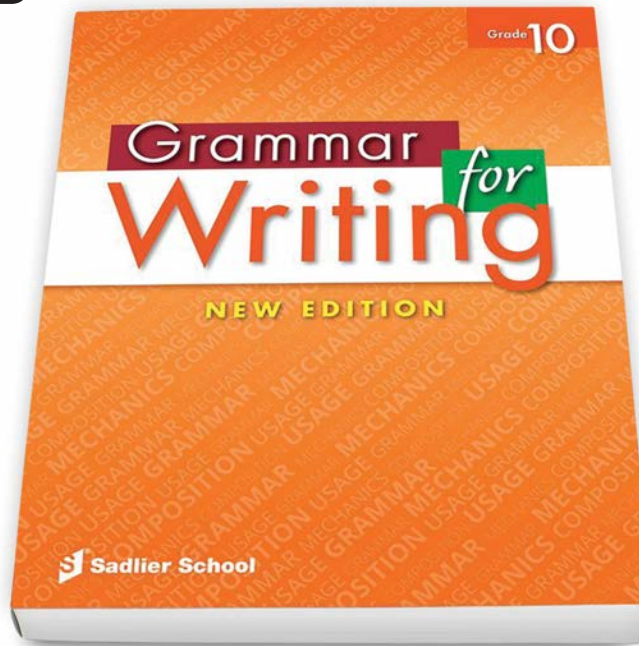


# Grammar for Writing

New Edition

Correlation to Georgia’s Standards for English Language Arts

**Grade 10**



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## Five Ways to Use *Grammar for Writing*

Flexible and versatile, *Grammar for Writing* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs.

*Grammar for Writing* offers the following key features and support:

- 1. As a Complete Course**
  - Comprehensive coverage of language and writing conventions
  - Research-based instructional approaches
  - Thorough explanations and abundant examples
  - Instruction, practice, assessment, and reteaching
  - Full array of components
- 2. As a Reference Tool**
  - Easy two-part organization of chapters and lessons
  - Complete index of grammar and writing concepts
  - List of Commonly Confused Words
  - Online reference tools
- 3. As a for Guide for Independent and/or Small Group Learning**
  - Clarification of lesson topics
  - Explanatory charts and graphic organizers
  - Annotated Professional Models and Student Writing Models
  - Activities for Working Together
  - Strategic hints, tips, and reminders
- 4. As a Source of Review and Practice**
  - Engaging and effective exercises for every lesson
  - Meaningful student-centered practice and activities
  - Writing Workshops, including writing to sources
  - Chapter Review activities
  - Revising and Editing Worksheets
  - Editing and Proofreading Worksheets
  - Cumulative Review activities
- 5. As a Tool for Test Preparations**
  - Standardized-test practice section
  - Tests in standardized-test formats
  - Practice Test in every Chapter Review
  - Additional assessment online and in Test Booklet
  - Test-taking tips

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 10.L.GC.1 Grammar, Usage, & Mechanics

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|---|---|
| <p><b>10.L.GC.1.60 Mechanics:</b> Use dashes appropriately. (Continue)<br/>Grade 8 (Introduce) / Grade 9 (Continue) / Grade 10 (Master)</p>   | <p><u>STUDENT EDITION</u><br/><b>Chapter 14 Punctuation: All the Other Marks</b></p> <ul style="list-style-type: none"> <li>Lesson 14.7 Hyphens, Dashes, and Parentheses—SE pp. 269–270</li> </ul> <p><u>DIGITAL RESOURCES*</u><br/><b>Chapter 14</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 10.14.7 Hyphens, Dashes, and Parentheses</li> </ul> <p><u>DIGITAL RESOURCES: TEACHER EDITION*</u><br/><b>Overview</b></p> <p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 14 Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—p. 2</li> </ul> <p><i>Sample Instruction</i><br/><b>Striving Learners</b> Clarify that a hyphen is a short line that joins, while a dash is a longer line that signals a break.</p> |
| <p><b>10.L.GC.1.61 Grammar, Usage, Mechanics:</b> Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Continue)<br/>Grade 8 (Introduce) / Grade 9 (Continue) / Grade 10 (Master)</p> | <p><i>Grammar for Writing</i>, Grade 10</p>   |

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 10.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 10.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 10.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 10.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 10.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 10.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 10.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 10.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 10.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.1 Prewriting: Gathering Ideas—SE pp. 9–12
  - Sample Instruction**
  - Prewriting Strategies**
    - **Writing Hint**

Most of the prewriting strategies covered in this lesson help you to narrow a topic. Narrowing a topic is a key to successful writing.
    - 1. Writer's Notebook
      - Annotated Writing Model
    - 2. Brainstorming
      - Annotated Writing Model
    - 3. Freewriting
      - Annotated Writing Model
    - 4. Clustering/Mapping/Webbing
      - Annotated Writing Model
    - 5. W and How? Questions
      - **Annotated Writing Model**
      - **Starting a Writer's Notebook**
      - **Finding Topics**
      - **Narrowing a Topic**
      - **Gathering Supporting Details**
  - Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–14
    - Drafting Strategies**
      - **Writing Model**

(rough outline)
      - 1. Write the Big Idea
      - 2. Grab Your Reader
      - 3. Stay Flexible
      - 4. Create an Ending
        - **Annotated Writing Model**
        - **Drafting a Paper**
  - Lesson 1.3 Revising—SE pp. 15–17
    - Revising Strategies**
      - 1. Ideas and Unity
      - 2. Organization and Coherence
      - 3. Sentence Variety
      - 4. Word Choice
        - **Annotated Writing Model**
        - **Revising a Letter to the Editor**
        - **Revising a Paper**
        - **Working with a Writing Partner**
  - Lesson 1.4 Editing and Proofreading—SE pp. 18–19
    - Editing Questions**
      - 1. Spelling
      - 2. Capitalization
      - 3. Punctuation
      - 4. Sentence Correctness
      - 5. Verbs
      - 6. Word Pronouns
      - 7. Usage
        - **Proofreading Symbols**
        - **Proofreading a Passage**
        - **Publishing Suggestions**

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 10.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**10.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)

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**10.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

#### Chapter 4 Writing Workshops

Each **Writer's Workshop** lesson defines the type of writing and provides a professional writing model to guide students during their writing assignments.

- Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52
- Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60
- Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66
- Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73

#### Sample Instruction

**Annotated Professional Writing Model:** "Evolution Shortens Tusks"

#### Critical Thinking

#### Build Your Vocabulary

#### Writing Strategies

1. Choose a topic.
2. Gather information.
3. Create a diagram.
4. Write your thesis statement, or claim.
5. Organize and develop your essay.

#### Explore Possible Topics

#### Gather Information

- Make observations.
- Conduct interviews.
- Begin with an encyclopedia article.
- Turn next to other reference sources and books.
- Use periodicals.
- Use the Internet.

#### Create a Diagram

#### Analyze Thesis Statements, or Claims

#### Write a Thesis Statement, or Claim

#### Draft Your Essay

#### Revise and Edit Your Essay

#### Publish Your Essay

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85
- Lesson 4.6 Practical Writing: Workplace Writing—SE pp. 86–90
- Lesson 4.7 Writing a Timed Essay—SE pp. 91–1

#### Chapters 1–16

Exercises in lessons throughout the program help students develop and improve their writing skills by focusing on key steps of the writing process.

#### Planning

**Lesson Exercises:** Exercise 2 Finding Topics, p. 12; Exercise 4 Gathering Supporting Details, p. 12; Exercise 1 Choosing a Topic Sentence, p. 22; Exercise 1 Choosing a Subject, p. 51; Exercise 9 Consider Your Audience, p. 58; Exercise 19 Explore Possible Topics, p. 71; Exercise 20 Gather Information, p. 71; Exercise 40 Read the Prompt Carefully, p. 93; Exercise 27 Choose and Limit a Topic, p. 83; Exercise 29 Evaluate Your Research, p. 84; Exercise 30 Make an Outline or Other Organizer, p. 84; Exercise 35 Choose a Topic, p. 89

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 10.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**10.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)

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**10.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

#### Initial Draft/Writing

**Lesson Exercises:** Exercise 3 Writing Paragraphs from Notes, p. 24; Exercise 5 Writing an Organized, Unified Paragraph, p. 27; Exercise 6 Writing a Paragraph from Notes, p. 27; Exercise 7 Writing for Varying Purposes, p. 30; Exercise 8 Writing a Thesis, or Claim, p. 32; Exercise 9 Writing an Introduction and a Conclusion, p. 32; Exercise 2 Writing a Paragraph, p. 36; Exercise 3 Draft Your Biographical Essay, p. 52; Exercise 8 Write a Claim, p. 58; Exercise 11 Draft Your Persuasive Essay, p. 59; Exercise 16 Draft Your Literary Analysis, p. 66; Exercise 23 Write a Thesis Statement, or Claim, p. 73; Exercise 24 Draft Your Essay, p. 73; Exercise 31 Write a First Draft with Documentation, p. 84; Exercise 37 Write Your Draft, p. 90; Exercise 43 Write Your Essay, p. 94; Exercise 4 Writing with Pronouns, p. 100; Exercise 2 Writing Complete Sentences, p. 118; Exercise 4 Writing Complete Sentences, p. 120; Exercise 13 Writing a Description, p. 130; Exercise 6 Writing Sentences with Participial Phrases, p. 142; Exercise 11 Writing Sentences with Infinitives and Infinitive Phrases, p. 146; Exercise C Writing Sentences with Phrases, p. 150; Exercise 4 Writing an Application with Adjective Clauses, p. 156; Exercise 6 Writing Sentences with Adverb Clauses, p. 158; Exercise D Writing Complete Sentences, p. 170; Exercise 6 Writing Sentences Using Varied Verb Tenses, p. 180; Exercise 4 Writing Complete Sentences, p. 194; Exercise 7 Writing a Paragraph, p. 196; Exercise C Writing Complete Sentences, p. 202; Exercise D Writing a Comparison, p. 202; Exercise D Writing Sentences, p. 218; Exercise 3 Writing a Paragraph, p. 224; Exercise 7 Writing a Paragraph, p. 228; Exercise 10 Writing a Friendly Letter, p. 250; Exercise 9 Writing a Dialogue, p. 266; Exercise 11 Writing Sentences, p. 269; Exercise 5 Writing About Favorites, p. 280; Exercise C Writing Sentences, p. 288; Exercise 4 Writing Sentences, p. 294

#### Revising and Rewriting

**Lesson Exercises:** Exercise Revising a Letter to the Editor, p. 17; Revising a Paper, p. 17; Revising a Paragraph for Organization and Coherence, p. 26; Revising a Paragraph, p. 35; Revising a Report, p. 37; Revising a Paragraph, p. 43; Revising Sentences, p. 45; Revising a Paragraph to Eliminate Wordiness, p. 46; Revise Your Biographical Essay, p. 52; Revise and Edit, p. 60; Revise Your Essay, p. 66; Revise and Edit Your Essay, p. 73; Revise Your Draft, p. 85; Revise and Edit Your Letter, p. 90; Revise and Proofread Your Essay, p. 94; Revising a Paragraph, p. 98; Revising a Paragraph, p. 100; Revising Sentences to Add Information, p. 104; Revising a Report, p. 114; Revising a Description, p. 138; Revising an Expository Paragraph, p. 158; Revising an Autobiography, p. 160; Revising Sentences, p. 246; Revising Sentences, p. 254

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 10.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

**10.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)

**10.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)

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**10.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

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*continued*

### Editing and Proofreading

**Lesson Exercises:** Exercise 9 Proofreading a Passage, p. 19; Exercise 5 Edit and Publish Your Biographical Essay, p. 52; Exercise 33 Edit Your Draft, p. 85; Exercise 5 Editing Sentence Fragments, p. 121; Exercise 8 Editing Run-on Sentences, p. 126; Exercise 9 Editing a Report, p. 126; Exercise 2 Editing Paragraphs, p. 154; Exercise 2 Editing a Report, p. 174; Exercise 5 Editing a Paragraph, p. 178; Exercise D Editing a Report, p. 186; Exercise 1 Editing a Report, p. 189; Exercise 9 Editing a Press Release, p. 198; Exercise B Editing a Paragraph, p. 201; Exercise 2 Editing Paragraphs, p. 206; Exercise 3 Editing Sentences, p. 207; Exercise 6 Editing a Paragraph, p. 210; Exercise 8 Editing Sentences, p. 212; Exercise 10 Editing a Report, p. 214; Exercise 11 Editing Sentences, p. 216; Exercise C Editing Sentences, p. 217; Exercise 2 Editing an Article, p. 224; Exercise 5 Editing Sentences, p. 226; Exercise 6 Editing Sentences, p. 228; Exercise 8 Editing Sentences, p. 230; Exercise 10 Editing Sentences, p. 231; Exercise 11 Editing a Paragraph, p. 232; Exercise C Editing a Report, p. 236; Exercise 1 Proofreading Sentences, p. 242; Exercise 2 Proofreading a Press Release, p. 242; Exercise 3 Proofreading Sentences, p. 243; Exercise 4 Proofreading a Paragraph, p. 244; Exercise 5 Editing Paragraphs, p. 246; Exercise 7 Proofreading Sentences, p. 248; Exercise 9 Proofreading a Friendly Letter, p. 250; Exercise A Proofreading Jokes and Riddles, p. 253; Exercise D Editing Sentences, p. 254; Exercise 5 Editing Sentences, p. 262; Exercise 6 Editing a Report, p. 262; Exercise 7 Editing Sentences, p. 264; Exercise 10 Proofreading Sentences, p. 268; Exercise 12 Editing Sentences, p. 269; Exercise C Editing a Dialogue, p. 270; Exercise 1 Proofreading a Paragraph, p. 277; Exercise 2 Proofreading Sentences, p. 278; Exercise 3 Proofreading a Paragraph, p. 280; Exercise 4 Proofreading Sentences, p. 280; Exercise 6 Proofreading Sentences, p. 282; Exercise 7 Proofreading Sentences, p. 284; Exercise A Proofreading Sentences, p. 287; Exercise B Proofreading an Article, p. 287; Exercise 3 Proofreading Sentences, p. 293

### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Portfolio Project

**Portfolio Projects** are multiple-step assignments that help students apply what they have learned about the writing process.

- Chapter 1 "Lights! Camera! Action!"

#### Sample Instruction

**Your Assignment** Write an investigative article about a specific field or career in films. Explain the career fully and include information about necessary education, experience, or job requirements; the pay scale; a typical day on the job; and future opportunities.

Write two or three pages. Your article should have an introductory paragraph, five or six supporting paragraphs, and a concluding paragraph (see *Grammar for Writing*, Grade 10, pages 31–32).

#### Step 1: Initial Search

#### Step 2: Focus Your Search

#### Step 3: Define Your Audience

#### Write Like a Pro

Writers working on investigative articles search for information and then carefully evaluate what they find for relevance and importance. Professional writers usually collect two or three times as much information as they use in an article, so don't make the mistake of under-researching your article.

#### Composition Connection

Two prewriting steps that will help you organize your information are the 5-W and How? questions and an outline (see *Grammar for Writing*, Grade 10, pages 11 and 13).

#### Step 4: Organize Your Ideas and Draft Your Article

#### Step 5: Revise, Edit, and Rewrite

#### Step 6: Publish Your Work

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 10.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

**10.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)

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**10.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

**Teacher's Notes**

**Chapter Connection**

**Activities**

- Brainstorm film career ideas in class, writing all ideas on the board. Ask students to explain what jobs they think a person in each of these fields might do. Some categories should be easy: scriptwriter, costume designer, and director. Others may be more difficult: special effects coordinator, producer, and key grip.

**Check It Out!**

- Chapter 2 "MedNews: Medicine Surges Ahead"
- Chapter 3 "Aboard the Underground Railroad"
- Chapter 4 "First Ladies: Making an Impact"
- Chapter 5 "Have You Ever Been to...?"
- Chapter 6 "Architraves and Flying Buttresses"
- Chapter 7 "Milestones in Civil Rights"
- Chapter 8 "Through a Poet's Eyes"
- Chapter 9 "Music, Music, Music!"
- Chapter 10 "Get Out There and Volunteer!"
- Chapter 11 "Women in Aviation"
- Chapter 12 "What Were You Thinking?"
- Chapter 13 "American Indian Leaders"
- Chapter 14 "A Survey of American Art"
- Chapter 15 "Mapmaker, Mapmaker, Make Me a Map"
- Chapter 16 "The Art and the—Ouch!—Power of Political Cartoons"

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

**10.P.AC.1.a** Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)

*continued*

**STUDENT EDITION**

**Chapter 4 Writing Workshops**

Each **Writer's Workshop** lesson defines the type of writing and provides an annotated professional writing model to help students understand elements that impact the target audience and support the text's purpose. The **Critical Thinking** activity guides student analysis of the writing model.

- Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52  
**Critical Thinking**
- Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60  
**Critical Thinking**
- Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66  
**Critical Thinking**

*continued*



DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.1 Reading like a Writer

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**10.P.AC.1.a** Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

- Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67-73

**Critical Thinking**

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74-85
- Lesson 4.6 Practical Writing: Workplace Writing—SE pp. 86-90

**Critical Thinking**

- Lesson 4.7 Writing a Timed Essay—SE pp. 91-94

**Critical Thinking**

**Student Writing Models**

Ask students to identify strengths of the piece, as well as suggest possible improvements.

- Chapter 5 "Eighty-Eight Keys of Ego and Humility"—SE p. 96
- Chapter 6 "Why Pi?"—SE p. 116
- Chapter 7 "Beyond Legend: Arthur Reconsidered"—SE p. 136
- Chapter 8 "Thanksgiving at the Soup Kitchen"—SE p. 152
- Chapter 9 "The Greatest Athlete of All Time"—SE p. 172
- Chapter 10 "Community Service Requirement Can Benefit Students"—SE p. 188
- Chapter 11 "Youth Concerts"—SE p. 204
- Chapter 12 "Breaking All Boundaries, Reaching New Heights"—SE p. 222
- Chapter 13 "Students 'Sign Up' for New Class"—SE p. 240
- Chapter 14 "Just Winging It: Future Dreams Take Flight"—SE p. 256
- "Chapter 15 ""Six Lanes, Five Miles, a Decade of Controversy: The Construction of the Massachusetts Turnpike Extension Through the City of Newton""—SE p. 276"
- Chapter 16 "County-Funded Program Sponsors Activities for Disabled Students"—SE p. 290

**DIGITAL RESOURCES\***

**Chapters 1-16**

**Writing Rubrics**

The **Writing Rubrics** checklists can help identify, apply, and analyze rhetorical elements in texts.

- Persuade
- Convey Experience
- Informative/Explanatory Writing

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

**10.P.AC.1.b** Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)

STUDENT EDITION

**Chapter 1 The Writing Process**

- Lesson 1.3 Revising—SE pp. 15–17

*Sample Instruction*

**Revising Strategies**

- 4. Word Choice.** Ask yourself whether you have kept the members of your audience in mind by giving them the information they need to understand your points and by tailoring your approach specifically to them. This is a matter not only of what you say but also of how you say it: your word choice. Is your tone right?

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

*Sample Instruction*

**Descriptive**

- Use sensory details to appeal to the reader's five senses (sight, hearing, smell, touch, and taste) and to create a main impression or mood.

**Chapter 4 Writing Workshops**

- Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52

*Sample Instruction*

**Writing Strategies**

- 2. Use narrative techniques.** Use precise language to paint a vivid picture of your subject, and make sure your word choice is appropriate for your audience.

- Lesson 4.7 Writing a Timed Essay—SE pp. 91–94

*Sample Instruction*

**Writing Strategies**

- 6. Consider word choice and sentence variety.** Clarity is your goal, so avoid vague words and confusing phrases and sentences. Strive for vocabulary and sentence variety that fits your writing purpose.

DIGITAL RESOURCES\*

**Chapters 1–16**

**Writing Rubrics**

The **Writing Rubrics** checklists can help evaluate how well the use of language supports the text's purpose.

- Convey Experience

*Sample Instruction*

**An excellent narrative . . .**

- uses precise words and phrases, vivid descriptive details, and sensory language

- Informative/Explanatory Writing

*Sample Instruction*

**An excellent narrative . . .**

- uses precise language and defines or explains difficult words related to the topic

**10.P.AC.1.c** Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)

STUDENT EDITION

**Chapter 3 Writing Effective Sentences**

- Lesson 3.1 Effective Paragraphs: Varying Sentences—SE pp. 34–35
- Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs—SE pp. 36–37
- Lesson 3.3 Combining Sentences: Inserting Phrases—SE pp. 38–39
- Lesson 3.4 Combining Sentences: Using Subordinate Clauses—SE pp. 40–41
- Lesson 3.5 Eliminating Short, Choppy Sentences—SE pp. 42–43
- Lesson 3.6 Eliminating Wordiness—SE pp. 44–45

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.1 Reading like a Writer

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|--|---|
| <p><b>10.P.AC.1.d</b> Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)</p> | <p><b>STUDENT EDITION</b><br/><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.1 Ideas and Unity—SE pp. 21–22</li> <li>• Lesson 2.2 Elaborating with Supporting Details—SE pp. 23–24</li> <li>• Lesson 2.3 Organization and Coherence—SE pp. 25–27</li> <li>• Lesson 2.4 Types of Paragraphs—SE pp. 28–30</li> <li>• Lesson 2.5 Writing Expository Essays—SE pp. 31–32</li> </ul> |

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.2 Writing like a Reader

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|--|---|
| <p><b>10.P.AC.2.a</b> Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)</p> | <p><b>STUDENT EDITION</b><br/><b>Chapter 4 Writing Workshops</b></p> <p>Each <b>Writer's Workshop</b> lesson defines the type of writing and provides an annotated professional writing model to help students understand elements that impact the target audience and support the text's purpose.</p> <p>The <b>Writing Strategies</b> section of the lesson helps students incorporate combine a genre's key elements with steps of the writing process.</p> <ul style="list-style-type: none"> <li>• Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52</li> <li>• Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60</li> <li>• Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66</li> <li>• Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73</li> <li>• Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85</li> <li>• Lesson 4.6 Practical Writing: Workplace Writing—SE pp. 86–90</li> <li>• Lesson 4.7 Writing a Timed Essay—SE pp. 91–94</li> </ul> <p><b>DIGITAL RESOURCES*</b><br/><b>Chapters 1–16</b><br/><b>Portfolio Project</b></p> <p><b>Portfolio Projects</b> include multiple-step writing assignments designed to give students further practice with research, writing, grammar, usage, and mechanics.</p> <ul style="list-style-type: none"> <li>• Chapter 1 "Lights! Camera! Action!"</li> <li>• Chapter 2 "MedNews: Medicine Surges Ahead"</li> <li>• Chapter 3 "Aboard the Underground Railroad"</li> <li>• Chapter 4 "First Ladies: Making an Impact"</li> <li>• Chapter 5 "Have You Ever Been to . . .?"</li> <li>• Chapter 6 "Architraves and Flying Buttresses"</li> <li>• Chapter 7 "Milestones in Civil Rights"</li> <li>• Chapter 8 "Through a Poet's Eyes"</li> <li>• Chapter 9 "Music, Music, Music!"</li> <li>• Chapter 10 "Get Out There and Volunteer!"</li> <li>• Chapter 11 "Women in Aviation"</li> <li>• Chapter 12 "What Were You Thinking?"</li> <li>• Chapter 13 "American Indian Leaders"</li> <li>• Chapter 14 "A Survey of American Art"</li> <li>• Chapter 15 "Mapmaker, Mapmaker, Make Me a Map"</li> <li>• Chapter 16 "The Art and the—Ouch!—Power of Political Cartoons"</li> </ul> |

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

**10.P.AC.2.b** Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)

**STUDENT EDITION**

**Chapter 1 The Writing Process**

- Lesson 1.3 Revising—SE pp. 15–17

*Sample Instruction*

**Revising Strategies**

- 4. Word Choice.** Can you delete unnecessary words or phrases? Look for general, vague words, and replace them with precise ones. If you've used a cliché or an overworked word, such as very or great, think of a new way to express the same idea.

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

*Sample Instruction*

**Descriptive**

- Use sensory details to appeal to the reader's five senses (sight, hearing, smell, touch, and taste) and to create a main impression or mood.

**Chapter 4 Writing Workshops**

- Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52

*Sample Instruction*

**Writing Strategies**

- 2. Use narrative techniques.** Use precise language to paint a vivid picture of your subject, and make sure your word choice is appropriate for your audience.
- Lesson 4.7 Writing a Timed Essay—SE pp. 91–94
- Sample Instruction*
- Writing Strategies**
- 6. Consider word choice and sentence variety.** Clarity is your goal, so avoid vague words and confusing phrases and sentences. Strive for vocabulary and sentence variety that fits your writing purpose.

**DIGITAL RESOURCES\***

**Chapters 1–16**

**Writing Rubrics**

The **Writing Rubrics** checklists can help identify how well a writer has used language to achieve a specific purpose.

- Convey Experience

*Sample Instruction*

**An excellent narrative . . .**

- uses precise words and phrases, vivid descriptive details, and sensory language
- Informative/Explanatory Writing

*Sample Instruction*

**An excellent narrative . . .**

- uses precise language and defines or explains difficult words related to the topic

**10.P.AC.2.c** Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)

**STUDENT EDITION**

**Chapter 3 Writing Effective Sentences**

- Lesson 3.1 Effective Paragraphs: Varying Sentences—SE pp. 34–35
- Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs—SE pp. 36–37
- Lesson 3.3 Combining Sentences: Inserting Phrases—SE pp. 38–39
- Lesson 3.4 Combining Sentences: Using Subordinate Clauses—SE pp. 40–41
- Lesson 3.5 Eliminating Short, Choppy Sentences—SE pp. 42–43
- Lesson 3.6 Eliminating Wordiness—SE pp. 44–45

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 10.P.AC.2 Writing like a Reader

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.P.AC.2.d** Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE pp. 15–17

##### Sample Instruction

##### Revising Strategies

- 2. Organization and Coherence.** Does the opening sentence grab the reader's attention? Is information presented in a logical order, an order that makes sense to the reader? To better organize your writing, you may need to delete or move paragraphs.

#### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.1 Ideas and Unity—SE pp. 21–22
- Lesson 2.2 Elaborating with Supporting Details—SE pp. 23–24
- Lesson 2.3 Organization and Coherence—SE pp. 25–27

##### Sample Instruction

##### Strategies for Writing Coherently

##### 3. Put Your Thoughts in Order

- Chronological Order
- Spatial Order
- Order of Importance
- Logical Order
- Annotated Writing Model

##### Writing an Organized, Unified Paragraph

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30
- Lesson 2.5 Writing Expository Essays—SE pp. 31–32

##### Sample Instruction

##### Body

- 2. Organize your ideas.** Arrange body paragraphs logically, in a way that is easy for readers to follow. Use appropriate transitional words and phrases to link your ideas and create a cohesive essay.

#### Chapter 4 Writing Workshops

- Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73

##### Sample Instruction

##### Writing Strategies

- 5. Organize and develop your essay.** Use your own thesis statement as a guide to organize your essay. For example, if you're dealing with a historical topic, chronological order (events presented in the order in which they occur) may be the best method for organizing your supporting details. With other topics, you will want to use order of importance (details presented from the least important to the most important, or the reverse).

- Lesson 4.7 Writing a Timed Essay—SE pp. 91–94

##### Sample Instruction

##### Writing Strategies

- 3. Prewrite: Gather and organize ideas.** Use an outline or a cluster diagram to generate and group 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.

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

**10.P.AC.3 Text Design**

## GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.P.AC.3.a** Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)

**10.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)

**10.P.AC.3.c** Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)

**10.P.AC.3.d** Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)

## GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

STUDENT EDITION**Chapter 4 Writing Workshops**

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56
- Lesson 4.2 Persuasive Writing—SE pp. 57–61

**Sample Instruction****Revise, Edit, and Publish**

If you've written a letter to the editor, send it to your local paper. Begin it with "To the Editor:" and end it with your name, city, and e-mail address.

- Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67
- Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73
- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82
- Lesson 4.6 Writing a Timed Essay—SE pp. 83–86

DIGITAL RESOURCES\***Chapters 1–16****Portfolio Project/Teacher Notes**

**Portfolio Projects** include several opportunities to consume and produce multimedia texts.

- Chapter 1 "Give Me Your Tired."
- Chapter 2 "The Harlem Renaissance"

**Sample Instruction****Your Assignment**

Research the life of a writer, artist, or musician who lived and worked in Harlem during this period. Create a Biography Board, a collection of materials about your subject's life and work, mounted attractively on poster board. On your Biography Board, include a three-paragraph summary of your subject's life, quotations by and about your subject, and a list of his or her major works. Also include photos you have found and a time line of your subject's life.

- Chapter 3 "A Space Adventure"
- Chapter 4 "I Lived in Interesting Times"
- Chapter 5 "The Plight of Endangered Species"
- Chapter 6 "A Literacy Week Special Event: Meet the Authors"
- Chapter 7 "Money, Money, Money!"

**Sample Instruction****Write Like a Pro**

To get a sense of a TV reporter's timing, style, and delivery, watch TV financial news channels and listen carefully to the reporters. Pay attention to how the news is delivered—which facts come first and how news items are worded.

- Chapter 8 "Gold in the Garbage"
- Chapter 9 "On Your Right, You Will See?"
- Chapter 10 "A Voyage from Earth to Mars"
- Chapter 11 "What Shall I Be? Exploring Careers"
- Chapter 12 "Exhibit: Treasures of Our Heritage"
- Chapter 13 "Women in Government"
- Chapter 14 "SportsTalk: A Quarterly Women's Sports Magazine"

**Sample Instruction****Your Assignment**

Work with a group of up to four classmates to develop and produce one issue of SportsTalk. Choose the fall, winter, spring, or summer issue.

- Chapter 15 "America's Heroes"
- Chapter 16 "An American Poet"

**Your Assignment**

Work in writing groups of three or four. Each group should choose one of the poets and write a script for a five-minute mini-documentary on that poet's life and work. Plan both the video and audio portions of the script. Video includes everything you see on the screen, such as still pictures, live action scenes, graphic titles, and labels. Audio includes everything you hear, such as narration, sound effects, and music.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

## 10.P.CP.1 Collaboration

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.P.CP.1.a** Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)

**10.P.CP.1.b** Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)

**10.P.CP.1.c** Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)

**10.P.CP.1.d** Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

##### Working Together

The **Working Together** logo identifies exercises found throughout the program that invite collaborative discussion.

- **Lesson Exercises:** Exercise 5 Drafting a Paper, p. 14; Exercise 8 Working with a Writing Partner, p. 17; Exercise 4 Revising a Paragraph for Organization and Coherence, p. 26; Exercise 1 Revising a Paragraph, p. 35; Exercise 6 Writing a Report, p. 36; Exercise 4 Revising a Report, p. 37; Exercise 6 Writing a Report, p. 39; Exercise 8 Combining Sentences with Adverb Clauses, p. 41; Exercise 11 Revising Sentences, p. 45; Exercise 4 Revise Your Biographical Essay, p. 52; Exercise 6 Choosing a Topic, p. 57; Exercise 7 Analyze Claims, p. 57; Exercise 17 Revise Your Essay, p. 66; Exercise 18 Edit and Publish Your Essay, p. 66; Exercise 22 Analyze Thesis Statements, or Claims, p. 72; Exercise 25 Revise and Edit Your Essay, p. 73; Exercise 26 Publish Your Essay, p. 73; Exercise 32 Revise Your Draft, p. 74; Exercise 2 Revising a Paragraph, p. 98; Exercise 6 Using Vivid Verbs, p. 102; Exercise 2 Writing Complete Sentences, p. 118; Exercise 4 Writing Complete Sentences, p. 120; Exercise 9 Editing a Report, p. 126; Exercise 13 Writing a Description, p. 130; Exercise 2 Revising a Description, p. 138; Exercise 9 Writing Sentences with Gerunds and Gerund Phrases, p. 144; Exercise 12 Create Your Own Exercise, p. 146; Exercise 7 Revising an Expository Paragraph, p. 158; Exercise 8 Create Your Own Exercise, p. 158; Exercise 10 Revising an Autobiography, p. 160; Exercise 6 Create Your Own Exercise, p. 196; Exercise 7 Writing a Paragraph, p. 196; Exercise 9 Create Your Own Exercise, p. 230; Exercise 6 Revising Sentences, p. 246; Exercise 2 Writing Sentences, p. 258; Exercise 9 Writing a Dialogue, p. 266; Exercise C Editing a Dialogue, p. 267; Exercise 8 Create Your Own Exercise, p. 284; Exercise 9 Writing a Paragraph, p. 284; Exercise 5 Sentence Imitation, p. 294

#### DIGITAL RESOURCES\*

##### Chapters 1–16

##### Student Resources

- Peer Review Questions  
An online **Peer Review Form** provides specific questions peers may ask each other in an easy-to-use format.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

## 10.P.CP.2 Presentation

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 10.P.CP.2.a** Communicate clearly to present ideas, information, and texts. (I/C)
- 10.P.CP.2.b** Integrate modes and genres most appropriate to purpose and audience. (I/C)
- 10.P.CP.2.c** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)
- 10.P.CP.2.d** Engage in dialogue with audiences by asking and answering questions. (I/C)
- 10.P.CP.2.e** Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.4 Editing and Proofreading—SE pp. 18–19

##### Sample Instruction

##### Publishing Suggestions

##### Spoken Words

- Speech
- Audio recording
- Oral interpretation
- Radio broadcast
- Reader's theater
- Interview
- Debate

#### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Portfolio Project/Teacher Notes

**Portfolio Projects** include several opportunities for oral presentations.

- Chapter 1 “Lights! Camera! Action!”
  - Sample Instruction**
  - Step 6: Publish Your Work**  
Present your story to a small group of classmates and ask for feedback.
- Chapter 2 “MedNews: Medicine Surges Ahead”
  - Sample Instruction**
  - Step 7: Publish Your News Report**  
Present your news report to the class. If you can, show your visuals as you read your script.
- Chapter 3 “Aboard the Underground Railroad”
  - Sample Instruction**
  - Step 6: Publish Your Work**  
Present your narrative in class, or share it online with other classes.
- Chapter 12 “What Were You Thinking?”
  - Sample Instruction**
  - Step 6: Publish Your Work**  
Present your interview to the class. Have two copies; ask a classmate to play the role of the interviewer as you take the part of the inventor.
- Chapter 16 “The Art and the—Ouch!—Power of Political Cartoons”
  - Sample Instruction**
  - Step 6: Publish Your Work**  
Present your essay in class along with photos of sculptures or paintings by each artist. Be prepared to answer questions about both artists.

see also **GRAMMAR FOR WRITING eBook — Grade 8**

#### DIGITAL RESOURCES\*

#### Chapter 1 The Writing Process

##### Instruction & Practice

- Lesson 1.5 Publishing and Presenting—SE pp. 20–21

##### Sample Instruction

##### Remember

Follow these guidelines to give more effective presentations:

- Speak loudly and clearly.
- Pace yourself.
- Don't rush.
- Make eye contact with your audience.
- Use gestures and facial expressions to emphasize key ideas.
- Practice several times.



DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.GC.2 Syntax

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|---|---|
| <p><b>10.L.GC.2.a</b> Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)</p>  | <p><u>STUDENT EDITION</u><br/><b>Student Writing Models</b><br/>Students identify strengths each piece, as well as suggest possible improvements.</p> <ul style="list-style-type: none"> <li>Chapter 5 “Eighty-Eight Keys of Ego and Humility”—SE p. 96</li> <li>Chapter 6 “Why Pi?”—SE p. 116</li> <li>Chapter 7 “Beyond Legend: Arthur Reconsidered”—SE p. 136</li> <li>Chapter 8 “Thanksgiving at the Soup Kitchen”—SE p. 152</li> <li>Chapter 9 “The Greatest Athlete of All Time”—SE p. 172</li> <li>Chapter 10 “Community Service Requirement Can Benefit Students”—SE p. 188</li> <li>Chapter 11 “Youth Concerts”—SE p. 204</li> <li>Chapter 12 “Breaking All Boundaries, Reaching New Heights”—SE p. 222</li> <li>Chapter 13 “Students ‘Sign Up’ for New Class”—SE p. 240</li> <li>Chapter 14 “Just Winging It: Future Dreams Take Flight”—SE p. 256</li> <li>“Chapter 15 “Six Lanes, Five Miles, a Decade of Controversy: The Construction of the Massachusetts Turnpike Extension Through the City of Newton”—SE p. 276”</li> <li>Chapter 16 “County-Funded Program Sponsors Activities for Disabled Students”—SE p. 290</li> </ul> |
| <p><b>10.L.GC.2.b</b> Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)</p> | <p><u>STUDENT EDITION</u><br/><b>Chapter 8 Clauses</b></p> <ul style="list-style-type: none"> <li>Lesson 8.5 Four Types of Sentence Structures—SE pp. 161-162</li> </ul> <p><b>Chapter 9 Using Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 9.4 Verb Tense—SE pp. 179-180</li> </ul> <p><u>DIGITAL RESOURCES*</u><br/><b>Chapter 8</b><br/><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 10.8.5 Four Types of Sentence Structures</li> </ul> <p><b>Chapter 9</b><br/><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 10.9.4 Verb Tense</li> </ul>  |
| <p><b>10.L.GC.2.c</b> Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)</p>   | <p><u>STUDENT EDITION</u><br/><b>Chapter 9 Using Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 9.5 Using the Active Voice—SE pp. 181-182</li> </ul> <p><u>DIGITAL RESOURCES*</u><br/><b>Chapter 9</b><br/><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 10.9.6 Using the Active Voice</li> </ul>  |

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.GC.2 Syntax

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|---|---|
| <p><b>10.L.GC.2.d</b> Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement. (C)</p> | <p><u>STUDENT EDITION</u><br/> <b>Chapter 2 Writing Effective Paragraphs and Essays</b><br/> <ul style="list-style-type: none"> <li>Lesson 2.2 Elaborating with Supporting Details—SE pp. 23–24</li> </ul> <b>Chapter 3 Writing Effective Sentences</b><br/> <ul style="list-style-type: none"> <li>Lesson 3.1 Effective Paragraphs: Varying Sentences—SE pp. 34–35</li> <li>Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs—SE pp. 36–37</li> <li>Lesson 3.3 Combining Sentences: Inserting Phrases—SE pp. 38–39</li> <li>Lesson 3.4 Combining Sentences: Using Subordinate Clauses—SE pp. 40–41</li> <li>Lesson 3.5 Eliminating Short, Choppy Sentences—SE pp. 42–43</li> <li>Lesson 3.6 Eliminating Wordiness—SE pp. 44–45</li> </ul> <b>Chapter 7 Phrases</b><br/> <ul style="list-style-type: none"> <li>Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases—SE pp. 137–138</li> <li>Lesson 7.2 Appositives and Appositive Phrases—SE pp. 139–140</li> <li>Lesson 7.3 Participles and Participial Phrases—SE pp. 141–142</li> <li>Lesson 7.4 Gerunds and Gerund Phrases—SE pp. 143–144</li> <li>Lesson 7.5 Infinitives and Infinitive Phrases—SE pp. 145–146</li> </ul> <b>Chapter 8 Clauses</b><br/> <ul style="list-style-type: none"> <li>Lesson 8.1 Independent Clauses and Subordinate Clauses—SE pp. 153–154</li> <li>Lesson 8.2 Subordinate Clauses: Adjective Clauses—SE pp. 155–156</li> <li>Lesson 8.3 Subordinate Clauses: Adverb Clauses—SE pp. 157–158</li> <li>Lesson 8.4 Noun Clauses—SE pp. 159–160</li> <li>Lesson 8.5 Four Types of Sentence Structures—SE pp. 161–162</li> <li>Lesson 8.6 Effective Sentences: Parallel Structure—SE pp. 163–164</li> </ul> <b>Chapter 12 Using Modifiers</b><br/> <ul style="list-style-type: none"> <li>Lesson 12.4 Misplaced Modifiers—SE pp. 229–230</li> <li>Lesson 12.5 Dangling Modifiers—SE pp. 231–232</li> </ul> </p> |
| <p><b>10.L.GC.2.e</b> Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas. (C)</p>   | <p><u>STUDENT EDITION</u><br/> <b>Chapter 8 Clauses</b><br/> <ul style="list-style-type: none"> <li>Lesson 8.6 Effective Sentences: Parallel Structure—SE pp. 163–164</li> </ul> <u>DIGITAL RESOURCES*</u><br/> <b>Chapter 8</b><br/> <b>Student Practice</b><br/> <ul style="list-style-type: none"> <li>Lesson 10.8.6 Effective Sentences: Parallel Structure</li> </ul> </p>   |

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.V.1 General, Academic, & Specialized Vocabulary

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|---|---|
| <p><b>10.L.V.1.a</b> Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)</p> <p><b>10.L.V.1.b</b> Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. (C)</p> | <p><b>STUDENT EDITION</b></p> <p><b>Build Your Vocabulary</b><br/>Students are encouraged to underline unfamiliar words in their reading, look up the meaning in a dictionary, then write the definitions in a vocabulary notebook.</p> <ul style="list-style-type: none"> <li>SE pp. 49, 55, 63, 69</li> </ul> <p><b>Sample Instruction</b><br/>The noun <i>debris</i> comes from the old French verb <i>desbrisier</i>, which means “to break apart.” The English word refers to the broken bits or rubble after some destruction. The <i>debris</i> from Hurricane Georges left the streets impassable.</p> <p><b>Enriching Your Vocabulary</b><br/>The <b>Enriching Your Vocabulary</b> sidebar appears throughout the book.</p> <ul style="list-style-type: none"> <li>SE pp. 123, 25, 61, 97, 103, 111, 117, 121, 139, 145, 155, 173, 181, 191, 209, 215, 227, 229</li> </ul> <p><b>Sample Instruction</b><br/>The noun <i>debris</i> comes from the old French verb <i>desbrisier</i>, which means “to break apart.” The English word refers to the broken bits or rubble after some destruction. The <i>debris</i> from Hurricane Georges left the streets impassable.</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Differentiating Instruction</b></p> <p><b>Develop Vocabulary</b></p> <ul style="list-style-type: none"> <li>TE p. T28           <ul style="list-style-type: none"> <li>Model correct pronunciation that students echo.</li> <li>Invite students to point to examples.</li> <li>Vary activities to increase exposure to new words.</li> <li>Encourage students to use new vocabulary in conversation.</li> </ul> </li> </ul> <p><b>Chapter Vocabulary</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. T29; Chapter 2, TE p. T30; Chapter 3, TE p. T31; Chapter 4, TE p. T32; Chapter 5, TE p. T33; Chapter 6, TE p. T34; Chapter 7, TE p. T35; Chapter 8, TE p. T36; Chapter 9, TE p. T37; Chapter 10, TE p. T38; Chapter 11, TE p. T39; Chapter 12, TE p. T40</li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <p><b>Program Overview</b></p> <ul style="list-style-type: none"> <li>Differentiated Instruction: Chapters 13–16           <ul style="list-style-type: none"> <li>Chapter Vocabulary—pp. 1–4</li> </ul> </li> </ul> |

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.V.2 Word Analysis

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|--|---|
| <p><b>10.L.V.2.a</b> Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)</p> <p><b>10.L.V.2.c</b> Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)</p> | <p><b>STUDENT EDITION</b></p> <p><b>Enriching Your Vocabulary</b><br/><b>Enriching Your Vocabulary</b> sidebars feature information about Latin roots and affixes.</p> <ul style="list-style-type: none"> <li>SE pp. 123, 25, 61, 97, 103, 111, 117, 121, 139, 145, 155, 173, 181, 191, 209, 215, 227, 229</li> </ul> <p><b>Sample Instruction</b> The word <i>concise</i> comes from the Latin prefix <i>com-</i>, meaning “with,” and the Latin word <i>caedere</i>, which means “to cut” or “to strike.” When you make something <i>concise</i>, you strike out or cut out everything that isn't needed. A related word is <i>excision</i>, which is a kind of surgical cut or removal. (SE p. 103)</p> <p><b>Chapter 16 Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 16.3 Prefixes and Suffixes—SE pp. 295–296</li> </ul> |

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.V.2 Word Analysis

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 10.L.V.2.b** Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)
- 10.L.V.2.d** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 5 Parts of Speech

- Lesson 5.1 Nouns—SE pp. 97–98
- Lesson 5.2 Pronouns—SE pp. 99–100
- Lesson 5.3 Verbs—SE pp. 101–102
- Lesson 5.4 Adjectives—SE pp. 103–104
- Lesson 5.5 Adverbs—SE pp. 105–106
- Lesson 5.6 Prepositions—SE pp. 107–108
- Lesson 5.7 Conjunctions and Interjections—SE pp. 109–110
- Lesson 5.8 Determining a Word's Part of Speech—SE pp. 111–111

#### TEACHER'S EDITION

#### Differentiating Instruction

- Chapter 5 Teaching Notes: Chapter Vocabulary/English Learners/Striving Learners—TE T33

#### DIGITAL RESOURCES\*

#### Chapter 5

#### Student Practice

- Lesson 10.5.1 Nouns
- Lesson 10.5.2 Pronouns
- Lesson 10.5.3 Verbs
- Lesson 10.5.4 Adjectives
- Lesson 10.5.5 Adverbs
- Lesson 10.5.6 Prepositions
- Lesson 10.5.7 Conjunctions and Interjections
- Lesson 10.5.8 Determining a Word's Part of Speech

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.V.3 Meaning & Purpose

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 10.L.V.3.a** This progression transitions to 9–10.L.V.3.b.
- 10.L.V.3.b** Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I)
- 10.L.V.3.c** Analyze the nuances in connotative meaning of words that share a similar denotation. (I)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 4 Writing Workshops

- Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60

#### Sample Instruction

Remember that all words have **denotations**, the meanings found in dictionaries, and that many words and expressions also have **connotations**, or emotional associations. These are often called **loaded words**. One way that writers appeal to readers' emotions is by choosing words with positive or negative connotations.

#### Critical Thinking

**Build Your Vocabulary.** List at least two words or phrases from the editorial that you consider to be "loaded." Explain the connotations these words or phrases carry that go beyond their literal, dictionary meanings.

see also **GRAMMAR FOR WRITING eBook — Grade 8**

#### DIGITAL RESOURCES\*

#### Chapter 2 Effective Sentences and Word Choice

#### Instruction & Practice

- Lesson 2.7 Denotation and Connotation

#### additional support

#### DIGITAL RESOURCES: TEACHER EDITION

#### Overview

- Differentiating Instruction
- Differentiating Instruction Charts: Chapter 2—p. T30

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 10.L.V.3 Meaning & Purpose

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.L.V.3.d** Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)

**10.L.V.3.e** Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52

*Sample Instruction*

**Critical Thinking**

**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 or in your notebook.

- Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66

*Sample Instruction*

**Critical Thinking**

**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 or in your notebook.

**Prewriting: Major Points and Supporting Details**

Ask yourself questions, and use a **dictionary** to explore the possible **multiple meanings** or obscure meanings of words.

- Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73

*Sample Instruction*

**Critical Thinking**

**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 or in your notebook.

**Gather Information**

**Use the Internet.** Also consider other sources of information that you can access through online databases at your library or through search engines on the Internet. **Web sites** and other **digital media** offer up-to-the-minute coverage on many topics.

**Chapter 16 Spelling**

- Lesson 16.1 Using a Dictionary—SE pp. 291–292
- Lesson 16.2 Spelling Rules—SE pp. 293–294

STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60

*Sample Instruction*

Remember that all words have **denotations**, the meanings found in dictionaries, and that many words and expressions also have **connotations**, or emotional associations. These are often called **loaded words**. One way that writers appeal to readers' emotions is by choosing words with positive or negative connotations.

**Critical Thinking**

**Build Your Vocabulary.** List at least two words or phrases from the editorial that you consider to be "loaded." Explain the connotations these words or phrases carry that go beyond their literal, dictionary meanings.

see also **GRAMMAR FOR WRITING eBook — Grade 8**

DIGITAL RESOURCES\*

**Chapter 2 Effective Sentences and Word Choice**

**Instruction & Practice**

- Lesson 2.7 Denotation and Connotation

*additional support*

DIGITAL RESOURCES: TEACHER EDITION

**Overview**

- Differentiating Instruction
- Differentiating Instruction Charts: Chapter 2—p. T30

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 10.T.SS.1 Organization

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.T.SS.1.a** Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)

**10.T.SS.1.b** Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–14

##### Sample Instruction

Now that you've gathered your ideas, think about the order in which you want to present them. Decide whether the best way to sequence your ideas would be, for example, chronological order, order of importance, or cause and effect.

- Lesson 1.3 Revising—SE pp. 15–17

##### Sample Instruction

##### Revising Strategies

**2. Organization and Coherence** Can you improve your draft by moving paragraphs? by moving sentences? Is information presented in a logical order, an order that makes sense to the reader? Would adding transition words help? Does the last sentence bring closure to the writing?

#### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.1 Ideas and Unity—SE pp. 21–22

- Lesson 2.3 Organization and Coherence—SE pp. 25–27

##### Sample Instruction

##### Strategies for Writing Coherently

##### 3. Put Your Thoughts in Order

- Chronological Order
- Spatial Order
- Order of Importance
- Logical Order
- Annotated Writing Model

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

- Lesson 2.5 Writing Expository Essays—SE pp. 31–32

##### Sample Instruction

##### Body

**2. Organization and Coherence** Arrange your main ideas logically, in the way that's easiest to follow. Begin with background information, and then move through your main ideas in the way your reader needs to know them. When you outline an essay before you write, you are organizing the ideas for the body.

#### Chapter 4 Writing Workshops

- Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73

##### Sample Instruction

##### Writing Strategies

**5. Organize and develop your essay.** Use your own thesis statement as a guide to organize your essay. For example, if you're dealing with a historical topic, chronological order (events presented in the order in which they occur) may be the best method for organizing your supporting details. With other topics, you will want to use order of importance (details presented from the least important to the most important, or the reverse).

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85

##### Sample Instruction

##### Make an Outline or Other Organizer

- Lesson 4.7 Writing a Timed Essay—SE pp. 91–94

##### Sample Instruction

##### Writing Strategies

**3. Prewrite: Gather and organize ideas.** Use an outline or a cluster diagram to generate and group 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.

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 10.T.SS.1 Organization

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.T.SS.1.c** Guide the audience through texts using varied transitions, including between paragraphs and text sections, to enhance cohesion. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

STUDENT EDITION

**Chapter 1 The Writing Process**

- Lesson 1.3 Revising—SE pp. 15-17

*Sample Instruction*

**Revising Strategies**

- 2. Organization and Coherence** Would adding transition words help? Does the last sentence bring closure to the writing?

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.3 Organization and Coherence—SE pp. 25-27

*Sample Instruction*

**Strategies for Writing Coherently**

**Some Common Transitional Words and Expressions**

**Revising a Paragraph for Organization and Coherence**

Try adding transitional words and expressions, reordering information, and combining sentences.

**Chapter 4 Writing Workshops**

- Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62-67

*Sample Instruction*

**Writing Strategies**

- 5. Use clear transitions.**

**Two Methods for Organizing a Compare and Contrast Essay**

- Lesson 4.7 Writing a Timed Essay—SE pp. 91-94

*Sample Instruction*

**Writing Strategies**

- 5. Start writing and stick to the point.** Use topic sentences and transitions to organize your writing.

**Write Your Essay**

Use topic sentences and transitions to organize and group your ideas.

**Chapter 13 Punctuation: End Marks and Commas**

- Lesson 13.4 Commas with Sentence Interrupters and Nonessential Elements—SE pp. 247-248

*Sample Instruction*

**Some Common Parenthetical and Transitional Expressions**

**Chapter 14 Punctuation: All the Other Marks**

- Lesson 14.2 Semicolons—SE pp. 243-244

*Sample Instruction*

**Common Transitional Phrases**

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 10.T.SS.1 Organization

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10  |
|--|--|
| <p><b>10.T.SS.1.d</b> Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)</p> | <p><u>STUDENT EDITION</u><br/> <b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>• Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52</li> <li>• Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60</li> <li>• Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66</li> <li>• Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73</li> <li>• Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85</li> <li>• Lesson 4.6 Practical Writing: Workplace Writing—SE pp. 86–90</li> <li>• Lesson 4.7 Writing a Timed Essay—SE pp. 91–94</li> </ul> <p><u>DIGITAL RESOURCES*</u><br/> <b>Chapters 1–16</b><br/> <b>Portfolio Projects/Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 “Lights! Camera! Action!”</li> <li>• Chapter 2 “MedNews: Medicine Surges Ahead”</li> <li>• Chapter 3 “Aboard the Underground Railroad”</li> <li>• Chapter 4 “First Ladies: Making an Impact”</li> <li>• Chapter 5 “Have You Ever Been to . . .?”</li> <li>• Chapter 6 “Architraves and Flying Buttresses”</li> <li>• Chapter 7 “Milestones in Civil Rights”</li> <li>• Chapter 8 “Through a Poet’s Eyes”</li> <li>• Chapter 9 “Music, Music, Music!”</li> <li>• Chapter 10 “Get Out There and Volunteer!”</li> <li>• Chapter 11 “Women in Aviation”</li> <li>• Chapter 12 “What Were You Thinking?”</li> <li>• Chapter 13 “American Indian Leaders”</li> <li>• Chapter 14 “A Survey of American Art”</li> <li>• Chapter 15 “Mapmaker, Mapmaker, Make Me a Map”</li> <li>• Chapter 16 “The Art and the—Ouch!—Power of Political Cartoons”</li> </ul> |

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 10.T.SS.2 Craft

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10  |
|--|--|
| <p><b>10.T.SS.2.a</b> Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)</p> <p><b>10.T.SS.2.b</b> Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)</p> <p style="text-align: right;"><i>continued</i></p> | <p><u>STUDENT EDITION</u><br/> <b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>• Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66</li> </ul> <p>In a literary analysis, you discuss one or more of the elements or features of the poem. These elements include form, the manner or style of literary composition; sound devices such as <b>rhythm, rhyme, assonance, alliteration</b>, and <b>consonance</b>; the speaker; the setting; and the language, including <b>figurative language, symbolism, imagery</b>, and <b>connotations</b>. You might also discuss what a poem means or what it reflects about the poet.</p> <p><i>Sample Instruction</i><br/> <b>Writing Strategies</b></p> <p><b>2. Decide on a focus.</b> Although there is a wide range of things you can write about in a literary analysis, often it's best to focus on just one or two elements. To find your focus, try answering these sets of questions:</p> <ul style="list-style-type: none"> <li>• Sound</li> <li>• Speaker</li> <li>• Form</li> <li>• <b>Figurative Language</b></li> <li>• Other Uses of Language</li> </ul> <p style="text-align: right;"><i>continued</i></p> |



DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 10.T.SS.2 Craft

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10  |
|---|--|
| <p style="text-align: center;"><i>continued</i></p> <p><b>10.T.SS.2.a</b> Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)</p> <p><b>10.T.SS.2.b</b> Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)</p> | <p style="text-align: center;"><i>continued</i></p> <p><b>Enriching Your Vocabulary</b></p> <ul style="list-style-type: none"> <li>SE p. 249</li> </ul> <p><b>Sample Instruction</b><br/>The origin of the word <i>bastion</i> is the old French word for “build,” <i>bastir</i>. Literally, <i>bastion</i> means “fortification,” but it is often used figuratively to indicate strength. One might consider a school or university to be a <i>bastion</i> against ignorance and superstition.</p> <hr/> <p>see also <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.8 Figurative Language—SE pp. 53–55</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 2—p. T30</li> </ul>   |
| <p><b>10.T.SS.2.c</b> Use formal style when speaking or writing to establish credibility and tone. (C)</p> <p style="text-align: center;"><i>continued</i></p>  | <p><b>STUDENT EDITION</b></p> <p><b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.3 Revising—SE pp. 15–17</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Revising Strategies</b></p> <p><b>4. Word Choice.</b> Depending on your purpose and audience, do you sound appropriately <b>formal</b> or <b>informal</b>, subjective or objective?</p> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.5 Writing Expository Essays—SE pp. 31–32</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Introduction</b></p> <p><b>Body</b></p> <p><b>3. Stay focused.</b></p> <ul style="list-style-type: none"> <li>Maintain a <b>formal style and objective tone</b> as you write.</li> </ul> <p><b>Chapter 4 Writing Workshops</b></p> <p>Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.</p> <ul style="list-style-type: none"> <li>Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Writing Strategies</b></p> <p>7. Establish a <b>formal style and objective tone.</b></p> <ul style="list-style-type: none"> <li>Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Draft Your Essay</b></p> <p><b>2. Body.</b> Use an objective tone, and maintain a <b>formal style</b> by avoiding slang and following the conventions of standard English.</p> <p style="text-align: center;"><i>continued</i></p> |

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 10.T.SS.2 Craft

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|--|---|
| <p style="text-align: center;"><i>continued</i></p> <p><b>10.T.SS.2.c</b> Use formal style when speaking or writing to establish credibility and tone. (C)</p> | <p style="text-align: center;"><i>continued</i></p> <p><u>DIGITAL RESOURCES*</u><br/><b>Chapters 1–16</b><br/><b>Portfolio Projects/Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Chapter 7 “Milestones in Civil Rights”<br/><i>Sample Instruction</i><br/><b>Write Like a Pro</b><br/>Writers of informative/explanatory texts aim to convey their information as clearly as possible and in a <b>formal style</b> and <b>objective tone</b>.</li> <li>Chapter 9 “Music, Music, Music!”<br/><i>Sample Instruction</i><br/><b>Step 6: Draft Your Review</b><br/>An effective argument has a <b>formal style</b> and an objective tone.</li> <li>Chapter 10 “Get Out There and Volunteer!”<br/><i>Sample Instruction</i><br/><b>Step 3: Define Your Audience</b><br/>Use a <b>formal style</b> and an <b>objective tone</b> to explain your project and how it will be managed.</li> <li>Chapter 11 “Women in Aviation”</li> <li>Chapter 12 “What Were You Thinking?”</li> <li>Chapter 13 “American Indian Leaders”<br/><i>Sample Instruction</i><br/><b>Step 3: Define Your Audience</b><br/>Make your biography interesting to high school American history students. It should be informative and factual (avoid opinion statements) with a <b>formal style</b> and objective tone.</li> <li>Chapter 14 “A Survey of American Art”<br/><i>Sample Instruction</i><br/><b>Step 6: Draft Your Review</b><br/>Write in a formal style with an objective tone.</li> </ul> |

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.1 Narrative Techniques

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|---|---|
| <p><b>10.T.T.1.a</b> Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p> <p><b>10.T.T.1.b</b> Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (I)</p> <p><b>10.T.T.1.c</b> Analyze and evaluate how a text’s theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p><b>10.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)</p> | <p><u>STUDENT EDITION</u><br/><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.4 Types of Paragraphs—SE pp. 28–30<br/><b>Descriptive</b> <ul style="list-style-type: none"> <li>Annotated Writing Model (SE p. 28)</li> </ul> <b>Narrative</b> <ul style="list-style-type: none"> <li>Annotated Writing Model (SE p. 29)</li> </ul> </li> </ul> <p><b>Chapter 4 Writing Workshops</b><br/>Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.</p> <ul style="list-style-type: none"> <li>Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52<br/><b>Annotated Writing Model:</b> from <i>No Ordinary Time</i><br/><b>Critical Thinking</b><br/><b>Build Your Vocabulary</b></li> </ul> <p><b>Student Writing Models</b><br/>Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.</p> <p><b>Narrative Essay</b></p> <ul style="list-style-type: none"> <li>Chapter 5 “Eighty-Eight Keys of Ego and Humility”—SE p. 96</li> <li>Chapter 8 “Thanksgiving at the Soup Kitchen”—SE p. 152</li> </ul> |

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.1 Narrative Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

STUDENT EDITION

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

*Sample Instruction*

**Writing for Different Purposes**

Write a descriptive paragraph about a place you loved as a child or a place that is special to you now.

Write a narrative paragraph about a race, contest, or competition

**Chapter 4 Writing Workshops**

Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.

- Lesson 4.1 Narrative Writing: Biographical Essay—SE pp. 48–52

*Sample Instruction*

**Writing Strategies**

1. Introduce your subject.
2. Use narrative techniques.
3. Think in chronological, or time, order.
4. Ask questions.
5. Reveal the significance.
6. Add relevant dialogue.
7. Wrap up concisely.

**Writing Hint**

**Choose a Subject**

**Plan Your Biographical Essay**

**Draft Your Biographical Essay**

**Revise Your Biographical Essay**

**Edit and Publish Your Biographical Essay**

DIGITAL RESOURCES\*

**Chapters 3, 15**

**Portfolio Project: Narrative**

- Chapter 3 “Aboard the Underground Railroad”

*Sample Instruction*

**Your Assignment** Write a historical narrative about an enslaved person escaping to the North via the Underground Railroad. Tell your story from the first-person point of view with one of the following as narrator: (1) a fugitive from slavery, (2) a “conductor” leading a group of enslaved people to freedom, or (3) a “station master” in one of the Underground Railroad’s safe houses. Write at least three pages.

**Step 1:** Initial Search

**Step 2:** Define Your Audience

**Step 3:** Plan Your Narrative

**Step 4:** Develop a Sequence of Events and Draft Your Narrative

**Write Like a Pro**

Professional writers are careful to choose precise words, phrases, and details that give readers a “you-are-there” sense of the action. Choose vivid action verbs and sensory language (see page 28) to help readers picture the narrator’s experiences.

**Step 5:** Revise, Edit, and Rewrite

**Step 6:** Publish Your Story

**Teacher’s Notes**

**Chapter Connection**

**Activities**

- Invite students to volunteer what they already know about the history of slavery in the United States. It’s a vast topic—have them suggest how to organize the information they come up with. (Among the headings students might suggest are the slave trade, westward expansion, the abolitionist movement, the Civil War, the Emancipation Proclamation, and Reconstruction.) Students might work in teams to explore one of these topics and share their factual information in brief reports.

**Check It Out!**

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.1 Narrative Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**10.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

#### Portfolio Project: Narrative; Informative/Explanatory

- Chapter 15 “Mapmaker, Mapmaker, Make Me a Map”

##### Sample Instruction

**Your Assignment** Choose a historic pioneering expedition from the past, such as the journeys of Marco Polo into Asia, Henry Stanley and Dr. David Livingstone into Africa, Christopher Columbus to North America, or Vitus Bering to Alaska. Or imagine a future trip by a space explorer. The trek you choose may have taken place as early as the crossing of Asians over the land bridge to Alaska or can be planned for far in the future, such as the first mapping of a distant planet. Keep a journal of your travels and draw a map of your journey. Write a minimum of four entries in your journal. Include descriptive notes about plants, animals, people (and/or extraterrestrial beings), and geological features you see on your journey.

#### Chapters 1–16

##### Writing Rubrics

- Convey Experience  
The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.2 Expository Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)

**10.T.T.2.b** Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)

**10.T.T.2.c** This progression ends in 5th grade.

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

#### STUDENT EDITION

#### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

##### Expository

- Annotated Writing Model (SE p. 29)

#### Chapter 4 Writing Workshops

Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.

- Lesson 4.4 Expository Writing: Cause-and-Effect Essay—SE pp. 67–73

**Annotated Writing Model:** “Evolution Shortens Tusks”

##### Critical Thinking

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85

**Annotated Writing Model:** “Opposition to Female Suffrage in the United States”

- Lesson 4.6 Practical Writing: Workplace Writing—SE pp. 86–90

**Annotated Writing Model:** Business Letter

##### Critical Thinking

- Lesson 4.7 Writing a Timed Essay—SE pp. 91–94

**Annotated Writing Model:** Untitled

##### Critical Thinking

#### Student Writing Models

Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.

##### Expository Essay

- Chapter 6 “Why Pi?”—SE p. 116
- Chapter 9 “The Greatest Athlete of All Time”—SE p. 172
- Chapter 11 “Youth Concerts”—SE p. 204

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.2 Expository Techniques

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS   | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10  |
|--|--|
| <p style="text-align: center;"><i>continued</i></p> <p><b>10.T.T.2.a</b> Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)</p> <p><b>10.T.T.2.b</b> Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)</p> <p><b>10.T.T.2.c</b> This progression ends in 5th grade.</p> | <p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>Chapter 12 “Breaking All Boundaries, Reaching New Heights”—SE p. 222</li> <li>Chapter 13 “Students ‘Sign Up’ for New Class”—SE p. 240</li> <li>Chapter 14 “Just Winging It: Future Dreams Take Flight”—SE p. 256</li> <li>Chapter 16 “County-Funded Program Sponsors Activities for Disabled Students”—SE p. 290</li> </ul> <p><b>Research Paper</b></p> <ul style="list-style-type: none"> <li>Chapter 7 “Beyond Legend: Arthur Reconsidered”—SE p. 136</li> <li>“Chapter 15 “Six Lanes, Five Miles, a Decade of Controversy: The Construction of the Massachusetts Turnpike Extension Through the City of Newton”—SE p. 276”</li> </ul>   |
| <p><b>10.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)</p> <p style="text-align: center;"><i>continued</i></p>  | <p><b>STUDENT EDITION</b></p> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.4 Types of Paragraphs—SE pp. 28–30</li> </ul> <p><i>Sample Instruction</i></p> <p><b>Expository</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> </ul> <p><b>Writing for Different Purposes</b></p> <ul style="list-style-type: none"> <li>Write an expository paragraph giving information about your school, your community, an invention, a sports figure, a person in the arts, or a person involved in civic affairs.</li> </ul> <li>Lesson 2.5 Writing Expository Essays—SE pp. 31–32</li> <p><i>Sample Instruction</i></p> <p><b>Introduction</b></p> <p><b>Body</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> </ul> <ol style="list-style-type: none"> <li>Turn main ideas into paragraphs.</li> <li>Organize your ideas.</li> <li>Stay focused.</li> </ol> <p><b>Writing a Thesis, or Claim</b></p> <p><b>Writing an Introduction and a Conclusion</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapters 2, 6, 7, 11, 12, 13, 14, 15, 16</b></p> <p><b>Portfolio Projects: Informative/Explanatory</b></p> <ul style="list-style-type: none"> <li>Chapter 1 “Lights! Camera! Action!”</li> <li>Chapter 2 “MedNews: Medicine Surges Ahead”</li> <li>Chapter 4 “First Ladies: Making an Impact”</li> <li>Chapter 6 “Architraves and Flying Buttresses”</li> <li>Chapter 7 “Milestones in Civil Rights”</li> <li>Chapter 8 “Through a Poet’s Eyes”</li> <li>Chapter 11 “Women in Aviation”</li> </ul> <li>Chapter 12 “What Were You Thinking?”</li> <p><i>Sample Instruction</i></p> <p><b>Your Assignment</b> Investigate inventions from times past. You might search no further than the light bulb or the first computer. Once you have found the invention that most interests you, imagine an interview with its inventor. Develop ten questions and answers to explain how the inventor came up with his or her brilliant idea.</p> <p><b>Step 1:</b> Initial Search</p> <p><b>Step 2:</b> Focus Your Search</p> <p><b>Step 3:</b> Define Your Audience</p> <p><b>Step 4:</b> Brainstorm Questions</p> <p style="text-align: center;"><i>continued</i></p> |

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DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**10.T.T.2.d** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

**Write Like a Pro**

When you describe the invention and its inventor, try to use lively and accurate degrees of comparison. For example, "This invention is the best, greatest, wackiest, or \_\_\_\_\_ ever to have been invented." Be sure you can support your claim with reasons why it is the best, greatest, and so on. Avoid using clichés or unimaginative adjectives and adverbs, such as interesting, very, great, and terrific,

**Step 5:** Organize Your Ideas and Draft Your Interview

**Step 6:** Revise, Edit, and Rewrite

**Step 7:** Publish Your Work

**Teacher's Notes**

**Chapter Connection**

**Activities**

- Generate a discussion on what students believe is truly the most important invention in the history of the world. Insist that students support their opinions with specific facts and reasons.

**Check It Out!**

- Chapter 13 "American Indian Leaders"
- Chapter 14 "A Survey of American Art"
- Chapter 16 "The Art and the—Ouch!—Power of Political Cartoons"

**Chapters 1–16**

**Writing Rubrics**

- Informative/Explanatory Writing  
The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**10.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)

**10.T.T.3.b** Analyze the use of rhetorical appeals; identify fallacies in a text. (I)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

STUDENT EDITION

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

**Sample Instruction**

**Persuasive**

- Annotated Writing Model

**Chapter 4 Writing Workshops**

Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.

- Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60

**Annotated Writing Model:** "The Benefits of Zoos and Aquariums"

**Critical Thinking**

- Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66

**Annotated Writing Model:** "E. E. Cummings and Cubism"

**Critical Thinking**

**Student Writing Model**

Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.

**Persuasive Essay**

- Chapter 10 "Community Service Requirement Can Benefit Students"—SE p. 188

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

**10.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C)  
**10.T.T.3.d** Integrate multiple rhetorical devices or appeals strategically. (C)

**STUDENT EDITION**

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs—SE pp. 28–30

**Sample Instruction**

**Persuasive**

- Begin with a sentence that is an attention grabber.
- Include a thesis statement, or claim, that clearly expresses your point of view.
- Supply reasons and other evidence (facts, statistics, anecdotes, quotations) to support your opinion.
- Arrange the supporting details in order of importance—from most to least important, or the reverse.
- Include a call to action that tells the reader what to do.
- Annotated Writing Model

**Writing for Different Purposes**

- Write a persuasive paragraph for or against tougher licensing standards for beginning drivers.

**Chapter 4 Writing Workshops**

Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.

- Lesson 4.2 Persuasive Writing: Editorial—SE pp. 53–60

**Sample Instruction**

**Writing Strategies**

1. Present your opinion clearly in your claim.
2. State reasons for your claim.
3. Support your reasons with relevant evidence.
4. Use emotional appeals sparingly.
5. Anticipate and refute counterarguments.
6. Include transitions.
7. Establish a formal style and objective tone.
8. End with a call to action.

**Write What You Think**

For **Write What You Think**, students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program. Many of the assignments include a note to practice a recently studied writing skill.

- SE pp. 100, 110, 122, 128, 134, 142, 154, 162, 164, 168, 178, 190, 206, 214, 226, 232, 248

**Sample Assignment**

On a separate piece of paper, write a paragraph proposing one change in policy at your school that you believe will decrease the incidence of violence, vandalism, aggression, drug use, or any other unwanted behavior. Address your proposal to the school board, and make it as persuasive as you can. Support your proposal with reasons and evidence. Be sure to revise and edit your writing. (SE p. 162)

*continued*

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.3 Argumentative Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**10.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C)

**10.T.T.3.d** Integrate multiple rhetorical devices or appeals strategically. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

**DIGITAL RESOURCES\***

**Chapters 8, 9, 10**

**Portfolio Projects: Argument**

- Chapter 9 “Music, Music, Music!”
- Chapter 10 “Get Out There and Volunteer!”

**Sample Instruction**

**Your Assignment** Investigate places where you could volunteer your time. Consider all the options: community needs, personal interests, and various organizations. Then write a proposal to fund a new volunteer project.

Work with three or four other students to plan a new volunteer project for your community. You'll have to figure out what the project is, how much money you'll need to run it, what you'll use the money for, and how many volunteers will be needed. Write a two- or three-page proposal to explain your project and why it should be funded.

**Step 1:** Initial Search

**Step 2:** Focus Your Search

**Step 3:** Define Your Audience

**Write Like a Pro**

Professional writers know that persuasive writing uses both logical and emotional appeals—and that often the emotional appeals are more convincing. Amid all the facts and figures in your proposal, be sure to appeal to the audience's feelings. For example, suppose you are trying to get high school students to contribute money to your project. You might write: “At the Oakdale Soup Kitchen, we will provide a complete dinner for twenty-five hungry people for just the cost of one trip to the movies. Yes, twenty-five people can be fed with a gift of only \$12.50.”

**Step 4:** Organize Your Ideas and Draft Your Proposal

**Step 5:** Revise, Edit, and Rewrite

**Step 6:** Publish Your Work

Have each team present its proposal to the class. Have students ask questions about the plan and evaluate its potential.

**Teacher's Notes**

**Chapter Connection**

**Activities**

- Assign a one-paragraph essay on the topic, “What is humanity?” Have students read their essays aloud to the class and discuss various student ideas about what humanity means. Invite students to work in pairs or small groups to create posters that depict their ideas.

**Check It Out!**

**Chapters 1–16**

**Writing Rubrics**

- Persuade  
The rubric features a checklist of descriptors for three levels of argument writing: Excellent, Average, and Poor.



DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

**10.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)

STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66  
In a literary analysis, you discuss one or more of the elements or features of the poem. These elements include form, the manner or style of literary composition; sound devices such as rhythm, rhyme, assonance, alliteration, and consonance; the speaker; the setting; and the language, including figurative language, symbolism, imagery, and connotations. You might also discuss what a poem means or what it reflects about the poet.

*Sample Instruction*

**Annotated Writing Model:** “E. E. Cummings and Cubism”

Critical Thinking

**Writing Strategies**

1. **Choose a poem.**
2. **Decide on a focus.**
  - Sound
  - Speaker
  - Form
  - Figurative Language
  - Other Uses of Language
  - Theme (Meaning)
3. **Prewrite.**
4. **Write your draft.**
5. **Write the introduction.**
6. **Write the body.**
7. **Write the conclusion.**

**Writing Hint**

TEACHER'S EDITION

**Differentiating Instruction**

- Chapter 4 Teaching Notes: Chapter Vocabulary/English Learners/Striving Learners—TE T32

*Sample Instruction*

- Pronounce, define, and discuss *sound*, *alliteration*, *speaker*, *form* (i.e., *haiku*), *figurative language* (*metaphor*, *simile*), *imagery*, *symbols*, and *theme*.

DIGITAL RESOURCES\*

**Chapters 1–16**

**Portfolio Projects/Teacher Notes**

- Chapter 8 “Through a Poet’s Eyes”

*Sample Instruction*

**Your Assignment**

Choose a contemporary poet to investigate. Among the poets you might consider are Maya Angelou, Ogden Nash, Carl Sandburg, Octavio Paz, E. E. Cummings, James Wright, Gabriela Mistral, Naomi Shihab Nye, Langston Hughes, Galway Kinnell, Marge Piercy, or any other poet your teacher approves. Then choose one poem by that poet and write a two-page literary analysis. Discuss the topic of the poem, its meaning, and how the poet uses language.

**10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)

DIGITAL RESOURCES\*

**Chapters 1–16**

**Portfolio Projects/Teacher Notes**

- Chapter 4 “First Ladies: Making an Impact”

*Sample Instruction*

**Teacher’s Notes**

**Activities**

Have each student write an original short story or poem about the First Lady who is the topic of his or her Biography Board.

*continued*

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 10.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

*continued*

**10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)

*continued*

see also **GRAMMAR FOR WRITING eBook — Grade 8**

**DIGITAL RESOURCES\***

### Chapter 2 Writing Effective Paragraphs and Essays

#### Instruction & Practice

- Lesson 2.8 Figurative Language  
**Exercise 3: Writing a Poem**

### Chapter 8

#### Instruction & Practice

- Writing Application: Poem

##### *Sample Instruction*

**Poems** contain words that are carefully chosen for their meaning, the way they look and sound, and the feelings they evoke in readers. Poems can take different shapes and use different techniques.

##### **Poems .**

often evoke feelings  
contain striking images and details that appeal to the senses  
may include stanzas, or groups of lines  
may have a variety of musical sounds  
may have a specific form, such as a sonnet

##### **Key Features**

**Task:** Write a free-verse poem about something or someone you have seen.

**Purpose:** Describe a person, an animal, an object, or an event.

**Audience:** Your family members and friends.

##### **Find a Subject**

##### **Choose Your Words Carefully**

##### **Use Your Imagination**

##### **Writing Checklist**

*additional support*

**DIGITAL RESOURCES: TEACHER EDITION**

### Overview

- Differentiating Instruction Charts: Chapter 2—p. T30
  - Help students identify common figures of speech that use simile, metaphor, or personification.
- Differentiating Instruction Charts: Chapter 8—p. T36
  - Define the different kinds of sound devices, and recite examples.
  - Review *metaphor*, *simile*, *denotation*, and *connotation*.

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

## 10.T.RA.1 Research & Inquiry

| GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS  | GRAMMAR FOR WRITING: NEW EDITION — GRADE 10   |
|---|---|
| <p><b>10.T.RA.1.a</b> Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)</p> <p><b>10.T.RA.1.b</b> Use analytical findings to support a research question or thesis, citing appropriately. (I)</p> | <p><u>STUDENT EDITION</u><br/><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85</li> </ul> <p><b>Sample Instruction</b><br/>A <b>research paper</b> is based on a thorough investigation of a limited topic, often a specific question or problem.</p> <p>In an <b>original research</b> paper, you not only write a paper but also conduct the research that forms its basis. You might formulate a question that you can answer through observation and analysis.</p> <p><b>Annotated Writing Model</b><br/><b>Writing Strategies</b></p> <ol style="list-style-type: none"> <li><b>Choose and limit a topic.</b></li> <li><b>Find a variety of print and digital sources.</b> <ul style="list-style-type: none"> <li>Primary source</li> <li>Secondary source</li> </ul> </li> <li><b>Write a thesis statement, or claim, and organize your ideas.</b></li> </ol> |
| <p><b>10.T.RA.1.c</b> Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format. (C)</p>  | <p><u>STUDENT EDITION</u><br/><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85</li> </ul> <p><b>Sample Instruction</b><br/><b>Annotated Writing Model</b><br/><b>Writing Strategies</b></p> <ol style="list-style-type: none"> <li><b>Record your sources.</b> <ul style="list-style-type: none"> <li>Sample Source Card</li> </ul> </li> <li><b>Take notes.</b> <ul style="list-style-type: none"> <li>Summarize It</li> <li>Quote It</li> <li>Paraphrase It</li> <li>Sample Note Card</li> </ul> </li> </ol>  |

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

## 10.T.RA.2 Curating Sources & Evidence

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 10

**10.T.RA.2.a** Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)

**10.T.RA.2.b** Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)

**10.T.RA.2.c** Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. (C)

**STUDENT EDITION**

**Chapter 4 Writing Workshops**

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85

*Sample Instruction*

**Annotated Writing Model**

**Writing Strategies**

**3. Find a variety of print and digital sources.**

- Primary source
- Secondary source

**4. Evaluate your sources.**

Before you take a single note, take a close look at your sources. If you have a timely topic, such as strides toward equal pay for women, don't use outdated sources. Even if you are researching something historic (the role of women during the Roman Empire, for example), remember that newer sources reflect the most timely, up-to-date viewpoints and research. Look at each author's credentials, too.

For sources on the Internet, be especially careful. Anyone can post information on a Web page; no publisher decides its worth; no one corrects it; no one, in many cases, makes sure it is accurate or fair. Your best bet is a .gov (government) site. Check government sites for all kinds of statistical information, including population and other census data.

**5. Record your sources.**

- Sample Source Card

**8. Document your sources.**

A research paper shows where your 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.

Developed by the **Modern Language Association (MLA)**, this method is shown in the sample research paper on pages 75–78. In this method, the author's name and the page number in the source appear in parentheses after each quotation. This abbreviated citation is a reference to the **Works Cited** list at the end of the paper, which gives complete information about each source.