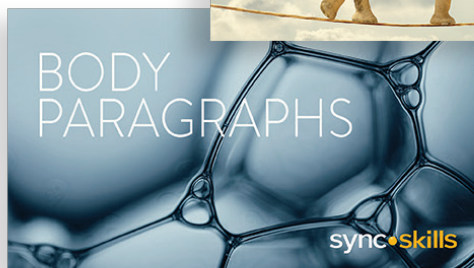


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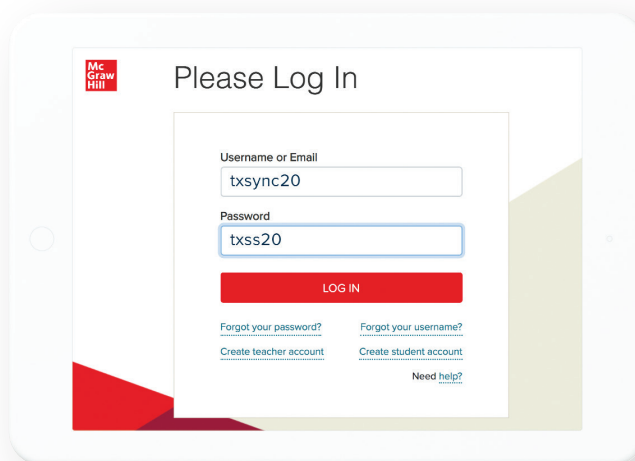
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9

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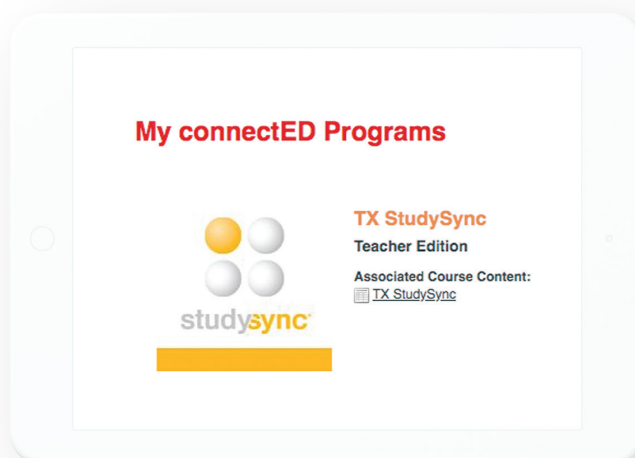
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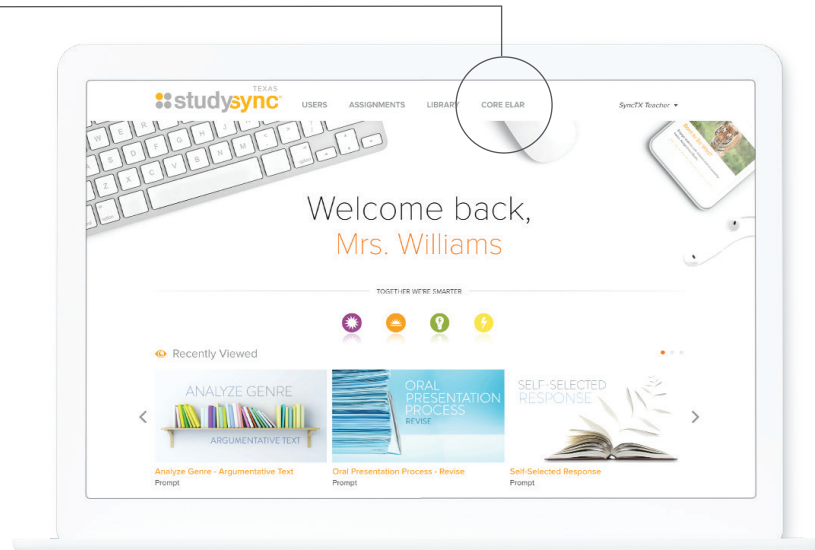


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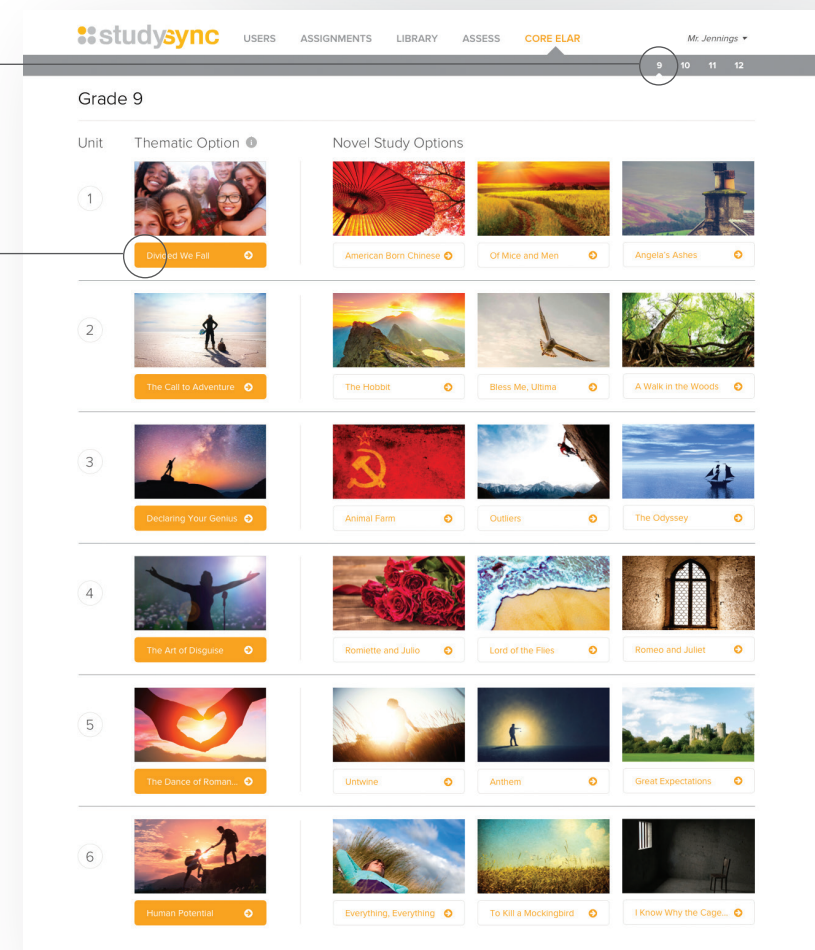


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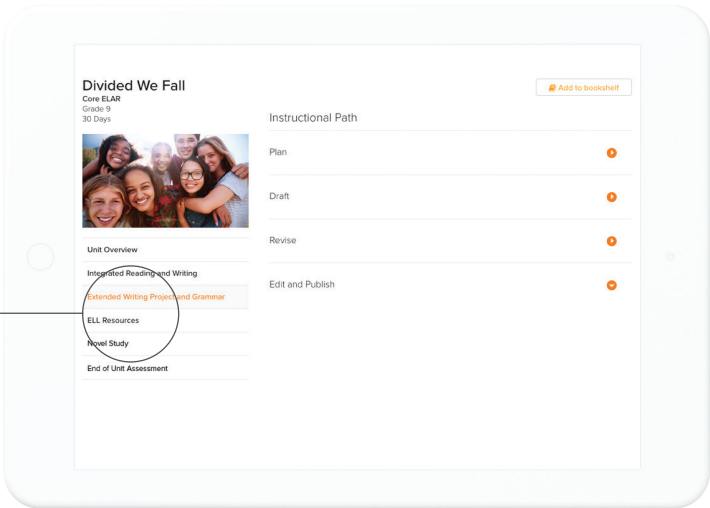
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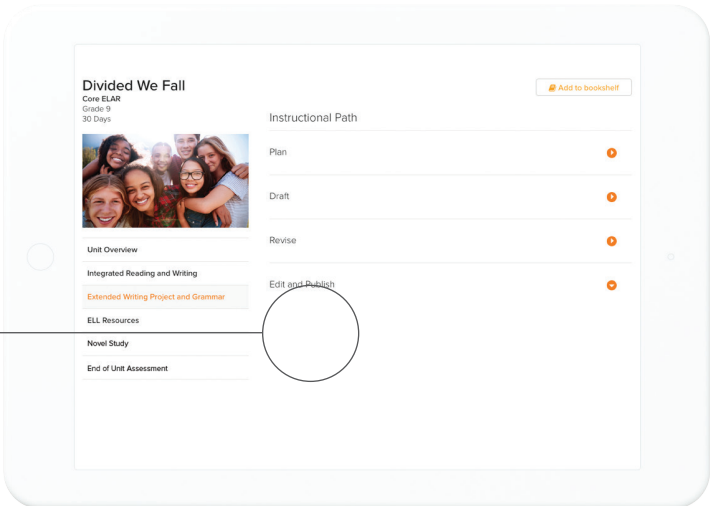
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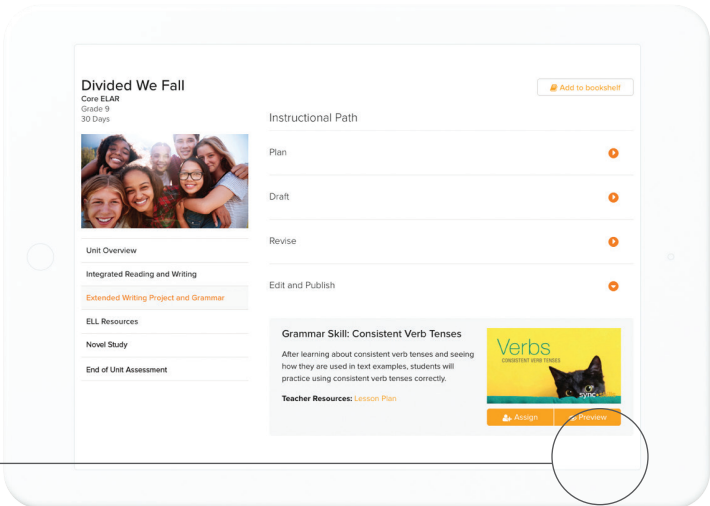
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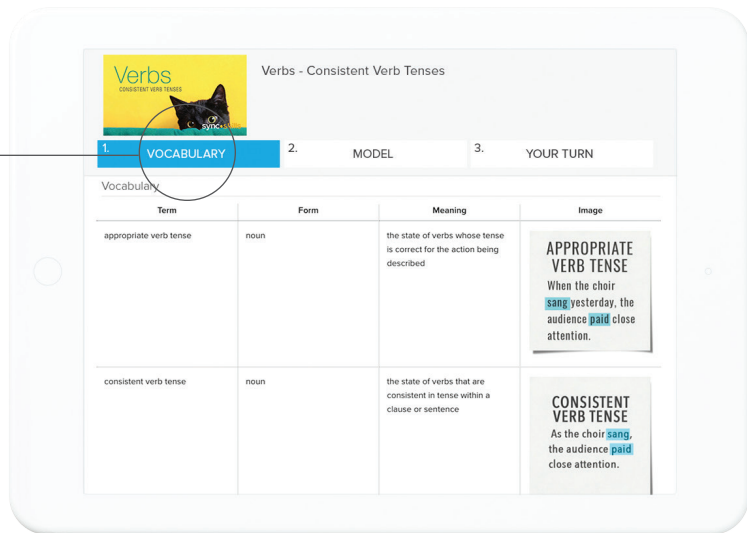


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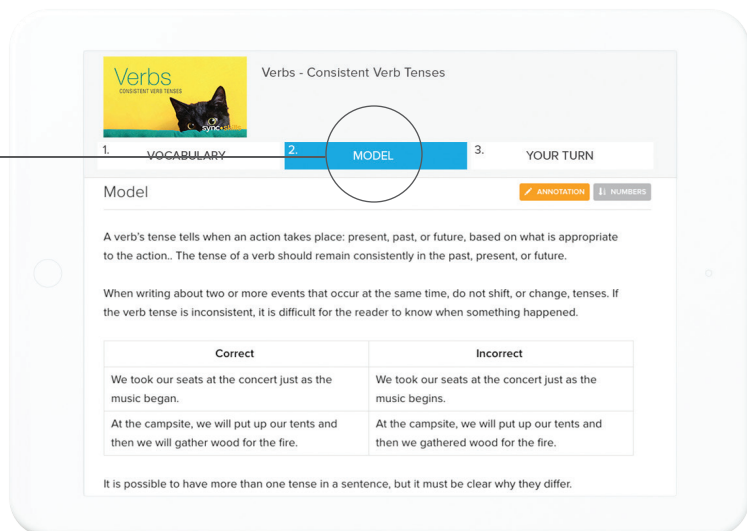


Grammar Lesson Sample

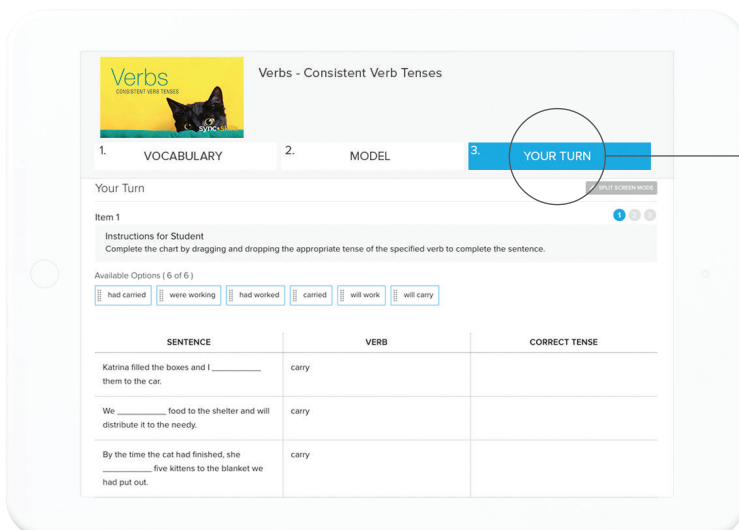
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Unit 6: Verb Tenses and Voice

Lesson 36

Regular Verbs: Principal Parts

Verbs have four main parts: a base form, a present participle, a simple past, and a past participle. A **regular verb** forms its past and past participle by adding **-ed** or **-d** to the base form. All verbs form the present participle by adding **-ing** to the base form. Both the present participle and past participle require a helping verb.

Base Form:	The sisters talk to each other every day.
Present Participle:	The sisters are talking about their summer vacations.
Past Form:	The sisters talked earlier this morning.
Past Participle:	The sisters have talked often about their children.

► **Exercise 1** Complete each sentence by writing the form of the verb indicated in parentheses.

Grandma has discussed her childhood. (past participle/discuss)

- Clancy is _____ for his hockey stick. (present participle/search)
- Yesterday he _____ high and low but with no luck. (past/hunt)
- Clancy and his twin sister, June, have often _____ what happened to their belongings. (past participle/wonder)
- Last week Clancy _____ his softball and glove on the kitchen table before he went to his room to study. (past/place)
- When he came back, Clancy _____ his ball and glove under the stove. (past/discover)
- Recently, June _____ a muddy trail outside, where she found the dirty boots she had left in the hallway. (past/follow)
- Clancy and June are _____ if they should hire a private detective to find the culprit. (present participle/wonder)
- Clancy and June have _____ to leave one of their belongings in a certain place and then watch to see what happens. (past participle/decide)
- They _____ a baseball glove in the kitchen. (base form/leave)
- However, their dogs _____ to go for a walk. (base form/want)
- Fido and Spike, who _____ to see them, jump up eagerly when they open the door. (base form/love)
- On their walk, Clancy and June see that the dogs have _____ a spot under the fence. (past participle/burrow)

13. Curious, they hurry over to the hole the dogs have _____. (past participle/excavate)
14. Looking into the hole, they _____ with laughter. (base form/howl)
15. There in the hole are _____ three of their missing items—a scarf, a pair of gloves, and a knee pad. (present participle/rest)
16. “We have _____ the mystery,” Clancy laughs. (past participle/solve)
17. “When you see us with a ball or a glove, you know we are _____ you,” adds June. (present participle/abandon)
18. “You _____ that if we don’t have our belongings, we can’t leave you,” says Clancy. (base form/reason)
19. “Well,” says June, “I think I _____ what to do.” (base form/know)
20. “From now on you can go with us and _____ from the sidelines,” the twins agree. (base form/watch)

► **Exercise 2** Write the three principal parts of each verb—present participle, past, and past participle.

- cough coughing, coughed, coughed
1. admit _____
 2. study _____
 3. hike _____
 4. return _____
 5. complete _____
 6. refuse _____
 7. plot _____
 8. pitch _____
 9. dance _____
 10. elect _____
 11. recycle _____
 12. conserve _____
 13. disappear _____
 14. tape _____
 15. practice _____

Lesson 37

Irregular Verbs: Principal Parts

Irregular verbs form their past and past participle in ways different from the *-ed* and *-d* additions used for regular verbs. See the examples below for the verb *to be*.

Present Participle: I **am being** very patient with you.

Past Form: I **was** sixteen yesterday. You **were** at my party.

Past Participle: I **have been** happy today.

The principal parts of some common irregular verbs are shown below.

Base Form	Present Participle	Past Form	Past Participle
break	(am, is, or are) breaking	broke	(has, have, or had) broken
come	coming	came	come
do	doing	did	done
drive	driving	drove	driven
give	giving	gave	given
go	going	went	gone
have	having	had	had
know	knowing	knew	known
say	saying	said	said
see	seeing	saw	seen
sing	singing	sang	sung
speak	speaking	spoke	spoken
tell	telling	told	told
think	thinking	thought	thought
write	writing	wrote	written

Notice that these verbs, though irregular, still form their present participle form by adding *-ing*.

► **Exercise 1** Underline the word in parentheses that correctly completes each sentence. In the space provided, identify the form of the verb used as *base form*, *present participle*, *past form*, or *past participle*.

- _____ base form My fish (swim, swimming) all day long.
- _____ 1. Howard (spoke, speaking) for one hour.
- _____ 2. How many miles have you (drive, driven) today?
- _____ 3. The chorus (sung, sang) the school song.
- _____ 4. I (know, known) how much Carla likes horses.
- _____ 5. I (think, thought) of the answer after the test.
- _____ 6. We are (giving, given) some money to the hunger center.

- _____ 7. Marsha has not (wrote, written) to me lately.
- _____ 8. The team has (gone, went) to the scrimmage early.
- _____ 9. I hope the birthday gift has (came, come) in time.
- _____ 10. She has (did, done) that assignment already.
- _____ 11. My pets often (break, broke) things while I am away.
- _____ 12. They (say, saying) we can borrow their video.
- _____ 13. Are you (tell, telling) me you have the flu?
- _____ 14. We (seen, saw) the lovely sunset yesterday.
- _____ 15. The neighbors are (having, have) a party tonight.
- _____ 16. What are you (doing, done) for Thanksgiving?
- _____ 17. The explorer has (spoke, spoken) to the group before.
- _____ 18. She has (gave, given) the problem much thought.
- _____ 19. Cara just (wrote, write) in her journal.
- _____ 20. I have (knew, known) Mr. Janus for years.
- _____ 21. That music is (driven, driving) me crazy!
- _____ 22. The club members (see, seen) a movie once a week.
- _____ 23. We have (thought, think) of a name for the baby.
- _____ 24. Deliveries (come, coming) early in our neighborhood.
- _____ 25. I'm (tell, telling) you I don't know!
- _____ 26. The climber (gone, went) to the top of the cliff.
- _____ 27. I have (break, broken) two glasses today.
- _____ 28. They have (say, said) they are sorry.
- _____ 29. I (gave, given) you a snack already!
- _____ 30. She has (driving, driven) that route many times.
- _____ 31. Who is (sang, singing) in the shower?
- _____ 32. I (told, tell) you I would think about it.
- _____ 33. We have (had, have) enough of this noise!
- _____ 34. Stan has (did, done) his good deed for today.
- _____ 35. I (known, knew) I had seen you before.
- _____ 36. With his new glasses, he is (seen, seeing) more clearly.

Lesson 38

Tense of Verbs: Present, Past, and Future

Verb tenses show time. They tell when events happen, happened, or will happen.

The present tense and the base form of a verb are the same, except for the third person singular (he, she, or it), which adds *-s* or *-es*. The verb *be* is also an exception to this rule.

The **present tense** may express an action that is repeated or ongoing. It can also express an action that is happening right now or a situation that is always true.

Malachi **plays** the trumpet well. (repeated action, always true)

I **feel** a cold draft. (right now)

The **past tense** expresses an action that has already occurred. In regular verbs, the past tense is formed by adding *-ed* or *-d* to the base form. In irregular verbs, the past tense takes a variety of forms. The verb *be* uses two past tense forms—*was* and *were*.

We **trounced** our archrivals last night. (regular)

Jackie **leapt** for the branch and missed. (irregular)

The **future tense** expresses an action that will take place in the future. The future tense is formed by adding *will* to the base form.

I **will reserve** tickets on the morning flight.

The students **will debate** the issues tomorrow.

► **Exercise 1** Complete each sentence by writing the form of the verb in parentheses.

The football team **scored** a touchdown. (past tense/score)

1. Cosmo _____ for Europe Tuesday. (future tense/leave)
2. The travel agent _____ a fantastic trip for him. (past tense/plan)
3. Michelle _____ to hear all the details. (present tense/want)
4. Cosmo _____ to tell us at lunchtime. (present tense/promise)
5. All our friends _____ under the elm tree. (future tense/eat)
6. We _____ at noon. (future tense/meet)
7. Because he had so many things to do, Cosmo _____ late. (past tense/arrive)
8. Michelle and our friends _____ patient. (past tense/be)
9. However, I _____ around the tree. (past tense/pace)
10. Cosmo _____ us jovially and sat down to eat his lunch. (past tense/greet)
11. "We _____ to finish eating before you begin," I said. (future tense/try)
12. "I _____ you about my trip in a minute," Cosmo replied. (future tense/tell)

13. George _____ toward the basketball court. (present tense/wander)
14. He _____ if anyone is interested in a game. (present tense/ask)
15. Cosmo _____ that he is ready to describe his trip. (present tense/announce)
16. George _____ back just in time to hear about the journey. (past tense/come)
17. Cosmo's first stop _____ Rome. (future tense/be)
18. He _____ to visit relatives who live nearby. (present tense/plan)
19. He also _____ to find the perfect plate of pasta. (present tense/hope)
20. "What about the famous places?" Michelle _____. (past tense/demand)
21. Smiling, Cosmo _____ that he planned to see many of the well-known sights. (past tense/explain)
22. The Vittoriano _____ a monument to Victor Emmanuel II, the first king of united Italy. (present tense/be)
23. Romans _____ the Piazza del Popolo to serve as a ceremonial entrance to the city. (past tense/construct)
24. Michelle, who is interested in architecture, _____ us that the Spanish Steps were built from a French design. (present tense/inform)
25. I _____ to wonder what other cities Cosmo would visit. (past tense/begin)
26. He _____ he would also be going to Venice. (past tense/say)
27. This Italian city _____ famous for its many canals. (past tense/become)
28. In Venice, people often _____ in a *gondola*, a special kind of boat. (present tense/travel)
29. Cosmo is certain he _____ in one. (future tense/ride)
30. He _____ in Venice for the *Biennale*, an art festival. (future tense/stay)
31. Then he _____ to Paris. (future tense/journey)
32. I _____ about the capital of France in history class. (past tense/learn)
33. The Seine River _____ through the city. (present tense/flow)
34. Built for the International Exposition of 1889, the Eiffel Tower _____ unattractive to some people. (past tense/look)
35. However, it _____ to be the most recognizable symbol of Paris. (present tense/continue)
36. Cosmo _____ quick to encourage me to take a similar trip. (past tense/be)
37. I _____ ruefully and shook my head. (past tense/smile)
38. I _____ until I have saved more money. (future tense/wait)

Lesson 39

Perfect Tenses: Present, Past, and Future

The **present perfect tense** is used to express an action that took place at some indefinite time in the past. The present perfect tense is formed with the past tense of the verb and the helping verb *has* or *have*. The present perfect tense can also be used to express an action that began in the past and continues now.

She **has read** that book.

I **have tried** several times to reach my grandmother.

The **past perfect tense** is used to show that one action in the past began and ended before another action in the past started. The past perfect tense is formed with the past participle of the verb and the helping verb *had*.

They **had seen** the movie before I **rented** it. (past perfect tense, past tense)

The **future perfect tense** is used to show that one action or condition in the future will begin and end before another event in the future starts. The future perfect tense is formed with the past participle of the verb and the construction *will have*.

By the time the school year ends, I **will have completed** ten book reports.

► **Exercise 1** Draw two lines under each simple predicate in the main clause. Write the verb tense: *present perfect*, *past perfect*, or *future perfect*.

- | | |
|---|--|
| <u>past perfect</u>

_____ | He <u>had watched</u> football all day long.
1. By Saturday, we will have finished our recycling project.
2. My dog had stolen the cat's food.
3. The gymnast has never lost her confidence.
4. The farm workers had generally gone before dawn.
5. By Tuesday Tisha will have landed her plane for the first time.
6. Raul has exhausted himself with his project.
7. I had turned at the wrong corner.
8. Before next week, Ms. Rashad will have corrected over one hundred themes.
9. Mother has already found her lost ring.
10. By mid-afternoon the tide will have gone out.
11. She has always wanted a book on whales.
12. The explorers had hoped to reach the peak by nightfall. |
|---|--|

- _____ 13. My grandmother has taught me both knitting and quilting.
- _____ 14. They will have finished dinner before the performance.
- _____ 15. The flower pot had narrowly missed the bystanders.
- _____ 16. We have warned you about this before.
- _____ 17. The VCR has failed to record three times this week.
- _____ 18. The band will have played its program before the second half starts.
- _____ 19. I had snubbed her before she apologized.
- _____ 20. Before the speech ended, I had decided whom to vote for.
- _____ 21. By the time the sun rises, the icicles will have melted.
- _____ 22. Sue will have completed her morning exercises before her brothers get up.
- _____ 23. The dog has chewed her bone down to the nub.
- _____ 24. Trapeze artists have always fascinated me.
- _____ 25. The spy had switched off the light before the agents even reached the doorway.
- _____ 26. Kaoru has visited her brother in the hospital every day.
- _____ 27. By nightfall, I will have gotten very sick of the train.
- _____ 28. We have rehearsed this scene until it is perfect.
- _____ 29. The dogs had gone for hours without a walk when I came home.
- _____ 30. The movie had played for a half hour by the time we got there.
- _____ 31. Our team has won ten of its last eleven games.
- _____ 32. If we wait awhile, most of the crowd will have left.
- _____ 33. Rocco will have gotten his degree by the end of the term.
- _____ 34. Doug has struggled for months to learn Spanish.
- _____ 35. That volcano has already erupted twice this year.
- _____ 36. Kyra had rearranged the furniture since the last time I visited.
- _____ 37. I have repeatedly told you not to stand on that rickety ladder!
- _____ 38. You have never missed a rock concert!
- _____ 39. We will have fallen asleep before our parents arrive.
- _____ 40. The freighter had sunk before the rescue ship could reach it.

Lesson 40

Tenses of Verbs

The **present tense** expresses an action that is repeated, always true, or happening right now.

I **watch** for the early bus at Third Street. He **watches** for the early bus at Third Street. I **am** happy. You **are** happy. He, she, or it **is** happy. They **are** happy.

The **past tense** expresses an action that has already occurred.

I **watched** for the bus and **caught** it at First Avenue. (regular and irregular verbs)
I **was** late, but the rest of the students **were** on time. (the verb *be*)

The **future tense** expresses an action that will take place in the future.

Shannon **will connect** the wires.

The **present perfect tense** expresses an action that took place sometime in the past.

I **have searched** everywhere for my telescope.

The **past perfect tense** shows that one action in the past began and ended before another action started.

I **had** already **completed** the puzzle when you came.

The **future perfect tense** shows that an action in the future will begin and end before another action starts.

I **will have swum** forty laps by the end of the hour.

► **Exercise 1** Draw two lines under the simple predicate in each sentence. Then write the tense of the verb in the space provided.

- past tense Many citizens signed the petition.
- _____ 1. Historians have called the time from 1870 to 1890 the Gilded Age.
- _____ 2. This name comes from a novel by Charles Dudley Warner and Mark Twain.
- _____ 3. The novel described life in the United States at that time.
- _____ 4. Before writing the book, the authors had decided on a theme.
- _____ 5. They wanted to expose the corruption beneath the pretty, polished surface of their world.
- _____ 6. However, the Gilded Age has produced positive results as well.
- _____ 7. We will have seen these accomplishments by the end of the year.
- _____ 8. Victoria Woodhull was the first woman to attempt to run for president.

- _____ 9. She had asked to be on the ballot in the election of 1872.
- _____ 10. However, she had not reached the age of thirty-five by the time of the election.
- _____ 11. In 1884, the newly formed National Equal Rights party nominated Belva Lockwood, a New York lawyer, for President.
- _____ 12. Some prominent women will be against her candidacy.
- _____ 13. Belva Lockwood received over four thousand votes.
- _____ 14. None of these votes will have come from women.
- _____ 15. Women had not received the right to vote yet.
- _____ 16. Women had achieved many distinctions and honors.
- _____ 17. Many, such as Mary Bonney and Amelia Quinton, work to improve the lives of Native Americans.
- _____ 18. Colleges have opened their doors to women.
- _____ 19. Writing is one way for women to earn money in the Gilded Age.
- _____ 20. I will have finished reading *Little Women* by Friday.

► **Exercise 2** Complete each sentence by writing the form of the verb listed in parentheses.

- The submarine submerges in the ocean. (present tense/submerge)
- John Philip Sousa _____ a famous musician of the Gilded Age. (past tense/be)
 - He _____ music since the age of six. (past perfect tense/study)
 - He _____ an interest in band music. (present tense/develop)
 - Believe it or not, he _____ how to play every instrument used in military bands by the time he becomes leader of the United States Marine Corps band. (future perfect tense/learn)
 - After twelve years, he _____ the Marine Corps band to create a band of his own. (present tense/leave)
 - He _____ a composer as well as a band leader. (past tense/become)
 - Sousa _____ many famous marches, including “Washington Post March” and “Stars and Stripes Forever.” (present perfect tense/compose)
 - His marches _____ crowds for more than a century. (present perfect tense/excite)
 - When his music was still new, Sousa’s band _____ around the world. (past tense/travel)
 - Admirers of his work _____ him the March King. (future tense/name)

Lesson 41

Verbs: Progressive and Emphatic Forms

The **progressive form** of a verb tense expresses an action that is continuing at the time referred to in the sentence. The progressive form uses the present participle of the verb with the suitable tense of the verb *be*.

Present Progressive	They are laughing .
Past Progressive	They were laughing .
Future Progressive	They will be laughing .
Present Perfect Progressive	They have been laughing .
Past Perfect Progressive	They had been laughing .
Future Perfect Progressive	They will have been laughing .

► **Exercise 1** Write the required form of each verb listed. Use the subject that heads each group as the subject of the verb.

I; past progressive/eat **I was eating.**

I

- future progressive/sail _____
- past perfect progressive/ask _____
- present progressive/arrive _____
- past progressive/wait _____
- present perfect progressive/move _____

YOU

- future perfect progressive/swim _____
- present progressive/testify _____
- past perfect progressive/hope _____
- past progressive/play _____
- future progressive/go _____

THEY

- present perfect progressive/wonder _____
- past progressive/follow _____
- past perfect progressive/challenge _____
- future perfect progressive/write _____

15. present progressive/buy _____
SHE
16. future progressive/rest _____
17. past perfect progressive/catch _____
18. present progressive/hide _____
19. future perfect progressive/knit _____
20. present perfect progressive/collect _____

The **emphatic form** adds emphasis to the verb. The emphatic form uses the base form of the verb with the addition of *do*, *does*, or *did*.

Present Emphatic I **do mow** the lawn every week.
Carla **does mow** hers twice each week.

Past Emphatic Ralph **did mow** it while we were gone.

► **Exercise 2** Complete each sentence by writing the emphatic verb form described in parentheses.

- Regardless of the weather, I did visit the amusement park.
(past emphatic/visit)
- Despite what you say, I _____ the car yesterday. (past emphatic/wash)
 - Although she hates them, Rachel _____ her exercises each morning.
(present emphatic/complete)
 - Even though you think you're alone, I _____ your feelings.
(present emphatic/understand)
 - Before I forget, Aunt Cora _____ after you left. (past emphatic/call)
 - Apparently the machine _____ on batteries. (present emphatic/work)
 - Laugh if you want to, but I _____ how to do a somersault.
(present emphatic/know)
 - When you pass the park, _____ at the new monument.
(present emphatic/look)
 - The electrician says he _____ the outside wiring.
(past emphatic/fix)
 - They hope the game _____ on time. (present emphatic/end)
 - I _____ the garbage! (past emphatic/empty)

Lesson 42

Verbs: Compatibility of Tenses

Sometimes one event occurs before or after another event in a sentence. In these cases, it is appropriate to shift tenses.

Incorrect: By the time the police **arrived**, the thief **escaped**.

This is incorrect because the verbs are both past tense forms and suggest that the two events took place at the same time.

Correct: By the time the police **arrived**, the thief **had escaped**.

Here the tense shifts from the past (arrived) to past perfect (had escaped) to show that the thief escaped before the police arrived.

When two or more events take place at the same time in a sentence, the verb tenses must remain the same.

Incorrect: When Paul **registered** for the summer class, he **is filling** out seven forms.

This is incorrect because the tense changes from past to present, even though the events in the sentence both took place in the past.

Correct: When Paul **registered** for the summer class, he **filled** out seven forms.

► Exercise 1 Complete each sentence with the appropriate tense of the verb in parentheses.

We went backstage to see the actor, but he had gone home. (go)

- Taylor's family will plan their vacation before she _____ for school. (leave)
- If she waits until ten o'clock, she _____ out when they are leaving. (find)
- I had expected her to be late, but she _____ early. (arrive)
- Taylor says they are going to Hawaii, which _____ their original destination. (be)
- By the time she left, Taylor _____ several books about Hawaii. (purchase)
- Last week she read about a luau, which _____ a Hawaiian banquet. (be)
- If you look up the word *luau*, you _____ that it was originally the name for the leaves of the taro plant. (discover)
- Luau* had referred to dishes made with these leaves before the word _____ the name of the feast itself. (become)
- Taylor has waited several years, so she _____ attending a luau. (enjoy)
- If she remembers to bring her camera, she _____ photographs. (take)
- She had hoped for nice weather, but a storm _____ . (appear)

12. She will visit her friend Niki, whose family _____ the luau. (prepare)
13. If she watches carefully, she _____ how to cook the meal. (learn)
14. The host _____ a pig before the guests arrived. (roast)
15. *Lau lau* is a dish that _____ of luau leaves and pork wrapped in a ti leaf. (consist)
16. By the time she reached the luau, the others _____ the table. (decorate)
17. Niki's family had expected to serve twelve dishes, but their friends _____ three more. (bring)
18. Ti leaves cover the table at which the guests _____ later. (eat)
19. Before Taylor finished her poi, her host _____ the pig. (serve)
20. The meal will not be over before the dancing _____. (begin)

► **Exercise 2** Draw two lines under the two verbs or verb phrases. In the blank, rewrite the second verb or verb phrase to match the tense of the first.

Elena built a bookcase in industrial arts class, and then she paints it. painted

1. The first Hawaiians were of Polynesian origin and come from the Marquesas Islands. _____
2. A group of immigrants left Tahiti and traveling to the Hawaiian Islands. _____
3. In 1778, Captain James Cook discovers the islands and will name them the Sandwich Islands.

4. Kamehameha I will become monarch because he seemed to be the strongest leader. _____
5. The islands will begin to change but continuing to develop. _____
6. Other nations recognized the kingdom's independence when the country adopts a constitution.

7. While Great Britain and France were fighting each other for control of the islands,
Kamehameha III seeks protection from the United States. _____
8. President Cleveland is against annexation, but the United States had received permission to
build a naval base at Pearl Harbor. _____
9. In 1959, Hawaii joins the Union, so flagmakers added a fiftieth star to the U.S. flag. _____
10. Many people consider Hawaii the most beautiful state, though each state will have its own
unique beauty. _____

Lesson 43

Voice of Verbs: Active and Passive

Action verbs can be used in two ways—in the active voice and in the passive voice. A sentence has a verb in the **active voice** when the subject performs the action. A sentence has a verb in the **passive voice** when the action is performed on the subject.

The catcher **caught** the ball. (active voice)

The ball **was caught** by the catcher. (passive voice)

The passive voice is formed by using the past participle of the verb with a form of the helping verb *be*.

The ball **is caught** by the catcher. (present tense)

The ball **was caught** by the catcher. (past tense)

The ball **will be caught** by the catcher. (future tense)

The passive voice can give variety to your writing. In general, however, the active voice is more interesting, more direct, and makes for livelier writing.

► **Exercise 1** Draw two lines under the verb or verb phrase. Write *A* (active voice) or *P* (passive voice) over the verb to tell which voice it is.

P

Study hall was changed to second period.

1. The puppy chewed the bone.
2. Carla is known by everybody.
3. Ron fed the birds.
4. The kitten was found by Bev.
5. The baby will be fed by Dad.
6. Curt showed the photographs.
7. The dog guards the house.
8. The team won the trophy.
9. The car was washed by Sarah.
10. Mom will lock the door.
11. George took the medicine.

12. The data were relayed by satellite.
13. Curly read the minutes.
14. A meeting will be held by the committee.
15. The vote was taken by our chairperson.
16. The rescue planes dropped food.
17. The flood destroyed three towns.
18. The mail was delivered by Jake.
19. Our house will be painted by Marge.
20. Dad bought groceries.

► **Exercise 2** Write *A* over the verb if the verb is in the active voice and *P* if it is in the passive voice. Then rewrite each active voice sentence in the passive voice and each passive voice sentence in the active voice.

A

Raul planted tomatoes. *Tomatoes were planted by Raul.*

1. Money was needed by the band. _____
2. The group's budget had been depleted by inflation. _____
3. The band members planned a fund-raiser. _____
4. The band members discussed several ideas. _____
5. The trombone players suggested an instrument sale. _____

6. A car wash was proposed by the clarinet players. _____
7. Several of the drummers recommended a raffle. _____

8. That idea was liked by everyone. _____
9. A new trumpet was donated by a local instrument seller, Mr. Majeske. _____

10. The band members sold raffle tickets after school. _____



Unit 6 Review

► **Exercise** Draw two lines under each verb or verb phrase. Then write the tense of each verb in the blank before the sentence. Some sentences have more than one verb.

_____ past _____

We rode the roller coaster.

- _____ 1. Sheila will finish her homework before dinner.
- _____ 2. Our cooking class has watched three videos to learn how to prepare this dish.
- _____ 3. If you crouch very quietly, you will see the raccoon.
- _____ 4. The alligator had disappeared by the time we reached the edge of the swamp.
- _____ 5. The teacher is talking about Thomas Edison.
- _____ 6. Yesterday I toured the natural history museum.
- _____ 7. We have been laughing at Sara's joke for five minutes.
- _____ 8. The new train will have traveled two hundred miles by noon.
- _____ 9. The playwright was hoping for a positive review.
- _____ 10. Their team will be jogging around the Lincoln Memorial.
- _____ 11. Colleen did hear the speech by the Russian scientist.
- _____ 12. In December, she will have been knitting that scarf for six months.
- _____ 13. My dog, Juno, does like to jump over the fence.
- _____ 14. The Tates had been expecting fifty guests, but sixty people came to the banquet.
- _____ 15. Uncle Yuri sends his regards to the entire family.
- _____ 16. We had waited nearly an hour for the bus to arrive.
- _____ 17. The florist will arrange a lovely centerpiece for Cousin Darla's wedding.
- _____ 18. Claude sailed his boat across Lake Erie.
- _____ 19. We are watching a movie about space exploration.
- _____ 20. Rochelle has been studying medicine for three years.

Unit 5: Diagramming Sentences

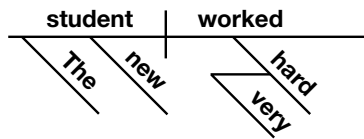
Lesson 33

Diagramming Simple Sentences

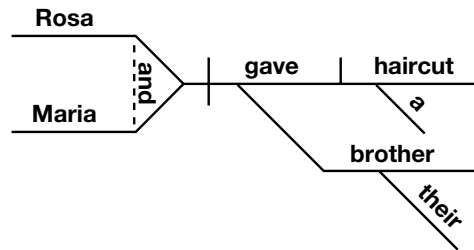
Grammar

Write the simple subject and the verb on a horizontal line and then draw a vertical line between them. Draw a shorter vertical line between the verb and the direct object. If there is a predicate nominative or a predicate adjective instead of a direct object, slant the shorter line toward the subject. Place an indirect object on a horizontal line under the verb, and draw a slanted line from the horizontal line to the verb. The following examples show how to diagram simple sentences.

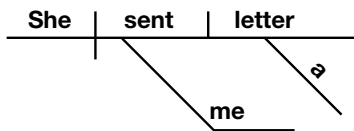
The new student worked very hard.



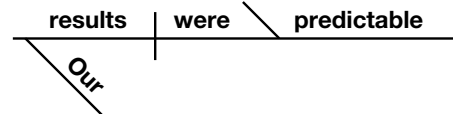
Rosa and Maria gave their brother a haircut.



She sent me a letter.



Our results were predictable.



► Exercise 1 Diagram the following simple sentences.

1. Bruno finished his homework.
2. This recipe requires sugar and oil.
3. The tennis coach plays the mandolin.
4. Did Inez call anyone?

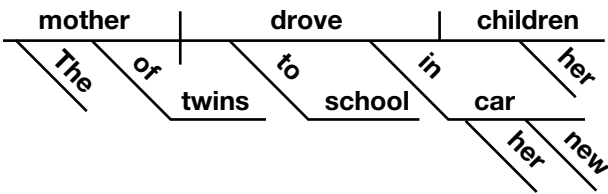
Lesson 34

Diagramming Simple Sentences with Phrases

The following examples demonstrate how to diagram sentences with phrases.

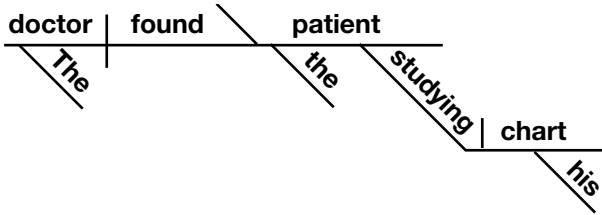
PREPOSITIONAL PHRASE

The mother of twins drove her children to school in her new car.



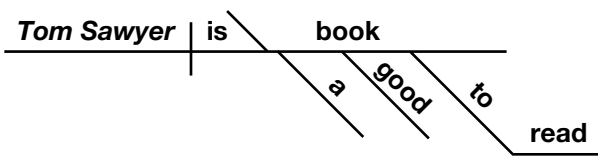
PARTICIPIAL PHRASE

The doctor found the patient studying his chart.



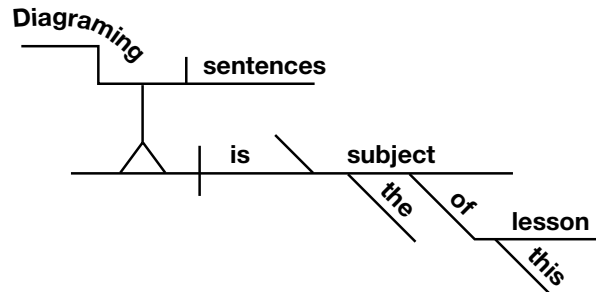
INFINITIVE PHRASE AS ADJECTIVE OR ADVERB

Tom Sawyer is a good book to read.



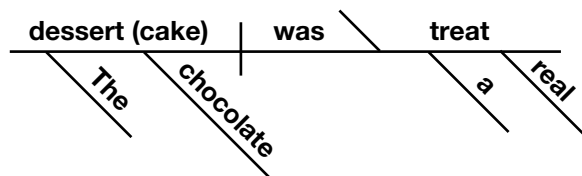
GERUND PHRASE

Diagramming sentences is the subject of this lesson.



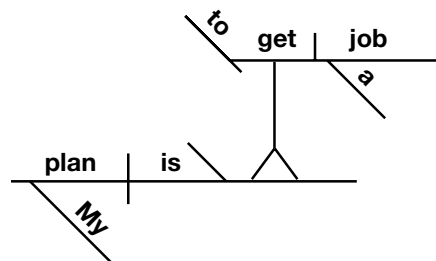
APPOSITIVE PHRASE

The dessert, chocolate cake, was a real treat.



INFINITIVE PHRASE AS NOUN

My plan is to get a job.



► **Exercise 1** Diagram the following simple sentences with phrases.

1. We stayed at the mall until evening.
2. Somebody sent this book to my mother by mistake.

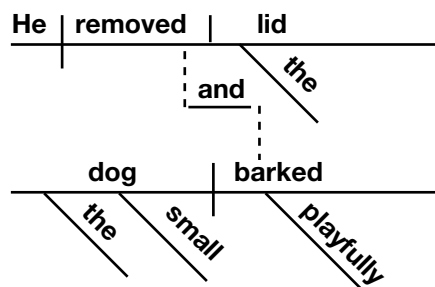
Lesson 35

Diagramming Sentences with Clauses

The following examples demonstrate how to diagram sentences with clauses.

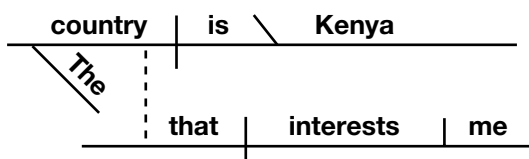
COMPOUND SENTENCES

He removed the lid, and the small dog barked playfully.



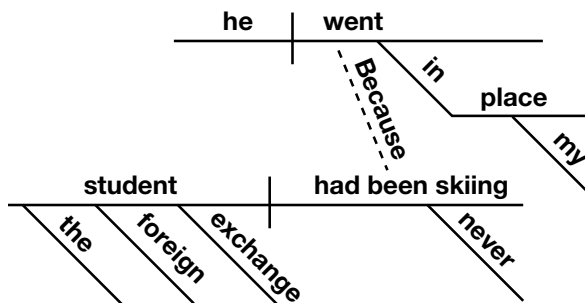
COMPLEX SENTENCES WITH ADJECTIVE CLAUSES

The country that interests me is Kenya.



COMPLEX SENTENCES WITH ADVERB CLAUSES

Because the foreign exchange student had never been skiing, he went in my place.



COMPLEX SENTENCES WITH NOUN CLAUSES

Elston believed that Echo was his friend.

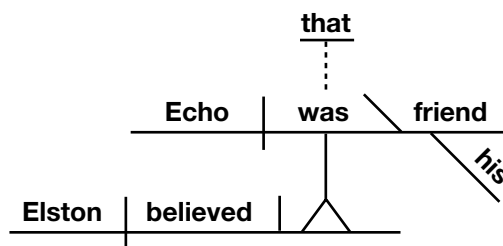


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Chapter 18

Narrative

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18.5 Publish 482

A **narrative** is a story. Narrative writing can be **personal**, allowing the author to focus on important people or events from his or her life; **historical**, capturing a moment from the past and presenting it in a story format; or **fictional**, using imagination to produce a short story. Here are the basic elements of a narrative:

ELEMENT	DEFINITION
Plot	the sequence of events in a narrative
Conflict	a struggle between two opposing forces
Resolution	the ending or final outcome of a narrative
Characters (or Figures)	the individuals in a fictional (or real-life) narrative
Theme	the overall message of a narrative
Setting	the time and place in which the events of a narrative occur
Mood	the general feeling or emotion that a narrative creates

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Most authors usually follow several steps before getting the first draft onto paper. These steps allow for planning and organization, as well as character or figure development and plot development.

The instruction on the pages that follow will guide you through the process for writing a narrative while meeting the Common Core State Standards for narrative writing. For a list of the writing and grammar Common Core State Standards, see pages 548–555.

18.1 PLAN

Graphic Organizers

During the planning stage, you will be gathering and organizing writing ideas. When you are planning your narrative, you may wish to use graphic organizers like the Story Map, Character Chart, and Setting and Mood Diagram on pages 491–493.

Identify Key Elements

Write down the names of your characters (or real-life figures if you're writing a personal narrative) and the topic of your narrative. The **topic** is the general subject you wish to write about. Examples of narrative topics are taking a trip or playing a sport.

Write a possible theme for your narrative. The **theme** is the central message that a writer wishes to convey. Theme can be expressed as a statement about life, such as “Winning isn’t everything.” Theme may be stated explicitly (directly); or it may be presented implicitly (revealed gradually and indirectly). If your narrative topic is playing a sport, your theme might be “It takes hard work and determination to achieve your goals.”

Identify the **setting** of your narrative, or the time and place in which its events occur.

Clearly define your narrative's **point of view**, or the perspective from which it is told. There are two main points of view.

POINT OF VIEW	NARRATOR	USES
First-person	The narrator is a character or figure in the narrative and uses the word <i>I</i> .	Use first-person point of view if you want to reveal the action through the eyes of the main character or figure.
Third-person	The narrator is not a character or figure in the narrative but tells the story from outside the action, referring to others as <i>he</i> , <i>she</i> , or <i>they</i> .	Use third-person point of view if you want readers to see the action from outside the narrative.

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Create Characters

Write the names of the characters (or real people) of your narrative. For each character or person, provide examples of

- how the individual looks
- what the individual thinks, feels, and says
- how the individual acts and interacts with others
- what the narrator or others think and say about the individual

You can list words or phrases that describe the individual and then think of details that illustrate each word or phrase. The details you choose should be related to the narrative and should help set up or advance the plot.

Map Out Conflict and Resolution

To develop your plot, identify the conflict and the resolution of your narrative and list the events in chronological order. A narrative is driven by a **conflict**, a struggle or a problem, that the main character or figure faces. The ending usually presents the **resolution**, or the final outcome of the narrative. The resolution suggests whether or not the conflict has been solved. The **events** of the narrative are the situations that show how the conflict unfolds.

Use Literary Devices to Enhance the Plot

Writers use various literary devices and narrative techniques to develop experiences, events, and characters. Some of these techniques are listed below.

DEVICE OR TECHNIQUE	DEFINITION
Dialogue	the conversation between characters or figures in a literary work
Pacing	the speed with which the action proceeds
Description	a detailed portrayal of a person, place, or thing
Reflection	the inclusion of the thoughts, opinions, or attitudes of the narrator or of others
Multiple plot lines	Often exist in longer narrative works and involve various characters or figures. One plot line is often dominant while others are minor or subplots.

Identify a literary device that you plan to use in your narrative, describe how you will use it, and explain how it will develop experiences, events, or characters (or real people).

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Use Sensory Details to Define the Mood

Writers use **sensory details** to describe the **setting** in order to establish the **mood** of the story.

- **Sensory details** consist of descriptive language that appeals to one or more of the five senses of sight, hearing, touch, taste, and smell.
- **Setting** is the time and place in which the events of a narrative occur.
- **Mood** is the feeling or emotion that the details in a story create. The mood can be described with an adjective. For example, *joyful* or *frightening* may describe the mood of a narrative.

Setting often helps create the mood of a narrative. For example, a writer might describe a dark, rainy night with loud thunder to create a suspenseful mood.

Write the setting of your narrative and the mood you wish to establish. Then write sensory details that describe the setting. Make sure that your sensory details help create the mood.

18.2 DRAFT

Write the Opening

Begin by writing the opening to your narrative. In the opening, you should introduce the main character (or real-life figure) and the conflict he or she faces.

Incorporate descriptive details about your character (or figure) from your planning notes so that your readers can visualize the person being described and can get a sense of his or her age and personality.

**Writing Tip**

If you are stuck, just start writing and keep in mind that your first attempt does not have to be perfect. After you have written the first draft of your opening, you can always rewrite it until you are satisfied.

Write Dialogue

Think of a place in your narrative where you can use dialogue. Dialogue can serve many purposes. For example, it can introduce the conflict and move along the plot. It is also used to develop characters (or figures) and events.

Identify the purpose of the dialogue and the language you will use to reflect the age and the personality as well as the thoughts and feelings of the individual speaking.

**Writing Tip**

Use **tag lines**, such as “said Charlie,” to identify each speaker within a dialogue. Without tag lines, readers might be confused about who is speaking. However, too many tag lines can make your writing choppy. Avoid using “said” repeatedly in tag lines and instead use a variety of descriptive words.

Write the Body

Next, use your planning notes to write the body of your narrative. Remember the following steps:

- follow the sequence of events you mapped out
- include a literary device to enhance the plot of your narrative
- use descriptive details to develop the characters (or figures) of your narrative
- use sensory details to define the mood of your narrative

Write the Ending

Finally, write the ending of your narrative. Make sure that your ending presents the resolution to the conflict of the story. It should also reflect the theme of your narrative.

18.3 REVISE

Introduction to Revision

To revise your narrative, you will be focusing on the content or the message of your writing and possibly applying one or more of these four revision strategies:

- **Add** details and information to make the message clearer.
- **Remove** distracting or unnecessary words or ideas.
- **Replace** bland or overused language with more precise or stronger words.
- **Rearrange** phrases and sentences to be sure the message is logically presented.

The questions that follow will show you how to use these revision strategies and help you rethink how well issues of purpose, audience, and genre have been addressed.

Focus and Coherence

Ask yourself:

- ✓ Does my narrative have a clear focus?
- ✓ Do all the parts work together so that I achieve my purpose?
- ✓ Will readers be able to follow the story line?

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Organization

Ask yourself:

- ✓ Does the beginning introduce the main character or figure and the conflict?
- ✓ Does the middle present events in the order in which they happen?
- ✓ Does the end offer a clear resolution?

Development of Ideas

Ask yourself:

- ✓ Are the individuals fully developed?
- ✓ Are they presented in an interesting, believable, and meaningful way?

Voice–Word Choice

Ask yourself:

- ✓ Does my writing include lively and vivid words so that readers can visualize characters or real-life figures and events?
- ✓ Have I made effective language choices for meaning or style?

Voice–Sentence Fluency

Ask yourself:

- ✓ Do the sentences vary in length and structure?
- ✓ Does my writing flow smoothly?
- ✓ Have I emphasized important points?

18.4 EDIT**Correct Errors in Grammar**

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

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Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought in a way that is grammatically correct. Use the checklist below to edit your sentences.

Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Are pronouns used correctly?
- ✓ Are verbs used correctly?
- ✓ Have I avoided misplaced and dangling modifiers?

Correct Errors in Mechanics and Spelling

Next, check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your narrative.

You should also use a dictionary to check and confirm spellings.

Proofreading Checklist

- ✓ Are commas and other punctuation marks used as needed?
- ✓ Are possessives written correctly?
- ✓ Are all words spelled correctly?
- ✓ Are capital letters used as needed?

Peer and Teacher Review

In addition to revising and editing your own narrative you will be revising your work through peer review and teacher review. **Peer review** involves sharing your writing with a partner or classmates in a writing group and discussing how you can each improve your writing. **Teacher review** involves submitting your paper to your teacher, who will read it and make suggestions on how you can make your story better.

You can use the **Peer Review Guide** on page 494 to guide your response to your classmate's writing.

18.5 PUBLISH

After you have written and polished your narrative, you will want to publish and present it. You may wish to consider the following publishing and presenting options, some of which require collaboration with your classmates and the use of technology:

- enter your narrative into a writing contest
- create a class anthology
- perform your narrative as readers' theater
- publish a multimedia version of your story online with images and video clips

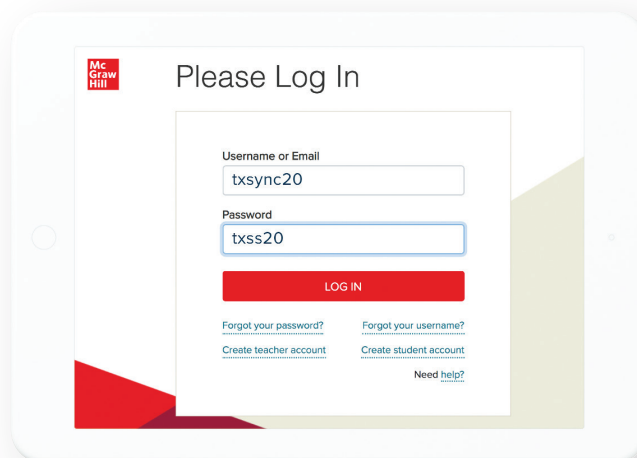
Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 495 to reflect on the writing you did in this workshop.

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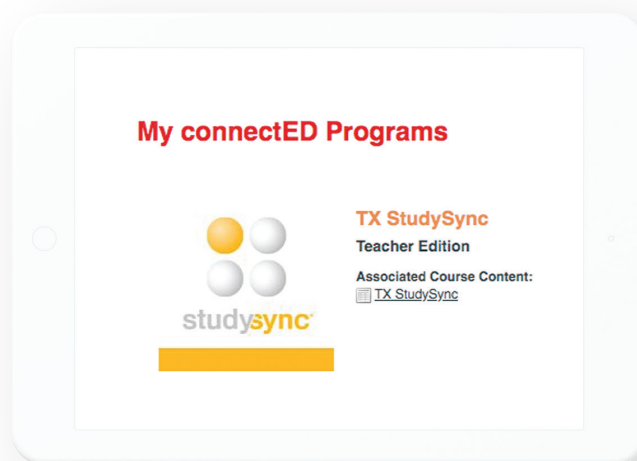
DON'T FORGET TO LOG IN

Grammar is integrated into the Texas StudySync curriculum. We also provide additional grammar resources for your range of classroom needs.

- 1 Visit **my.mheducation.com** to log in.
Use the username and password provided below.

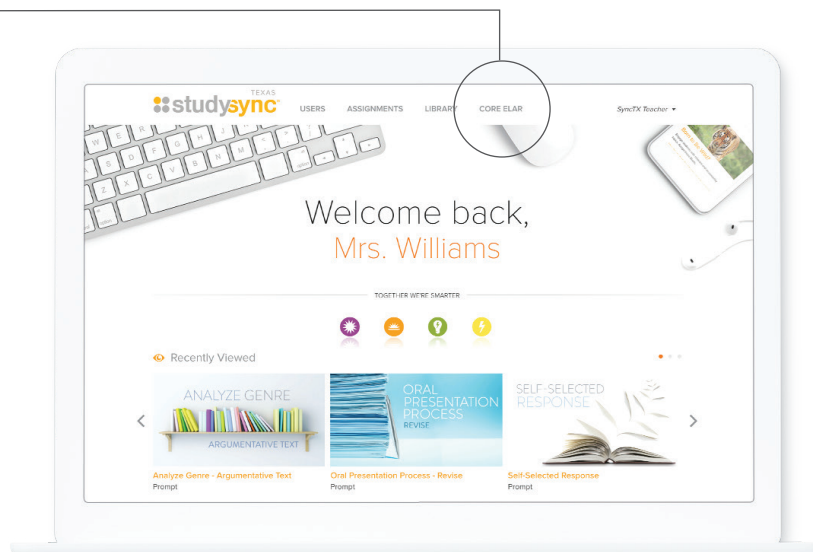


- 2 Select the **TX StudySync** Teacher Edition.

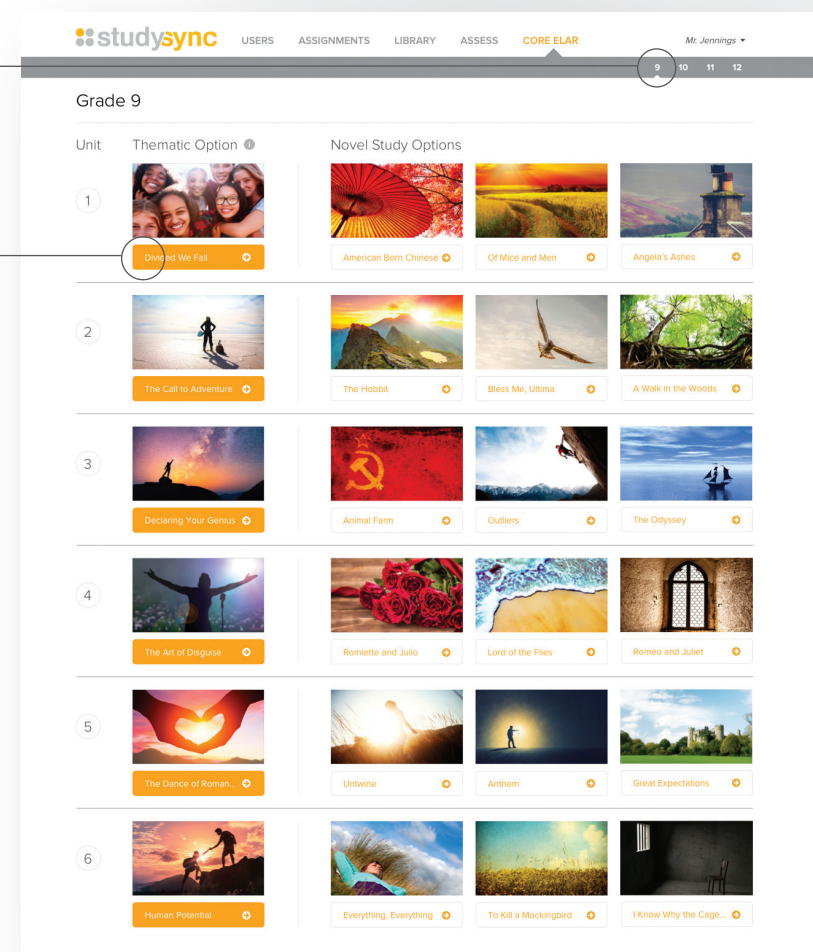


Digital Access

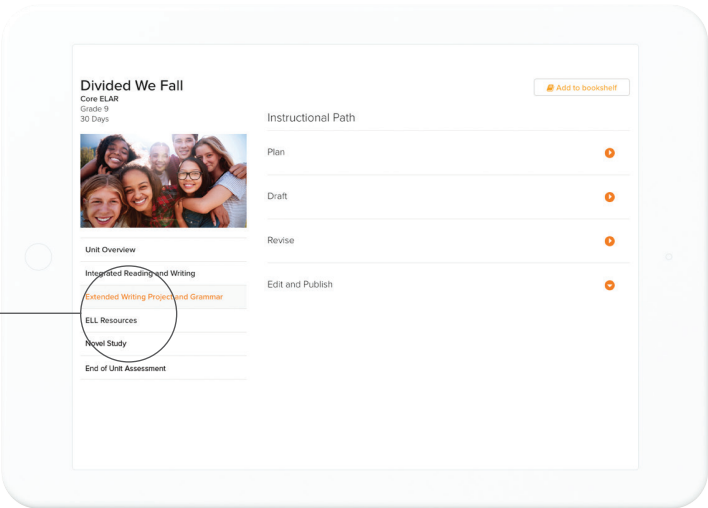
- 1 Click on **CORE ELAR** at the top navigation



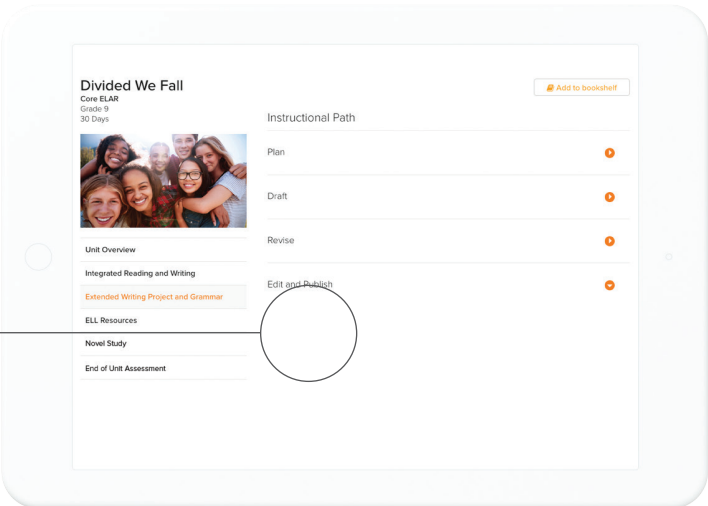
- 2 Choose **Grade 9, Unit 1**



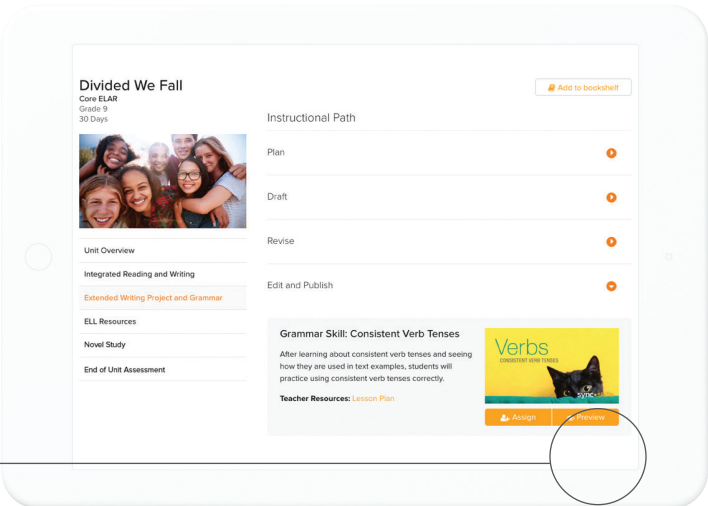
4 Click on
Extended Writing Project



5 Click on
Edit and Publish

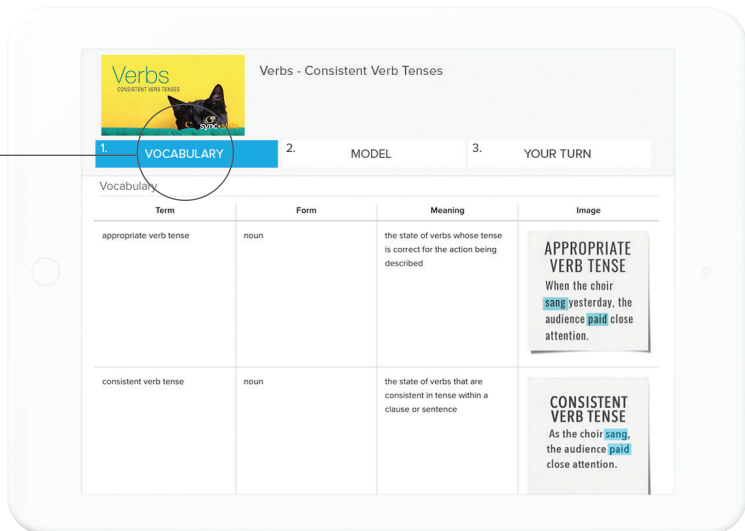


6 Preview a
Grammar Lesson

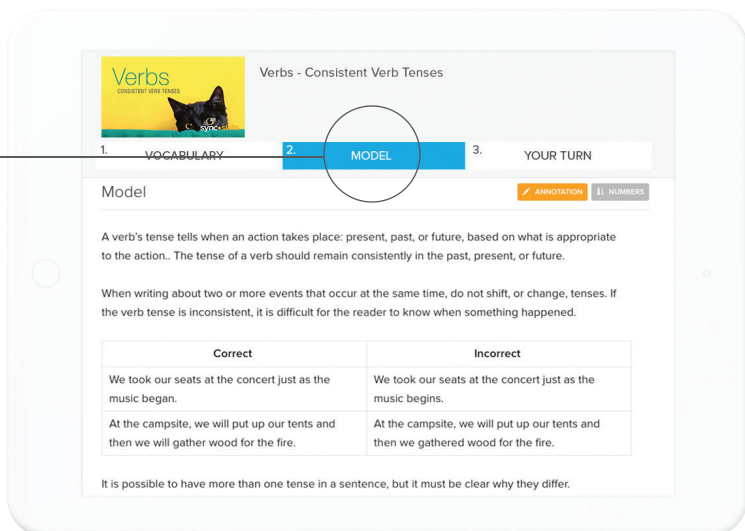


Grammar Lesson Sample

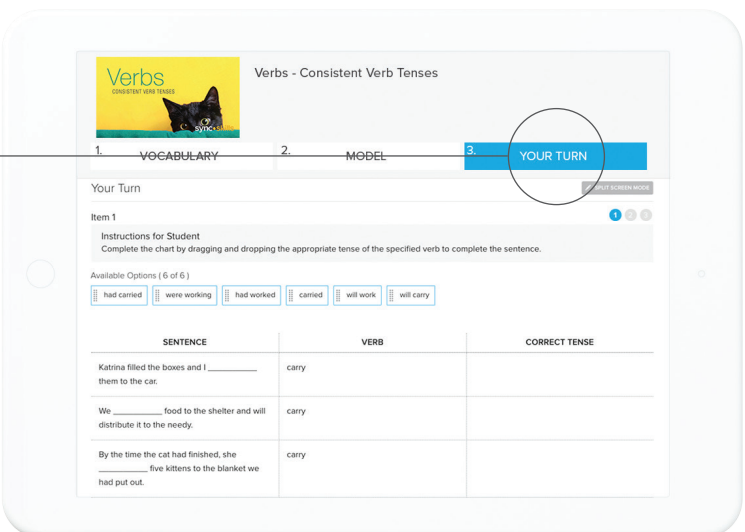
- Vocabulary**
practice solidifies understanding.



- Models**
present clear repeatable processes for applying skills.



- Your Turn**
Students are able to answer questions in the style of state assessments.





BRING LITERATURE TO LIFE

