

Grammar for Writing, Fourth Course, Hardcover

Sadlier-Oxford

COPYRIGHT - 2000

ISBN - 0-8215-0359-6

EDITION - First Edition

Grade Level Ninth Grade

Readability Level

Course / Content Language Arts

List Price: \$26.64

Wholesale Price \$19.98

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content Grammar for Writing provides high school students with a full course in grammar, usage, and mechanics û the conventions of Standard English û with a strong emphasis on writing. The instructional approach of the program is based on the philosophy that the best way to teach students grammar is in the context of their writing. This philosophy, which seeks to ôdemystifyö grammar, reflects the most recent research and best classroom practice.

Student Experiences Writing exercises are given for every lesson and review. Additional experiences are provided online at our site, <http://www.sadlier-oxford.com/>, under GRAMMA.R FOR WRITING.

Assessment Assessment Options include:
--Rubrics for use by teacher and students
--Mid-Chapter and Chapter review exercises
--Cumulative Review found in the student text
--Grammar, Usage, and Mechanics tests
--Separate Test Book with Diagnostic Tests and Mastery Tests in standardized formats

Organization Text is organized into four units:
Unit 1, Composition
Unit 2, Grammar
Unit 3, Usage
Unit 4, Mechanics

Resource Materials Student Test Booklet (10-pack w/Answer key) \$48
Additional resources are available at our site, <http://www.sadlier-oxford.com/>, under GRAMMA.R FOR WRITING

Gratis Items to be provided and under what conditions Yes - Free teacher guide for the first 20 texts ordered.

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available YES - provide information below
Series is based on research detailed in Dr. Beverly Ann Chin's position statement, "The Role of Grammar in Improving StudentsÆ Writing."
Copies are available in print or online at our site, <http://www.sadlier-oxford.com/>, under GRAMMA.R FOR WRITING.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: Grammar/mechanics skills are presented in a logical sequence. Skills are practiced first in isolation and then within a document to revise. Revision practice exercises combine the new mechanics/grammar skill with old skills and revision techniques which develop and maintain skills as they are learned. Book can be used as a stand alone grammar/writing text.

Summary Form

| | | |
|-------|---|--------------------|
| I. | Technology Component Summary | |
| II. | Reading Content Summary | |
| III. | Writing Content Summary | 1.75 |
| | Strengths: Writing process is taught in a thorough manner. Students are also exposed to a considerable number of models as they revise. | |
| IV. | Grammar and Spelling Content Summary | |
| V. | Journalism / Media Content Summary | |
| VI. | Listening /Speaking / Observing Content Summary | |
| VII. | Inquiry Content Summary | |
| VIII. | Technology Content Summary | |
| IX. | Audience: Teacher and Student Materials Content Summary | 1 |
| X. | Format Content Summary | 1.71 |
| XI. | Ancillary Materials Content Summary | 0.8900000000000001 |

WRITING CONTENT

Each portfolio writing form is introduced and discussed in terms of audience needs and writer's responsibilities. AS each step of the writing process is explained in terms of the form being taught, student models are used to illustrate points being made

All student models show (and are explained) further idea development and support between the rough draft and the polished one. Explanations are given for the changes.

Each portfolio writing form is presented with one or two organizational strategies appropriate to the form and a discussion of advantages and disadvantages of each one.

After each new grammar/mechanics point, there is an exercise in revision of a full draft. These drafts include sentences that need to be revised to be effective, so students practice in isolation and in context.

Each form is explained through the use of a student model which is shown in all steps of the writing process.

AUDIENCE: TEACHER MATERIALS

TEXT INCLUDES DISCUSSION OF CHANGES IN THE MODELS FOR ALL STEPS OF THE WRITING PROCESS AND PRACTICE EXERCISES REQUIRED STUDENTS TO APPLY THE SAME LEVEL OF THINKING AS SHOWN IN THE DEVELOPMENT OF THE MODELS.

ALL FORMS OF PORTFOLIO WRITING ARE ILLUSTRATED AND DISCUSSED.

1

AUDIENCE: STUDENT MATERIALS

SEE NOTES ABOVE.

ALL FORMS OF PORTOFLIO WRITING ARE DISCUSSED.

STUDENTS PRODUCTS FOCUS PRIMARILY ON WRITING AND ARE LIMITED TO THE FORM BEING DISCUSSED. SUGGESTIONS ARE MADE TO THE STUDENT FOR TOPIC SELECTION AND PERSONALIZING THE FORM TO SUIT THE WRITER.

ANCILLARY MATERIALS

Set includes teacher annotated edition and student edition only. Course is complete with these materials.