal or everyday one, gather information through your own experience or from people around you. If the topic is something outside your daily experience, use print and digital sources from the library or the Internet.</p>	<p>Writing Workshop lessons 4.3, 4.4, and 4.5 all 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: Why Pi?, p. 116 Expository Essay: The Greatest Athlete of All Time, p. 172 Expository Essay: Report of a Community Event, p. 204 Expository Essay: Breaking All Boundaries, Reaching New Heights, p. 222 Expository Essay: Students ‘Sign Up’ for New Class, p. 240 Expository Essay: Just Winging It: Future Dreams Take Flights, p. 256 Expository Essay: County-Funded Program Sponsors Activities for Disabled Students, p. 290</p> <p><i>Example [Grade 10, p. 172]</i></p> <p>The Greatest Athlete of All Time</p> <p>James Francis Thorpe, a Sac and Fox Indian, was a football and Olympic star. Named “the greatest athlete in the world” by King Gustav V of Sweden, Jim Thorpe has accomplishments to which few others can even begin to compare.</p>	<p>Each of the sample student expository essays models 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:

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

Grammar for Writing Grade 10 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.2 Persuasive Writing: Editorial, pp. 53–60</p> <p><i>Example [Grade 10, p. 53]</i></p> <p>Voters’ Ed</p> <p>High school seniors already have a lot on their minds: SAT’s, college acceptance letters, job applications. But our democracy should demand something else of these 18-year-olds: that they prepare to cast their first-ever vote in this fall’s Congressional elections.</p> <p>Unfortunately, all too many young people will graduate from high school without registering to vote and without even taking a class on the basics of voting. We need a new “leave no voter behind” policy.</p> <p><i>Example [Grade 10, p. 55]</i></p> <p>Writing Strategies</p> <p>Present your opinion clearly in your claim. State your claim as clearly as you can in a single sentence or two. Use precise language and an objective tone to focus your argument. In an argument, the claim usually comes in the introduction—but not always.</p>	<p>Lesson 4.2 Persuasive Writing features a writing model, an editorial co-written by former presidential candidate John Anderson. As stated clearly in the introduction, the editorial proposes automatic voter registration of all high school seniors as a way to help boost participation in elections by 18 year-olds.</p> <p>The Writing Strategies on page 55 identify steps to follow in preparing an effective editorial. These include presenting a clearly stated, concise thesis or position.</p> <p>Instruction on page 60 helps students build a case for their claim or opinion. They are encouraged to consider a variety of evidence to support their logic.</p> <p>As explained in the lesson, credible supporting evidence can include facts, expert opinions or quotations, statistics, definitions, examples, and anecdotes.</p> <p>They are also taught to anticipate and refute counterarguments.</p>
<p>Connecting Writing & Grammar Write What You Think, pp. 100, 110, 122, 128, 134, 142, 154, 162, 164, 168, 178, 190, 206, 214, 226, 232, 248</p> <p><i>Example [Grade 10, p. 206]</i></p> <p>On a separate piece of paper, write one paragraph responding to one of the following statements. State your opinion clearly at the beginning of the paragraph, and then support it with reasons, details, and explanations. After</p> <p style="text-align: center;"><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>

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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:

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

Grammar for Writing Grade 10 Feature & Location	Description
<p>you revise your writing, edit your paragraph for correct pronoun usage.</p> <ul style="list-style-type: none"> • Earning more money is the least important reason for getting an education. • Every student should be required to stay in school until he or she graduates from college. 	
<p>Student Writing Persuasive Essay: Community Service Requirement Can Benefit Students, p. 188</p> <p><i>Example [Grade 10, p. 188]</i></p> <p>Which is the more productive way to spend one hundred hours: sprawled on the couch watching TV or volunteering? What if those hours were distributed over four years—on a project of your choice—and were required for graduation? Chances are you might consider rearranging your schedule.</p>	<p>In the sample student persuasive essay on page 188, the writer introduces two opposing scenarios before moving logically to her claim.</p>

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

Grammar for Writing Grade 10 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.6 Practical Writing: Workplace Writing, pp. 86–90</p> <p><i>Example [Grade 10, p. 89]</i></p> <p>3. Be clear, brief, and complete. A business letter should convey its point concisely. You don't need an introduction or a conclusion; instead, just say what you have to say—and then conclude. In the last line of a business letter, however, it is general practice to thank someone for his or her assistance or attention. Short paragraphs are effective in all kinds of business writing. They give the letter an easy-to-read appearance, and they convey the information in manageable units.</p>	<p>In Lesson 4.6 Practical Writing: Workplace Writing, students learn about technology to produce professional writing for a specific task, purpose, and audience. The writing example and assignment is writing a business letter.</p>

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(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 incorrect premise, hasty generalizations, and either-or;
- (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 10 Feature & Location	Description
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.5 Expository Writing: Research Paper, pp. 74–85 <i>Example [Grade 10, p. 74]</i></p> <p>A research paper is based on a thorough investigation of a limited topic, often a specific question or problem. Sometimes, a research paper is assigned, in English as well as in other classes, as a final project. It reflects thinking, studying, and writing as a process undertaken and refined over a period of many weeks. In fact, a research paper is sometimes called a term paper because a term (often a quarter) is the time given to complete it.</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 27 through 34 take students through the steps of producing a research paper.</p>

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