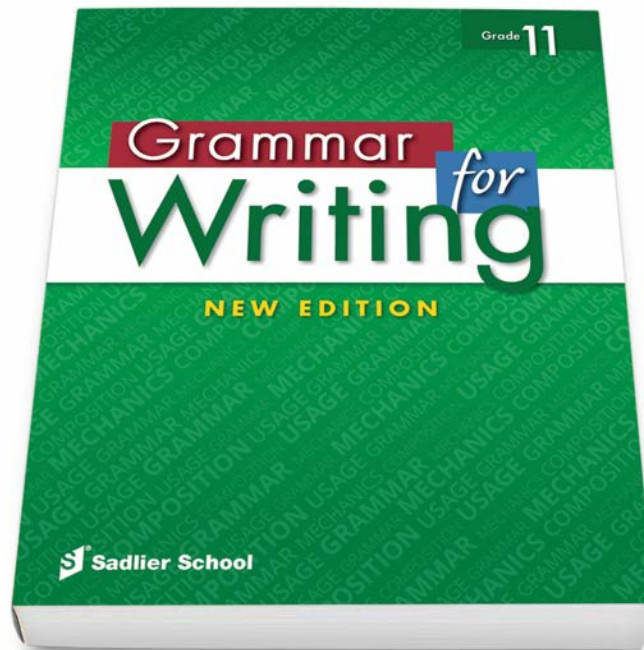


# Grammar for Writing

New Edition

Correlation to Georgia’s Standards for English Language Arts

**Grade 11**



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

## 11.P.EICC.4 Writing Processes

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

- 11.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 11.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)
- 11.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 11.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 11.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)
- 11.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)
- 11.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)
- 11.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

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### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.1 Prewriting: Gathering Ideas—SE pp. 9–12
  - Writer's Notebook
  - Writing Model
  - Brainstorming
  - Writing Model
  - Freewriting
  - Writing Model
  - Clustering (Mapping/Webbing)
  - Writing Model
  - What If? Questions
  - Writing Model
  - Generating Topic Ideas
  - Narrowing a Topic
  - Deciding on Purpose and Audience
  - Collecting Details
- Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–14
  - Use Prewriting Notes to Create an Outline
  - Writing Model
  - Consider Word Choice, Audience, Purpose
  - Drafting Strategies
  - Writing Model
- Lesson 1.3 Revising—SE pp. 15–17
  - Revising Strategies
  - Ideas and Unity
  - Organization and Coherence
  - Sentence Variety
  - Word Choice
  - Annotated Writing Model
  - Revising an Editorial
  - Working with a Writing Partner
- Lesson 1.4 Editing and Proofreading—SE pp. 18–20
  - Editing Questions
  - Spelling
  - Capitalization
  - Punctuation
  - Sentence Correctness
  - Verbs
  - Pronouns
  - Usage
  - Proofreading Symbols
  - Publishing Suggestions
  - Written Words
  - Spoken Words
  - Multimedia
  - Proofreading Paragraphs
  - Creating an Editing and Proofreading Exercise
  - Publishing Your Portfolio

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

## 11.P.EICC.4 Writing Processes

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

*continued*

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

**11.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)

**11.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)

**11.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)

**11.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)

**11.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)

**11.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)

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

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### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

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#### 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: Personal Narrative—SE pp. 53–57
- Lesson 4.2 Persuasive Writing—SE pp. 58–63
- Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64–68
- Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69–73

Sometimes in an essay, you identify a problem and offer one or more possible solutions.

#### Sample Instruction

Annotated Professional Writing Model: "Saving Earth's Coral Reefs"  
Critical Thinking

Build Your Vocabulary

Writing Strategies

- Identify a problem.
- Gather information.
- Build your case.
- Make an outline.
- Address any anticipated resistance.
- Connect ideas.

Choose a Topic

Gather and Organize Information

Organize and Draft Your Essay

- Identify and define the problem.
- Develop the topic thoroughly.
- Use transitions and precise language.
- Maintain a formal style and objective tone.
- Present your proposed solution.
- Conclude your case.

Revise Your Essay

Edit and Publish Your Essay

- Lesson 4.5 Writing About Literature: Analyzing Drama—SE pp. 74–77
- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88
- Lesson 4.7 Writing a Timed Essay—SE pp. 89–92

#### 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 1 Starting a Writer's Notebook, p. 12; Exercise 2 Exploring a Topic with Freewriting, p. 12; Exercise 3 Thinking of Topic Ideas, p. 12; Exercise 4 Narrowing a Topic, p. 12; Exercise 4 Gathering Supporting Details, p. 12; Exercise 1 Choosing a Topic Sentence, p. 23; Exercise 1 Get Started, p. 56; Exercise 2 Plan Your Personal Narrative, p. 56; Exercise 6 Choose a Topic, p. 61; Exercise 7 State Your Claim, p. 62; Exercise 8 Support Your Claim, p. 62; Exercise 11 Choose a Subject, p. 67; Exercise 12 Explore the Subject and Develop Your Opinion, p. 67; Exercise 13 State Your Opinion and Organize Ideas, p. 68; Exercise 17 Choose a Topic, p. 71; Exercise 18 Gather and Organize Information, p. 72; Exercise 22 Prewriting: Choose a Play, p. 76; Exercise 23 Prewriting: Develop a Claim, p. 76; Exercise 27 Prewriting: Choose a Limited Topic, p. 86; Exercise 28 Prewriting: Gather Information, p. 87; Exercise 29 Prewriting: Develop an Outline, p. 87; Exercise 34 Read the Prompt Carefully, p. 91; Exercise 35 Prewrite: Focus, Gather, and Organize Ideas, p. 92; Exercise 36 Prewrite: Claim, p. 92

#### Initial Draft/Writing

**Lesson Exercises:** Exercise 5 Drafting a Paper, p. 14; Exercise 5 Writing a Coherent, Unified Paragraph, p. 29; Exercise 6 Writing a Paragraph from Notes, p. 29; Exercise 7 Writing for Different Purposes, p. 32; Exercise 8 Drafting an Introduction, p. 34; Exercise 9 Writing Body Paragraphs Based on Notes, p. 35; Exercise 10 Drafting a Conclusion, p. 35; Exercise 2 Writing a Paragraph with Varied Sentences, p. 38; Exercise 9 Combining Sentences,

*continued*

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

## 11.P.EICC.4 Writing Processes

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

*continued*

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

**11.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)

**11.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)

**11.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)

**11.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)

**11.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)

**11.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)

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

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### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

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#### Initial Draft/Writing (continued)

p. 45; Exercise 3 Draft Your Personal Narrative, p. 57; Exercise 9 Draft Your Essay, p. 63; Exercise 14 Draft Your Critical Review, p. 68; Exercise 19 Organize and Draft Your Essay, p. 72; Exercise 24 Organize and Draft Your Essay, p. 77; Exercise 30 Write a First Draft with Documentation, p. 88; Exercise 37 Write Your Essay, p. 92; Exercise 4 Writing with Pronouns, p. 98; Write What You Think, p. 98; Exercise 9 Writing with Adjectives, p. 102; Exercise 12 Writing with Adverbs, p. 104; Exercise 16 Writing with Prepositions, p. 106; Exercise 18 Writing with Interjections, p. 108; Write What You Think, p. 108; Write What You Think, p. 116; Exercise 4 Writing Complete Sentences, p. 118; Exercise 12 Writing with Direct and Indirect Objects, p. 126; Write What You Think, p. 126; Write What You Think, p. 128; Exercise C Writing Complete Sentences, p. 131; Write What You Think, p. 132; Write What You Think, p. 138; Exercise 6 Writing with Participles, p. 140; Exercise 8 Writing Sentences with Gerunds and Gerund Phrases, p. 142; Write What You Think, p. 142; Exercise 10 Writing Sentences with Infinitives and Infinitive Phrases, p. 144; Write What You Think, p. 144; Write What You Think, p. 148; Exercise 3 Writing a Family Narrative, p. 152; Exercise 6 Writing from Experience, p. 154; Exercise 13 Writing with a Variety of Sentence Structures, p. 160; Exercise 15 Writing Sentences with Parallel Structure, p. 162; Write What You Think, p. 162; Exercise B Writing Complete Sentences, p. 167; Exercise 6 Writing Sentences with Irregular Verbs, p. 176; Exercise 10 Writing with the Passive and Active Voice, p. 180; Write What You Think, p. 180; Exercise 7 Writing a Description, p. 194; Exercise 8 Writing a Paragraph, p. 194; Exercise 10 Writing Complete Sentences, p. 196; Exercise 11 Writing a Description, p. 196; Exercise C Writing Complete Sentences, p. 202; Write What You Think, p. 202; Write What You Think, p. 206; Exercise 4 Writing Sentences with Object Pronouns, p. 208; Exercise 3 Writing a Travel Advertisement, p. 224; Exercise 6 Writing Sentences with Comparisons, p. 225; Write What You Think, p. 226; Exercise C Writing Sentences with Comparisons and Clear Modifiers, p. 236; Exercise 2 Writing an Expository Paragraph, p. 242; Exercise 6 Writing Sentences with Commas, p. 246; Exercise 2 Writing a Travel Diary Entry, p. 260; Write What You Think, p. 262; Exercise 5 Writing a Journal Entry, p. 264; Exercise 8 Writing a Dialogue, p. 267; Exercise 2 Writing Sentences, p. 280; Exercise 4 Writing About Research, p. 282; Exercise B Writing Sentences, p. 289; Exercise D Writing a Paragraph, p. 290; Exercise 8 Writing with Plural Nouns, p. 300; Exercise D Writing Plurals, p. 304

#### Revising and Rewriting

**Lesson Exercises:** Exercise 1 Varying Sentence Beginnings, p. 37; Exercise 11 Revising Sentences, p. 48; Exercise 12 Revising a Paragraph to Eliminate Wordiness, p. 48; Revising and Editing Worksheet 1, p. 49; Revising and Editing Worksheet 2, p. 50; Revising and Editing Worksheet 3, p. 51; Exercise 10 Revise, Proofread, and Publish, p. 63; Exercise 20 Revise Your Essay, p. 73; Exercise 31 Revise Your Draft, p. 88; Exercise 38 Revise and Proofread Your Essay, p. 92; Exercise 6 Revising a Paragraph, p. 100; Exercise 8 Revising Sentences to Add Information, p. 102; Exercise 15 Revising Sentences, p. 106; Revising and Editing Worksheet, p. 110; Exercise B Revising a Business Letter, p. 111; Exercise C Revising a Personal Narrative, p. 112; Revising and Editing Worksheet, p. 130; Revising and Editing Paragraphs, p. 132; Revising and Editing Worksheet 1, p. 145; Revising and Editing Worksheet 2, p. 146; Revising and Editing Worksheet 1, p. 163; Revising and Editing Worksheet 2, p. 164; Exercise 2 Revising a Journal Entry, p. 172; Revising and Editing Worksheet 1, p. 183; Revising and Editing Worksheet 2, p. 184; Exercise C Revising a Paragraph, p. 186; Revising and Editing Worksheet 1, p. 199; Revising and Editing Worksheet 2, p. 200; Revising and Editing Worksheet 1, p. 217; Revising and Editing Worksheet 2, p. 218; Exercise 12 Revising a Paragraph, p. 232; Revising and Editing Worksheet 1, p. 233; Revising and Editing Worksheet 2, p. 234; Exercise D Revising a Paragraph, p. 236; Exercise 5 Revising Sentences, p. 246; Exercise 8 Revising Sentences, p. 248; Exercise C Revising Sentences, p. 256

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

## 11.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

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

**11.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)

**11.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)

**11.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)

**11.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)

**11.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)

**11.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)

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

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### Editing and Proofreading

**Lesson Exercises:** Exercise 8 Proofreading a Paragraph, p. 19; Exercise 5 Combining Sentences with Adjective Clauses, p. 42; Exercise 6 Combining Sentences with Adverb Clauses, p. 42; Revising and Editing Worksheet 1, p. 49; Revising and Editing Worksheet 2, p. 50; Revising and Editing Worksheet 3, p. 51; Exercise 10 Revise, Proofread, and Publish, p. 63; Exercise 21 Edit and Publish Your Essay, p. 73; Exercise 32 Edit and Proofread Your Paper, p. 88; Exercise 38 Revise and Proofread Your Essay, p. 92; Revising and Editing Worksheet, p. 110; Exercise 6 Editing for Fragments, p. 120; Exercise 9 Correcting Run-on Sentences, p. 124; Revising and Editing Worksheet, p. 130; Revising and Editing Paragraphs, p. 132; Exercise 2 Combining Sentences with Appositives, p. 137; Exercise 3 Writing Sentences with Appositives, p. 138; Revising and Editing Worksheet 1, p. 145; Revising and Editing Worksheet 2, p. 146; Revising and Editing Worksheet 1, p. 163; Revising and Editing Worksheet 2, p. 164; Exercise C Editing Sentences to Create Parallel Structure, p. 166; Exercise 4 Editing a Paragraph, p. 174; Exercise 8 Making Verb Tenses Consistent, p. 178; Revising and Editing Worksheet 1, p. 183; Revising and Editing Worksheet 2, p. 184; Exercise 2 Proofreading a Paragraph, p. 190; Exercise 5 Proofreading a Paragraph, p. 192; Revising and Editing Worksheet 1, p. 199; Revising and Editing Worksheet 2, p. 200; Exercise B Proofreading a Paragraph, p. 201; Exercise 2 Editing a Paragraph, p. 206; Exercise 6 Editing a Paragraph, p. 210; Exercise 9 Editing Sentences, p. 212; Exercise 11 Editing Sentences, p. 214; Exercise 14 Editing a Paragraph, p. 216; Revising and Editing Worksheet 1, p. 217; Revising and Editing Worksheet 2, p. 218; Exercise 1 Proofreading a Paragraph, p. 224; Exercise 4 Editing Sentences, p. 225; Exercise 5 Editing a Paragraph, p. 225; Exercise 8 Proofreading a Paragraph, p. 228; Exercise 9 Editing Sentences, p. 229; Exercise 10 Editing a Scene from a Play, p. 230; Exercise 11 Editing Sentences, p. 231; Revising and Editing Worksheet 1, p. 233; Revising and Editing Worksheet 2, p. 234; Exercise 1 Proofreading a Paragraph, p. 242; Exercise 3 Proofreading Sentences, p. 243; Exercise 4 Proofreading a Paragraph, p. 244; Exercise 7 Proofreading Sentences, p. 248; Exercise 10 Proofreading a Friendly Letter, p. 250; Editing and Proofreading Worksheet 1, p. 253; Editing and Proofreading Worksheet 2, p. 254; Exercise A Proofreading Dialogue, p. 255; Exercise D Proofreading a Paragraph, p. 256; Exercise 4 Editing a Log, p. 263; p. 256; Exercise 6 Punctuating Sentences, p. 266; Exercise 9 Punctuating Dialogue, p. 268; Exercise 11 Correcting Apostrophes, p. 270; Exercise 12 Using Hyphens, Dashes, Parentheses, and Brackets, p. 272; Editing and Proofreading Worksheet 1, p. 273; Editing and Proofreading Worksheet 2, p. 274; Exercise A Using Colons and Semicolons, p. 275; Exercise B Using Italics and Quotation Marks, p. 275; Exercise C Adding Punctuation to Dialogue, p. 276; Exercise 1 Proofreading Sentences, p. 280; Exercise 3 Proofreading a Paragraph, p. 281; Exercise 6 Proofreading Sentences, p. 284; Exercise 8 Proofreading a Paragraph, p. 285; Editing and Proofreading Worksheet 1, p. 287; Editing and Proofreading Worksheet 2, p. 288; Exercise A Proofreading Sentences, p. 289; Exercise C Proofreading a Paragraph, p. 290; Exercise 1 Using a Dictionary to Check Spelling, p. 294; Exercise 2 Using a Dictionary, p. 294; Exercise 4 Proofreading a Newsletter, p. 296; Editing and Proofreading Worksheet 1, p. 301; Editing and Proofreading Worksheet 2, p. 302; Exercise A Proofreading a Letter, p. 303; Exercise B Using a Dictionary, p. 303; Exercise A Using Commas and End Marks Correctly, p. 305; Exercise A Using Commas and End Marks Correctly, p. 305; Exercise B Adding Punctuation to Dialogue, p. 305; Exercise C Proofreading a Paragraph, p. 305; Exercise D Using a Dictionary to Check Spelling, p. 306

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

## 11.P.EICC.4 Writing Processes

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

*continued*

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

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**11.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)

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**11.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)

**11.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)

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

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

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#### 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 “Speeches That Changed History”

#### Sample Instruction

**Your Assignment** Read (and/or listen to) some of the greatest speeches ever given; read at least three. Read the words. Think about why the speech was given. Then choose an issue such as pollution, health care, government waste, or education. Choose one side of the issue and write an argument that persuades listeners to agree with your opinion on the issue.

#### Step 1: Initial Search

#### Step 2: Focus Your Search

#### Step 3: Define Your Audience and Purpose

#### Step 4: Plan Your Argument and Develop an Outline

#### Composition Connection

Chapter 1 in *Grammar for Writing*, Grade 11, pages 9–17 provides many suggestions on ways to organize your ideas, write and edit drafts, and polish your work. You will also find useful strategies for persuasive writing on page 32 and on pages 60–61.

#### Write Like a Pro

Writing a speech is very different from writing an article. Listeners cannot reread a speech. Professional speechwriters often repeat key words and phrases to make their points. Use parallel structure (see pages 161–162) in repeated words and phrases.

#### Step 5: Draft Your Speech

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

#### Step 7: Publish Your Work

#### Teacher's Notes

#### Chapter Connection

#### Activities

- Brainstorm topics that affect your region, city, or state. Once you have a considerable list, prioritize the topics. Have students work in pairs or small groups to write a speech expressing their opinion on the topic.

#### Check It Out!

- Chapter 2 “Along the Amazon”
- Chapter 3 “Eyewitness Report: Surviving a Disaster”
- Chapter 4 “Women at War”
- Chapter 5 “Head for the Pole!”
- Chapter 6 “The Golden Age of Greece”
- Chapter 7 “On the Trail”
- Chapter 8 “Why Labor Unions?”
- Chapter 9 “Sifting Through the Past”
- Chapter 10 “I Write of the South...”
- Chapter 11 “Doochiekeys and Thingamabobs”
- Chapter 12 “Musician of the Century”
- Chapter 13 “An Auspicious Species”
- Chapter 14 “Best Bets for Travelers”
- Chapter 15 “The Noble Nobel”
- Chapter 16 “For Women, a Magazine for Young Women”

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

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

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

**GRAMMAR FOR WRITING: NEW EDITION — GRADE 11**

**11.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)

**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: Personal Narrative—SE pp. 53-57  
**Critical Thinking**
- Lesson 4.2 Persuasive Writing—SE pp. 58-63  
**Critical Thinking**  
Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64-68  
**Critical Thinking**
- Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69-73  
**Critical Thinking**
- Lesson 4.5 Writing About Literature: Analyzing Drama—SE pp. 74-77  
**Critical Thinking**
- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78-88
- Lesson 4.7 Writing a Timed Essay—SE pp. 89-92  
Critical Thinking

**Student Writing Models**

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

- Chapter 5 "In War and in Peace"—SE p. 94
- Chapter 6 "The Earthquake"—SE p. 114
- Chapter 7 "Sunday Soccer Clinic"—SE p. 134
- Chapter 8 "New Sports Policy a Boon for Athletes"—SE p. 150
- Chapter 9 "'Grounds' Brews a Delicious, Earful Experience"—SE p. 170
- Chapter 10 "Twin Titans"—SE p. 188
- Chapter 11 "Team Captain"—SE p. 204
- Chapter 12 "Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed"—SE p. 222
- Chapter 13 "Student Thrives with Disability"—SE p. 240
- Chapter 14 "One Teen Can Make a Difference"—SE p. 258
- Chapter 15 "In the Corps Now: Why I Am Set to Become a Marine"—SE p. 278
- Chapter 16 "Julia Morgan: Blueprint for Social Change"—SE p. 292

**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

**11.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 1.2 Organizing the Ideas and Drafting—SE pp. 13-14  
**Word Choice**
- Lesson 1.3 Revising—SE pp. 15-17  
**Word Choice**

**Chapter 4 Writing Workshops**

- Lesson 4.2 Persuasive Writing—SE pp. 58-63

**Writing Hint**

Carefully consider your word choice, style, and tone.

- Identify your audience.
- Establish and maintain a formal style.
- Use an objective tone.



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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.P.AC.1.c</b> 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)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 3 Writing Effective Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.1 Varying Sentence Beginnings, Structures, and Lengths—SE pp. 37–38</li> <li>• Lesson 3.2 Combining Sentences: Using Conjunctions—SE pp. 39–40</li> <li>• Lesson 3.3 Combining Sentences: Using Subordinate Clauses—SE pp. 41–42</li> <li>• Lesson 3.4 Combining Sentences: Inserting Phrases—SE pp. 43–44</li> <li>• Lesson 3.5 Eliminating Short, Choppy Sentences—SE pp. 45–46</li> <li>• Lesson 3.6 Eliminating Wordiness—SE pp. 47–48</li> </ul>
<p><b>11.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><u>STUDENT EDITION</u> <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. 22–23</li> <li>• Lesson 2.2 Elaborating with Supporting Details—SE pp. 24–25</li> <li>• Lesson 2.3 Organization and Coherence—SE pp. 26–29</li> <li>• Lesson 2.4 Purpose—SE pp. 30–32</li> <li>• Lesson 2.5 Writing Essays—SE pp. 33–35</li> </ul>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.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 style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> <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 ith steps of the writing process.</p> <ul style="list-style-type: none"> <li>• Lesson 4.1 Narrative Writing: Personal Narrative—SE pp. 53–57</li> <li>• Lesson 4.2 Persuasive Writing—SE pp. 58–63</li> <li>• Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64–68</li> <li>• Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69–73</li> <li>• Lesson 4.5 Writing About Literature: Analyzing Drama—SE pp. 74–77</li> <li>• Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88</li> <li>• Lesson 4.7 Writing a Timed Essay—SE pp. 89–92</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p style="text-align: center;"><i>continued</i></p> <p><b>11.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 style="text-align: center;"><i>continued</i></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapters 1-16</b></p> <p><b>Portfolio Project</b>  <b>Portfolio Projects</b> are multiple-step assignments designed to give students further practice with research, writing, grammar, usage, and mechanics.</p> <ul style="list-style-type: none"> <li>• Chapter 1 “The Harlem Renaissance”</li> <li>• Chapter 2 “Along the Amazon”</li> <li>• Chapter 3 “Eyewitness Report: Surviving a Disaster”</li> <li>• Chapter 4 “Women at War”</li> <li>• Chapter 5 “Head for the Pole!”</li> <li>• Chapter 6 “The Golden Age of Greece”</li> <li>• Chapter 7 “On the Trail”</li> <li>• Chapter 8 “Why Labor Unions?”</li> <li>• Chapter 9 “Sifting Through the Past”</li> <li>• Chapter 10 “I Write of the South...”</li> <li>• Chapter 11 “Doohickeys and Thingamabobs”</li> <li>• Chapter 12 “Musician of the Century”</li> <li>• Chapter 13 “An Auspicious Species”</li> <li>• Chapter 14 “Best Bets for Travelers”</li> <li>• Chapter 15 “The Noble Nobel”</li> <li>• Chapter 16 “For Women, a Magazine for Young Women”</li> </ul>
<p><b>11.P.AC.2.b</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)</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>  <b>Revising Strategies</b></p> <p><b>4. Word Choice</b> Have you used words that are too general or vague? If so, replace them with more precise words. (SE p. 15)</p> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.2 Elaborating with Supporting Details—SE pp. 24-25</li> </ul> <p><b>Sample Instruction</b>      When you start to revise your first draft, think about how to add details that will make your writing colorful. (SE p. 24)</p> <ul style="list-style-type: none"> <li>• Lesson 2.4 Purpose—SE pp. 30-32</li> </ul> <p><b>Sample Instruction</b>  <b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Use sensory details that appeal to the reader’s sense of sight, hearing, smell, touch, and taste. Sensory details help create a main impression or mood in your writing. (SE p. 30)</li> </ul> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>• Lesson 4.1 Narrative Writing: Personal Narrative—SE pp. 53-57</li> </ul> <p><b>Sample Instruction</b>  <b>Writing Strategies</b></p> <p><b>5. Add vivid descriptions and sensory language.</b> Use precise words and phrases to vividly describe the incident as you experienced it. Note what you saw, heard, smelled, tasted, or touched. (SE p. 55)</p> <ul style="list-style-type: none"> <li>• Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69-73</li> </ul> <p><b>Sample Instruction</b>  <b>Organize and Draft Your Essay</b></p> <p><b>3. Use transitions and precise language.</b> Include precise language, such as specialized vocabulary terms and relevant analogies, to help your audience better understand the issue.</p> <p><b>Chapter 5 Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Lesson 5.4 Adjectives—SE pp. 101-102</li> </ul> <p><b>Sample Instruction</b>  <b>Writing with Adjectives</b>      Use adjectives to expand sentences, making them colorful and sharp.</p>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.P.AC.2.c</b> Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 3 Writing Effective Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.1 Varying Sentence Beginnings, Structures, and Lengths—SE pp. 37–38</li> <li>• Lesson 3.2 Combining Sentences: Using Conjunctions—SE pp. 39–40</li> <li>• Lesson 3.3 Combining Sentences: Using Subordinate Clauses—SE pp. 41–42</li> <li>• Lesson 3.4 Combining Sentences: Inserting Phrases—SE pp. 43–44</li> <li>• Lesson 3.5 Eliminating Short, Choppy Sentences—SE pp. 45–46</li> <li>• Lesson 3.6 Eliminating Wordiness—SE pp. 47–48</li> </ul>
<p><b>11.P.AC.2.d</b> Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> <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. 22–23</li> <li>• Lesson 2.2 Elaborating with Supporting Details—SE pp. 24–25</li> <li>• Lesson 2.3 Organization and Coherence—SE pp. 26–29</li> <li>• Lesson 2.4 Purpose—SE pp. 30–32</li> <li>• Lesson 2.5 Writing Essays—SE pp. 33–35</li> </ul> <p><b>Chapter 7 Phrases</b></p> <ul style="list-style-type: none"> <li>• Lesson 7.1 Adjective and Adverb Phrases—SE pp. 135–136</li> <li>• Lesson 7.2 Appositives and Appositive Phrases—SE pp. 137–138</li> <li>• Lesson 7.3 Participles and Participial Phrases—SE pp. 139–140</li> <li>• Lesson 7.4 Gerunds and Gerund Phrases—SE pp. 141–142</li> <li>• Lesson 7.5 Infinitives and Infinitive Phrases—SE pp. 143–144</li> </ul> <p><b>Chapter 8 Clauses</b></p> <ul style="list-style-type: none"> <li>• Lesson 8.1 Independent Clauses and Subordinate Clauses—SE pp. 151–152</li> <li>• Lesson 8.2 Adjective Clauses—SE pp. 153–154</li> <li>• Lesson 8.3 Adverb Clauses—SE pp. 155–156</li> <li>• Lesson 8.4 Noun Clauses—SE pp. 157–158</li> <li>• Lesson 8.5 Four Types of Sentence Structures—SE pp. 159–160</li> <li>• Lesson 8.6 Effective Sentences: Parallel Structure—SE pp. 161–162</li> </ul>

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

## 11.P.AC.3 Text Design

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

- 11.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)
- 11.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)
- 11.P.AC.3.c** Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)
- 11.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 11

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.4 Editing and Proofreading—SE pp. 18–20
  - Publishing Suggestions
  - Written Words
  - Spoken Words
  - Multimedia

#### Chapter 4 Writing Workshops

- Lesson 4.1 Narrative Writing: Personal Narrative—SE pp. 53–57
- Lesson 4.2 Persuasive Writing—SE pp. 58–63
  - Sample Instruction**
  - State Your Claim
    - Developing a Claim
      - With your writing group, **complete the chart** with other possible claims that are clear and knowledgeable on the topics listed.
- Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64–68
- Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69–73
- Lesson 4.5 Writing About Literature: Analyzing Drama—SE pp. 74–77
- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88
- Lesson 4.7 Writing a Timed Essay—SE pp. 89–92

#### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Portfolio Project/Teacher Notes

Portfolio Projects include several opportunities to consume and produce multimedia texts. See multimedia project ideas in parentheses below (from Teacher Notes).

- Chapter 1 “Speeches That Changed History” (show videos of then analyze well-written speeches)
- Chapter 2 “Along the Amazon” (make a cause-and-effect chart/rainforest bulletin board)
  - Sample Instruction**
  - Write Like a Pro**
    - You can also use charts, graphs, maps, and illustrations to demonstrate the before-and-after conditions.
- Chapter 3 “Eyewitness Report: Surviving a Disaster” (create an informative/explanatory handbook on how to survive a disaster)
- Chapter 4 “Women at War” (make a Civil War timeline)
- Chapter 5 “Head for the Pole!” (create an “icy” word wall)
- Chapter 6 “The Golden Age of Greece” (design a museum exhibit)
- Chapter 7 “On the Trail” (create a timeline of European exploration and settlement in what would become the United States)
- Chapter 8 “Why Labor Unions?” (create a bulletin board display)
- Chapter 9 “Sifting Through the Past” (develop a presentation with visuals or actual artifacts)
- Chapter 10 “I Write of the South...” (make a map of the South, with flags showing the names of writers and their birthplaces)
- Chapter 11 “Doohickeys and Thingamabobs” (create an invention timeline on a bulletin board)
- Chapter 12 “Musician of the Century” (create a music word wall)
- Chapter 13 “An Auspicious Species” (construct a bulletin board on species that have become extinct)
- Chapter 14 “Best Bets for Travelers” (have students analyze the script of a video to see how the facts were presented)
- Chapter 15 “The Noble Nobel” (suggest criteria in selecting nominees for the first Nobel Prize for Arts and Entertainment)
- Chapter 16 “For Women, a Magazine for Young Women” (develop a timeline for the women’s movement in America/create a bulletin board display or Web site)

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

## 11.P.CP.1 Collaboration

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

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

**11.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)

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

**11.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 11

#### STUDENT EDITION

#### Working Together

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

**Lesson Exercises:** Exercise 6 Revising an Editorial, p. 17; Exercise 7 Working with a Writing Partner, p. 17; Exercise 9 Creating an Editing and Proofreading Exercise, p. 20; Exercise 10 Publishing Your Portfolio, p. 20; Exercise 2 Improving Unity and Adding Details, p. 24; Exercise 3 Writing a Paragraph from Notes, p. 25; Exercise 4 Revising a Paragraph for Organization and Coherence, p. 26; Exercise 4 Revising a Report, p. 40; Exercise 7 Combining Sentences by Inserting Phrases, p. 44; Exercise 8 Writing a Paragraph, p. 44; Exercise 10 Revising a Paragraph, p. 46; Exercise 4 Revise Your Personal Narrative, p. 57; Exercise 5 Edit and Publish, p. 57; Exercise 6 Choose a Topic, p. 61; Exercise 7 State Your Claim, p. 62; Exercise 11 Choose a Subject, p. 67; Exercise 12 Explore the Subject and Develop Your Opinion, p. 67; Exercise 15 Revise and Edit Your Review, p. 68; Exercise 15 Revise and Edit Your Review, p. 68; Exercise 22 Prewriting: Choose a Play, p. 76; Exercise 25 Revise and Title Your Essay, p. 77; Exercise 26 Edit and Publish Your Essay, p. 77; Exercise 26 Edit and Publish Your Essay, p. 77; Exercise 2 Writing Complete Sentences, p. 116; Exercise 10 Editing a Report, p. 124; Exercise 14 Writing with Predicate Nominatives and Predicate Adjectives, p. 128; Exercise 5 Writing with Participial Phrases, p. 140; Exercise 8 Writing a Paragraph with Adverb Clauses, p. 156; Exercise 10 Writing Sentences with Noun Clauses, p. 158; Exercise 11 Create Your Own Exercise, p. 158; Exercise 12 Writing Sentences in the Subjective Mood, p. 182; Exercise 4 Writing Complete Sentences, p. 192; Exercise 13 Create Your Own Exercise, p. 198; Exercise 8 Create Your Own Exercise, p. 212; Exercise 12 Writing Sentences, p. 214; Exercise 13 Writing Sentences with Clear Pronoun References, p. 216; Exercise 7 Editing Sentences for Double Negatives, p. 228; Exercise 12 Writing Sentences, p. 252; Exercise 7 Write Your Own Exercise, p. 266; Exercise 13 Create Your Own Exercise, p. 272; Exercise 5 Create Your Own Exercise, p. 282; Exercise 7 Create Your Own Exercise, p. 284; Exercise 9 Proofreading a Dialogue, p. 286; Exercise 6 Writing New Words, p. 298

#### DIGITAL RESOURCES\*

#### Chapters 1–12

#### 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)

## 11.P.CP.2 Presentation

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts. (I/C)</p> <p><b>11.P.CP.2.b</b> Integrate modes and genres most appropriate to purpose and audience. (I/C)</p> <p><b>11.P.CP.2.c</b> Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)</p> <p><b>11.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions. (I/C)</p> <p><b>11.P.CP.2.e</b> Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.4 Editing and Proofreading—SE pp. 18–20               <ul style="list-style-type: none"> <li>Publishing Suggestions</li> <li>Written Words</li> <li><b>Spoken Words</b></li> <li>Multimedia</li> </ul> </li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapters 1–16</b> <b>Portfolio Project/Teacher Notes</b></p> <p>Portfolio Projects include several opportunities to consume and produce multimedia texts. See multimedia project ideas in parentheses below (from Teacher Notes).</p> <ul style="list-style-type: none"> <li>Chapter 1 “Speeches That Changed History”               <ul style="list-style-type: none"> <li><b>Sample Instruction</b></li> <li><b>Step 6: Revise, Edit, and Rewrite</b></li> <li>Practice giving your speech aloud. Record yourself, and aim at improving your timing and delivery. Where will you pause for emphasis? Will you speak more slowly in some sections?</li> <li>Deliver your speech to friends or family members and watch for their reaction. Ask for feedback:</li> </ul> </li> </ul> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 1 The Writing Process</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 1.5 Publishing and Presenting—SE pp. 20–21               <ul style="list-style-type: none"> <li><b>Sample Instruction</b></li> <li><b>Remember</b></li> <li>Follow these guidelines to give more effective presentations:                   <ul style="list-style-type: none"> <li>Speak loudly and clearly.</li> <li>Pace yourself.</li> <li>Don't rush.</li> <li>Make eye contact with your audience.</li> <li>Use gestures and facial expressions to emphasize key ideas.</li> <li>Practice several times.</li> </ul> </li> </ul> </li> </ul>

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

## 11.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.L.GC.2.a</b> Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure. (I)</p>	<p><u>STUDENT EDITION</u> <b>Student Writing Models</b> Students identify strengths each piece, as well as suggest possible improvements.</p> <ul style="list-style-type: none"> <li>• Chapter 5 “In War and in Peace”—SE p. 94</li> <li>• Chapter 6 “The Earthquake”—SE p. 114</li> <li>• Chapter 7 “Sunday Soccer Clinic”—SE p. 134</li> <li>• Chapter 8 “New Sports Policy a Boon for Athletes”—SE p. 150</li> <li>• Chapter 9 “‘Grounds’ Brews a Delicious, Earful Experience”—SE p. 170</li> <li>• Chapter 10 “Twin Titans”—SE p. 188</li> <li>• Chapter 11 “Team Captain”—SE p. 204</li> <li>• Chapter 12 “Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed”—SE p. 222</li> <li>• Chapter 13 “Student Thrives with Disability”—SE p. 240</li> <li>• Chapter 14 “One Teen Can Make a Difference”—SE p. 258</li> <li>• Chapter 15 “In the Corps Now: Why I Am Set to Become a Marine”—SE p. 278</li> <li>• Chapter 16 “Julia Morgan: Blueprint for Social Change”—SE p. 292</li> </ul>
<p><b>11.L.GC.2.b</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods. (C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 3 Writing Effective Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.1 Varying Sentence Beginnings, Structures, and Lengths—SE pp. 37–38</li> <li>• Lesson 3.2 Combining Sentences: Using Conjunctions—SE pp. 39–40</li> <li>• Lesson 3.3 Combining Sentences: Using Subordinate Clauses—SE pp. 41–42</li> <li>• Lesson 3.4 Combining Sentences: Inserting Phrases—SE pp. 43–44</li> <li>• Lesson 3.5 Eliminating Short, Choppy Sentences—SE pp. 45–46</li> <li>• Lesson 3.6 Eliminating Wordiness—SE pp. 47–48</li> </ul> <p><b>Chapter 9 Using Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 9.4 Verb Tense—SE pp. 177–178</li> <li>• Lesson 9.6 Mood—SE pp. 181–182</li> </ul>
<p><b>11.L.GC.2.c</b> Maintain consistent use of active or passive voice throughout a text, as determined by the purpose, audience, and discipline. (C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 9 Using Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 9.5 Using the Active Voice—SE pp. 179–180</li> <li>• Chapter Review: Using the Active Voice—SE pp. 185</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T37</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Student Practice: Lesson 11.9.5 Using the Active Voice</li> </ul>

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

## 11.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 2 Writing Effective Paragraphs and Essays</b>                      • Lesson 2.2 Elaborating with Supporting Details—SE pp. 24–25</p> <p><b>Chapter 4 Writing Workshops</b>                      • Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56</p> <p><i>Sample Instruction</i>  <b>Writing Strategies</b>  <b>5. Add details.</b> Include precise words and phrases and telling descriptive details that convey a vivid picture of the incident. Sensory details (sights, sounds, smells, tastes, sensations of touch) will help the reader clearly imagine the incident. Keep in mind, however, that too much description will slow down the pace of the narrative. (SE p. 54)</p>
<p><b>11.L.GC.2.e</b> Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 9 Using Verbs</b>                      • Lesson 9.5 Parallel Structure—SE pp. 171–172</p> <p><u>DIGITAL RESOURCES*</u>  <b>Chapter 9</b>  <b>Student Practice</b>                      • Lesson 9.9.5 Parallel Structure</p>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.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>11.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><u>STUDENT EDITION</u>  <b>Enriching Your Vocabulary</b>                      The <b>Enriching Your Vocabulary</b> sidebar appears throughout the book.                      • SE pp. 15, 18, 37, 41, 74, 125, 141, 173, 271, 283, 285, 293, 299</p> <p><u>TEACHER'S EDITION</u>  <b>Differentiating Instruction</b>                      Develop Vocabulary                      • TE p. T28                      • Model correct pronunciation that students echo.                      • Invite students to point to examples.                      • Vary activities to increase exposure to new words.                      • Encourage students to use new vocabulary in conversation.</p> <p>Differentiating Instruction                      Chapter Vocabulary                      • 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</p> <p><u>DIGITAL RESOURCES*</u>  <b>Overview</b>                      Program Overview                      • Differentiated Instruction: Chapters 13–16                      • Chapter Vocabulary—pp. 1–4</p>



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

## 11.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.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>11.L.V.2.b</b> Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)</p> <p><b>11.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><u>STUDENT EDITION</u>  <b>Enriching Your Vocabulary</b>  <b>Enriching Your Vocabulary</b> sidebars feature information about Latin roots and affixes.</p> <ul style="list-style-type: none"> <li>SE pp. 15, 18, 37, 41, 74, 125, 141, 173, 271, 283, 285, 293, 299</li> </ul> <p><b>Sample Instruction</b>  The adjective <i>redundant</i> means “using more words than needed; wordy; unnecessary to the meaning.” It comes from a Latin word, <i>redundare</i>, meaning “to overflow,” and it has a connotation of overwhelming readers with unnecessary and irrelevant information. (SE p. 15)</p> <p>The verb <i>aspire</i>, as used in Exercise 6, means “to be ambitious; to yearn or seek.” Derived from two Latin words—<i>ad</i>, meaning “to,” and <i>spirare</i>, meaning “to breathe”—<i>aspire</i> has a connotation of reaching toward a lofty or grand goal. (SE p. 283)</p> <p><b>Chapter 16 Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 16.3 Prefixes and Suffixes—SE pp. 297–298</li> </ul>
<p><b>11.L.V.2.d</b> Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 5 Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Nouns—SE pp. 95–96</li> <li>Lesson 5.2 Pronouns—SE pp. 97–98</li> <li>Lesson 5.3 Verbs—SE pp. 99–100</li> <li>Lesson 5.4 Adjectives—SE pp. 101–102</li> <li>Lesson 5.5 Adverbs—SE pp. 103–104</li> <li>Lesson 5.6 Prepositions—SE pp. 105–106</li> <li>Lesson 5.7 Conjunctions and Interjections—SE pp. 107–108</li> <li>Lesson 5.8 Determining a Word’s Part of Speech—SE pp. 109–109</li> </ul> <p><u>TEACHER’S EDITION</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 5, TE p. T33</li> </ul> <p><u>DIGITAL RESOURCES*</u>  <b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>Student Practice: Lesson 11.5.1 Nouns</li> <li>Student Practice: Lesson 11.5.2 Pronouns</li> <li>Student Practice: Lesson 11.5.3 Verbs</li> <li>Student Practice: Lesson 11.5.4 Adjectives</li> <li>Student Practice: Lesson 11.5.11.5 Adverbs</li> <li>Student Practice: Lesson 11.5.6 Prepositions</li> <li>Student Practice: Lesson 11.5.7 Conjunctions and Interjections</li> <li>Student Practice: Lesson 11.5.8 Determining a Word’s Part of Speech</li> </ul>

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

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

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

**11.L.V.3.a** This progression transitions to 9-11.L.V.3.b.

**11.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)

**11.L.V.3.c** Analyze the nuances in connotative meaning of words that share a similar denotation. (I)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

#### STUDENT EDITION

#### Enriching Your Vocabulary

- SE pp. 15, 18, 283

##### Sample Instruction

The adjective *redundant* means “using more words than needed; wordy; unnecessary to the meaning.” It comes from a Latin word, *redundare*, meaning “to overflow,” and it has a connotation of overwhelming readers with unnecessary and irrelevant information. (SE p. 15)

#### Chapter 4 Writing Workshops

- Lesson 4.2 Persuasive Writing—SE pp. 58–63

##### Writing Strategies

##### Sample Instruction

**Loaded words** may carry either positive or negative connotations.

For example, the word *dregs* often has a negative connotation, which communicates a negative emotion. (SE p. 61)

#### TEACHER'S EDITION

#### Differentiating Instruction

- TE p. T28

##### Develop Vocabulary

##### Apply Knowledge

##### Incorporate Other Strategies

#### Chapter 4

Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T33

#### Chapter 12

Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T33

##### Sample Instruction

**Lesson 12.2** Help students grasp the nuances between *less* and *fewer* by going over the Editing Tip together.

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)

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

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

**11.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)

**11.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 11

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE pp. 15–17

##### Revising Strategies

##### Sample Instruction

- 4. Word Choice** Use a thesaurus to find synonyms. (SE p. 15)

- Lesson 1.4 Editing and Proofreading—SE pp. 18–20

##### Editing Questions

##### Sample Instruction

- 1. Spelling** Are words spelled correctly? (Use a college dictionary or a spell-check on a computer.) Have you used a correctly spelled word in an incorrect context (*they're* instead of *their*, for example, or *lie* instead of *lay*—mix-ups that spell-check won't catch)? (SE p. 18)

#### Chapter 5 Parts of Speech

- Lesson 5.1 Nouns—SE pp. 95–96

##### Compound Nouns

##### Sample Instruction

- Use a dictionary to find out if a compound word is hyphenated, written as one word, or written as two or more words.

#### Chapter 9 Using Verbs

- Lesson 9.2 Irregular Verbs 1 (use a dictionary)—SE pp. 173–174

#### Chapter 12 Using Modifiers

- Lesson 12.1 Forming the Degrees of Comparison (use a dictionary)—SE pp. 223–224
- Lesson 12.5 Dangling Modifiers—SE pp. 231–232

#### Chapter 16 Spelling

- Lesson 16.1 Using a Dictionary—SE pp. 293–294

##### Sample Instruction

If you have ever talked to a professional writer or journalist, you learned that such people use print and digital dictionaries on a daily basis. No matter how much you write or read, the dictionary will always be your most trusted guide to spelling.

- Lesson 16.3 Prefixes and Suffixes—SE pp. 297–298

##### Sample Instruction

American dictionaries give *likable*, *lovable*, *movable*, and *sizable* as the preferred spellings but also include *likeable*, *loveable*, *moveable*, and *sizeable*. The preferred spelling is always listed first in your dictionary.

#### Build Your Vocabulary

- SE pp. 60, 66, 70, 75

##### Critical Thinking

##### Sample Instruction

- Look up the words you don't know in a dictionary, and use the phonetic symbols to pronounce the words correctly. Add these words to your vocabulary notebook. (SE p. 66)

#### DIGITAL RESOURCES\*

#### TEACHER EDITION

#### Overview

#### Differentiated Instruction

##### Chapter 16

- Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—p. 4

##### Lesson 16.1

##### Sample Instruction

- Using print or digital dictionaries, guide students to identify the parts of an entry. Model how to use the entry to check spelling, pronunciation, part of speech, meanings, and related word forms.

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

## 11.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.T.SS.1.a</b> 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)</p> <p><b>11.T.SS.1.b</b> Blend multiple organizational structures to support and enhance a text's central message. (C)</p> <p><b>11.T.SS.1.c</b> Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion. (C)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13-14</li> </ul> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.3 Organization and Coherence—SE pp. 26-29</li> <li>Lesson 2.5 Writing Essays—SE pp. 33-35</li> </ul> <p><b>Body</b></p> <p>2. Organization</p> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.6 Expository Writing: Research Paper—SE pp. 78-88</li> </ul> <p><b>Writing Strategies</b></p> <p><i>Sample Instruction</i></p> <p><b>7. Map ideas in outline form.</b> Sort your notes according to main ideas. Based on the information, create an organizational pattern that shows at least three main ideas, in order, with at least two supporting points for each one.</p>
<p><b>11.T.SS.1.d</b> Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. (C)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.1 Narrative Writing: Personal Narrative—SE pp. 53-57</li> <li>Lesson 4.2 Persuasive Writing—SE pp. 58-63</li> <li>Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64-68</li> <li>Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69-73</li> <li>Lesson 4.5 Writing About Literature: Analyzing Drama—SE pp. 74-77</li> <li>Lesson 4.6 Expository Writing: Research Paper—SE pp. 78-88</li> <li>Lesson 4.7 Writing a Timed Essay—SE pp. 89-92</li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapters 1-16</b></p> <p><b>Portfolio Projects/Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Chapter 1 "The Harlem Renaissance" (write and give a three-minute speech)</li> <li>Chapter 2 "Along the Amazon" (write a three-page cause-and-effect essay)</li> <li>Chapter 3 "Eyewitness Report: Surviving a Disaster" (write a narrative of at least four pages)</li> <li>Chapter 4 "Women at War" (create a three- to five-minute mini-documentary)</li> <li>Chapter 5 "Head for the Pole!" (write four journal entries)</li> <li>Chapter 6 "The Golden Age of Greece" (create a museum exhibit with descriptive captions)</li> <li>Chapter 7 "On the Trail" (write a three-minute eyewitness account)</li> <li>Chapter 8 "Why Labor Unions?" (write a newspaper editorial)</li> <li>Chapter 9 "Sifting Through the Past" (create a career board)</li> <li>Chapter 10 "I Write of the South..." (create a biography board)</li> <li>Chapter 11 "Doohickeys and Thingamabobs" (develop a museum display)</li> <li>Chapter 12 "Musician of the Century" (create a multimedia presentation)</li> <li>Chapter 13 "An Auspicious Species" (write an article)</li> <li>Chapter 14 "Best Bets for Travelers" (write a "best bets" script for a three-minute segment)</li> <li>Chapter 15 "The Noble Nobel" (write a 500-word biographical sketch)</li> <li>Chapter 16 "For Women, a Magazine for Young Women" (write a feature article for a new magazine)</li> </ul>

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

## 11.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. (I)</p> <p><b>11.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>see <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>11.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert. (C)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.2 Persuasive Writing—SE pp. 58–63</li> </ul> <p><b>Writing Hint</b></p> <p><i>Sample Instruction</i></p> <p><b>2. Establish and maintain a formal style.</b> Use standard English and appropriate word choice to show that you are knowledgeable and reliable. (SE p. 60)</p> <ul style="list-style-type: none"> <li>Lesson 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69–73</li> </ul> <p><b>Organize and Draft Your Essay</b></p> <p><i>Sample Instruction</i></p> <p><b>4. Maintain a formal style and objective tone.</b> In your essay, use standard English and an objective tone to show your audience that you are authoritative and reliable and to help your readers stay focused on the topic. (SE p. 72)</p> <ul style="list-style-type: none"> <li>Lesson 4.5 Writing About Literature: Analyzing Drama—SE pp. 74–77</li> </ul> <p><b>Writing Strategies</b></p> <p><i>Sample Instruction</i></p> <p><b>5. Watch your tone.</b> The tone of your essay should be formal and serious. Avoid contractions, sentence fragments, and slang words. (SE p. 76)</p> <ul style="list-style-type: none"> <li>Lesson 4.7 Writing a Timed Essay (maintain a formal style)—SE pp. 89–92</li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapters 1–16</b></p> <p><b>Portfolio Projects/Teacher Notes</b></p> <p>Write an essay with the appropriate style and tone.</p> <ul style="list-style-type: none"> <li>Chapter 2 “Along the Amazon” (write a three-page cause-and-effect essay)</li> <li>Chapter 6 “The Golden Age of Greece” (create a museum exhibit with descriptive captions)</li> <li>Chapter 12 “Musician of the Century” (create a multimedia presentation)</li> <li>Chapter 15 “The Noble Nobel” (write a 500-word biographical sketch)</li> <li>Chapter 16 “For Women, a Magazine for Young Women” (write a feature article for a new magazine)</li> </ul>

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

## 11.T.T.1 Narrative Techniques

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

**11.T.T.1.a** Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence. (I)

**11.T.T.1.b** Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts. (I)

**11.T.T.1.c** Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)

**11.T.T.1.d** Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)

**11.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 and symbolism, achieve specific purposes, engage audiences, and enhance writing. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

#### STUDENT EDITION

#### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.4 Purpose—SE pp. 30–32

##### Sample Instruction

##### Descriptive

- Use sensory details
- Use spatial order
- Annotated Writing Model

##### Narrative

- Use specific details
- Use chronological order
- 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 4.1 Narrative Writing: Personal Narrative—SE pp. 53–57

##### Sample Instruction

**Writing Model:** “A Daughter of the Samurai”

##### Critical Thinking

##### Writing Strategies

- Select an incident.
- Set the scene.
- Sequence events to create a coherent whole.
- Include dialogue.
- Add vivid descriptions and sensory language.
- Reflect on the experience.

#### Student Writing Models

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

##### Narrative Essay

- Chapter 6 “The Earthquake”—SE p. 114
- Chapter 7 “Sunday Soccer Clinic”—SE p. 134
- Chapter 9 “‘Grounds’ Brews a Delicious, Earful Experience”—SE p. 170
- Chapter 11 “Team Captain”—SE p. 204
- Chapter 14 “One Teen Can Make a Difference”—SE p. 258
- Chapter 15 “In the Corps Now: Why I Am Set to Become a Marine”—SE p. 278

#### DIGITAL RESOURCES\*

#### Chapters 3, 5, 7

#### Portfolio Projects: Narrative

- Chapter 3 “Eyewitness Report: Surviving a Disaster”

##### Sample Instruction

**Your Assignment** Write a narrative of at least four pages about a fictional character who survives a natural disaster. Write from a first-person point of view with your narrator as an eyewitness, experiencing the disaster as it happens.

**Step 1:** Initial Search

**Step 2:** Focus Your Search

**Step 3:** Define Your Audience

**Step 4:** Setting Out the Situation

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

*continued*

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

## 11.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p style="text-align: center;"><i>continued</i></p> <p><b>11.T.T.1.a</b> Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence. (I)</p> <p><b>11.T.T.1.b</b> Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts. (I)</p> <p><b>11.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p><b>11.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)</p> <p><b>11.T.T.1.e</b> 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 and symbolism, achieve specific purposes, engage audiences, and enhance writing. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Composition Connection</b> The tone of your eyewitness report should be informal, which means that you can use contractions and informal language. You might even use sentence fragments to reveal the narrator's panic and fear during the height of the disaster.</p> <p><b>Write Like a Pro</b> Use sensory details (See Grammar for Writing, page 30) and vivid, descriptive words and phrases to re-create the narrator's experiences.</p> <p><b>Step 6:</b> Revise, Edit, and Rewrite <b>Step 7:</b> Publish Your Work</p> <p><b>Teacher's Notes</b> <b>Chapter Connection</b> <b>Activities</b> <b>Check It Out!</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 "Head for the Pole!" (write four journal entries)</li> <li>• Chapter 7 "On the Trail" (write a three-minute eyewitness account)</li> </ul> <p><b>Chapters 1-16</b> <b>Writing Rubrics</b></p> <ul style="list-style-type: none"> <li>• Convey Experience The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.</li> </ul>

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

## 11.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.T.T.2.a</b> Evaluate and critique expository techniques and organizational patterns and their effect; evaluate clarity of information. (I)</p> <p><b>11.T.T.2.b</b> Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)</p> <p><b>11.T.T.2.c</b> This progression ends in 5th grade.</p>	<p><b>STUDENT EDITION</b> <b>Chapter 4 Writing Workshops</b> 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 4.4 Expository Writing: Problem-Solution Essay—SE pp. 69-73 <b>Annotated Writing Model:</b> "Saving Earth's Coral Reefs" <b>Critical Thinking</b></li> <li>• Lesson 4.6 Expository Writing: Research Paper—SE pp. 78-88 <b>Annotated Writing Model:</b> "Saving Earth's Coral Reefs" <b>Critical Thinking</b></li> </ul> <p><b>Student Writing Models</b> Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.</p> <p><b>Expository Essay</b></p> <ul style="list-style-type: none"> <li>• Chapter 10 "Twin Titans"—SE p. 188</li> <li>• Chapter 12 "Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed"—SE p. 222</li> <li>• Chapter 13 "Student Thrives with Disability"—SE p. 240</li> </ul> <p><b>Research Paper</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 "In War and in Peace"—SE p. 94</li> <li>• Chapter 16 "Julia Morgan: Blueprint for Social Change"—SE p. 292</li> </ul>

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

## 11.T.T.2 Expository Techniques

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

**11.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, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

STUDENT EDITION

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Purpose—SE pp. 30–32

*Sample Instruction*

**Expository**

- State your main idea as early and as clearly as possible.
- Use facts, examples, quotations, statistics, and definitions as supporting details to develop the main idea.
- Present details in a logical order so that they make sense to the reader.

**Types of Exposition**

- Comparison/Contrast
  - Cause and Effect
  - Classification
  - Definition
  - Annotated Writing Model
- Lesson 2.5 Writing Essays—SE pp. 33–35

**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: Problem-Solution Essay—SE pp. 69–73

*Sample Instruction*

**Organize and Draft Your Essay**

1. Identify and define the problem.
2. Develop the topic thoroughly.
3. Use transitions and precise language.
4. Maintain a formal style and objective tone.
5. Present your proposed solution.
6. Conclude your case.

- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88

DIGITAL RESOURCES\*

**Chapters 2, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16**

**Portfolio Projects: Informative/Explanatory**

- Chapter 2 “Along the Amazon”
- Chapter 4 “Women at War”
- Chapter 6 “The Golden Age of Greece”
- Chapter 9 “Sifting Through the Past”
- Chapter 10 “I Write of the South...”
- Chapter 11 “Doohickeys and Thingamabobs”
- Chapter 12 “Musician of the Century”
- Chapter 13 “An Auspicious Species”
- Chapter 14 “Best Bets for Travelers”
- Chapter 15 “The Noble Nobel”

*Sample Instruction*

**Your Assignment** Write a 500-word biographical sketch about Alfred Bernhard Nobel for an encyclopedia. Then write sidebars, or information boxes, to supplement the article. These sidebars should include (1) a quote by Alfred Nobel, (2) a timeline of Nobel's achievements, and (3) three advances or discoveries made by Nobel Prize winners.

**Step 1: Initial Search**

**Step 2: Focus Your Search**

**Step 3: Define Your Audience**

**Step 4: Develop a Timeline**

**Write Like a Pro**

Encyclopedia articles are necessarily condensed because of space limitations. You must be sure to hit all the highlights of a person's life or work in 500 words (sometimes less). Review your timeline.

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

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

**Step 7: Publish Your Work**

*continued*



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

## 11.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

*continued*

**11.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, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. (C)

*continued*

**Teacher's Notes**  
**Chapter Connection**  
**Activities**

- Brainstorm the concept of a new Nobel Prize—one for arts and entertainment. Have students offer suggestions for criteria in selecting nominees for the first Nobel Prize for Arts and Entertainment; then vote on a winner.

**Check It Out!**

- Chapter 16 “For Women, a Magazine for Young Women”

**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)

## 11.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

**11.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)

**11.T.T.3.b** Explain and analyze the impact of logical fallacies in a variety of texts. (I)

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

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

*continued*

STUDENT EDITION

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Purpose—SE pp. 30–32

**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—SE pp. 58–63

**Annotated Writing Model:** “Down with Curfews; Up with Children”

**Critical Thinking**

- Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64–68

**Annotated Writing Model:** “CODA: The little film with the big heart”

**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 8 “New Sports Policy a Boon for Athletes”—SE p. 150

STUDENT EDITION

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Purpose—SE pp. 30–32

**Sample Instruction**

**Persuasive**

- Begin with a sentence that grabs the reader's attention.
- Include a thesis statement, or claim, that clearly expresses your point of view.
- Present valid reasons and relevant evidence to support your claim.
- Arrange the supporting details in order of importance—from most to least important, or the reverse.
- Include a call to action.

*continued*

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

## 11.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

*continued*

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

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

*continued*

### 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—SE pp. 58–63

#### Sample Instruction

##### Writing Strategies

1. Introduce a precise claim.
2. Develop your claim with reasons and evidence.
3. Support reasons with emotional appeals.
4. Avoid fallacies of thinking.
5. Address counterclaims.
6. Conclude with a call to action.

- Lesson 4.3 Persuasive Writing: Critical Review—SE pp. 64–68

### 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. 98, 108, 116, 126, 128, 132, 138, 142, 144, 148, 162, 180, 202, 206, 226, 262

#### Sample Assignment

On a separate piece of paper, write a few paragraphs in response to the following statement:

The Olympic Games should be abolished because the competition places a premium on winning at all costs.

Support your opinion with facts and examples. Be sure to revise and edit your writing. (SE p. 138)

#### DIGITAL RESOURCES\*

### Chapters 1, 8

#### Portfolio Projects: Argument

- Chapter 1 “The Harlem Renaissance”
- Chapter 8 “Why Labor Unions?”

#### Sample Instruction

**Your Assignment** Write a 500-word biographical sketch about Alfred Bernhard Nobel for an encyclopedia. Then write sidebars, or information boxes, to supplement the article. These sidebars should include (1) a quote by Alfred Nobel, (2) a timeline of Nobel's achievements, and (3) three advances or discoveries made by Nobel Prize winners.

**Step 1:** Initial Search

**Step 2:** Focus Your Search

**Step 3:** Define Your Audience

**Step 4:** Develop a Timeline

**Write Like a Pro**

Encyclopedia articles are necessarily condensed because of space limitations. You must be sure to hit all the highlights of a person's life or work in 500 words (sometimes less). Review your timeline.

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

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

**Step 7:** Publish Your Work

#### Teacher's Notes

##### Chapter Connection

##### Activities

- Brainstorm the concept of a new Nobel Prize—one for arts and entertainment. Have students offer suggestions for criteria in selecting nominees for the first Nobel Prize for Arts and Entertainment; then vote on a winner.

##### 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.

\*Online resources available at SadlierConnect.com

SE = Student Edition | TE = Teacher's Edition

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

## 11.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 11
<p><b>11.T.T.4.a</b> 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)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 10</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><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><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 4—p. T32</li> </ul>
<p><b>11.T.T.4.b</b> Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.8 Figurative Language—SE pp. 53–55 Exercise 3: Writing a Poem</li> </ul> <p><b>Chapter 8</b></p> <p><b>Writing Application</b></p> <ul style="list-style-type: none"> <li>Poem—SE pp. 217–219</li> </ul> <p><b>Sample Instruction</b></p> <p>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.</p> <p>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</p> <p><b>Key Features</b></p> <p>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</p> <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 8</li> </ul>

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

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

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

**11.T.RA.1.a** Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)

**11.T.RA.1.b** Synthesize information from a variety of credible sources to support a central thesis, citing appropriately. (I)

**11.T.RA.1.c** Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

#### STUDENT EDITION

#### Chapter 4 Writing Workshops

- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88  
The purpose of a **research report** may be to answer a specific question or solve a particular problem.

##### Sample Instruction

- Annotated Writing Model  
The paper includes parenthetical references to its sources and ends with a Works Cited list. Keep in mind that MLA (Modern Language Association) style has guidelines for research paper format.

##### Writing Strategies

- Choose and limit a topic.
  - Annotated Writing Model
- Make a schedule.
- Look for several sources.
  - Primary source
  - Secondary source
  - Some Sources to Explore** (sidebar)
- Review and evaluate sources.
  - Timeliness
  - Accuracy
  - Relevance
- Track sources and cross-reference notes.
- Take notes.
- Map ideas in outline form.
- Draft a claim.
- Acknowledge sources.  
The research paper model on pages 79–82 follows The **Modern Language Association (MLA)** style for citing sources.
  - Use parenthetical citations.
  - Give complete information about each source at the end of the paper in a Works Cited list.  
Some instructors prefer that students use footnotes or endnotes rather than parenthetical citations. Follow your instructor's guidelines or those in the **MLA Handbook**.
- Do not plagiarize.

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

**11.T.RA.2 Curating Sources & Evidence**

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

**11.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)

**11.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)

**11.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)

## GRAMMAR FOR WRITING: NEW EDITION — GRADE 11

## STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88

**Sample Instruction**

The purpose of a **research report** may be to answer a specific question or solve a particular problem.

- Annotated Writing Model  
The paper includes parenthetical references to its sources and ends with a Works Cited list.

Keep in mind that **MLA (Modern Language Association)** style has guidelines for research paper format.

**Writing Strategies**

- Choose and limit a topic.
    - Annotated Writing Model
  - Make a schedule.
  - Look for several sources.
    - Primary source
    - Secondary source
- Some Sources to Explore** (sidebar)
- Periodicals (newspapers, magazines, journals)
  - Books
  - Reference books (encyclopedias, specialized books such as an atlas)
  - Government publications
  - Publications by nonprofit organizations
  - The Internet
  - Online databases
  - Other media (movies, television, radio, podcasts)
  - Museums, zoos, and other institutions
  - Published interviews and surveys
  - Original interviews you conduct
- Review and evaluate sources.
    - Timeliness
    - Accuracy
    - Relevance
  - Track sources and cross-reference notes.  
Record essential publishing information for each source either in a computer file or on a source card.
    - Sample Source Card
  - Take notes.
    - Sample Note Card
  - Map ideas in outline form.
  - Draft a claim.
  - Acknowledge sources.  
The research paper model on pages 79–82 follows The **Modern Language Association (MLA)** style for citing sources.
    - Use parenthetical citations.
    - Give complete information about each source at the end of the paper in a Works Cited list.  
For specific rules about citations and bibliographical references, consult the **MLA Handbook**. Some instructors prefer that students use footnotes or endnotes rather than parenthetical citations. Follow your instructor's guidelines or those in the **MLA Handbook**.
  - Do not plagiarize.