GUIDEBOOKS 2.0 ELA

GRAMMAR

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. To accomplish this goal, students must understand how words work to develop meaning. Students must also be able to manipulate the written word and express thoughts in a way that delivers meaning accurately and clearly. To develop this understanding requires not only a basic knowledge of grammar, but also an ease of use with language and the ability to represent the same idea in multiple ways.

The guidebook lessons include both explicit grammar instruction and grammar taught in context of students' writing. The lessons make use of **mentor sentences** from the unit texts to serve as models for students to imitate in their own writing and **sentence frames**, which allow students to use specific grammatical constructions in their own writing.

Use this guide to

1. Understand what students' written language should look like at each grade level.
2. Target specific grammar skills through **mentor sentences** and **sentence frames** at each grade level.
3. Identify places where students are missing knowledge about language and locate from an earlier grade level what to work on individually or during small-group instruction.

For example, if a few students in grade 6 are having difficulties varying sentence patterns for meaning, reader/listener interest, and style, use the list at the top of grade 6 to identify in what grade students were originally taught the skill. Go to that grade level (grade 5 in this instance), to locate possible resources to use when working with the grade 6 students individually or during small-group instruction.

GRADE 6

Students should enter sixth grade being able to:

- Use parts of speech correctly (grades K-5)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Use commas correctly (grades 1-5)
- Use other punctuation correctly (grades 1-5)
- Spell correctly (grades 2-5)
- Differentiate when to use formal and informal English (grade 4)
- Expand, combine, and reduce sentences for reader interest, meaning, and style (grade 5)

GRADE 3

Students should enter third grade being able to

- Write in print and cursive (grades K-2);
- Use basic parts of speech correctly (grades K-2);
- Use basic subject/verb agreement (grade 1);
- Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences with proper capitalization and punctuation (grades K-2);
- Use commas in a series to separate single words and contractions correctly (grades 1-2);
- Generalize learned spelling patterns (grade 2);
- Consult reference materials to check spelling (grade 2);
- Know the difference between formal and informal English (grade 2).

View an example of what students should produce when they **enter third grade**.

Students should build on this foundation throughout third grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to
   a. Use abstract nouns (e.g., childhood)
   b. Use regular and irregular plural nouns (e.g., lifeàlives)
   c. Use correct subject/verb agreement and pronoun/antecedent agreement
   d. Use comparative and superlative adjectives and adverbs correctly depending on what they modify
   e. Use subordinating conjunctions correctly
   f. Form complex sentences
   g. Use quotation marks in written dialogue
   h. Choose words and phrases for effect

Lessons throughout the grade 3 guidebook units support this work. Access **additional lessons for grade 3** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave third grade**.

GRADE 4

Students should enter fourth grade being able to:

- Use parts of speech correctly (grades K-3)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Produce complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences (grades K-3)
- Use commas in a series to separate single words, contractions, and quotation marks with dialogue correctly (grades 1-3)
- Generalize learned spelling patterns and consult reference materials to check spelling (grades 2-3)
- Choose words and phrases for effect (grade 3)

View an example of what students should produce when they **enter fourth grade**.

Students should build on this foundation throughout fourth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
    a. Use relative pronouns, relative adverbs, and modal auxiliary verbs
    b. Form and use prepositional phrases
    c. Use commonly confused words correctly
    d. Recognize and correct fragments and run-on sentences
    e. Use commas with quotation marks and before a coordinating conjunction in a compound sentence
    f. Choose punctuation for effect and words and phrases to convey ideas precisely
    g. Differentiate when to use formal and informal English

Lessons throughout the grade 4 guidebook units support this work. Access **additional lessons for grade 4** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave fourth grade**.

GRADE 5

Students should enter fifth grade being able to:

- Use parts of speech correctly (grades K-4)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Produce complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences (grades K-3)
- Use commas in contractions, with quotation marks, to separate single words in a series, and before a coordinating conjunction in a compound sentence (grades 1-4)
- Spell grade-level words correctly and consult reference materials to check spelling (grades 2-4)
- Choose words, phrases, and punctuation for effect and to convey ideas precisely (grades 3-4)
- Differentiate when to use formal and informal English (grade 4)

View an example of what students should produce when they **enter fifth grade**.

Students should build on this foundation throughout fifth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
    a. Use verb tense to convey various times, sequences, states, and conditions
    b. Recognize and correct inappropriate shifts in verb tense
    c. Use correlative conjunctions
    d. Use commas in a series of phrases or clauses
    e. Use a comma to separate an introductory element from the rest of the sentence
    f. Use a comma to set off the words yes and no and in direct address
    g. Punctuate titles of works
    h. Expand, combine, and reduce sentences for reader interest, meaning, and style

Lessons throughout the grade 5 guidebook units support this work. Access **additional lessons for grade 5** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave fifth grade**.

GRADE 6

Students should enter sixth grade being able to:

- Use parts of speech correctly (grades K-5)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Use commas correctly (grades 1-5)
- Use other punctuation correctly (grades 1-5)
- Spell correctly (grades 2-5)
- Differentiate when to use formal and informal English (grade 4)
- Expand, combine, and reduce sentences for reader interest, meaning, and style (grade 5)

View an example of what students should produce when they **enter sixth grade**.

Students should build on this foundation throughout sixth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
    a. Ensure pronouns are in their proper case
    b. Use intensive pronouns
    c. Correct vague pronoun use or inappropriate shifts
    d. Use punctuation to set off nonrestrictive/parenthetical elements
    e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
    f. Vary sentence patterns for meaning, reader/listener interest, and style
    g. Maintain consistent style and tone

Lessons throughout the grade 6 guidebook units support this work. Access **additional lessons for grade 6** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave sixth grade**.

GRADE 7

Students should enter seventh grade being able to:

- Use parts of speech correctly (grades K-6)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1, 3, and 6)
- Use commas correctly (grades 1-6)
- Use other punctuation correctly (grades 1-5)
- Spell correctly (grades 2-6)
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (grade 6)
- Vary sentence patterns for meaning, reader/listener interest, and style (grades 5-6)
- Maintain consistent style and tone (grade 6)

View an example of what students should produce when they **enter seventh grade**.

Students should build on this foundation throughout seventh grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
    a. Choose sentence types to signal differing relationships among ideas
    b. Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers
    c. Use a comma to separate coordinate adjectives
    d. Choose language that expresses ideas precisely, recognizing and eliminating wordiness and redundancy

Lessons throughout the grade 7 guidebook units support this work. Access **additional lessons for grade 7** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave seventh grade**.

GRADE 8

Students should enter eighth grade being able to:

- Use parts of speech correctly (grades K-6)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1, 3, and 6)
- Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers (grade 7)
- Use commas correctly (grades 1-7)
- Use other punctuation correctly (grades 1-5)
- Spell correctly (grades 2-7)
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (grade 6)
- Choose language that expresses ideas precisely, recognizing and eliminating wordiness and redundancy (grade 7)
- Vary sentence patterns by choosing sentence types to signal differing relationships among ideas and for reader/listener interest and style (grades 5-7)
- Maintain consistent style and tone (grades 6-7)

View an example of what students should produce when they **enter eighth grade**.

Students should build on this foundation throughout eighth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
    a. Form and use verbs in active and passive voice and in various moods to achieve particular effects
    b. Recognize and correct inappropriate shifts in verb voice and mood
    c. Use punctuation to indicate a pause or break and an ellipsis to indicate an omission

Lessons throughout the grade 8 guidebook units support this work. Access **additional lessons for grade 8** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave eighth grade**.

GRADES 9/10

Students should enter ninth grade being able to:

- Use parts of speech correctly (grades K-6, 8)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1, 3, and 6)
- Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers (grade 7)
- Use commas correctly (grades 1-7)
- Use other punctuation correctly (grades 1-5, 8)
- Spell correctly (grades 2-8)
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (grade 6)
- Choose language that expresses ideas precisely, recognizing and eliminating wordiness and redundancy (grade 7)
- Vary sentence patterns by choosing sentence types to signal differing relationships among ideas and for reader/listener interest and style (grades 5-7)
- Maintain consistent style and tone (grades 6-8)

View an example of what students should produce when they **enter ninth grade**.

Students should build on this foundation throughout ninth and tenth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
    a. Use parallel structure
    b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations
    c. Use a semicolon to link two or more closely related independent clauses and use a colon to introduce a list or quotation
    d. Write and edit work so that it conforms to the guidelines in a style manual

View examples of what students should **produce in high school**.

GRADES 11/12

Students should enter eleventh grade being able to:

- Use parts of speech correctly (grades K-6, 8)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1, 3, and 6)
- Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers (grade 7)
- Use correct subject/verb and pronoun/antecedent agreement
- Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers
- Use commas correctly (grades 1-7)
- Use other punctuation correctly (grades 1-5, 8-10)
- Use parallel structure (grades 9-10)
- Spell correctly (grades 2-10)
- Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations (grades 7-9)
- Write and edit work so that it conforms to the guidelines in a style manual (grades 9-10)
- Maintain consistent style and tone (grades 6-10)

Students should build on this foundation throughout eleventh and twelfth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.

2. *Expand student skills*. Explicitly teach students how to:
   a. Resolve issues of complex or contested usage, consulting references as needed
   b. Observe hyphenation conventions
   c. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

ADDITIONAL TEACHER RESOURCES FOR BUILDING GRAMMAR KNOWLEDGE

Learn more about **how to use the WriteAlong lessons from LearnZillion**.

Mechanics from the Purdue Online Writing Lab

Site includes information and examples for some of the more difficult grammatical concepts, such as sentence clarity, dangling modifiers, parallel structure, and gerunds, infinitives, and participles (verbals).

Grammar Presentations at Grammar Bytes!

Site includes handouts and PowerPoint presentations for a wide variety of grammatical skills and concepts, which are free to teachers. Enroll in online grammar tutorials through the same sponsor, using the **directions to register**.

Grammar Exercises at Grammar Bytes!

Site includes student practice exercises in comma splices and fused sentences, fragments, irregular verbs, commas, parallel structure, misplaced and dangling modifiers, apostrophes, pronoun agreement, pronoun case, pronoun reference, subject-verb agreement, and word choice.

Image Grammar

Harry Noden introduces the idea of "brushstrokes" to enhance student writing at the sentence level. The text provides lessons for each brushstroke—participial, absolute, appositive, adjectives shifted out of order, action verbs. This is best suited for grades 7-12.

Grammar Instruction from Jeff Anderson

The "Write Guy," Jeff Anderson provides direction on integrating explicit grammar instruction using student writing. He has written several professional texts that support this work for teachers.

The following writing samples represent student work which meets the grade-level standards for reading, writing, and language. Given these are samples, they do not represent the only way a student might meet the grade-level standards. These samples also do not represent a specific performance level on an assessment.

Each writing sample is annotated for alignment to the grade-level standards for language (L.1, L.2, L.3).

END OF GRADE 2

Things sure have changed since the ox-cart man was alive! My family does not grow food or make things for market throughout the year. My family doesn't have anything to sell in town in October. We go to the grocery store when we need a cooking pot, food, or candy and buy it with money. It also does not take us ten days to get to the store. We take a car, and it only takes us ten minutes. We do not plan our meals for the season anymore. My parents make a grocery list and plan meals for a couple of weeks. Sometimes my parents pick up fast food at a restaurant. We also do not make candles for light. We have electricity, and we buy our candles at the store. Technology makes it easy to produce large amounts of goods and services at a time. Foods and goods can be purchased on computers, and kids don't have to help grow and make food. That is how things have changed.

Use of a coordinating conjunction

Correct pronoun and noun use

Correct use of commas in a series

Subjects and verbs agree

Compound sentence with proper capitalization and punctuation

Correct use of contractions

Why is Art Stolen?

Art is stolen because it is very valuable. Certain paintings and sculptures can be worth millions of dollars. Paintings are called priceless because they are hard to replace.

One of the reasons art is considered a valuable treasure is you cannot replace it if it lost or stolen. You cannot have Leonardo Da Vinci paint another *Mona Lisa* because he is dead.

If those paintings are ever stolen or destroyed, they are gone forever. That would be very bad.

One of the ways people can try and recover stolen or lost art is by calling the police or looking on the Art Loss Register. The Art Loss Register is a special website that helps people find artwork that is missing. People who buy artwork can also look on the website to make sure what they purchase doesn't belong to someone else.

I researched a stolen Austin J40 Pedal Car that was stolen from somebody's house in 1998. The car was discovered when the thieves tried to sell it at an auction in Australia the next year. The website also found the people had stolen bronze statues from a museum in Paris and valuables from other nearby houses.

People like to steal art and valuables from museums because there is more of it and it is easier to steal than gold treasure at the bottom of the ocean.

Correct pronoun/antecedent agreement

Complex sentence with correct capitalization and punctuation

Use of a subordinating conjunction

Correct use of a comparative adjective

END OF GRADE 4

Percy Jackson is on a quest to save his mother. He has to find Zeus's missing lightning bolt and give it back to Zeus in order to save his mom. This is a hard job for Percy to do, so he takes his two friends, Grover and Annabeth, on the quest with him.

Correct use of a comma before a coordinating conjunction

Percy is immature and doesn't really know what he is doing at the beginning of the quest. He does not plan ahead and does things without thinking. Percy is only worried about himself at the beginning. He doesn't think about anyone else, or how what he does makes a difference in anyone else's life. For example, he sets out on the trip without really knowing exactly where he is going or how he's going to get to California. Challenges start getting in Percy's way almost immediately. The bus he is on blows up. He meets up with Medusa, and she tries to turn him to stone. He gets into a fight with the Chimera. All of this teaches Percy. He must grow up and make better decisions. He realizes that he has to think about what he is going to do. His friend Annabeth helps him learn to plan and be prepared, which makes a difference in the end when he gets to the Underworld and challenges Hades. Percy thinks through his decision and realizes that what he chooses will have consequences.

Use of a prepositional phrase

Use of a modal auxiliary

Use of a relative pronoun

Percy is able to get the lightning bolt back to Zeus at the end of his quest. He brings it to Mt. Olympus. Percy completes the quest once he finishes all of his challenges. When Percy gets home he discovers his mom has been returned. Through the course of the book and on his quest, Percy becomes a more mature character who is responsible too. He realizes that he can't just think about himself any more.

Correct use of commonly confused words

END OF GRADE 5

Shutting Out the Sky tells the journey of five immigrants as they move from their homeland to America. Although each path is different, they all come to America because they have heard that America has great things to offer. The immigrants believe they are coming to a golden land, but they all struggle once they arrive. The title *Shutting Out the Sky* has several meanings. It means not only the sky is blocked from view, but also an old life is closed off for a new life in America.

Correct use of correlative conjunctions

Chapter 2 is called "Tenements: Shutting Out the Sky." Leonard Covello, one of the immigrants, describes his new community and says, "The endless, monotonous rows of tenement buildings that shut out the sky… Dank hallways." The tenement buildings were so close together that it was difficult to see the sky.

Correctly punctuate titles of works

The immigrants had many hard times on their journeys and in America. Some lived with strangers, some struggled to find food, and some slept on floors with lots of people. Rose Cohen says she was scared of the crowds, so she never left her tenement. However, she would go to the rooftop. On the roof, she would see lines of clothes hanging from the tenements. If she were on the street, the clothes would shut out the sky.

Use verb tense to convey various times, sequences, states, and conditions

The author describes the working conditions of the immigrants as they work to survive and have a shelter of their own. She describes Rose Cohen's job in a factory sewing jackets. The boss is mean to the young workers. They work from early in the morning until after dark each night, which means the immigrants do not spend daylight outside. Shutting out the sky could be used to describe this situation because immigrants never saw the daylight.

Throughout the text, Hopkins describes the immigrants' challenges and how they have to shut out their old lives to be more like the people in America. They have to learn how to use new appliances, speak a new language, and work in harsh factory conditions. The stories the immigrants heard in their old lives are not what they experience. "When one door closes, another door opens." This means that when a part of our lives come to an end, new opportunities usually arrive. The immigrants shut out the sky of their old lands to begin new lives in America. Hopkins supports the title throughout the text because shutting out the sky means not being able to see the sky, and it also means shutting out something in your life to have new possibilities.

Use of a comma gollowing an introuctory element

END OF GRADE 6

The central theme of both "Steve Jobs' Stanford Commencement Address" and "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling is that failure can be productive and can lead to success. Although presented somewhat differently, both Jobs and Rowling give a similar message to the college graduates. They describe events in their own lives that have led them to believe that without failure there can be no success.

Steve Jobs introduces the idea of failure being beneficial when he describes his experiences at Apple. He says that it was not until he was fired by Apple, the company he started, and had nothing to lose that he felt free enough to be successful. He says, "It turns out getting fired from Apple was the best thing that could have ever happened to me." Job goes on to explain that during that time period he started the NeXT company and Pixar and got married. All of these events were the result of his failure at Apple. Even though he was devastated and embarrassed at being a public failure, Jobs loved what he was doing. He pushed through failure to be successful.

Use punctuation to set off non-restrictive elements

Similarly, in her speech "The Fringe Benefits of Failure, and the Importance of Imagination," Rowling indicates failure is beneficial because it means "a stripping away of the inessential." Rowling says the time in her life when she failed was a dark time. Unlike Jobs, she didn't know what she wanted to do and her failure wasn't public. Like Jobs, though, she points out that the experience of failure was painful. Rowling goes on to explain that during that dark time of her life she was able to strip away what wasn't important and finish only the work that mattered to her. She says that you "never truly know yourself, or the strength of your relationships, until both have been tested by adversity." Rowling, like Jobs, learns about herself and what is most important. The pain from failure allows her to become as successful as she is today.

Sentence patterns are varied for meaning, reader interest, and style

Use pronouns in the proper case

Neither Jobs nor Rowling has an easy time becoming the successful people the world knows today. These two remarkable people used their experiences from failure to persevere and succeed. Although their failures were different, the results were the same. Both Jobs and Rowling were personally successful and successful in the eyes of the world.

Pronouns have clear antecedents and are in proper number and person

END OF GRADE 7

A Christmas Carol tells the story of Ebenezer Scrooge, who learns that valuing money and work over relationships with others can lead to a bad fate. Scrooge is a miserly, uncaring man at the beginning of the story. He is a man of "business." He focuses only on his work and doesn't take time for relationships with others. When the Ghost of Jacob Marley, Ebenezer Scrooge's late business partner, appears, Scrooge says, "But you were always a good man of business…" (Dickens 24). The ghost then teaches Scrooge what he should learn about life, which is the same lesson that Dickens teaches the reader. The "business" of mankind is to show kindness and compassion to all. Dickens teaches this theme through the points of view, actions, and interactions among various characters.

Use a comma to separate coordinate adjectives

Marley's Ghost has to "walk abroad among his fellow men" (Dickens 23). Marley's Ghost visits to warn Scrooge that Scrooge may end up the same way. Scrooge is frightened by the ghost's warning and point of view. Scrooge believes Marley did all the right things by focusing on work, and Scrooge cannot understand why Marley might have such a terrible fate. Marley's Ghost responds, "Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were all my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business!" (Dickens 24). When the ghost says "my trade," he means his work, and the ghost says his work is not as important as mankind. Marley's Ghost realizes caring for others and focusing on people is more important than work.

Signal differing relationships among ideas by choosing among simple, compound, complex, and compound-complex sentences

Then Scrooge observes the ghost's chains. The ghost points out that Scrooge's own "ponderous chain" is longer than his was "seven Christmas Eves ago" (Dickens 23). This shows the reader that all people, like Marley and Scrooge, create their own "chains" to wear based on how they treat others. The chain could be light or it could be heavy and it all depends on what they consider important when interacting with others. This means that Scrooge will have the same fate as Marley unless he changes his ways.

The Spirits of Christmas Past, Present, and To Come visit Scrooge. They show him the links on the chain he has already created, the links he is adding to his chain, and the links he will add if he continues to care more about work and money than his fellow man. The Spirit of Christmas Past reminds Scrooge of the girl he loved but gave up for his own selfish desires. The Spirit of Christmas Present shows Scrooge images of Tiny Tim and the Cratchits who love and enjoy being together even though they don't have much money. The Spirit of To Come predicts Tiny Tim's death. Then Scrooge "with an interest he had never felt before" (Dickens 55) shows concern for Tiny Tim and begins to understand Marley's Ghost's warning. Scrooge realizes that he must make mankind his business and choose the needs of others over greed and selfishness. Scrooge promises to live by the lessons each Spirit has taught him and live a life full of joy, compassion, and understanding.

Place phrases and clauses within a sentence and ensure there are no danling or misplaced modifiers.

Marley's Ghost shows what can happen if people choose greed and selfishness over love and understanding. Through the way the characters think, act, and interact in A Christmas Carol, Scrooge and the reader learn that focusing on business or work will lead to a bad fate and focusing on relationships and compassion for others will lead to a good fate.

Roosevelt's Reasons for Promoting Conservation

Theodore Roosevelt speaks to a group of governors, statesmen, and conservationists when he delivers his speech "Conservation as a National Duty." In the speech, Roosevelt identifies conservation as a priority. He describes his passion for conservation and gives several reasons why we need to stop wasting natural resources. He argues that conservation is an issue of the progress, patriotism, and morality of the American people.

Use active voice to achieve a particular effect

Roosevelt begins his speech by saying the American people have become more civilized. He claims that civilization has led to "a steadily increasing growth…from the actual resources of the country." Roosevelt goes on to describe how people who live in cities don't understand the demands they make upon nature because they are no longer close to nature. This leads to his argument that progress is dangerous because as we become dependent on natural resources and seek more of them, we think less about how we will replace resources and what we will do when they run out.

Use an ellipsis to indicate an omission

In the second part of his speech, Roosevelt describes how using shared resources is what brought the country together and resulted in the development of the Constitution. He argues, "the wise use of all our natural resources, which are our national resources as well, is the great material question of today." Roosevelt claims that conservation is about patriotism because we have to ensure our nation can continue as it has before with "the lead over all nations." Even though our nation has grown and developed together, Roosevelt says "our position in the world has been attained by the extent and thoroughness of the control we have achieved over nature." Thus, if we don't consider how that growth has led to destruction and think about how we are going to continue to develop as a nation, Roosevelt warns our resources could disappear and our nation would be in danger.

Correctly use verbs in the conditional mood

Lastly, Roosevelt indicates conservation is an issue of morality and doing what is right for generations to come. He says, "As a people we have the right and the duty, second to none other but the right and duty of obeying the moral law." Roosevelt says, "Dark will be the future!" if we do not think about what we are or are not doing for future generations. He compares thinking about the future of resources to a man wisely using his property for the well-being and future for his children. Roosevelt believes that we should use what we have wisely and leave it better for those to come.

After explaining why conservation is needed, Roosevelt ends his speech by providing examples of what states are doing to protect national resources. He claims it is our duty as citizens to consider conservation as one part of the larger "problem of national efficiency, the patriotic duty of insuring the safety and continuance of the Nation." Roosevelt argues that conservation must be a priority to ensure progress continues, to guarantee the greatness of our nation, and to leave our resources in a good place for future generations.

END OF GRADE 9

Dorothy Gale famously said, "There's no place like home." The Odyssey elaborates on this sentiment as the hero Odysseus embarks on a long journey after fighting the Trojan War to his beloved home, Ithaka. Through his journey, Odysseus encounters formidable foes such as the Sirens and Cyclops. Even when he reaches Ithaka, Odysseus continues to encounter conflict, which shapes him as an epic hero when he finally reunites with his son and wife, Telemachus and Penelope. While both the journey and the goal in The Odyssey shape Odysseus, it is ultimately his journey home that truly develops his character and develops a theme of the epic.

The trials and tribulations Odysseus and his crew face on their journey home result in vast changes to Odysseus's character. He leaves the battles of Troy a strong, arrogant man, but he returns to Ithaka a wise, humble man because of the experiences he gained on his journey home. When readers first see Odysseus in book four, though, he is staring out at the sea sobbing uncontrollably, wanting to go home. What unfathomable trials possibly could have brought the warrior to so lowly a state? Stop one on the trip home from Tory is a brutal plunder of the village of Ismarus by Odysseus's warriors. Odysseus boasts, "There I sacked the city, killed the men, but as for the wives and plunder, that rich haul we dragged away from the place—we shared it round" (Homer 212). Odysseus lets his men take what they want from the city, but when Odysseus decides it is time to go, he cannot control his men who have learned the sin of pride from their leader.

A theme woven throughout The Odyssey is the importance of humans' piety and proper prayer to and respect of the gods. When Odysseus encounters Poseidon's son, the Cyclops Polyphemus, he tricks the Cyclops and reveals his identity to boast about his abilities. His men beg him to stop, pleading, "So headstrong—why? Why rile the beast again?" (Homer 227). Odysseus reveals great pride when he ignores their warnings. Polyphemus prays to his father, the god Poseidon, to punish Odysseus: "'Hear me,… grant that Odysseus…never reaches home. Or if he's fated to see his people once again,…let him come home later and come a broken man—all shipmates lost, alone in a stranger's ship—and let him find a world of pain at home!" (Homer 228). By making an enemy of Poseidon, Odysseus complicates his trip home, and Poseidon consistently sends him through a winding and uncertain journey that lasts ten years. The entire story would have been quite different if Odysseus had not angered Poseidon; as a result, it is throughout his journey that Odysseus truly learns to listen to and to obey the gods. He matures from a prideful human to a person willing to serve the gods appropriately without hubris. He grows not in spite of but because of his journey, which serves to further the theme and develop his character.

Odysseus' wisdom removes his hubris and makes him worthy of the ever-faithful Penelope as well as a favorite of the gods. Others note the change in Odysseus, as his servant defends Odysseus' favor of the gods at the end of the epic: "Dear master, you're back—the answer to our prayers! We'd lost all hope but the gods have brought you home! The skies rain blessings on you!" (Homer 481). The servant notes that the gods see Odysseus as a man worth helping and worth bringing home after his journey. Prior to the journey, Odysseus is not worthy of the help. If he had reached his goal without the journey to get there, Odysseus likely would not have grown and matured, which is what resulted in Odysseus finding favor with the gods.

END OF GRADE 10

Human relationships are complex, having the capacity to bring both prosperity and tragedy into a person's world. Manipulation is one variable that influences a relationship. William Shakespeare must have been aware of the powerful force of manipulation when he wrote The Tragedy of Macbeth. In the five acts chronicling Macbeth's epic rise and fall, Shakespeare uses conflict between the characters to reveal the commanding role manipulation plays in human relationships.

From the concluding scenes of Act I, Shakespeare crafts a deeply complex relationship between Lady Macbeth and her husband. A disheveled Macbeth is reluctant to carry through with the plan to assassinate King Duncan. Lady Macbeth confronts her husband, manipulating him by questioning his masculinity. She thunders, "When you durst do it, then you were a man; And to be more than what you were, you would Be so much more the man." (I.7.50-52) Lady Macbeth insinuates that Macbeth was a man when he agreed to murder Duncan and will be much more of man if he follows through with the plan. However, if he breaks his "enterprise" to her, he can be no more than an animal. Shakespeare uses this dialogue to reinforce the inherent power of manipulation. Very little is more sacred to a man, at least in Shakespeare's time, than his masculinity and one could hardly find a more provocative instance of manipulation than a wife questioning her husband's manhood. Through this confrontation, Shakespeare begins to build on the idea that humans can use manipulation to cause others to act in ways that are seemingly irrational and out-of-character.

Shakespeare presses the central idea further in Act III. Macbeth, believing Banquo and his son are the only ones standing in the way of a long and prosperous reign, hires two murderers to kill his best friend. Macbeth manipulates the murders, who are at first unwilling to commit the crime, by convincing them that Banquo is the enemy. In Act III, Macbeth whispers "That it was he, in the times past, which held you so under fortune, which you thought had been our innocent self….And are you so gospeled to pray for this good man and for this issue, whose heavy hand hath bowed you to the grave and beggared yours forever?" (3.1.85-86,98-101) Macbeth insinuates that Banquo is responsible for the men's poverty and misfortune. Because of the power structure that existed in medieval Scotland, it is entirely feasible that the men would have believed that a powerful and successful general could be responsible for their miserable circumstances. Shakespeare again addresses the notion that people can be manipulated into committing egregious acts of violence.

Indeed, human relationships are complex. Both Macbeth and Lady Macbeth use manipulation to achieve certain outcomes, leaving a wake of destruction and eventually causing their own. Shakespeare uses these characters and the play itself, to discuss the powerful force manipulation plays in people's lives.