

**WARM-UP**

(Skills: Demonstrating Command of the Standards of English ~ Parallelism)

**DIRECTIONS: This is an individual and a total-class assignment.**

Effective writing must be patterned. *Parallelism* is the way to pattern writing so that similar elements in a sentence are grammatically equivalent. That is---

- ▣ If there are two or more subjects, they are all nouns, noun phrases, or noun clauses.
- ▣ If there are two or more verbs, they are all of the same form.
- ▣ If there are two prepositional phrases, they are similar in form (with no verbs stuck or snuck in to transform one of them into a clause).

Apply what you just read by closely examining the featured sentence below to determine whether the elements are parallel. Justify your response. After you finish today's warm-up, preview today's **NEW** homework assignment, and review all other previous homework assignments. Then follow the bulleted instructions below that apply to you.

- \* **If you need additional time on your diagnostic**, clear your desk of everything except one or more pencils. After that, follow the next set of bulleted instructions.
- \* **If you have completed your diagnostic**, proceed to today's Introductory Activity.

**We learn best by seeing, by doing, during enjoyment,  
from our mistakes, and by teaching.**

**INTRODUCTORY ACTIVITY**

(Skills: Demonstrating Command of the Standards of English ~ Parallelism)

**DIRECTIONS: This is an individual and a total-class assignment.**

Access and read "Achieving Parallelism" at the highlighted URL below. When you finish, proceed to today's first class work / guided practice assignment.

<https://www.butte.edu/departments/cas/tipsheets/grammar/parallelism.html>

**GUIDED PRACTICE / CLASS WORK**

(Skills: Demonstrating Command of the Standards of English ~ Parallelism)

**DIRECTIONS: This is an individual and a total-class assignment.** Determine if the featured sentence below is parallel. If it is not, correctly rewrite it in the class work section of your notebook. Prepare to justify your revision. When you finish, proceed to the next class work / guided practice.

**During the exam, Mary Isucked the ends of her hair, chewed the top of her pencil, and all the while she was picking at a scab on her elbow, but she could not remember the third cause of the French Revolution.**

**GUIDED PRACTICE / CLASS WORK**

(Skills: Demonstrating Command of the Standards of English ~  
Prepositional Phrases)

**DIRECTIONS: This is an individual and a total-class assignment.** Now, re-examine the featured sentence from today's class work / guided practice. This time, highlight each of the sentence's prepositional phrases. Can you correctly identify all six of them?

**During the exam, Mary sucked the ends of her hair, chewed the top of her pencil, and all the while she was picking at a scab on her elbow, but she could not remember the third cause of the French Revolution.**

## HOMEWORK

(Skills: Demonstrating Command of the Standards of English ~  
Mastering Proofreading Symbols and Abbreviations)

**DIRECTIONS:** Submit this individual assignment for grading. By Tuesday, September 15, conduct exploratory research to correctly identify each of the following proofreading symbols and abbreviations. **Neatly** write or type this assignment on this sheet or on notebook paper. The highlighted URL below should be helpful.

<http://www.ccc.commnet.edu/writing/symbols.htm>

### Proofreading Symbols

SYMBOL	MEANINGS
↗	
↘	
>	
↙ ↘	
o	
e	
~	
o	
#	
⊕	
NON	

## Proofreading Abbreviations

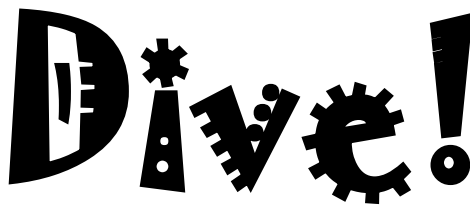
ABBREVIATIONS	MEANINGS
<b>Ab</b>	
<b>Agr</b> See also P/A and S/V.	
<b>Awk</b>	
<b>Cap</b>	
<b>CS</b>	
<b>DICT</b>	
<b>Dgl</b>	
<b>- ed</b>	
<b>Frag</b>	
<b>  </b>	
<b>P/A</b>	
<b>Pron</b>	
<b>Rep</b>	
<b>RO</b>	
<b>Sp</b>	
<b>- s</b>	
<b>STET</b>	
<b>S/V</b>	
<b>T</b>	
<b>Wdy</b>	
<b>WW</b>	

## HOMEWORK

(Skills: Reviewing and Readying Homework Assignments)

**DIRECTIONS: Review the checklist below for your homework assignments' due dates.** For specific assignment details, revisit the assignment sheets for the date the task was originally assigned.

- Exercise #2's parallel structure interactive activity from *GrammarBytes* must be completed, and corrected revisions of each incorrect answer must be brought to class on notebook paper on September 11 (A) / September 15 (B).**
  
- Your proofreading symbols and abbreviations are due Friday, September 18 (A) / Monday, September 21 (B).**
  
- Your upcoming prepositional phrases test will be given on Tuesday, September 29 (A) / Wednesday, September 30 (B). You must write fifty prepositional phrases from memory---a different preposition and a different object of the preposition for each prepositional phrase. Will you write more than fifty?**



## SUMMARY

(Skills: Demonstrating Command of the Standards of English ~ Parallelism)

**DIRECTIONS: This is an individual and a total-class assignment.**

Look again at the featured sentence below---the one from today's warm-up directions.

In your own words, explain what it means. Then, answer the following question:

**What is the purpose of parallelism?** If you need a little help with this question, a little online research will open doors for you.

***Parallelism is the way to pattern writing so that similar elements in a sentence are grammatically equivalent.***

**UNIT:** The First Days: Ensuring Academic, Attendance, and Behavioral Success

**OBJECTIVES:** Students will --

- ☐ demonstrate reading, writing, and grammar proficiency on the English 10 diagnostic test. (I)
- ☐ demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)
- ☐ examine and discuss class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)
- ☐ examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (I and TG)