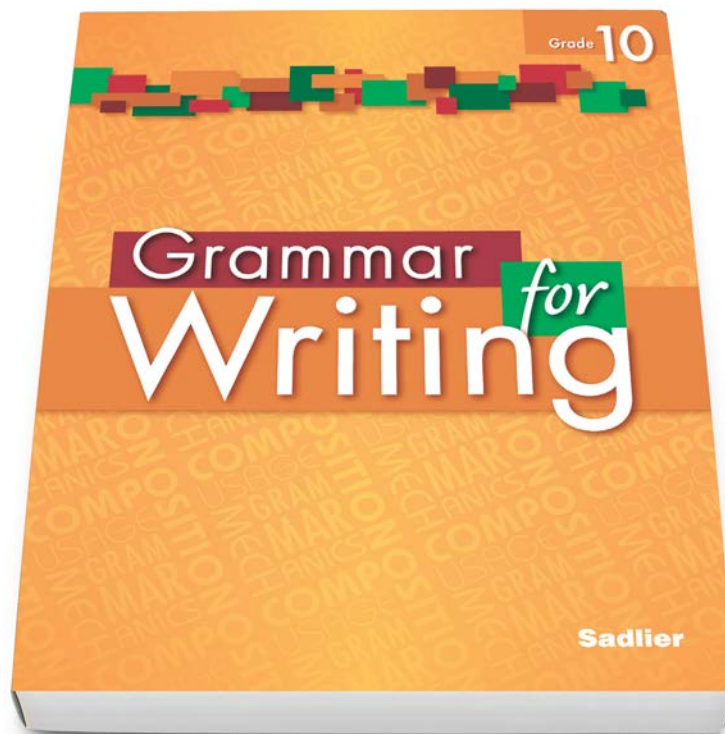


# Grammar for Writing

Correlation to the Common Core State Standards  
for English Language Arts, Grade 9–10

Grade 10



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## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–34  
**Lesson 2.3 Organization and Coherence**, pp. 25–27

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32  
**Lesson 2.5 Writing Expository Essays**, pp. 31–32

*Example [Grade 10, p. 31]*

#### Introduction

The beginning of a persuasive or expository essay should accomplish two purposes: It should create interest, and it should present the overall idea of the essay.

The **thesis statement** of an essay is its overall idea. It is also called a **claim** or a **controlling idea**. A thesis statement is for an essay what a topic sentence is for a paragraph.

When you write, remember that your thesis statement, or claim, controls the direction of your paragraphs. Each paragraph must be directly related to the thesis statement. Whether stated or implied, the topic sentence of every paragraph should support, demonstrate, or explain the thesis.

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.2 Persuasive Writing: Editorial**, pp. 53–60

*Example [Grade 10, p. 53]*

#### Voters' Ed

High school seniors already have a lot on their minds: SAT's, college acceptance letters, job applications. But our democracy should demand something else of these 18-year-olds: that they prepare to cast their first-ever vote in this fall's Congressional elections.

Unfortunately, all too many young people will graduate from high school without registering to vote and without even taking a class on the basics of voting. We need a new "leave no voter behind" policy.

*Example [Grade 10, p. 55]*

#### Writing Strategies

### DESCRIPTION

The focus of **Lesson 2.3** is creating an organization in a paragraph so that the various parts make sense to readers.

In **Strategies for Writing Coherently**, students examine four common ways of organizing paragraphs and essays: Chronological Order, Spatial Order, Order of Importance, and Logical Order.

**Lesson 2.5 Writing Expository Essays** explains the nature of the introduction. It includes ideas for grabbing the reader's attention, such as beginning with an anecdote, example, quotation, or question.

**Lesson 4.2 Persuasive Writing** features a writing model, an editorial co-written by former presidential candidate John Anderson. As stated clearly in the introduction, the editorial proposes automatic voter registration of all high school seniors as a way to help boost participation in elections by 18 year-olds.

The **Writing Strategies** on page 55 identifies steps to follow in preparing an effective editorial. These include presenting a clearly stated, concise argument.

## WRITING: Text Types and Purposes

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

1. **Present your opinion clearly in your claim.** State your claim as clearly as you can in a single sentence or two. Use precise language and an objective tone to focus your argument. In an argument, the claim usually comes in the introduction—but not always.

### Connecting Writing & Grammar

**Write What You Think**, pp. 100, 110, 122, 128, 134, 142, 154, 162, 164, 168, 178, 190, 206, 214, 226, 232, 248

*Example [Grade 10, p. 206]*

On a separate piece of paper, write one paragraph responding to one of the following statements. State your opinion clearly at the beginning of the paragraph, and then support it with reasons, details, and explanations. After you revise your writing, edit your paragraph for correct pronoun usage.

- Earning more money is the least important reason for getting an education.
- Every student should be required to stay in school until he or she graduates from college.

### Student Writing

**Persuasive Essay: Community Service Requirement Can Benefit Students**, p. 188

*Example [Grade 10, p. 188]*

Which is the more productive way to spend one hundred hours: sprawled on the couch watching TV or volunteering? What if those hours were distributed over four years—on a project of your choice—and were required for graduation? Chances are you might consider rearranging your schedule.

### DESCRIPTION

Students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program.

In the sample student persuasive essay on page 188, the writer introduces two opposing scenarios before moving logically to her claim.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 1 The Writing Process**, pp. 8–19  
**Lesson 1.1 Prewriting: Gathering Ideas**, pp. 9–12

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.2 Elaborating with Supporting Details**, pp. 23–24

*Example [Grade 10, p. 23]*

- ➔ **Elaboration** is the process of adding details to support a main idea.

Develop, or support, the paragraph’s main idea with the following kinds of details: **facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons**. It’s You can develop an effective paragraph by using just one type of detail or a combination of types.

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.2 Persuasive Writing: Editorial**, pp. 53–60

*Example [Grade 10, p. 55]*

#### Writing Strategies

3. **Support reasons for your claim.** Use the strongest evidence to support your relevant evidence. Don’t stick to just one kind of evidence—use several different kinds.

#### Connecting Writing & Grammar

**Write What You Think**, pp. 100, 110, 122, 128, 134, 142, 154, 162, 164, 168, 178, 190, 206, 214, 226, 232, 248

*Example [Grade 10, p. 206]*

On a separate piece of paper, write one paragraph responding to one of the following statements. State your opinion clearly at the beginning of the paragraph, and then support it with reasons, details, and explanations. After you revise your writing, edit your paragraph for correct pronoun usage.

- Earning more money is the least important reason for getting an education.
- Every student should be required to stay in school until

### DESCRIPTION

Instruction in the first lesson of the program helps young writers understand the importance of gathering supporting details before they begin to write.

**Lesson 2.2 Elaborating with Supporting Details** presents eight types of details that support the topic sentence of a paragraph: facts, statistics, quotations, definitions, anecdotes, examples, reasons, and comparisons.

After studying the **Writing Model**, young writers improve unity and add details to a paragraph in **Exercise 2**.

Instruction on page 60 helps students build a case for their claim or opinion. They are encouraged to consider a variety of evidence to support their logic.

As explained in the lesson, credible supporting evidence can include facts, expert opinions or quotations, statistics, definitions, examples, and anecdotes.

They are also taught to anticipate and refute counterarguments.

Students practice supporting a claim or opinion in several short persuasive writing assignments located throughout the program.

## WRITING: Text Types and Purposes

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

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>he or she graduates from college.</p> <hr/> <p><b>Student Writing</b>  <b>Persuasive Essay: Community Service Requirement Can Benefit Students</b>, p. 188  <i>Example [Grade 10, p. 188]</i></p> <p>Community service benefits us as it does the people we help. “Part of being a citizen is being involved and being part of a community,” said social studies teacher Kristen Lubenow, who requires students to complete fifteen hours of volunteer work to pass her class. “Community service teaches students the costs and benefits of their actions, and it shows them how their input to an organization or a community can make a difference.”</p>	<p>The writer of the sample student persuasive essay on page 188 builds support for her claim by quoting a teacher at her school, as well as the school handbook.</p>

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34  <b>Lesson 2.3 Organization and Coherence</b>, pp. 25–27  <i>Example [Grade 10, p. 25]</i></p> <p><b>Strategies for Writing Coherently</b></p> <p>2. <b>Guide the reader.</b> Wherever they are helpful, use the transitional words and phrases found in the chart on page 26. Also, repeating key words and providing synonyms can help readers link later ideas with those that precede them. Clear pronoun reference also helps ideas cohere, or “stick together.” Finally, to make your writing coherent, do not shift tense or person unnecessarily.</p>	<p>The focus of <b>Lesson 2.3</b> is organizing ideas in a paragraph so that they make sense to readers. In addition to organizing ideas in recognizable and accepted patterns, writers are advised to use transitional words and phrases that show the relationship between main ideas and supporting reasons or evidence.</p> <p>Students practice adding transitional words and expressions in <b>Exercise 4 Revising a Paragraph for Organization and Coherence</b>.</p>

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.2 Persuasive Writing: Editorial**, pp. 53–60

*Example [Grade 10, p. 53]*

#### Voters' Ed

Finally, high school government or civics classes should not only explain to students how to vote in their community but also emphasize the value of lifelong voter participation.

*Example [Grade 10, p. 55]*

#### Writing Strategies

6. **Use transitions.** Use a variety of transitional words and phrases to link your ideas. Connect claims to reasons, link reasons to evidence, and distinguish claims from counterclaims. Transitions can also connect ideas across paragraphs and help readers follow your argument.

### DESCRIPTION

The model editorial on pages 53 and 54 features transitions such as *unfortunately*, *still*, *but*, and *finally*.

In **Writing Strategies**, student writers are instructed to use transitional words, phrases, and clauses to show the relationship between claims, counterclaims, reasons, and evidence.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 1 The Writing Process**, pp. 8–19  
**Lesson 1.3 Revising**, pp. 15–167

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.2 Persuasive Writing: Editorial**, pp. 53–60

*Example [Grade 10, p. 55]*

#### Writing Strategies

7. **Establish and maintain a formal style, and use an objective tone as you write.** Your style and tone, or your attitude toward your subject, is crucial in winning your reader's respect. Maintain a formal style and confident, objective tone to suggest you are reliable and

### DESCRIPTION

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

Instruction on page 55 explains the value of maintaining a formal style in a persuasive essay—to be viewed by the reader as a clear-thinking, objective, and credible problem solver.

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
knowledgeable about your topic. Keep your tone reasonable and respectful, particularly when refuting counterarguments.	
<b>Chapter 5 Parts of Speech</b> , pp. 95–114 <b>Lesson 5.6 Prepositions</b> , pp. 107–108	The <b>Writing Hint</b> on page 107 advises students to avoid ending a sentence with a preposition in formal writing.
<b>Chapter 6 Parts of a Sentence</b> , pp. 115–134 <b>Lesson 6.1 Complete Sentences</b> , pp. 117–118	In <b>Lesson 6.1</b> , students are cautioned against using sentence fragments in formal writing.
<b>Chapter 6 Parts of a Sentence</b> , pp. 115–134 <b>Lesson 6.5 Correcting Run-on Sentences</b> , pp. 125–126	The <b>Writing Hint</b> on page 125 that use of conjunctive adverbs—including <i>however, therefore, nevertheless, still, also, and instead</i> —is more common in formal than informal writing.
<b>Chapter 6 Parts of a Sentence</b> , pp. 115–134 <b>Lesson 6.7 Predicate Nominatives and Predicate Adjective</b> , pp. 129–130	The <b>Editing Tip</b> on page 129 distinguished between the informal “It’s me” and the formal “It is I.”
<b>Chapter 11 Using Pronouns</b> , pp. 203–220 <b>Lesson 11.3 Who or Whom?</b> , pp. 207–208	<b>Lesson 11.3 Who or Whom?</b> teaches that <i>whom</i> is rarely used in casual or informal conversation. However, in formal writing and speaking (and on grammar tests) students should use <i>whom</i> whenever the pronoun functions as an object.
<b>Chapter 12 Using Modifiers</b> , pp. 221–238 <b>Lesson 12.2 Using the Degrees of Comparison</b> , pp. 225–226	<b>Lesson 12.2 Using the Degrees of Comparison</b> teaches that in formal writing, one should use the comparative form for two things and the superlative for three or more.
<b>Chapter 12 Using Modifiers</b> , pp. 221–238 <b>Lesson 12.3 Illogical Comparisons and Double Negatives</b> , pp. 227–228	The <b>Writing Hint</b> on page 227 cautions against the use of the contraction <i>ain’t</i> in formal writing.
<b>Chapter 14 Punctuation: All Other Marks</b> , pp. 255–274 <b>Lesson 14.1 Colons</b> , pp. 257–258	According to the <b>Writing Hint</b> on page 257, writers should always use a colon to introduce a long statement or quotation in formal writing.

## WRITING: Text Types and Purposes

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

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

### SADLIER GRAMMAR FOR WRITING GRADE 10 FEATURE & LOCATION

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.5 Writing Expository Essays**, pp. 31–32

*Example [Grade 10, p. 32]*

#### Conclusion

When you've developed your main points, stop writing. A strong conclusion follows logically from the body of the essay, without repeating too much information or introducing new points. Give your audience a sense of closure by limiting your concluding section to a final point or insight about the topic.

**Chapter 4 Writing Workshops**, pp. 47–94

**Lesson 4.2 Persuasive Writing: Editorial**, pp. 53–60

*Example [Grade 10, p. 53]*

#### Voters' Ed

Of course, voter registration is no guarantee of turnout, but it is the first—and often, most difficult—step. There is perhaps no better place to begin this critical task than our high schools. By improving our registration and education efforts, we will not only help protect the voting preferences of younger Americans but the long-term vitality of our participatory democracy. Let's not leave any voters behind.

*Example [Grade 10, p. 57]*

#### Writing Strategies

- 8. End with a call to action.** End your argument with a concise conclusion that supports your claim and follows logically from the evidence presented. Some kinds of persuasive writing, like editorials, end with a **call to action** that urges the reader to do something—write a letter, donate money, or participate in an event, for example.

#### Student Writing

**Persuasive Essay: Community Service Requirement Can Benefit Students**, p. 188

*Example [Grade 10, p. 188]*

So, time to turn off the TV. Your four and a half minutes a day will benefit you just as much as it will help others, and you may find an area that sparks your interest as a possible career. Schools should require us to give back to our

### DESCRIPTION

**Lesson 2.5 Writing Expository Essays** offers simple advice for ending your essay—when you've covered everything you want to say, write your conclusion.

The concluding statement may include a thought-provoking question, a relevant quotation, a prediction about the future, and a call to action.

The conclusion to the model editorial on page 54 mentions then minimizes a counterargument, restates the claim, and closes with a call to action.

In **Writing Strategies**, student writers learn how to end their argument with a concise conclusion that follows logically from the evidence presented in the body of the editorial—and a clear call to action.

The conclusion of the sample student persuasive essay on page 188 restates the claim, summarizes reasons, and includes a call to action.



## WRITING: Text Types and Purposes

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

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
community the assistance that it has given us. “If all 2,800 students were out there volunteering,” Lubenow said, “imagine what an impact we could have.”	

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32</p> <p><b>Lesson 2.4 Types of Paragraph</b>, pp. 28–30</p>	<p>In <b>Lesson 2.4 Types of Paragraph</b>, students examine ways to organize an expository paragraph. These organizational patterns include compare and contrast, cause and effect, define, classify, analyze, or explaining steps in a process.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32</p> <p><b>Lesson 2.5 Writing Expository Essays</b>, pp. 31–32</p> <p><i>Example [Grade 10, p. 31]</i></p> <p><b>Introduction</b></p> <p>The beginning of a persuasive or expository essay should accomplish two purposes: It should create interest, and it should present the overall idea of the essay.</p> <p>The <b>thesis statement</b> of an essay is its overall idea. It is also called a <b>claim</b> or a <b>controlling idea</b>. A thesis statement is for an essay what a topic sentence is for a paragraph.</p> <p>When you write, remember that your thesis statement, or claim, controls the direction of your paragraphs. Each paragraph must be directly related to the thesis statement. Whether stated or implied, the topic sentence of every paragraph should support, demonstrate, or explain the thesis.</p>	<p><b>Lesson 2.5 Writing Expository Essays</b> explains the purpose of the introduction. It includes introducing the topic or main idea of the essay, as well as grabbing the reader’s attention by beginning with an anecdote, example, quotation, or question.</p> <p>The <b>Writing Hint</b> on page 31 suggests using headings to help clarify the essay’s organization. Other graphic elements—such as tables, charts, illustrations, and images— can help the audience better understand complex information.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94</p> <p><b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b>, pp. 67–73</p>	<p>The introduction of the sample cause-and-effect essay at the beginning of <b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b> suggests a clear connection between a trend and its</p>

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 10, p. 67]</i></p> <p><b>Evolution Shortens Tusks</b></p> <p>Evolution is saving elephants in Africa by producing herds with tiny tusks or none at all—which provides no profit for poachers and thus ensures the survival of the species.</p> <p><i>Example [Grade 10, p. 69–70]</i></p> <p><b>Writing Strategies</b></p> <p><b>4. Write your thesis statement, or claim.</b> Once you have represented the causes and effects visually, you can use your diagram to write your thesis statement, or claim. The best thesis statement will clearly but briefly state causes and effects. It might also cue the reader in to your organization by stating, for example, “three main results.”</p> <p><b>5. Organize and develop your essay.</b> Use your own thesis statement as a guide to organize your essay.</p>	<p>causes.</p> <p>The step-by-step <b>Writing Strategies</b> walk students through formulating a thesis statement or claim, which dictates the organization of the essay.</p> <p>In <b>Exercise 21</b>, students create a diagram to represent visually the relationship between the cause and effect developed in their essay.</p>
<p><b>Student Writing</b></p> <p><b>Expository Essay: Why Pi?</b>, p. 116</p> <p><b>Expository Essay: The Greatest Athlete of All Time</b>, p. 172</p> <p><b>Expository Essay: Report of a Community Event</b>, p. 204</p> <p><b>Expository Essay: Breaking All Boundaries, Reaching New Heights</b>, p. 222</p> <p><b>Expository Essay: Students 'Sign Up' for New Class</b>, p. 240</p> <p><b>Expository Essay: Just Winging It: Future Dreams Take Flights</b>, p. 256</p> <p><b>Expository Essay: County-Funded Program Sponsors Activities for Disabled Students</b>, p. 290</p> <p><i>Example [Grade 10, p. 222]</i></p> <p><b>Breaking All Boundaries, Reaching New Heights</b></p> <p>Robin Miller never needs a second chance to make a first impression, according to most people who follow in-line skating. This talented, optimistic female in-liner serves as a role model from first introductions to grueling interviews and shared training-camp experiences, always setting an example for others.</p>	<p>Each of the sample student expository essays models the presentation of a topic or clear thesis statement that foreshadows the organization of information to follow.</p>

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.2 Elaborating with Supporting Details**, pp. 23–24

*Example [Grade 10, p. 23]*

➔ **Elaboration** is the process of adding details to support a main idea.

Develop, or support, the paragraph’s main idea with the following kinds of details: **facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons**. It’s You can develop an effective paragraph by using just one type of detail or a combination of types.

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.4 Types of Paragraph**, pp. 28–30

*Example [Grade 10, p.29]*

#### Expository

- Use **facts, examples, quotations, statistics, and definitions** as supporting details to develop the main idea.

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.5 Writing Expository Essays**, pp. 32–34

*Example [Grade 10, p. 32]*

#### Body

1. **Turn main ideas into paragraphs.** Think of each paragraph as a single main idea that explains and develops your thesis. You will support each idea with relevant facts, definitions, details, quotations, examples, and other information that is related to your topic.

**Chapter 4 Writing Workshops**, pp. 47–94

**Lesson 4.4 Expository Writing: Cause-and-Effect Essay**, pp. 67–73

*Example [Grade 10, p. 67]*

#### Evolution Shortens Tusks

All the elephants with genes that produce big tusks have been taken out of the population. Those that remain either have small tusks or none at all.” He said it was now rare to

### DESCRIPTION

**Lesson 2.2 Elaborating with Supporting Details** presents eight types of details that support the topic sentence of a paragraph: facts, statistics, quotations, definitions, anecdotes, examples, reasons, and comparisons.

After studying the **Writing Model**, young writers improve unity and add details to a paragraph in **Exercise 2**.

**Lesson 2.4 Types of Paragraph** outlines the type of evidence student writers can use to support their main ideas.

**Lesson 2.5 Writing Expository Essays** teaches students to develop their ideas and present their supporting evidence in the body of the essay.

In **Exercise 11**, students practice writing body paragraphs based on notes.

The author of the sample cause-and-effect essay at the beginning of **Lesson 4.4 Expository Writing: Cause-and-Effect Essay** develops the topic with several well-explained facts.

The step-by-step **Writing Strategies** direct students develop their cause-and-effect essay with solid evidence.

In **Exercise 25**, students revise their essays if the cause-effect relationship is not clear or if they need to provide more support.

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>find a big tusker in Cameroon, Nigeria, Ghana, the Ivory Coast, Niger, or Mali.</p> <p><i>Example [Grade 10, p. 69–70]</i></p> <p><b>Writing Strategies</b></p> <p><b>5. Organize and develop your essay.</b> Develop your cause-and-effect essay with relevant facts, details, quotations, and examples. Be sure to include any key terms and definitions your reader will need to know to understand your topic and follow your explanation.</p> <hr/> <p><b>Student Writing</b></p> <p><b>Expository Essay: Why Pi?</b>, p. 116</p> <p><b>Expository Essay: The Greatest Athlete of All Time</b>, p. 172</p> <p><b>Expository Essay: Report of a Community Event</b>, p. 204</p> <p><b>Expository Essay: Breaking All Boundaries, Reaching New Heights</b>, p. 222</p> <p><b>Expository Essay: Students 'Sign Up' for New Class</b>, p. 240</p> <p><b>Expository Essay: Just Winging It: Future Dreams Take Flights</b>, p. 256</p> <p><b>Expository Essay: County-Funded Program Sponsors Activities for Disabled Students</b>, p. 290</p> <p><i>Example [Grade 10, p. 256]</i></p> <p><b>Just Winging It: Future Dreams Take Flights</b></p> <p>In order to obtain a pilot’s license, the student must fly with an instructor and fly solo. At first, young students fly with an instructor. Then, as they learn more, they are able to gain more confidence and fly alone. Rydell said that after about a month of instruction, he was flying solo. “You have to have ten hours of solo flying time to obtain your license,” Rydell said. . . .</p>	<p>The sample student expository essays feature topics supported with a variety of evidence, such as facts, definitions, details, expert testimony, and anecdotes</p>

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–34</p> <p><b>Lesson 2.3 Organization and Coherence</b>, pp. 25–27</p> <p><i>Example [Grade 10, p. 25]</i></p> <p><b>Strategies for Writing Coherently</b></p> <p>3. <b>Guide the reader.</b> Wherever they are helpful, use the transitional words and phrases found in the chart on page 26. Also, repeating key words and providing synonyms can help readers link later ideas with those that precede them. Clear pronoun reference also helps ideas cohere, or “stick together.” Finally, to make your writing coherent, do not shift tense or person unnecessarily.</p>	<p>The focus of <b>Lesson 2.3</b> is organizing ideas in a paragraph so that they make sense to readers. In addition to organizing ideas in recognizable and accepted patterns, writers are advised to use transitional words and phrases that show the relationship between main ideas and supporting reasons or evidence.</p> <p>Students practice adding transitional words and expressions in <b>Exercise 4 Revising a Paragraph for Organization and Coherence</b>.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32</p> <p><b>Lesson 2.5 Writing Expository Essays</b>, pp. 32–34</p> <p><i>Example [Grade 10, p. 32]</i></p> <p><b>Body</b></p> <p>2. <b>Organize your ideas.</b> Arrange body paragraphs logically, in a way that is easy for readers to follow. <u>Use appropriate transitional words and phrases to link your ideas and create a cohesive essay.</u> For example, in a compare-contrast essay, you might use <i>similarly</i>, <i>likewise</i>, and <i>however</i>. In a cause-effect essay, you might use <i>as a result</i> and <i>therefore</i>.</p>	<p><b>Lesson 2.5 Writing Expository Essays</b> encourages students to use transitions to link ideas in their essay.</p> <p>In <b>Exercise 24 Draft Your Essay</b>, students review the three key parts of an essay: introduction, body, and conclusion.</p> <p>They are instructed to link paragraphs, sentences, and ideas with transitional words and phrases.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94</p> <p><b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b>, pp. 67–73</p> <p><i>Example [Grade 10, p. 71]</i></p> <p><b>Writing Strategies</b></p> <p>Always embed cause-and-effect signal words in your thesis statement as well as in your essay. The most common of these words are <i>cause</i>, <i>effect</i>, <i>result</i>, <i>leads to</i>, <i>therefore</i>, <i>because</i>, and <i>for this reason</i>. In these examples of good thesis statements, signal words are italicized.</p>	<p>The step-by-step <b>Writing Strategies</b> walk students through formulating a thesis statement or claim, which dictates the organization of the essay. Strategy 4 discusses important “signal words” that include transitions.</p> <p>In <b>Exercise 24 Draft Your Essay</b>, students review the three key parts of an essay: introduction, body, and conclusion.</p> <p>They are instructed to link paragraphs, sentences, and ideas with transitional words and phrases.</p>

## WRITING: Text Types and Purposes

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

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

### SADLIER GRAMMAR FOR WRITING GRADE 10 FEATURE & LOCATION

**Chapter 1 The Writing Process**, pp. 8–19

**Lesson 1.3 Revising**, pp. 15–16

*Example [Grade 10, p. 15]*

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

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.5 Writing Expository Essays**, pp. 32–34

*Example [Grade 10, p. 32]*

#### Body

3. **Stay focused.** As you write, be sure to focus on your claim and the main idea discussed in each body paragraph. Use precise language and vocabulary that is specific to your topic and at the appropriate level for your audience. Maintain a formal style and objective tone as you write. Also remember to avoid unnecessary wordiness and repetition.

**Chapter 4 Writing Workshops**, pp. 47–94

**Lesson 4.4 Expository Writing: Cause-and-Effect Essay**, pp. 67–73

*Example [Grade 10, p. 73]*

#### Exercise 24 Draft Your Essay

2. **Body** Use precise language to avoid wordiness, and be sure to include key vocabulary terms that are specific to your topic.

#### Student Writing

**Expository Essay: Why Pi?**, p. 116

**Expository Essay: The Greatest Athlete of All Time**, p. 172

**Expository Essay: Report of a Community Event**, p. 204

**Expository Essay: Breaking All Boundaries, Reaching New Heights**, p. 222

**Expository Essay: Students 'Sign Up' for New Class**, p. 240

**Expository Essay: Just Winging It: Future Dreams Take Flights**, p. 256

**Expository Essay: County-Funded Program Sponsors Activities for Disabled Students**, p. 290

### DESCRIPTION

**Revising Strategies** on page 15 advise young writers to improve descriptions of events and ideas by replacing uncertain, general words with precise words or phrases.

In **Lesson 2.5 Writing Expository Essays**, students are taught to use precise language to explain their ideas.

In **Exercise 24 Draft Your Essay**, students review the three key parts of an essay: introduction, body, and conclusion.

When writing body paragraphs, they are directed to use precise language and appropriate vocabulary.

The sample student expository essays model the use of precise language and domain-specific vocabulary.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

### DESCRIPTION

*Example [Grade 10, p. 116]*

#### Why Pi?

Most The Babylonians and Egyptians used values of pi three thousand years ago that were very close to the current accepted value. In Asia, Europe, and the Middle East, mathematicians had calculated pi to thirty decimal places by the 1500s. Calculations were made up to about eight hundred decimal places by the 1940s; and in 1949, ENIAC, the Electronic Numerical Integrator Computer, was used to calculate the first 2,037 digits. By 1997, the latest calculations had reached fifty-one billion digits. To visualize this, understand that one billion digits, printed in ordinary type, would extend over 1,200 miles. That's the distance you would drive from New York to Nebraska.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

### DESCRIPTION

**Chapter 1 The Writing Process**, pp. 8–19  
**Lesson 1.3 Revising**, pp. 15–167

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

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32  
**Lesson 2.5 Writing Expository Essays**, pp. 32–34

In **Lesson 2.5 Writing Expository Essays**, students are counseled to maintain a formal style and objective tone.

*Example [Grade 10, p. 32]*

#### Body

4. **Stay focused.** As you write, be sure to focus on your claim and the main idea discussed in each body paragraph. Use precise language and vocabulary that is specific to your topic and at the appropriate level for your audience. Maintain a formal style and objective tone as you write. Also remember to avoid unnecessary wordiness and repetition.

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94  <b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b>, pp. 67–73  <i>Example [Grade 10, p. 73]</i></p> <p><b>Exercise 24 Draft Your Essay</b></p> <p>2. <b>Body</b> Use an objective tone, and maintain a formal style by avoiding slang and following the conventions of standard English.</p>	<p>In <b>Exercise 24 Draft Your Essay</b>, students review the three key parts of an essay: introduction, body, and conclusion.</p> <p>When writing body paragraphs, they are reminded to maintain a formal style and objective tone.</p>
<p><b>Chapter 5 Parts of Speech</b>, pp. 95–114  <b>Lesson 5.6 Prepositions</b>, pp. 107–108</p>	<p>The <b>Writing Hint</b> on page 107 advises students to avoid ending a sentence with a preposition in formal writing.</p>
<p><b>Chapter 6 Parts of a Sentence</b>, pp. 115–134  <b>Lesson 6.1 Complete Sentences</b>, pp. 117–118</p>	<p>In <b>Lesson 6.1</b>, students are cautioned against using sentence fragments in formal writing.</p>
<p><b>Chapter 6 Parts of a Sentence</b>, pp. 115–134  <b>Lesson 6.5 Correcting Run-on Sentences</b>, pp. 125–126</p>	<p>The <b>Writing Hint</b> on page 125 that use of conjunctive adverbs—including <i>however, therefore, nevertheless, still, also, and instead</i>—is more common in formal than informal writing.</p>
<p><b>Chapter 6 Parts of a Sentence</b>, pp. 115–134  <b>Lesson 6.7 Predicate Nominatives and Predicate Adjective</b>, pp. 129–130</p>	<p>The <b>Editing Tip</b> on page 129 distinguished between the informal “It’s me” and the formal “It is I.”</p>
<p><b>Chapter 11 Using Pronouns</b>, pp. 203–220  <b>Lesson 11.3 Who or Whom?</b>, pp. 207–208</p>	<p><b>Lesson 11.3 Who or Whom?</b> teaches that <i>whom</i> is rarely used in casual or informal conversation. However, in formal writing and speaking (and on grammar tests) students should use <i>whom</i> whenever the pronoun functions as an object.</p>
<p><b>Chapter 12 Using Modifiers</b>, pp. 221–238  <b>Lesson 12.2 Using the Degrees of Comparison</b>, pp. 225–226</p>	<p><b>Lesson 12.2 Using the Degrees of Comparison</b> teaches that in formal writing, one should use the comparative form for two things and the superlative for three or more.</p>
<p><b>Chapter 12 Using Modifiers</b>, pp. 221–238  <b>Lesson 12.3 Illogical Comparisons and Double Negatives</b>, pp. 227–228</p>	<p>The <b>Writing Hint</b> on page 227 cautions against the use of the contraction <i>ain’t</i> in formal writing.</p>
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 255–274  <b>Lesson 14.1 Colons</b>, pp. 257–258</p>	<p>According to the <b>Writing Hint</b> on page 257, writers should always use a colon to introduce a long statement or quotation in formal writing.</p>



## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 2 Writing Effective Paragraphs and Essays**, pp. 20–32

**Lesson 2.5 Writing Expository Essays**, pp. 31–32

*Example [Grade 10, p. 32]*

#### Conclusion

When you've developed your main points, stop writing. A strong conclusion follows logically from the body of the essay, without repeating too much information or introducing new points. Give your audience a sense of closure by limiting your concluding section to a final point or insight about the topic.

**Chapter 4 Writing Workshops**, pp. 47–94

**Lesson 4.4 Expository Writing: Cause-and-Effect Essay**, pp. 67–73

*Example [Grade 10, p. 67]*

#### Evolution Shortens Tusks

He added: "The fact is that elephants with big tusks would come back if we stopped hunting them. Large tusks are an adaptation that took place to help survival. The message of all this is that we are forcing a change in elephants which is not necessarily to their advantage. If they are to survive, we need to look after them."

*Example [Grade 10, p. 73]*

#### Exercise 24 Draft Your Essay

3. **Conclusion** Use In a new and fresh way, restate, summarize, or reflect on the importance of the relationships or connections that you have just explored.

#### Student Writing

**Expository Essay: Why Pi?**, p. 116

**Expository Essay: The Greatest Athlete of All Time**, p. 172

**Expository Essay: Report of a Community Event**, p. 204

**Expository Essay: Breaking All Boundaries, Reaching New Heights**, p. 222

**Expository Essay: Students 'Sign Up' for New Class**, p. 240

**Expository Essay: Just Winging It: Future Dreams Take Flights**, p. 256

**Expository Essay: County-Funded Program Sponsors Activities for Disabled Students**, p. 290

*Example [Grade 10, p. 256]*

### DESCRIPTION

**Lesson 2.5 Writing Expository Essays** offers simple advice for ending your essay—when you've covered everything you want to say, write your conclusion.

The concluding statement may include a thought-provoking question, a relevant quotation, a prediction about the future, and a call to action.

The sample cause-and-effect essay at the beginning of **Lesson 4.4 Expository Writing: Cause-and-Effect Essay** concludes with a direct quote from an expert explaining the significance of the topic—that even though the evolution of shorter tusks may help protect elephants from poachers, shorter tusks create other survival problems.

The **Draft Your Essay** exercise on page 73 reviews the three organizational elements students need in their essay: Introduction, Body, and Conclusion. When writing the conclusion, students restate the main idea, summarize supporting ideas, and explain the significance of the topic.

The sample student expository essays feature strong concluding statements that follows from and supports the main idea of the essay.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

### DESCRIPTION

#### Breaking All Boundaries, Reaching New Heights

With her positive attitude toward both life and in-line skating, Robin Miller has proved herself to be both a great person and a role model for anyone, no matter what his or her interests. Miller loves what she does and the people she works with. As demonstrated by her bright smile, she is a very optimistic person—both on and off her skates.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

### DESCRIPTION

**Chapter 4 Writing Workshops**, pp. 47–94

**Lesson 4.1 Narrative Writing: Biographical Essay**, pp. 48–52

*Example [Grade 10, p.54]*

#### Writing Strategies

The purpose of writing a biographical essay is not only to retell what happened but also to convey its significance. Your audience will be other students who are interested in your topic.

1. **Introduce your subject.** Anyone—someone you may or may not know personally— who interests you can be a subject for a biographical essay. Engage your reader by introducing your subject as a character, and set the scene by describing events, settings, and other characters with whom your subject interacts.

#### Lesson 4.1 Narrative Writing: Autobiographical Incident

opens with a writing model by historian Doris Kearns Goodwin. She introduces her topic, limits the topic, describes experiences as supporting details, then sums up their significance with a quotation.

After discussing the writing model, students examine several strategies for writing a biographical essay. Several exercises guide young writers through each stage of the writing process.

#### Student Writing

**Narrative Essay: Eighty-Eight Keys of Ego and Humility**, p. 96

**Narrative Essay: Thanksgiving at the Soup Kitchen**, p. 151

*Example [Grade 10, p. 96]*

Any musician or performing artist knows well the sheer exhilaration after a successful concert . . . as well as the pitfalls

In “Eighty-Eight Keys of Ego and Humility,” the sample student narrative essay on page 96, the writer models engaging the reader by beginning the narrative with a vivid description of the exhilaration of a live performance.

The writer of “Thanksgiving at the Soup Kitchen,” the student narrative essay on page 152, opens with a question that

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

that inevitably await. In a field that is more subjective than objective, a performer has to worry about not only interpretation but also the critic and the audience. After spending almost half my life at the piano, I succumbed to the infamous “ego” that so debilitates its victims. Naive as I was, I was unaware that I suffered from the condition . . . or rather, I chose to ignore it.

*Example [Grade 10, p. 152]*

Thanksgiving: What images does the mention of that holiday evoke in you? You most likely think of food: perfectly cooked turkey with fluffy stuffing and gravy, delectable cranberry sauce, light and creamy mashed potatoes—a regular feast. Complaints such as “I couldn’t eat another bite!” and “I think I just gained ten pounds in one sitting!” are commonly heard after Thanksgiving meals. For the homeless people of inner-city Trenton, however, such “misfortunes” would be a welcome change. Some of those people go days, even weeks, without a real meal, while some of them eat solely from local fast-food joints—not exactly the source of the most desirable or nutritious meals.

### DESCRIPTION

evokes a pleasant emotional response which she reverses in telling her experience with the homeless during the holiday that celebrates abundance.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 1 The Writing Process**, pp. 8–19  
**Lesson 1.4 Editing and Proofreading**, pp. 18–19

*Example [Grade 10, p. 18]*

#### Editing Questions

3. **Punctuation** Look at every punctuation mark, but look especially closely at dialogue and quotations. Also, remember to check for both beginning and end quotation marks, parentheses, and brackets.

### DESCRIPTION

In the first chapter of the program, students are alerted to the need to follow established conventions for punctuating dialogue.

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.1 Narrative Writing: Biographical Essay**, pp. 48–52

*Example [Grade 10, p.50]*

#### Writing Strategies

2. **Use narrative techniques.** As you write, use narrative techniques, such as description and dialogue, to develop experiences, events, and characters. Use precise language to paint a vivid picture of your subject, and make sure your word choice is appropriate for your audience. Research to find relevant quotations from your subject to enliven the biography and give it depth. Using a person’s own words helps reveal the subject’s unique voice and character.

#### Student Writing

**Narrative Essay: Eighty-Eight Keys of Ego and Humility**, p. 96  
**Narrative Essay: Thanksgiving at the Soup Kitchen**, p. 151

*Example [Grade 10, p. 96]*

Without the lines in the tenor and bass voices, my right hand soon stopped. I tried starting from the beginning again, only to stop at the same spot. Over and over, I wracked my mind for the next notes, but they had disappeared. I had to skip to the next section; and when I finished, I took a bow, not in glory, but in disgrace. That was the first, single, and, I hope, last unsuccessful performance of my life. I learned to overcome my ego and practice whether I played for enjoyment or for performance. I regret that such a performance is in my memory, but I will always thank it for the lessons it taught me: humility and a new respect for those who toil in spite of experience and accomplishment.

*Example [Grade 10, p. 152]*

They thanked me sincerely for the hot drinks I was bringing. While I do not think that any of the people remember me personally, I have no doubt that they look forward to the caring service they receive at the soup kitchen each time they visit it. Likewise, I will never forget my time there. My Thanksgiving at home with my family was great. It was full of hot food, smiling relatives, and fun; but the looks on the faces of the people I was serving that morning—looks of sincere gratitude and appreciation—made my Thanksgiving a unique and special one.

### DESCRIPTION

The writing model at the beginning of **Lesson 4.1 Narrative Writing: Biographical Essay** demonstrates the effective use of narrative techniques, such as background information, description of setting and action, dialogue, and reflection.

A **Critical Thinking** question asks students to discuss what the dialogue contributes to each incident.

The **Writing Strategies** section of the lesson explains how to use narrative techniques, including description of details and relevant dialogue.

In “Eighty-Eight Keys of Ego and Humility,” the sample student narrative essay on page 96, the writer uses narrative techniques, including building to a climax then closing with thoughtful introspection.

Likewise, “Thanksgiving at the Soup Kitchen” ends with a reflection that explains why the experience was special to the writer.

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 255–274  <b>Lesson 14.4 Quotation Marks</b>, pp. 263–264</p>	<p>Students learn to use quotation marks to indicate the beginning and end of a direct quotations, including dialogue.</p>
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 255–274  <b>Lesson 14.5 Dialogue</b>, pp. 265–266</p> <p><i>Example [Grade 10, p.265]</i></p> <p><b>Dialogue</b> is the words that characters speak in stories, poems, and plays. Follow these rules for punctuating dialogue and for punctuating other direct quotations.</p> <ul style="list-style-type: none"> <li>➔ Place quotation marks at the beginning and end of a speaker’s exact words. Begin a new paragraph every time the speaker changes.</li> </ul> <p>“Which computer game are you playing?” asked Robin.</p>	<p>In <b>Lesson 14.5</b>, students learn the conventions for punctuating dialogue and direct quotations. One or more examples follow each rule.</p> <p>In <b>Exercise 9</b>, students practice writing a dialogue. In <b>Exercise 10</b>, they punctuate a dialogue.</p>
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 255–274  <b>Chapter Review</b>, pp. 273–274</p>	<p>In <b>Exercise C</b> of the <b>Chapter Review</b> for <b>Chapter 14</b>, students practice adding punctuation to dialogue.</p>

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32  <b>Lesson 2.3 Organization and Coherence</b>, pp. 25–27</p> <p><i>Example [Grade 10, p.25]</i></p> <p><b>Strategies for Writing Coherently</b></p> <ul style="list-style-type: none"> <li>• <b>Chronological Order</b> Organize your writing in time order, or chronologically, when you want to tell about events in the order in which they occurred. Chronological order is effective for writing about a historical event and for explaining steps in a process. Chronological order is used in fictional stories as well as true ones, such as autobiographies, biographies, and eyewitness accounts.</li> </ul>	<p><b>Lesson 2.3 Organization and Coherence</b> describes four common ways of organizing paragraphs and essays. These include chronological order, spatial order, order of importance, and logical order.</p> <p>A chart on page 26 groups common transitions that are used to show time, examples, order of importance, contrast, position, emphasize, cause effect, and similar ideas.</p>

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32</p> <p><b>Lesson 2.4 Types of Paragraph</b>, pp. 28–30</p> <p><i>Example [Grade 10, p.25]</i></p> <p>Use <b>chronological order</b> (time order) to relate events in the order in which they occur. Use appropriate transitions. (See page 26.)</p>	<p>In <b>Lesson 2.4 Types of Paragraph</b>, students see that chronological order is a key feature of a narrative paragraph. This organization is also useful when explaining a step-by-step process.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94</p> <p><b>Lesson 4.1 Narrative Writing: Biographical Essay</b>, pp. 48–52</p> <p><i>Example [Grade 10, p.50]</i></p> <p><b>Writing Strategies</b></p> <p>3. <b>Think in chronological, or time, order.</b> In most cases, biographical events are retold in the order in which they occurred, but not always. Use transition words and other techniques, such as foreshadowing or flashbacks, to sequence events so that they build on one another to create a coherent narrative.</p>	<p>Following discussion of the writing model, the <b>Writing Strategies</b> section of the lesson explains how to use transitions to show the sequence of events and the relationship of experiences.</p>

## WRITING: Text Types and Purposes

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19</p> <p><b>Lesson 1.3 Revising</b>, pp. 15–16</p> <p><i>Example [Grade 10, p.15]</i></p> <p>Look for general, vague words, and replace them with precise ones. If you've used a cliché or an overworked word, such as <i>very</i> or <i>great</i>, think of a new way to express the same idea.</p>	<p><b>Revising Strategies</b> on page 15 advise young writers to improve descriptions of events and ideas by replacing uncertain, general words with precise words or phrases.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32</p> <p><b>Lesson 2.4 Types of Paragraph</b>, pp. 28–30</p>	<p><b>Lesson 2.4 Types of Paragraph</b> emphasizes the importance of using detailed descriptions to create an impression or mood</p>

## WRITING: Text Types and Purposes

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

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

SADLIER GRAMMAR FOR WRITING GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 10, p.28]</i></p> <p><b>Descriptive</b></p> <ul style="list-style-type: none"><li>● Use <b>sensory details</b> to appeal to the reader’s five senses (sight, hearing, smell, touch, and taste) and to create a main impression or mood.</li></ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"><li>● Use <b>specific details</b> to help make the reader an eyewitness to events.</li></ul>	<p>in the reader.</p> <p>When writing a narrative paragraph, students are encouraged to use specific details to help the reader envision characters, settings, and events.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94</p> <p><b>Lesson 4.1 Narrative Writing: Biographical Essay</b>, pp. 48–52</p> <p><i>Example [Grade 10, p.48]</i></p> <p>Her first inspection was an insane asylum. “All right,” Franklin told her, “go in and look around and let me know what’s going on there. Tell me how the inmates are being treated.” When Eleanor returned, she brought with her a printed copy of the day’s menu. “Did you look to see whether they were actually getting this food?” Franklin asked. “Did you lift a pot cover on the stove to check whether the contents corresponded with this menu?” Eleanor shook her head. Her untrained mind had taken in a general picture of the place but missed all the human details that would have brought it to life. “But these are what I need,” Franklin said. “I never remembered things until Franklin taught me,” Eleanor told a reporter. “His memory is really prodigious. Once he has checked something he never needs to look at it again.”</p>	<p>The sample biographical essay at the beginning of <b>Lesson 4.1</b> models the importance of details to President Roosevelt. They are likewise important to the reader of the narrative.</p> <p>the <b>Writing Strategies</b> section of the lesson explains how to add details, including precise words and phrases, as well as sensory language.</p>
<p><b>Student Writing</b></p> <p><b>Narrative Essay: Eighty-Eight Keys of Ego and Humility</b>, p. 96</p> <p><b>Narrative Essay: Thanksgiving at the Soup Kitchen</b>, p. 151</p> <p><i>Example [Grade 10, p. 96]</i></p> <p>All voices were necessary for such counterpoint typical of Bach. Without the lines in the tenor and bass voices, my right hand soon stopped. I tried starting from the beginning again, only to stop at the same spot. Over and over, I wracked my mind for the next notes, but they had disappeared..</p> <p><i>Example [Grade 10, p. 152]</i></p> <p>Some of those people go days, even weeks, without a real meal, while some of them eat solely from local fast-food joints—not exactly the source of the most desirable or nutritious meals.</p>	<p>In “Eighty-Eight Keys of Ego and Humility,” the sample student narrative essay on page 96, the writer uses precise words to describe an embarrassing experience.</p> <p>In the student narrative essay on page 152, the student writer describes the plight of the hungry homeless, adding a touch of sarcasm when referring to fast-food restaurants as “joints” that are “not exactly the source of the most desirable or nutritious meals.</p>

## WRITING: Text Types and Purposes

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.1 Narrative Writing: Biographical Essay**, pp. 48–52

*Example [Grade 10, p508]*

#### Writing Strategies

5. **Wrap up concisely.** Conclude in a way that reflects briefly on the subject, the experiences, and the observations you described in the narrative. Make sure you show why your subject is important to you, and leave your readers with a final thought, impression, or insight.

#### Student Writing

**Narrative Essay: Eighty-Eight Keys of Ego and Humility**, p. 96  
**Narrative Essay: Thanksgiving at the Soup Kitchen**, p. 151

*Example [Grade 10, p. 96]*

Without the lines in the tenor and bass voices, my right hand soon stopped. I tried starting from the beginning again, only to stop at the same spot. Over and over, I wracked my mind for the next notes, but they had disappeared. I had to skip to the next section; and when I finished, I took a bow, not in glory, but in disgrace. That was the first, single, and, I hope, last unsuccessful performance of my life. I learned to overcome my ego and practice whether I played for enjoyment or for performance. I regret that such a performance is in my memory, but I will always thank it for the lessons it taught me: humility and a new respect for those who toil in spite of experience and accomplishment.

*Example [Grade 10, p. 152]*

They thanked me sincerely for the hot drinks I was bringing. While I do not think that any of the people remember me personally, I have no doubt that they look forward to the caring service they receive at the soup kitchen each time they visit it. Likewise, I will never forget my time there. My Thanksgiving at home with my family was great. It was full of hot food, smiling relatives, and fun; but the looks on the faces of the people I was serving that morning—looks of sincere gratitude and appreciation—made my Thanksgiving a unique and special one.

### DESCRIPTION

The **Writing Strategies** section on page 50 lists several concerns a writer should address in preparing a biographical essay. **Step 6** is writing a conclusion that follows from and reflects on the experiences described in the narrative.

In “Eighty-Eight Keys of Ego and Humility,” the sample student narrative essay on page 96, the writer builds to the performance, the climax of the story, then closes with thoughtful introspection.

Likewise, “Thanksgiving at the Soup Kitchen” ends with a reflection that explains why the experience was special to the writer.



## WRITING: Production and Distribution of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19 <b>Lesson 1.1 Prewriting: Gathering Ideas</b>, pp. 9–12 <b>Lesson 1.2 Organizing the Ideas and Drafting</b>, pp. 13–14 <b>Lesson 1.3 Revising</b>, pp. 15–17 <b>Lesson 1.4 Editing and Proofreading</b>, pp. 18–19</p>	<p><b>Chapter 1 The Writing Process</b> takes students through each of the typical steps for creating a written work, from initial brainstorming to the final publication or presentation.</p>
<p><b>Chapter 2 Writing Effective Paragraphs and Essays</b>, pp. 20–32 <b>Lesson 2.1 Ideas and Unity</b>, pp. 21–22 <b>Lesson 2.2 Elaborating with Supporting Details</b>, pp. 23–24 <b>Lesson 2.3 Organization and Coherence</b>, pp. 25–27 <b>Lesson 2.4 Types of Paragraph</b>, pp. 28–30 <b>Lesson 2.5 Writing Expository Essays</b>, pp. 31–32</p>	<p><b>Chapter 2 Effective Paragraphs and Word Choice</b> focuses on the organization of ideas and use of language in sentences and paragraphs, as well as organizing paragraphs into essays. They also learn to distinguish between descriptive, narrative, expository, and persuasive writing.</p>
<p><b>Chapter 3 Writing Effective Sentences</b>, pp. 33–46 <b>Lesson 3.1 Effective Paragraphs: Varying Sentences</b>, pp. 34–35 <b>Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs</b>, pp. 36–37 <b>Lesson 3.3 Combining Sentences: Inserting Phrases</b>, pp. 38–39 <b>Lesson 3.4 Combining Sentences: Using Subordinate Clauses</b>, pp. 40–41 <b>Lesson 3.5 Eliminating Short, Choppy Sentences</b>, pp. 42–43 <b>Lesson 3.6 Eliminating Wordiness</b>, pp. 44–45</p>	<p>In <b>Chapter 3 Writing Effective Paragraphs and Essays</b>, students learn how to avoid common problems with sentences that detract from the clarity of their writing. They are also study a variety of sentence structures as aspects of style.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 48–52 <b>Lesson 4.2 Persuasive Writing: Editorial</b>, pp. 53–60 <b>Lesson 4.3 Writing About Literature: Analyzing Poetry</b>, pp. 61–66 <b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b>, pp. 67–73 <b>Lesson 4.5 Expository Writing: Research Paper</b>, pp. 74–82 <b>Lesson 4.6 Practical Writing: Workplace Writing</b>, pp. 86–90 <b>Lesson 4.7 Writing a Timed Essay</b>, pp. 91–94</p>	<p>In <b>Chapter 4 Writing Workshops</b>, each lesson provides instruction and experience with various forms of writing. These include narrative writing, persuasive writing, literary analysis, expository writing: cause-and-effect essay, research paper, workplace writing: business letter, and writing a timed essay.</p> <p>Following the introduction for each workshop is a writing model, which is followed by critical thinking exercises. After analyzing the model, students are given strategies to guide their own writing. The lesson concludes with several exercises that guide student work on the writing assignment.</p>

## WRITING: Production and Distribution of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<b>Step-by-Step Revising, Editing, and Proofreading</b> , pp. T26–T27	A helpful discussion of ways to improve student writing through revising, editing, and proofreading is found in the front matter of the <b>Annotated Teacher’s Edition</b> . Additional ideas appear in lessons throughout the textbook as annotations in small, gray type.
<b>Chapter 1 The Writing Process</b> , pp. 8–19 <b>Lesson 1.1 Prewriting: Gathering Ideas</b> , pp. 9–12 <b>Lesson 1.2 Organizing the Ideas and Drafting</b> , pp. 13–14 <b>Lesson 1.3 Revising</b> , pp. 15–17 <b>Lesson 1.4 Editing and Proofreading</b> , pp. 18–19	<b>Chapter 1 The Writing Process</b> provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.
<b>Chapter 4 Writing Workshops</b> , pp. 47–94 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b> , pp. 48–52 <b>Lesson 4.2 Persuasive Writing: Editorial</b> , pp. 53–60 <b>Lesson 4.3 Writing About Literature: Analyzing Poetry</b> , pp. 61–66 <b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b> , pp. 67–73 <b>Lesson 4.5 Expository Writing: Research Paper</b> , pp. 74–82 <b>Lesson 4.6 Practical Writing: Workplace Writing</b> , pp. 86–90 <b>Lesson 4.7 Writing a Timed Essay</b> , pp. 91–94	<b>Chapter 4 Writing Workshops</b> features thorough writing lessons on several modes or forms of writing. Each lesson includes introductory instruction, a writing model and critical thinking exercises, and writing strategies. Several exercises cover developing and strengthening student writing.
<b>Planning:</b> Exercise 2 Finding Topics, p.12; Exercise 4 Gathering Supporting Details, p.12; Exercise 1 Choosing a Topic Sentence, p.22; Exercise 1 Choosing a Subject, p.51; Exercise 9 Consider Your Audience, p.58; Exercise 19 Explore Possible Topics, p.71; Exercise 20 Gather Information, p.71; Exercise 40 Read the Prompt Carefully, p.93; Exercise 27 Choose and Limit a Topic, p.83; Exercise 29 Evaluate Your Research, p.84; Exercise 30 Make an Outline or Other Organizer, p.84; Exercise 35 Choose a Topic, p.89 <b>Drafting/Writing:</b> Exercise 3 Writing Paragraphs from Notes, p. 24; Exercise 5 Writing an Organized, Unified Paragraph, p. 27; Exercise 6 Writing a Paragraph from Notes, p. 27; Exercise 7 Writing for Varying Purposes, p. 30; Exercise 8 Writing a Thesis, or Claim, p. 32; Exercise 9 Writing an Introduction and a Conclusion, p. 32; Exercise 2 Writing a Paragraph, p. 36; Exercise 3 Draft Your Biographical Essay, p. 52; Exercise 8 Write a Claim, p. 58; Exercise 11 Draft Your Persuasive Essay, p. 59; Exercise 16 Draft Your Literary Analysis, p. 66; Exercise 23 Write a Thesis Statement, or Claim, p. 73; Exercise 24 Draft Your Essay, p. 73; Exercise 31 Write a First Draft with Documentation, p.	Several exercises throughout the program help students develop and improve their writing by analyzing and reflecting on how well they address their purpose and audience. These exercises are organized by stage of development of student writing— <ul style="list-style-type: none"><li>• Planning</li><li>• Drafting/Writing</li><li>• Revising and Rewriting</li><li>• Editing and Proofreading</li></ul>

## WRITING: Production and Distribution of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>84; Exercise 37 Write Your Draft, p. 90; Exercise 43 Write Your Essay, p. 94; Exercise 4 Writing with Pronouns, p. 100; Exercise 2 Writing Complete Sentences, p. 118; Exercise 4 Writing Complete Sentences, p. 120; Exercise 13 Writing a Description, p. 130; Exercise 6 Writing Sentences with Participial Phrases, p. 142; Exercise 11 Writing Sentences with Infinitives and Infinitive Phrases, p. 146; Exercise C Writing Sentences with Phrases, p. 150; Exercise 4 Writing an Application with Adjective Clauses, p. 156; Exercise 6 Writing Sentences with Adverb Clauses, p. 158; Exercise D Writing Complete Sentences, p. 170; Exercise 6 Writing Sentences Using Varied Verb Tenses, p. 180; Exercise 4 Writing Complete Sentences, p. 194; Exercise 7 Writing a Paragraph, p. 196; Exercise C Writing Complete Sentences, p. 202; Exercise D Writing a Comparison, p. 202; Exercise D Writing Sentences, p. 218; Exercise 3 Writing a Paragraph, p. 224; Exercise 7 Writing a Paragraph, p. 228; Exercise 10 Writing a Friendly Letter, p. 250; Exercise 9 Writing a Dialogue, p. 266; Exercise 11 Writing Sentences, p. 269; Exercise 5 Writing About Favorites, p. 280; Exercise C Writing Sentences, p. 288; Exercise 4 Writing Sentences, p. 294</p>	
<p><b>Revising and Rewriting</b> Exercise Revising a Letter to the Editor, p. 17; Revising a Paper, p. 17; Revising a Paragraph for Organization and Coherence, p. 26; Revising a Paragraph, p. 35; Revising a Report, p. 37; Revising a Paragraph, p. 43; Revising Sentences, p. 45; Revising a Paragraph to Eliminate Wordiness, p. 46; Revise Your Biographical Essay, p. 52; Revise and Edit, p. 60; Revise Your Essay, p. 66; Revise and Edit Your Essay, p. 73; Revise Your Draft, p. 85; Revise and Edit Your Letter, p. 90; Revise and Proofread Your Essay, p. 94; Revising a Paragraph, p. 98; Revising a Paragraph, p. 100; Revising Sentences to Add Information, p. 104; Revising a Report, p. 114; Revising a Description, p. 138; Revising an Expository Paragraph, p. 158; Revising an Autobiography, p. 160; Revising Sentences, p. 246; Revising Sentences, p. 254</p>	
<p><b>Editing and Proofreading</b> Exercise 9 Proofreading a Passage, p.19; Exercise 5 Edit and Publish Your Biographical Essay, p.52; Exercise 33 Edit Your Draft, p.85; Exercise 5 Editing Sentence Fragments, p.121; Exercise 8 Editing Run-on Sentences, p.126; Exercise 9 Editing a Report, p.126; Exercise 2 Editing Paragraphs, p.154; Exercise 2 Editing a Report, p.174; Exercise 5 Editing a Paragraph, p.178; Exercise D Editing a Report, p.186; Exercise 1 Editing a Report, p.189; Exercise 9 Editing a Press Release, p.198;</p>	

## WRITING: Production and Distribution of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>Exercise B Editing a Paragraph, p.201; Exercise 2 Editing Paragraphs, p.206; Exercise 3 Editing Sentences, p.207; Exercise 6 Editing a Paragraph, p.210; Exercise 8 Editing Sentences, p.212; Exercise 10 Editing a Report, p.214; Exercise 11 Editing Sentences, p.216; Exercise C Editing Sentences, p.217; Exercise 2 Editing an Article, p.224; Exercise 5 Editing Sentences, p.226; Exercise 6 Editing Sentences, p.228; Exercise 8 Editing Sentences, p.230; Exercise 10 Editing Sentences, p.231; Exercise 11 Editing a Paragraph, p.232; Exercise C Editing a Report, p.236; Exercise 1 Proofreading Sentences, p.242; Exercise 2 Proofreading a Press Release, p.242; Exercise 3 Proofreading Sentences, p.243; Exercise 4 Proofreading a Paragraph, p.244; Exercise 5 Editing Paragraphs, p.246; Exercise 7 Proofreading Sentences, p.248; Exercise 9 Proofreading a Friendly Letter, p.250; Exercise A Proofreading Jokes and Riddles, p.253; Exercise D Editing Sentences, p.254; Exercise 5 Editing Sentences, p.262; Exercise 6 Editing a Report, p.262; Exercise 7 Editing Sentences, p.264; Exercise 10 Proofreading Sentences, p.268; Exercise 12 Editing Sentences, p.269; Exercise C Editing a Dialogue, p.270; Exercise 1 Proofreading a Paragraph, p.277; Exercise 2 Proofreading Sentences, p.278; Exercise 3 Proofreading a Paragraph, p.280; Exercise 4 Proofreading Sentences, p.280; Exercise 6 Proofreading Sentences, p.282; Exercise 7 Proofreading Sentences, p.284; Exercise A Proofreading Sentences, p.287; Exercise B Proofreading an Article, p.287; Exercise 3 Proofreading Sentences, p.293</p>	

## WRITING: Production and Distribution of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94  <b>Lesson 4.5 Expository Writing: Research Paper</b>, pp. 74–85  <i>Example [Grade 10, p. 79]</i>  <b>Writing Strategies</b>                      For many subjects, a computer is your most valuable research tool. If you have not yet discovered your local</p>	<p>In <b>Lesson 4.5 Expository Writing: Research Paper</b>, students review how to use technology to conduct research online. They are also encouraged to use the Internet to share research with peers, as well as produce and publish their reports.</p>

## WRITING: Production and Distribution of Writing

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

library’s databases, now is the time to do so. These may include everything from InfoTrac, the online equivalent of the *Readers’ Guide to Periodical Literature*, to your local newspaper. You can also search the Internet for information.

### DESCRIPTION

## WRITING: Research to Build and Present Knowledge

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.5 Expository Writing: Research Paper**, pp. 74–85

*Example [Grade 10, p. 74]*

A **research paper** is based on a thorough investigation of a limited topic, often a specific question or problem. Sometimes, a research paper is assigned, in English as well as in other classes, as a final project. It reflects thinking, studying, and writing as a process undertaken and refined over a period of many weeks. In fact, a research paper is sometimes called a term paper because a term (often a quarter) is the time given to complete it.

### DESCRIPTION

For **Lesson 4.5 Expository Writing: Research Paper**, students review the purpose of a research paper then read and analyze a sample research paper. Instruction includes detailed writing strategies—conducting research, taking notes, making an outline, drafting a thesis statement, giving credit, and being academically honest by avoiding plagiarism. Exercises 27 through 34 take students the steps of producing a research paper.

## WRITING: Research to Build and Present Knowledge

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.5 Expository Writing: Research Paper**, pp. 74–85

*Example [Grade 10, p. 79]*

**3. Find a variety of print and digital sources.** You may be required to use both primary and secondary sources. A primary source is any original text, such as a novel or poem, a diary, letters, or a historical document. A secondary source presents someone else’s view of, or

### DESCRIPTION

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

In **Exercises 23 Prewriting: Gather Information**, students

## WRITING: Research to Build and Present Knowledge

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>comments on, an event or person. Examples of secondary sources include biographies, literary criticism, history and science textbooks, and all kinds of magazine articles and news reports that interpret and recreate events and information.</p>	<p>locate sources examine them while remembering their purpose and audience.</p>

## WRITING: Research to Build and Present Knowledge

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94  <b>Lesson 4.3 Writing About Literature: Analyzing Poetry</b>, pp. 61–66  <i>Example [Grade 10, p. 63]</i></p> <p><b>Writing Strategies</b></p> <p>The purpose of writing a literary analysis of poetry is to explain your interpretation of a poem, usually by focusing on just one or two elements of it. Use the following strategies as you write.</p> <p><b>2. Decide on a focus.</b> What does the character want or need at the beginning of the story? How does the main character change by the end? What does the main character learn or discover? What is the character’s relationship with other characters? How does the writer reveal what the main character is like?</p> <p><b>Sound</b> Is there alliteration (repeated initial consonant sounds, as in a tale of terror) or assonance (repeated internal vowel sounds, as in high tide)? If there is onomatopoeia (the use of words to suggest sounds, as in the howling of the wind), what effect does it create? What is the rhyme scheme (the pattern of the matching of final vowel or consonant sounds in two or more words)? Is the rhythm (the recurrence of accent or stress in lines of verse) slow and stately, bouncy, dancing, jangling, or syncopated? Is free verse (poetry without a regular pattern of meter or rhyme) used? Why?</p>	<p>For the <b>Analyzing Poetry</b> workshop, students consider three types of literary response essays: personal response, evaluation based on objective criteria, and a literary analysis of the elements of poetry—form, manner or style of literary composition, sound devices, and language, including figurative language, symbolism, imagery, and connotations.</p> <p>Students read the writing model, “E. E. Cummings and Cubism.” In the <b>Critical Thinking</b> activities that follow, students identify the theme and supporting details of the essay, as well as analyze the effectiveness of the introduction and conclusion.</p> <p><b>For Build Your Vocabulary</b>, they underline difficult words in the selection then use a dictionary to find each word’s meaning.</p> <p><b>Writing Strategies</b> on pages 70 and 71 offer step-by-step instructions for writing a literary analysis of a poem.</p> <p>Exercises at the end of the lesson cover choosing a topic, listing major points and supporting details, drafting, revising, and editing and publishing their essay.</p>

## WRITING: Research to Build and Present Knowledge

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Speaker</b> Who is speaking? How much or how little do you learn about this person? Is the poem about the speaker? Remember that the speaker may not be the same person as the poet.</p> <p><b>Form</b> Is the poem divided into stanzas? If not, why not? Has the poet used a familiar form such as a haiku or a sonnet, and if so, how does this form affect the meaning of the poem?</p> <p><b>Figurative Language</b> What is personified, and why? What comparisons are made by means of metaphors and similes? How does the figurative language help make the meaning, or the expression of the meaning, new and fresh?</p> <p><b>Other Uses of Language</b> What can you hear, see, touch, taste, or feel? Is there a pattern of imagery, as in the use of color? Does the poem contain symbols? What do they mean? How has the poet built in multiple word meanings or connotations?</p> <p><b>Theme (Meaning)</b> What central idea does the poem convey? How do the other elements illustrate this idea? Is there an insight into life that intrigues you?</p>	

## WRITING: Research to Build and Present Knowledge

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94</p> <p><b>Lesson 4.6 Writing Application: Writing a Timed Essay</b>, pp. 91–94</p> <p><i>Example [Grade 10, pp. 92–93]</i></p> <p><b>Writing Strategies</b></p> <p>Use the following strategies as you write a timed essay.</p>	<p><b>Lesson 4.6 Writing Application: Writing a Timed Essay</b> prepares students for a challenging form of writing assessment—write an essay under time constraints. After reading the writing model, students compare the writer’s topic to the writing prompt, examine text evidence, and assign a score to the essay.</p> <p>The <b>Writing Strategies</b> breaks down the process of writing a timed essay, while exercises 40 through 44 provide students</p>

## WRITING: Research to Build and Present Knowledge

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<ol style="list-style-type: none"> <li>1. <b>Read the prompt carefully.</b> Make sure you understand exactly what you are asked to do. For example, is the purpose to inform or persuade? Then identify (underline or circle) key ideas as you read the prompt again.</li> <li>2. <b>Prewrite: Narrow your focus.</b> Remember that you will have only a limited amount of time and space in which to write your essay. Know what your word and time limit will be, and plan accordingly. You will not be able to write all you know about a topic, so limit your response to a clear and manageable focus. Use your best ideas.</li> <li>4. <b>Prewrite: Gather and organize ideas.</b> You might use an outline or a cluster diagram to generate ideas. Spend no more than two or three minutes jotting down ideas, key words, and supporting details. Order the ideas in the sequence you plan to use them.</li> <li>5. <b>Write the main idea in a thesis statement, or claim.</b> Remember that this sentence usually appears at or near the beginning of your essay.</li> <li>6. <b>Start writing and stick to the point.</b> Begin with an introductory paragraph that includes your thesis statement and grabs the reader’s attention. Use details that support your ideas in the clearest, most logical way possible. Use topic sentences and transitions to organize your writing. End with a strong concluding paragraph.</li> <li>7. <b>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 fit your writing purpose.</li> <li>8. <b>Proofread your essay.</b> Save two or three minutes to read over your essay and neatly correct any errors in spelling, punctuation, or usage.</li> </ol>	with guided, step-by-step practice in writing the essay.

## WRITING: Range of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 1 The Writing Process</b>, pp. 8–19  <b>Lesson 1.1 Prewriting: Gathering Ideas</b>, pp. 9–12</p>	<p><b>Chapter 1 The Writing Process</b> provides complete lessons on the mechanics of planning and drafting, then improving</p>



## WRITING: Range of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Lesson 1.2 Organizing the Ideas and Drafting</b>, pp. 13–14 <b>Lesson 1.3 Revising</b>, pp. 15–17 <b>Lesson 1.4 Editing and Proofreading</b>, pp. 18–19</p>	<p>student writing by revising, editing, and proofreading.</p>
<p><b>Chapter 4 Writing Workshops</b>, pp. 47–94 <b>Lesson 4.1 Narrative Writing: Autobiographical Incident</b>, pp. 48–52 <b>Lesson 4.2 Persuasive Writing: Editorial</b>, pp. 53–60 <b>Lesson 4.3 Writing About Literature: Analyzing Poetry</b>, pp. 61–66 <b>Lesson 4.4 Expository Writing: Cause-and-Effect Essay</b>, pp. 67–73 <b>Lesson 4.5 Expository Writing: Research Paper</b>, pp. 74–82 <b>Lesson 4.6 Practical Writing: Workplace Writing</b>, pp. 86–90 <b>Lesson 4.7 Writing a Timed Essay</b>, pp. 91–94</p>	<p><b>Chapter 4 Writing Workshops</b> features thorough writing lessons on several modes or forms of writing. Each lesson includes introductory instruction, a writing model and critical thinking exercises, writing strategies; and several exercises covering the various stages of the writing process.</p>
<p><b>Drafting/Writing:</b> Exercise 3 Writing Paragraphs from Notes, p. 24; Exercise 5 Writing an Organized, Unified Paragraph, p. 27; Exercise 6 Writing a Paragraph from Notes, p. 27; Exercise 7 Writing for Varying Purposes, p. 30; Exercise 8 Writing a Thesis, or Claim, p. 32; Exercise 9 Writing an Introduction and a Conclusion, p. 32; Exercise 2 Writing a Paragraph, p. 36; Exercise 3 Draft Your Biographical Essay, p. 52; Exercise 8 Write a Claim, p. 58; Exercise 11 Draft Your Persuasive Essay, p. 59; Exercise 16 Draft Your Literary Analysis, p. 66; Exercise 23 Write a Thesis Statement, or Claim, p. 73; Exercise 24 Draft Your Essay, p. 73; Exercise 31 Write a First Draft with Documentation, p. 84; Exercise 37 Write Your Draft, p. 90; Exercise 43 Write Your Essay, p. 94; Exercise 4 Writing with Pronouns, p. 100; Exercise 2 Writing Complete Sentences, p. 118; Exercise 4 Writing Complete Sentences, p. 120; Exercise 13 Writing a Description, p. 130; Exercise 6 Writing Sentences with Participial Phrases, p. 142; Exercise 11 Writing Sentences with Infinitives and Infinitive Phrases, p. 146; Exercise C Writing Sentences with Phrases, p. 150; Exercise 4 Writing an Application with Adjective Clauses, p. 156; Exercise 6 Writing Sentences with Adverb Clauses, p. 158; Exercise D Writing Complete Sentences, p. 170; Exercise 6 Writing Sentences Using Varied Verb Tenses, p. 180; Exercise 4 Writing Complete Sentences, p. 194; Exercise 7 Writing a Paragraph, p. 196; Exercise C Writing Complete Sentences, p. 202; Exercise D Writing a Comparison, p. 202; Exercise D Writing Sentences, p. 218; Exercise 3 Writing a Paragraph, p. 224; Exercise 7 Writing a Paragraph, p. 228; Exercise 10 Writing a Friendly Letter, p. 250; Exercise 9 Writing a Dialogue, p. 266; Exercise 11 Writing Sentences, p. 269; Exercise 5 Writing About Favorites, p. 280; Exercise C Writing Sentences, p. 288;</p>	<p>Many <b>Grammar for Writing</b> lessons include a writing exercise that can be completed in a single sitting.</p> <p>For short writing assignments that accompany a grammar, usage, or mechanics lesson, students apply the principle or rule presented in the lesson.</p>


## WRITING: Range of Writing

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
Exercise 4 Writing Sentences, p. 294  <b>Connecting Writing &amp; Grammar: Write What You Think,</b> pp. 100, 110, 122, 128, 134, 142, 154, 162, 164, 168, 178, 190, 206, 214, 226, 232, 248	

## SPEAKING & LISTENING: Comprehension and Collaboration

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
 <b>Working Together</b> Exercise 5 Drafting a Paper, p.14; Exercise 8 Working with a Writing Partner, p.17; Exercise 4 Revising a Paragraph for Organization and Coherence, p.26; Exercise 1 Revising a Paragraph, p.35; Exercise 6 Writing a Report, p.36; Exercise 4 Revising a Report, p.37; Exercise 6 Writing a Report, p.39; Exercise 8 Combining Sentences with Adverb Clauses, p.41; Exercise 11 Revising Sentences, p.45; Exercise 4 Revise Your Biographical Essay, p.52; Exercise 6 Choosing a Topic, p.57; Exercise 7 Analyze Claims, p.57; Exercise 17 Revise Your Essay, p.66; Exercise 18 Edit and Publish Your Essay, p.66; Exercise 22 Analyze Thesis Statements, or Claims, p.72; Exercise 25 Revise and Edit Your Essay, p.73; Exercise 26 Publish Your Essay, p.73; Exercise 32 Revise Your Draft, p.74; Exercise 2 Revising a Paragraph, p.98; Exercise 6 Using Vivid Verbs, p.102; Exercise 2 Writing Complete Sentences, p.118; Exercise 4 Writing Complete Sentences, p.120; Exercise 9 Editing a Report, p.126; Exercise 13 Writing a Description, p.130; Exercise 2 Revising a Description, p.138; Exercise 9 Writing Sentences with Gerunds and Gerund Phrases, p.144; Exercise 12 Create Your Own Exercise, p.146; Exercise 7 Revising an Expository Paragraph, p.158; Exercise 8 Create Your Own Exercise, p.158; Exercise 10 Revising an Autobiography, p.160; Exercise 6 Create Your Own Exercise, p.196; Exercise 7 Writing a Paragraph, p.196; Exercise 9 Create Your Own Exercise, p.230; Exercise 6 Revising Sentences, p.246; Exercise 2 Writing Sentences, p.258; Exercise 9 Writing a Dialogue, p.266; Exercise C Editing a Dialogue, p.267; Exercise 8 Create Your Own Exercise, p.284; Exercise 9 Writing a Paragraph, p.284; Exercise 5 Sentence Imitation, p.294	The <b>Working Together</b> logo identifies exercises found throughout the program that invite collaborative discussion. Teamed with one or more classmates, students work together on brain storming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.

## LANGUAGE: Conventions of Standard English

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 8 Clauses</b>, pp. 151–170  <b>Lesson 8.6 Effective Sentences: Parallel Structure</b>, pp. 163–164  <i>Example [Grade 10, p. 163]</i></p> <p>➔ A series of equal or related ideas should be expressed in parallel structure, or in the same grammatical form.</p> <p>1. Sentence parts linked by coordinating conjunctions (such as <i>and</i>, <i>but</i>, and <i>or</i>) should be parallel.</p> <p><b>FAULTY</b> Time of day, amount of light, and how far you are from the subject are all factors in taking photographs. [The three items in the complete subject are not parallel; the first two consist of a noun and a prepositional phrase; the third is a noun clause.]</p> <p><b>PARALLEL</b> Time of day, amount of light, and distance from the subject are all factors in taking photographs. [All three parts of the complete subject consist of a noun followed by a prepositional phrase.]</p>	<p>In <b>Lesson 8.6 Effective Sentences: Parallel Structure</b>, young writers learn how to identify and correct faulty parallel structure in a sentence.</p>

## LANGUAGE: Conventions of Standard English

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 3 Writing Effective Sentences</b>, pp. 33–46  <b>Lesson 3.1 Effective Paragraphs: Varying Sentences</b>, pp. 34–35  <i>Example [Grade 10, p. 34]</i></p> <p>➔ For variety, begin some of your sentences with a subordinate clause.</p> <p>Subordinate, or dependent, clauses are an important tool for varying sentence beginnings. Here is the same idea expressed in two ways.</p>	<p><b>Lesson 3.1 Effective Paragraphs: Varying Sentences</b> explains how using subordinate clauses to vary sentence beginnings can make student writing more interesting.</p> <p>Students practice revising a paragraph in <b>Exercise 1</b> and vary sentence beginnings then write a paragraph to practice varying sentence beginnings.</p>

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION		DESCRIPTION
ORIGINAL	Many colonists came to the New World for religious freedom, but they did not accept people with other beliefs.	
SUBORDINATE CLAUSE	Although many colonists came to the New World for religious freedom, they did not accept people with other beliefs.	

**Chapter 3 Writing Effective Sentences**, pp. 33–46

**Lesson 3.3 Combining Sentences: Inserting Phrases**, pp. 38–39

*Example [Grade 10, p. 38]*

- ➔ Combine related sentences by inserting a phrase from one sentence into another sentence. Sometimes, you need to change slightly the phrase you move from one sentence to another. Other times, you can just select a phrase from one sentence and insert it into another without any change. Usually, there is more than one way to combine two sentences.

ORIGINAL	Knights trained for years. They spent years practicing with swords and running at each other with lances.
COMBINED	Knights trained for years by <b>practicing with swords and running at each other with lances</b> . [prepositional phrase, gerund phrase]

**Chapter 3 Writing Effective Sentences**, pp. 33–46

**Lesson 3.4 Combining Sentences: Using Subordinate Clauses**, pp. 40–41

*Example [Grade 10, p. 40]*

- ➔ You can combine two sentences by turning one sentence into an adjective clause.

Begin the adjective clause with *who*, *which*, *that*, or another word from the list on page 155. Then insert the adjective clause to modify a noun or pronoun in the remaining sentence. Don't forget the commas to set off nonessential adjective clauses.

ORIGINAL	Madison Central won the debate. Madison is my high school
COMBINED	Madison Central, <b>which won the debate</b> , is my high school.

In **Lesson 3.3**, students are given instruction, examples, and practice exercises to help them learn how to add variety and interest to their writing by combining related sentences using phrases.

Students practice combining sentences using phrases in **Exercise 5**. In **Exercise 6**, they write a report then exchange papers with a partner; they make suggestions for improving each other's paper, including looking for opportunities to combine related sentences by inserting phrases

Students learn to combine sentences using adjective and adverb clauses In **Lesson 3.4 Combining Sentences: Using Subordinate Clauses**.

In **Exercise 7**, they practice combining pairs of sentences using an adjective clause. In **Exercise 8**, they use adverb clauses.

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### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 7 Phrases**, pp. 135–150

**Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases**, pp. 137–138

*Example [Grade 10, p. 137]*

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

**Chapter 7 Phrases**, pp. 135–150

**Lesson 7.2 Appositive and Appositive Phrases**, pp. 139–140

*Example [Grade 10, p. 139]*

An **appositive phrase** is a phrase made up of an appositive and all of its modifiers.

*Into Thin Air*, a best-selling book, is fascinating. [The appositive is *book*; the words *a best-selling* modify it.]

**Chapter 7 Phrases**, pp. 135–150

**Lesson 7.3 Participles and Participial Phrases**, pp. 141–142

*Example [Grade 10, p. 141]*

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

**Waiting patiently in the line**, people read or chatted.

This is the photograph **taken at our family reunion**.

The speaker, **clearing her throat**, continued her speech.

**Chapter 7 Phrases**, pp. 135–150

**Lesson 7.4 Gerunds and Gerund Phrases**, pp. 143–144

*Example [Grade 10, p. 143]*

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

**Walking the dog** is Zach's responsibility. [subject]

Lauren's least favorite job is **walking the dog**. [predicate]

### DESCRIPTION

After the instruction on page 137 of **Lesson 7.1**, students practice identifying adjective and adverb phrases in **Exercise 1**. They revise a description in **Exercise 2**, adding sensory details in prepositional phrases.

The **Writing Hint** on page 137 illustrates how to use prepositional phrases to add specific details.

In **Lesson 7.2 Appositives and Appositive Phrases** students learn the definition of an appositive and an appositive phrase, see examples of how they're used, then practice identifying appositive and appositive phrases.

In **Exercise 4**, they practice combining sentences using appositives.

At the beginning of **Lesson 7.3 Participles and Participial Phrases** students learn that a verbal as a verb form that functions as a different part of speech. The three kinds of verbals—participles, gerunds, and infinitives—are taught in this and lessons 7.4 and 7.5.

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

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

In the **Editing Tip**, students learn that nouns and pronouns that modify a gerund should be in the possessive form: Just as you would not say, "I disapprove of *him* language," you should not say, "I disapprove of *him* smoking."

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>nominative]</p> <p>Luckily, Zach likes <b>taking the dog for a walk</b>. [direct object]</p> <p>Lauren and Zach fight about <b>doing jobs around the house</b>. [object of the preposition]</p> <hr/> <p><b>Chapter 7 Phrases</b>, pp. 135–150  <b>Lesson 7.5 Infinitives and Infinitive Phrases</b>, pp. 145–146</p> <p><i>Example [Grade 10, p. 145]</i></p> <p>➔ An <b>infinitive phrase</b> is a phrase made up of an infinitive and all of its modifiers and complements. It may contain one or more prepositional phrases.</p> <p><b>To land on the moon</b> was once a dream.</p> <hr/> <p><b>Chapter 8 Clauses</b>, pp. 151–170  <b>Lesson 8.1 Independent Clauses and Subordinate Clauses</b>, pp. 153–154</p> <p><i>Example [Grade 10, p. 153]</i></p> <p>➔ <b>An independent</b> (or main) clause has a subject (S) and a verb (V), and it expresses a complete thought. (If this definition sounds familiar, that’s good. It is also the definition of a complete sentence.)</p> <p style="text-align: center;">S            V</p> <p>INDEPENDENT CLAUSE    Mount Everest is in the Himalayas.</p> <p>➔ <b>A subordinate</b> (or dependent) clause has a subject and a verb but does not express a complete thought.</p> <p style="text-align: center;">S            V</p> <p>where they climbed</p> <hr/> <p><b>Chapter 8 Clauses</b>, pp. 151–170  <b>Lesson 8.2 Adjective Clauses</b>, pp. 155–156</p> <p><i>Example [Grade 109, p. 147]</i></p> <p>➔ <b>An adjective clause</b> is a subordinate clause that functions as an adjective. It modifies a noun or pronoun. An adjective clause follows the word it modifies.</p> <p>Mrs. Garcia, <b>who is my neighbor</b>, is a chef.</p> <p>She is the chef <b>whom I most respect</b>.</p>	<p><b>Lesson 7.5 Infinitives and Infinitive Phrases</b> includes instruction, examples, and practice exercises.</p> <p>In <b>Exercise 10</b>, students practice identifying infinitives and infinitive phrases. They write sentences with infinitives and infinitive phrases in <b>Exercise 11</b>.</p> <hr/> <p><b>Lesson 8.1</b> teaches students to distinguish between independent and subordinate clauses. After studying definitions and examples, they practice identifying clauses then edit a paragraph to correct sentence fragments.</p> <p>The <b>Editing Tip</b> on page 153 explains that a subordinate clause is a sentence fragment that cannot stand by itself.</p> <hr/> <p>In <b>Lesson 8.2 Adjective Clauses</b>, students learn that an adjective clause follows the word it modifies. They learn about relative pronouns and relative adverbs, also the use of commas with essential and nonessential clauses.</p> <p>Students practice identifying adjective clauses in <b>Exercise 3</b> then write an application with adjective clauses in <b>Exercise 4</b>.</p>

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p>Café Caribe is the restaurant <b>where she cooks</b>.</p> <hr/> <p><b>Chapter 8 Clauses</b>, pp. 151–170 <b>Lesson 8.3 Adverb Clauses</b>, pp. 157–158</p> <p><i>Example [Grade 10, p. 157]</i></p> <p>➔ <b>An adverb clause</b> is a subordinate clause that functions as an adverb. It modifies a verb, an adjective, or another adverb. Adverb clauses, like adverbs, tell how, how much, when, where, why, to what extent, or under what circumstances. A comma always follows an introductory adverb clause.</p> <p><b>Even though Ilya hurt his ankle</b>, he won the race. [The clause modifies the verb <i>won</i>; it tells <i>under what circumstances</i>.]</p>	<p><b>Lesson 8.3 Adverb Clauses</b> describes subordinate clauses used as adverbs. It features definitions and examples.</p> <p>In <b>Exercise 5</b>, students practice identifying adverb clauses. In the next two exercises, they write sentences with adverb clauses and revise an expository paragraph, underlining the adverb clauses in their paragraph.</p>
<hr/> <p><b>Chapter 8 Clauses</b>, pp. 151–170 <b>Lesson 8.4 Noun Clauses</b>, pp. 159–160</p> <p><i>Example [Grade 10, p. 159]</i></p> <p>➔ <b>A noun clause</b> is a subordinate clause that functions as a noun.</p> <p>Like a noun, a noun clause can be a subject, a predicate nominative, a direct object, an indirect object, or an object of a preposition. It can come at the beginning, middle, or end of a sentence. Like other clauses, noun clauses can contain modifiers, phrases, and complements.</p> <p><b>Which coat to choose</b> is Mohammed’s dilemma. [subject]</p> <p>The issue is <b>how long should we wait</b>. [predicate nominative]</p>	<hr/> <p>As with the previous lessons on clauses, <b>Lesson 8.4 Noun Clauses</b> includes definitions and examples</p> <p>For <b>Exercise 9</b>, students practice writing sentences with noun clauses. In <b>Exercise 10</b>, they revise an autobiography, underlining all the noun clauses.</p>
<hr/> <p><b>Chapter 8 Clauses</b>, pp. 151–170 <b>Lesson 8.5 Four Types of Sentence Structures</b>, pp. 161–162</p> <p><i>Example [Grade 10, p. 161]</i></p> <p>One way to vary your writing and to make it better suit your purposes is by varying your sentence structure. There are four basic ways to structure, or build, a sentence.</p> <p>➔ <b>A compound sentence</b> has two or more independent clause and no subordinate clauses.</p>	<hr/> <p>In order to better understand how adding phrases and clauses adds variety to their writing by changing the structure of a sentence, young writers study the four types of sentence structures in <b>Lesson 8.5</b>. These structures are Simple, Compound, Complex, and Compound-Complex.</p> <p>Students are given definitions and examples then practice identifying sentence structures in <b>Exercise 11</b>.</p>

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p style="text-align: center;">S                                      V                                      S</p> <p>Images on the retina are upside down, but nerve signals</p> <p style="text-align: center;">V</p> <p>to the brain flip them.</p>	

## LANGUAGE: Conventions of Standard English

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION
<p><b>Chapter 6 Parts of a Sentence</b>, pp. 115–134</p> <p><b>Lesson 6.5 Correcting Run-on Sentences</b>, pp. 125–126</p> <p><i>Example [Grade 10, p. 125]</i></p> <p><b>4. Add a conjunctive adverb.</b> Use a semicolon together with a conjunctive adverb (<i>however, therefore, nevertheless, still, also, instead, etc.</i>). Be sure to put a comma after the conjunctive</p> <p>RUN-ON      The word <i>powwow</i> means “gathering” it comes from an Algonquian word that refers to a spiritual leader.</p> <p>CORRECTED      The word <i>powwow</i> means “gathering”; <b>however</b>, it comes from an Algonquian word that refers to a spiritual leader.</p>	<p>In <b>Lesson 6.5 Correcting Run-on Sentences</b>, students are shown how to use a semicolon to link two closely related independent clauses.</p> <p>In <b>Exercise 8</b>, students edit run-on sentences. In <b>Exercise 9</b>, they correct run-on sentences and fragments in a report.</p>
<p><b>Chapter 14 Punctuation: All Other Marks</b>, pp. 255–274</p> <p><b>Lesson 14.2 Semicolons</b>, pp. 259–260</p> <p><i>Example [Grade 10, p. 259]</i></p> <p>➔ Use a semicolon before a conjunctive adverb or transitional expression that joins independent clauses. Also, use a comma after the conjunctive adverb or transitional expression.</p> <p>Sargent was an inspired portrait painter; in addition, he painted landscapes and murals.</p>	<p><b>Lesson 14.2 Semicolons</b> begins with a definition of the purpose and function of a semicolon then provides examples of their common use.</p> <p>In <b>Exercise 3</b> students decide when to use a semicolon and when to opt for a colon. They choose the proper punctuation to add to compound sentences in <b>Exercise 4</b>.</p> <p><b>Exercise A</b> of the <b>Chapter Review</b> on page 273 directs students to insert colons and semicolons where they belong in the given sentences.</p>



## LANGUAGE: Conventions of Standard English

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 14 Punctuation: All Other Marks**, pp. 255–274  
**Lesson 14.1 Colons**, pp. 257–258

*Example [Grade 10, p. 241]*

- ➔ Use a colon before a list of items, especially after the words *the following* or *the following items*.

**COLON** Robert Frost’s most famous poems are perhaps the following works: “Birches,” “Mending Wall,” and “Stopping by Woods on a Snowy Evening.”

**Exception:** Do not use a colon when the list follows the main verb of a sentence or a preposition.

**NO COLON** Among Frost’s themes are nature, rural life, and human relationships. I have read about his early poems, some of his letters, and his life.

**Chapter 16 Spelling**, pp. 271–287  
**Cumulative Review, Chapters 13–16**, pp. 303–304

### DESCRIPTION

**In Lesson 14.1 Colons**, students the rules and exceptions when punctuating with colons. As stated in the **Writing Hint**, people sometimes confuse colons and semicolons. They may look similar; however, they are not interchangeable.

Students practice adding colons to sentences in **Exercise 1**. They insert a colon where needed in **Exercise 2**.

**Exercise A** of the **Chapter Review** on page 273 directs students to insert colons and semicolons where they belong in the given sentences.

**In Exercise A Punctuation Marks** on page 303, students review proofreading symbols, including two vertically aligned dots inside a circle to represent a colon. When used with a caret (^), the typesetter knows to add a colon.

## LANGUAGE: Conventions of Standard English

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 16 Spelling**, pp. 289–305  
**Lesson 16.1 Using a Dictionary**, pp. 291–292

*Example [Grade 10, p. 291]*

In addition to showing each entry word’s definition and word history, a dictionary gives many kinds of spelling help.

**Chapter 16 Spelling**, pp. 289–305  
**Lesson 16.2 Spelling Rules**, pp. 293–294

*Example [Grade 10, p. 293]*

- ➔ Write *ei* when these letters are not pronounced with a long /e/, especially when the sound is a long /a/ as in *neighbor* and *weigh*.

### DESCRIPTION

**Lesson 16.1 Using a Dictionary** illustrates the type of information provided for a typical entry word, including preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).

**In Lesson 16.2 Spelling Rules**, young writers study three basic spelling rules and examples, plus their exceptions. These rules cover *i* before *e*, write *ei* when these letters are not pronounced with a long *e*, and words with the sound *seed*.

Students apply these rules in **Exercise 4 Proofreading Sentences**. For **Exercise 4**, they write a sentence using each

## LANGUAGE: Conventions of Standard English

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 16 Spelling**, pp. 289–305  
**Lesson 16.3 Prefixes and Suffixes**, pp. 295–296

*Example [Grade 10, p. 295]*

- ➔ Adding a prefix does not change the spelling of the original word.

belabor impossible overestimate underrate

**Chapter 16 Spelling**, pp. 289–305  
**Lesson 16.4 Noun Plurals**, pp. 297–298

*Example [Grade 10, p. 297]*

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

KINDS OF NOUNS	WHAT TO DO	EXAMPLES
Most nouns ending in –o preceded by a consonant	Add –es	buffaloes, echoes, potatoes, vetoes

**Commonly Confused Words**, pp. 342–344

*Example [Grade 10, p. 324]*

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

Today, I ran almost one mile **further** than Jackie.

We need to discuss the issue **further**.

### DESCRIPTION

of words ending in –*sede*, –*cede*, and –*ceed*.

**Lesson 16.3 Prefixes and Suffixes** offers several rules, conventions, and examples of how adding a common prefix or suffix to a word impacts its spelling.

In **Exercise 6**, students practice adding a prefix or suffix to several words then spell the resulting new word.

**Lesson 16.4** features a **Making Nouns Plural** chart with three columns: **Kinds of Nouns**, **What to Do**, and **Examples**. After studying rules, students are reminded that they must memorize irregular plurals, such as *men*, *mice*, *feet*, and *swine*.

The **Writing Hint** alerts students to the limitations of computer spell-checkers.

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

## LANGUAGE: Knowledge of Language

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.5 Expository Writing: Research Paper**, pp. 74–85

### DESCRIPTION

In **Lesson 4.5 Expository Writing: Research Paper**, students learn that they should follow certain conventions, particularly

## LANGUAGE: Knowledge of Language

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

*Example [Grade 10, p. 82]*

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

There are many acceptable methods of documentation, and what you use may depend on your teacher and your subject area. If you are asked to use MLA style, your best guide to it is the *MLA Handbook for Writers of Research Papers*, 7th edition.

### DESCRIPTION

when identifying sources of information cited in their paper. In **Writing Strategies: 8. Document your sources**, students are introduced to parenthetical documentation and referred to the *MLA Handbook for Writers of Research Papers*.

## LANGUAGE: Vocabulary Acquisition and Use

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.4 Expository Writing: Cause-and-Effect Essay**, pp. 67–73

*Example [Grade 10, p. 69]*

**Build Your Vocabulary.** Look for the following words in context, and discuss what each word means: *poachers* (sentence 1), *mutation* (sentence 4), *attribute* (sentence 10), *extinction* (sentence 11), and *adaptation* (sentence 26). If you can’t define or aren’t sure of any word’s meaning, check a dictionary, and add the word to your vocabulary notebook.

### DESCRIPTION

**Build Your Vocabulary** on page 69 of **Lesson 4.4 Expository Writing: Cause-and-Effect Essay** directs students to use context clues to determine the meaning of unfamiliar words in the writing sample on the preceding page. If the clues are insufficient, students should use a dictionary.

## LANGUAGE: Vocabulary Acquisition and Use

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

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

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 10 FEATURE & LOCATION	DESCRIPTION										
<p><b>Chapter 5 Parts of Speech</b>, pp. 95–114  <b>Lesson 5.1 Nouns</b>, pp. 97–98  <b>Lesson 5.3 Verbs</b>, pp. 101–102  <b>Lesson 5.4 Adjectives</b>, pp. 103–104  <b>Lesson 5.5 Adverbs</b>, pp. 105–106  <b>Lesson 5.8 Determining a Word’s Part of Speech</b>, pp. 111–112</p>	<p><b>Chapter 5 Parts of Speech</b> provides the background for understanding how changes in similar words indicate different meanings and parts of speech.</p>										
<p><b>Chapter 16 Spelling</b>, pp. 289–305  <b>Lesson 16.1 Using a Dictionary</b>, pp. 291–292</p> <p><i>Example [Grade 10, p. 273]</i></p> <p>➔ If don’t know how to spell a word or if you’re not sure about the spelling you’ve written, check a dictionary.</p> <p>In addition to showing each entry word’s definition and word history, a dictionary gives many kinds of spelling help.</p>	<p><b>Lesson 16.1 Using a Dictionary</b> illustrates the type of information provided for a typical entry word, including preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).</p>										
<p><b>Chapter 16 Spelling</b>, pp. 289–305  <b>Lesson 16.3 Prefixes and Suffixes</b>, pp. 295–296</p> <p><i>Example [Grade 10, p. 295]</i></p> <p><b>Some Suffixes and Their Meanings</b></p> <table border="0"> <thead> <tr> <th>Suffix</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>-able</td> <td>capable of being</td> </tr> <tr> <td>-ate, -en, -fy</td> <td>become, make</td> </tr> <tr> <td>-dom, -hood</td> <td>state of being</td> </tr> <tr> <td>-er, -or</td> <td>a person who</td> </tr> </tbody> </table>	Suffix	Meaning	-able	capable of being	-ate, -en, -fy	become, make	-dom, -hood	state of being	-er, -or	a person who	<p>In <b>Lesson 16.3 Prefixes and Suffixes</b>, students learn about affixes that change the meaning and part of speech when added to a base word.</p>
Suffix	Meaning										
-able	capable of being										
-ate, -en, -fy	become, make										
-dom, -hood	state of being										
-er, -or	a person who										

## LANGUAGE: Vocabulary Acquisition and Use

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

### DESCRIPTION

**Chapter 1 The Writing Process**, pp. 8–19  
**Lesson 1.4 Editing and Proofreading**, pp. 18–19

*Example [Grade 10, p. 18]*

#### Editing Questions

1. **Spelling** Even if you've used a spell checker, check every word. When in doubt, consult a print or online dictionary. If you are curious about a form, such as a past participle or a plural, a dictionary will list any irregular form with the related entry word. Also, remember to watch out for homophones and other often confused or misused words.

In the first chapter of the program, students are advised to use print and digital reference materials to make sure they have not confused the meanings and spellings in their written work correctly.

**Chapter 16 Spelling**, pp. 289–305  
**Lesson 16.1 Using a Dictionary**, pp. 291–292

*Example [Grade 10, p. 291]*

In addition to showing each entry word's definition and word history, a dictionary gives many kinds of spelling help.

**Lesson 16.1 Using a Dictionary** illustrates the type of information provided for a typical entry word, including correct spelling, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).

**Use a dictionary**—pp. 18, 49, 55, 63, 65, 69, 97, 175, 223, 298, 301

*Example [Grade 10, p. 49]*

**Build Your Vocabulary.** Underline the words in the selection that you do not know. Use a dictionary to find each word's meaning, and write a brief definition in the margin or in your notebook. The following list may help: asylum (sentence 7), prodigious (sentence 17), graduated (sentence 20), poignant (sentence 27), mere (sentence 28), and intuitive (sentence 29).

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

## LANGUAGE: Vocabulary Acquisition and Use

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

- **CCSS.ELA-Literacy.L.9-10.5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.3 Writing About Literature: Analyzing Poetry**, pp. 61–66

*Example [Grade 10, p. 49]*

**Figurative Language.** What is personified, and why? What comparisons are made by means of metaphors and similes? How does the figurative language help make the meaning, or the expression of the meaning, new and fresh?

### DESCRIPTION

The **Writing Strategies** on page 63 guides students to consider the author’s use of figurative language when interpreting a poem.

## LANGUAGE: Vocabulary Acquisition and Use

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

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Chapter 4 Writing Workshops**, pp. 47–94  
**Lesson 4.2 Persuasive Writing: Editorial**, pp. 53–60

*Example [Grade 10, p. 55]*

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

*Example [Grade 10, p. 56]*

- ➔ **Use emotional appeals sparingly.** Persuasive writers sometimes appeal to a reader’s fears, hopes, wishes, or sense of fairness. Loaded words—words with clear positive or negative connotations—can sway the reader’s emotions. They can also make the writing sound like unsubstantiated opinion or advertising copy. Use emotional appeals selectively.

### DESCRIPTION

The **Critical Thinking** discussion on page 55 helps students look for loaded words in persuasive writing.

In **Writing Strategies** on page 56, students learn about choosing words based on their negative or positive connotations in order to generate emotional appeal or disdain.

## LANGUAGE: Vocabulary Acquisition and Use

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

### SADLIER *GRAMMAR FOR WRITING* GRADE 10 FEATURE & LOCATION

**Enriching Your Vocabulary**, pp. 23, 25, 61, 97, 103, 111, 117, 121, 139, 145, 155, 173, 181, 191, 209, 215, 227, 229

*Example [Grade 10, p. 97]*

#### **Enriching Your Vocabulary**

A slogan was once a war cry. The word slogan comes from the Gaelic word *sluaghgairm*: *Sluagh* means “host” or “army”; *gairm* means “cry.” Over time, the word has come to mean “words expressing the aims of a person, group, or business,” such as “just say no” or “just do it.”

**Build Your Vocabulary**—pp. 49, 55, 63, 69

*Example [Grade 10, p. 49]*

**Build Your Vocabulary.** Underline the words in the selection that you do not know. Use a dictionary to find each word’s meaning, and write a brief definition in the margin or in your notebook. The following list may help: *asylum* (sentence 7), *prodigious* (sentence 17), *graduated* (sentence 20), *poignant* (sentence 27), *mere* (sentence 28), and *intuitive* (sentence 29).

**Use a dictionary**—pp. 18, 49, 55, 63, 65, 69, 97, 175, 223, 298, 301

*Example [Grade 10, p. 175]*

**P.S.** When you aren’t sure about a verb form, look the verb up in a dictionary. The entry word is the present form. All dictionaries list the principal parts of irregular verbs, usually after the pronunciation.

**eat, ate, eaten, eating**

If no verb forms follow the entry word, the verb is regular.

**Chapter 16 Spelling**, pp. 289–305

**Lesson 16.1 Using a Dictionary**, pp. 291–292

*Example [Grade 10, p. 291]*

In addition to showing each entry word’s definition and word history, a dictionary gives many kinds of spelling help.

**Commonly Confused Words**, pp. 342–344

*Example [Grade 10, p. 324]*

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

Today, I ran almost one mile **farther** than Jackie.

### DESCRIPTION

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

Students are regularly reminded to consult a dictionary to build their vocabulary. They are encouraged to underline unfamiliar words in their reading, look up the meaning, then write the definitions in a vocabulary notebook.

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

While the primary focus of **Lesson 16.1 Using a Dictionary** is using a dictionary to improve spelling, students also use a dictionary to discover or clarify the meaning of new words.

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

## LANGUAGE: Vocabulary Acquisition and Use

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

**SADLIER GRAMMAR FOR WRITING GRADE 10 FEATURE & LOCATION**

We need to discuss the issue **further**.

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

*Example [Grade 10, p. T29]*

Chapter 1		
Lesson	English Learners	Striving Learners
Lesson 1.1	Draw attention to compound words ( <i>prewrite, notebook, brainstorm freewrite</i> ). Help students understand them by breaking them down into words they know.	Review the Writing Hint, and model the process of narrowing a topic into subtopics. Emphasize the advantages of selecting a topic with a limited scope.

**DESCRIPTION**

Located in the Annotated Teacher’s Edition, **Differentiating Instruction: Chapter Vocabulary** provides strategies for helping students learn new or difficult vocabulary used in each chapter.

The **Chapter Vocabulary** chart contains a bulleted list of challenging terms, while the numbered chapter chart presents instructional strategies for each lesson designed to help English Learners and Striving Learners.