

CHAPTER/LESSON FEATURES

1
LESSON 124
CHAPTER 14
What impression does a proper use of punctuation make on others?

2
CHAPTER OBJECTIVE
 1 Use punctuation marks correctly.

3
CHAPTER NOTES
 The chapter reviews all the marks of punctuation from the first section, defining a clear message. Students demonstrate the effects of punctuation on meaning by writing sentences with commas, semicolons, parentheses, and dashes.



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What impression does a proper use of punctuation make on others?

1. Use punctuation marks correctly.

The chapter reviews all the marks of punctuation from the first section, defining a clear message. Students demonstrate the effects of punctuation on meaning by writing sentences with commas, semicolons, parentheses, and dashes.

4
CHAPTER 14
LESSON 124
What impression does a proper use of punctuation make on others?

5
BIBLICAL WORLDVIEW SHAPING
 Logic important; keep your punctuation accurate; significant intervention; certain acts of punctuation are disrespectful.

6
PRINTER RESOURCES
 • Assessment: Chapter 14 Assessment
 • Instructional Aid 10: Cumulative and Coordinate Adjectives
 • Instructional Aid 40: Exercises in Cumulative and Coordinate Adjectives
 • Instructional Exercise: Contractions, Part I (pp. A46)

DIGITAL RESOURCES
 • InteractivePuzzles.com
 • SpellingCity.com

OVERVIEW
 Lesson 124 concludes instruction on and review of punctuation, but the concepts taught here are important for the formal functions of commas in a series and after introductory elements.

- 1 Essential Questions**
are open-ended, thought-provoking inquiries to guide student discussion at the beginning of a chapter.
- 2 Chapter Objectives**
list the targeted educational outcomes for each chapter.
- 3 Chapter Notes**
provide an overview of the chapter content, highlighting grammar concepts, writing projects, and lessons in logic.
- 4 Lesson Objectives**
list the targeted educational outcomes for each lesson.
- 5 Biblical Worldview Shaping**
lists targeted biblical-worldview outcomes for each lesson.
- 6 Instructional Aids**
enhance the lesson in a variety of ways, including grammar concept supplements, formative assessments, writing rubrics, and checklists.



LESSON 19

Worktext pages 42–45

LESSON OBJECTIVES

- ✓ 1.1.1 Distinguish among prepositions, conjunctives, and interjections in sentences.
- ✓ 1.1.2 Differentiate between co-ordinating and coordinating conjunctions.

PRINTED RESOURCES

- ✓ Interactive Read Aloud Community Sheet
- ✓ Preposition Sentence Worksheets A, B, C, D, E, F
- ✓ 2018-2019 Grade 10 English Language Arts Curriculum Guide
- ✓ Other Resources: Prepositions, Conjunctions, and Interjections

MATERIALS

- ✓ Scissors, pencil

OVERVIEW

A preposition shows the relationship between an object and another word in the sentence. Coordinating prepositions include “and,” “but,” “or,” “nor,” “for,” “nor,” “whether,” and “unless.”

Conjunctions and interjections will be covered in Lesson 19. Interjections express strong feeling, agreement or disagreement, greeting or leave-taking, and have grammatical functions in the sentence.

ENGAGE

Reading Parts of Speech

Have the students complete a brief activity to determine what each part of speech does in a sentence. Then discuss how different prepositions, conjunctions, and interjections affect the meaning of a sentence.

INSTRUCT

Prepositions, Conjunctions, and Interjections

Use the following activities to explain how prepositions, conjunctions, and interjections affect the meaning of a sentence. Ask if it helps them more with other prepositions or conjunctions.

PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS

Prepositions help communicate ideas and show the relationship between words in a sentence. They are often used to connect nouns, pronouns, and other parts of speech. Some prepositions are used to connect clauses. Others are used to connect words in a sentence. Still others are used to connect words in different sentences.

Teach Measured Prepositions

Students will learn how to measure the distance between objects in a sentence. They will also learn how to measure the distance between words in a sentence. This will help them understand the relationship between words in a sentence.

Interactive Read Aloud

Students will learn how to measure the distance between objects in a sentence. They will also learn how to measure the distance between words in a sentence. This will help them understand the relationship between words in a sentence.

IN PRACTICE

Help the students practice identifying prepositions in a sentence. They will also learn how to identify the distance between words in a sentence.

Review Session

Students will review the concepts learned in this unit. They will also learn how to identify the distance between words in a sentence.

Preposition or Adjective?

Is there ever a situation where it's difficult to determine whether a word is a preposition or an adjective? If so, how can we tell the difference?

Background Notes

Interactions are generally involved in informal writing or for writing dialogues. Academic writing often uses interactions to show the relationship between ideas or concepts chosen by the writer.

ENGAGE

Unit Open

Give the students a copy of a Think-Pair-Share worksheet. Instruct them to think about the question and write their responses in the question. Allow one minute for each student to share their responses with the class. Encourage them to fully explain their responses, sharing good grammar, or having effective engagement and positive communication.

IN PRACTICE

Task: Peer Review

Divide the students into pairs. Give each pair a copy of a Think-Pair-Share worksheet, pair up to begin, share ideas, and then write individual responses.

Differentiated Instruction

Enrichment

Encourage the students to research the use of the interactive tools to assist fully understand how God can bring good out of trials and suffering.

7 **8** **9** **10** **11** **12**

7 Resources

are both printed and digital and include preassessments, instructional aids, concept reinforcements, differentiated instruction pages, videos, resources on [AfterSchoolHelp.com](#), and helpful websites available in BJU Press Trove.

8 Materials

identify items to collect or prepare for the lesson.

9 Teaching Cycle

offers a path through the lesson and consists of ideas to engage, teaching strategies to instruct, exercises to apply, and assessments to gauge what has been learned.

10 Background Notes

provide additional explanation or information to supplement the lesson.

11 Clarifying Notes

provide clarifications to aid the teacher.

12 Differentiated Instruction

helps struggling students and English Language Learners, challenges advanced students with additional activities, or provides enrichment activities to supplement the concepts taught.

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UNIT OPENER FEATURES



UNIT 1

CREATING A MASTERPIECE

How do I create something beautiful?

Leonardo da Vinci—in the minds of most people, the name is synonymous with two major works of art: the Vitruvian Man and the Mona Lisa. Chances are that if you closed your eyes right now, you could envision The Last Supper. Once the central figure had died and was buried by his disciples at a table, apostles, responding to

His declaration that one of them would betray him, Christ can almost hear the questions of disbelief and accusations of disbelief and questioning them. In this large mural, painted on the wall of what was originally a chapel, Leonardo captured in detail the facial expressions as the disciples reacted.

2

1

MENTOR TEXT

3

Leонардо is brilliant and accomplished in so many ways, but he was foremost a painter. He was a very slow painter, and he often had to leave his projects unfinished. Still, he managed to create some of history's most famous paintings, such as the *Mona Lisa*. He used a technique called sfumato, which depended on many other artists—both in his time and today. Art experts have identified three main ways that Leonardo used sfumato to his advantage in his masterful hand. The first is his huge capacity as a painter who can paint only a few months' worth of reduction about his work. His anatomical art, however, requires months and years.

Why did Leonardo keep so many of his paintings and drawings? There are several reasons for this practice, one of the large amounts of time he invested in planning and preparing for each project, including anatomical studies, which required him to anatomically sketch his models.

In an effort to make his work appear more realistic, Leonardo kept experimenting with new ways to paint. This led him to the development of two techniques that revolutionized the art of painting.

First, among Leonardo's inventions that the world has adopted is the chiaroscuro, the move in his brush toward the blue end of the spectrum. (This is because once a drawing is made, it is covered with charcoal and carbon to allow shading of white light.) Leonardo also noticed that over a dark background, colors appear more intensely than they do against a light background. He developed these atmospheric effects in his background landscapes because he was in need of perspective.

1 Unit Theme

connects the chapters in the unit around a central idea.

2 Essential Question

challenges the students to think more deeply about the unit content.

3 Mentor Text

models effective writing related to the unit theme.

CHAPTER OPENER FEATURES



1

1 Full-Page Illustrations

open each chapter, visually engaging the students with the chapter content.

2 Essential Question

challenges the students to think more deeply about the chapter content.

CHAPTER 5

Stringing Words Together

Sentences

How do I turn ideas into sentences?

Words from all the eight parts of speech can be arranged in an infinite variety of ways to capture and communicate meaning, just as the different arrangements of musical notes can produce different sounds. Nouns and most verbs, adjectives, and adverbs, known as content words, usually contain most of a speaker's meaning. Content words include nouns, pronouns, and conjunctions (as well as helping verbs, determiners, and quantifiers), called function words. When content words and function words combine, they form meaningful units called sentences.

For clear communication, content elements must appear in a sentence.

However, the choice of words and the way in which they are combined make the difference between the artist and the amateur. Great writers have a fine writing style by which they can be identified. You can develop your unique writing style. It is important that you be able to craft effective sentences. If you are a Christian, the way you speak and write as a Christian should be reflected in the content and style of your writing. Reflecting Christ's person and character will bring honor to the message God has given you.

How I turn ideas into sentences? And what, according to me, gives it "beauty and grace"?

METHODS

I like to imagine a sentence as a boat. Each sentence, after all, has a distinct shape, and it needs to be balanced so that it doesn't founder or stay still—whether a sail, a motor, or a pair of oars. There are as many kinds of boats as there are ways to record sounds and shapes: barges and battleships, Mississippi riverboats and dhow ships, sailboats and rowboats. These are the imitations. Butters and Lattices—a big heading downstream, lagg or a constant building downstream, lagg or a constant building in the waves without a particular destination.

Much more than "something between the capital letter and the period," the sentence is a boat, a vessel, a carrier, a means, a way to begin again and a doorway out, and it can either founder or grow if it's well-made, or it can sink.

To build a sentence that makes heads turn with its aesthetics and grace, we need to bring various interests together so that—just as a boat needs to be balanced, so are we especially troubled today—the whole thing has unity as well as purpose.

—Carmen Pala, San José, California
Draft Michael Gould-Palau

2

3

3 Mentor Text

explains a grammar concept and/or models effective writing craft.

GRAMMAR CHAPTER FEATURES

WRITING STUDIO

Writing with a Variety of Punctuation

As you write again in the Studio, adjusting your letters to catch the last light, you should be feeling quite at home in this writing. A question follows when later shape and form before your friends.

The Writing Studio is a place to learn and practice punctuation. It is a safe space for students to practice by the most simple means possible—by matching pens to paper with words and punctuation marks. It is a place where punctuation marks are used to separate the main ideas in a cluster of facts. This is a good way to make sure that ideas are arranged clearly and effectively. You can print outlined pictures with punctuation marks for practice, or copy specific punctuation marks. Then you can pick up a pen and make your own complement and cross enhance them.



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Create

- Craft three original sentences containing absolute phrases. Vary the position of the phrase (beginning or ending) of the sentence. Vary the use of present participles (ing) or past participles (ago, -ed, -en). Craft one sentence with each.
- Craft one or two paragraphs of original descriptions. Write your descriptions on a photo of your choosing that the following techniques strong action verbs, adjectives, leading or lagging participles and participial phrases, and absolute phrases. Bracket each bracket and identify it in the margin.

Formulate

In a journal entry, answer the question: How does identity in Christ motivate a writer to use absolute effectively?

Chapter 8 Writing Diagnostic Project

1

That is, colons, semicolons, parentheses, dash. Perhaps you are not as confident of your use of these implements. Because they are punctuation, they vary greatly in their function. They are often used to introduce lists and understandings. For example, a semicolon between two independent clauses.

2

Writers' Gallery

We stopped for tea, looking them in the eye as though they had just pulled us over the side of the boat on a longed-for vacation. "I'm sorry," I said, "but we have to go now. We have a flight to catch in the back of the boat."

—L. M. M. "Our Holiday Vacation"

The petals sparkled when she held them up to the light. The petals were bright. The water pulsed underneath, running down the channel. The petals had been buried ready face of its white petals.

Animals took shape: yellow grizzlies, blue lions, pink antelopes, blue panthers, swimming in crystal solitudes.

The horse shuddered, and here as here in her skin, she could see from the head, its white, its nerves seared as if a surgeon had torn the skin off to let the blood and capillaries gush in the wounded air.

—R. R. Brooks "August 2006: These Will Come Softly"

3

He became a golf champion and defeated Mr. T. A. Weddick in a competition. He had been invited to train in the dynamics of his imagination, a match each detail of which he changed about until all the sensations, racing with all the glands and nerves, were working up magnificently from hellish.

—S. S. Higginson, "Master Groom"

It was a dark, narrow path, dark with a heavy earthy odour, only broken by the light of the lamps, the lamps, the lamps.

—John Ruskin, "Wight"

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1 Writing Studio

features a particular technique to improve writing.

2 Writers' Gallery

illustrates the featured technique in published writing, enabling the students to mimic master writers.

3 Create and Formulate

Challenge the students to express their ideas and demonstrate their mastery of concepts in their own writing.

Table of Contents

4 **Verb Mood**
The verb mood refers to the attitude of the speaker or writer. The three basic moods in English are indicative, imperative, and subjunctive.

Indicative
The most common mood is the **indicative**. Most sentences in the indicative mood communicate facts or events that are known to be true. Most of what we say is in the indicative mood.

Imperative
Sentences in the **imperative** mood give directions or commands. The verb mood is used when you are giving instructions or telling someone what to do. You can also use the imperative mood to encourage or advise someone.

Subjunctive
Sentences in the **subjunctive** mood often communicate wishes or feelings. They are used to express what might be true, what could be true, or what is contrary to fact. These moods are used when people are expressing wishes, dreams, or fears. They are also used to express what is considered to be true or false, or what is considered to be a possibility.

5 **QR Code**
A QR code linking to AfterSchoolHelp.com for additional help with grammar concepts.

6 **Practice the Skill**
Identify the mood of each numbered verb as indicative, imperative, or subjunctive.

1. Mrs. Cooper started her new laundry detergent.
2. I'm going to the beach this weekend.
3. The last concert of the summer sold out.
4. The person suggested I fly the Channel. It's the shortest way to cross the ocean.
5. Mr. Johnson, our new coach, is great.
6. We are going to have a picnic at the park this weekend.
7. I am a flight attend passenger.
8. I'm running through the house because my mom is having a party.
9. When Maria arrived, Anna had just left for work. I should have known she was leaving.
10. We are going to have a picnic at the park this weekend.
11. We are going to have a picnic at the park this weekend.
12. I would have liked to make this trip to Paris, but I might have to work.

7 **Use the Skill**
Write a sentence in each numbered space that is indicative, imperative, or subjunctive.

1. What would you do if you were caught inside a glass ball? (subjunctive)
2. Write a sentence about a gesture in sign language. (indicative)

8 **CHAPTER REVIEW**
An image of ancient Egyptian ruins.

Analyzing Sentence Patterns
Identify the sentence patterns listed: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70.

1. Over a period of several years, the Egyptian health officials decided...
2. From a distance, we could see the pyramids...
3. Then we began to move toward the center...
4. That other nation would invade the walls of his enemy's city...
5. Many pieces of pottery and bronze sat on the walls...
6. Many of the pyramids are still standing today...
7. The soldiers were in the center of the city...
8. The soldiers were probably dead...
9. The sun as he rises over from these hills...
10. The soldiers invaded by surprise.

9 **STUDY HACKS**
A Month by Your Side

Planning with SMART Goals
Most people fail for one reason: "We don't know where we're going." If you want to succeed, you must plan your goals. Set specific, measurable, achievable, relevant, and time-bound goals.

Specific: Clearly state the goal you are aiming for.

Measurable: Set a timeline for reaching your goal.

Achievable: Create a plan that is challenging but realistic.

Relevant: Choose a goal that is important.

Time-bound: Give your goal a date frame.

- 4 Teaching Box**
provides terms, definitions, rules for instruction, and example sentences.
- 5 QR Code**
links to AfterSchoolHelp.com to provide additional help with grammar concepts.
- 6 Practice the Skill**
allows the students to practice and strengthen skills taught in the chapter.

- 7 Use the Skill**
applies grammar concepts to a real-life writing exercise.
- 8 Chapter Review**
assesses readiness for a chapter grammar test.
- 9 Study Hacks**
guide students in developing effective study routines. This feature also appears in the writing chapters.

WRITING CHAPTER FEATURES

1 MENTOR TEXT

2

3

4 BEING DESCRIPTIVE

Let's say that you find yourself walking toward the center of a quiet town on a Saturday afternoon. An older woman is walking to cross, suddenly, a male comes from seemingly nowhere, and they begin to argue. You can see the man's face, his hands, and the way he moves across the street, and disappears down an alley. You run to her rather than after him. What would you do? This is what we call "the art of the street." Now your powers of observation are being challenged. They want to know how age, gender, and ethnicity affect our reactions to our surroundings, something that will enable them to identify them. It's challenging to take in identifying details in a matter of seconds, especially when you're in a hurry.

The writer's methods, however, that there are practical reasons to hone your ability to observe and to describe.

Painting with Words

Think of the analogy in Chapter 1 between painting and writing: a writer paints a picture with words, while a painter uses paint to write that picture (in color) of a person, place, or thing. An image heavier of the Victorian era, with more drama, death, and Christian themes, would create it in a way that glorifies God. The short story written in the style of the author's time or location is to be the story's set, which allows the writer puts the reader into the scene so that he can experience the setting for himself—a character's life and times are revealed by the student back of colors to the fiction.

Sensory Images and Vivid Language

Such reality is achieved through sensory images that engage the reader's five senses—sight, hearing, taste, touch, and smell. Sensory details bring descriptions to life.

Good description and vivid, precise language further make believable the characters who populate short stories and novels. Description is also quite at home in narration writing, where the writer relates events and experiences to other people with his/her own words, thoughts, and feelings. A writer can bring a character or problem house to the reader by profiling an individual affected by it, or a writer can persuade by including an evocative characterization by vivid description. Good description can entice a reader to turn to a document halfway in the reading.

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5

What techniques does the author use to capture the reader's attention at the beginning of this article?

Notice that the thesis, focus, and main idea implied. What would you say is the thesis of this article?

What Is Science?

Contrary to what account of being unscientific or pseudoscientific, while at the same time like those who practice evolution among the ranks of "real scientists," the author of this article, Dr. Ken Ham, from the *Encyclopedia of Christian Heritage Dictionary*, writes in "The observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena" (*Heritage Dictionary of the English Language* "natural"). Or put more simply, science involves observing things in the real world and trying to explain how they work. The key word here is *observation*.

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1 Full Mentor Text

models what the students are to accomplish in the writing chapter.

2 Highlighting

draws attention to part of the text.

3 Call-Out Boxes

match the highlighting in the mentor text to analyze writing craft.

4 Writing Lessons

present overviews of writing assignments and emphasize appropriate writing craft.

5 Writing Strategies

enable students to improve their writing craft.



PUBLISHING THE EYEWITNESS REPORT

In Chapter 16 you learned to give a speech. However, as with writing, public speaking is a skill that can be improved only through practice. You will therefore have the opportunity to practice giving a speech by publishing your eyewitness report as a speech. Go back through Chapter 16 and review the principles and techniques of giving an effective speech.



Create a Slideshow

To make your speech more interesting, create a slideshow containing visuals that relate to your speech. This will help your audience stay engaged. Use the following guidelines to be sure your presentation is appealing:

- Include a professional background.
- Avoid having too much text. Multiple lines of text will distract your audience. Try to have no more than one point per slide.
- Be sure text is large enough so every audience member can see the back of the room (use a font size of at least 18-point font), and the supporting points should be at least 16-point font.
- Be sure pictures and graphics are clear.
- Do not include fancy transitions or sound effects between slides. These tend to be distracting to the audience.

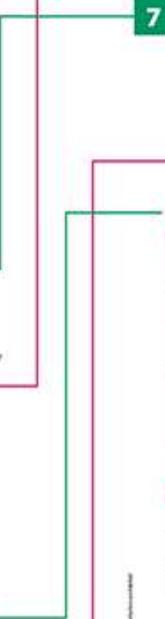
Reflection

Write in your journal the things you learned from this project. Use the following questions to guide your thinking:

- What is the value of eyewitness accounts? What are the drawbacks?
- To what extent should someone with a biblical worldview trust eyewitness accounts?

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6



Narrative Essay Rubric

	Excellent	Good	Fair	Poor
Content and Organization				
Purpose and Audience	Have I met the expectation of a narrative essay? Has it been written with a specific audience in mind?			
Organization	Is my essay organized effectively demonstrating a sound structure? Does it have a clear thesis, whether stated or implied?			
Narrative Techniques	Is my essay written in first person? Is my writing descriptive? Does it include vivid imagery, refreshingly drawn characters, and effective dialogue? Does my essay incorporate sensory imagery?			
Message	Does my message reflect the values of Christ and His church? Have I used good judgment to communicate ideas that are aligned with biblical principles?			
Writing Quality				
Grammar Usage	Does my writing follow the conventions of correct grammar and usage, including spelling, capitalization, and punctuation?			
Style	Does my writing capture and hold the reader's attention with a clear and engaging style?			

Chapter 18: Who Did Take the Narrative Report
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6 Steps in the Writing Process
guide the students through each phase of their writing projects.

7 Reflection
invites the students to evaluate their performance of major writing assignments and often involves reflecting on biblical worldview shaping.

8 Rubrics and Checklists
provide criteria for teacher assessments, self-evaluations, and peer reviews of writing assignments.

9

Lessons in LOGIC

Inductive and Deductive Reasoning

Induct or Thought
How many times have you asked yourself, "Have we ever been more foolish than ourselves? Does this ever happen and again does this always happen?"

Think it Through
Deductive Reasoning
There are two types of reasoning: deductive and inductive. Deductive arguments are built on laws and principles already known that the conclusion is true. As long as the deduction argument is true, and one starts with a reasonable premise, the conclusion must be true. Inductive arguments are built on the evidence found with ones and then there are lots more choices; sometimes it takes time to come up with the best choice.

Inductive Reasoning
An inductive argument is based on observations and intended to show that the argument is likely to be true.

LOGIC PRINCIPLES
The five basic principles of logic are:
1. Syllogism
2. Modus Ponens
3. Modus Tollens
4. Hypothetical Syllogism
5. Disjunctive Syllogism

Apply the Logic
Identify the following premises as deductive or inductive:
 1. All mammals are warm-blooded. Dogs are mammals. Therefore, dogs are warm-blooded.
 2. Every third year is a leap year. So today is a leap year. I am going to the dentist tomorrow.
 3. Students who take notes in class tend to get better grades than those who do not. I will take notes in class to get better grades.
 4. Students taking notes in class tend to get better grades. I will take notes in class.
 5. If I eat too much, I will feel sick. I did not eat much, so I did not feel sick.
 6. I eat well because I exercise after a meal. When I am exercising, I feel good.
 7. I can't eat all the cake at the moment. When there are no guests, the students can always help themselves to the cake with the permission of their teacher.
 8. Students who help others in class will be seen as good students.
 9. Students who help others in class will be seen as good students.
 10. I have a fever, so I am going to the party tomorrow. Therefore, I should go to the party.
 11. Mac will be eaten at the party if I have bad grades. I got an F in Spanish class. Therefore, I cannot go to the party.

BRUSH-UPS

EFFECTIVE PARAGRAPH TRANSITIONS

Regular Transitions

Transitions connect one paragraph to another and can be a difficult task for the burgeoning writer. Each paragraph is like a link on a chain. The links in a series, unless it is connected to another link, the next connection will just be scattered.

MENTOR TEXT
One of the most upright characters in English literature is John Watson, a doctor. He is the friend of Dr. Jekyll and the enemy of Mr. Hyde. Dr. Jekyll is highly respected by those around him. His respectability can perhaps most clearly be seen by the fact that he has spent his life writing papers on it. In contrast, Mr. Hyde is a sulfurous monster.

The chart below shows transition words and phrases that writers will use to link one paragraph with the previous paragraph.

To begin with	First/Second/Third	After	Before
Moreover	Finally	More importantly	Above all
For example	In addition to	However	While
In contrast	Not only	Instead	It is true that

Advanced Transitions
Transition words can indeed be helpful in linking paragraphs together, but if they are overused, they can make your writing monotonous. Therefore, there are other, more advanced techniques for starting from one paragraph to another. One

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9 Lessons in Logic

teach logical reasoning and help the students to discern fallacies.

10 Apply the Logic and Use the Logic

allow the students to practice and use their knowledge of logic.

11 Brush-Ups

give opportunity for students to continue to revise the writing in their portfolios.

12 Writing Concepts

zero in on a particular writing concept for targeted practice in the students' own writing.

13 Mentor Texts

illustrate the targeted writing principle or concept.

10

11

12

13

