



Language with Style

by Laurie Rozakis, Ph.D.

Teacher's Guide

Written By Laurie Rozakis, Ph.D.



Language

CLASSROOM FAVORITES

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Synopsis

Part 1: Becoming an Active Reader.

This section covers the following topics: tapping prior knowledge; setting a purpose for reading; previewing the text; deciding how to read the text; making and confirming predictions; asking questions; using context clues; recognizing details; adjusting your reading speed; summarizing; taking notes; using critical thinking skills; analyzing; drawing conclusions and making inferences; making generalizations; and evaluating.

Part 2: Learning to Research

This section covers the following topics: using key words; using the internet; overview of search engines; different types of search engines; using search engines efficiently; glossary of web terms; using the library; how materials are catalogued; Dewey Decimal system; Library of Congress system; finding reference material; verifying and authenticating all sources; value; evaluating web sources; evaluating print sources; bias; appropriateness; writing the research report: the six steps of writing a research report, using parenthetical documentation, writing a Works Cited page, avoiding plagiarism, paraphrase, how to paraphrase.

Part 3: Writing Well

This section covers the following topics: identifying your audience; identifying your purpose; learning the writing process: prewriting, drafting, revising; publishing; writing paragraphs; understanding the types of writing; narration; personal narratives; writing a story; writing to inform; expository essays; compare-and-contrast expository essays; cause-and-effect expository essays; book reports; summaries; e-mail; friendly letters; business letters; writing to persuade; writing to describe; poems; creating an effective writing style; choosing the right

words; writing varied sentences; learning the Three C's: making your writing Cohesive, Coherent, and Concise.

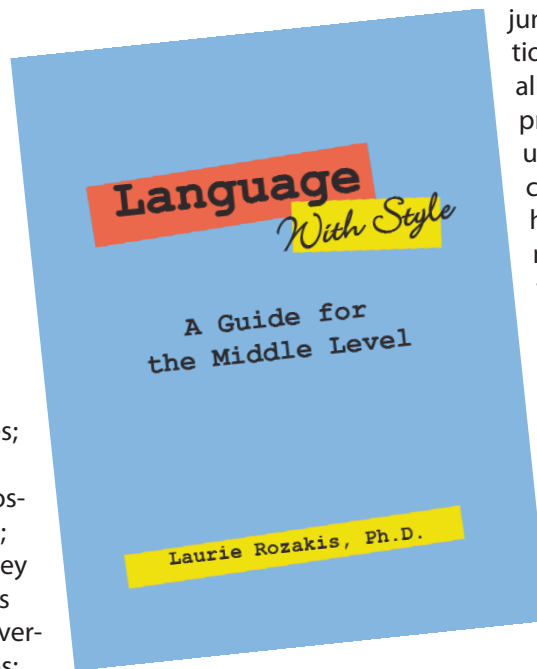
Part 4: Mastering English Skills

This section covers the following topics: adjectives; adverbs; agreement of pronouns and antecedents; agreement of subjects and verbs; capitalization; case; clauses; comparing with adjectives and adverbs; conjunctions: identifying conjunctions; dangling modifiers; interjections; misplaced modifiers; nouns; parallel structure; parts of speech; phrases; pronouns; prepositions; punctuation: using end marks, commas, semicolons, colons, dashes and parentheses, hyphens, apostrophes, quotation marks, underlining and italics; sentences: identifying the parts of a sentence, the four types of sentences, the four structures of sentences, sentence fragments, sentence run-ons; spelling: spelling hints, spelling plurals; spelling patterns: the "ie" rule, words with the "seed" sound, words with prefixes and suffixes, words with silent letters, words often misspelled; verbs: classification of verbs, principal parts of verbs, verb tenses, verb conjugation, the progressive form, avoiding shifts in

time and voice.

Part 5: Taking Standardized Tests

This section covers the following topics: getting organized; doing your best in class; doing your best with homework; taking standardized tests; scoring high on multiple-choice questions; multiple-choice test questions on vocabulary; multiple-choice test questions on theme and main idea; multiple-choice test questions on structure; multiple-choice test questions on poetry; matching test questions; true-false test questions; scoring high on short-answer test items: fill-in-the-blank test questions; scoring high on essay tests; scoring high on questions on graphic aids: illustrations and photographs, charts and tables, schedules, diagrams, graphs, maps.



Part 6: Glossary of Reading and Writing Terms.

This section contains a glossary of terms covered in the text.

Author Sketch

A New York native, Dr. Laurie Rozakis earned her Ph.D. in English and American Literature from the State University of New York at Stony Brook. Though a prolific (100-plus book titles) and best-selling author and experienced teacher who has garnered critical acclaim, Rozakis says she prefers the plaudits she receives from her children—daughter Samantha, a master's candidate at Hofstra University, and son Charles, an economic analyst and 2003 graduate of Princeton University—who call her “Mom Da Bomb!” She lives on Long Island with her husband, Bob, an accountant, and is involved in Girl Scouts, Boy Scouts, and the Community Library Board.

Critic's Corner

The New York Times has described Dr. Laurie Rozakis as “an incredible researcher (and) an amazing writer,” and an amazon.com reviewer praised her “uplifting and empowering attitude.” A full professor of English at Farmingdale State College, Dr. Rozakis has published over 100 books and scores of articles. Her publications include trade books, young adult books, textbooks, biographies, reference books, articles, and scholarship. Her latest books include two test-prep books from *Scholastic's Be a Super Test-Taker!* and *Get Test Smart*, *The McGraw-Hill Guide to the Praxis, 2ND edition*, *The Complete Idiot's Guide to Grammar and Style 2ND edition*, and *The Portable Jewish Mother* (Adams).

Dr. Rozakis frequently appears on television, including *Live with Regis and Kelly*; *The CBS Morning Show*; *The Maury Povich Show*; *Fox Good Day, New York*; *Metro Relationships*; and *Fox Personal F/X*. Her career and books have been profiled in *The New York Times*, *The New York Daily News*, *Time* magazine and *The Chicago Tribune*.

Other Works by Laurie Rozakis

101 Fresh and Fun Critical Thinking Activities: Engaging Activities and Reproducibles to Develop Kids' Higher-Level Thinking Skills
Reproducibles, Activities, and Ideas to Develop Critical Thinking for the Middle and Upper Grades
Reproducibles, Activities, and Ideas to Develop Critical

Thinking for the Primary Grades
ACT English Workbook (with Sally Martin)
Advanced Placement Examination in English: Composition and Literature
Arco Everything You Need to Score High on AP English Literature and Composition (with Unk Rozakis)
Arco Power Reading
Be a Super Test-Taker!: The Ultimate Guide to Elementary School Standardized Tests
College English Placement and Proficiency Examinations
The Complete Idiot's Guide to American Literature
The Complete Idiot's Guide to Buying and Selling Collectibles
The Complete Idiot's Guide to College Survival
The Complete Idiot's Guide to Creative Writing
The Complete Idiot's Guide to Dealing with In-Laws
The Complete Idiot's Guide to Grammar and Style
The Complete Idiot's Guide to Interfaith Relationships
The Complete Idiot's Guide to Making Money in Freelancing
The Complete Idiot's Guide to Office Politics
The Complete Idiot's Guide to Public Speaking
The Complete Idiot's Guide to Shakespeare
The Complete Idiot's Guide to Speaking in Public with Confidence
The Complete Idiot's Guide to Writing Well
English Grammar for the Utterly Confused
English Workbook for the new ACT
Get Test Smart!: The Ultimate Guide to Middle School Standardized Tests
Instant American Literature
Laura Ingalls Wilder: Activities Based on Research from the Laura Ingalls Wilder Homes and Museums
Power Vocabulary: Random House Pocket Guide
Random House Guide to Grammar, Usage, and Punctuation
Random House Webster's Pocket Grammar, Usage, and Punctuation
Random House Webster's Pocket Power Vocabulary
A Reading Guide to Roll of Thunder, Hear My Cry
A Reading Guide to Where the Red Fern Grows
Reading Power: Getting Started
Schaum's Quick Guide to Writing Great Research Papers
Super Study Skills: The Ultimate Guide to Tests and Studying
Test Taking Strategies and Study Skills for the Utterly Confused
Who Are You?: Teen Magazine (with Samantha Rozakis)
Celebrate Holidays Around the World
Comma Sutra: Position Yourself for Success with Good Grammar
The Complete Idiot's Guide to Creative Writing

The Complete Idiot's Guide to Grammar and Style
The Complete Idiot's Guide to Office Politics: 366-Day 2000 Calendar (with Bob Rozakis)
The Complete Idiot's Guide to Research Methods
Dick Rutan and Jeana Yeager: Flying Non-Stop Around the World (with Jerry Harston)
Everyday Spelling
Everyday Vocabulary
Hanna and Barbera
Homelessness: Can We Solve the Problem (with Jeanne Vestal)
Magic Johnson
Mary Kay
Matthew Henson and Robert Peary: The Race for the North Pole
Merriam-Webster's Rules of Order
The New Robert's Rules of Order
The Portable Jewish Mother: Guilt, Food, and ... When Are You Giving Me Grandchildren?
Read It! Write It!: Ideas to Integrate Writing and Literature
Steven Jobs
Teen Pregnancy: Why Are Kids Having Babies?
The Writing Guidebook (with O.P. Malhotra)

Related Reading

Get Test Smart!: The Ultimate Guide to Middle School Standardized Tests
Power Vocabulary: Random House Pocket Guide
Random House Guide to Grammar, Usage, and Punctuation
Random House Webster's Pocket Grammar, Usage, and Punctuation
Random House Webster's Pocket Power Vocabulary
A Reading Guide to Roll of Thunder, Hear My Cry
A Reading Guide to Where the Red Fern Grows
Reading Power: Getting Started

General Objectives

- To present complete lessons in language arts
- To grasp "teachable moments"
- To serve as a reference source
- To give individualized instruction
- To reinforce key points
- To offer enrichment

Specific Objectives

- o teach active reading
- To teach research techniques and proficiency
- To teach writing skills
- To teach grammar and usage

- To teach techniques for taking standardized tests

Contents of this Guide

Language with Style is organized into five comprehensive sections: *Part 1: Becoming an Active Reader*, *Part 2: Learning to Research*, *Part 3: Writing Well*, *Part 4: Mastering English Skills*, and *Part 5: Taking Standardized Tests*. The following guide covers these sections, and includes an introduction on methods to maximize the benefits of the text for your students.

Introduction: Teaching *Language with Style*

- Text Philosophy
- How to Use *Language with Style*
- Classroom Management
- To present complete lessons in language arts
- To grasp "teachable moments"
- To service as a reference source
- To give individualized instruction
- To reinforce key points
- To offer enrichment

Part 1: Becoming an Active Reader

- The Importance of Reading
- Use *Language with Style* to Boost Students' Reading Scores
- For Remedial Students...
- For On-Grade Students...
- For Gifted and Talented Students...
- For ESL Students...

Part 2: Learning to Research

- The Importance of Research
- Use *Language with Style* to Improve Students' Research Skills
- For Remedial Students...
- For On-Grade Students...
- For Gifted and Talented Students...
- For ESL Students...
- Model Expository Research Paper
- Model Persuasive Research Paper

Part 3: Writing Well

- The Importance of Writing
- Use *Language With Style* to Help Students Write Better
- For Remedial Students...
- For On-Grade Students...
- For Gifted and Talented Students...
- For ESL Students...

Part 4: Mastering English Skills

The Importance of Grammar and Usage

Use *Language with Style* to Improve Students' Grammar and Usage Skills

Grammar and Usage Skills

- For Remedial Students...
- For On-Grade Students...
- For Gifted and Talented Students...
- For ESL Students...



Part 5: Taking Standardized Tests

The Importance of Standardized Tests

Use *Language with Style* to Boost Students' Test Scores

- For Remedial Students...
- For On-Grade Students...
- For Gifted and Talented Students...
- For ESL Students...

Introduction: Teaching *Language with Style* Text Philosophy

As an educator, you know that teaching language skills to middle school students can be challenging, at best. At the basic level, there is the question of time: there is never enough of it. In middle school, you likely see each class only 40-45 minutes a day. In elementary school, in contrast, teachers have their students for the entire day and so they have more elasticity regarding time. These teachers might extend a science lesson and abbreviate an English lesson one day, for instance. The next day, they can reverse the allocation of time, giving more to English and less to science. However, as a middle school teacher, your time frame is set: 40-45 minutes per class per day and that's it. Within that time, you must cover all language arts skills: reading, researching, writing, grammar, usage, and test-taking skills. At the very least, it can be difficult to fit in sufficient instruction to impart the basics, much less go into detail.

Further, middle school students often do not understand the importance of language skills to their future success. Usually, they assume that someone else will do their writing, perhaps an administrative assistant. We know this is erroneous: nearly all executives are responsible for their own writing. Further, students often think they can clean up all their errors in spelling with an online spell checker, forgetting that these programs are

no substitute for proofreading. They often assume they can correct all their errors in grammar and usage by using an online grammar checker, not realizing that these programs do not pick up errors in logic, unity, coherence, and organization. They further assume that they can get all the information they need from the Internet, not realizing that the World Wide Web is riddled with useless, erroneous, and outright bogus information.

If students are to prepare themselves to function to the best of their abilities, they need a basic mastery of language skills. As an educator, you realize that English skills are the most important skills that your students will learn because they affect success in all subject areas. For example:

Students who read well do better in all their subject areas, including math, science, social studies, and foreign language. That's because they can read more quickly, analyze material more easily, and draw conclusions and make inferences more accurately.

Students who research well will be able to obtain reliable and relevant information quickly. They won't be misled by shoddy information from spurious websites.

Students who write well will have a far greater chance of professional success than those who do not—starting from when they apply for a job. The number one complaint among recruiters is spelling and grammar errors on resumes.

Students who have effective strategies for excelling on standardized tests will earn higher scores. High scores on standardized assessments open doors for a wide range of possibilities, not the least of which are college admission and merit-based scholarships.

Language With Style provides all you need to help middle-school students master the essentials of language arts and thus, school success.

How to Use *Language with Style*

You can use the book in many different ways:

1. To present complete lessons in language arts
2. To grasp "teachable moments"
3. To serve as a reference source
4. To give individualized instruction
5. To reinforce key points
6. To offer enrichment

Classroom Management

Let's look at each method in more detail.

• To present complete lessons in language arts

With this method, you choose a key topic in your curriculum, such as research papers, and use *Language With Style* as the focal point of these lessons. Begin each lesson by teaching the relevant pages in *Language with Style* as students follow along in their books. This method is especially successful when you want to present information that is new to students because everything you need is provided in one handy volume. This method also works well with English Language Learners, since it provides them with specific, detailed, and clear instruction. After you cover each lesson in class, students can review the information at home in their books.

• To grasp "teachable moments"

"Teachable moments" are those perfect times to insert a quick lesson because the topic has come up naturally in class. Grasping these moments can often enable you to make a lasting impression and thus save the effort of having to teach the same information over and over. For instance, questions arise frequently in a language arts classroom about a point of grammar or usage. Perhaps a student says, "I did good on the test" instead of "I did well on the test." Or a student might say, "Me and him are going to work on this project together" instead of "He and I are going to work on this project together." In these instances, you can seize the moment to make the grammar point memorable by turning to the relevant pages in *Language with Style*, reading them aloud, and having students explain the error and its correction. Often, these brief lessons are the ones that stick long after more formal lessons have faded because these lessons are topical and timely.

• To serve as a reference source

"How do I write a business letter? How do I use the computerized card catalog? How do I avoid plagiarism in my research paper?" You know that students ask for information all the time. In fact, you're likely asked these questions and many more like them all the time! Rather than stopping what you are doing to spoon-feed students the answers, have them turn to the relevant pages in *Language with Style*. This method not only gives students the information they need but also encourages independent learning. This helps set the stage for lifetime intellectual curiosity.

• To give individualized instruction

With inclusion classes, you have students of varying needs and abilities in one setting. As a result, you must teach students who are academically gifted, those who are average learners, and those who need remediation. You are also likely to have students whose first language is not English, as well as those who have documented learning disabilities such as dyslexia. To meet the needs of these disparate groups in one setting, create different learning communities and different learning centers. Using the relevant pages from *Language with Style*, have each individual group work on the specific areas that meet its specific needs.

• To reinforce key points

Often, you need to emphasize specific points in writing, grammar, usage, and mechanics. This is especially true when you are preparing the class for a major standardized test such as a state assessment. *Language with Style* is ideal for this purpose, as it allows you to locate the relevant material easily. The clear, straight-forward, and appealing lessons allow you to meet precise state assessment standards.

• To offer enrichment

Use this method with multi-level classrooms for those students who have already mastered the basic concepts. Arrange students in small groups and have them choose a section of *Language with Style* that interests them the most, such as "Learning to Research." Working on their own, have students create their own research papers. Students will find it easy to use *Language With Style* as their touchstone when they have questions about specific parts of the research process. This allows gifted and talented students to work independently as you turn your attention to other students in the class.

No matter which approach you select, *Language with Style* allows you the flexibility to tailor your lessons to all the students in your classes, including English Language Learners, at-risk students, on-grade students, gifted and talented students, and the learning disabled and classified students. By applying the information in *Language with Style*, all your students can achieve competence and learning independence, crucial landmarks on the road to success.

Part 1: Becoming an Active Reader

Did you know...

According to the U.S. Department of Education:

The percentage of children age 3-5 being read to daily dropped from 57 percent in 1996 to 53 percent in 2007.

Thirty-four percent of children entering kindergarten today cannot identify letters of the alphabet by name and are not yet at the first level of reading proficiency.

Eighteen percent of children entering kindergarten cannot demonstrate familiarity with the conventions of print. They do not know that English is read from left to right and from top to bottom or where a story ends, for example.

As of 2007, thirty-eight percent of fourth graders read below the basic level. This means they cannot read and understand a simple paragraph from an age-appropriate children's book.

Only about 1 in 17 seventeen-year-olds can read and gain information from specialized text, such as the science section in the local newspaper.

More than 20 percent of the adult population in the United States has only basic, or "level one," reading and writing skills.

The National Governor's Association has identified Level 3 proficiency as a minimum standard for success in today's labor market. Findings from this Association's assessment indicate that only half of the U.S. adult population 16-65 years of age reached Level 3.

An adult with poor literacy skills earns about \$550 less per week than an adult with excellent literacy skills.

The Importance of Reading

Further ... a recent American Management Association Survey on Workplace Testing found that 34.1 percent of applicants tested by respondent firms lacked the basic skills necessary to perform the jobs they sought.

Perhaps most disheartening of all, the 1992 National Adult Literacy Survey (NALS), the most accurate portrait of English-language literacy in the United States, found that 40 million to 44 million Americans, or approximate-

ly one quarter of the U.S. population, are functionally illiterate, and another 50 million have marginal literacy skills. This means that almost half of our adult population has deficiencies in reading or computational skills. Of these, 5 percent have learning disabilities and 15 percent were born outside the United States. However, the vast majority of adults with poor literacy are white, native-born Americans.

The ability to read and understand complicated information is important to success in college and, increasingly, in the workplace. In fact, very few children with serious reading difficulties ever graduate from college. They suffer disproportionately from social ills such as delinquency and drug abuse. Their job prospects are limited.

Use *Language with Style* to Boost Students' Reading Scores

The National Assessment of Educational Progress (NAEP) 2000 national reading assessment of fourth-grade students found that reading for fun had a positive relationship to performance on the NAEP reading scores. The 87 percent of students who reported reading for fun once a month or more performed at the Proficient level, while students who never or hardly ever read for fun performed at the Basic level. Students who read for fun every day scored the highest. Thus, the first way to help boost students' reading scores is to guide them to read for pleasure.

While students work through Part 1 of *Language with Style*, try the following strategies to boost their reading achievement, reading scores, and reading enjoyment. Feel free to use some or all of these strategies, depending on your classroom composition and students' needs.

1. Read aloud in class.

According to the U.S. Department of Education, "Nothing is more important in helping children become readers than reading books aloud with them." Read aloud to students. Choose books that have strong cliffhanger endings at the end of each chapter. For instance, the novels of Charles Dickens are ideal, as Dickens designed them this way.

Rather than pausing when you encounter unfamiliar vocabulary, encourage students to use context clues to decode these words, using the techniques from page 5 of *Language with Style*.

2. Use partner reading and literacy circles.

Arrange students in pairs to read aloud to each other. Try to avoid pairing weak and strong readers; rather, partner students at random and change the groups often to allow all students to feel successful as they improve their reading skills. Set aside specific sections of the classroom for this purpose.

3. Show enthusiasm for reading.

Briefly share information about books that you are reading for pleasure. If possible, bring in some of these books to share with the class. Convey your excitement about reading.

4. Create a classroom library.

The availability of books is a key factor in reading literacy. Supply a wide variety of books in the classroom library. You can gather these from book sales, student contributions, and existing school materials.

5. Set aside time for free reading.

Set aside 10-15 minutes of free reading time at least once a week. This is an ideal time to work with groups of students and go over key pages in Part 1 of *Language with Style*.

6. Encourage reading.

Children improve their reading ability by reading a lot. Reading achievement is directly related to the amount of reading students do in school and outside. Assign reading homework at least three times a week.

7. Teach vocabulary and decoding.

Reading success comes, in part, from the ability to decode unfamiliar words. It is also dependent on students having sufficient background information and vocabulary to foster reading comprehension. To this end, boost student vocabulary by having a "Word a Day" contest. This can take two minutes at the start or end of each class session, as you introduce a difficult, important word for students to learn.

8. Praise students' efforts and achievements.

Reading success also depends on developing and maintaining a motivation to read. Give students ample praise and perhaps extra credit for reading additional books.

9. Focus instruction on Language with Style.

Based on what you see and hear as students read aloud, zero in on the pages in Part 1 of *Language with Style* that will provide the greatest help to the greatest num-

ber of students.

10. Reinforce Language with Style lessons.

Arrange students in small groups according to their reading deficiencies. Assign them the relevant pages in Part 1 of *Language with Style* for remediation.

• For Remedial Students...

Have students work in small groups to reread Part 1 of *Language with Style* and then take notes on the information in round-robin style. Each student should be responsible for no more than three sections, such as Tapping Prior Knowledge, Setting a Purpose for Reading, and Previewing the Text. Students then share their notes with the rest of their group, one at a time. Guide students to revise their notes as necessary to make sure that everyone in the group can apply what they learned about reading to what they read.

• For On-Grade Students...

Have students write summaries of the short stories and novels they read. Direct students to start by reviewing the information about summarizing and taking notes on page 8 of *Language with Style*. Then have students trade papers to underline the main idea and supporting details in each summary. Last, have partners discuss their answers and reasons for them.

• For Gifted and Talented Students...

Have these students write ten test questions based on the books they have read. The questions should involve the higher-order thinking skills from pages 8-11 in *Language with Style*: analyzing, drawing conclusions, making inferences, making generalizations, and evaluations. Then have students trade papers and answer each other's quizzes.

• For ESL Students...

According to the most recent statistics (2000), 28.4 million foreign born people reside in the United States, representing 10.4 percent of the total U.S. population. English as a Second Language (ESL) programs are the fastest growing component of the state-administered adult education programs. In 1997-98, 48 percent of enrollments were in ESL programs, compared to 33 percent in 1993-94. Of these 48 percent, 32 percent were in beginning ESL classes, 12 percent in intermediate, and 4 percent in advanced. Based on these statistics, you are very likely to have a significant population of ESL students in your classes.

An effective way to use *Language with Style* with an ESL population is to invite these students to teach part of the lesson to the class. Use the following method to model how to teach the lesson:

“Teach Tapping Prior Knowledge,” “Setting a Purpose for Reading,” and “Previewing the Text” to the class (pages 1-2). As you go over the material, explain and demonstrate various communication strategies. For instance, use body language to clarify what you are saying. To do so, hold up *Language with Style* and point to the chart on page 1. At the same time, say, “Look at the chart on page 1.” Then write key phrases from your explanation on the board. Last, invite pairs of ESL students to teach one section of Part 1 in *Language with Style* to the class.

Part 2: Learning to Research

Did you know ...

In America, the research paper began around 1870, when young college teachers who had studied in Germany began to assign what they called a “scholarly thesis” to their students. At that time, German universities were very involved with research, which was not the case in America. Because research papers helped students learn about topics in depth, the idea caught on quickly: only ten years later, many colleges had begun to require seniors to write a thesis of 1,000-3,000 words as a condition for graduating. (That’s four -to-twelve pages, double-spaced.) By the turn of the century, a “graduating thesis” was often assigned in seminar classes for advanced students.

At first, professors who assigned research papers concentrated more on content than form. But by the early 1900s, students were required to include a list of works in their research paper to document the sources of their facts—along with footnotes, charts, and diagrams. A few years later, realizing that they had stumbled upon a good way to prepare students to be critical thinkers and responsible citizens, instructors decided to require underclass students to write research papers as well. By the 1930s, research papers were routinely being assigned to high school students. Now, students as young as the first grade are learning the basics of research and how to write a research paper.

The Importance of Research

Employees in the public as well as private sector are often required to write research papers, especially in fields where information is updated often, such as economics, banking, and engineering. The logic is strong: If

you can gather the facts in a readable format, then you have the ability to make logical decisions and reasonable judgments. That is why all students need to know how to write a research paper.

Use *Language with Style* to Improve Students’ Research Skills

As students work through Part 2 of *Language with Style*, try the following strategies to boost students’ ability to find what they need in reliable online and print sources. Use some or all of these strategies, depending on your classroom composition and students’ needs.

1. Explain the importance of research.

Explain to students that in their daily lives, they are likely to need to research information about a wide variety of topics. Discuss consumer goods and services that interest students, especially items that have a big impact on their lives. As a class, brainstorm a list of research topics on the board. Use the following ones to get started:

- Brands of sneakers and other athletic equipment
- Electronic equipment, such as computers and telephones
- The requirements for part-time jobs, such as a babysitter or lifeguard
- Summer camps

Discuss why it is important to get accurate, up-to-date facts so we know what to believe, what to purchase, where to go. Especially emphasize the importance of reliable sources in our daily lives.

2. Emphasize the value of finding quality material.

Point out that currently, about 50,000 books and 10,000 magazines are published every year in America alone. Every day, 7,000 scientific studies are written. Further, one daily edition of the New York Times alone contains more information than an educated person in the 16th century absorbed in his or her entire life. Experts estimate that the amount of information produced will double every two years.

Explore with students how the task of finding quality information is going to get more and more difficult, because there will be much more information to evaluate. Knowing how to judge material for value (page 28 in *Language with Style*), bias (page 32 in *Language with Style*), and appropriateness (page 33 in *Language with Style*) is thus extremely important.

3. Provide a clear explanation of a research paper.

Explain to the class that a research paper reports a writer's research findings. In a classroom, a research paper takes a specific form. Point out that the paper's length is determined by your requirements as well as the topic.

4. Define the two main kinds of research papers.

Research papers can be expository or persuasive.

An expository research paper summarizes the relevant information about a topic. When students write this kind of research paper, they synthesize into a cohesive whole what they read in different sources. They report what others have said. Point out that expository research papers are a great way to present a lot of data in an organized and easy-to-use form. That's why government employees often write research papers about the economy, demographics, transportation, and so forth.

To summarize, an expository research paper presents data, reports what others said, explains or describes, summarizes, and considers what.

A persuasive research paper argues or proves a thesis, the writer's hypothesis, theory, or opinion. Therefore, this type of research paper evaluates a position. When students write a persuasive research paper, they use authoritative evidence to persuade their readers that their argument is valid or at least deserves serious consideration.

To summarize, a persuasive research paper is organized around a thesis or assertion, argues a point, supports the assertion with appropriate and relevant details and examples, and considers why and how.

5. Use model papers.

Giving students model papers helps them make abstract concepts specific. Use the model expository paper and the model persuasive paper at the end of this section of the guide to help students understand the format of the research paper. After students have written their own papers, use some of the outstanding ones as models, too. This not only helps reinforce learning but also builds students' self-confidence.

If you chose to use unsatisfactory papers as models for students to correct, be sure to write the papers yourself or use models that do not come from anyone at school.

6. Describe primary sources.

Explain that primary sources are created by direct observation. The writers participated in or observed the events they describe. Primary sources include:

- autobiographies
- journals, diaries, letters, eyewitness accounts, oral histories
- experiments (especially scientific experiments), maps prepared by direct observation
- government documents
- photos taken at the scene
- historical records and documents
- interviews, surveys

7. Describe secondary sources.

Explain that secondary sources are written by people with indirect knowledge. These writers had to rely on primary sources or other secondary sources for their information. Secondary sources include:

- abstracts
- almanacs
- biographies
- book reviews
- books written by non-participants
- textbooks (some textbooks may contain primary sources)
- encyclopedias
- government documents
- literary criticism
- most newspaper and magazine articles

Point out that the words "primary" and "secondary" can be misleading. The word "primary" may make students think that primary sources are better than secondary sources; after all, they're the ones called "primary." However, both primary and secondary sources have their strengths and weaknesses.

For instance, primary sources provide facts not available from other sources, but they might be affected by author's bias. Primary sources often have an immediacy and freshness not available from other sources, but this strength also conceals their weakness: they may lack critical distance.

On the other hand, secondary sources may offer a broader perspective than primary sources, but they tend to be less immediate. Further, secondary sources may be easier to use because they have been edited, but they may also contain inaccuracies.

8. Teach students to avoid plagiarism.

Plagiarism is covered on pages 43-44 in *Language with Style*. After you discuss the information on those pages with the class, summarize the information on the board as follows:

Plagiarism is ...

- using someone else’s ideas without acknowledging the source
- paraphrasing someone else’s argument as your own
- presenting an entire paper or a major part of it developed as another writer did, arranging your ideas exactly as someone else did—even though you acknowledge the source(s)

Be sure that students understand the importance of academic honesty and integrity.

9. Focus instruction on Language with Style.

Present a passage from Part 2 of *Language with Style* and have students paraphrase it. Guide students to include documentation, as they learned in this section.

10. Reinforce Language with Style lessons.

Arrange students in small groups. Assign each group a few sections in Part 2 of *Language with Style*. Then have each group teach the material to the rest of the class. At the end of each presentation, summarize what each group said and reemphasize the key points.

• For Remedial Students...

Guide students to take a close look at the word research. They will see that the word contains the prefix “re” and the root “search.” Explain to students when they write a research paper, they are “searching again” through material that other people have written to find the facts they need to write their paper. As they sift through the material, they evaluate what they find to judge its quality.

Then have students research to find five facts on one of the following topics:

dogs or cats cars sneakers
 skateboards basketball
 cell phones

• For On-Grade Students...

Have students write a brief research paper, no more than two pages, based on what they learned in this part of *Language with Style*. You can assign topics or have

students choose their own topics. To guide students’ work, have them refer to the book often. In addition, share the following rubric to guide students as they work:

Rubric for Grading a Research Paper

	A=Always	S=Sometimes	N=Never
• Focuses on an appropriate and interesting subject	A	S	N
• Narrows the subject to a topic that suits the purpose and audience	A	S	N
• Contains a clear thesis (main idea)	A	S	N
• Supports the thesis with authoritative evidence	A	S	N
• Presents the evidence as direct quotations, paraphrases, and summaries	A	S	N
• Gives credit for all evidence in the correct format	A	S	N
• Follows a clear method of organization	A	S	N
• Shows evidence of original thinking	A	S	N
• Is typed and formatted according to the conventions of the research paper	A	S	N
• Includes a Works Cited page	A	S	N

• For Gifted and Talented Students...

Have these students evaluate a volunteer contributor online encyclopedia such as wikipedia.org and an expertly-written traditional encyclopedia (web or print), such as Britannica.

• For ESL Students...

Have these students choose an article about their home country and take notes on it. The notes should be in the form of summaries and paraphrases, as shown in Part 2 of *Language with Style*.

Model Expository Research Paper

Below is the beginning of an expository research paper on the composer Felix Mendelssohn. The paper was written by a 7th grader.

Jakob Ludwig Felix Mendelssohn-Bartholdy was born on February 3, 1809, to Abraham and Lea Mendelssohn in Hamburg, Germany (Oxford Companion 1162). He was the second of four children, but he was closer to his older sister Fanny than any of his other siblings. The two of them studied music and played together for many years, and Fanny also composed. Several of the Songs Without Words were her works, published under Felix’s name because of the family’s feeling that it was unbecoming for a woman to engage in public life (Harris 1368).

The family moved to Berlin in 1812, where Felix, at the age of four, began to receive regular piano lessons from his mother. In 1816, Abraham Mendelssohn went to Paris on business and brought his family with him. Throughout

their stay, Felix and Fanny had piano lessons with Madame Marie Bigot, who was highly esteemed by both Haydn and Beethoven (Grove Dictionary 135). When they returned to Berlin, Abraham put into effect a systematic plan of education for his children.

Under this plan, Karl Wilhelm Ludwig Heyse (father of poet and short story writer Paul Heyse) taught the children general subjects and classical languages; Johann Gottlob Samuel Rosel taught drawing; Ludwig Berger taught piano; Carl Wilhelm Henning taught violin; and Carl Zelter gave lessons in musical theory and composition. The children were up at 5 am and began their lessons right after breakfast. Abraham Mendelssohn never considered his children too old for his discipline and correction, and Felix could not consider himself his own master until he was twenty-five years old (Harris 1368).

Felix made his first public appearance as a pianist at the age of nine. He debuted with a Concert militaire by F. X. Dusek and was met with great success (Grove Dictionary 135). On April 11, 1819, he entered the Singakademie as an alto, and on September 10 of that year they performed his setting of the Nineteenth Psalm. He remained a member for many years, even after he became a tenor at age sixteen (Harris 1368).

On March 7, 1820, Felix's piano piece Recitativo was published. It is his oldest surviving work. From then until he was thirteen, Felix enter a phase of composing in which he mastered counterpoint and classical forms of music, especially in sonata form (Grove Dictionary 135-136).

Model Persuasive Research Paper

Below is an excerpt from a persuasive research paper on the following thesis statement: People should make edible insects part of their diet. The writer argues that insects have a nutritional content superior to many other food sources, that raising insects rather than other protein sources is better for the ecosystem, and that insects taste good. This is a professional model.

Butterflies in My Stomach

In Japan, gourmets relish aquatic fly larvae sautéed in sugar and soy sauce. Venezuelans feast on fresh fire-roasted tarantulas. Many South Africans adore fried termites with cornmeal porridge. Merchants in Cambodia sell cooked cicadas by the bagful. Diners cut off the wings and legs before eating them. People in Bali remove the wings from dragonflies and boil the bodies in coconut milk and garlic.

Insect cuisine may not be standard food in the U.S., but Miguel Vilar notes in Science World that 80 percent of the world's population savors bugs, either as staples of their everyday diet or as rare delicacies. Entomophany (consuming insects intentionally) has yet to catch on in America and Europe in spite of the superior nutritional content of edible insects compared to other food sources. It's time that changed.

Bugs and Burgers

For example, even fried rather than broiled, grasshoppers contain over 60 percent protein with about 6 percent of fat per 100 grams (a quarter pound). By comparison, the same sized broiled quarter-pound hamburger contains 18 percent protein with 18 percent fat.

Grasshoppers are the most commonly consumed insect, but wasps have the highest protein content—81 percent—of all edible insects. They are widely consumed in Mexico, and the insect larva is a popular food in Thailand and Laos. Fried wasps, mixed with boiled rice, sugar, and soy sauce, was a favorite dish of Emperor Hirohito of Japan.

The following chart compares the nutritional content of raw insects with cooked animal food. Protein and fat are listed as the amount in grams per 100 grams (a quarter pound) of meat. Carbohydrates, calcium, and iron amounts are measured in milligrams.

Food	Protein	Fat	Carbohydrates	Calcium	Iron
crickets	38.7	5.5	5.1	75.8	9.5
grasshoppers	61.8	6.1	3.9	35.2	5
(small)					
grasshoppers	42.9	3.3	2.2	27.5	3
(large)					
red ants	59.4	8.3	2.1	43.5	13.6
giant water beetles					
	41.7	3.5	2.9	47.8	5.7
lean beef	18.0	18.3	0	9	2.1
cod fish	22.9	0.9	0	0.03	1.0

[source: *The Eat-a-Bug Cookbook* by David Gordon, Ten Speed Press, 1998]

Further, insects are rich in necessary vitamins and minerals. As the above chart shows, crickets are packed with

calcium, a mineral crucial for bone growth and a key element in the prevention of osteoporosis. Termites and caterpillars (not listed on the chart) are a rich source of iron, a key element in the formation of bone marrow and red blood cells.

Many Advantages

Raising insects is far easier and requires much less space than raising conventional Western protein sources such as cattle, pork, and chicken. For example, thousands of edible termites can be raised in a six foot mound; the same number of cattle requires hundreds of acres of grassland.

Consuming insects can also help the ecosystem. “Humans are polluting the earth by using pesticides to eliminate insects,” notes retired University of Wisconsin entomologist Gene DeFoliart, reiterating Rachel Carson’s findings in her landmark study *Silent Spring*. Not surprisingly, he advocates consuming edible insects that attack plants and keeping artificial chemicals off plant food.

In addition, the amount of food gained from insects is much higher than a comparable number of cattle and hogs. For every 100 pounds of feed, farmers can raise 10 pounds of beef. Using the same amount of feed, farmers can raise 45 pounds of crickets. It also takes far less time to raise a comparable amount of insects: it requires more than two years to raise a cow from birth to slaughter, but a cricket can lay nearly 2000 eggs that mature in six weeks. With the mushrooming human population around the world and the prospect of diminishing livestock and fish, insects may be our best hope of feeding everyone.

Finally, we may think of insects as dirty, but they are actually cleaner than other creatures. Grasshoppers and crickets eat fresh, clean plants whereas crabs and lobsters are bottom feeders who eat foul, decomposing materials.

Bugs: They’re What’s for Dinner

Despite our revulsion at the thought of chomping down on a cricket, there’s nothing new about entomophagy, insect-eating. “As long as humans have lived, people have picked up insects and eaten them,” says Faith Thayer, an entomologist at the University of Massachusetts, Amherst. More than one million species of insects and worms exist and humans can eat about 1,400 of these species. In many cultures, people also relish the taste of arthropods, especially scorpions and spiders. Our ancestors learned which insects are edible by observing which ones animals choose. Early humans quickly learned that red ants and monarch butterflies are

toxic, for example.

Scientists have theorized that entomophagy declined about 4,000 years ago with the rise of agriculture. At that time, insects took on a negative connotation in America and Europe as the destroyers of crops. As a result, what had previously been considered a foodstuff came to be regarded as a pest.

Man Eating Bugs

Will Americans and Europeans catch on to the advantages of eating bugs? The January 2, 1996 *Wall Street Journal* reported on a “small energetic group of entomologists, farmers, and chefs” who are promoting edible insects, a foodstuff known in academic circles as “*Microlivestock*.”

“Food choices are arbitrary,” argues food scholar and professor Robert Leonard. What some people consider appropriate food are simply foods they are used to eating, he maintains. In his research, Leonard has identified what he calls three levels of food.

First, there’s a culture’s “essential” food. “This is the food without which you have not eaten,” says Leonard. To the Chinese, it’s rice; to most Americans, it’s meat. Next comes “emblematic” food. That’s the food that people associate with your culture. Here’s where distinctions become less clear. Americans, for example, consider the egg roll the emblematic food of China, while a Chinese person would not agree. The last category is “insider” foods. These are the foods that people inside a culture believe outsiders won’t eat—organ meats, seaweed, raw fish, sheep’s eyeballs, and insects, for example.

Leonard polled recent immigrants to learn what they classify as American “insider” foods. Among the foods they considered too disgusting to eat were mayonnaise, cheese, grits, breakfast sausages, and the combination of a hamburger, French fries, and a milk shake. Those polled were most repulsed about American fast food because they had difficulty with the concept of washing down ground beef with melted ice cream. Most Americans, in contrast, consider these foods perfectly matched.

American Way, the official magazine of American Airlines, recently carried an article on eating insects. Jane Homan, professor of an entomologist at University of Washington, takes this as a sign that eating insects is becoming acceptable, even haute cuisine. Dick Reavis, contributing editor of *American Way*, agrees that entomophagy is chic: “It’s in style. Now that Mexican restaurants are popular from Bangor to San Diego, the

cognoscenti of real Mexican food are seeking out restaurants that serve unadulterated un-European food from Central American and Mexico. Pre-Hispanic or pre-Columbian food it's called, the kinds of dishes Mexicans ate before the region was subdued by the Spanish. Worms [insect larvae] cooked or live, are a big part of pre-Hispanic cuisine, and eating them has become a rite of passage for those would be intimate with the Mexican past."

The Primal Feast

Manfred Kroger, professor of food science at Penn State University, agrees with Robert Leonard's food classification. "Right now we're driven by the look of what we eat," he notes. However, Kroger sees a change in American's perception of what is and is not appropriate to eat. Kroger claims that Americans are in the midst of a food revolution, a change fueled by the craving for more inventive as well as healthful foods. Insects fit the menu on both counts. You know that insects are healthful, but what do they taste like?

Since insects don't have much muscle, the texture is similar to that of a clam. Not surprisingly, each type of insects has its own taste. One type of caterpillar has been compared to a mushroom omelet; a Mexican stinkbug has a pleasant cinnamon flavor despite its unappealing name. Catherine Fowler, a professor of anthropology at the University of Nevada, Reno, described the taste of Pandora moth caterpillars as "very good — like scrambled egg omelet with mushrooms." Tom Turpin, a professor of Entomology at Purdue University, enjoys "chocolate chirpy cookies," chocolate chip cookies with roasted crickets. Gene DeFoliart likes greater wax moth larvae, which taste like bacon when deep fried.

Ready for something delicious as well as nutritious? If so, here's an easy recipe for Grasshopper Tacos.

Ingredients:

1/2 pound grasshoppers

2 cloves minced garlic

1 lemon

salt

2 ripe avocados, mashed

6 tortillas

Preheat oven to 350*. Roast grasshoppers in a shallow

pan for 10 minutes. Toss with garlic, lemon juice and salt to taste. Spread mashed avocado on tortillas. Sprinkle on grasshoppers. [Source: Department of Entomology, Iowa State University, Ames, Iowa]

Reread this research paper and you will see that the writer considers why and how as she evaluates. Notice how the writer reaches her own conclusions about the topic. She has formulated a thesis, "Insects are a nutritious, beneficial, and tasty food." She then argues the point by using research. What kind of research? Read on to find out!

Part 3: Writing Well

Did you know...

More than one-third of U.S. high school students have to take a remedial writing class before they can be prepared for college-level writing.

A study published in Personnel Update states: "Writing skills ... of executives are shockingly low, indicating that schools and colleges dismally fail with at least two-thirds of the people who pass through the education pipeline coming out unable to write a simple letter."

The Importance of Writing

A 2006 report by the U.S. Labor Department noted that most future jobs will require writing skills.

Bob Kerrey, Commission Chair and President of The New School, wrote: "The bottom-line problem and opportunity remain the same: The correlation between career success and writing proficiency is extremely strong. Government and private sector employers alike have told us that those who can write well will advance in the workplace and those who cannot write well will struggle to be promoted or even retained."

As an educator, you know what writing skills can be your students' ticket to better grades and greater academic achievement, now and in the future. That's because...

Writing is the primary basis upon which your work, your learning, and your intellect will be judged—in school, on the job, and in your town.

Writing expresses who you are as a person.

Writing helps you think clearly. By explaining something in writing, you clarify your own ideas.

Use *Language with Style* to Help Students Write Better

1. Reinforce the importance of audience

It is crucial that students understand the importance of audience to all communication, especially writing. To that end, after students read the information on pages 47-49 of *Language with Style*, have students draft the same brief letter to the following three audiences: a small child, a peer, a teacher. As a class, compare and contrast the differences in language, sentence length, and complexity of ideas.

2. Practice the writing process.

After students read the information on pages 49-55 of *Language with Style*, present a list of writing topics, such as the stages in the life cycle of a butterfly. Have students list the steps they would follow in the writing process to develop an essay on their topic.

3. Cover methods of organization.

After students read the information on pages 57-58 of *Language with Style*, ask for the events that led to a great invention or discovery, such as the steam engine or the vaccine against polio. Then have a volunteer read the events from an encyclopedia or history book. Place students in groups to decide on different ways to arrange the ideas to suit their audience and purpose.

4. Practice topic sentences.

After students read the information on pages 58-60 of *Language with Style*, partner students to trade papers and locate the stated or implied topic sentences. Discuss the importance of a clear thesis statement to every paper.

5. Focus on individual writing challenges.

After students read the information on pages 53-54 of *Language with Style*, have each student make a checklist of their own personal writing problems. These might include lack of unity, for instance. Have students use these checklists every time they write from now on.

6. Explore a variety of genres.

After students read the information on pages 61-77 of *Language with Style*, lead a discussion of the different types of writing. Then display examples of each genre that you have taken from textbooks, newspapers, magazines, web pages, and so on. Have students identify each genre. Then put students into groups to analyze samples to find the characteristics of the genre.

7. Use details.

After students read the information on page 67 of *Language with Style*, have students brainstorm details, examples, and vivid language that describes the weather on this particular day. Students can use these details as the basis for a comparison and contrast essay, modeled on the example on page 70 of *Language with Style*.

8. Publish.

Invite students to choose their favorite piece of writing. Then invite students to publish their writing. They might create a class book, web page, or bulletin board, for instance. As a class, discuss the pleasures of publishing and sharing your work with others.

9. Focus instruction on Language with Style.

Present a model passage from Part 3 of *Language with Style* and have students explain why it is effective writing. Guide students focus on the skills they learned in Part 3, including awareness of audience, organization, unity, and style.

10. Reinforce Language with Style lessons.

Arrange students in small groups. Assign each group a few sections in Part 3 of *Language with Style*. Then have each group teach the material to the rest of the class. At the end of each presentation, summarize what each group said and reemphasize the key points.

• For Remedial Students...

After students read the information on pages 61-63 of *Language with Style*, invite them to write a personal narrative. The narrative should focus on a single incident in the writer's life. As necessary, partner students to revise, edit, and proofread each other's work before publishing.

• For On-Grade Students...

Have students work in teams to create a product, such as toy or processed food, for which they will write a persuasive sales pitch. Have students write a brief persuasive paragraph to use as the basis for their speech, using what they learned in Part 3 of *Language with Style*, especially pages 88-92.

• For Gifted and Talented Students...

Invite these students find faulty logic in advertisements, editorials, and other examples of persuasive writing. Students should use what they learned in Part 3 of *Language with Style*, especially pages 88-92.

• **For ESL Students...**

Have these students read a short story or brief book and write a report on it, using what they learned in Part 3 of *Language with Style*, especially pages 75-77. Guide students to pay close attention to the book report on pages 75-76 to use as a model.

Part 4: Mastering English Skills

Did You Know...

Grammar is the study of the rules governing the use of language. Each language has its own distinct grammar. In this part of *Language with Style*, students will learn more about English grammar and usage.

Grammar includes the following elements:

- **Syntax:** Sentence structure (as in subjects and objects, subordinate and main clauses, and so on)
- **Morphology:** Word structure (as in roots, suffixes, prefixes, and so on)
- **Semantics:** Rules of language, the guidelines we follow to speak and write properly

Approaches to teaching English grammar are generally described as **prescriptive** or **descriptive**:

- **Prescriptive** (also called *traditional* or *school*) grammar is a set of rigid rules to be memorized, practiced, and followed.
- **Descriptive** (also called *transformational*) grammar argues that the rules should be matched to the user's purpose. These guidelines reflect actual usage and self-expression over "correct" structures. Descriptive grammar has likely contributed to a general relaxation of the rules regarding grammatical structures that were once considered unacceptable, such as splitting infinitives and ending a sentence with a preposition.

The Importance of Grammar and Usage

During the late 1960s and the early 1970s, grammar fell out of favor. Many teachers, influenced by the freedoms of the 1970s, decided that teaching grammar stifled creativity. Ironically, nothing could be further from the truth: in fact, just the opposite is true. Knowing the rules of grammar, usage, and mechanics helps students express their creativity more fully because they know how to use language correctly.

With the widespread establishment of standards and high-stakes assessments, students must recognize and use correct grammar. This is especially important in

middle schools, as students must acquire these skills before the SATs, ACTs, and other high-stakes tests that high school brings. Teachers can no longer afford to assume that students acquire an accurate understanding of formal language structures through reading, writing, and speaking. *Language with Style* is designed to help you teach your students correct, traditional grammar.

Use *Language with Style* to Improve Students' Grammar and Usage Skills

1. Define grammar.

Invite students to define "grammar." They will most likely say that grammar is the rules of good speech and writing. Expand the discussion by sharing the definition of grammar that opens this section of the Study Guide. As a class, further expand the definition of grammar by previewing pages 109-175 of *Language with Style*. Guide students to include more detail in the class definition of "grammar."

2. Explain the importance of following the rules of grammar.

Students are likely to argue that the rules of grammar and usage are arbitrary—and students are quite correct. Nonetheless, people are judged by how well they do and do not follow these rules, much as people are judged on other elements of their appearance. Be sure that students understand that knowing the rules of grammar and following these rules marks them as educated people. As a result, their opinions are more likely to be taken more seriously.

Further, point out that knowing grammar gives us a common frame of discourse that helps with our writing and speech. We can say, "You used an adjective where you should have used an adverb," for instance, and this has meaning because we know what grammatical functions adjectives and adverbs have in a sentence.

Complete the lesson by having students list their top ten reasons for needing to learn grammar. Write these on the board.

3. Teach parts of speech.

After students read the information on pages 109-141 of *Language with Style*, go over the grammatical structure of a sentence. Do this by choosing a series of sentences and having students identify each word by its part of speech. You may wish to use sentences from

classic literature, such as “The Gettysburg Address.” Discuss how each part fulfills a specific function in the sentence.

4. **Emphasize functionality.**

Be sure that students understand that a word’s part of speech is determined by how the word is used in the sentence. Thus, the same word can be more than one part of speech, depending on how it is used. Provide this example on the board:

- I like to eat fish. (Here, “fish” function as a noun because it is a thing.)
- I want to fish off the dock. (Here, “fish” functions as a verb because it is an action.)

5. **Teach capitalization.**

After students read the information on pages 121-122 of *Language with Style*, present them with a passage in which you have removed all capital letters. Arrange students in groups to add all necessary capitalization. As a class, discuss the correct answers and the rules that apply in each instance.

6. **Teach case.**

After students read the information on pages 123-124 of *Language with Style*, partner students to perform skits in which they use case. For instance, the first student can hand an eraser to the second, saying, “I will give this to him.” After each brief skit, review when to use the nominative, objective, and possessive case.

7. **Correct errors in usage.**

After students read the information on pages 129-133 of *Language with Style*, invite students to review their old writing assignments and correct any errors in them.

8. **Hold a spelling bee.**

One of the most enjoyable ways to reinforce good spelling skills is to have a spelling bee. Divide the class into two teams and hold the drill. You can do this every day for a few weeks, allowing about 10 minutes for the exercise.

10. **Reinforce Language With Style lessons.**

Arrange students in small groups. Assign each group a few sections in Part 3 of *Language with Style*. Then have each group make a set of flashcards on the key rules they learned. On the front of the card, students should write a sentence with a grammatical error; on

the back, the corrected sentence and the rule. Students can take turns drilling each other with these cards.

• **For Remedial Students...**

Concentrate on one spelling rule at a time, such as whether or not to double a final consonant when adding a suffix or how to remember whether a word is spelled ie or ei.

• **For On-Grade Students...**

Invite these students to make crossword or word-find puzzles with at least ten spelling demons. Students can use free online puzzle software for this purpose. Then distribute the puzzles and have other students solve them.

• **For Gifted and Talented Students...**

Invite these students to perform a play in which they teach the rules of punctuation to the class. For instance, one student can play the comma and explain his or her function. Or, students can hold up word cards and show various ways the words can be arranged into sentences and punctuated. Have students perform their play for the class.

• **For ESL Students...**

Since English sentences are likely not constructed as sentences in the students’ native language, invite these students to identify each part of a sentence, including phrases, clauses, and so on.

Part 5: Taking Standardized Tests

Did you know...

There’s nothing new about standardized tests. They stretch back centuries. In fact, the earliest documented standardized test was administered in China around 200 B.C. The test covered music, archery, horsemanship, arithmetic, writing, and ritual ceremonies. The test was administered to identify the best candidates for government jobs.

The IQ test was the first large-scale standardized test administered in America. The test was created during World War I to measure soldiers’ mental abilities.

The SAT was introduced in 1926 to measure innate mental ability regarding potential success in college. Close to half of all high school students take the test every year, which translates to more than two million

tests administered every year.

The Importance of Standardized Tests

Standardized tests have several main advantages. First, by their very nature as standardized, the test scores can have greater validity and reliability than classroom assessments which are not standardized or normed. This makes standardized tests useful for private school and college admissions, as admission committees are comparing candidates from many different schools and cultures. Second, standardized tests help schools assess their success when compared to other schools. These tests can show teachers where students need more remediation, or less.

Use *Language with Style* to Boost Students' Test Scores

1. Establish a positive outlook regarding tests.

No one likes a test, especially a standardized test, because it creates pressure. As a class, discuss the advantages of tests. Explore how tests to get a motor vehicle license make the world safer, for instance. Mention that tests for doctors and nurses help keep medical care at its current high standard. Guide students to approach tests with an open-mind and resolve to do their best.

2. Assess individual strengths and weaknesses.

Invite students to explore what they do best on tests and where they need extra help. As students work through this part of *Language with Style*, have them pay special attention to the sections that will help them the most. These might concern developing a test strategy (page 185), for instance.

3. Create study schedules.

After students read the information on pages 177-178 of *Language with Style*, have students make their own study schedules. Encourage students to be reasonable in their expectations. A week later, revisit the schedules and discuss with students how they would modify their plans to use their time more efficiently.

4. Make a checklist.

Have students make a checklist they can use on test days, modeled on the information on pages 176-179 of *Language With Style*.

5. Review note-taking.

After students read the information on pages 179-180 of *Language with Style*, dictate some important materi-

al and have students take notes. After students have had a few minutes to review their notes, give a brief test on the information. Have students trade papers and grade each other's test. Discuss which note taking techniques were most successful and why.

6. Complete the tests in Part 5.

Have students work on their own or in groups to complete all the practice tests on pages 186-206 of *Language with Style*. Discuss the answers. Guide students to explain which skills they learned in Part 5 that proved most helpful and why.

7. Focus on specific test formats.

After students read the information on pages 184-206 of *Language with Style*, hold a roundtable discussion in which students explain how the test formats are similar and different. What techniques work best on each test format? Why? List these on chart paper, summarizing what students learned from these pages in the text.

8. Overcome test jitters.

As a class, discuss some effective ways to deal with test jitters, such as taking deep breaths and visualizing calming scenes, as discussed on page 186 of *Language With Style*. The best way, of course, is to be well prepared. Guide students to use these methods on tests you give in class as well as the tests students take in other classes.

9. Give practice standardized tests.

Get copies of former state assessments and administer them to students. After, explain the value of becoming familiar with a test format, as covered on page 184 of *Language with Style*.

10. Reinforce *Language with Style* lessons.

Arrange students in small groups. Assign each group a few sections in Part 5 of *Language With Style*. Then have each group teach the material to the rest of the class. At the end of each presentation, summarize what each group said and reemphasize the key points.

• For Remedial Students...

Create extra tests, modeled on the ones in Part 5 of *Language With Style* but matching the lessons and information you are teaching in class. Give students copies of these tests to use as practice.

• For On-Grade Students...

Arrange students in small groups to locate a variety of

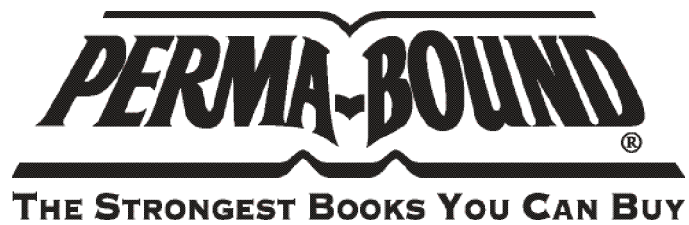
different maps of their area, including images from Google Earth (earth.google.com) for instance. Have students read pages 204-206 in Language With Style, assess their maps, and make up five questions for their maps. Then have students trade papers with another group and answer each other's test questions.

• **For Gifted and Talented Students...**

Multiple-choice questions on poetry are often the most challenging for students. Have students locate poems, analyze them, and present their findings in a series of multiple choice questions or an essay. The site "Representative Poetry Online" at <http://rpo.library.utoronto.ca/display/indextitle.html> has an excellent selection of public domain poems to analyze.

• **For ESL Students...**

Provide students with copies of previously-administered standardized tests to determine which areas present the greatest challenges to them. Teach these areas to help students deal with unfamiliar cultural references.



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