

*Important Concepts . . .*

# Preview Review



***Language Arts***

***Grade 9***

***W1 - Lesson 1: Paragraph Structure***

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1 .....Paragraph Structure W1 - Lesson 2 ..... The Persuasive Paragraph W1 - Lesson 3 .....The Business Letter W1 - Lesson 4 ..... Business Letter Assignment W1 - Lesson 5 .....Paragraphs and Business Letters <b>W1 - Quiz</b> W2 - Lesson 1 ..... The Five-Paragraph Essay W2 - Lesson 2 ..... The Body of the Essay W2 - Lesson 3 ..... The Concluding Paragraph W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review W2 - Lesson 5 ..... Five-Paragraph Essay Review <b>W2 - Quiz</b> W3 - Lesson 1 .....The Short Story W3 - Lesson 2 ..... More Story Elements/Planning Your Story W3 - Lesson 3 .....Story Building W3 - Lesson 4 .....Advanced Story Writing Techniques W3 - Lesson 5 ..... Short Story Review <b>W3 - Quiz</b>	<b>Textbooks</b> <i>ResourceLines 9/10</i> <i>SightLines 9</i>

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Preview/Review W1 - Lesson 1

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# **Preview/Review Concepts for Grade Nine Language Arts**



***W1 - Lesson 1:  
Paragraph Structure***

# OBJECTIVES

By the end of this lesson, you should

- be familiar with the basic structure of a paragraph
- understand the purpose and importance of a topic sentence
- choose an appropriate order for developing a paragraph
- be familiar with some common transitions and their effective use
- know what is meant by a *clincher* sentence and be able to use one appropriately
- write a paragraph that has coherence, unity, and emphasis

## GLOSSARY

Refer to *ResourceLines 9/10*

**coherence** - all the result of the supporting details clearly relating to the topic sentence; presented in a logical and unified manner (pages 88 to 92)

**concluding sentence** - a sentence that completes ideas expressed in a paragraph (pages 89 and 91)

**emphasis** - presentation of important ideas in a manner that allows them to stand out (page 91)

**paragraph** - usually several sentences that express a single idea (pages 88 to 92)

**topic sentence** - a sentence that introduces, defines, and limits the topic (pages 88, 89, and 92)

**unity** - the result of clearly relating each sentence to the topic sentence (pages 88, 91, and 92)

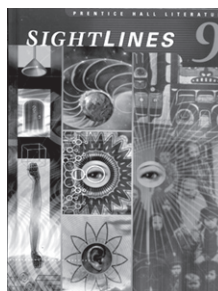
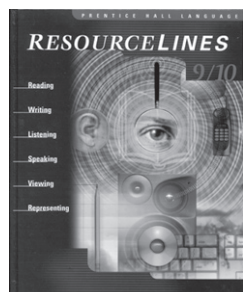
## Welcome to Language Arts 9 – Preview/Review!

Are you eager to master certain key elements in the Grade Nine Language Arts curriculum? Then, you have come to the right place! This course contains a variety of lessons, each focussing on a specific skill or *tool* that you use in English Language Arts and other courses. Reading and writing are necessary to help you communicate what you know about any subject.

You may be working through these lessons on your own, or you may be in a classroom situation. If you are using these lessons in a classroom, keep in mind that your teacher might provide substitute activities to do in groups or pairs.

At the back of each booklet, you will find a learning log called **News, Clues, and Reviews**. Here is where you may note the main ideas you have learned in each lesson, along with questions or examples. This will give you a study guide for review. It will also help you to be sure you have understood the concepts in the lesson.

You need the textbooks, *ResourceLines 9/10* and *SightLines 9*, to complete some of the assignments.



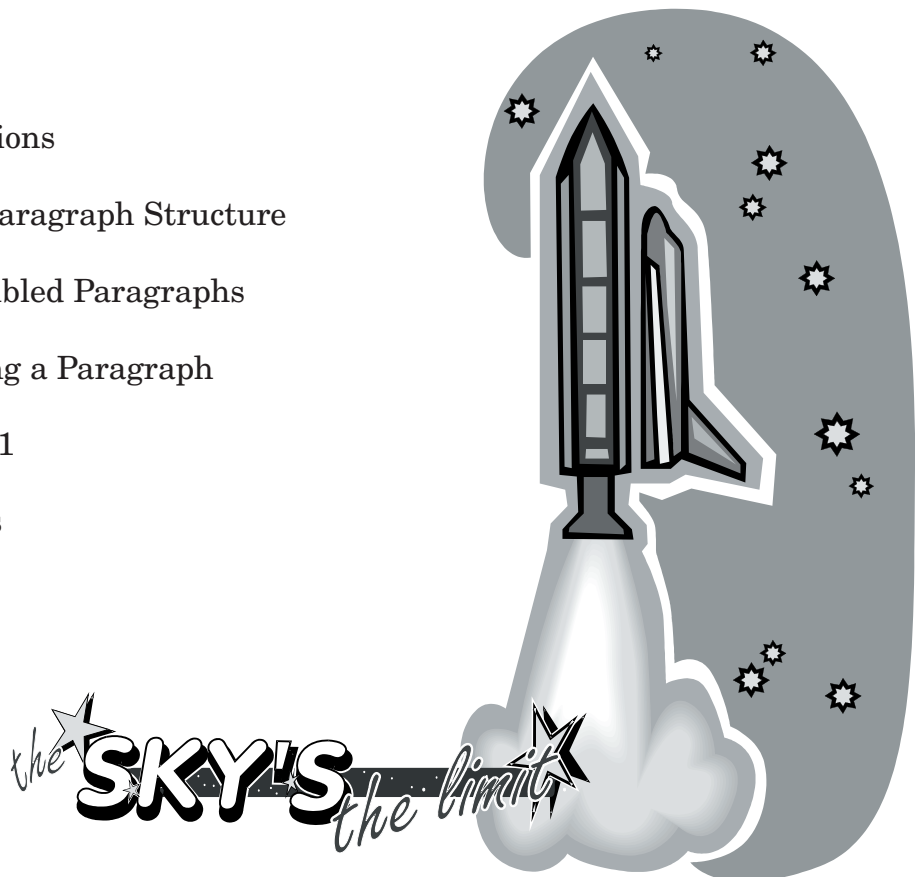
## Overview

Everything has to begin somewhere. This course will begin with the **paragraph**.

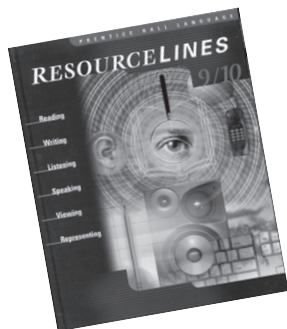
Writing is like building, and a writer uses words as material for building. Sentences are constructed of words. Paragraphs are constructed of sentences. Essays, stories, articles, letters, and many other types of writing are built of paragraphs. Therefore, how to create effective paragraphs in longer works of writing is important to know.

This lesson contains the following topics and activities:

- Glossary
- Overview
- What is a Paragraph?
- Paragraph Structure
- Effective Paragraphs
- Order in Paragraphs
- Transitions
- Learning Check 1: Questions
- Another Way to Look at Paragraph Structure
- Learning Check 2: Scrambled Paragraphs
- Learning Check 3: Writing a Paragraph
- Summary of W1 - Lesson 1
- News, Clues, and Reviews



## What is a Paragraph?



A paragraph is a group of sentences focused on one main idea. A well-written paragraph usually has a topic sentence expressing the main idea, sentences in the body offering details to develop or illustrate this main idea, and a concluding sentence.

Read page 88 in your textbook, *ResourceLines 9/10*, to learn more about the characteristics of a paragraph.

## Paragraph Structure

A paragraph consists of three parts: the topic sentence, the body, and the closing sentence.

### Topic Sentence

The topic sentence tells what the paragraph is about. It usually, but not always, occurs at the beginning of the paragraph. Sometimes the topic is implied (not stated outright).

### Body Sentences

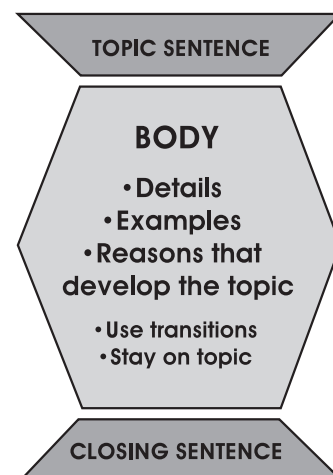
These sentences support the topic or main idea of the paragraph. They give more information, such as details, examples, instructions, or arguments. These sentences are organized by time, sequence, location, importance, or some characteristic, depending on the type and purpose of the paragraph.

### Closing Sentence

The closing or concluding sentence completes the ideas expressed in the paragraph. It may restate the topic sentence.

Here is a diagram of the typical structure of a paragraph:

Here is a sample paragraph with the parts noted for you.





A goldfish makes an excellent pet. **(topic sentence)** First, **(transition)** goldfish are quiet. **(supporting detail)** They don't bark and wake the neighbours like some dogs do, and they don't yowl under your bedroom window at night like a cat might. **(examples that expand on the supporting detail)** Second, **(transition)** goldfish are inexpensive to feed. **(supporting detail)** A container of fish food costs only a few dollars, and it will feed one goldfish for several months. **(example that expands on the supporting detail)** Best of all, **(transition)** a fish tank is attractive and soothing. **(supporting detail)** So, if you're in the market for a pet, don't overlook our little gold-coloured friends with fins. **(concluding sentence and clincher)**

## Effective Paragraphs

Effective paragraphs are characterized by coherence, unity, and emphasis (CUE).

**Coherence** - The ideas in the paragraph are arranged in a clear, logical way. Transitions help the ideas to flow smoothly.

**Unity** - All sentences in the paragraph are focused on the main idea of the paragraph. The paragraph stays on topic.

**Emphasis** - The most important ideas are emphasized. This is discussed in greater detail below.

## Order in Paragraphs

The order of the information in a paragraph depends on the topic and purpose of the paragraph. For example, a paragraph that describes something might begin by describing the top or front of the subject and end by describing the bottom or back of the subject. A paragraph that tells about an event probably uses the order in which the incidents occurred. A paragraph that gives information states the topic and then elaborates by adding details or examples. The paragraph on pages 89 to 90 of *ResourceLines 9/10* is an example of this. When you are attempting to persuade your readers, you likely save your strongest argument for last because that is what the readers will remember most. In fact, many styles of paragraphs can benefit from a strong last point (known as the *clincher*). The paragraph on page 92 of *ResourceLines 9/10* demonstrates this.

Read pages 89 to 91 in *ResourceLines 9/10* for a more detailed discussion of how to develop a paragraph effectively.



## Transitions

Transition words provide connections or “bridges” between the sentences in your paragraphs. They can also give your readers clues of the order you are using. This helps the reader to follow your ideas better. See pages 90 to 91 in *ResourceLines 9/10* for examples of transitions.

Here is an example of a paragraph that uses transitions.

There is much to see from Highway One, traveling between Calgary and Banff. First, as travellers head west from Calgary they will notice, on the left, Canada Olympics Park, site of the 1988 ski jump, bobsled, and luge competitions. A short time later, the roller coaster at Calaway Park, an amusement park with a prehistoric theme, comes into view. This is also on the left side of the highway. After passing Calaway Park, the road snakes its way into the foothills of the Rocky Mountains. In addition, the mountains begin to appear larger and closer. For a while, travellers can enjoy sightings of horses and cattle grazing on prairie grasses in fields surrounding ranches and farms that nestle among rolling hills. Soon the road winds along the Stoney Indian Reserve. Chief Chiniki’s Restaurant, a place with delicious, hearty food, sits to the left and between the rising hills and highway. Then sightseers can anticipate signs introducing Kanaskis Country. Shortly after driving under the overpass that leads to Kanaskis Country, the mountains welcome their guests. Now travellers will encounter some steep hills and curves as the road winds through the pass. Grassy fields and hills give way to rock and a limestone quarry along a lake where an entire small mountain has been levelled. Besides the new terrain, mountain sheep, deer, mice, coyotes, bears, and goats are not uncommon sights especially after passing through the stone gates marking the entrance to Banff National Park. Turtle Mountain, a small rounded mountain can be spotted ahead. Nestled in the shadow of this mountain is the village of Banff. This may be the destination, or travellers may continue going west and observe all that nature offers along the way. The journey from Calgary to Banff certainly offers a feast for the travellers’ eyes.



Using transitions when you write or speak is like placing signposts for your readers. They make it easier for your readers to follow your ideas. They also help to create a smooth flow from sentence to sentence.

Transitions are of several types:

- Transitions that show **time or sequence**: *first, second, next, then, last, finally*
- Transitions that show **results**: *therefore, thus, so, as a result*
- Transitions that show **relationships**: *likewise, similarly, another*
- Transitions that show **contrast**: *however, nevertheless, on the other hand, instead*
- Transitions that introduce **examples**: *for example, for instance, here is an example*

Using transitions when you write or speak helps make your ideas clearer to your audience.

## Learning Check 1: Questions

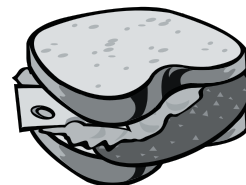
1. In the sample paragraph on the previous page, what is the topic sentence?
2. What is the concluding sentence?
3. List three transitions used within the paragraph.
4. What transition would you add before the second last sentence? (You should be able to spot Turtle Mountain, a small, rounded, mountain, not far ahead.)
5. In what type of sequence is the information in this paragraph presented?



## Another Way to Look at Paragraph Structure

Some people say a paragraph is like a sandwich, and that is no baloney. Here is why:

- The topic sentence is like the top slice of bread. Just as a sandwich needs a slice of bread on top, a paragraph needs a topic sentence, and the topic sentence is usually at the beginning of a paragraph.
- The supporting details are like the filling of a sandwich because they form the inside part of the paragraph. They are the “meat and vegetables” of the paragraph: supporting evidence such as the facts, examples, or reasons.
- Transition words are like the spread, such as butter or mayonnaise, because just as the spread makes the sandwich more moist and easier to chew, transition words make a paragraph easier to read and understand.
- The concluding sentence is like the bottom slice of bread because it is at the end of the paragraph.
- The topic sentence and the concluding sentence hold the paragraph together and give the reader something to “grab onto,” like the two slices of bread do with a sandwich. These sentences give the reader a main idea on which to focus.
- A sandwich with only one piece of filling, such as a slice of cheese, is not as tasty or as healthy as one with several ingredients (e.g., cheese, lettuce, and tomatoes). Similarly, a paragraph with only one supporting detail is usually not as effective or as interesting as one with several.
- All the fillings should go well together. A peanut butter and salmon sandwich might not taste very good, for example. Likewise, all the supporting details in a paragraph need to go well with the main idea (topic sentence) of the paragraph. The details must be on topic.



Thus, when you need to remember how to write a good paragraph, think of a sandwich.



## Learning Check 2: Scrambled Paragraphs

If you are working in a classroom situation, your teacher may ask you to work in pairs or in small groups for this activity.



For each list of sentences below,

- Number the sentences in order so they form a paragraph with effective coherence, unity, and emphasis. Each paragraph should have an effective topic sentence and a clear concluding sentence. If any sentence does not support the topic of the paragraph, delete it .
- Then, rewrite the sentences to create paragraphs using the space provided. Use the order you determined in Part A and add effective transitions. Your result should be two effective, coherent paragraphs.

### Paragraph 1

- \_\_\_\_\_ Will it be a mountain bike, a road bike, a racing bike, or a comfort cruiser?
- \_\_\_\_\_ When choosing a bicycle, several features should be considered.
- \_\_\_\_\_ Taking the time to consider these points will help you to choose a bicycle that fits your needs, your body, and your pocketbook.
- \_\_\_\_\_ A good rule is that you should be able to stand just straddling the bar in front of the seat.
- \_\_\_\_\_ Think about what type of bicycle you will need.
- \_\_\_\_\_ Our city has approximately four hundred kilometres of bike paths in addition to two hundred kilometres of bicycle lanes on public roadways.
- \_\_\_\_\_ Decide how much you can spend on a bicycle so you can look at models within your price range.
- \_\_\_\_\_ Determine what size of bicycle you need.

### Paragraph 2

- \_\_\_\_\_ The cables stretch quite a bit with a new bike.
- \_\_\_\_\_ If you take good care of your bike by following these maintenance procedures, your bike will take good care of you.

- \_\_\_\_\_ You should have your bike tuned up at the beginning of each riding season.
- \_\_\_\_\_ Look for bent spokes on the wheels.
- \_\_\_\_\_ You can tune it up yourself, if you have the right tools and knowledge; otherwise, you should take it into a bike shop.
- \_\_\_\_\_ Proper maintenance of your bicycle can help to ensure that you always have a safe and enjoyable riding experience.
- \_\_\_\_\_ Ensure that the chain is not sagging.
- \_\_\_\_\_ When you first get a bike, you should return to the shop after a few weeks of riding to have the gear and brake cables tightened.
- \_\_\_\_\_ Make sure that the pedals and handlebars aren't loose but can move freely.
- \_\_\_\_\_ The cost is usually about thirty dollars.
- \_\_\_\_\_ During the riding season, you should inspect your bicycle regularly.
- \_\_\_\_\_ Check the tires for cracks or other signs of wear, and keep the tires properly inflated, too.
- \_\_\_\_\_ Our weather contributes to an enjoyable cycling experience during most days of the year.
- \_\_\_\_\_ Check that the gears and the brakes are working properly and are easy to operate.
- \_\_\_\_\_ Inspect the entire bicycle for loose bolts.



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## Paragraph 1

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## Paragraph 2

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### Learning Check 3: Writing a Paragraph

Choose a topic sentence from the list on Page 92 of *ResourceLines 9/10*, and write a five-to-ten sentence paragraph that develops the topic, using examples or supporting details. Be sure that your paragraph has coherence, unity, and emphasis. Use transition words to help your paragraph “flow.” Use a clincher and a concluding sentence. (These may be contained in the same sentence.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Summary of W1 - Lesson 1

- A paragraph is a well-organized group of sentences about a single topic.
- A paragraph contains a topic sentence that expresses the main idea of the paragraph.
- A paragraph contains supporting details– information or examples that support the main idea.
- A paragraph ends with a concluding sentence and, frequently, a clincher, that may be part of the concluding sentence.
- An effective paragraph contains transitions, that help to connect the ideas in the paragraph.
- Characteristics of an effective paragraph include **c**oherence, **u**nity, and **e**mphasis (CUE).

## News, Clues, and Reviews

### News

Extra! Extra! Here are three new ideas I learned in this lesson:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Clues

Here is a question or an example I thought of for each of the above ideas. When I thought of a question, I tried to find the answer, and I wrote it below the question:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Reviews

Use the notes you made on this page to help you review for tests.



