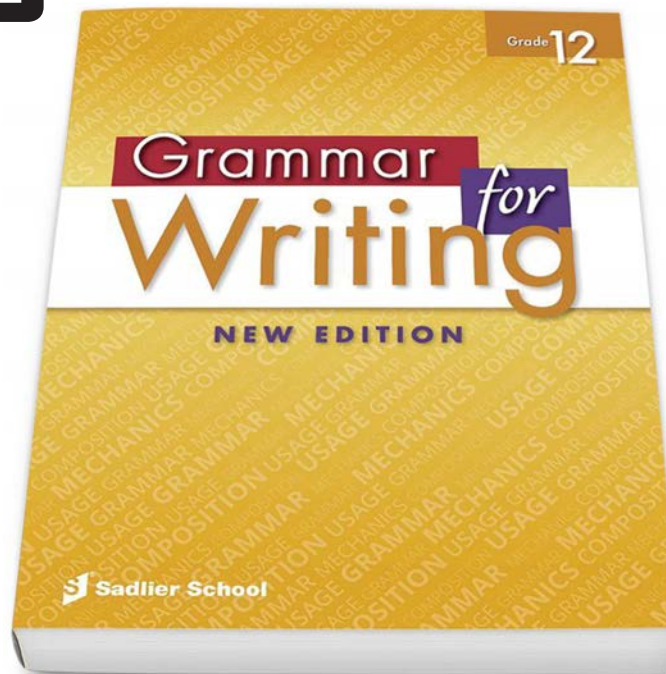


# Grammar for Writing

New Edition

Correlation to Georgia's Standards for English Language Arts

Grade 12



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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)

## 12.P.EICC.4 Writing Processes

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

- 12.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 12.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)
- 12.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 12.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 12.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)
- 12.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)
- 12.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)
- 12.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

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### GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.1 Prewriting: Gathering Ideas—SE pp. 9–12
  - Sample Instruction**
  - Prewriting Strategies**
    1. What if ? questions
      - Annotated Writing Model
    2. Brainstorming
      - Annotated Writing Model
    3. Freewriting
      - Annotated Writing Model
    4. Clustering, Mapping, or Webbing
      - Annotated Writing Model
    5. Writer's Notebook
      - Annotated Writing Model
  - **Maintaining a Writer's Notebook**
  - **Thinking of Topic Ideas**
  - **Narrowing a Topic**
  - **Gathering Supporting Details**
  - **Writing Hint**
- Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–15
  - Drafting Strategies**
    - **Writing Model** (rough outline)
      1. Write the Big Idea
      2. Grab Your Reader
      3. Stay Flexible
      4. Create an Ending
    - **Annotated Writing Model**
    - **Critical Thinking**
- Lesson 1.3 Revising—SE pp. 16–18
  - Revising Strategies**
    1. Ideas and Unity
    2. Organization and Coherence
    3. Sentence Variety
    4. Word Choice
    - **Annotated Writing Model**
    - **Working with a Writing Partner**
    - **Revising a Letter to a Government Official**
    - **Revising a Paper**
    - **Work with a Writing Partner**
- Lesson 1.4 Editing and Proofreading—SE pp. 19–20
  - Editing Questions**
    1. Spelling
    2. Capitalization
    3. Punctuation
    4. Sentence Correctness
    5. Verbs
    6. Word Pronouns
    7. Usage
    - **Proofreading Symbols**
    - **Proofreading a Paragraph**
    - **Publishing Suggestions**

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

## 12.P.EICC.4 Writing Processes

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### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

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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: Autobiographical Incident—SE pp. 53–57
- Lesson 4.2 Narrative Writing: Eyewitness Report—SE pp. 58–62
- Lesson 4.3 Persuasive Writing—SE pp. 63–68
- Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69–75
- Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81

#### Sample Instruction

**Annotated Professional Writing Model:** “Understanding Human Behavior”

#### Critical Thinking

#### Build Your Vocabulary

#### Writing Strategies

1. Choose a topic.
  2. Be open-minded about causes and effects.
    - The first cause you spot is not necessarily the only one or the most important one.
    - A cause may have effects other than the one you've linked it with.
    - Distinguish among different kinds of causes.
    - Cause-Effect Chain
  3. Gather evidence.
  4. Determine an organization for your material.
    - Cause-Effect Organizers
  5. Connect ideas.
- Choose Your Topic**
- Out of the Past
  - In the News
  - Right Under Your Nose
  - Outside English Class
- Gather Your Information**
- Organize Your Information**
- Draft Your Essay**
- Revise**
- Proofread and Publish**
- Lesson 4.6 Expository Writing: Problem-Solution Essay—SE pp. 82–86
  - Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92
  - Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108
  - Lesson 4.9 Special Writing Tasks: Résumé and Cover Letter—SE pp. 109–114
  - Lesson 4.10 Writing a Timed Essay—SE pp. 115–118

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

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

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

#### 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 Maintaining a Writer's Notebook, p. 12; Exercise 2 Thinking of Topic Ideas, p. 12; Exercise 3 Narrowing a Topic, p. 12; Exercise 4 Gathering Supporting Details, p. 12; Exercise 5 Making an Outline, p. 15; Exercise 1 Get Started, p. 56; Exercise 2 Plan Your Narrative, p. 56; Exercise 6 Get Started, p. 61; Exercise 7 Plan Your Eyewitness Report, p. 61; Exercise 11 Choose a Topic, p. 66; Exercise 12 State Your Claim, p. 67; Exercise 13 Support Your Claim, p. 67; Exercise 16 Choose Subjects, p. 73; Exercise 17 Gather Information, p. 74; Exercise 18 Organize Your Essay, p. 74; Exercise 22 Choose Your Topic, p. 80; Exercise 23 Gather Your Information, p. 80; Exercise 24 Organize Your Information, p. 80; Exercise 28 Choose Your Topic, p. 85; Exercise 29 Gather Your Information, p. 85; Exercise 33 Prewriting: Choose and Limit a Topic, p. 91; Exercise 34 Prewriting: Major Points and Supporting Details, p. 91; Exercise 36 Revise Your Essay, p. 92; Exercise 38 Prewriting: Consider and Limit a Topic, p. 105; Exercise 39 Prewriting: Gather Information, p. 105; Exercise 40 Prewriting: Getting to the Outline Stage, p. 106; Exercise 44 Prepare the Final Copy and Publish, p. 108; Exercise 45 Prewriting: State an Objective; Choose a Job, p. 113; Exercise 46 Prewriting: Gather Details for Your Resume, p. 113; Exercise 50 Read the Prompt Carefully, p. 117; Exercise 51 Prewrite: Focus, Gather, and Organize Ideas, p. 118; Exercise 52 Prewrite: Thesis Statement, or Claim, p. 118

#### Initial Draft/Writing

**Lesson Exercises:** Exercise 6 Drafting Part of a Paper, p. 15; Exercise 7 Outlining and Drafting Another Paper, p. 15; Exercise 4 Writing a Paragraph from Notes, p. 26; Exercise 6 Writing a Paragraph from Notes, p. 29; Exercise 7 Writing for Different Purposes, p. 32; Exercise 8 Drafting an Introduction, p. 35; Exercise 9 Drafting a Conclusion, p. 35; Exercise 3 Creating Compound Sentences, p. 38; Exercise 7 Writing Paragraphs, p. 42; Exercise 10 Writing a Paragraph, p. 44; Exercise 3 Draft the Autobiographical Narrative, p. 57; Exercise 8 Draft the Eyewitness Report, p. 62; Exercise 14 Draft Your Letter or Essay, p. 67; Exercise 19 Drafting Your Essay, p. 74; Exercise 25 Draft Your Essay, p. 81; Exercise 30 Draft Your Essay, p. 85; Exercise 35 Organize and Draft Your Essay, p. 91; Exercise 41 Write a First Draft with Documentation, p. 107; Exercise 47 Draft Your Resume and Cover Letter, p. 114; Exercise 53 Write Your Essay, p. 118; Exercise 4 Writing with Pronouns, p. 124; Write What You Think, p. 124; Write What You Think, p. 134; Exercise 4 Writing Complete Sentences, p. 144; Write What You Think, p. 146; Exercise 13 Writing a Description, p. 154; Exercise 4 Writing Sentences with Appositives, p. 164; Exercise 7 Writing with Participial Phrases, p. 166; Write What You Think, p. 166; Write What You Think, p. 174; Exercise 4 Writing Sentences with Adjective Clauses, p. 180; Exercise 6 Writing Sentences with Adverb Clauses, p. 182; Exercise 7 Writing Sentences with Noun Clauses, p. 183; Exercise 12 Parallel Structure, p. 188; Write What You Think, p. 188; Exercise 12 Writing Sentences with the Subjective, p. 208; Write What You Think, p. 212; Exercise 3 Writing Complete Sentences, p. 218; Exercise 6 Writing a Passage, p. 220; Write What You Think, p. 220; Exercise 8 Writing Complete Sentences, p. 222; Exercise 10 Writing Complete Sentences, p. 224; Exercise C Writing Complete Sentences, p. 228; Exercise D Writing a Summary, p. 228; Exercise 10 Writing an Opinion About a Name, p. 240; Exercise 3 Writing an Advertisement, p. 250; Exercise 5 Writing a Paragraph, p. 252; Write What You Think, p. 252; Write What You Think, p. 252; Exercise 10 Continuing a Story, p. 256; Write What You Think, p. 272; Exercise 7 Describing an Ancient Setting, p. 274; Exercise 10 Writing a Friendly Email, p. 276; Exercise C Writing Rules of Thumb, p. 282; Write What You Think, p. 286; Exercise 5 Writing Brief Reviews, p. 290; Exercise 9 Writing a Dialogue, p. 294; Exercise 2 Writing a Report, p. 306; Exercise 8 Writing a Paragraph, p. 312; Exercise 8 Writing New Words, p. 324; Exercise 10 Writing with Noun Plurals, p. 326

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

## 12.P.EICC.4 Writing Processes

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

*continued*

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### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

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What You Think, p. 286; Exercise 5 Writing Brief Reviews, p. 290; Exercise 9 Writing a Dialogue, p. 294; Exercise 2 Writing a Report, p. 306; Exercise 8 Writing a Paragraph, p. 312; Exercise 8 Writing New Words, p. 324; Exercise 10 Writing with Noun Plurals, p. 326

#### Revising and Rewriting

**Lesson Exercises:** Exercise 8 Revising a Letter to a Government Official, p. 17; Exercise 9 Revising a Paper, p. 18; Exercise 10 Work with a Writing Partner, p. 18; Exercise 1 Revising a Paragraph, p. 23; Exercise 2 Improving Unity and Adding Details, p. 24; Exercise 3 Improving Unity and Adding Details, p. 25; Exercise 5 Revising a Paragraph for Organization and Coherence, p. 29; Exercise 10 Revising an Essay, p. 35; Exercise 2 Compound Sentences, p. 38; Exercise 8 Varying Sentence Beginnings, p. 43; Exercise 9 Revising a Report, p. 44; Exercise 11 Combining Sentences, p. 45; Exercise 12 Revising a Paragraph, p. 46; Exercise 13 Revising Sentences, p. 48; Exercise 14 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 4 Revise Your Autobiographical Incident, p. 57; Exercise 9 Revise Your Eyewitness Report, p. 62; Exercise 15 Revise, Edit, and Publish, p. 68; Exercise 20 Revising, p. 75; Exercise 26 Revise, p. 81; Exercise 31 Revise, p. 86; Exercise 42 Revise Your Draft, p. 107; Exercise 48 Revise Your Resume and Cover Letter, p. 114; Exercise 54 Revise and Proofread Your Essay, p. 118; Exercise 2 Revising a Paragraph, p. 122; Exercise 6 Revising a Paragraph, p. 126; Exercise 8 Revising Sentences to Give More Information, p. 128; Exercise 11 Revising Sentences to Add Adjectives and Adverbs, p. 130; Exercise 12 Revising Sentences, p. 131; Revising and Editing Worksheet, p. 136; Revising and Editing Worksheet, p. 156; Exercise 2 Revising and Editing a Paragraph, p. 162; Exercise 170 Revising and Editing a Biography, p. 170; Revising and Editing Worksheet 1, p. 171; Revising and Editing Worksheet 2, p. 172; Exercise 8 Revising a Biology Report, p. 184; Revising and Editing Worksheet 1, p. 189; Revising and Editing Worksheet 2, p. 190; Exercise 2 Revising a Story Beginning, p. 198; Exercise 5 Revising and Editing a Paragraph, p. 202; Exercise 9 Revising a Paragraph, p. 206; Revising and Editing Worksheet 1, p. 209; Revising and Editing Worksheet 2, p. 210; Exercise C Revising and Editing a Paragraph, p. 212; Revising and Editing Worksheet 1, p. 225; Revising and Editing Worksheet 2, p. 226; Exercise 12 Create Your Own Exercise, p. 242; Revising and Editing Worksheet 1, p. 243; Revising and Editing Worksheet 2, p. 244; Exercise D Revising Sentences, p. 246; Revising and Editing Worksheet 1, p. 259; Revising and Editing Worksheet 2, p. 260; Exercise 5 Revising Sentences, p. 272

#### Editing and Proofreading

**Lesson Exercises:** Exercise 11 Proofreading a Paragraph, p. 20; Exercise 4 Combining Sentences using Adjective Clauses, p. 40; Exercise 5 Combining Sentences using Adverb Clauses, p. 40; Exercise 6 Combining Sentences by Inserting Phrases, p. 42; Exercise 5 Proofread and Publish, p. 57; Exercise 10 Proofread and Publish, p. 62; Exercise 15 Revise, Edit, and Publish, p. 68; Exercise 21 Proofread and Publish, p. 75; Exercise 27 Proofread and Publish, p. 81; Exercise 32 Proofread and Publish, p. 86; Exercise 37 Proofread and Publish Your Essay, p. 92; Exercise 43 Proofread Your Paper, p. 108; Exercise 49 Proofread and Publish, p. 114; Exercise 54 Revise and Proofread Your Essay, p. 118; Exercise 2 Editing Fragments, p. 142; Exercise 6 Correcting Sentence Fragments, p. 147; Exercise 7 Eliminating Fragments, p. 148; Exercise 8 Editing Run-on Sentences, p. 150; Exercise 9 Editing a Friendly E-mail, p. 150; Exercise C Editing Sentence Fragments and Run-on Sentences, p. 158; Exercise 2 Revising and Editing a Paragraph, p. 162; Exercise 5 Combining Sentences with Appositives, p. 164; Exercise 2 Editing Paragraphs, p. 178; Exercise 10 Expanding Sentences, p. 186; Exercise 11 Editing Sentences to Create Parallel Structure, p. 187; Revising and Editing Worksheet 1, p. 189; Revising and Editing Worksheet 2, p. 190; Exercise D Editing to Create Parallel Structure, p. 192; Exercise 5 Revising and Editing a Paragraph, p. 202; Exercise 11 Editing a Paragraph, p. 208; Revising and Editing Worksheet 1, p. 209; Revising and Editing Worksheet 2, p. 210;

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

## 12.P.EICC.4 Writing Processes

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Exercise C Revising and Editing a Paragraph, p. 212; Exercise 2 Editing a Paragraph, p. 216; Exercise 4 Choosing the Correct Verb, p. 218; Revising and Editing Worksheet 1, p. 225; Revising and Editing Worksheet 2, p. 226; Exercise B Editing for Subject-Verb Agreement, p. 227; Exercise 4 Editing Sentences, p. 234; Exercise 6 Editing a Paragraph, p. 236; Exercise 8 Editing Sentences, p. 238; Exercise 11 Editing Sentences, p. 242; Revising and Editing Worksheet 1, p. 243; Revising and Editing Worksheet 2, p. 244; Exercise 1 Editing Sentences, p. 250; Exercise 2 Editing a Paragraph, p. 252; Exercise 6 Editing Sentences, p. 253; Exercise 7 Editing a Paragraph, p. 254; Exercise 8 Editing Headlines, p. 255; Exercise 9 Editing a Story Beginning, p. 256; Exercise 11 Editing Sentences, p. 257; Exercise 12 Editing an Anecdote, p. 258; Revising and Editing Worksheet 1, p. 259; Revising and Editing Worksheet 2, p. 260; Exercise B Editing Sentences, p. 261; Exercise C Editing Sentences, p. 262; Exercise D Creating Your Own Exercise, p. 262; Exercise 1 Punctuating Sentences, p. 268; Exercise 2 Punctuating a Paragraph, p. 268; Exercise 3 Adding Commas to Sentences, p. 269; Exercise 4 Checking a Paper for Punctuation, p. 270; Exercise 6 Adding Commas to Sentences, p. 274; Exercise 8 Adding Commas to Sentences, p. 275; Exercise 9 Editing a Friendly Letter, p. 276; Exercise 11 Editing a Paragraph, p. 278; Exercise 12 Creating and Checking an Exercise, p. 278; Editing and Proofreading Worksheet 1, p. 279; Editing and Proofreading Worksheet 2, p. 280; Exercise B Editing Paragraphs, p. 282; Exercise 1 Adding Colons to Sentences, p. 286; Exercise 2 Using Semicolons and Colons, p. 287; Exercise 3 Combining Sentences into Compound Sentences, p. 288; Exercise 4 Underlining (Adding Italics), p. 289; Exercise 6 Punctuating Sentences, p. 292; Exercise 7 Write Your Own Exercise, p. 292; Exercise 8 Punctuating Dialogue, p. 293; Exercise 11 Correcting Apostrophes, p. 296; Exercise 12 Punctuating Sentences, p. 298; Exercise 13 Using Ellipsis Points, p. 298; Editing and Proofreading Worksheet 1, p. 299; Editing and Proofreading Worksheet 2, p. 300; Exercise A Using Colons and Semicolons, p. 301; Exercise B Using Italics and Quotation Marks, p. 301; Exercise C Adding Punctuation to Dialogue, p. 302; Exercise D Using Other Punctuation Marks, p. 302; Exercise 1 Proofreading Sentences, p. 306; Exercise 3 Proofreading Sentences, p. 308; Exercise 4 Proofreading a Letter, p. 308; Exercise 5 Proofreading Sentences, p. 310; Exercise 6 Create Your Own Exercise, p. 310; Exercise 7 Proofreading Sentences, p. 312; Editing and Proofreading Worksheet 1, p. 313; Editing and Proofreading Worksheet 2, p. 314; Exercise A Proofreading Sentences, p. 315; Exercise B Proofreading Paragraphs, p. 316; Exercise 1 Using a Dictionary to Check Spelling, p. 319; Exercise 2 Using a Dictionary, p. 320; Exercise 3 Create Your Own Exercise, p. 320; Editing and Proofreading Worksheet 1, p. 327; Editing and Proofreading Worksheet 2, p. 328; Exercise D Proofreading Paragraphs, p. 330; Exercise A Punctuation Marks, p. 331; Exercise B Capitalization, p. 331; Exercise C Spelling, p. 332; Exercise D Proofreading a Passage, p. 332

#### 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 “A Horse, A Badge, and Keys to the Jail”

#### Sample Instruction

**Your Assignment** Imagine that you are responsible for developing exhibits at a visitors center in a legendary Old West town. Investigate the life and achievements of one of the Old West's heroes—a lawman. Create a Biography Board (a collection of print and visual material mounted on poster board) that will portray the lawman for tourists who visit the center. Include a one-page biography of your subject; quotations by and about your lawman; a timeline of events from his life; and visuals (pictures, portraits, cartoons, and illustrations) that depict aspects of his life.

#### Step 1: Initial Search

#### Step 2: Focus Your Search

*continued*

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

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### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

**Step 3: Define Your Audience**

**Step 4: Develop an Outline**

**Write Like a Pro**

Heroes are not perfect, and villains are not totally bad. Many of our most famous Old West lawmen had some bad habits, or acted in ways that counterbalanced the good they did. Make an effort to be objective about your subject. Showing all aspects of your lawman will add intrigue, variety, and balance to the Biography Board.

**Step 5: Organize Your Ideas and Write a Draft**

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

**Step 7: Publish Your Work**

**Teacher's Notes**

**Chapter Connection**

**Activities**

- Have students research the description and history of a famous Old West frontier town such as Dodge City, Kansas; Abilene, Texas; or Cheyenne, Wyoming. Have them also look for pictures of that town. Ask them to write paragraphs describing what they think the town was like in the late 1800s and have volunteers read their paragraphs in class.

**Check It Out!**

- Chapter 2 "What Do You Think?"
- Chapter 3 "Personal Narrative: An Application Essay"
- Chapter 4 "Is There a Cure?"
- Chapter 5 "Impressionist Artists"
- Chapter 6 "Early to Bed, Early to Rise"
- Chapter 7 "The World of Biosphere Research"
- Chapter 8 "What's the News?"
- Chapter 9 "Pack a Bag and See the World"
- Chapter 10 "Education in the News"
- Chapter 11 "This Is Vietnam"
- Chapter 12 "The First Americans"
- Chapter 13 "It's Just a Fad"
- Chapter 14 "Brit Lit Superstars"
- Chapter 15 "Scientific Americans"
- Chapter 16 "The Ocean Deep"



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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

**12.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: Autobiographical Incident—SE pp. 53-57  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.2 Narrative Writing: Eyewitness Report—SE pp. 58-62  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.3 Persuasive Writing—SE pp. 63-68  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69-75  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76-81  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.6 Expository Writing: Problem-Solution Essay—SE pp. 82-86  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87-92  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.8 Expository Writing: Research Paper—SE pp. 93-108  
**Professional Writing Model**
- Lesson 4.9 Special Writing Tasks: Résumé and Cover Letter—SE pp. 109-114  
**Professional Writing Model**  
**Critical Thinking**
- Lesson 4.10 Writing a Timed Essay—SE pp. 115-118  
**Professional Writing Model**  
**Critical Thinking**

**Student Writing Models**

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

- Chapter 5 "Matisse and Picasso: Two Artists' Former Rivalry Presented at Kimbell Art Museum"—SE p. 120
- Chapter 6 "Working Pride"—SE p. 140
- Chapter 7 "The Specialist"—SE p. 160
- Chapter 8 "What I Learned About Life from Selling Shoes"—SE p. 176
- Chapter 9 "Refugees Still Wait for Change"—SE p. 196
- Chapter 10 "My Piano Recital"—SE p. 214
- Chapter 11 "Crew's . . . Fun!"—SE p. 230
- Chapter 12 "Thank You"—SE p. 248
- Chapter 13 "Food Committee Takes Another Stab"—SE p. 266
- Chapter 14 "Godzilla: King of the Monsters"—SE p. 284
- Chapter 15 "Woodrow Wilson's "Peace Without Victory" Address, January 22, 1917 A Continuity of Thought"—SE p. 304
- Chapter 16 "Student Parking Lot a Wild and Crazy Place"—SE p. 318

*continued*

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12
<p style="text-align: center;"><i>continued</i></p> <p><b>12.P.AC.1.a</b> 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)</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>DIGITAL RESOURCES*</b> <b>Chapters 1-16</b> <b>Writing Rubrics</b> The <b>Writing Rubrics</b> checklists can help identify, apply, and analyze rhetorical elements in texts.</p> <ul style="list-style-type: none"> <li>• Persuade</li> <li>• Convey Experience</li> <li>• Informative/Explanatory Writing</li> </ul>
<p><b>12.P.AC.1.b</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)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Lesson 1.3 Revising—SE pp. 16-18 <i>Sample Instruction</i> <b>Revising Strategies</b> <b>4. Word Choice.</b> Keep an eye out for vague nouns, verbs, and modifiers that you can replace with more precise words. Look for clichés or overused words that you can replace with fresh ones to enliven your descriptions. Is your choice of vocabulary appropriate for your intended audience? Should you replace any difficult words with simpler ones? Do you need to define any technical terms you've used?</li> </ul> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.5 Writing Essays—SE pp. 33-35 <i>Sample Instruction</i> <b>Body</b> <ul style="list-style-type: none"> <li>• <b>Word Choice</b> Eliminate wordiness. Ask yourself, "What am I trying to say?" and then write it as clearly as you can, using precise nouns and vivid verbs and modifiers.</li> </ul> </li> </ul> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>• Lesson 4.3 Persuasive Writing—SE pp. 63-68 <i>Sample Instruction</i> <b>Draft Your Letter or Essay</b> <ul style="list-style-type: none"> <li>• <b>Word Choice</b> Concentrate on expressing every thought as clearly and succinctly as you can.</li> </ul> </li> <li>• Lesson 4.10 Writing a Timed Essay—SE pp. 115-118 <i>Sample Instruction</i> <b>Writing Strategies</b> <b>6. Consider word choice and sentence variety.</b> Clarity is your goal, so avoid vague words and confusing sentences. Strive for vocabulary and sentence variety that fits your writing purpose and audience.</li> </ul> <p><b>DIGITAL RESOURCES*</b> <b>Chapters 1-16</b> <b>Writing Rubrics</b> The <b>Writing Rubrics</b> checklists can help evaluate how well the use of language supports the text's purpose.</p> <ul style="list-style-type: none"> <li>• Convey Experience <i>Sample Instruction</i> <b>An excellent narrative . . .</b> <ul style="list-style-type: none"> <li>• uses precise words and phrases, vivid descriptive details, and sensory language</li> </ul> </li> <li>• Informative/Explanatory Writing <i>Sample Instruction</i> <b>An excellent narrative . . .</b> <ul style="list-style-type: none"> <li>• uses precise language and defines or explains difficult words related to the topic</li> </ul> </li> </ul>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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 Combining Sentences: Using Conjunctions—SE pp. 37–38</li> <li>Lesson 3.2 Combining Sentences: Using Subordinate Clauses—SE pp. 39–40</li> <li>Lesson 3.3 Combining Sentences: Inserting Phrases—SE pp. 41–42</li> <li>Lesson 3.4 Varying Sentence Beginnings, Structures, and Lengths—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>12.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. 24–26</li> <li>Lesson 2.3 Organization and Coherence—SE pp. 27–29</li> <li>Lesson 2.4 Types of Paragraphs and Longer Writing—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)

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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: right;"><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 with steps of the writing process.</p> <ul style="list-style-type: none"> <li>Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 53–57</li> <li>Lesson 4.2 Narrative Writing: Eyewitness Report—SE pp. 58–62</li> <li>Lesson 4.3 Persuasive Writing—SE pp. 63–68</li> <li>Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69–75</li> <li>Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81</li> <li>Lesson 4.6 Expository Writing: Problem-Solution Essay—SE pp. 82–86</li> <li>Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92</li> <li>Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108</li> <li>Lesson 4.9 Special Writing Tasks: Résumé and Cover Letter—SE pp. 109–114</li> <li>Lesson 4.10 Writing a Timed Essay—SE pp. 115–118</li> </ul> <p><u>DIGITAL RESOURCES*</u>  <b>Chapters 1-16</b>  <b>Portfolio Project</b></p> <p><b>Portfolio Projects</b> include multiple-step writing assignments designed to give students further practice with research, writing, grammar, usage, and mechanics.</p> <ul style="list-style-type: none"> <li>Chapter 1 "A Horse, A Badge, and Keys to the Jail"</li> <li>Chapter 2 "What Do You Think?"</li> <li>Chapter 3 "Personal Narrative: An Application Essay"</li> <li>Chapter 4 "Is There a Cure?"</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p style="text-align: center;"><i>continued</i></p> <p><b>12.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> <ul style="list-style-type: none"> <li>• Chapter 5 “Impressionist Artists”</li> <li>• Chapter 6 “Early to Bed, Early to Rise”</li> <li>• Chapter 7 “The World of Biosphere Research”</li> <li>• Chapter 8 “What’s the News?”</li> <li>• Chapter 9 “Pack a Bag and See the World”</li> <li>• Chapter 10 “Education in the News”</li> <li>• Chapter 11 “This Is Vietnam”</li> <li>• Chapter 12 “The First Americans”</li> <li>• Chapter 13 “It’s Just a Fad”</li> <li>• Chapter 14 “Brit Lit Superstars”</li> <li>• Chapter 15 “Scientific Americans”</li> <li>• Chapter 16 “The Ocean Deep”</li> </ul>
<p><b>12.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><u>STUDENT EDITION</u></p> <p><b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Lesson 1.3 Revising—SE pp. 16–18</li> </ul> <p><i>Sample Instruction</i></p> <p><b>Revising Strategies</b></p> <p><b>4. Word Choice.</b> Keep an eye out for vague nouns, verbs, and modifiers that you can replace with more precise words. Look for clichés or overused words that you can replace with fresh ones to enliven your descriptions. Is your choice of vocabulary appropriate for your intended audience? Should you replace any difficult words with simpler ones? Do you need to define any technical terms you’ve used?</p> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.5 Writing Essays—SE pp. 33–35</li> </ul> <p><i>Sample Instruction</i></p> <p><b>Body</b></p> <ul style="list-style-type: none"> <li>• <b>Word Choice</b> Eliminate wordiness. Ask yourself, “What am I trying to say?” and then write it as clearly as you can, using precise nouns and vivid verbs and modifiers.</li> </ul> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>• Lesson 4.3 Persuasive Writing—SE pp. 63–68</li> </ul> <p><i>Sample Instruction</i></p> <p><b>Draft Your Letter or Essay</b></p> <ul style="list-style-type: none"> <li>• <b>Word Choice</b> Concentrate on expressing every thought as clearly and succinctly as you can.</li> </ul> <ul style="list-style-type: none"> <li>• Lesson 4.10 Writing a Timed Essay—SE pp. 115–118</li> </ul> <p><i>Sample Instruction</i></p> <p><b>Writing Strategies</b></p> <p><b>6. Consider word choice and sentence variety.</b> Clarity is your goal, so avoid vague words and confusing sentences. Strive for vocabulary and sentence variety that fits your writing purpose and audience.</p> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapters 1–16</b></p> <p><b>Writing Rubrics</b></p> <p>The <b>Writing Rubrics</b> checklists can help identify how well a writer has used language to achieve a specific purpose.</p> <ul style="list-style-type: none"> <li>• Convey Experience</li> </ul> <p><i>Sample Instruction</i></p> <p><b>An excellent narrative . . .</b></p> <ul style="list-style-type: none"> <li>• uses precise words and phrases, vivid descriptive details, and sensory language</li> </ul> <ul style="list-style-type: none"> <li>• Informative/Explanatory Writing</li> </ul> <p><i>Sample Instruction</i></p> <p><b>An excellent narrative . . .</b></p> <ul style="list-style-type: none"> <li>• uses precise language and defines or explains difficult words related to the topic</li> </ul>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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 Combining Sentences: Using Conjunctions—SE pp. 37–38</li> <li>Lesson 3.2 Combining Sentences: Using Subordinate Clauses—SE pp. 39–40</li> <li>Lesson 3.3 Combining Sentences: Inserting Phrases—SE pp. 41–42</li> <li>Lesson 3.4 Varying Sentence Beginnings, Structures, and Lengths—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>12.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 style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u>  <b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.3 Revising—SE pp. 16–18</li> </ul> <p><i>Sample Instruction</i>  <b>Revising Strategies</b></p> <p><b>2. Organization and Coherence.</b> Can you improve your draft by rearranging paragraphs or by moving sentences? Do you present your information in an order that makes sense for your purpose and audience? Do you need to add any transitions? Do you have an effective concluding paragraph?</p> <p><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. 24–26</li> <li>Lesson 2.3 Organization and Coherence—SE pp. 27–29</li> </ul> <p><i>Sample Instruction</i>  <b>Strategies for Writing Coherently</b></p> <p><b>3. Put Your Thoughts in Order</b></p> <ul style="list-style-type: none"> <li>Chronological Order</li> <li>Spatial Order</li> <li>Order of Importance</li> <li>Logical Order</li> <li>General-Specific Order</li> <li>Annotated Writing Model</li> </ul> <p><b>Revising a Paragraph for Organization and Coherence</b></p> <ul style="list-style-type: none"> <li>Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32</li> <li>Lesson 2.5 Writing Essays—SE pp. 33–35</li> </ul> <p><i>Sample Instruction</i>  <b>Body</b></p> <ul style="list-style-type: none"> <li><b>Organization</b> Arrange your main ideas logically, in a way that makes them easy to follow. Begin with first things first—background information—and then move through your main ideas in the way readers need to know them.</li> </ul> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81</li> </ul> <p><i>Sample Instruction</i>  <b>Writing Strategies</b></p> <p><b>4. Determine an organization for your material.</b> You might begin with a single cause and then explore the effects that it has. Or you might state an effect and trace its cause(s). You can present your information chronologically—particularly if you are reporting on a cause-event chain. Or, when there are several causes and effects to explore, you might order information in the order of importance.</p> <ul style="list-style-type: none"> <li>Lesson 4.10 Writing a Timed Essay—SE pp. 115–118</li> </ul> <p><i>Sample Instruction</i>  <b>Writing Strategies</b></p> <p><b>3. Prewrite: Gather and organize ideas.</b> Decide on your position, and generate the ideas you will use as support (facts; statistics; details; personal experience or observations; examples from literature, history, and/or current events). Try using a graphic organizer or an outline. Number the ideas in the sequence you plan to use them.</p> <p style="text-align: right;"><i>continued</i></p>



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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

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

*continued*

- Lesson 4.10 Writing a Timed Essay—SE pp. 115–118

**Sample Instruction**

**Writing Strategies**

- 3. Prewrite: Gather and organize ideas.** Decide on your position, and generate the ideas you will use as support (facts; statistics; details; personal experience or observations; examples from literature, history, and/or current events). Try using a graphic organizer or an outline. Number the ideas in the sequence you plan to use them.

**DIGITAL RESOURCES\***

**Chapters 1–16**

**Portfolio Project**

**Portfolio Projects** include multiple-step writing assignments designed to give students further practice with research, writing, grammar, usage, and mechanics.

- Chapter 1 “A Horse, A Badge, and Keys to the Jail”
- Chapter 2 “What Do You Think?”
- Chapter 3 “Personal Narrative: An Application Essay”
- Chapter 4 “Is There a Cure?”
- Chapter 5 “Impressionist Artists”

**Sample Instruction**

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

Organize your ideas into an outline before you begin writing. (Review the writing strategies for persuasive writing, Grammar for Writing, Grade 12, pages 65–66; all of these strategies except the call to action apply to your critical review.) Consider what points you want to make and how you can be most convincing.

- Chapter 6 “Early to Bed, Early to Rise”
- Chapter 7 “The World of Biosphere Research”
- Chapter 8 “What’s the News?”
- Chapter 9 “Pack a Bag and See the World”

**Sample Instruction**

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

First, decide what the format (number and size of pages) of the brochure will be. A brochure is composed of two basic elements: art (photos, maps, charts, drawings) and copy (headlines and descriptive paragraphs). Develop a layout (an overall plan for the pictures, text, and headlines) that fits the format. This will guide your writing. Write your rough draft to fit the layout. Use a persuasive style, with descriptions that will generate excitement and make readers want to visit.

- Chapter 10 “Education in the News”
- Chapter 11 “This Is Vietnam”
- Chapter 12 “The First Americans”
- Chapter 13 “It’s Just a Fad”
- Chapter 14 “Brit Lit Superstars”
- Chapter 15 “Scientific Americans”
- Chapter 16 “The Ocean Deep”

**Sample Instruction**

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

Develop an outline for your first-person narrative. Then write a rough draft of your eyewitness account. Include any background information your reader needs to know, like where you are, who is with you, the name of your research ship, the time of year, what you expect to find. Arrange the events chronologically, using transition words such as then, next, the following, or finally. Be sure to write about your feelings during the expedition as well as sensory descriptions of the descent and any creatures and geological features you see. Use friendly, informal words and an approachable tone. Don’t get too technical—explain things in everyday words.

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

## 12.P.AC.3 Text Design

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

**12.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)

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

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

**12.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)

*continued*

### GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.4 Editing and Proofreading—SE pp. 19–20

##### Sample Instruction

##### Publishing Suggestions

##### Written Words

- Magazine of student writing
- School or local newspaper
- Local or national poetry, story, or essay contest
- Class anthology
- Writing portfolio
- Letters

##### Spoken Words

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

##### Digital

- E-mail
- E-book
- Web site
- Blog
- Podcast
- Video recording

#### Chapter 4 Writing Workshops

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 53–57

##### Sample Instruction

##### Plan Your Narrative

Use a **story map** to capture all the important elements in your narrative.

- Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69–75

##### Sample Instruction

##### Writing Strategies

**Try a Venn diagram or a chart.** A Venn diagram is a useful prewriting graphic organizer for identifying your subjects' similarities and differences. The overlapping part of two circles contains the features that your subjects share. The outer parts of the circles contain your subjects' differences—what is unique to each. Examine the Venn diagram below, which shows the similarities and differences between Lincoln and Douglas.

- Lesson 4.10 Writing a Timed Essay—SE pp. 115–118

##### Sample Instruction

##### Prewrite: Focus, Gather, and Organize Ideas

Try using a **graphic organizer** or an outline. Number the ideas in the sequence you plan to use them.

#### Chapter 15 Capitalization

- Lesson 15.4 I and O; Historical Events, Documents and Periods; Calendar Items; Brand Names; Awards—SE pp. 311–312

##### Sample Instruction

##### Writing a Paragraph

Mention names and figures from the table as well as other information you know about those movies or other successful ones.

**All-Time Top 20 American Movies Through 2023** (table)

*continued*

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

## 12.P.AC.3 Text Design

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

*continued*

**12.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)

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

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

**12.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: NE.W EDITION — GRADE 12

*continued*

#### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Portfolio Project/Teacher Notes

**Portfolio Projects** include several opportunities for students to explore and create texts in various modes and genres. They also consume and produce multimedia texts.

- Chapter 1 “A Horse, A Badge, and Keys to the Jail”
- Chapter 2 “What Do You Think?”

#### Sample Instruction

##### Activities

Show several videos about one philosopher. Have students discuss three facts they learned.

- Chapter 3 “Personal Narrative: An Application Essay”
- Chapter 4 “Is There a Cure?”

#### Sample Instruction

##### Step 2: Focus Your Search

Choose one disease, and search the Internet for more information on that disease and the efforts to find a cure. Search also for visuals you will use in your article: photos, charts, maps, diagrams, or other graphics.

Explore other print and digital resources such as books, encyclopedias, newspaper and magazine articles, your library’s electronic databases, and medical journals.

- Chapter 5 “Impressionist Artists”
- Chapter 6 “Early to Bed, Early to Rise”

#### Sample Instruction

##### Check It Out!

Invite students to take a virtual trip to colonial America by visiting one of these Web sites: Colonial Williamsburg, Virginia; and Plimoth Patuxet Museums, Massachusetts.

- Chapter 7 “The World of Biosphere Research”
- Chapter 8 “What’s the News?”

#### Sample Instruction

##### Step 2: Focus Your Search

Continue searching the Internet for more information on your topic, and also explore other print and digital resources, such as videos and newspaper and magazine articles.

- Chapter 9 “Pack a Bag and See the World”
- Chapter 10 “Education in the News”

#### Sample Instruction

##### Write Like a Pro

Use techniques you have learned from other speakers to write your own top-notch speech. If possible, listen to some historic speeches. (Visit history Web sites or search online for videos of famous speeches.)

- Chapter 11 “This Is Vietnam”
- Chapter 12 “The First Americans”
- Chapter 13 “It’s Just a Fad”

#### Sample Instruction

##### Your Assignment

Write a two-minute TV report about a fad or craze from the past. Make your talk informal and informative; you’ll need to provide some background information. Deliver your talk to the class.

- Chapter 14 “Brit Lit Superstars”
- Chapter 15 “Scientific Americans”
- Chapter 16 “The Ocean Deep”

#### Sample Instruction

##### Activities

Obtain a video of a real undersea expedition; both National Geographic and Nature have produced several. Show this video in class, encouraging students to imagine they are reporters on board the research vessel. Tell them to take notes for a 3-minute TV science news report. Have them write a script based on their notes.

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

## 12.P.CP.1 Collaboration

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

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

**12.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)

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

**12.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 12

#### STUDENT EDITION

#### Working Together

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

- **Lesson Exercises:** Exercise 7 Outlining and Drafting Another Paper, p. 15; Exercise 10 Work with a Writing Partner, p. 18; Exercise 3 Improving Unity and Adding Details, p. 25; Exercise 2 Compound Sentences, p. 38; Exercise 3 Creating Compound Sentences, p. 38; Exercise 5 Combining Sentences using Adverb Clauses, p. 40; Exercise 7 Writing Paragraphs, p. 42; Exercise 12 Revising a Paragraph, p. 46; Exercise 4 Revise Your Autobiographical Incident, p. 57; Exercise 9 Revise Your Eyewitness Report, p. 62; Exercise 12 State Your Claim, p. 67; Exercise 15 Revise, Edit, and Publish, p. 68; Exercise 20 Revising, p. 75; Exercise 21 Proofread and Publish, p. 75; Exercise 26 Revise, p. 81; Exercise 27 Proofread and Publish, p. 81; Exercise 31 Revise, p. 86; Exercise 32 Proofread and Publish, p. 86; Exercise 37 Proofread and Publish Your Essay, p. 92; Exercise 42 Revise Your Draft, p. 107; Exercise 43 Proofread Your Paper, p. 108; Exercise 48 Revise Your Resume and Cover Letter, p. 114; Exercise 2 Revising a Paragraph, p. 122; Exercise 6 Revising a Paragraph, p. 126; Exercise 11 Revising Sentences to Add Adjectives and Adverbs, p. 130; Exercise 4 Writing Complete Sentences, p. 144; Exercise 2 Editing Paragraphs, p. 178; Exercise 6 Writing Sentences with Adverb Clauses, p. 182; Exercise 8 Revising a Biology Report, p. 184; Exercise 10 Expanding Sentences, p. 186; Exercise 12 Parallel Structure, p. 188; Exercise 2 Revising a Story Beginning, p. 198; Exercise 4 Choosing the Correct Verb, p. 218; Exercise 6 Writing a Passage, p. 220; Exercise 8 Writing Complete Sentences, p. 222; Exercise 10 Writing an Opinion About a Name, p. 240; Exercise 12 Create Your Own Exercise, p. 242; Exercise 9 Editing a Story Beginning, p. 256; Exercise 10 Continuing a Story, p. 256; Exercise 12 Editing an Anecdote, p. 258; Exercise 7 Describing an Ancient Setting, p. 274; Exercise 12 Creating and Checking an Exercise, p. 278; Exercise 5 Writing Brief Reviews, p. 290; Exercise 7 Write Your Own Exercise, p. 292; Exercise 9 Writing a Dialogue, p. 294; Exercise 2 Writing a Report, p. 306; Exercise 4 Proofreading a Letter, p. 308; Exercise 6 Create Your Own Exercise, p. 310; Exercise 8 Writing a Paragraph, p. 312; Exercise 3 Create Your Own Exercise, p. 320; Exercise 8 Writing New Words, p. 324; Exercise 10 Writing with Noun Plurals, p. 326

#### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Student Resources

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

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

## 12.P.CP.2 Presentation

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

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

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.4 Editing and Proofreading—SE pp. 19–20

##### Sample Instruction

##### Publishing Suggestions

##### Spoken Words

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

#### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Portfolio Project/Teacher Notes

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

- Chapter 2 “What Do You Think?”

##### Sample Instruction

##### Step 7: Publish Your Work

Present your essay to the class.

- Chapter 4 “Is There a Cure?”

##### Sample Instruction

##### Step 7: Publish Your Work

Present the article, complete with visuals. Be prepared to answer questions.

- Chapter 5 “Impressionist Artists”

##### Sample Instruction

##### Step 6: Publish Your Work

Present your narrative in class, or share it online with other classes.

- Chapter 8 “What’s the News?”

##### Sample Instruction

##### Your Assignment

Work with a team of three to four classmates to act as television news reporters who present the weekly segment EnviroNews. This segment includes a one- to two-minute story about the environment by each person on your team. One of you will also act as moderator or news anchor.

- Chapter 10 “Education in the News”

##### Sample Instruction

##### Step 7: Publish Your Work

Present your speech to the class.

- Chapter 11 “This Is Vietnam”

##### Sample Instruction

##### Step 7: Publish Your Work

Present your editorial to the class. Be prepared to support your opinions with facts and to answer questions.

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

#### DIGITAL RESOURCES\*

#### Chapter 1 The Writing Process

##### Instruction & Practice

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

##### Sample Instruction

##### Remember

Follow these guidelines to give more effective presentations:

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



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

## 12.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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 “Matisse and Picasso: Two Artists’ Former Rivalry Presented at Kimbell Art Museum”—SE p. 120</li> <li>Chapter 7 “The Specialist”—SE p. 160</li> <li>Chapter 8 “What I Learned About Life from Selling Shoes”—SE p. 176</li> <li>Chapter 11 “Crew’s . . . Fun!”—SE p. 230</li> <li>Chapter 14 “Godzilla: King of the Monsters”—SE p. 284</li> <li>Chapter 6 “Working Pride”—SE p. 140</li> <li>Chapter 10 “My Piano Recital”—SE p. 214</li> <li>Chapter 12 “Thank You”—SE p. 248</li> <li>Chapter 9 “Refugees Still Wait for Change”—SE p. 196</li> <li>Chapter 13 “Food Committee Takes Another Stab”—SE p. 266</li> <li>Chapter 16 “Student Parking Lot a Wild and Crazy Place”—SE p. 318</li> <li>Chapter 15 “Woodrow Wilson’s “Peace Without Victory” Address, January 22, 1917 A Continuity of Thought “—SE p. 304</li> </ul>
<p><b>12.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 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. 24–26</li> <li>Lesson 2.3 Organization and Coherence—SE pp. 27–29</li> <li>Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32</li> <li>Lesson 2.5 Writing Essays—SE pp. 33–35</li> </ul> <p><b>Chapter 3 Writing Effective Sentences</b></p> <ul style="list-style-type: none"> <li>Lesson 3.1 Combining Sentences: Using Conjunctions—SE pp. 37–38</li> <li>Lesson 3.2 Combining Sentences: Using Subordinate Clauses—SE pp. 39–40</li> <li>Lesson 3.3 Combining Sentences: Inserting Phrases—SE pp. 41–42</li> <li>Lesson 3.4 Varying Sentence Beginnings, Structures, and Lengths—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. 179–180</li> <li>Lesson 9.6 Mood—SE pp. 207–208</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 9</b> <b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.9.4 Verb Tense</li> <li>Lesson 12.9.6 Mood</li> </ul>
<p><b>12.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. 205–206</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 9</b> <b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.9.6 Using the Active Voice</li> </ul>

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

## 12.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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 1 The Writing Process</b>  <ul style="list-style-type: none"> <li>Lesson 1.3 Revising—SE pp. 16–18  <i>Sample Instruction</i>            1. <b>Ideas and Unity</b> Do you have enough supporting details? Do you have too many?</li> </ul> <b>Chapter 2 Writing Effective Paragraphs and Essays</b>  <ul style="list-style-type: none"> <li>Lesson 2.2 Elaborating with Supporting Details—SE pp. 24–26  <i>Sample Instruction</i>            You must make your paragraphs interesting, specific, and complete. To do so, develop or support each paragraph's main idea by using the following kinds of details: facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons.</li> <li>Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32  <i>Sample Instruction</i>  <b>Descriptive</b> <ul style="list-style-type: none"> <li>Use sensory details to appeal to the reader's five senses (sight, hearing, smell, touch, and taste) and to create a main impression, or mood.</li> </ul> </li> <li>Lesson 2.5 Writing Essays—SE pp. 33–35  <i>Sample Instruction</i>  <b>Revising an Essay</b>            Add details as appropriate.</li> </ul> <b>Chapter 4 Writing Workshops</b>  <ul style="list-style-type: none"> <li>Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92  <i>Sample Instruction</i>  <b>Prewriting: Major Points and Supporting Details</b></li> <li>Lesson 4.10 Writing a Timed Essay—SE pp. 115–118  <i>Sample Instruction</i>  <b>Step 5: Start writing and stick to the point.</b>            Use details that support your ideas in the clearest, most logical way possible.</li> </ul> </p>
<p><b>12.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 8 Clauses</b>  <ul style="list-style-type: none"> <li>Lesson 8.6 Effective Sentences: Parallel Structure—SE pp. 187–188</li> </ul> <u>DIGITAL RESOURCES*</u>  <b>Chapter 8</b>  <b>Student Practice</b>  <ul style="list-style-type: none"> <li>Lesson 12.8.6 Effective Sentences: Parallel Structure</li> </ul> </p>

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

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

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

**12.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)

**12.L.V.1.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)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

#### STUDENT EDITION

#### Enriching Your Vocabulary

The **Enriching Your Vocabulary** sidebar found in several lessons throughout the program. This feature explains the meaning of one or more challenging words in the current lesson by examining their Latin or foreign language roots, as well as the evolution of the present-day meaning.

- SE pp. 9, 19, 22, 30, 33, 43, 87, 121, 127, 135, 145, 153, 161, 167, 177, 197, 207, 219

#### Sample Instruction

The Latin root of *laudable* is *laus*, meaning “glory” or “praise.” As an adjective, *laudable* means “praiseworthy” or “commendable.” The World Hunger Organization has made *laudable* efforts to bring food to families in hundreds of cities. (SE p. 33)

#### Build Your Vocabulary

**Build Your Vocabulary** directs student attention back to the writing model at the beginning of Writing Workshops lessons. Students see challenging words in context then use context clues and a dictionary to determine the meaning of those words.

- SE pp. 55, 60, 64, 70, 77, 84, 93

#### Sample Instruction

The noun *debris* comes from the old French verb *desbrisier*, which means “to break apart.” The English word refers to the broken bits or rubble after some destruction. The *debris* from Hurricane Georges left the streets impassable.

#### TEACHER'S EDITION

#### Differentiating Instruction

#### 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.

#### 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

#### DIGITAL RESOURCES\*

#### Overview

#### Program Overview

- Differentiated Instruction: Chapters 13–16
  - Chapter Vocabulary—pp. 1–4

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

## 12.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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>12.L.V.2.c</b> Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)</p>	<p><b>STUDENT EDITION</b> <b>Enriching Your Vocabulary</b> The <b>Enriching Your Vocabulary</b> sidebar found in several lessons throughout the program. This feature explains the meaning of one or more challenging words in the current lesson by examining their Latin or foreign language roots, as well as the evolution of the present-day meaning.</p> <ul style="list-style-type: none"> <li>SE pp. 9, 19, 22, 30, 33, 43, 87, 121, 127, 135, 145, 153, 161, 167, 177, 197, 207, 219</li> </ul> <p><b>Sample Instruction</b> The word <i>sequester</i>, used on page 168, means “to set apart” or “to withdraw.” It comes from the Latin <i>sequestrare</i>, meaning “to entrust.” The jury was <i>sequestered</i> to deliberate the verdict of the murder trial. (SE p. 167)</p> <p><b>Chapter 16 Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 16.3 Prefixes and Suffixes—SE pp. 323–324</li> </ul>
<p><b>12.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>12.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><b>STUDENT EDITION</b> <b>Chapter 5 Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Nouns—SE pp. 97–98</li> <li>Lesson 5.2 Pronouns—SE pp. 99–100</li> <li>Lesson 5.3 Verbs—SE pp. 101–102</li> <li>Lesson 5.4 Adjectives—SE pp. 103–104</li> <li>Lesson 5.5 Adverbs—SE pp. 105–106</li> <li>Lesson 5.6 Prepositions—SE pp. 107–108</li> <li>Lesson 5.7 Conjunctions and Interjections—SE pp. 109–110</li> <li>Lesson 5.8 Determining a Word's Part of Speech—SE pp. 111–111</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 5 Teaching Notes: Chapter Vocabulary/English Learners/Striving Learners—TE T33</li> </ul> <p><b>DIGITAL RESOURCES*</b> <b>Chapter 5</b> <b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.5.1 Nouns</li> <li>Lesson 12.5.2 Pronouns</li> <li>Lesson 12.5.3 Verbs</li> <li>Lesson 12.5.4 Adjectives</li> <li>Lesson 12.5.5 Adverbs</li> <li>Lesson 12.5.6 Prepositions</li> <li>Lesson 12.5.7 Conjunctions and Interjections</li> <li>Lesson 12.5.8 Determining a Word's Part of Speech</li> </ul>

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

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

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12
<p><b>12.L.V.3.a</b> This progression transitions to 9-12.L.V.3.b.</p> <p><b>12.L.V.3.b</b> Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I)</p> <p><b>12.L.V.3.c</b> Analyze the nuances in connotative meaning of words that share a similar denotation. (I)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.3 Persuasive Writing—SE pp. 63–68</li> </ul> <p><i>Sample Instruction</i></p> <p><b>4. Use emotional appeals wisely.</b> Emotional appeals argue your case by calling upon the reader's hopes fears, wishes, or sense of fairness. Most of your support should be logical. Sometimes, however, an emotional appeal can be more effective than a logical one. <b>Loaded words</b>—words that carry either <b>positive</b> or <b>negative connotations</b>, or slants—are helpful when appealing to a reader's emotions.</p> <hr/> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation</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</li> <li>Differentiating Instruction Charts: Chapter 2—p. T30</li> </ul>
<p><b>12.L.V.3.d</b> 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)</p>	<p><b>STUDENT EDITION</b> <b>Build Your Vocabulary</b></p> <p><b>Build Your Vocabulary</b> directs student attention back to the writing model at the beginning of <b>Writing Workshops</b> lessons. Students see challenging words in context then use context clues and a <b>dictionary</b> to determine the meaning of those words.</p> <ul style="list-style-type: none"> <li>SE pp. 55, 60, 64, 70, 77, 84, 89</li> </ul> <p><i>Sample Instruction</i></p> <p>Underline the unfamiliar words in the selection. Use a <b>dictionary</b> to look up their meaning and write brief definitions in the margin or in your notebook. (SE p. 60)</p> <p><b>Chapter 16 Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 16.1 Using a Dictionary—SE pp. 319–320</li> <li>Lesson 16.2 Spelling Rules—SE pp. 321–322</li> </ul>
<p><b>12.L.V.3.e</b> 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)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.3 Persuasive Writing—SE pp. 63–68</li> </ul> <p><i>Sample Instruction</i></p> <p><b>4. Use emotional appeals wisely.</b> Emotional appeals argue your case by calling upon the reader's hopes fears, wishes, or sense of fairness. Most of your support should be logical. Sometimes, however, an emotional appeal can be more effective than a logical one. <b>Loaded words</b>—words that carry either <b>positive</b> or <b>negative connotations</b>, or slants—are helpful when appealing to a reader's emotions.</p> <hr/> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation</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</li> <li>Differentiating Instruction Charts: Chapter 2—p. T30</li> </ul>



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

## 12.T.SS.1 Organization

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

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

**12.T.SS.1.b** Blend multiple organizational structures to support and enhance a text's central message. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–15

##### Sample Instruction

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

- Lesson 1.3 Revising—SE pp. 16–18

##### Sample Instruction

##### Revising Strategies

- 2. Organization and Coherence** Does the opening sentence grab the reader's attention? Can you improve your draft by rearranging paragraphs or by moving sentences? Do you present your information in an order that makes sense for your purpose and audience?

#### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.1 Ideas and Unity—SE pp. 22–23

- Lesson 2.3 Organization and Coherence—SE pp. 27–29

##### Sample Instruction

##### Strategies for Writing Coherently

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

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

- Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32

- Lesson 2.5 Writing Essays—SE pp. 33–35

##### Sample Instruction

##### Body

- **Organization** Arrange your main ideas logically, in a way that makes them easy to follow. Begin with first things first—background information—and then move through your main ideas in the way readers need to know them.

#### Chapter 4 Writing Workshops

- Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81

##### Sample Instruction

##### Writing Strategies

- 4. Determine an organization for your material.** You might begin with a single cause and then explore the effects that it has. Or you might state an effect and trace its cause(s). You can present your information chronologically—particularly if you are reporting on a cause-event chain. Or, when there are several causes and effects to explore, you might order information in the order of importance.

- **Cause-Effect Organizers**

- Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108

##### Sample Instruction

##### Prewriting: Getting to the Outline Stage

- Lesson 4.10 Writing a Timed Essay—SE pp. 115–118

##### Sample Instruction

##### Writing Strategies

- 3. Prewrite: Prewrite: Gather and organize ideas.** You might use a brief outline or a cluster diagram to generate ideas. Spend no more than two or three minutes jotting down ideas, key words, and supporting details. Number the ideas in the sequence you plan to use them.

*continued*

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

## 12.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

**12.T.SS.1.c** Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. (C)

*continued*

STUDENT EDITION

### Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE pp. 16–18

*Sample Instruction*

#### Revising Strategies

- 2. Organization and Coherence** Do you need to add any transitions?

### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.3 Organization and Coherence—SE pp. 27–29

*Sample Instruction*

#### Strategies for Writing Coherently

##### Some Common Transitional Words and Expressions

#### Revising a Paragraph for Organization and Coherence

Add new details as necessary, and add **transitional expressions**, reorder information, and combine sentences.

### Chapter 4 Writing Workshops

- Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69–75

*Sample Instruction*

#### Writing Strategies

- 5. Connect ideas.** Transitional words and expressions help readers follow your thinking. Transitions such as yet, therefore, as a result, so that, consequently, and because are particularly helpful for writers and readers of cause-effect essays. Next, after that, tomorrow, just before, and finally are examples that show time order. More important, of greater value, less important, and most significant signal order of importance.

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

- Lesson 4.10 Writing a Timed Essay—SE pp. 115–118

*Sample Instruction*

#### Writing Strategies

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

#### Write Your Essay

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

### Chapter 13 Punctuation: End Marks and Commas

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

*Sample Instruction*

Use a pair of commas around a noun of direct address and around a parenthetical or transitional expression.

### Chapter 14 Punctuation: All the Other Marks

- Lesson 14.2 Semicolons—SE pp. 287–288

*Sample Instruction*

#### Common Transitional Expressions

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

## 12.T.SS.1 Organization

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

**12.T.SS.1.d** 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)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

#### STUDENT EDITION

#### Chapter 4 Writing Workshops

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 53–57
- Lesson 4.2 Narrative Writing: Eyewitness Report—SE pp. 58–62
- Lesson 4.3 Persuasive Writing—SE pp. 63–68
- Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69–75
- Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81
- Lesson 4.6 Expository Writing: Problem-Solution Essay—SE pp. 82–86
- Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92
- Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108
- Lesson 4.9 Special Writing Tasks: Résumé and Cover Letter—SE pp. 109–114
- Lesson 4.10 Writing a Timed Essay—SE pp. 115–118

#### DIGITAL RESOURCES\*

#### Chapters 1–16

#### Portfolio Projects/Teacher Notes

- Chapter 1 “A Horse, A Badge, and Keys to the Jail”
- Chapter 2 “What Do You Think?”  
*Sample Instruction*  
**Step 4: Develop an Outline**
- Chapter 3 “Personal Narrative: An Application Essay”  
*Sample Instruction*  
**Step 5: Organize Your Ideas and Draft Your Article**
- Chapter 5 “Impressionist Artists”
- Chapter 6 “Early to Bed, Early to Rise”
- Chapter 7 “The World of Biosphere Research”  
*Sample Instruction*  
**Step 5: Organize Your Ideas and Draft Your Article**
- Chapter 8 “What’s the News?”
- Chapter 9 “Pack a Bag and See the World”  
*Sample Instruction*  
**Step 5: Organize Your Ideas and Draft Your Brochure**
- Chapter 10 “Education in the News”
- Chapter 11 “This Is Vietnam”
- Chapter 12 “The First Americans”
- Chapter 13 “It’s Just a Fad”
- Chapter 14 “Brit Lit Superstars”
- Chapter 15 “Scientific Americans”
- Chapter 16 “The Ocean Deep”

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

## 12.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.T.SS.2.a</b> Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)</p> <p><b>12.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><u>STUDENT EDITION</u> <b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81 <i>Sample Instruction</i> <b>Draft Your Essay</b> <ul style="list-style-type: none"> <li><b>Use precise, formal language.</b> Choose your words with care, and use techniques, such as similes, to explain complex concepts.</li> </ul> </li> <li>Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92 <i>Sample Instruction</i> <b>Questions for Literary Analysis</b> <b>Imagery:</b> What effect is created by metaphor, simile, personification, and symbolism?</li> </ul> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><u>DIGITAL RESOURCES*</u> <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> <u>DIGITAL RESOURCES: TEACHER EDITION</u> <b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 2—p. T30</li> </ul>
<p><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert. (C)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> <b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.3 Revising—SE pp. 15–17 <i>Sample Instruction</i> <b>Revising Strategies</b> <b>4. Word Choice.</b> Depending on your purpose and audience, do you sound appropriately <b>formal</b> or <b>informal</b>, subjective or objective?</li> </ul> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.5 Writing Essays—SE pp. 33–35 <i>Sample Instruction</i></li> </ul> <p><b>Chapter 4 Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Lesson 4.3 Persuasive Writing—SE pp. 63–68 <i>Sample Instruction</i> <b>Writing Strategies</b> <b>8. Establish a formal style and objective tone.</b> Tone, or attitude, and style are crucial in writing an effective argument. Maintain a formal style and a confident, objective tone to show that you are reliable and knowledgeable about your topic. Keep your tone reasonable and respectful, particularly when refuting counterarguments. (SE p. 68)</li> <li>Lesson 4.4 Expository Writing: Compare and Contrast Essay—SE pp. 69–75 <i>Sample Instruction</i> <b>Drafting Your Essay</b> <ul style="list-style-type: none"> <li><b>Begin Writing.</b> Be sure to use a formal style and objective tone.</li> </ul> </li> <li>Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81 <i>Sample Instruction</i> <b>Draft Your Essay</b> <ul style="list-style-type: none"> <li><b>Use precise, formal language.</b> Use a straightforward, formal style that is easy for readers to follow.</li> </ul> </li> <li>Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92 <i>Sample Instruction</i> <b>Writing Strategies</b> <b>5. Keep your tone consistent.</b> Adopt and maintain a formal and serious tone.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

## 12.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12
<p style="text-align: center;"><i>continued</i></p> <p><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>DIGITAL RESOURCES*</u> <b>Chapters 1–16</b> <b>Portfolio Projects/Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Chapter 1 “A Horse, A Badge, and Keys to the Jail” <i>Sample Instruction</i> <b>Step 5: Organize Your Ideas and Write a Draft</b> Write in a <b>formal style</b> with an objective tone.</li> <li>Chapter 4 “Is There a Cure?” <i>Sample Instruction</i> <b>Step 5: Organize Your Ideas and Write a Draft</b> Follow your outline as you write your draft in a <b>formal style</b> with an <b>objective tone</b>.</li> <li>Chapter 7 “The World of Biosphere Research” <i>Sample Instruction</i> <b>Step 5: Organize Your Ideas and Write a Draft</b> Follow your outline as you write your draft in a <b>formal style</b> with an <b>objective tone</b>.</li> </ul>

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

## 12.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12
<p><b>12.T.T.1.a</b> Evaluate how different authors develop and use narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) across texts, using textual evidence. (I)</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose. (I)</p> <p><b>12.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>12.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> <b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32 <b>Descriptive</b> <ul style="list-style-type: none"> <li>Annotated Writing Model (SE p. 30)</li> </ul> <b>Narrative</b> <ul style="list-style-type: none"> <li>Annotated Writing Model (SE p. 31)</li> </ul> </li> </ul> <p><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 4.1 Narrative Writing: Autobiographical Incident—SE pp. 53–57 <b>Annotated Writing Model:</b> “Victory at Arnot” from <i>The Autobiography of Mother Jones</i> <b>Critical Thinking</b> <b>Build Your Vocabulary</b></li> <li>Lesson 4.2 Narrative Writing: Eyewitness Report—SE pp. 58–62 <b>Annotated Writing Model:</b> from <i>The Fall of the Berlin Wall</i> <b>Critical Thinking</b> <b>Build Your Vocabulary</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>Narrative Essay</b></p> <ul style="list-style-type: none"> <li>Chapter 6 “Working Pride”—SE p. 140</li> <li>Chapter 10 “My Piano Recital”—SE p. 214</li> <li>Chapter 12 “Thank You”—SE p. 248</li> </ul> <p style="text-align: center;"><i>continued</i></p>



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

## 12.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12

*continued*

**12.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*

*continued*

STUDENT EDITION

### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32

**Sample Instruction**

#### Writing for Different Purposes

- Write a descriptive paragraph about your favorite place, book, or music.
- Write a narrative paragraph about an adventure, a contest, or a humorous event.

### 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: Autobiographical Incident—SE pp. 53–57

**Sample Instruction**

#### Writing Strategies

- Select a meaningful incident.
- Use the first person.
- Concentrate on time order.
- Ask and answer questions.
- Answer, "So what?"
- Reflect on your thoughts and feelings.
- Sprinkle in sensory details.
- Generate some dialogue.

#### Writing Hint

#### Get Started

#### Plan Your Narrative

#### Draft the Autobiographical Incident

#### Revise Your Autobiographical Incident

#### Proofread and Publish

- Lesson 4.2 Narrative Writing: Eyewitness Report—SE pp. 58–62

DIGITAL RESOURCES\*

### Chapters 3, 16

#### Portfolio Project: Narrative

- Chapter 3 "Personal Narrative: An Application Essay"

**Sample Instruction**

**Your Assignment** Write a 250–500 word essay about a specific incident you experienced that affected you profoundly. Tell what happened and what you thought and felt at the time or what you think and feel about the incident now. Your essay should reveal some aspect of your character and personality.

**Step 1:** Brainstorm Ideas and Choose a Topic

**Step 2:** Gather Details

**Step 3:** Plan What You Will Say and Write a Draft

**Write Like a Pro**

Professional writers know their writing must convey what they mean almost immediately. The person reading your essay won't be interested in trying to figure out what you're saying, so say what you mean as clearly as you can. (See pages 27–28 of Grammar for Writing, Grade 12, for Strategies for Writing Coherently; see page 28 for a list of common transitional words and expressions.)

**Step 4:** Revise, Edit, and Rewrite

**Step 5:** Publish Your Essay

#### Teacher's Notes

#### Chapter Connection

#### Activities

- Invite a personnel manager from a local company to talk about the kinds of writing students might be asked to do on the job.

#### Check It Out!

*continued*

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

## 12.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

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

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

### Portfolio Project: Narrative; Informative/Explanatory

- Chapter 16 "The Ocean Deep"  
**Sample Instruction**  
**Your Assignment** Write a two- or three-page fictional narrative about an exploration of the ocean depths. Use the first-person point of view as you describe your journey traveling down into the ocean's depths. Include at least three of the five senses in your description of your expedition. To obtain the information you'll need to write your eyewitness narrative, plunge into the subjects of oceanography and marine biology. Learn about the latest discoveries, technology, and advances in these sciences.

### Chapters 1–16

#### Writing Rubrics

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

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

## 12.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 12.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I)
- 12.T.T.2.b** *Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.* (I)
- 12.T.T.2.c** This progression ends in 5th grade.

*continued*

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

STUDENT EDITION

### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32  
**Expository**
  - Annotated Writing Model (SE p. 31)

### 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: Compare and Contrast Essay—SE pp. 69–75  
**Professional Writing Model**  
**Critical Thinking**
  - Lesson 4.5 Expository Writing: Cause-Effect Essay—SE pp. 76–81  
**Professional Writing Model**  
**Critical Thinking**
  - Lesson 4.6 Expository Writing: Problem-Solution Essay—SE pp. 82–86  
**Professional Writing Model**  
**Critical Thinking**
  - Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108  
**Professional Writing Model**
  - Lesson 4.9 Special Writing Tasks: Résumé and Cover Letter—SE pp. 109–114  
**Professional Writing Model**  
**Critical Thinking**
  - Lesson 4.10 Writing a Timed Essay—SE pp. 115–118  
**Professional Writing Model**  
**Critical Thinking**

*continued*

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

## 12.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NE.W EDITION — GRADE 12
<p style="text-align: center;"><i>continued</i></p> <p><b>12.T.T.2.a</b> Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I)</p> <p><b>12.T.T.2.b</b> <i>Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.</i> (I)</p> <p><b>12.T.T.2.c</b> This progression ends in 5th grade.</p>	<p style="text-align: center;"><i>continued</i></p> <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 5 “Matisse and Picasso: Two Artists’ Former Rivalry Presented at Kimbell Art Museum”—SE p. 120</li> <li>Chapter 7 “The Specialist”—SE p. 160</li> <li>Chapter 8 “What I Learned About Life from Selling Shoes”—SE p. 176</li> <li>Chapter 11 “Crew’s . . . Fun!”—SE p. 230</li> <li>Chapter 14 “Godzilla: King of the Monsters”—SE p. 284</li> </ul> <p><b>Research Paper</b></p> <ul style="list-style-type: none"> <li>Chapter 15 “Woodrow Wilson’s “Peace Without Victory” Address, January 22, 1917 A Continuity of Thought “—SE p. 304</li> </ul>
<p><b>12.T.T.2.d</b> <i>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.</i> (C)</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 2 Writing Effective Paragraphs and Essays</b></p> <ul style="list-style-type: none"> <li>Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Expository</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> </ul> <p><b>Writing for Different Purposes</b></p> <ul style="list-style-type: none"> <li>Write an expository paragraph explaining the rules of a game or giving information about a career you are considering</li> </ul> <ul style="list-style-type: none"> <li>Lesson 2.5 Writing Essays—SE pp. 33–35</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Introduction</b></p> <p><b>Body</b></p> <p><b>Conclusion</b></p> <p><b>Drafting an Introduction</b></p> <p><b>Drafting a Conclusion</b></p> <p><b>Revising an Essay</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapters 2, 6, 7, 11, 12, 13, 14, 15, 16</b></p> <p><b>Portfolio Projects: Informative/Explanatory</b></p> <ul style="list-style-type: none"> <li>Chapter 1 “A Horse, A Badge, and Keys to the Jail”</li> <li>Chapter 2 “What Do You Think?”</li> <li>Chapter 4 “Is There a Cure?”</li> <li>Chapter 6 “Early to Bed, Early to Rise”</li> <li>Chapter 7 “The World of Biosphere Research”</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Your Assignment</b> Investigate the world of biosphere research. Then write a two-page feature article for an online or print magazine. (A feature article has a “human-interest” approach and contains quotations, anecdotes, and illustrations. A news article, in contrast, sticks to just the facts.) In your article, explain one specific biosphere experiment (it may be a past or present experiment).</p> <p><b>Step 1:</b> Initial Search <b>Step 2:</b> Focus Your Search <b>Step 3:</b> Define Your Audience <b>Step 4:</b> Develop an Outline</p> <p><b>Write Like a Pro</b></p> <p>Biosphere programs are a blend of the technical and the adventurous. Make a list of technical terms you will need to use; then, find colorful adjectives to use with each term. Read the passage below. Notice how the vivid adjectives and verbs in bold type add a sense of adventure to a technical problem.</p> <p style="text-align: center;"><i>continued</i></p>

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

## 12.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**12.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)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

**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**

- Create a Career Board that displays information on professions in fields involved with biosphere research. Examples would be environmental science, ecology, hydrology, and meteorology.

**Check It Out!**

- Chapter 8 "What's the News?"
- Chapter 9 "Pack a Bag and See the World"
- Chapter 12 "The First Americans"
- Chapter 13 "It's Just a Fad"
- Chapter 14 "Brit Lit Superstars"
- Chapter 15 "Scientific Americans"

**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)

## 12.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**12.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)

**12.T.T.3.b** Evaluate and critique the use of rhetorical language in a variety of texts. (I)

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STUDENT EDITION

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs and Longer Writing—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 4.3 Persuasive Writing—SE pp. 63–68

**Annotated Writing Model**

**Critical Thinking**

- Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92

**Annotated Writing Model**

**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 9 "Refugees Still Wait for Change"—SE p. 196
- Chapter 13 "Food Committee Takes Another Stab"—SE p. 266
- Chapter 16 "Student Parking Lot a Wild and Crazy Place"—SE p. 318

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

## 12.T.T.3 Argumentative Techniques

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

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

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

**STUDENT EDITION**

**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs and Longer Writing—SE pp. 30–32

**Sample Instruction**

**Persuasive**

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

**Writing for Different Purposes**

- Write a persuasive paragraph for or against grading students on report cards.

**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 4.3 Persuasive Writing—SE pp. 63–68

**Sample Instruction**

**Writing Strategies**

- Clearly state your claim.
- Give reasons.
- Use evidence to support each reason.
- Use emotional appeals wisely.
- Anticipate and refute counterclaims.
- Be sure your logic is sound.
- Include transitions.
- Establish a formal style and objective tone.
- End with a call to action.

**Write What You Think**

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

- SE pp. 124, 134, 146, 166, 174, 188, 212, 220, 252, 252, 272, 286

**Sample Assignment**

Decide whether you agree or disagree with the following statement:

Federal law should continue to put strict limitations on the numbers of hours teens can work each week during the school year.

To respond to this issue, consider the advantages and disadvantages of after-school work as well as the financial needs students may have. Then state your opinion and support it with anecdotal evidence. Work at least two properly placed colons into your response. Revise and edit your work. (SE p. 286)

*continued*

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

## 12.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

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

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

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

*continued*

DIGITAL RESOURCES\*

### Chapters 8, 9, 10

#### Portfolio Projects: Argument

- Chapter 5 “Impressionist Artists”
- Chapter 10 “Education in the News”
- Chapter 11 “This Is Vietnam”

#### Sample Instruction

**Your Assignment** Read current news items about Vietnam, and choose a topic or issue that interests you. Topics to consider are (1) the current economy, (2) the political scene, (3) economic and political reforms, (4) problems involving rural or urban areas. Do in-depth research on one topic or issue. Take extensive notes and write a 1- or 2-page editorial based on the facts you collect.

**Step 1:** Initial Search

**Step 2:** Focus Your Search

**Step 3:** Define Your Audience

**Step 4:** Make an Outline

#### Write Like a Pro

The purpose of a newspaper editorial is to express the newspaper’s opinion on a topic or issue, and to persuade its readers to agree with that opinion. Before you write your editorial, consider all the tools you have at hand to persuade the reader. Review the writing strategies for persuasive writing in *Grammar for Writing*, Grade 12, pages 63–68.

**Step 5:** Draft Your Editorial

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

**Step 7:** Publish Your Work

Present your editorial to the class. Be prepared to support your opinions with facts and to answer questions.

#### Teacher’s Notes

#### Chapter Connection

#### Activities

- Work with your local librarian to obtain a video of Vietnam today. Show the video to the class, and generate a discussion of its content.

#### Check It Out!

### Chapters 1–16

#### Writing Rubrics

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

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

## 12.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

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

GRAMMAR FOR WRITING: NEW EDITION — GRADE 12

STUDENT EDITION

### Chapter 4 Writing Workshops

- Lesson 4.7 Writing About Literature: Analyzing a Work—SE pp. 87–92

#### Sample Instruction

#### Questions for Literary Analysis

**Speaker:** What can you say about the speaker of the poem? Is the speaker standing in for the poet or for another character?

**Sound:** What effect is created by any of the following: meter, rhythm, repetition, onomatopoeia, alliteration, consonance, rhyme scheme?



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

## 12.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 12
<p><b>12.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><b>DIGITAL RESOURCES*</b> <b>Chapters 1–16</b> <b>Portfolio Projects/Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Chapter 14 “Brit Lit Superstars”</li> </ul> <p><b>Sample Instruction</b> <b>Your Assignment</b> Write a two-page speech to give at the Literary Awards ceremony. Choose one of the categories listed below, and decide on the winner in that category. Write about his or her background, and explain why he or she deserves the coveted Superstar Award.</p> <p><b>Poetry</b> Elizabeth Barrett Browning T. S. Eliot John Keats Your choice</p>
<p><b>12.T.T.4.b</b> Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)</p>	<p><b>DIGITAL RESOURCES*</b> <b>Chapters 1–16</b> <b>Portfolio Projects/Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Chapter 7 “The World of Biosphere Research”</li> </ul> <p><b>Sample Instruction</b> <b>Teacher’s Notes</b> <b>Activities</b> Have students write short stories, <b>poems</b>, or ten-minute plays on the premise of being in a biosphere for a specific length of time. Have students read their work to the class.</p> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b> <b>Chapter 2 Writing Effective Paragraphs and Essays</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.8 Figurative Language <b>Exercise 3: Writing a Poem</b></li> </ul> <p><b>Chapter 8</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Writing Application: Poem</li> </ul> <p><b>Sample Instruction</b> <b>Poems</b> 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><b>Key Features</b> <b>Task:</b> Write a free-verse poem about something or someone you have seen. <b>Purpose:</b> Describe a person, an animal, an object, or an event. <b>Audience:</b> Your family members and friends. <b>Find a Subject</b> <b>Choose Your Words Carefully</b> <b>Use Your Imagination</b> <b>Writing Checklist</b></p> <p><i>additional support</i> <b>DIGITAL RESOURCES: TEACHER EDITION</b> <b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 2—p. T30             <ul style="list-style-type: none"> <li>Help students identify common figures of speech that use simile, metaphor, or personification.</li> </ul> </li> <li>Differentiating Instruction Charts: Chapter 8—p. T36             <ul style="list-style-type: none"> <li>Define the different kinds of sound devices, and recite examples.</li> <li>Review <i>metaphor</i>, <i>simile</i>, <i>denotation</i>, and <i>connotation</i>.</li> </ul> </li> </ul>

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

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

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

**12.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)

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

**12.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: NE.W EDITION — GRADE 12

STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108  
Writing a research paper gives you the opportunity to become an expert on a topic. Usually, the goal of a research paper is to answer a question or solve a problem related to your topic.

You will spend a lot of time doing research and writing your research paper, so **select a question** that intrigues you and a topic that you want to learn more about.

*Sample Instruction*

**Annotated Writing Model**

**Writing Strategies**

1. **Select a general topic.**
2. **Limit your topic further.**
4. **Find multiple credible sources.**
  - Primary source
  - Secondary source
5. **Find Internet sources.**
6. **Evaluate possible sources.**

STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108

*Sample Instruction*

**Writing Strategies**

8. **Take notes.**
  - You can **summarize** the information by giving only the most important ideas in your own words.
  - Or you can **paraphrase** the information, restating every idea in the same order as in the original but in your own words.
11. **Give credit.**
  - You'll need to acknowledge a source whenever you (1) **quote a phrase, sentence, or passage directly**; (2) **summarize** or **paraphrase** another person's original ideas in your own words; or (3) report a fact that exists in just one source. The **MLA** has created a system for giving credit to sources.
  - You can use **parenthetical documentation** at the point of citing each quotation or borrowed idea.
  - Provide a **Works Cited** list at the end of your paper. On this list, which gives fuller information about each source you have used, follow the **MLA guidelines** (see Writing Hint in the margin).

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

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

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

**12.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)

**12.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)

**12.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 12

## STUDENT EDITION

**Chapter 4 Writing Workshops**

- Lesson 4.8 Expository Writing: Research Paper—SE pp. 93–108

*Sample Instruction***Writing Strategies****4. Find multiple credible sources.**

- Primary source
- Secondary source

**5. Find Internet sources.**

You will need to use various search engines, and you will need to word your searches carefully.

**6. Evaluate possible sources.**

- Are sources up-to-date?
- Are sources accurate?
- Are sources appropriate for you?
- Are sources relevant?

**7. Keep track of your sources.**

- Bibliography source card)
- Sample Source Entry

**11. Give credit.**

- You'll need to acknowledge a source whenever you (1) **quote a phrase, sentence, or passage directly**; (2) **summarize** or **paraphrase** another person's original ideas in your own words; or (3) report a fact that exists in just one source. The **MLA** has created a system for giving credit to sources.
- You can use **parenthetical documentation** at the point of citing each quotation or borrowed idea.
- Provide a **Works Cited** list at the end of your paper. On this list, which gives fuller information about each source you have used, follow the **MLA guidelines** (see Writing Hint in the margin).