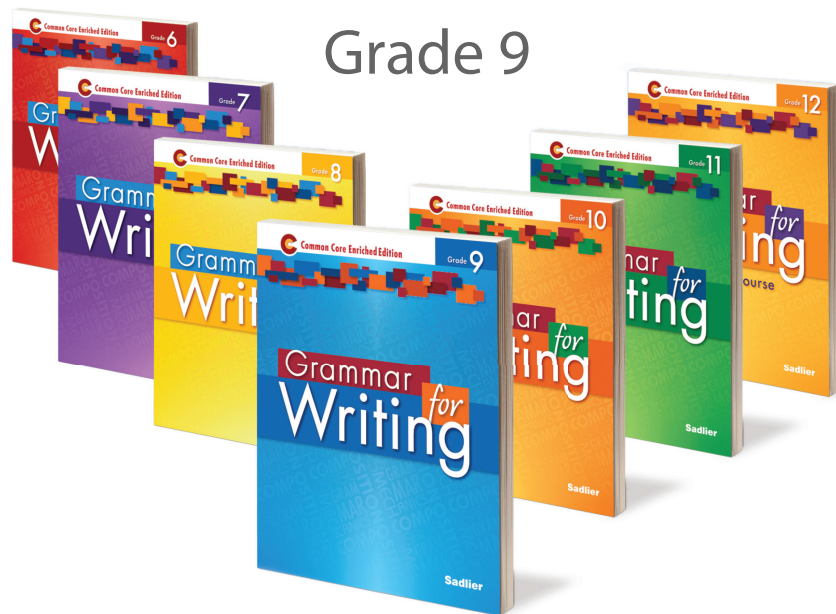


# Grammar *for* Writing

Common Core Enriched Edition

Grade 9



Aligned to the

## Common Core State Standards for English Language Arts Grade 9–10

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## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.9-10.1a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.3 Organization and Coherence</b>, pp. 26–28</p> <p><i>Example [Grade 9, p. 26]</i></p> <p><b>Strategies for Writing Coherently</b></p> <p><b>3. Put Your Thoughts in Order</b> Arrange information so that “first things come first.”</p>	<p>The focus of <b>Lesson 2.3</b> is creating an organization in an essay so that the various parts make sense to readers. In <b>Strategies for Writing Coherently</b>, young writers examine four common ways of organizing paragraphs and essays: Chronological Order, Spatial Order, Order of Importance, and Logical Order.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.5 Writing Essays</b>, pp. 32–34</p> <p><i>Example [Grade 9, p. 32]</i></p> <p><b>Introduction</b></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 <b>thesis statement</b> of an essay is its overall idea. It can also be called a <b>claim</b> or a <b>controlling idea</b>.</p>	<p><b>Lesson 2.5 Writing Essays</b> explains the nature of the introduction. It includes ideas for grabbing the reader’s attention, such as beginning with an anecdote, example, quotation, or question.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86</p> <p><b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61</p> <p><i>Example [Grade 9, p. 57]</i></p> <p><b>Ending Child Hunger</b></p> <p>When he delivered his Nobel Lecture in 1964, Dr. Martin Luther King Jr. asked, “Why should there be hunger and privation in any land, in any city, at any table when man has the resources and the scientific know-how to provide all mankind with the basic necessities of life?” More than 40 years later, we are still asking the same question in our own country.</p> <p>As we honor Dr. King, it is an important time to think about the hopes and dreams we share for our children. Too many live in poverty and start each school day hungry, which lessens the odds that they will be able to rise above the challenges they face.</p> <p><i>Example [Grade 9, p. 60]</i></p> <p><b>Writing Strategies</b></p> <p><b>1. Introduce a precise claim.</b> State your claim clearly in a sentence or two. Distinguish your claim from other claims or opposing positions. A claim often appears in</p>	<p><b>Lesson 4.2 Persuasive Writing</b> 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>

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<p>the introduction of a persuasive essay—but not always. Dole and McGovern’s claim is stated in the first two paragraphs of their essay.</p>	
<p><b>Connecting Writing &amp; Grammar</b> <b>Write What You Think</b>, pp. 92, 102, 106, 114, 120, 126, 132, 146, 168, 184, 194, 210, 234, 244, 250 <i>Example [Grade 9, p. 234]</i> Write at least one paragraph, clearly stating your opinion about where you would rather live and supporting your opinion with reasons.</p>	<p>Students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program.</p>
<p><b>Student Writing</b> <b>Persuasive Essay: Security Guards' Training Beneficial to Students</b>, p. 192 <i>Example [Grade 9, p. 32]</i> 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. Those are just the smallest of tasks for the Coral Gables security guards. 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><b>Student Writing</b> <b>Persuasive Essay: Computer Course Should Be Optional</b>, p. 272 <i>Example [Grade 9, p. 272]</i> Although some students could benefit from taking computer courses in school, these classes should remain electives and not become requirements for receiving a high school diploma.</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>

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- **CCSS.ELA-Literacy.W.9-10.1b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

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<p><b>Chapter 1 The Writing Process</b>, pp. 8–19 <b>Lesson 1.1 Prewriting: Gathering Ideas</b>, pp. 9–11</p>	<p>Instruction in the first lesson of the program helps young writers understand the importance of gathering supporting details before they begin to write.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34 <b>Lesson 2.2 Elaborating with Supporting Details</b>, pp. 23–25 <i>Example [Grade 9, p. 23]</i></p> <p>➡ <b>Elaboration</b> 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: <b>facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons</b>. It’s fine to use more than one kind of supporting detail in a single paragraph. Just make sure that each sentence adds something new.</p>	<p><b>Lesson 2.2 Elaborating with Supporting Details</b> 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 <b>Writing Model</b>, young writers improve unity in two paragraphs in exercises 2 and 3 by adding details. In <b>Exercise 4</b> they write a paragraph using details in the provided notes. For <b>Exercise 5</b>, they choose their own details when elaborating on a given topic sentence.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61 <i>Example [Grade 9, p. 60]</i></p> <p><b>Writing Strategies</b></p> <p>2. <b>Develop your claim with reasons and evidence.</b> A reason is a statement that tells why you hold your opinion. Usually you will need two or three strong reasons to support your claim. Be sure to support your reasons with a variety of relevant evidence, such as facts and expert opinions. Develop your claim logically and also address opposing viewpoints, or counterarguments (counterclaims). Acknowledge the strengths of counterarguments, but refute them by showing how they are limited.</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, definitions, statistics, examples, and anecdotes.</p>
<p><b>Student Writing</b> <b>Persuasive Essay: Security Guards' Training Beneficial to Students</b>, p. 192 <b>Persuasive Essay: Computer Course Should Be Optional</b>, p. 272 <i>Example [Grade 9, p. 272]</i></p> <p>One main reason for this is that not all students have the need for a basic computer course. Unlike the material in the English, math, and science departments, many students already know many of the concepts that would be taught in one of these computer classes. This would make such classes</p>	<p>In the sample student persuasive essay on page 192, the writer models developing his claim by providing background information, details, evidence, and an example to support his opinion.</p> <p>Supporting evidence is presented in the four body paragraphs of the student persuasive essay on page 272.</p>

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boring and pointless for these students. Such a situation may lead to an undesirable scenario, one in which students who really do need the basic knowledge find themselves being disturbed and distracted by their peers.	

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.9-10.1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.3 Organization and Coherence</b>, pp. 26–28</p> <p><i>Example [Grade 9, p. 26]</i></p> <p><b>Strategies for Writing Coherently</b></p> <p>4. <b>Guide the Reader</b> Use signposts that show the reader what lies ahead and how thoughts relate to one another. Some signposts are transitional expressions like those on page 27. Others are pronouns and synonyms (words that mean almost the same thing), which refer to terms you have already used. Repeating key words or terms also improves coherence.</p>	The focus of <b>Lesson 2.3</b> is organizing ideas in an essay so that they make sense to readers. In addition to organizing ideas in recognizable and accepted patterns, writers are advised to use transitional words and phrases that show the relationship between main ideas and supporting reasons or evidence.
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86</p> <p><b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61</p> <p><i>Example [Grade 9, p. 60]</i></p> <p><b>Writing Strategies</b></p> <p>4. <b>Use transitions.</b> Be sure to include appropriate transitional words and phrases. Use transitions, such as <i>for example</i>, <i>as a result</i>, and <i>therefore</i>, to create coherence as you write and to show how your reasons support your claim and how your evidence supports your reasons. Also use transitions, such as <i>as however</i>, <i>yet</i>, and <i>nonetheless</i>, to distinguish claims and counterclaims.</p>	In <b>Writing Strategies</b> , student writers are instructed to use transitional words, phrases, and clauses to show the relationship between claims, counterclaims, reasons, and evidence.

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<p><b>Student Writing</b> <b>Persuasive Essay: Security Guards' Training Beneficial to Students</b>, p. 192 <b>Persuasive Essay: Computer Course Should Be Optional</b>, p. 272 <i>Example [Grade 9, p. 272]</i></p> <p>Finally, requiring computer courses would force out some of the other programs and classes which use computer labs.</p>	<p>The student writer of the persuasive essay on page 192 models the use of the transitions <i>first</i>, <i>in addition</i>, and <i>instead of</i>.</p> <p>In the sample student persuasive essay on page 272, the writer uses transitional words and phrases—including <i>one</i>, <i>also</i>, <i>another</i>, and <i>finally</i>—to link the logically developed ideas in the essay.</p>

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**CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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<p><b>Chapter 1 The Writing Process</b>, pp. 8–19 <b>Lesson 1.3 Revising</b>, pp. 15–17</p>	<p><b>Revising Strategies</b> on page 15 alert young writers to the need to use formal or informal vocabulary based on what is best suited to their audience.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61 <i>Example [Grade 9, p. 60]</i></p> <p><b>Writing Strategies</b></p> <p>5. <b>Establish and maintain a formal style, and use an objective tone as you write.</b> Your writing will be more convincing to readers if you present your claim fairly and respectfully.</p>	<p>Instruction on page 60 explains the value of maintaining a formal style in a persuasive essay—to be viewed by the reader as a clear-thinking, objective, and credible problem solver.</p>
<p><b>Chapter 11 Using Pronouns</b>, pp. 191–204 <b>Lesson 11.3 Who or Whom?</b>, pp. 197–198</p>	<p><b>Lesson 11.3 Who or Whom?</b> teaches that <i>whom</i> is rarely used in casual or informal conversation. However, in formal writing and speaking (and on grammar tests) students should use <i>whom</i> whenever the pronoun functions as an object.</p>

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<p><b>Chapter 12 Using Modifiers</b>, pp. 205–220  <b>Lesson 12.3 Double Negatives</b>, pp. 211–212</p>	<p>In <b>Lesson 12.3</b>, students are cautioned against using colloquial speech, such as <i>ain't</i>, in formal writing.</p>
<p><b>Chapter 13 Using Pronouns</b>, pp. 221–238  <b>Lesson 13.5 Other Comma Uses</b>, pp. 231–232</p>	<p>In <b>Lesson 13.5 Other Comma</b>, students learn that they may use a comma to introduce some short, informal quotations in their writing.</p>
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 239–256  <b>Lesson 14.1 Colons</b>, pp. 241–242</p>	<p>According to the <b>Writing Hint</b> on page 241, writers should always use a colon to introduce a long statement or quotation in formal writing.</p>

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**CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.9-10.1e** Provide a concluding statement or section that follows from and supports the argument presented.

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<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34  <b>Lesson 2.5 Writing Essays</b>, pp. 32–34</p> <p><i>Example [Grade 9, p. 33]</i></p> <p><b>Conclusion</b></p> <p>When you've said everything that is important about your topic, stop writing. The concluding paragraph has only one job to do: It provides a definite ending.</p>	<p><b>Lesson 2.5 Writing Essays</b> offers simple advice for ending your essay—when you've covered everything you want to say, write your conclusion.</p> <p>Keep it simple—students can state their opinion and summarize main ideas and reasons for their opinion in one or two sentences.</p> <p>The concluding statement may also include a thought-provoking question, a relevant quotation, a prediction about the future, and a call to action.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86  <b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61</p> <p><i>Example [Grade 9, p. 58]</i></p> <p><b>Ending Child Hunger</b></p> <p>With greater concern over how to remain competitive in a global marketplace, it is vital that we provide the best possible education and learning environment for the next generation of Americans. Nutrition is a critical building block for realizing this goal. Hungry children cannot learn and an</p>	<p>The last paragraph of the persuasive essay models a good conclusion—a restatement of the authors' claim that reflects the evidence presented in the body of the essay. It closes with a call to action.</p> <p><b>Writing Strategies</b> on pages 59 and 60 detail specific features of an effective persuasive essay. The conclusion should follow logically from the reasons presented in the body of the essay. When appropriate, students should also include a clear call to action.</p>

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<p>uneducated workforce cannot compete. For these reasons, it is critical that we work together to encourage participation in the School Breakfast Program so that every child can reap the benefits of a healthy breakfast.</p> <p><i>Example [Grade 9, p. 60]</i></p> <p><b>Writing Strategies</b></p> <p><b>6. End with a call to action.</b> Wrap up your argument with a thoughtful conclusion that supports your claim and follows logically from your reasons and evidence. Some persuasive writing also includes a call to action, in which the you urge the reader to do something, such as vote for a candidate, donate money, or buy a product.</p>	<p>The student writer of the persuasive essay on page 192 concludes with a summary of ideas and a call to action.</p> <p>The student persuasive essay on page 272 concludes with a counterargument that is refuted in the restatement of her opinion or position.</p>
<p><b>Student Writing</b></p> <p><b>Persuasive Essay: Security Guards' Training Beneficial to Students</b>, p. 192</p> <p><b>Persuasive Essay: Computer Course Should Be Optional</b>, p. 272</p>	

## WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.4 Types of Paragraph</b>, pp. 29–31</p>	<p>In <b>Lesson 2.4 Types of Paragraph</b>, students examine ways to organize an expository paragraph. These organizational patterns include compare and contrast, cause and effect, define, classify, and analyze.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.5 Writing Essays</b>, pp. 32–34</p> <p><i>Example [Grade 9, p. 32]</i></p> <p><b>Introduction</b></p>	<p><b>Lesson 2.5 Writing Essays</b> explains the nature of the introduction. It includes ideas for grabbing the reader’s attention, such as beginning with an anecdote, example, quotation, or question.</p> <p>In <b>Exercise 9</b>, students practice drafting an introduction. Students focus on improving the introduction, body, and</p>



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<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 <b>thesis statement</b> of an essay is its overall idea. It can also be called a <b>claim</b> or a <b>controlling idea</b>.</p>	<p>conclusion in <b>Exercise 10</b>.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b>, pp. 62–67 <i>Example [Grade 9, p. 62]</i></p> <p><b>Grant and Lee: A Study in Contrasts</b></p> <p>Yet it was not all contrast, after all. Different as they were—in background, in personality, in underlying aspiration—these two great soldiers had much in common. <i>Example [Grade 9, p. 67]</i></p> <p><b>Draft Your Essay</b></p> <p><b>Introduction</b> Your first paragraph should identify your subjects and introduce your topic. Be sure to include your thesis statement, or claim. (See Lesson 2.5 for more on thesis statements.) An introduction also sets up the essay’s organization and previews the information that will be presented. Be sure to tailor your introduction for your intended audience and include any information they will need to know to follow your explanation.</p>	<p>The <b>Critical Thinking</b> activity on page 63 examines the introduction to the second part of the excerpt of a compare and contrast essay, “Grant and Lee: A Study in Contrasts,” to determine the writer’s purpose. While the first part of the essay focuses on the differences between two famous adversaries (as explained in a bracketed editorial aside), the second part shifts to the similarities between the two men. Placing the discussion of similarities last indicated that the writer felt it was more important than the differences, as later certified by the conclusion of the essay.</p> <p>The <b>Draft Your Essay</b> section on page 67 helps students understand the three organizational elements they need in their essay: Introduction, Body, and Conclusion.</p>
<p><b>Chapter 13 Using Pronouns</b>, pp. 221–238 <b>Lesson 13.6 Correcting Run-on Sentences and Sentence Fragments</b>, pp. 233–234</p>	<p>For <b>Connecting Writing &amp; Grammar: Write What You Think</b> on page 234, students work together in a small group to prepare two separate charts listing advantages and disadvantages of living on a farm and in a city.</p>
<p><b>Student Writing</b></p> <p><b>Expository Essay: Help the Environment by Recycling</b>, p. 128 <b>Expository Essay: A Language Plan for Success</b>, p. 178 <b>Expository Essay: Driving Home the Point</b>, p. 206 <b>Expository Essay: Bottled Water: Reasons Vary for Purchasing Thirst Quencher</b>, p. 222 <i>Example [Grade 9, p. 128]</i></p> <p><b>Help the Environment by Recycling</b></p> <p>The students of Hinsdale South are committed to many organizations and ideals. Sports, academics, service, drug-</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> <p>One of the essays, “Driving Home the Point,” feature an attention-grabbing, multiple-paragraph introduction designed to hook a potential reader.</p>

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- **CCSS.ELA-Literacy.W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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<p>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.</p> <p><i>Example [Grade 9, p. 206]</i></p> <p><b>Driving Home the Point</b></p> <p>The glass shattered as the hammer exploded off the car’s windshield. Cheers went up from the crowd. Another blow left a crater in the car’s front fender, and onlookers waved their hands to be next.</p> <p>After months of planning, our celebration of “World No Tobacco Day” was off the ground. Many businesses in town had rejected my request to donate a car for the event, but perseverance paid off. With a little paint and some creativity, our donated vehicle closely resembled a tobacco-branded racecar.</p> <p>The best thing about this event was the attention it generated from the media and the community. It really helped drive home the message that kids were tired of being targeted by the marketing ploys of big tobacco.</p>	

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- **CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

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<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.2 Elaborating with Supporting Details</b>, pp. 23–25</p> <p><i>Example [Grade 9, p. 23]</i></p> <p>➡ <b>Elaboration</b> 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: <b>facts, statistics, quotations,</b></p>	<p>In <b>Lesson 2.2 Elaborating with Supporting Details</b>, students learn of eight types of details they can use to develop a topic—facts, statistics, quotations, definitions, anecdotes, examples, reasons, and comparisons.</p> <p>After studying the <b>Writing Model</b>, young writers improve unity in two paragraphs in exercises 2 and 3 by adding details.</p> <p>In <b>Exercise 4</b> they write a paragraph using details in the provided notes.</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>definitions, anecdotes or incidents, examples, reasons, and comparisons.</b> It’s fine to use more than one kind of supporting detail in a single paragraph. Just make sure that each sentence adds something new.</p>	<p>For <b>Exercise 5</b>, they choose their own details when elaborating on a given topic sentence.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34 <b>Lesson 2.5 Writing Essays</b>, pp. 32–34 <i>Example [Grade 9, p. 32]</i> <b>Body</b></p> <ol style="list-style-type: none"><li>1. <b>Ideas and Unity</b> Think of the body as a series of main ideas, each one expressed in the topic sentence of a paragraph and each one supported by relevant details.</li></ol>	<p><b>Lesson 2.5 Writing Essays</b> teaches students to develop their ideas and present their supporting evidence in the body of the essay.</p> <p>In <b>Exercise 11</b>, students practice writing body paragraphs based on notes.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b>, pp. 62–67 <i>Example [Grade 9, p. 62]</i> <b>Grant and Lee: A Study in Contrasts</b></p> <p>Each man had, to begin with, the great virtue of utter tenacity and fidelity. Grant fought his way down the Mississippi Valley in spite of acute personal discouragement and profound military handicaps. Lee hung on in the trenches at Petersburg after hope itself had died. In each man there was an indomitable quality the born fighter’s refusal to give up as long as he can still remain on his feet and lift his two fists.</p> <p><i>Example [Grade 9, p. 67]</i> <b>Draft Your Essay</b></p> <p><b>Body</b> Follow the order of your outline to begin developing your topic. Include well-chosen facts, definitions, details, quotations, and examples to provide your reader with sufficient information to understand your thesis, or claim. Be sure to use appropriate transitional words and phrases to draw comparisons and contrasts between your ideas and to help readers follow your explanation. Also include precise language and vocabulary that relates to your topic.</p>	<p>The compare and contrast essay, “Grant and Lee: A Study in Contrasts,” models the development of the topic, providing supporting evidence in each of the body paragraphs.</p> <p>The <b>Draft Your Essay</b> exercise on page 67 helps students understand the three organizational elements they need in their essay: Introduction, Body, and Conclusion.</p> <p><b>Exercise 15 Revise</b> on page 67 cautions students to be sure they have given enough support for each general statement.</p>
<p><b>Student Writing</b> <b>Expository Essay: Help the Environment by Recycling</b>, p. 128 <b>Expository Essay: A Language Plan for Success</b>, p. 178 <b>Expository Essay: Driving Home the Point</b>, p. 206</p>	<p>The sample student expository essays demonstrate the development of the main idea in the body of the paragraph, models the presentation of a topic or clear thesis statement that foreshadows the organization of information to follow.</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<b>Expository Essay: Bottled Water: Reasons Vary for Purchasing Thirst Quencher</b> , p. 222	

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.9-10.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<b>Chapter 2 Writing Effective Paragraphs and Essays</b> , pp. 20–34 <b>Lesson 2.3 Organization and Coherence</b> , pp. 26–28 <i>Example [Grade 9, p. 26]</i> <b>Strategies for Writing Coherently</b> <b>2. Guide the Reader</b> Use signposts that show the reader what lies ahead and how thoughts relate to one another. Some signposts are transitional expressions like those on page 27. Others are pronouns and synonyms (words that mean almost the same thing), which refer to terms you have already used. Repeating key words or terms also improves coherence.	The focus of <b>Lesson 2.3</b> is organizing ideas in an essay so that they make sense to readers. In addition to organizing ideas in recognizable and accepted patterns, writers are advised to use transitional words and phrases that show the relationship between main ideas and supporting reasons or evidence.
<b>Chapter 4 Writing Workshops</b> , pp. 51–86 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b> , pp. 62–67 <i>Example [Grade 9, p. 62]</i> <b>Grant and Lee: A Study in Contrasts</b> Yet it was not all contrast, after all. Different as they were—in background, in personality, in underlying aspiration—these two great soldiers had much in common. <i>Example [Grade 9, p. 64]</i> <b>Writing Strategies</b> <b>5. Use clear transitions.</b> Transitional expressions help the reader follow your thinking. <i>Like, also, similarly, both, and in the same way</i> signal similarities. <i>Yet, but, on the other</i>	The <b>Critical Thinking</b> activity on page 63 points out that that the word yet at the beginning of the second paragraph of the writing model is a transition that indicates that an opposite idea will follow. <b>Writing Strategies</b> on page 64 lists transitions that signal a switch to similar or different ideas. The <b>Draft Your Essay</b> section on page 67 emphasizes the importance of using transitions to connect ideas in a student’s essay..

## WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><i>hand, in contrast, and nevertheless</i> signal differences. Transitions can also highlight each new feature: first, second, finally, more important, and most significant.</p> <p><i>Example [Grade 9, p. 67]</i></p> <p><b>Draft Your Essay</b></p> <p><b>Body</b> Be sure to use appropriate transitional words and phrases to draw comparisons and contrasts between your ideas and to help readers follow your explanation.</p>	
<p><b>Student Writing</b></p> <p><b>Expository Essay: Help the Environment by Recycling</b>, p. 128</p> <p><b>Expository Essay: A Language Plan for Success</b>, p. 178</p> <p><b>Expository Essay: Driving Home the Point</b>, p. 206</p> <p><i>Example [Grade 9, p. 178]</i></p> <p><b>A Language Plan for Success</b></p> <p>The strong points of this initiative outweigh any downsides, making it a sensible plan for the future. <u>However</u>, the pilot program only covers the grades before middle school, a time when students are offered other electives that many students find more attractive than Spanish.</p>	<p>The sample student expository essays model the use of transitions, such as “after months of planning,” “last,” “however,” and “as a last resort.”</p>

## WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.9-10.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19</p> <p><b>Lesson 1.3 Revising</b>, pp. 15–17</p> <p><i>Examples [Grade 9, p. 15]</i></p> <p><b>4. Word Choice</b> Look for general, vague words, and replace them with precise ones. If you’ve used a cliché or an overworked word, such as <i>very</i> or <i>great</i>, think of a fresh way to express the same idea.</p>	<p><b>Revising Strategies</b> on page 15 advise young writers to replace general, vague words with precise words or phrases. They should also use formal or informal vocabulary based on what is best suited to their audience.</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.4 Types of Paragraph</b>, pp. 29–31</p> <p><i>Example [Grade 9, p.29]</i></p> <p><b>Descriptive</b></p> <ul style="list-style-type: none"><li>• Use <b>sensory details</b> to appeal to the reader’s five senses (sight, hearing, smell, touch, and taste) and to create a <b>main impression</b>, or mood.</li></ul>	<p>When writing a descriptive paragraph, students are encouraged to use sensory details, also spatial order to convey the sense of the place described.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.5 Writing Essays</b>, pp. 32–34</p> <p><i>Example [Grade 9, p. 32]</i></p> <p><b>Body</b></p> <ol style="list-style-type: none"><li>3. <b>Word Choice</b> Avoid repetition, and eliminate wordiness. First ask yourself, “What am I trying to say?” Then say it as clearly as you can.</li></ol>	<p><b>Lesson 2.5 Writing Essays</b> teaches students to use precise language and eliminate wordiness in their essay.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86</p> <p><b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b>, pp. 62–67</p> <p><i>Example [Grade 9, p. 67]</i></p> <p><b>Draft Your Essay</b></p> <ol style="list-style-type: none"><li>6. <b>Body</b> ...Also include precise language and vocabulary that relates to your topic.</li></ol>	<p>In the <b>Draft Your Essay</b> section on page 67, students are instructed to develop their topic using precise language and appropriate vocabulary.</p>
<p><b>Student Writing</b></p> <p><b>Expository Essay: Help the Environment by Recycling</b>, p. 128</p> <p><b>Expository Essay: A Language Plan for Success</b>, p. 178</p> <p><b>Expository Essay: Driving Home the Point</b>, p. 206</p> <p><b>Expository Essay: Bottled Water: Reasons Vary for Purchasing Thirst Quencher</b>, p. 222</p> <p><i>Example [Grade 9, p. 206]</i></p> <p><b>Driving Home the Point</b></p> <p>As an active antitobacco advocate, I have long understood the danger of the deceptive advertising techniques used by the tobacco industry. Several years ago, I worked with the Board of Health in my town to pass a “Truth in Tobacco Advertising” resolution to restrict all forms of outdoor advertising. I talked to many local policymakers</p>	<p>The sample student expository essays model the use of precise language and domain-specific vocabulary.</p>

## WRITING: Text Types and Purposes

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### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

about the impact this advertising has on kids, especially [about the fact] that kids I knew decided to try a cigarette because they were impressed by slick tobacco ads showing fun, exciting times.

### DESCRIPTION

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.9-10.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 1 The Writing Process**, pp. 8–19  
**Lesson 1.3 Revising**, pp. 15–17

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.3 Expository Writing: Compare and Contrast Essay**, pp. 62–67

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.6 Writing Application: Writing a Timed Essay**, pp. 83–88

*Example [Grade 9, p. 83]*

The goal of a timed essay is to produce in a short time frame clear and coherent writing that follows a well-organized structure and formal style.

**Chapter 11 Using Pronouns**, pp. 191–204  
**Lesson 11.3 Who or Whom?**, pp. 197–198

**Chapter 12 Using Modifiers**, pp. 205–220  
**Lesson 12.3 Double Negatives**, pp. 211–212

**Chapter 13 Using Pronouns**, pp. 221–238  
**Lesson 13.5 Other Comma Uses**, pp. 231–232

### DESCRIPTION

**Revising Strategies** on page 15 alert young writers to the need to use formal or informal vocabulary based on what is best suited to their audience.

The **Writing Hint** on page 67 alerts students to the importance of maintaining a formal style and objective tone while writing. In formal, standard English, they should avoid slang.

In **Writing a Timed Essay**, students are advised to respect academic conventions, including using formal style.

**Lesson 11.3 Who or Whom?** teaches that *whom* is rarely used in casual or informal conversation. However, in formal writing and speaking (and on grammar tests) students should use *whom* whenever the pronoun functions as an object.

In **Lesson 12.3**, students are cautioned against using colloquial speech, such as *ain't*, in formal writing.

In **Lesson 13.5 Other Comma**, students learn that they may use a comma to introduce some short, informal quotations in

## WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.9-10.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
	their writing.
<b>Chapter 14 Punctuation: All Other Marks</b> , pp. 239–256 <b>Lesson 14.1 Colons</b> , pp. 241–242	According to the <b>Writing Hint</b> on page 241, writers should always use a colon to introduce a long statement or quotation in formal writing.

## WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.9-10.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<b>Chapter 2 Writing Effective Paragraphs and Essays</b> , pp. 20–34 <b>Lesson 2.5 Writing Essays</b> , pp. 32–34 <i>Example [Grade 9, p. 33]</i> <b>Conclusion</b> When you’ve said everything that is important about your topic, stop writing. The concluding paragraph has only one job to do: It provides a definite ending.	<b>Lesson 2.5 Writing Essays</b> offers simple advice for ending your essay—when you’ve covered everything you want to say, write your conclusion.  Students should keep it simple—state their opinion and summarize main ideas and reasons for their opinion in one or two sentences.  The concluding statement may also include a thought-provoking question, a relevant quotation, a prediction about the future, and a call to action.
<b>Chapter 4 Writing Workshops</b> , pp. 51–86 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b> , pp. 62–67 <i>Example [Grade 9, p. 62]</i> <b>Grant and Lee: A Study in Contrasts</b>  Lastly, and perhaps greatest of all, there was the ability at the end to turn quickly from war to peace once the fighting was over. Out of the way these two men behaved at Appomattox came the possibility of a peace of reconciliation. It was a possibility which was not wholly realized in the years to come but which did, in the end, help the two sections to become one nation again after a war whose bitterness might have seemed to make such a reunion wholly impossible. No part of either man’s life became him more than the part he played in their brief meeting in the McLean house at	The <b>Critical Thinking</b> activity on page 63 examines the conclusion of the compare and contrast essay, “Grant and Lee: A Study in Contrasts,” to better understand the writer’s purpose. As stated in the conclusion, the similarities between two great soldiers were much more important than any of their differences.  The <b>Draft Your Essay</b> section on page 67 helps students understand the three organizational elements they need in their essay: Introduction, Body, and Conclusion.



## WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.9-10.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p>Appomattox. Their behavior there put all succeeding generations of Americans in their debt. Two great Americans, Grant and Lee were very different, yet under everything very much alike. Their encounter at Appomattox was one of the great moments of American history.</p> <p><i>Example [Grade 9, p. 67]</i></p> <p><b>Draft Your Essay</b></p> <p><b>Conclusion</b> Summarize your findings at the end of your essay. Provide a concluding statement or a short concluding section that supports the information you have already given. A conclusion might also comment on the importance of the topic or emphasize the essay's strongest point.</p>	
<p><b>Student Writing</b></p> <p><b>Expository Essay: Help the Environment by Recycling</b>, p. 128</p> <p><b>Expository Essay: A Language Plan for Success</b>, p. 178</p> <p><b>Expository Essay: Driving Home the Point</b>, p. 206</p> <p><b>Expository Essay: Bottled Water: Reasons Vary for Purchasing Thirst Quencher</b>, p. 222</p> <p><i>Example [Grade 9, p. 128]</i></p> <p><b>Help the Environment by Recycling</b></p> <p>The future of our planet rests on how we care for it today, and no excuse can be good enough to justify our continued and blatant destruction of the earth that sustains us. We cannot keep taking from the earth. While recycling does not constitute giving anything new to the earth, it does allow us to give back what we have taken. While some people may be against this plan because it necessitates more time and energy than does merely throwing all waste into one place, recycling is the right thing to do, not only for us, but for the people of the future.</p> <p><i>Example [Grade 9, p. 222]</i></p> <p><b>Bottled Water: Reasons Vary for Purchasing Thirst Quencher</b></p> <p>Water is essential to the human body. Whether you drink bottled or tap water, get with the flow and join the millions of Americans [who] are switching from soft drinks to water.</p>	<p>Three of the sample student expository essays feature a strong concluding statement that follows from and supports the information or explanation presented.</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SADLIER GRAMMAR FOR WRITING GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 52–56 <i>Example [Grade 9, p. 54]</i></p> <p><b>Writing Strategies</b></p> <ol style="list-style-type: none"><li>1. <b>Set the scene.</b> 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.</li></ol>	<p><b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b> 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><b>Student Writing</b> <b>Narrative Essay: One Meal Made a Big Difference</b>, p. 88 <b>Narrative Essay: Dancing</b>, p. 162 <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>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.</p> <p>The writer of "Dancing," the student narrative essay on page 162, opens with a summary statement of a problem and its solution, inviting his audience to read on to get the details.</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.9-10.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19 <b>Lesson 1.4 Editing and Proofreading</b>, pp. 18–19</p>	<p>In the first chapter of the program, students are alerted to the need to follow established conventions for punctuating dialogue.</p>

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 9, p. 18]</i></p> <p><b>Editing Questions</b></p> <p>▶ <b>Punctuation</b> Are commas and other punctuation marks used correctly? Is dialogue correctly punctuated?</p>	
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.5 Writing Essays</b>, pp. 32–34</p>	<p>Side-column instruction in <b>Lesson 2.5 Writing Essays</b> suggests using a bit of dialogue as an interesting way to begin a work.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86</p> <p><b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 52–56</p> <p><i>Example [Grade 9, p. 52]</i></p> <p>“Stan, did you get to that ball?”</p> <p>“I did. I got it.”</p> <p><i>Example [Grade 9, p. 54]</i></p>	<p>The writing model at the beginning of <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b> demonstrates the effective use of narrative techniques, such as background information, description of setting and action, plot development, dialogue, and reflection.</p> <p>Following discussion of the writing model, the <b>Writing Strategies</b> section of the lesson explains how to use narrative techniques, including pacing, description of details, relevant dialogue, and reflection.</p>
<p><b>Writing Strategies</b></p> <p>5. <b>Add details.</b> Include precise words and phrases and telling descriptive details that convey a vivid picture of the incident. Sensory details (sights, sounds, smells, tastes, sensations of touch) will help the reader clearly imagine the incident. Keep in mind, however, that too much description will slow down the pace of the narrative.</p> <p>6. <b>Add relevant dialogue.</b> No one remembers exactly what was said long ago, but you probably have a general idea. Take a guess at who said what, and add some dialogue. Look back at the narrative “Character” to see how and where Ashe uses dialogue.</p>	
<p><b>Student Writing</b></p> <p><b>Narrative Essay: One Meal Made a Big Difference</b>, p. 88</p> <p><i>Example [Grade 9, p. 88]</i></p> <p>I quickly swallowed the lump in my throat and pushed the tears from my eyes as I tried to put on my brightest smile.</p> <p>“That was beautiful,” I managed to get out.</p> <p>“Thank you,” she said as the line moved forward. “How has your day been?” she asked me as we were now standing</p>	<p>The writer of the sample student narrative essay on page 88 includes dialogue to make the events seem real.</p>

## WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
almost face-to-face. “Good,” I replied, “and yours?” “Mine has been pretty good,” she responded as she reached to take her tray. “I’m alive, so it’s good.”	
<b>Chapter 5 Parts of Speech</b> , pp. 87–106 <b>Lesson 5.7 Conjunctions and Interjections</b> , pp. 101–102	In <b>Lesson 5.7 Conjunctions and Interjections</b> , students practice adding interjections to make dialogue seem more natural.
<b>Chapter 6 Parts of a Sentence</b> , pp. 107–126 <b>Lesson 6.1 Using Complete Sentences</b> , pp. 109–110	The <b>Writing Hint</b> on page 109 reminds students that sentence fragments should not be used in formal written English. They are, however, effective when used in dialogue.
<b>Chapter 6 Parts of a Sentence</b> , pp. 107–126 <b>Lesson 6.7 Predicate Nominative and Predicate Adjectives</b> , pp. 121–122	For <b>Exercise 13</b> on page 122, students are assigned to write a description of a community or neighborhood as the possible location for a movie.
<b>Chapter 14 Punctuation: All Other Marks</b> , pp. 239–256 <b>Lesson 14.4 Quotation Marks</b> , pp. 247–248	Students learn to use quotation marks to indicate the beginning and end of a direct quotations, including dialogue.
<b>Chapter 14 Punctuation: All Other Marks</b> , pp. 239–256 <b>Lesson 14.5 Punctuating Dialogue</b> , pp. 249–250 <i>Example [Grade 9, p.249]</i> <b>Dialogue</b> is the words the characters in a novel say. The words that identify the speaker (he said, she said ) are called a dialogue tag. Follow these rules for punctuating dialogue and direct quotations. ➡ Commas and periods <i>always</i> go inside the close quotation marks. “While you wash the dishes, I’ll get my papers,” Grandma said.	In <b>Lesson 14.5</b> , students learn the conventions for punctuating dialogue and direct quotations. One or more examples follow each rule. In <b>Exercise 9</b> , students practice writing a dialogue. In <b>Exercise 10</b> , they punctuate a dialogue.
<b>Chapter 14 Punctuation: All Other Marks</b> , pp. 239–256 <b>Chapter Review</b> , pp. 255–256	In <b>Exercise C</b> of the <b>Chapter Review</b> for <b>Chapter 14</b> , students practice adding punctuation to dialogue.

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.9-10.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

SADLIER GRAMMAR FOR WRITING GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.3 Organization and Coherence</b>, pp. 26–28</p> <p><i>Example [Grade 9, p.26]</i></p> <p><b>Strategies for Writing Coherently</b></p> <ul style="list-style-type: none"><li>• <b>Chronological Order</b> Organizing your writing chronologically means telling about events in the order in which they occurred. Use chronological order for narrative paragraphs, which may tell a true story or a fictional one; for writing about a historical event; and for describing steps in a process.</li></ul>	<p><b>Lesson 2.3 Organization and Coherence</b> describes four common ways of organizing paragraphs and essays. These include chronological order, spatial order, order of importance, and logical order.</p> <p>A chart on page 27 groups common transitions that are used to show time, position, examples, summarize, emphasize, order of importance, cause and effect, also to compare and contrast.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.4 Types of Paragraph</b>, pp. 29–31</p>	<p>In <b>Lesson 2.4 Types of Paragraph</b>, students see that chronological order is a key feature of a narrative paragraph. This organization is also useful when explaining a step-by-step process.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86</p> <p><b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 52–56</p> <p><i>Example [Grade 9, p.54]</i></p> <p><b>Writing Strategies</b></p> <p>3. <b>Establish time order and pacing.</b> Usually you can break an incident into several short events that happen in chronological order. <u>Use transition words to sequence events and experiences so they build on one another.</u> Pacing refers to the rate at which the story is told. For example, techniques such as foreshadowing, suspense, and the use of short sentences quicken the pace.</p>	<p>Arthur Ashe’s narrative at the beginning of <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b> models sequencing events using transitional words and phrases, including <i>one day, when the point was over, later, one night, and then.</i></p> <p>Following discussion of the writing model, the <b>Writing Strategies</b> section of the lesson explains how to use transitions to show the sequence of events and the relationship of experiences.</p>
<p><b>Student Writing</b></p> <p><b>Narrative Essay: One Meal Made a Big Difference</b>, p. 88</p> <p><b>Narrative Essay: Dancing</b>, p. 162</p> <p><i>Example [Grade 9, p. 88]</i></p> <p><i>After a while, I switched spots with someone and started handing out trays. All of a sudden, this lady walked out of the line and over to the piano. She played for a minute before she scurried back into line. As she moved toward me, I looked up into her eyes. They were a gentle brown.</i></p>	<p>The sample student narrative essay on page 88 features several transitional phrases that help the reader understand the sequence of events and development of the story’s plot.</p> <p>The pivotal event in the student narrative essay on page 162 is introduced by the transitional phrase, “Not too long ago.”</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.9-10.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19 <b>Lesson 1.3 Revising</b>, pp. 15–17</p>	<p><b>Revising Strategies</b> on page 15 advise young writers to replace general, vague words with precise words or phrases.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34 <b>Lesson 2.4 Types of Paragraph</b>, pp. 29–31 <i>Example [Grade 9, p.29]</i></p> <p><b>Descriptive</b></p> <ul style="list-style-type: none"><li>• Use <b>sensory details</b> to appeal to the reader’s five senses (sight, hearing, smell, touch, and taste) and to create a <b>main impression</b>, or mood.</li></ul>	<p>When writing a descriptive paragraph, students are encouraged to use sensory details, also spatial order to convey the sense of the place described.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 52–56 <i>Example [Grade 9, p.54]</i></p> <p><b>Writing Strategies</b></p> <p>5. <b>Add details.</b> Include precise words and phrases and telling descriptive details that convey a vivid picture of the incident. Sensory details (sights, sounds, smells, tastes, sensations of touch) will help the reader clearly imagine the incident. Keep in mind, however, that too much description will slow down the pace of the narrative.</p>	<p>Following discussion of the writing model in <b>Lesson 4.1</b>, the <b>Writing Strategies</b> section of the lesson explains how to add details, including precise words and phrases, as well as sensory language.</p>
<p><b>Student Writing</b> <b>Narrative Essay: One Meal Made a Big Difference</b>, p. 88 <b>Narrative Essay: Dancing</b>, p. 162 <i>Example [Grade 9, p. 88]</i></p> <p>I quickly swallowed the lump in my throat and pushed the tears from my eyes as I tried to put on my brightest smile.</p>	<p>In “One Meal Made a Big Difference,” the sample student narrative essay on page 88, the writer uses descriptive words, such as “she scurried back into line” and “I was disgusted.”</p> <p>The student narrative essay on page 162 features language meaningful to teenage readers, “You dance worse than you parallel park.”</p>

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.9-10.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.1 Narrative Writing: Autobiographical Incident**, pp. 52–56

*Example [Grade 9, p.54]*

#### Writing Strategies

7. **Reflect on the experience.** Throughout the narrative, be sure you answer the question, *What’s the point?* Reflect on why this incident is important to you by including your own thoughts and feelings. Consider how you felt about the incident when it happened and how you feel about it now. Explain how your thoughts and feelings have changed. Include a conclusion that reflects on the overall experience and offers final insights.

#### Student Writing

**Narrative Essay: One Meal Made a Big Difference**, p. 88

**Narrative Essay: Dancing**, p. 162

*Example [Grade 9, p. 88]*

And now, instead of being afraid of going and serving them food, I find that I can’t wait until I get to go again.

*Example [Grade 9, p. 162]*

I won’t say that I’m good at it or anything. As one of my friends commented, “You dance worse than you parallel park.” But I have discovered something. Dancing is a lot more fun than sitting on the side and complaining to my friends about how bad the music is. Time goes so much faster when you’re out there dancing.

### DESCRIPTION

The **Writing Strategies** section on page 54 explains how to conclude a narrative by looking back on the story and explaining why the writer thought it was meaningful.

In “One Meal Made a Big Difference,” the sample student narrative essay on page 88, the writer concludes with a thoughtful, one-sentence reflection on the events of the narrative.

The student narrative essay on page 162 also models an effective conclusion—a statement of personal insight gained as a result of the experiences described in the story.

## WRITING: Production and Distribution of Writing

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–31 <b>Lesson 1.1 Prewriting: Gathering Ideas</b>, pp. 9–12 <b>Lesson 1.2 Organizing Ideas and Drafting</b>, pp. 13–14 <b>Lesson 1.3 Revising</b>, pp. 15–17 <b>Lesson 1.4 Editing and Proofreading</b>, pp. 18–19</p>	<p><b>Chapter 1 The Writing Process</b> takes students through each of the typical steps for creating a written work, from initial brainstorming to the final publication or presentation.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34 <b>Lesson 2.1 Ideas and Unity</b>, pp. 21–22 <b>Lesson 2.2 Elaborating with Supporting Details</b>, pp. 23–25 <b>Lesson 2.3 Organization and Coherence</b>, pp. 26–28 <b>Lesson 2.4 Types of Paragraph</b>, pp. 29–31 <b>Lesson 2.5 Writing Essays</b>, pp. 32–34</p>	<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b> focuses on the organization of ideas in paragraphs and organizing paragraphs into essays. They also learn to distinguish between descriptive, narrative, expository, and persuasive writing.</p>
<p><b>Chapter 3 Writing Effective Sentences</b>, pp. 35–50 <b>Lesson 3.1 Varying Sentence Beginnings</b>, pp. 36–37 <b>Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs</b>, pp. 38–39 <b>Lesson 3.3 Combining Sentences: Using Coordinating Conjunctions</b>, pp. 40–41 <b>Lesson 3.4 Combining Sentences: Inserting Phrases</b>, pp. 42–43 <b>Lesson 3.5 Combining Sentences: Using Subordinate Clauses</b>, pp. 44–45 <b>Lesson 3.6 Eliminating Short, Choppy Sentences</b>, pp. 46–47 <b>Lesson 3.7 Eliminating Wordiness</b>, pp. 48–49</p>	<p>In <b>Chapter 3 Writing Effective Sentences</b>, students learn how to avoid common problems with sentences that detract from the clarity of their writing. They are also study a variety of sentence structures as aspects of style.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 52–56 <b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b>, pp. 62–67 <b>Lesson 4.4 Writing About Literature: Analyzing Fiction</b>, pp. 68–73 <b>Lesson 4.5 Expository Writing: Research Paper</b>, pp. 74–82 <b>Lesson 4.6 Writing Application: Writing a Timed Essay</b>, pp. 83–88</p>	<p>In <b>Chapter 4 Writing Workshops</b>, each lesson provides instruction and experience with various forms of writing. These include narrative writing, persuasive writing, expository writing, literary analysis, research paper, and writing a timed essay. The introduction in each lesson is followed by a writing model, which is followed by critical thinking exercises. After studying the model, students are given strategies to guide their own writing.</p>



## WRITING: Production and Distribution of Writing

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<b>Step-by-Step Revising, Editing, and Proofreading</b> , pp. T26–T27	A helpful discussion of ways to improve student writing through revising, editing, and proofreading is found in the front matter of the Annotated Teacher’s Edition. Additional ideas appear in lessons throughout the textbook as annotations in small, gray type.
<b>Chapter 1 The Writing Process</b> , pp. 8–31 <b>Lesson 1.1 Prewriting: Gathering Ideas</b> , pp. 9–12 <b>Lesson 1.2 Organizing Ideas and Drafting</b> , pp. 13–14 <b>Lesson 1.3 Revising</b> , pp. 15–17 <b>Lesson 1.4 Editing and Proofreading</b> , pp. 18–19	<b>Chapter 1 The Writing Process</b> provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.
<b>Chapter 4 Writing Workshops</b> , pp. 51–86 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b> , pp. 52–56 <b>Lesson 4.2 Persuasive Writing</b> , pp. 57–61 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b> , pp. 62–67 <b>Lesson 4.4 Writing About Literature: Analyzing Fiction</b> , pp. 68–73 <b>Lesson 4.5 Expository Writing: Research Paper</b> , pp. 74–82 <b>Lesson 4.6 Writing Application: Writing a Timed Essay</b> , pp. 83–88	<b>Chapter 4 Writing Workshops</b> features thorough writing lessons on several modes or forms of writing. Each lesson includes introductory instruction, a writing model and critical thinking exercises, writing strategies; and several exercises covering the various stages of the writing process.
<b>Planning:</b> Exercise 1 Choosing a Topic Sentence, p.22; Exercise 5 Elaborating on a Topic Sentence, p.25; Exercise 1 Get Started, p.55; Exercise 2 Plan Your Autobiographical Incident, p.55; Exercise 6 Choose a Topic, p.60; Exercise 7 State Your Opinion, p.60; Exercise 11 Choose Subjects, p.65; Exercise 12 Gather Information, p.65; Exercise 13 Organize Your Essay, p.65; Exercise 17 Prewriting: Choose and Limit a Topic, p.72; Exercise 18 Prewriting: Major Points and Supporting Details, p.72; Exercise 19 Organize and Draft Your Essay, p.73; Exercise 22 Prewriting: Choose a Limited Topic, p.81; Exercise 23 Prewriting: Gather Information, p.81; Exercise 24 Prewriting: Write an Outline, p.81; Exercise 29 Read the Prompt Carefully, p.85; Exercise 30 Prewrite: Focus, Gather, and Organize Ideas, p.86; Exercise 31 Prewrite: Thesis Statement, or Claim, p.86  <b>Drafting/Writing:</b> Exercise 4 Writing a Paragraph from Notes, p.25; Exercise 7 Writing a Paragraph from Notes, p.28; Exercise 8 Writing for Different Purposes, p.31; Exercise 9 Drafting an Introduction, p.33; Exercise 10 Drafting a Conclusion, p.33; Exercise 11 Writing Body Paragraphs Based on Notes, p.33; Exercise 3 Writing a Paragraph,	Several exercises throughout the program help students develop and improve their writing by analyzing and reflecting on how well they address their purpose and audience.  These exercises are organized by stage of development of student writing— <ul style="list-style-type: none"><li>• Planning</li><li>• Drafting/Writing</li><li>• Revising and Rewriting</li><li>• Editing and Proofreading</li></ul>

## WRITING: Production and Distribution of Writing

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p>p.37; Exercise 10 Writing Paragraphs, p.43; Exercise 3 Draft the Autobiographical Incident, p.56; Exercise 9 Draft Your Letter or Essay, p.61; Exercise 14 Draft Your Essay, p.67; Exercise 19 Organize and Draft Your Essay, p.73; Exercise 25 Write a First Draft with Documentation, p.82; Exercise 32 Write Your Essay, p.86; Exercise 4 Writing with Pronouns, p.92; Write What You Think, p.92; Write What You Think, p.102; Write What You Think, p.106; Exercise 2 Writing Complete Sentences, p.110; Exercise 4 Writing Complete Sentences, p.112; Write What You Think, p.114; Write What You Think, p.120; Write What You Think, p.126; Exercise 4 Writing Sentences with Participial Phrases, p.132; Write What You Think, p.132; Exercise 9 Writing Sentences with Gerunds and Gerund Phrases, p.136; Write What You Think, p.146; Exercise 4 Writing Sentences with Adjective Clauses, p.148; Exercise 5 Writing Sentences with Adverb Clauses, p.150; Exercise 8 Writing Sentences with Noun Clauses, p.151; Write What You Think, p.168; Exercise 7 Writing a Paragraph, p.184; Write What You Think, p.184; Exercise C Writing Complete Sentences, p.190; Exercise D Writing a Description, p.190; Write What You Think, p.194; Exercise 3 Writing an Advertisement, p.208; Write What You Think, p.210; Exercise 5 Writing a Paragraph, p.210; Exercise 2 Writing Sentences, p.224; Exercise 7 Writing a Paragraph, p.228; Exercise 12 Writing a Friendly Letter, p.232; Exercise 14 Writing a Paragraph, p.234; Write What You Think, p.234; Exercise 2 Writing a Journal Entry, p.242; Write What You Think, p.244; Exercise 6 Writing Brief Reviews, p.246; Exercise 8 Writing Your Own Exercise, p.248; Exercise 9 Writing a Dialogue, p.250; Write What You Think, p.250; Exercise 2 Writing a Biography, p.260; Exercise 6 Writing About Relatives, p.262; Exercise 10 Writing a Paragraph, p.266; Exercise 7 Writing New Words, p.278; Exercise 9 Writing with Noun Plurals, p.280</p>	
<p><b>Revising and Rewriting</b> Exercise 6 Revising a Draft, p.17; Exercise 6 Revising a Paragraph for Organization and Coherence, p.28; Exercise 12 Revising an Essay, p.34; Exercise 1 Revising Sentence Beginnings, p.36; Exercise 2 Revising a Press Release, p.37; Exercise 5 Revising a Report, p.39; Exercise 7 Revising a Paragraph, p.41; Exercise 14 Revising a Paragraph, p.47; Exercise 10 Revise, Edit, and Publish, p.61; Exercise 15 Revise, p.67; Exercise 20 Revise Your Essay, p.73; Exercise 26 Revise Your Draft, p.82; Exercise 33 Revise and Proofread Your Essay, p.86; Exercise 2 Revising a Paragraph, p.90; Exercise 4 Revising a Paragraph, p.94; Exercise 8 Revising Sentences to Add</p>	

## **WRITING:** Production and Distribution of Writing

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p>Information, p.95; Exercise 11 Adding Adjectives and Adverbs, p.98; Exercise 2 Revising and Editing a Paragraph, p.130; Exercise 6 Revising a Story Beginning, p.150; Exercise 10 Revising a Biology Report, p.152; Exercise 12 Revising Sentences, p.154; Exercise Revising and Editing Worksheet 1, p.155; Exercise Revising and Editing Worksheet 2, p.156; Exercise 2 Revising a Story Beginning, p.164; Exercise C Revising and Editing a Paragraph, p.176; Exercise Revising and Editing Worksheet 1, p.187; Exercise Revising and Editing Worksheet 2, p.188; Exercise Revising and Editing Worksheet, p.202; Exercise Revising and Editing Worksheet 1, p.215; Exercise Revising and Editing Worksheet 2, p.216; Exercise 6 Revising Sentences, p.227; Exercise 9 Revising Sentences, p.230; Exercise Revising and Editing Worksheet 1, p.235; Exercise Revising and Editing Worksheet 2, p.236; Exercise Revising and Editing Worksheet 1, p.253; Exercise Revising and Editing Worksheet 2, p.254</p>	
<p><b>Editing and Proofreading</b> Exercise 8 Editing a Paragraph, p.19; Exercise 4 Combining Sentences, p.39; Exercise 16 Proofread and Publish, p.67; Exercise 21 Proofread and Publish Your Essay, p.73; Exercise 27 Proofread Your Paper, p.82; Exercise 12 Expanding Sentences, p.99; Exercise 5 Editing Sentence Fragments, p.113; Exercise 8 Editing Run-on Sentences, p.118; Exercise 9 Editing a Report, p.118; Exercise 6 Rewording Sentences, p.133; Exercise 5 Editing a Paragraph, p.168; Exercise 7 Making Verb Tenses Consistent, p.170; Exercise 8 Editing Sentences to Create Parallel Structure, p.172; Exercise 9 Editing a Paragraph to Create Parallel Structure, p.172; Exercise 1 Editing a Paragraph, p.179; Exercise 4 Editing Sentences, p.182; Exercise B Editing a Paragraph, p.189; Exercise 2 Editing a Paragraph, p.194; Exercise 3 Editing Sentences, p.195; Exercise 8 Editing Sentences, p.200; Exercise 1 Editing a Paragraph, p.208; Exercise 4 Editing Sentences, p.209; Exercise 6 Editing Misquoted Sayings, p.211; Exercise 7 Editing a Paragraph, p.212; Exercise 8 Editing Sentences, p.213; Exercise 9 Editing an Anecdote, p.214; Exercise 1 Proofreading a Paragraph, p.224; Exercise 3 Proofreading Sentences, p.225; Exercise 8 Proofreading Sentences, p.230; Exercise 11 Editing and Proofreading a Friendly Letter, p.232; Exercise 13 Editing and Proofreading a Paragraph, p.233; Exercise 5 Editing and Proofreading a Report, p.245; Exercise 1 Proofreading Sentences, p.259; Exercise 4 Proofreading Sentences, p.261; Exercise 5 Editing and Proofreading a Paragraph,</p>	

## WRITING: Production and Distribution of Writing

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
p.262; Exercise 7 Proofreading Sentences, p.263; Exercise 11 Proofreading Sentences, p.266; Exercise Editing and Proofreading Worksheet 1, p.267; Exercise Editing and Proofreading Worksheet 2, p.268; Exercise A Proofreading Sentences, p.269; Exercise B Proofreading a Paragraph, p.269; Exercise C Proofreading Paragraphs, p.270; Exercise 4 Proofreading a Newspaper Column, p.276; Exercise Editing and Proofreading Worksheet 1, p.281; Exercise Editing and Proofreading Worksheet 2, p.282; Exercise D Proofreading Paragraphs, p.284; Exercise D Editing and Proofreading a Passage, p.286	

## WRITING: Production and Distribution of Writing

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86</p> <p><b>Lesson 4.5 Expository Writing: Research Paper</b>, pp. 74–82</p> <p><u><i>Example [Grade 9, p. 78]</i></u></p> <p><b>Writing Strategies</b></p> <p>By using a computer, you can find a wealth of primary and secondary information. In many libraries, electronic databases have replaced card catalogs, so you will likely use a computer to find both print and digital sources. Use specific key terms, such as “Cuban Missile Crisis,” “John F. Kennedy,” and “Nikita Khrushchev,” when using Internet search engines. Carefully read through any credible digital sources you find, and follow links to relevant information on other Web sites. The Internet not only helps writers find a variety of information quickly, but it also makes sharing writing and research with others easier. If you are writing a research paper with a partner or small group, you can use a computer to update a digital record of your research, to send links to useful Web sites to each other via e-mail, and finally, to produce and publish your report.</p>	<p>In <b>Lesson 4.5 Expository Writing: Research Paper</b>, students review how to use technology to conduct research online. They are also encouraged to use the Internet to share research with peers, as well as produce and publish their reports.</p>

## WRITING: Research to Build and Present Knowledge

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.5 Expository Writing: Research Paper**, pp. 74–82

*Example [Grade 9, p. 74]*

You may be asked to write a research paper in all of your classes, not just in English class. 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.

### DESCRIPTION

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 detailed 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 the steps of producing a research paper.

## WRITING: Research to Build and Present Knowledge

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.5 Expository Writing: Research Paper**, pp. 74–82

*Example [Grade 9, p. 78]*

- 2. Find multiple sources.** Your assignment may require you to use both primary and secondary sources.  
  
A **primary source** is an original text or document, such as a literary work, a diary, letters, a speech, an interview, or a historical document.  
  
A **secondary source** presents the writer's comments on a primary source. Reference books, biographies, literary criticism, and history and science textbooks are secondary sources.

### DESCRIPTION

Students receive detailed instruction on how to conduct research for a writing assignment in **Lesson 4.5 Expository Writing: Research Paper**. They learn about print and digital sources of information, also to how to determine if sources are up-to-date, accurate, and relevant. They are instructed to keep track of sources and to take notes, to give credit and avoid plagiarism.

In **Exercises 23** Prewriting: Gather Information, students locate sources examine them while remembering their purpose and audience.

## WRITING: Research to Build and Present Knowledge

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.9-10.9a** Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86

**Lesson 4.4 Writing About Literature: Analyzing Fiction**, pp. 68–73

*Example [Grade 9, p. 71]*

#### Questions for a Literary Analysis

The following questions will help you come up with an idea for writing. Also try clustering or brainstorming. See page 10.

**Characters** What does the character want or need at the beginning of the story? How does the main character change by the end? What does the main character learn or discover? What is the character’s relationship with other characters? How does the writer reveal what the main character is like?

**Plot** What is the conflict or conflicts? Is the conflict external or internal? How is it resolved? What does the outcome reveal about the theme? Does the writer use foreshadowing or suspense?

**Setting** Could the story take place in a different setting? How does the setting influence the characters, action, or outcome?

**Point of View** Who tells the story? Is the narrator a character in the story? How would the story change if the story were told from a different point of view?

**Theme** Does the work convey a message about life or people? Is this message universal? Which passages most clearly convey the theme? If the theme isn’t expressed directly, how can the reader figure it out? (The title, changes in the main character, and the outcome of the conflict often provide clues to the theme.)

### DESCRIPTION

For the **Analyzing Fiction** workshop, students consider three types of literary response essays: personal response, evaluation based on objective criteria, and a literary analysis that examines one or more elements of fiction—characters, plot, setting, point of view, and theme.

Students read the writing model, “Hemingway’s Ancient Mariner.” The **Critical Thinking** activities that follow include a personal response, matching general statements to supporting details, summarizing the controlling idea, analyzing use of transitions with a partner, and looking up challenging vocabulary in the essay.

**Writing Strategies** on pages 70 and 71 offer step-by-step instructions for writing an essay about a literary work.

After the guiding **Questions for a Literary Analysis** are several exercises that take students through the steps of producing and publishing their own essay.

## WRITING: Research to Build and Present Knowledge

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.9-10.9b** Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86

**Lesson 4.6 Writing Application: Writing a Timed Essay**, pp. 83–88

*Example [Grade 9, p. 85]*

#### Writing Strategies

Use the following strategies as you write a timed essay.

1. **Read the prompt carefully.** Make sure you understand exactly what you are asked to do. For example, is the purpose to inform or persuade? Then identify (underline or circle) key ideas as you read the prompt again.
2. **Prewrite: Narrow your focus.** Remember that you will have only a limited amount of time and space in which to write your essay. Know what your word and time limit will be, and plan accordingly. You will not be able to write all you know about a topic, so limit your response to a clear and manageable focus. Use your best ideas.
3. **Prewrite: Gather and organize ideas.** You might use an outline or a cluster diagram to generate ideas. Spend no more than two or three minutes jotting down ideas, key words, and supporting details. Order the ideas in the sequence you plan to use them.
4. **Write the main idea in a thesis statement, or claim.** Remember that this sentence usually appears at or near the beginning of your essay and communicates your position on the topic.
5. **Start writing and stick to the point.** Begin with an introductory paragraph that includes your thesis statement and grabs the reader’s attention. Use details that support your ideas in the clearest, most logical way possible. Use topic sentences and transitions to organize your writing. End with a brief concluding paragraph.
6. **Consider word choice and sentence variety.** Clarity is your goal, so avoid vague words and confusing sentences. Strive for vocabulary and sentence variety that fit your writing purpose.
7. **Proofread your essay.** Save two or three minutes to reread your essay and neatly correct any errors in spelling, capitalization, punctuation, or usage.

### DESCRIPTION

#### Lesson 4.6 Writing Application: Writing a Timed Essay

prepares students for a challenging form of writing assessment—a timed essay. After reading the writing model, students compare the writer’s topic to the writing prompt, examine text evidence, and assign a score to the essay.

The **Writing Strategies** breaks down the process of writing a timed essay, while exercises 29 through 33 provide students with guided, step-by-step practice in writing the essay.

## WRITING: Range of Writing

**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–31 <b>Lesson 1.1 Prewriting: Gathering Ideas</b>, pp. 9–12 <b>Lesson 1.2 Organizing Ideas and Drafting</b>, pp. 13–14 <b>Lesson 1.3 Revising</b>, pp. 15–17 <b>Lesson 1.4 Editing and Proofreading</b>, pp. 18–19</p>	<p><b>Chapter 1 The Writing Process</b> provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 51–86 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 52–56 <b>Lesson 4.2 Persuasive Writing</b>, pp. 57–61 <b>Lesson 4.3 Expository Writing: Compare and Contrast Essay</b>, pp. 62–67 <b>Lesson 4.4 Writing About Literature: Analyzing Fiction</b>, pp. 68–73 <b>Lesson 4.5 Expository Writing: Research Paper</b>, pp. 74–82 <b>Lesson 4.6 Writing Application: Writing a Timed Essay</b>, pp. 83–88</p>	<p><b>Chapter 4 Writing Workshops</b> features thorough writing lessons on several modes or forms of writing. Each lesson includes introductory instruction, a writing model and critical thinking exercises, writing strategies; and several exercises covering the various stages of the writing process.</p>
<p><b>Drafting/Writing:</b> Exercise 4 Writing a Paragraph from Notes, p.25; Exercise 7 Writing a Paragraph from Notes, p.28; Exercise 8 Writing for Different Purposes, p.31; Exercise 9 Drafting an Introduction, p.33; Exercise 10 Drafting a Conclusion, p.33; Exercise 11 Writing Body Paragraphs Based on Notes, p.33; Exercise 3 Writing a Paragraph, p.37; Exercise 10 Writing Paragraphs, p.43; Exercise 3 Draft the Autobiographical Incident, p.56; Exercise 9 Draft Your Letter or Essay, p.61; Exercise 14 Draft Your Essay, p.67; Exercise 19 Organize and Draft Your Essay, p.73; Exercise 25 Write a First Draft with Documentation, p.82; Exercise 32 Write Your Essay, p.86; Exercise 4 Writing with Pronouns, p.92; Write What You Think, p.92; Write What You Think, p.102; Write What You Think, p.106; Exercise 2 Writing Complete Sentences, p.110; Exercise 4 Writing Complete Sentences, p.112; Write What You Think, p.114; Write What You Think, p.120; Write What You Think, p.126; Exercise 4 Writing Sentences with Participial Phrases, p.132; Write What You Think, p.132; Exercise 9 Writing Sentences with Gerunds and Gerund Phrases, p.136; Write What You Think, p.146; Exercise 4 Writing Sentences with Adjective Clauses, p.148; Exercise 5 Writing Sentences with Adverb Clauses, p.150; Exercise 8 Writing Sentences with Noun Clauses, p.151; Write What You Think, p.168; Exercise 7 Writing a Paragraph, p.184; Write What You Think, p.184; Exercise C Writing Complete Sentences, p.190; Exercise D Writing a Description, p.190; Write What You Think, p.194; Exercise 3 Writing an Advertisement, p.208; Write What You Think, p.210; Exercise 5 Writing a Paragraph, p.210; Exercise 2 Writing Sentences, p.224; Exercise 7 Writing a Paragraph, p.228;</p>	<p>Many <b>Grammar for Writing</b> lessons include a writing exercise that can be completed in a single sitting.</p> <p>For short writing assignments that accompany a grammar, usage, or mechanics lesson, students apply the principle or rule presented in the lesson.</p>



## WRITING: Range of Writing

**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
Exercise 12 Writing a Friendly Letter, p.232; Exercise 14 Writing a Paragraph, p.234; Write What You Think, p.234; Exercise 2 Writing a Journal Entry, p.242; Write What You Think, p.244; Exercise 6 Writing Brief Reviews, p.246; Exercise 8 Writing Your Own Exercise, p.248; Exercise 9 Writing a Dialogue, p.250; Write What You Think, p.250; Exercise 2 Writing a Biography, p.260; Exercise 6 Writing About Relatives, p.262; Exercise 10 Writing a Paragraph, p.266; Exercise 7 Writing New Words, p.278; Exercise 9 Writing with Noun Plurals, p.280	

## SPEAKING & LISTENING: Comprehension and Collaboration

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> </div> <div> <p><b>Working Together</b></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 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</p> </div> </div>	<p>The <b>Working Together</b> logo identifies exercises found throughout the program that invite collaborative discussion. Teamed with one or more classmates, students work together on brain storming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.</p>

## SPEAKING & LISTENING: Comprehension and Collaboration

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
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	

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.9-10.1a** Use parallel structure.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 7 Phrases</b>, pp. 127–142</p> <p><b>Lesson 7.5 Infinitives and Infinitive Phrases</b>, pp. 137–138</p>	<p>The <b>Test-Taking Tip</b> on page 137 cautions students that the word <i>to</i> need not be repeated in a series of parallel infinitive phrases.</p>
<p><b>Chapter 9 Using Verbs</b>, pp. 161–176</p> <p><b>Lesson 9.5 Parallel Structure</b>, pp. 171–172</p> <p><i>Example [Grade 9, p. 171]</i></p> <p>➡ Be sure to use parallel structure when you compare or contrast ideas.</p> <p>NOT PARALLEL    Going to the movies is more fun than to rent videos at home. [An infinitive is being compared with a gerund.]</p> <p>PARALLEL        Going to the movies is more fun than renting videos at home. [A gerund is being compared with a gerund.]</p>	<p>Following the introduction, <b>Lesson 9.5 Parallel Structure</b> presents situations that call for parallel structure, along with examples.</p> <p>For <b>Exercise 8</b>, students edit sentences to create parallel structure. In <b>Exercise 9</b>, they edit a paragraph to create parallel structure.</p>

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION										
<p><b>Chapter 3 Writing Effective Sentences</b>, pp. 35–50  <b>Lesson 3.1 Varying Sentence Beginnings</b>, pp. 36–37</p> <p><i>Example [Grade 9, p. 36]</i></p> <p>➡ For variety, begin some of your sentences with a subordinate clause.</p> <p>Lesson 7.3 provides practice in beginning sentences with different phrases. Subordinate clauses give you another tool for varying sentence beginnings. Here is the same idea expressed in a number of ways.</p> <table border="0"> <tr> <td style="padding-right: 20px;">ORIGINAL</td> <td>Giacomo Puccini died in 1924 before he finished the last act of his opera Turandot.</td> </tr> <tr> <td>PREPOSITIONAL PHRASE</td> <td>In 1924, Giacomo Puccini died before he finished the last act of his opera Turandot.</td> </tr> <tr> <td>PARTICIPIAL PHRASE</td> <td>Not yet finished with the last act of his opera Turandot, Giacomo Puccini died in 1924.</td> </tr> <tr> <td>ADVERB CLAUSE</td> <td>Before he finished the last act of his opera Turandot, Giacomo Puccini died in 1924.</td> </tr> <tr> <td>NOUN CLAUSE</td> <td>That Giacomo Puccini died in 1924, before finishing the last act of his opera Turandot, meant that another composer had to finish it.</td> </tr> </table>	ORIGINAL	Giacomo Puccini died in 1924 before he finished the last act of his opera Turandot.	PREPOSITIONAL PHRASE	In 1924, Giacomo Puccini died before he finished the last act of his opera Turandot.	PARTICIPIAL PHRASE	Not yet finished with the last act of his opera Turandot, Giacomo Puccini died in 1924.	ADVERB CLAUSE	Before he finished the last act of his opera Turandot, Giacomo Puccini died in 1924.	NOUN CLAUSE	That Giacomo Puccini died in 1924, before finishing the last act of his opera Turandot, meant that another composer had to finish it.	<p><b>Lesson 3.1 Varying Sentence Beginnings</b> encourages students to use subordinate clauses to vary sentence beginnings to make their writing more interesting.</p> <p>They practice revising sentence beginnings in <b>Exercise 1</b> and vary sentence beginnings and structures in the two other exercises in the lesson.</p>
ORIGINAL	Giacomo Puccini died in 1924 before he finished the last act of his opera Turandot.										
PREPOSITIONAL PHRASE	In 1924, Giacomo Puccini died before he finished the last act of his opera Turandot.										
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NOUN CLAUSE	That Giacomo Puccini died in 1924, before finishing the last act of his opera Turandot, meant that another composer had to finish it.										
<p><b>Chapter 3 Writing Effective Sentences</b>, pp. 35–50  <b>Lesson 3.4 Combining Sentences: Inserting Phrases</b>, pp. 42–43</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 from one sentence and integrate it into another. Usually there is more than one way to combine two sentences.</p> <table border="0"> <tr> <td style="padding-right: 20px;">ORIGINAL</td> <td>Danny was practicing his trumpet. He hit a wrong note.</td> </tr> <tr> <td>COMBINED</td> <td><b>Practicing his trumpet</b>, Danny hit a wrong note. [participial phrase]</td> </tr> <tr> <td>ORIGINAL</td> <td>John set up his tent. He set up his tent near a pile of rocks. The rocks were on the</td> </tr> </table>	ORIGINAL	Danny was practicing his trumpet. He hit a wrong note.	COMBINED	<b>Practicing his trumpet</b> , Danny hit a wrong note. [participial phrase]	ORIGINAL	John set up his tent. He set up his tent near a pile of rocks. The rocks were on the	<p>In <b>Lesson 3.4 Combining Sentences: Inserting Phrases</b>, students are given instruction, examples, and practice exercises to help them learn how to add variety and interest to their writing.</p> <p>Students practice combining sentences using phrases in <b>Exercise 9</b>. In <b>Exercise 10</b>, they look for opportunities to combine sentences.</p>				
ORIGINAL	Danny was practicing his trumpet. He hit a wrong note.										
COMBINED	<b>Practicing his trumpet</b> , Danny hit a wrong note. [participial phrase]										
ORIGINAL	John set up his tent. He set up his tent near a pile of rocks. The rocks were on the										

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
COMBINED beach. John set up his tent <b>near a pile of rocks on the beach.</b> [prepositional phrases]	
ORIGINAL Mia has a goal tonight. She wants to finish her first draft.	
COMBINED <b>Finishing her first draft</b> is Mia's goal tonight. [gerund phrase]	
COMBINED <b>To finish her first draft</b> is Mia's goal tonight. [infinitive phrase]	

**Chapter 3 Writing Effective Sentences**, pp. 35–50  
**Lesson 3.5 Combining Sentences: Using Subordinate Clauses**, pp. 44–45

*Example [Grade 9, p. 44]*

- ➡ You can combine two sentences by turning one sentence into an adjective clause. Combine sentences to help vary your writing.

Begin the adjective clause with *who*, *which*, *that*, or another word from the list on page 147. Then insert the adjective clause to modify a noun or pronoun in the remaining sentence. Don't forget the commas to set off nonessential adjective clauses.

ORIGINAL	Jack won first prize in the art contest. Jack is Peggy's brother.
COMBINED	Jack, <b>who is Peggy's brother</b> , won first prize in the art contest.

Students learn to combine sentences using adjective and adverb clauses In **Lesson 3.5 Combining Sentences: Using Subordinate Clauses**.

In **Exercise 11**, they practice combining pairs of sentences using an adjective clause. In **Exercise 12**, they use adverb clauses.

**Chapter 7 Phrases**, pp. 127–142  
**Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases**, pp. 129–130

*Example [Grade 9, p. 129]*

- ➡ A **prepositional phrase** always begins with a preposition and ends with an object (a noun or pronoun). A prepositional phrase may have a compound object. All modifiers of the object(s) are part of the prepositional phrase.

After the instruction on page 129 of **Lesson 7.1**, students practice identifying adjective and adverb phrases in **Exercise 1**. They practice adding prepositional phrases to a paragraph in **Exercise 2**.

The **Writing Hint** on page 129 illustrates how to use prepositional phrases to add specific details.

**Chapter 7 Phrases**, pp. 127–142  
**Lesson 7.2 Participles and Participial Phrases**, pp. 131–132

*Example [Grade 9, p. 131]*

- ➡ A **participle** is a verb form that acts as an adjective,

At the beginning of **Lesson 7.2 Participles and Participial Phrases** students learn that a verbal as a verb form that functions as a different part of speech. The three kinds of verbals—participles, gerunds, and infinitives—are taught in

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### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

modifying a noun or a pronoun. There are two kinds of participles: present and past. Present participles always have an -ing ending; past participles usually end in -d or -ed. The past participles of irregular verbs have different endings. (See Lessons 9.2 and 9.3.)

- ➔ A **participial phrase** is made up of a participle and all of its modifiers. A participial phrase may contain objects, modifiers, and prepositional phrases. The whole phrase acts as an adjective.

### Chapter 7 Phrases, pp. 127–142

#### Lesson 7.3 Effective Paragraphs: Varying Sentence Beginnings, pp. 133–134

*Example [Grade 9, p. 133]*

- ➔ For variety, begin some of your sentences with a phrase.

ORIGINAL	Katie threw a stick to her dog for fifteen minutes.
REVISED	<b>For fifteen minutes</b> , Katie threw a stick to her dog. [prepositional phrases placed first]
ORIGINAL	Jed swam through the underwater tunnel, holding his breath.
REVISED	<b>Holding his breath</b> , Jed swam through the underwater tunnel. [participial phrases placed first]

### Chapter 7 Phrases, pp. 127–142

#### Lesson 7.4 Gerunds and Gerund Phrases, pp. 135–136

*Example [Grade 9, p. 135]*

- ➔ A **gerund phrase** is a phrase made up of a gerund and all of its modifiers and complements. The entire phrase functions as a noun. A gerund's modifiers include adjectives, adverbs, and prepositional phrases.

**Waiting a long time in a restaurant** annoys him.  
[subject]

His pet peeve is **waiting in a restaurant**. [predicate nominative]

Anna tried **taking tennis lessons**. [direct object]

Jason left for school without **taking his backpack**.  
[object of the preposition]

### DESCRIPTION

this and lessons 7.4 and 7.5.

In the lesson exercises, students are given definitions and examples of participles and participial phrases then practice identifying them in context, as well as writing sentences with participial phrases.

In **Lesson 7.3 Effective Paragraphs: Varying Sentence Beginnings**, students add variety to sentences by applying what they've learned about prepositional and participial phrases.

**Lesson 7.4 Gerunds and Gerund Phrases** includes instruction, examples, and practice exercises.

In the **Editing Tip**, students learn that nouns and pronouns that modify a gerund should be in the possessive form: The baby's crying didn't stop.

## LANGUAGE: Conventions of Standard English

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### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 7 Phrases**, pp. 127–142

**Lesson 7.5 Infinitives and Infinitive Phrases**, pp. 137–138

*Example [Grade 9, p. 137]*

➔ An **infinitive phrase** is a phrase made up of an infinitive and all of its modifiers and complements. It may contain one or more prepositional phrases.

**To become an electrical engineer** is David’s ambition.

It is easy **to paint a room** with a roller.

Sometimes the *to* of an infinitive or an infinitive phrase is left out; it is understood.

Hal helped **[to] wash the car**.

Please let me [to] **finish this mystery**.

**Chapter 7 Phrases**, pp. 127–142

**Lesson 7.6 Appositives and Appositive Phrases**, p. 139

*Example [Grade 9, p. 139]*

Using appositives and appositive phrases helps you to combine sentences and avoid unnecessary repetition. In the following examples, the appositive phrases are set off from the rest of the sentence with commas.

ORIGINAL Bryan is moving to Colorado. He is our next-door neighbor.

COMBINED Bryan, **our next-door neighbor**, is moving to Colorado.

Do not use commas if an appositive is essential to understand the sentence.

NO COMMAS Then explorers Lewis and Clark traveled through the Northwest Territory. [Since there were many explorers the appositive is essential. Do not use commas.]

COMMAS The capital of Colorado, **Denver**, is one mile above sea level. [The appositive adds extra information but is not essential since there is only one capital.]

**Chapter 8 Clauses**, pp. 143–160

**Lesson 8.1 Independent Clauses and Subordinate Clauses**, pp. 145–146

### DESCRIPTION

**Lesson 7.5 Infinitives and Infinitive Phrases** includes instruction, examples, and practice exercises.

The **Test-Taking Tip** on page 137 warns students that in a series of infinitive phrases in parallel form, the word *to* does not have to be repeated.

In the **Writing Hint**, students learn to watch out for split infinitives.

In **Lesson 7.6 Appositives and Appositive Phrases** students learn the definition of an appositive and an appositive phrase, see examples of how they’re used, and practice combining sentences using appositives.

**Lesson 8.1** teaches students to distinguish between independent and subordinate clauses. After studying definitions and examples, they practice identifying clauses then edit a paragraph to correct sentence fragments.

## LANGUAGE: Conventions of Standard English

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### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

### DESCRIPTION

*Example [Grade 9, p. 145]*

- ➡ **An independent (or main) clause** has a subject and a verb and expresses a complete thought.

Does this definition sound familiar? It should. It's also the definition for a sentence. An independent clause can stand alone as a sentence; that's why it's called independent.

A **compound sentence** is made up of two or more independent clauses joined by a conjunction.

- ➡ **A subordinate (or dependent) clause** has a subject and a verb but doesn't express a complete thought.

A subordinate clause can't stand alone. It must be attached to or inserted into an independent clause, or the word that makes it a

**Chapter 8 Clauses**, pp. 143–160

**Lesson 8.2 Adjective Clauses**, pp. 147–148

*Example [Grade 9, p. 147]*

- ➡ **An adjective clause** is a subordinate clause that functions as an adjective. It modifies a noun or pronoun.

An introductory relative pronoun may be omitted from the sentence. Read aloud the sentences below. You'll see that they make sense without the bracketed words.

Where is the CD **[that] I lent you?**

Sara is the person **[whom] you should see.**

In **Lesson 8.2 Adjective Clauses**, students learn that an adjective clause follows the word it modifies. They learn about relative pronouns and relative adverbs, also the use of commas with essential—or restrictive—and nonessential—or nonrestrictive—clauses. They practice identifying adjective clauses in **Exercise 3** then write sentences with adjective clauses in **Exercise 4**.

**Chapter 8 Clauses**, pp. 143–160

**Lesson 8.3 Adverb Clauses**, pp. 149–150

*Example [Grade 9, p. 149]*

- ➡ **An adverb clause** is a subordinate clause that functions as an adverb. It modifies a verb, an adjective, or another adverb.

**Because the school bus broke down**, Jeff missed first period.  
[modifies the verb *missed*]

I am three years older **than she is.**  
[modifies the adjective *older*]

**Lesson 8.3 Adverb Clauses** describes subordinate clauses used as adverbs. It features definitions and examples, as well as exercises for practicing identifying adverb clauses, writing sentences with adverb clauses, and revising a story beginning using an adverb clause.

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 8 Clauses</b>, pp. 143–160  <b>Lesson 8.4 Noun Clauses</b>, pp. 151–152</p> <p><i>Example [Grade 9, p. 151]</i></p> <p>➡ <b>A noun clause</b> is a subordinate clause that functions as a noun.</p> <p>A noun clause can do any job a noun can do. It can function as a subject, predicate nominative, direct object, indirect object, or object of a preposition. In the following examples, notice that noun clauses can have modifiers and complements. They can come at the beginning, middle, or end of a sentence.</p> <p><b>Which of the twins is older</b> is not important. [subject]</p> <p>The big question is <b>whether she will finish the marathon</b>. [predicate nominative]</p> <p>I could see <b>that you were annoyed</b>. [direct object]</p> <p>Please give <b>whoever calls</b> this message. [indirect object]</p> <p>Neeley is ready for <b>whatever she encounters</b>. [object of preposition]</p>	<p>As with the previous lessons on clauses, <b>Lesson 8.4 Noun Clauses</b> includes definitions and examples</p> <p>For <b>Exercise 8</b>, students practice writing sentences with noun clauses. In <b>Exercise 9</b>, they make up ten sentences with noun clauses. In <b>Exercise 10</b>, they are directed to underline noun clauses in the sample report.</p>
<p><b>Chapter 8 Clauses</b>, pp. 143–160  <b>Lesson 8.5 Four Types of Sentence Structures</b>, pp. 153–155</p> <p><i>Example [Grade 9, p. 153]</i></p> <p>All sentences can be classified according to their <b>structure</b>. You need to be able to think about the variety of sentence structures so that you can vary your sentences when you write a paragraph or a longer paper.</p> <p>➡ <b>A complex sentence</b> has one independent clause and at least one subordinate clause.</p> <p style="text-align: center;">S            S    V</p> <p>The Cyrillic alphabet, which is the writing system for</p> <p style="text-align: center;">V</p> <p>Russian, has thirty-one characters. [subordinate clause within independent clause]</p>	<p>In order to better understand how adding phrases and clauses adds variety to their writing by changing the structure of a sentence, young writers study the four types of sentence structures in <b>Lesson 8.5</b>. These structures are Simple, Compound, Complex, and Compound-Complex.</p> <p>Students are given definitions and examples then practice identifying sentence structures in <b>Exercise 11</b>.</p> <p>In <b>Exercise 12</b>, they add made-up details to simple sentences, creating at least one example for each type of sentence structure.</p>



## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 6 Parts of a Sentence</b>, pp. 107–126 <b>Lesson 6.5 Run-on Sentences</b>, pp. 117–118</p> <p><i>Example [Grade 10, p. 117]</i></p> <p><b>4. Add a conjunctive adverb.</b> Use a semicolon together with a conjunctive adverb (<i>however, therefore, nevertheless, still, also, instead, etc.</i>). Be sure to put a comma after the conjunctive</p> <p>RUN-ON      On November 19, 1863, Edward Everett spoke for two hours, President Lincoln’s speech, The Gettysburg Address, lasted only three minutes.</p> <p>CORRECTED      On November 19, 1863, Edward Everett spoke for two hours; however, President Lincoln’s speech, The Gettysburg Address, lasted only three minutes.</p>	<p>In <b>Lesson 6.5 Correcting Run-on Sentences</b>, students are shown how to use a semicolon to link two closely related independent clauses.</p> <p>In <b>Exercise 8</b>, students edit run-on sentences. In <b>Exercise 9</b>, they correct run-on sentences and fragments in a report.</p>
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 239–256 <b>Lesson 14.2 Semicolons</b>, pp. 243–244</p> <p><i>Example [Grade 9, p. 243]</i></p> <p>➡ Use a semicolon before a conjunctive adverb or transitional expression that joins independent clauses. Use a comma after the conjunctive adverb or transitional expression.</p> <p>Ellis Island was abandoned for decades; however, some of the buildings have been carefully restored.</p>	<p><b>Lesson 14.2 Semicolons</b> begins with a definition of the purpose and function of a semicolon then provides examples of their common use.</p> <p>In <b>Exercise 3</b> students decide when to use a semicolon and when to opt for a colon. They choose the proper punctuation to add to combined sentences in <b>Exercise 4</b>.</p>

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2b** Use a colon to introduce a list or quotation.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 239–256 <b>Lesson 14.1 Colons</b>, pp. 241–242</p> <p><i>Example [Grade 9, p. 241]</i></p> <p>➡ Use a colon before a list of items, especially after the</p>	<p>In <b>Lesson 14.1 Colons</b>, students the rules and exceptions when punctuating with colons. As stated in the <b>Editing Tip</b>, people sometimes confuse colons and semicolons. They may look similar; however, they are not interchangeable.</p> <p>Students practice adding colons to sentences in <b>Exercise 1</b>.</p>

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2b** Use a colon to introduce a list or quotation.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p>words <i>the following</i> or <i>the following items</i>.</p> <p><b>COLON</b> Among Dickens's most popular novels are the following: <i>A Christmas Carol</i>, <i>Great Expectations</i>, and <i>A Tale of Two Cities</i>.</p> <p><b>Exception:</b> Do not use a colon when the list follows the main verb of a sentence or a preposition.</p> <p><b>NO COLON</b> The main characters in <i>A Tale of Two Cities</i> are Sydney Carton, Lucie Manette, and Charles Darnay.</p>	<p>They use a colon for the time when writing a journal entry for <b>Exercise 2</b>.</p>
<p><b>Chapter 16 Spelling</b>, pp. 271–287 <b>Cumulative Review, Chapters 13–16</b>, pp. 285–287</p>	<p>In <b>Exercise A Punctuation Marks</b> on page 285, students review proofreading symbols, including two vertically aligned dots inside a circle to represent a colon. When used with a caret (^), the typesetter knows to add a colon.</p>

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2c** Spell correctly.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 16 Spelling</b>, pp. 271–287 <b>Lesson 16.1 Using a Dictionary</b>, pp. 273–274</p> <p><i>Example [Grade 9, p. 273]</i></p> <p>➡ If you're in doubt about how to spell a word, use a dictionary.</p> <p>Beside showing each entry word's definition and etymology (word history), a dictionary gives many kinds of spelling help.</p>	<p><b>Lesson 16.1 Using a Dictionary</b> illustrates the type of information provided for a typical entry word, including preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).</p>
<p><b>Chapter 16 Spelling</b>, pp. 271–287 <b>Lesson 16.2 Spelling Rules</b>, pp. 275–276</p> <p><i>Example [Grade 9, p. 275]</i></p> <p>➡ Watch out for words with more than one syllable that end with the sound <i>seed</i>. Only one word is spelled with <i>-sede</i>. Three words end in <i>-ceed</i>. All other words end in <i>-cede</i>.</p>	<p>In <b>Lesson 16.2 Spelling Rules</b>, young writers study three basic spelling rules and examples, plus their exceptions. These rules cover <i>l</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 <b>Exercise 4 Proofreading a Newspaper Column</b>.</p>

## LANGUAGE: Conventions of Standard English

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2c** Spell correctly.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 16 Spelling**, pp. 271–287  
**Lesson 16.3 Prefixes and Suffixes**, pp. 277–278

*Example [Grade 9, p. 277]*

- ➡ Adding a prefix does not change the spelling of the original word.  
 disappear illegible mistrust unusual

**Chapter 16 Spelling**, pp. 271–287  
**Lesson 16.4 Noun Plurals**, pp. 279–281

*Example [Grade 9, p. 279]*

For any nouns, start with the singular form, and follow the directions below to form the plural.

KINDS OF NOUNS	WHAT TO DO	EXAMPLES
Most nouns ending in <i>-o</i> preceded by a consonant	Add <i>-es</i>	Heroes, tomatoes, potatoes, tornadoes

**Commonly Confused Words**, pp. 324–327

*Example [Grade 9, p. 324]*

- ➡ **farther, further** *Farther* refers to physical distance. *Further* means “to a greater degree or extent.”  
 Which is **farther** from Earth—Neptune or Pluto?  
 I will study the issue **further** and give you my opinion.

### DESCRIPTION

**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.

In **Exercise 5**, students add a prefix or suffix to several words then spell the resulting new word. In **Exercise 6**, they try to trip up a partner with words with prefixes or suffixes they have misspelled on purpose.

**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 *children*, *teeth*, and *geese*.

They are also alerted to exceptions. For example, some nouns have two acceptable plural forms—volcanos or volcanoes, mosquitos or mosquitoes, and flamingos or flamingoes.

Instruction that accompanies each pair or group of commonly confused words clarifies their correct spelling and usage. They are also used in sample sentences to demonstrate their usage in formal English.

## LANGUAGE: Knowledge of Language

**CCSS.ELA-Literacy.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.5 Expository Writing: Research Paper**, pp. 74–82

*Example [Grade 9, p. 80]*

- Give credit.** A research paper shows where your

### DESCRIPTION

Students learn about the *MLA Handbook for Writers of Research Papers* in **Lesson 4.5 Expository Writing: Research Paper**.

For social studies or science papers, teachers may direct

## LANGUAGE: Knowledge of Language

**CCSS.ELA-Literacy.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

information comes from. You will need to acknowledge a source whenever you (1) quote a phrase, sentence, or passage directly; or (2) summarize or paraphrase another person’s ideas in your own words. The Modern Language Association (MLA) has created a system for giving credit to sources.

For more information about MLA style, consult the *MLA Handbook for Writers of Research Papers*, 7th edition, or go to [www.mla.org](http://www.mla.org). Be aware that some instructors prefer that students cite each source in a footnote or endnote rather than in parentheses in the paper itself.

### DESCRIPTION

students to follow the APA (American Psychological Association) style, which differs from the MLA format used in the writing sample.

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.9-10.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86  
**Lesson 4.3 Expository Writing: Compare and Contrast Essay**, pp. 62–67

*Example [Grade 9, p. 63]*

4. 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.

### DESCRIPTION

**Critical Thinking** on page 63 of **Lesson 4.3 Expository Writing: Compare and Contrast Essay** directs students to use context clues to determine the meaning of unfamiliar words in the writing sample on the preceding page. If the clues are insufficient, students should use a dictionary.

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.9-10.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION										
<p><b>Chapter 5 Parts of Speech</b>, pp. 87–106  <b>Lesson 5.1 Nouns</b>, pp. 89–90  <b>Lesson 5.3 Verbs</b>, pp. 93–94  <b>Lesson 5.4 Adjectives</b>, pp. 95–96  <b>Lesson 5.5 Adverbs</b>, pp. 97–98  <b>Lesson 5.8 Determining a Word’s Part of Speech</b>, p. 103</p> <hr/> <p><b>Chapter 16 Spelling</b>, pp. 271–287  <b>Lesson 16.1 Using a Dictionary</b>, pp. 273–274</p> <p><i>Example [Grade 9, p. 273]</i></p> <p>➡ If you’re in doubt about how to spell a word, use a dictionary.</p> <p>Beside showing each entry word’s definition and etymology (word history), a dictionary gives many kinds of spelling help.</p> <hr/> <p><b>Chapter 16 Spelling</b>, pp. 271–287  <b>Lesson 16.3 Prefixes and Suffixes</b>, pp. 277–278</p> <p><i>Example [Grade 9, p. 273]</i></p> <p><b>Some Suffixes and Their Meanings</b></p> <table border="0"> <thead> <tr> <th>Suffix</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>-able</td> <td>capable of being</td> </tr> <tr> <td>-ate, -en, -fy</td> <td>become, make</td> </tr> <tr> <td>-dom, -hood</td> <td>state of being</td> </tr> <tr> <td>-er, -or</td> <td>a person who</td> </tr> </tbody> </table>	Suffix	Meaning	-able	capable of being	-ate, -en, -fy	become, make	-dom, -hood	state of being	-er, -or	a person who	<p><b>Chapter 5 Parts of Speech</b> provides the background for understanding how changes in similar words indicate different meanings and parts of speech.</p> <hr/> <p><b>Lesson 16.1 Using a Dictionary</b> illustrates the type of information provided for a typical entry word, including preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).</p> <hr/> <p>In <b>Lesson 16.3 Prefixes and Suffixes</b>, students learn about affixes that change the meaning and part of speech when added to a base word.</p>
Suffix	Meaning										
-able	capable of being										
-ate, -en, -fy	become, make										
-dom, -hood	state of being										
-er, -or	a person who										

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.9-10.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- **CCSS.ELA-Literacy.L.9-10.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19  <b>Lesson 1.4 Editing and Proofreading</b>, pp. 18–19</p>	<p>In the first chapter of the program, students are advised to use print and digital reference materials to make sure they</p>

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.9-10.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- **CCSS.ELA-Literacy.L.9-10.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### SADLIER GRAMMAR FOR WRITING GRADE 9 FEATURE & LOCATION

*Example [Grade 9, p. 18]*

#### Editing Questions

- ➡ **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 (*you're* instead of *your*, for example, or *hear* instead of *here*—mix-ups that a computer's spell checker won't catch)?

**Chapter 16 Spelling**, pp. 271–287

**Lesson 16.1 Using a Dictionary**, pp. 273–274

*Example [Grade 9, p. 273]*

Beside showing each entry word's definition and etymology (word history), a dictionary gives many kinds of spelling help.

**Use a dictionary**—pp. 53, 63, 70, 89, 103, 165, 185, 223, 224, 278, 280

*Example [Grade 9, p. 63]*

4. 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.

### DESCRIPTION

have not confused the meanings and spellings in their written work correctly.

**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).

In several lessons throughout the program, students are reminded to consult a dictionary or other reference materials to check the spelling or locate other useful information on words they use in their writing..

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.9-10.5b** Analyze nuances in the meaning of words with similar denotations.

### SADLIER GRAMMAR FOR WRITING GRADE 9 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 51–86

**Lesson 4.2 Persuasive Writing**, pp. 57–61

### DESCRIPTION

In **Lesson 4.2 Persuasive Writing**, students are introduced to the concept of using words with positive or negative connotations to influence the feelings a reader may have

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.9-10.5b** Analyze nuances in the meaning of words with similar denotations.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

*Example [Grade 9, p. 273]*

- ▶ **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.

### DESCRIPTION

toward a subject.

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

**Enriching Your Vocabulary**, pp. 15, 19, 23, 32, 68, 89, 95, 103, 111, 135, 153, 163, 167, 174, 179, 185, 197, 201

*Example [Grade 9, p. 68]*

#### **Enriching Your Vocabulary**

*Voracious* comes from the Latin verb *vorare*, 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.

### DESCRIPTION

**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.

For example, on page 153 students learn that the noun *structure* stems from the Latin verb *struere*, which means “to build.” Additional words from the same root include *construction*, *destruction*, and *instruction*, as well as a term coined less than 100 years ago—*infrastructure*.

On page 277, students are taught that the adjective *buoyant* is derived from the Spanish verb *boyar* (“to float”).

**Build your vocabulary**—pp. 53, 63, 70

*Example [Grade 9, p. 63]*

4. 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.

*Example [Grade 9, p. 70]*

5. Build your vocabulary. Underline the words in the selection that you do not know. Use a dictionary to find their meaning and write a brief definition in the margin

Students are regularly 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.

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### SADLIER *GRAMMAR FOR WRITING* GRADE 9 FEATURE & LOCATION

or in your notebook. The following list may help: *compassion* (sentence 2), *voracious* (sentence 6), *respite* (sentence 14), *monologue* (sentence 23), *smitten* (sentence 35), and *solidarity* (sentence 38).

**Use a dictionary**—pp. 89, 103, 165, 185, 223, 224, 278, 280

*Example [Grade 9, p. 165]*

**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:

**break** (brāk), **broke**, **broken**, **breaking**

If no verb forms are listed following the entry word, you can be sure that the verb is regular.

**Chapter 16 Spelling**, pp. 271–287

**Lesson 16.1 Using a Dictionary**, pp. 273–274

*Example [Grade 9, p. 273]*

#### Spelling Tips

- 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.

**Commonly Confused Words**, pp. 324–327

*Example [Grade 9, p. 325]*

➡ **farther**, **further** *Farther* refers to physical distance. *Further* means “to a greater degree or extent.”

Which is **farther** from Earth—Neptune or Pluto?

I will study the issue **further** and give you my opinion.

**Differentiating Instruction: Chapter Vocabulary**, pp. T28–T40

*Example [Grade 9, p. T29]*

Chapter 1		
Lesson	English Learners	Striving Learners
Lesson 1.1	Point out compound words ( <i>brainstorm</i> , <i>freewrite</i> , <i>notebook</i> ), and guide students	For Exercise 3, help students compare and contrast broad and limited topics.

### DESCRIPTION

Students are regularly reminded to consult a dictionary to get more information about words. In doing so, they also build their vocabulary.

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.

Instruction that accompanies each pair or group of commonly confused words clarifies their correct usage. They are also used in sample sentences to demonstrate their usage in formal English.

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.

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.



## **LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 9 FEATURE & LOCATION			DESCRIPTION
	to break them into smaller words they already know.	Explain through example how it is easier to focus writing when a topic has a limited scope.	