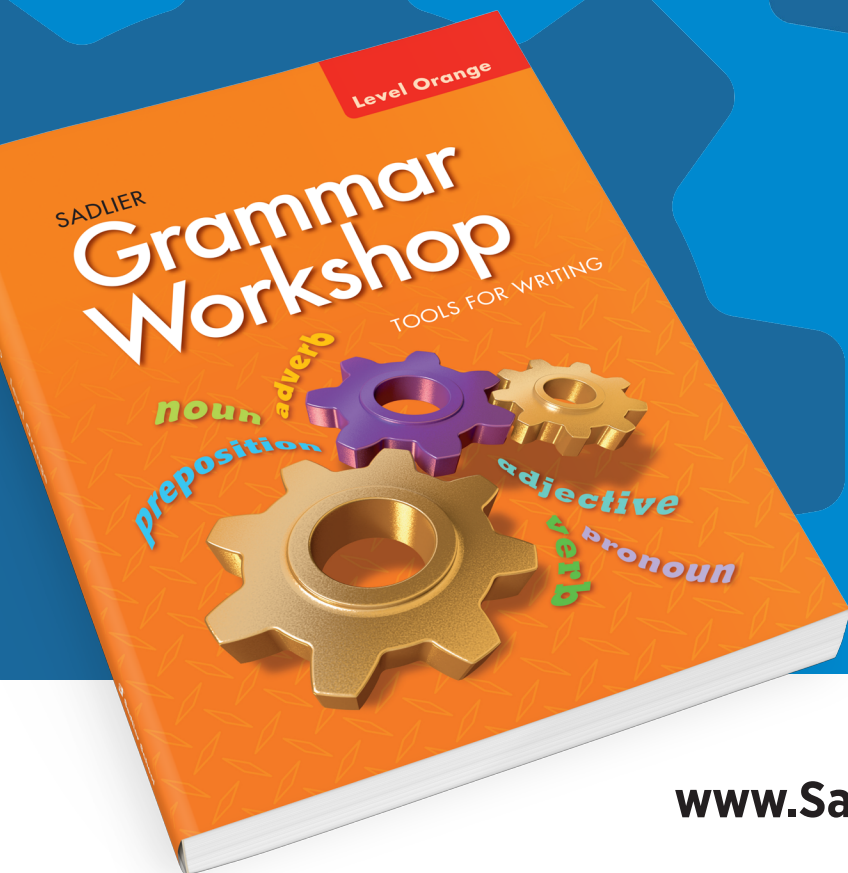


NEW!

Gear Up for Writing Success!



Grades 3–5

Teach the Grammar Tools Students Need to be Successful Writers

“...there is a component of skill in art making; you have to learn grammar before you learn how to write.”

—Chris Van Allsburg, author and illustrator of *Jumanji* and *The Polar Express*

Grammar and writing go hand-in-hand. Using the rules of grammar is essential for effectively communicating ideas. But how do you teach grammar in a way that’s simple, engaging, and inspires students to write?

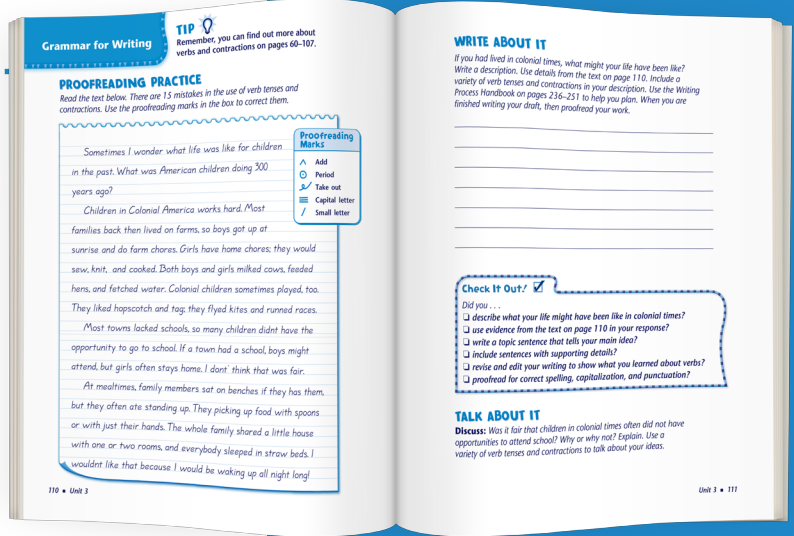
In *Grammar Workshop’s* new *Tools for Writing* edition, the easy-to-follow lesson plans and new features teach students to communicate clearly and correctly while introducing the writing process. These components will support students’ creativity and help them write successfully.



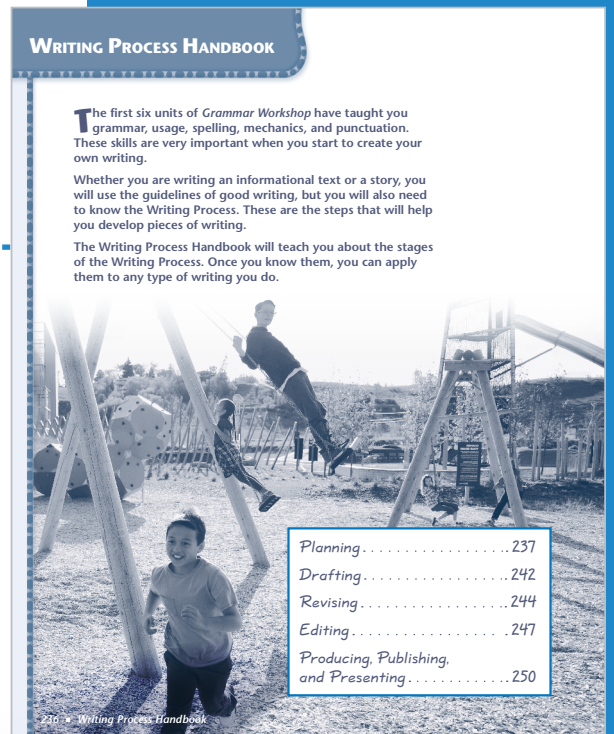
Beverly Ann Chin, PhD

is Professor of English, the Director of the English Teaching Program, and the former Director of the Montana Writing Project at the University of Montana. Dr. Chin has also served as President of the National Council of Teachers of English. Dr. Chin’s hope for the newly revised *Grammar Workshop, Tools for Writing* is that it provides the tools you need to prepare students to improve their ability to communicate their ideas clearly and correctly and instill a love for writing.

NEW! The Grammar in Writing activity engages students in practice and application of the lesson's grammar skills in the context of reading and writing.



NEW! The Writing Process Handbook walks students through the Writing Process and integrates conventions of standard English.



NEW! Interactive Online Resources help strengthen students' understanding of the grammar skills and concepts taught in each lesson.



VIEW OR REQUEST A SAMPLE AT
www.SadlierSchool.com/GramWkshp

Learn, Practice, and Write!

Easy-to-follow lessons provide direct instruction and model the rules of grammar, usage, and mechanics. The proven 3-step instructional routine—Learn, Practice, and Write—is carefully paced using the right amount of instruction, making it manageable for students who are new to the grammar principle or rule.

PRACTICE *continued*

6. Aunt Sonia often **interviews** people. _____

7. She **tries** hard to ask good questions. _____

8. She **tr** _____

9. A cam _____

10. Later, s _____

B Circle it des _____

1. Aunt S _____

2. Her ne _____

3. Over 1 _____

4. I gladl _____

5. I was a _____

6. I brave _____

7. I spel _____

8. My au _____

9. One st _____

10. Every _____

11. Aunt S _____

12. Then s _____

13. The ca _____

14. I looke _____

15. Watch _____

Lesson 30: Adverbs

LEARN

■ An **adverb** is a word that generally describes a verb. Adverbs describe verbs by telling *how*, *when*, or *where* an action happens. Many adverbs end in *-ly*.

HOW The news reporters work **hard**.
They check the facts **carefully**.

WHEN The evening news will begin **soon**.
The team **always** prepares in advance.

WHERE The news van rushes **ahead**.

Notice that adverbs can come before or after the verbs they describe.

■ Here are some adverbs that tell *how*.

slowly	suddenly	quietly	well	badly
fast	together	hard	easily	quickly

■ Here are some adverbs that tell *when*.

yesterday	often	always	then	usually
next	tomorrow	later	soon	recently

■ Here are some adverbs that tell *where*.

here	there	outside	below	near
upstairs	locally	everywhere	ahead	far

PRACTICE

A Circle the adverb that describes the verb in **boldface**. Write whether the adverb tells *how*, *when*, or *where*.

1. Aunt Sonia always **wanted** to be a reporter. _____

2. She recently **got** her wish. _____

3. Today, she **is** a reporter at a TV news studio. _____

4. Many other reporters **work** there with her. _____

5. The news director **plans** the assignments carefully. _____

136 • Unit 4

All pages from Grade 4, Student Edition

Step 1: LEARN
Succinct, bite-sized skill instruction explains and models the conventions of standard English in easy-to-follow terms.

Step 2: PRACTICE
Three scaffolded activities, each building on the prior and increasing in difficulty, let students practice the concepts they learned.

Each assignable online activity provides students practice and reinforcement in a fun and engaging way.



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Step 3: WRITE

Three types of writing activities—Combining Sentences, Revising Sentences, and Write Your Own—engage students in writing and applying grammar skills and concepts, encouraging them to become independent writers.

Combining Sentences helps students better understand how sentence structure, usage, and punctuation affect meaning.



WRITE

Sometimes you can combine two related sentences into one sentence by moving an adjective.

In the example below only the second sentence has an adjective. To make one smooth sentence, you can place the adjective *noisy* before the noun *blue jay* in the first sentence.

A blue jay squawked at a squirrel. The blue jay was noisy.
A noisy blue jay squawked at a squirrel.

In this example both sentences have adjectives. You can combine the sentences by placing the adjective *big* in the second sentence after the adjective *seven* in the first sentence.

Seven turkeys hurried by. The turkeys were big.
Seven big turkeys hurried by.

D The sentences in each pair below are related. Move the adjective from one sentence to the other to combine the sentences. Write the new sentence on the line.

- Two doves rested on a branch. The doves were gray. _____
- A hawk's shadow passed over the lake. It was a dark shadow. _____
- A raven's call broke the silence. It was a harsh call. _____
- The sound echoed across the lake. The sound was mysterious. _____
- We saw different kinds of birds. We saw eight different kinds. _____



Go back to the sentences you wrote. Circle the adjective or adjectives.

Unit 4 • 115

Write Your Own activities encourage students to think independently and apply the skills and concepts taught in the lesson.



WRITE

D Adverbs make sentences clearer and more interesting. Read these sentences from a news report about a snowstorm. Then rewrite each one, adding an adverb. Your adverb should tell how, when, or where an action happens. The first one is done for you.

Additional Resources at SadlierConnect.com



- The worst snowstorm in 40 years hit Riverview. _____
The worst snowstorm in 40 years hit Riverview (yesterday).
- The snow fell for over 24 hours. _____
- Snowplows are working to clear the streets. _____
- All city schools will close. _____
- City officials are checking weather reports. _____
- More snow and strong winds will arrive. _____
- Also, temperatures are falling. _____
- We can't expect any relief! _____



Go back to the sentences you wrote. Circle the adverbs that you added.

Unit 4 • 139

Revising Sentences is an integral part of the writing process and allows students to grow as writers, readers, and thinkers.



WRITE

D Write three sentences to compare the three sports in each group. In your first sentence, use the adjective in parentheses. In your second sentence, use *more* with the adjective. In your third sentence, use *most* with the adjective. The first one is done for you.

Additional Resources at SadlierConnect.com

- tennis baseball golf (exciting)
Golf is exciting to watch.
Tennis is more exciting than golf.
Baseball is the most exciting of the three sports.
- kickball dodgeball softball (enjoyable)
- basketball hockey football (challenging)
- diving figure skating swimming (graceful)

Proofreading Checklist

- Did you use *more* with an adjective to compare two sports?
- Did you use *most* with an adjective to compare three sports?

Unit 4 • 131

Build Grammar Skills in Reading and Writing

UNIT REVIEWS

Unit Reviews include a comprehensive review of all unit lessons. In the **NEW! Grammar for Writing** activity, students practice and apply their newly taught grammar skills in context with related reading and writing activities. Students will respond to writing prompts that allow them to explore a variety of genres and types of writing.



NEW! ONLINE PRACTICE

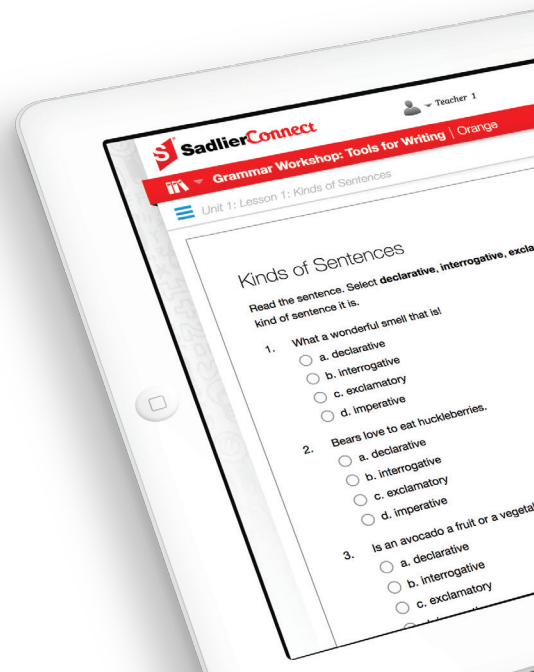
Students will love using these tools to fine-tune their craft and better understand the rules and concepts of grammar.

For each *Grammar Workshop, Tools for Writing* unit, find these online resources on Sadlier's one-stop learning platform, *Sadlier Connect*:

- **Student Resources** include writing checklists and test-taking strategies
- **Additional Practice** provides the added engagement students need to master each skill
- **Proofreading Practice** supports students taking standardized tests
- **Practice Quizzes** provide self-monitoring experiences with autoscoring and immediate feedback
- **Interactive Games and Activities** bolster student learning with new games that will be a hit with students

VIEW OR REQUEST A SAMPLE AT

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TIP Remember, you can find out more about verbs and contractions on pages 60–107.

PROOFREADING PRACTICE

Read the text below. There are 15 mistakes in the use of verb tenses and contractions. Use the proofreading marks in the box to correct them.

Sometimes I wonder what life was like for children in the past. What was American children doing 300 years ago?

Children in Colonial America works hard. Most families back then lived on farms, so boys got up at sunrise and do farm chores. Girls have home chores; they would sew, knit, and cooked. Both boys and girls milked cows, feeded hens, and fetched water. Colonial children sometimes played, too. They liked hopscotch and tag; they flyed kites and runned races.

Most towns lacked schools, so many children didnt have the opportunity to go to school. If a town had a school, boys might attend, but girls often stays home. I dont think that was fair.

At mealtimes, family members sat on benches if they has them, but they often ate standing up. They picking up food with spoons or with just their hands. The whole family shared a little house with one or two rooms, and everybody slepted in straw beds. I wouldnt like that because I would be waking up all night long!

Proofreading Marks

- ^ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter

WRITE ABOUT IT

If you had lived in colonial times, what might your life have been like? Write a description. Use details from the text on page 110. Include a variety of verb tenses and contractions in your description. Use the Writing Process Handbook on pages 236–251 to help you plan. When you are finished writing your draft, then proofread your work.

Check It Out! ✓

- Did you . . .
- describe what your life might have been like in colonial times?
 - use evidence from the text on page 110 in your response?
 - write a topic sentence that tells your main idea?
 - include sentences with supporting details?
 - revise and edit your writing to show what you learned about verbs?
 - proofread for correct spelling, capitalization, and punctuation?

TALK ABOUT IT

Discuss: Was it fair that children in colonial times often did not have opportunities to attend school? Why or why not? Explain. Use a variety of verb tenses and contractions to talk about your ideas.

All pages from Grade 4, Student Edition

ASSESSMENT OPTIONS

Personalize student learning with a variety of assessment options.

NEW! Interactive Unit Practice Quizzes

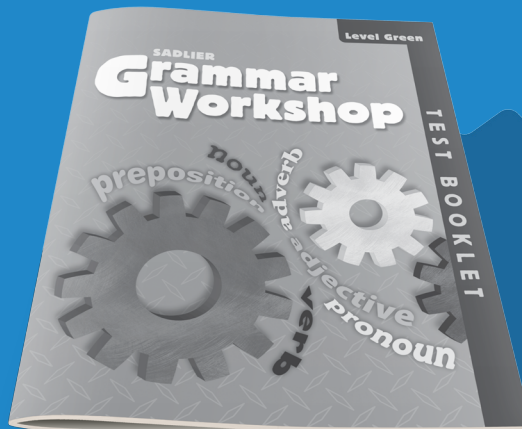
Students can monitor their own progress with new online quizzes. The immediate feedback will let them know what skills or concepts they need to practice.

Online Assessments (optional purchase)

Two standardized test formats assess students’ understanding of the skills and concepts presented in each unit.

Test Booklet (optional purchase)

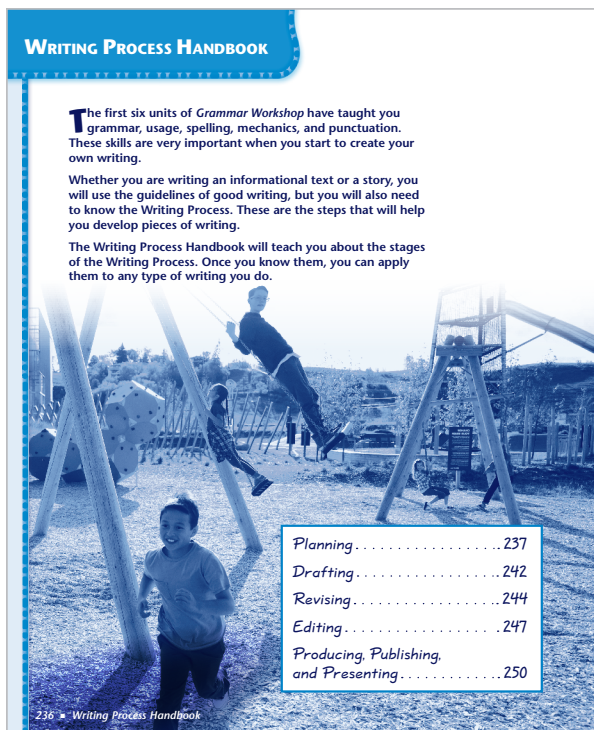
- Unit Tests provide different question types for test-taking practice.
- Mastery Tests for every two units are in standardized-test format.
- Final Mastery Test is a summative assessment of the program.



Learn the Tools for Successful Writing

STAGES OF THE WRITING PROCESS

The **NEW! Writing Process Handbook** walks students through the writing process and provides opportunities for students to practice each step immediately. This Handbook may be used at the beginning of the school year to introduce students to the writing process. Once students are familiar with it, they are encouraged to use the Handbook as a reference tool with the program writing assignments or for their other writing assignments.



All pages from Grade 4, Student Edition

Good writers know there are different stages in creating a piece of writing. In this handbook, students will learn how to work through each stage.

Planning

LEARN

If you were building a house, you wouldn't start with a stack of wood and a saw. You'd have to do a lot of planning before you ever picked up a tool. Writing is the same way. **Planning** is the first stage of the Writing Process, and if you do it well, your planning choices will make it easier to get to your final draft.

Follow these steps when you are planning your writing:

- Brainstorm a list of possible topics for writing and then choose one.
- Choose the type of writing or genre that you are going to write.
- Decide on your purpose for writing and identify your audience.
- Collect and organize details and evidence to include in your writing.

Choosing a Topic

In school you may be given the Writing Process. To help you get ideas flowing, you can use a web.

- 1. Freewrite:** Start with a topic. For five minutes, write whatever comes into your mind. When you are done, review your writing.
- 2. Web:** Use one or two words from your freewrite to write full sentences, then write the ideas it suggests. Review your web and choose a topic.

When he was asked to write a web to begin to list his ideas. From this list, he chose the topic, "When I stood up to a bully at school."

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Using this graphic organizer, students plan their topic and gather ideas and thoughts about what they will write.

Using the analogy of building a house, students begin to understand the different stages of writing, starting with a strong foundation. This new addition in the *Tools for Writing* edition provides the instruction and practice for each stage of the writing process:

- Planning
- Drafting
- Revising
- Editing
- Producing, Publishing, and Presenting

In the **Drafting Stage**, students are encouraged to include all their ideas on the topic and not to worry about spelling or details. They will learn they can always remove or edit later.




Drafting

LEARN

If you are building a house, once you've made your plan, you have to build the structure. Likewise, once you have planned your writing, you have to get your ideas down in a draft. **Drafting** is the next stage in the Writing Process. In later stages, you will polish your work to make it better.

Take the following steps when you are drafting:

- **Plan the structure of your draft.** Organize your writing into a structure that makes sense.
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - For narratives create a beginning, middle, and end.
- **Write your draft.** Include as much detail and information as you need to share your ideas. Don't forget to include evidence that supports your ideas.



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C Choosing a Purpose

The **purpose**, or reason, you are writing plays an important part in the types of details you include. Here are some common purposes for writing:

- To entertain: Share an experience or an idea with your readers.
- To describe: Detail an event, person, place, or thing that has meaning to you.
- To explain: Show your readers how to do something or why something/ someone is important to you.
- To persuade: Convince your readers through argument to agree with your idea or to act in a certain way.

Complete these sentences to help you choose your purpose.

The main thing I want my readers to learn is _____.

I want to share this topic with other people because _____.

Now complete this sentence:

My purpose is _____.

D Choosing an Audience

If you are building a house, you will speak differently to the people who will live in it than you might to the workers who are building it. You share different information. When you write, think about your **audience**, the specific readers you want to read your work.

Ask yourself who your readers will be and what information they may already know about your topic.

My audience is _____.

Complete a chart like the one below to help you focus on your audience.

What They Already Know About the Topic	What They Need to Know About the Topic
•	•
•	•
•	•
•	•

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The Drafting Checklist serves as a continual reference tool for students to use when creating their own drafts.

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STAGES OF THE WRITING PROCESS *continued*

The Handbook encourages students to improve their writing every step of the way. As they review their drafts, the Handbook guides them in the Revising and Editing Stages, including collaboration for peer reviews. Finally, students work on producing, publishing, and presenting their creative piece.

Students learn the importance of **revising** by following simple steps to improve their writing and ask themselves, “Are my ideas clearly written?”

B Writing a Draft

On a separate sheet of paper, write a complete draft based on your notes and plan.

Here are some additional suggestions for the drafting stage:

- Just start writing. Don't stop to wonder if you should include an idea. Include it. You can always remove it later.
- Use the words you want, even if you are not sure how to spell them.
- Be ready to change your plan as you write. You may find the plan doesn't work the way you thought it would.
- Write clearly. Leave space between lines so that you have room to revise and edit later. If you are word processing, use double space.
- If you are writing about a piece of literature, include details and evidence from the text to support your ideas.

Drafting Checklist

- Did I stay focused on my topic?
- Did I support my main point?
- Have I selected the important details and evidence in my planning notes?
- Did drafting spark some additional ideas?
- Do I need to go back to planning to gather more details?

READY TO GO ON TO REVISING 

Revising

LEARN

If you are building a house, you may find that something doesn't quite work where it is. You must think about ways to improve it, and writing is no different. Now that you have finished your first draft, the next stage is to improve it. During the **revising** stage of the Writing Process, reread your draft and decide what works and what doesn't. When you revise, you focus on the ideas of your writing. You can fix spelling and mechanics later.

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All pages from Grade 4, Student Edition

After learning how to revise their writing piece, students are given **Peer Review** guidelines and follow up with a collaborative discussion about the suggested edits. Students are always encouraged to be positive when reviewing their peer's draft.

A Doing a

Trade drafts with a partner.

Review your partner's

- Always start with a partner what you like.
- Mark places in the draft you have questions about that need more details to do next.
- Give specific feedback to do next.

Get your partner's

- If there is something you don't like, ask your partner for advice.
- After your partner is done, ask about your draft.
- Review the notes on your partner's draft and decide which changes to make.

B Revising

Now it is time to revise your draft.

Review your draft.

- Use the Steps for Revising to help you.
- Review your partner's feedback and decide what you will use.
- Write a clean draft of your revised piece. This will make it easier to read.

Revising Checklist

- Did I change how I organized my ideas?
- Did I add or remove any details?
- Did I change any words or powerful words?
- Did I add transitions?

Editing

LEARN

If you are building a house, once the improvements are complete, you have to make sure that everything in the house works perfectly. Similarly, when you write you have to make sure your work is correct. Now that you have a clean, revised draft of your writing, it is time to move on to the next stage in the Writing Process, **editing**. At this stage you correct any errors in grammar, usage, spelling, mechanics, and punctuation.

Take the following steps when you are editing:

- Carefully read your writing more than once. Each time you read it, focus on one thing. If you try to check too many things at one time, it is much easier to miss errors. Make sure your work is correct according to the rules of good writing.
- Read your paper out loud slowly, sentence by sentence. Hearing your writing this way may help you catch mistakes you may have missed.

Use questions like these to help you edit your writing:

Editing Questions	Yes	No
Grammar		
Do the subject and verb of each sentence agree?		
Is the verb tense the same throughout the writing?		
Do pronouns match the nouns they replace?		
Mechanics		
Does every sentence start with a capital letter and end with the right punctuation mark?		
Are punctuation marks, such as commas and quotations, used correctly?		
Are all paragraphs indented?		
Usage		
Are the words the correct ones, especially when using commonly confused words such as <i>to</i> , <i>two</i> , and <i>too</i> ?		
Is every word spelled correctly?		

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During the **Editing Stage**, students learn the importance of making sure the grammar, usage, and mechanics in their writing is correct and are helped with editing questions.

In the final section of the Handbook, **Producing, Publishing, and Presenting**, suggestions are provided for how students might present their final writing to an audience.

Producing, Publishing, and Presenting

LEARN

If you are building a house, the last step you take is presenting it to the people who will live there. Likewise, the last stage in the Writing Process is **producing, publishing, and presenting**. During this stage, you share a final copy of your writing and present your ideas to your audience.

Follow these steps to produce, publish, and present your writing:

- Give your writing a title.
- Share your writing with others.
- Reflect on your writing to continue to improve your skills.

Be creative about the way you share your work with others. Try one of these ways to present your writing:

Presentation Type	Explanation	Examples
Oral Presentation	Speak to a group about your topic.	<ul style="list-style-type: none"> • Small-group presentation • Speech to the class • School assembly
Written Paper	Put your writing in print for a wider audience.	<ul style="list-style-type: none"> • Blog • School newspaper • Class newsletter
Multimedia Presentation	Add technology to help share your ideas.	<ul style="list-style-type: none"> • Class presentation with pictures and music • Slide show • Skit • Video

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Peer Review

Partner. Use these guidelines to do a **peer review**.

Partner's work:

Give a positive comment. Tell your partner what you liked best about the draft. Point out parts of the draft that are confusing or where you need more information. This will show your partner areas that need more detail and evidence or more attention. Encourage your partner so your partner knows what you think.



TIP
Be positive! Remember, your goal is to help your partner. Offer suggestions in a positive and specific way. Instead of saying, "This part doesn't sound good," you can say, "This part doesn't flow well. You may want to add a transition here."

Feedback:

When you receive feedback, ask your partner for clarification. When you are finished, have a conversation with your partner.

Remember that this is your work, so you should make the changes you want to make.

Reviewing a Draft

Read your draft on your own.

Follow these steps to review your draft.

Revising on page 245 and mark changes on your draft. Consider your partner's suggestions and decide which of the suggestions you will use.

Share your writing with all of the changes from your revision. This will be easier for you to edit in the next step.

Checklist

How I organized my ideas to make my writing clearer?

How I added details and evidence to improve my writing?

How I chose my words to make my writing more interesting, precise,

and powerful words and phrases to make my writing

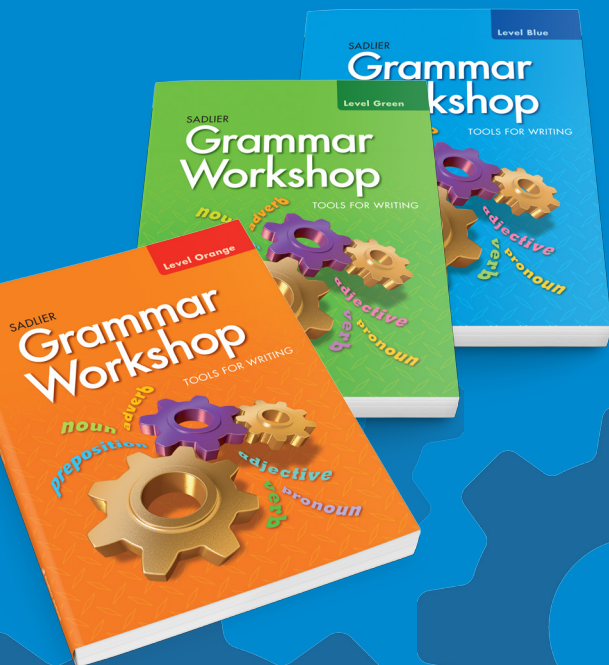
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GRADES 3-5



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