



MIDDLE+HIGH SCHOOL SUBJECT OVERVIEW

Writing & Grammar



Contents

2 Our Vision

3 Program Approach

4 Mastery of English Grammar & Mechanics

Connecting Mentor Texts to Grammar Instruction & Writing Activities

Using the Writing Process in Real-World Contexts

6 Drafting Writing That Is Truthful, Virtuous, Logical, and Empathetic

Mastery of Study, Reference, and Research Skills

Improvement in Collaboration, Listening, Speaking, and Viewing

8 Materials

10 The Features

10 Teacher Edition

12 Student Edition

14 Technology Resources

OUR VISION

To equip students to apply writing and grammar skills to craft effective written and oral communication that engages with and contributes to culture.

GOALS

- To ensure mastery of English grammar and mechanics.
- To model the connection of mentor texts to grammar instruction and writing activities.
- To give opportunities for students to use the writing process with genre-specific strategies to craft communication for real-world contexts.
- To lead students in drafting writing that expresses Christ in truthfulness, virtue, and empathy.
- To develop mastery of study, reference, and research skills, and effectively use print and digital resources.
- To hone collaboration, listening, speaking, and viewing skills.
- To expand technology and media literacy through written, oral, and visual communication.



PROGRAM APPROACH

BJU Press middle- and high-school writing and grammar product line systematically reviews and applies English grammar conventions to the real world. The practice of writing—using grammar to craft clear and effective communication—is essential for helping students to understand, analyze, and craft an argument. Students also need to develop effective research and study skills that will enable them to manage large assignments and to find relevant and useful information. We have given teachers the tools to help their students craft effective written and oral communication that engages with and contributes to culture. To accomplish our vision for students, we have laid out a series of goals for our program, activities, and teaching strategies.

Mastery of English Grammar & Mechanics

Standard English conventions in grammar form the basis for clear and effective communication. However, learning grammar rules in isolation only helps students to memorize rules rather than applying or understanding why those rules matter. To encourage students to master English conventions, BJU Press middle- and high-school writing and grammar courses teach grammar at the point of application as well as in independent practice and review. As the students progress through each grade level, they will

- Practice analyzing grammatical structures of sentences.
- Write and evaluate their writing for standard usage.
- Participate in lessons and workshops to review and apply the grammar, usage, and mechanics of standard English.
- Follow a scaffolded review of standard conventions, gradually building complexity.

To reach these goals, grammar chapters in *Writing & Grammar 7, 8, and 9* include several Practice, Use, and Review the Skill pages in the lessons. Teachers can use these pages for in-class or independent practice, or they can use them on review days. Grammar workshop pages in middle school courses give students a chance to see how grammatical concepts and rules affect writing. Additionally, each BJU Press teacher edition includes suggestions for teacher modeling so that teachers can show students how to work through activities. Handbooks, available in the back of the *Writing & Grammar 7 and 8* student worktexts, review common errors and problems the students will need to review.

Connecting Mentor Texts to Grammar Instruction and Writing Activities

Mentor texts give students a starting point for analyzing the grammatical structures of sentences. In each BJU Press student edition, students will find mentor texts and writing activities that promote understanding not only of the function and value of grammar but also how to structure written pieces. Student activities afford students the opportunity to analyze each mentor text to learn from it. Teachers can use these texts to prompt analysis of





how sentence structure and word choice influence communication, and how the writers of the mentor texts might have changed what they meant or said by using the language differently. From these mentor text activities, teachers can direct students to analyze how they use standard grammar conventions in their own writing and communication. Students will also learn writing strategies, how to diversify word choice, persuasive techniques, and more.

Using the Writing Process in Real-World Contexts

BJU Press Writing & Grammar programs lead students through the five stages of the writing process:

1. Planning
2. Drafting
3. Revising
4. Proofreading
5. Publishing

These stages effectively walk students through the process of creating written works of varying lengths and genres. Every writing project follows the writing process, giving students instructions and important questions to ask at each point. Writing projects are age- and grade-appropriate and relevant to the students' lives and interests. For example, the capstone project for *Writing & Grammar 8* is a multigenre project. Students may choose their topic and the types of writing they will do, in collaboration with a group of other students. The students choose a significant person to write about, craft a timeline and biographical essay, create four original genre pieces (informative, narrative, argumentative/persuasive essays or poetry) based on significant events in the timeline, prepare a works-cited page, and conclude with a personal reflection on what they learned or experienced from the project.



Drafting Writing That Is Truthful, Virtuous, Logical, and Empathetic

By teaching students how to be good writers, teachers are also encouraging them to be good communicators. Good writing is clear, accurate, and considerate of its audience. As a building block for clear writing, grammar conventions give students a foundation for writing without confusing errors. Students can use grammar tools to improve their communication. Research and study skills support young writers in developing truthful and virtuous writing by teaching them to find, understand, restate, and properly cite information sources to build or defend an argument. These skills give authenticity and merit to their writing. Ultimately, most writing is designed for the benefit of the reader, not the writer. To that end, we equip teachers to help their students better understand the needs of their audience. Throughout each course writing instructions, teaching notes, and writing checklists will regularly remind students to consider their audience and the appropriateness of their word choice and usage.

Mastery of Study, Reference, and Research Skills

In addition to mastering grammar conventions, students need to know where to look for useful information, how to categorize and organize it, and they need to understand it well enough that they can reuse it in their own words. Study skills enable students to understand how they learn and process information so that they are better equipped to use that information later. Student researchers need to be able to process and categorize the information they encounter. In addition to learning effective research skills, students will also need to master effective study skills. The BJU Press Writing & Grammar program teaches study and research skills regularly in each course, including how to recognize credible sources and how to ask good questions that lead to a better understanding. The handbooks in *Writing & Grammar 7*

and 8 and the Study Hacks feature in *Writing & Grammar 9* offer detailed reviews of relevant study skills, such as how to schedule study time, suggestions for memory work, and strategies to improve reading comprehension.

Improvement in Collaboration, Listening, Speaking, and Viewing

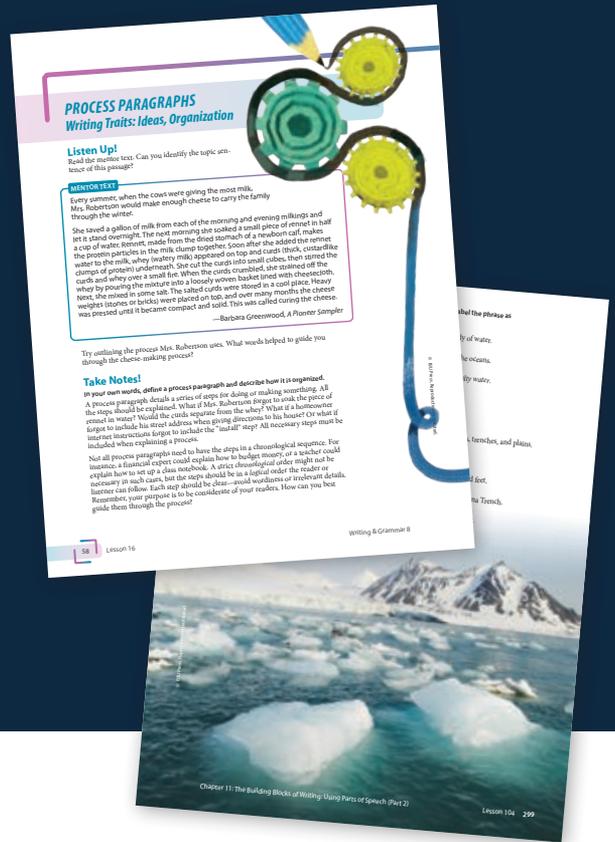
Teaching strategies throughout the program direct teachers to lead in a variety of collaborative projects and assignments. Many projects include oral presentations that require both speaking and listening as students present and peers evaluate presentations. Teachers can lead visual analyses of infographics and full-page visuals that inform students about the topics for that chapter. Projects that include oral presentations also help students learn how to develop and give PowerPoint presentations on a topic of interest to them. As they engage in writing projects and practice their research skills, students will expand their digital and media literacy. Writing projects and presentations often require students to work with word processors or presentation software to develop an effective presentation. In these presentations, they will improve collaborative skills in group projects and through peer reviews of their writing.



MATERIALS

Student Edition (eTextbooks available)

Consumable student worktexts provide important practice exercises and opportunities for active application to each student's own writing. Our texts encourage students to write regularly and in diverse genres. The main chapters offer a written model and an associated lesson for students to use in studying the model. As students develop their skills, they gain confidence in their skills and prepare for future real-life writing opportunities.





Teacher Edition

Teacher editions provide instructors with the support they need to teach writing and grammar effectively. Lessons include margin notes for lesson content and planning use, pretests for assessing student knowledge, suggested lesson objectives, ESL strategies, cross-curricular links, biblical-worldview discussions, and many other tools. These tools help teachers develop their students' knowledge, critical-thinking skills, and biblical worldview.

Writing & Grammar 10–12 offer reproducible answer keys for diagnostic pretests, extra activities, writing worksheets, and grading rubrics in a supplementary Toolkit CD or on Teacher Tools online.

Assessments & Assessments Answer Keys

Assessments and assessments answer keys include summative assessments for grammar concepts. Each assessment aligns with stated objectives available in the teacher edition.



THE FEATURES *PAGE EXAMPLES*

Lesson objectives list the targeted educational outcome of each lesson.

Biblical Worldview Shaping lists targeted biblical-thinking outcomes for each chapter.

Teacher resources list the lesson's preassessments, instructional aids, concept reinforcements, differentiated instruction pages, videos, and helpful websites available at TeacherToolsOnline.com.

Instructional aids enhance the lesson in a variety of ways, including game instructions, grammar concept supplements, writing rubrics, and checklists.

Worktext pages vi-5

LESSON OBJECTIVES

- Explain how learning to write effectively aligns with a biblical view of human nature and purpose. **BWS**
- Define the six writing traits.
- Categorize examples under a specific writing trait.

BIBLICAL WORLDVIEW SHAPING

- Virtue, Empathy, Logic, Discernment:** The world tells us to express ourselves. How should a Christian respond to that philosophy? [Explain]

TEACHER RESOURCES

- Instructional Aid 1: *Biblical Worldview Themes*

ENGAGE

The Rewards of Writing
Direct the students to complete a **brainstorming activity** to answer the question "What are the benefits of writing?"

INSTRUCT

Christ-Expression

Lesson Note: The term *Christ-expression* will be referred to repeatedly throughout the Worktext to help the students develop a biblical worldview of both grammar and writing as well as speaking and listening skills. This term refers to displaying Christlikeness through written and oral communication. Emphasize the importance of

family. Since not all students have a relationship with Christ, this may be an opportunity to share God's plan of salvation. Refer to *Explaining the Gospel* in the Teacher Resources section. As the students make their way through the Worktext, continue to point out how different skills and concepts relate to the theme of Christ expression.

INTRODUCING WRITING

Self-Expression vs. Christ-Expression
It may surprise you to know that God created humans

He creates (Psalm 139:13-16), each one of us has something valuable to express.

While self-expression is natural to everybody, our fallen world likes to define this term as doing whatever you want, even if it is sinful. Self-expression is often used to promote a self-centered lifestyle. The Bible therefore teaches believers to go beyond self-expression and focus on **Christ-expression**: expressing who they are in Christ. The more believers grow in their relationship with God, the more they will

Like thoughts, care for others is a unique person differently, ideas should of God and means: loving.

You may for practical ing emails, or it is true that writing is a practical tool, you may not realize that, for believers, writing is also an opportunity to express true identity in Christ. A Christian can use writing to communicate unique ideas and God's truth to others; and, if it is done well, his writing could change lives and even influence an entire culture. Most importantly, that believer will be expressing ideas that bring glory to God.

Direct the students to read the chapter opener on Worktext page 1 and complete a **Chalkboard Splash** in which students "splash" or list ways they enjoy expressing themselves. *Answers could include music, art, sports, clothes/accessories, or social media.*

Lead a **discussion** about how the idea of self-expression has been twisted by the Fall. *Answers could include that people justify their sin by saying it is a form of self-expression or people use their self-expression to hurt or offend others.*

Instruct the class to read *Self-Expression vs. Christ-Expression* on page 2 and complete a **Quick Write** in response to the following prompts:

- How do you express Christlikeness through your actions?
- How well are you currently practicing Christ-expression? Consider 1 Corinthians 10:31 and Colossians 3:17 in your evaluation.

2 • Lesson 1

Writing & Grammar 8

2 • Lesson 1

Writing & Grammar 8

Practice the Skill

Underline the nouns in the sentences below. Label each noun C (common) or P (proper).

1. Jason flew on a plane to France.
2. His vacation to this new country was exciting.
3. Jason left his family at the LaGuardia Airport.
4. The plane stopped in Paris.
5. In this city, people can see the Louvre.

Review the Skill

Replace each common noun in parentheses by writing a proper noun in the blank. (Answers will vary.)

- | | |
|-------------------------|---|
| <u>Patrice</u> | 6. (girl) is in the seventh grade. |
| <u>Calvary Academy</u> | 7. She attends (school). |
| <u>Fridley</u> | 8. The school is located in (city). |
| <u>Dennis</u> | 9. (boy), her older brother, attends the same school. |
| <u>Columbia Heights</u> | 10. They live nearby in (another city). |

Discussion

- If a student mentions the exception *still waters* from Psalm 23, explain that *still waters* is a poetic way of saying *calm streams*. The word *water* is generally noncount except in some idioms.
- Remind the students that proper nouns cannot be distinguished as count or noncount. Although we might occasionally speak of the “four Justins in the class,” proper nouns are not usually counted.

APPLY

- Use Practice the Skill exercises on Worktext pages 89 and 90 and Review the Skill exercises on Worktext pages 89 and 91 for the students to practice and apply classifying nouns as common, proper, count, and noncount.

ASSESS

Exit Ticket

- Direct the students to define a count and a noncount noun on an exit ticket. The answers are located on Worktext page 88.

In preparation for the game in Lesson 29, provide the list of words that need to be illustrated to a student with artistic ability.

Differentiated Instruction

English Language Learners

Common and Proper Nouns

- An ELL student whose native language does not use capitalization (such as Arabic) or uses capitalization more frequently

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



Chapter 3: Nouns

Lesson 28

Because classifying nouns as count and noncount is likely a new concept for the students, the lesson used simple definitions.

The concept is not, however, quite as straightforward as it may appear at first glance. Noncount nouns do not typically refer to things that can be counted

In a coffee shop a customer orders two coffees to go. (Be careful! Usually a noncount noun is used, such as that John drinks less coffee than Michelle.)

Abstract nouns are generally noncount but can be count in some contexts. Noncount: There is no end to the story.

Count: “We hold these truths to be self-evident.”

Differentiated instruction reinforces concepts, helps struggling students and English language learners, or challenges advanced students with additional activities.

Teacher tips provides additional explanation or information to supplement the lesson.

to drink, the server might say, “I have three Cokes and two waters.”

Count and Noncount Nouns

- Although native speakers intuitively know when to use articles before nouns, learning count and noncount nouns is essential for ELL students. Knowing when to use the articles *a* and *an* requires a knowledge of count and noncount nouns.



CHAPTER 3

VERBS

Opening question challenges the students to think deeper about the chapter content.

● HOW CAN VERBS AFFECT MY READER'S FEELINGS?

Think of the different ways you can say "My friend spoke": "My friend yelled." "My friend whispered." "My friend argued." "My friend pleaded." Although the verbs in these sentences all describe vocal communication, they imply very different ideas that may affect the way you feel about the situation.

● DISCOVER!

The passage below describes life during Colonial times. Read this selection and see whether you can identify the action verbs.

MENTOR TEXT

Rachel stood in a dark corner of her father's barn. Earthy aromas perfumed the air, and morning light filtered through cracks in the planked walls. The cows were munching, the sheep bleating, the pigs slopping, and the chickens brooding. Two geese pecked at kernels of corn scattered over the dirt floor. The dog lay by a fire beneath the laundry cauldron, where a week's worth of wash simmered in scented water.

—Thomas J. Brodeur, *Regina Silsby's Secret War*

What kind of picture do these action verbs help create in your mind? How do these verbs affect the reader and contribute to the overall mood of the selection? How important is it to use language that will affect the reader?

Discover! challenges the students to analyze the mentor texts to discover how grammar affects writing.

Mentor texts provide models for the students to analyze and imitate when applying the grammar concepts taught in the chapter.

Teaching box provides terms, definitions, rules for instruction, and example sentences.

OTHER WORDS AS ADJECTIVES

A **modifying noun** is a noun or pronoun that acts as an adjective. Modifying nouns function as adjectives only when they describe nouns or pronouns.

Adjective: Southern Maryland Christian Academy has a great *theater* program.

Noun: Both Morgan and I will attend the *theater* on Friday.

Adjective: The tournament awards a best *speaker* trophy.

Noun: Either contestant could be named the best *speaker*.

Capitalization CheckPoint

As with proper nouns, capitalize proper adjectives.

Proper adjectives are adjectives that are made from proper nouns.

Many *Hawaiian* farmers grow pineapples.
Tacos are one of my favorite *Mexican* foods.
We usually visit my grandparents during *Christmas* vacation.
Have you heard the saying "*April* showers bring *May* flowers"?

Compound adjectives are adjectives that are composed of two or more words.

Snakes are a type of *cold-blooded* animal.
The *thirteen-year-old* prodigy performed a piano solo in Carnegie Hall.

Punctuation PowerUp

Put a hyphen between a compound adjective if it comes before the noun, but leave the hyphen out if the compound adjective comes after the noun.

The ill-conceived plan cost the company millions of dollars.

The plan was ill conceived and cost the company millions of dollars.

Practice the Skill

Identify the underlined word as *N* (noun), *P* (pronoun), or *Adj* (adjective). Capitalize any proper adjectives and put a hyphen between compound adjectives.

- _____ 1. Elizabeth I's tutor was a well educated man named Roger Ascham.
- _____ 2. Ascham was responsible for training the princess to become queen.
- _____ 3. Ascham voiced his educational opinion in the *Schoolmaster*.
- _____ 4. The subject of this was the education of the children of the british social elite.
_____ 5. _____'s topics was how to develop a harmonious individual.
- _____ 6. _____ not discuss education.
- _____ 7. _____ sport of archery.
- _____ 8. Archery fans find his book insightful and amusing.
- _____ 9. That was the man who taught the future queen.
- _____ 10. Ascham was also secretary to Elizabeth's sister, Queen Mary I.

Practice the Skill & Review the Skill allow the students to practice review and strengthen new skills taught in the chapter.

Punctuation PowerUp weds punctuation and grammar instruction.

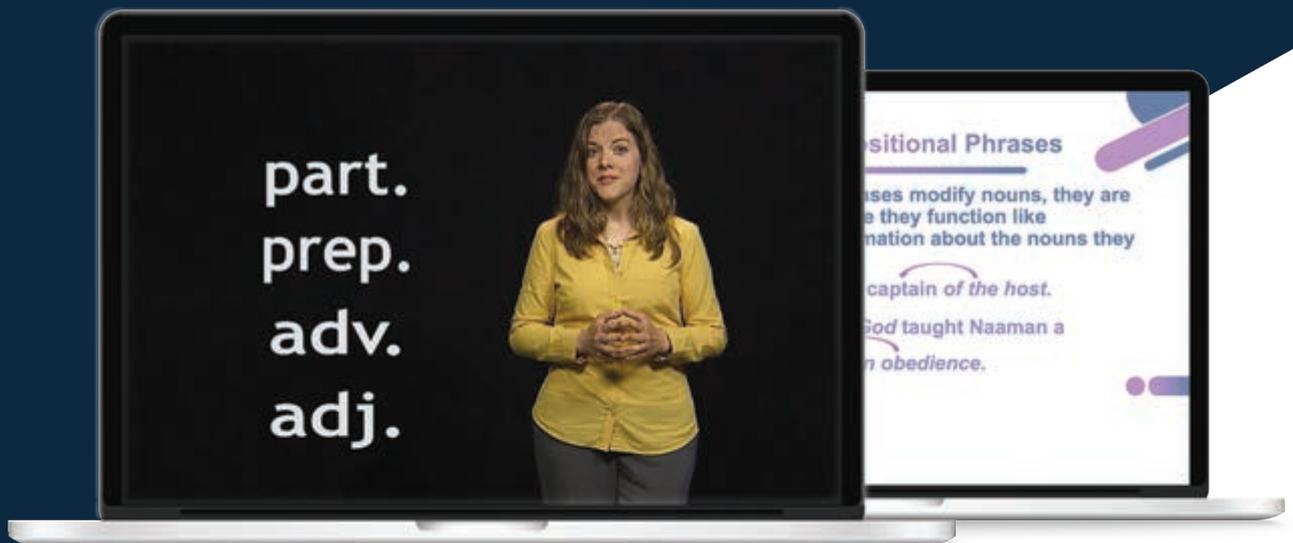
Technology Resources

Teacher Tools Online®

TeacherToolsOnline.com

Enhance writing and grammar instruction with extra resources that aid in planning and presenting concepts to your students.

- Video segments introduce grammar concepts and rules, teach and review key terms, and go over expectations for writing assignments.
- Editable PowerPoints walk through grammar activities and the writing process, supporting you in giving teacher demonstrations and exploring mentor texts.
- **ExamView** allows you to create customized quizzes and tests using a bank of questions that correlate with each chapter. You can edit questions and answers and instantly create multiple versions of tests to prevent cheating.



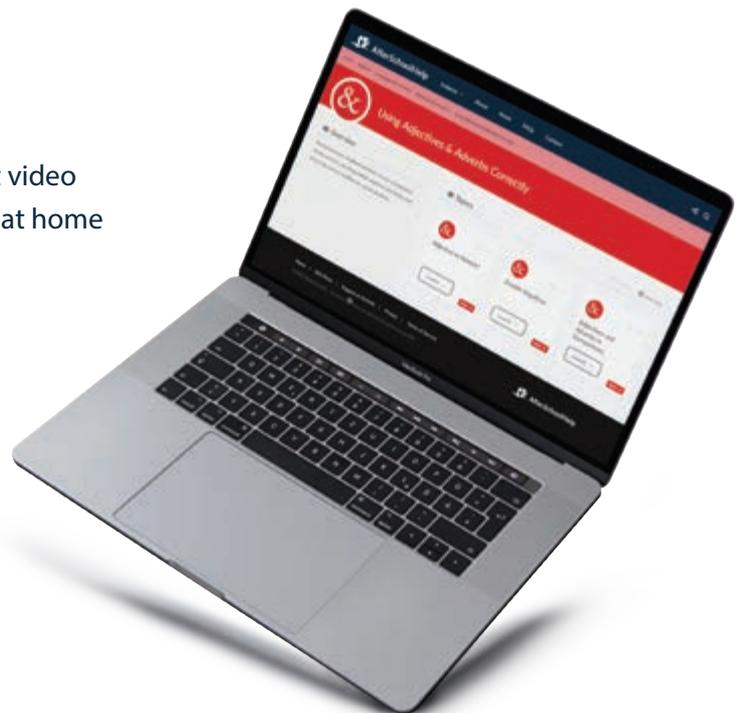
TextbookHub™

eWorktexts from TextbookHub connect you to your students' experience. Your students will be able to complete assignments online, and you can choose which items are assigned. Auto-grading and grading tools cut grading time down for objective and subjective questions, and grade exporting options make recording grades a breeze.



AfterSchoolHelp.com

Students need extra grammar practice? AfterSchoolHelp.com is a digital tutor with short video lessons and practice segments that can be used at home or at school.





Middle and high school Writing & Grammar materials are available for Grades 6–12. For a list of all grades, contact your Precept Sales Representative at **800.511.2771** or visit **bjupress.com** today.

298596
298596