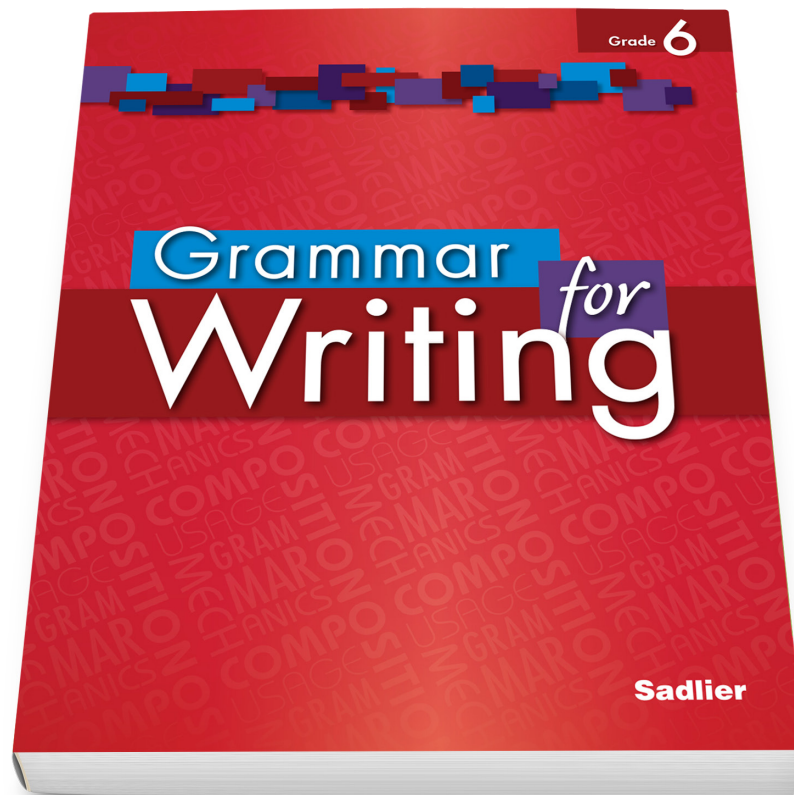


Grammar for Writing[™]

Correlation to the Texas Essential Knowledge and Skills (TEKS)

Chapter 110.B. §110.22. English Language Arts and Reading ADOPTED 2017

Grade 6




Learn more at www.SadlierSchool.com/grammar-and-writing

(1) **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—**

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;
- (B) follow and give oral instructions that include multiple action steps;
- (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
- (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

Grammar for Writing Grade 6 Feature & Location	Description
<p>Working Together </p> <p>Exercise 1 Revising Your Draft, p. 16; Exercise 3 Editing and Proofreading Your Writing, p. 19; Exercise 1 Presenting Your Work, p. 20; Exercise 4 Writing a Story, p. 33; Exercise 1 Correcting Run-on Sentences, p. 36; Exercise 3 Revising a Draft, p. 39; Exercise 2 Writing a Silly Script, p. 56; Exercise 3 Revising a Paragraph, p. 64; Exercise 3 Improving Organization, p. 89; Exercise 3 Writing a Description, p. 92; Exercise 2 Writing Thesis Statements, p. 104; Exercise 1 Revising Body Paragraphs, p. 106; Exercise 3 Reviewing Introductions and Conclusions, p. 109; Exercise 2 Reading a Paragraph, p. 122; Exercise 3 Writing an Ad, p. 128; Exercise 2 Using Verbs in Sentences, p. 162; Exercise 3 Writing with Verbals, p. 170; Exercise 3 Writing with Modifiers, p. 180; Exercise 3 Proofreading a Report, p. 204; Exercise 2 Writing Sentences, p. 206; Exercise 3 Improving a Paragraph, p. 218; Exercise 2 Writing Sentences, p. 222; Exercise 3 Editing a Paragraph, p. 228; Exercise 3 Editing a Paragraph, p. 228; Exercise 3 Capitalizing Direct Quotations, p. 246</p>	<p>The Working Together logo identifies exercises found throughout the program that invite collaborative participation. Teamed with one or more classmates, students work together on brainstorming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.</p>

(1) **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—**

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;
- (B) follow and give oral instructions that include multiple action steps;
- (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
- (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.5 Publishing and Presenting, p. 20</p> <p><i>Example [Grade 6, p. 20]</i></p> <p>Remember</p> <p>When you make a presentation, follow these tips:</p> <ul style="list-style-type: none"> • Speak loudly so that everyone can hear you. • Look at your audience as you speak to them. • Practice several times beforehand. 	<p>Lesson 1.5 Publishing and Presenting includes the suggestion that students share their written work as an oral presentation or speech to the class.</p> <p>The Remember sidebar features advice for making a successful, effective presentation.</p> <p>In the Exercise Presenting Your Work, students work together to discuss presentation strategies then present it to at least one other person.</p>
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199 Writer’s Workshop: Personal Response to Literature, pp. 189–195</p> <p><i>Example [Grade 6, p. 195]</i></p> <p>Publishing and Presenting</p> <p>Talk about it. Turn your paper into an oral presentation for the class or for your family. Include visual aids when appropriate.</p>	<p>For Publishing and Presenting on page 195, classmates may create a booklet of responses for the school library. They may also turn their paper into an oral presentation for the class or family.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–29 Lesson 1.1 Prewriting, pp. 9–11</p> <p><i>Example [Grade 6, p. 9]</i></p> <p>During prewriting, you plan your writing. Prewriting means you explore possible topics, decide on your purpose and audience, and gather and organize your ideas.</p> <p>➡ Choose a topic you care about. You can find an idea almost anywhere—in magazines and movies, conversations with friends and family, or your own imagination. Use a journal to record your ideas.</p>	<p>Chapter 1 The Writing Process takes students through each of the steps for creating a written work, from initial brainstorming to the final publication or presentation.</p> <p>In Lesson 1.1 Prewriting, students brainstorm to quickly come up with several topics then ask the 5-W and How questions to narrow the topic.</p> <p>Prewriting strategies include Choose a topic you care about, Narrow your topic, Consider purpose and audience, and Gather and organize details.</p>
<p>Writer’s Workshop: Description, pp. 21–26 Writer’s Workshop: Autobiographical Incident, pp. 68–73 Writer’s Workshop: Persuasive Essay, pp. 110–116 Writer’s Workshop: How-to Essay, pp. 149–155 Writer’s Workshop: Personal Response to Literature, pp. 189–195 Writer’s Research Report, pp. 231–237</p> <p><i>Example [Grade 6, p. 150]</i></p> <p>Prewriting</p> <p>Pick an Interesting Topic What unique things can you make? Create a list. Consider your audience when you make your list. Why might others enjoy making or doing the things on your list? Would others find them too difficult? Too easy?</p> <p>Think About Your Audience Unlike you, your audience has never made the thing you are describing. You must present readers with all of the information they will need to complete the steps. Before you begin writing, make a plan.</p>	<p>There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–29 Lesson 1.2 Drafting, pp. 12–13</p> <p><i>Example [Grade 6, p. 13]</i></p> <p>The most important goal of drafting is to get your ideas down on paper. When you write a draft, you organize your thoughts about a topic into sentences and paragraphs.</p> <p>➡ Don't interrupt the flow of ideas to correct mistakes or stop and start over. It's okay for drafts to be messy.</p>	<p>In Lesson 1.2 Drafting, young writers organize ideas into a beginning, a middle, and an end. They group details in a way that best serves their purpose—to inform, persuade, or entertain. They analyze a writing model, reference prewriting notes, and practice using a list or an outline.</p>
<p>Chapter 4 Effective Paragraphs, pp. 78–99 Lesson 4.1 Paragraphs and Their Parts, pp. 79–81 Lesson 4.2 Main Idea and Supporting Details, pp. 82–84 Lesson 4.3 Paragraph Unity, pp. 85–86 Lesson 4.4 Organizing Paragraphs, pp. 87–89 Lesson 4.5 Using Transitions, pp. 90–92</p>	<p>Chapter 4 Effective Paragraphs prepares students to draft a longer, complete work by first constructing well-organized paragraphs. They see paragraphs as building blocks of a unified, coherent essay with logical organization and proper use of transitions.</p>
<p>Chapter 5 Writing an Essay, pp. 100–139 Lesson 5.1 Parts of an Essay, pp. 101–102 Lesson 5.2 Thesis Statements, pp. 103–104 Lesson 5.3 Paragraph Unity, pp. 105–106 Lesson 5.4 Introductions and Conclusions, pp. 107–109</p> <p><i>Example [Grade 6, p. 101]</i></p> <p>➡ Paragraphs and essays often share similar features because each expresses and explains a main idea.</p> <p>➡ The introduction and conclusion are often composed of just one paragraph each. In contrast, the body usually includes three or more paragraphs.</p>	<p>Chapter 5 Writing an Essay describes the structure of a multi-paragraph essay. Students identify each part in writing samples then practice writing their own thesis statement.</p> <p>Lesson 5.1 Parts of an Essay explains that many paragraphs and essays share similar organization—they both present a main idea, develop the main idea, and restate the main idea in a concluding sentence or paragraph.</p> <p>The chart on page 101 explains that an introduction “states the main idea and captures the readers’ attention.”</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Writer’s Workshop: Description, pp. 21–26 Writer’s Workshop: Autobiographical Incident, pp. 68–73 Writer’s Workshop: Persuasive Essay, pp. 110–116 Writer’s Workshop: How-to Essay, pp. 149–155 Writer’s Workshop: Personal Response to Literature, pp. 189–195 Writer’s Research Report, pp. 231–237</p> <p><i>Example [Grade 6, p. 152]</i></p> <p>Drafting</p> <p>Write a Complete Essay Include three basic parts.</p> <p>Write an introduction that grabs your readers’ attention. Begin with a question, such as “Have you ever wanted to see a volcano erupt?” Or, add sensory description, such as “The powerful lava shoots up and over the sides of the volcano.”</p>	<p>There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–29 Lesson 1.3 Revising, pp. 14–16</p> <p><i>Example [Grade 6, p. 14]</i></p> <p>➡ Ask yourself specific questions, such as the ones below, which cover five of the six key traits of good writing.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Chapter 1 The Writing Process takes students through each of the steps for creating a written work, from initial brainstorming to the final publication or presentation.</p> <p>In Revising, students make changes to improve their draft. They are guided to consider traits of good writing, including Ideas and Content,</p> <p style="text-align: center;"><i>continued</i></p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Organization</p> <ul style="list-style-type: none"> • How easy is it to follow the order of my ideas? • How well does one sentence connect to the next? 	<p>Organization, Sentence Fluency, Word Choice, and Voice.</p> <p>The sixth trait, Conventions, is addressed during editing and proofreading, the next step of the writing process.</p>
<p>Writer’s Workshop: Description, pp. 21–26 Writer’s Workshop: Autobiographical Incident, pp. 68–73 Writer’s Workshop: Persuasive Essay, pp. 110–116 Writer’s Workshop: How-to Essay, pp. 149–155 Writer’s Workshop: Personal Response to Literature, pp. 189–195 Writer’s Research Report, pp. 231–237</p> <p><i>Example [Grade 6, p. 72]</i></p> <p>Revising</p> <p>Keep Your Sentences Interesting Try these tips:</p> <p>1. Mix it up. Start each sentence with a different word, and use a mix of short and long sentences. (See Lesson 3.2.)</p> <p>2. Combine sentences. Combine two short sentences with a conjunction, such as and or but. (See Lesson 3.5.)</p>	<p>There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>
<p>Chapter 2 Effective Sentences and Word Choice, pp. 30–53</p> <p>Lesson 2.3 Eliminating Extra Words, pp. 37–39 Lesson 2.4 Using Precise Words, pp. 40–42 Lesson 2.5 Using Sensory Details, pp. 43–45</p>	<p>In Chapter 2 Effective Sentences and Word Choice, students practice improving word choice when revising their draft.</p>
<p>Chapter 3 Sentence Variety and Structure, pp. 54–67</p> <p>Lesson 3.1 Kinds of Sentences, pp. 55–56 Lesson 3.2 Sentence Variety, pp. 57–59 Lesson 3.3 Kinds of Clauses, pp. 60–61</p> <p><i>continued</i></p>	<p>Chapter 3 lessons and exercises help students learn how to improve their drafts by identifying and correcting flaws in sentence organization and structure.</p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Lesson 3.4 Simple, Compound, and Complex Sentences, pp. 62-64 Lesson 3.5 Combining Sentences, pp. 65-67 <i>Example [Grade 6, p. 57]</i></p> <p>You can make your writing more lively by paying attention to sentence variety.</p> <p>➡ Avoid starting each sentence with the same word or phrase. Use a variety of sentence beginnings to make your writing flow smoothly.</p>	

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8-29 Lesson 1.4 Editing and Proofreading, pp. 17-19 <i>Example [Grade 6, p. 17]</i></p> <p>The editing and proofreading stage provides the opportunity to find and correct errors in the sixth writing trait, conventions, which cover grammar, usage, spelling, mechanics, and punctuation.</p> <p>➡ Edit slowly. Read each sentence carefully, and don't let your eyes skip over even one word or punctuation mark.</p>	<p>In Lesson 1.4 Editing and Proofreading, students edit their drafts to eliminate errors in spelling and punctuation. They also focus on correcting errors in grammar and usage.</p> <p>In addition to suggestions from the teacher and peers, they are encouraged to use the Editing and Proofreading Checklist. They also learn the proofreading symbols.</p>
<p>Writer's Workshop: Description, pp. 21-26 Writer's Workshop: Autobiographical Incident, pp. 68-73 Writer's Workshop: Persuasive Essay, pp. 110-116 Writer's Workshop: How-to Essay, pp. 149-155 Writer's Workshop: Personal Response to Literature, pp. 189-195 Writer's Research Report, pp. 231-237</p> <p style="text-align: center;"><i>continued</i></p>	<p>There are six Writer's Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 6 Feature & Location	Description
<p><i>Example [Grade 6, p. 73]</i></p> <p>Editing and Proofreading Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have I checked that all words are spelled correctly? <input type="checkbox"/> Did I avoid run-on sentences and fragments? <input type="checkbox"/> Do compound sentences have a comma before a conjunction? <input type="checkbox"/> Are any words missing or run together? 	

- (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 2 Effective Sentences and Word Choice, pp. 30–53</p> <p>Lesson 2.1 Correcting Sentence Fragments, pp. 31–33</p> <p>Lesson 2.2 Correcting Run-on Sentences, pp. 34–36</p> <p><i>Example [Grade 6, p. 31]</i></p> <p>A sentence fragment is a group of words that is punctuated like a complete sentence but does not express a complete thought.</p>	<p>In Chapter 2 Effective Sentences and Word Choice, students examine how to identify and correct sentence fragments and run-on sentences.</p>
<p>Chapter 3 Sentence Variety and Structure, pp. 54–77</p> <p>Lesson 3.4 Simple, Compound, and Complex Sentences, pp. 62–63</p> <p>Lesson 3.5 Combining Sentences, pp. 65–66</p>	<p>In Chapter 3 students learn that a complex sentence contains one independent clause and one or more dependent clauses. They analyze models and practice corrective techniques they will apply when editing their draft.</p>

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 6 Parts of a Sentence, pp. 120–139 Lesson 6.1 Complete Subjects and Predicates, pp. 121–122 Lesson 6.2 Simple Subjects and Predicates, pp. 123–124 Lesson 6.3 Hard-to-Find Subjects, pp. 125–126 Lesson 6.4 Compound Subjects and Verbs, pp. 127–128 Lesson 6.5 Direct Objects, pp. 129–130 Lesson 6.6 Subject Complements, pp. 131–132</p>	<p>Chapter 6 helps students distinguish between a grammatically complete sentence and sentence fragments, which should be edited out of formal writing.</p>
<p>Chapter 10 Subject-Verb Agreement, pp. 200–215 Lesson 10.1 Agreement of Subject and Verb, pp. 201–202 Lesson 10.2 Phrases Between Subject and Verb, pp. 203–204 Lesson 10.3 Compound Subjects, pp. 205–206 Lesson 10.4 Other Agreement Problems, pp. 207–208</p> <p><i>Example [Grade 6, p. 201]</i></p> <p>➡ The subject and verb of a sentence must agree in number. Use a singular verb with a singular subject. Use a plural verb with a plural subject.</p>	<p>In Chapter 10, students explore a variety of subject-verb agreement situations. They learn a step-by-step approach to deciding whether a verb and subject agree, which they apply to editing a given article.</p>

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (ii) consistent, appropriate use of verb tenses;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 8 Verbs, pp. 160–170 Lesson 8.1 Verbs, pp. 161–162 Lesson 8.2 Verb Forms and Regular Verbs, pp. 163–164 Lesson 8.3 Irregular Verbs, pp. 165–166 Lesson 8.4 Verb Tense, pp. 167–168 Lesson 8.5 Verbals, pp. 169–170</p> <p><i>Example [Grade 6, p. 167]</i></p> <p>Writing Hint</p> <p>Using consistent verb tenses will help your readers follow your writing. Avoid making unnecessary changes in tense.</p>	<p>Chapter 8 Verbs reviews the description and function of verbs and verb forms. In Lesson 8.4 Verb Tense, students learn about the three simple tenses: present, past, and future. They also see how to form perfect tenses using a helping verb and present or past participle.</p>

- (D) edit drafts using standard English conventions, including:
 - (iii) conjunctive adverbs;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–188 Lesson 9.1 Adjectives and Adverbs, pp. 179–180 Lesson 9.5 Conjunctions and Interjections, pp. 187–188</p>	<p>Conjunctive adverbs are not taught at this level; however, students prepare for their introduction by studying adverbs in Lesson 9.1 and conjunctions in Lesson 9.5.</p> <p>In Grade 7, students learn how conjunctive adverbs function as transitional words or phrases (see Lesson 4.4 Transitional Words and Phrases). Formal introduction to conjunctive adverbs begins in Grade 8 (Lesson 2.2 Run-on Sentences).</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–188 Lesson 9.4 Prepositions and Prepositional Phrases, pp. 185–186 <i>Example [Grade 6, p. 185]</i></p> <p>➡ A preposition is always part of a prepositional phrase, a group of words that begins with a preposition and ends with the object of the preposition. The object of a preposition is the noun or pronoun that follows the preposition.</p> <p>Chapter 10 Subject-Verb Agreement, pp. 200–208 Lesson 10.2 Phrases Between Subject and Verb, pp. 203–204 <i>Example [Grade 6, p. 203]</i></p> <p>➡ The subject of a sentence is never in a prepositional phrase. Make sure the verb agrees with the subject and not with the object of the preposition.</p>	<p>In Lesson 9.4 students the definition and use of prepositions and prepositional phrases. This prepares them for Lesson 10.2 Phrases Between Subject and Verb, which deals with spotting and fixing subject-verb agreement problems in sentences with prepositional phrases.</p>

- D) edit drafts using standard English conventions, including:
 - (v) pronouns, including relative;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 7 Nouns and Pronouns, pp. 140–148 Lesson 7.2 Pronouns, pp. 143–144 Lesson 7.7 Subject and Object Pronouns, pp. 145–146 <i>Example [Grade 6, p. 143]</i></p> <p>➡ Pronouns must always agree with their antecedent in person (first, second, or third person) and number (singular or plural). Personal pronouns, such as <i>I, you, and it</i>, are used the most.</p>	<p>Lesson 7.2 Pronouns explains the correct use of pronouns, including how a pronoun a noun, called the antecedent. Students learn about personal, possessive, and indefinite pronouns. In Lesson 7.3 they study types of pronouns: subject pronouns, predicate nominatives, and object pronouns,</p> <p>Relative pronouns are introduced in Grade 8 (Lesson 7.3 Using Pronouns).</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–188 Lesson 9.5 Conjunctions and Interjections, pp. 187–188</p> <p><i>Example [Grade 6, p. 187]</i></p> <p>Coordinating conjunctions join words, phrases, and clauses of equal importance. The most common coordinating conjunctions <i>are and, but, or, for, nor, and yet.</i></p>	<p>In Lesson 9.5, students see several ways of using conjunctions, including with a compound subject, a compound verb, a compound sentence, and between two or more phrases.</p> <p>Subordinating conjunctions are introduced in Grade 7 (see Lesson 3.4 Independent and Subordinate Clauses).</p>

- D) edit drafts using standard English conventions, including:
 - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 12 Capitalization and Spelling, pp. 242–259 Lesson 12.1 Proper Nouns and Proper Adjectives, pp. 243–244 Lesson 12.2 First Words and Titles, pp. 245–246 Lesson 12.3 Other Capitalization Rules, pp. 247–248</p>	<p>In Chapter 12, students study capitalization rules and examples then apply what they have learned in the exercises that follow each lesson.</p>
<p>Chapter 11 Punctuation, pp. 216–230 Lesson 11.1 End Marks, pp. 217–218 Lesson 11.2 Commas in Compound Sentences and Series, pp. 219–220 Lesson 11.3 Other Comma Uses, pp. 221–222 Lesson 11.4 Semicolons and Colons, pp. 223–224 Lesson 11.5 Quotation Marks, pp. 225–226 Lesson 11.6 Apostrophes, pp. 227–228 Lesson 11.7 Other Marks of Punctuation, pp. 229–230</p> <p style="text-align: center;"><i>continued</i></p>	<p>Chapter 11 is a thorough course in the proper use of the most commonly used forms of punctuation. Lesson 11.3 Other Commas Uses features a table listing several comma use rules and examples. These include: Direct Address, Introductory Phrases or Words, Interrupters, Nonessential Clauses, Date and Year, and Direct Quotation.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- D) edit drafts using standard English conventions, including:
 - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and

Grammar for Writing Grade 6 Feature & Location	Description
<p><i>Example [Grade 6, p. 219]</i></p> <p>➡ Commas are used before a conjunction in a compound sentence.</p> <p>I do enjoy cooking, but directions can be confusing.</p> <p>Fantasy football is fun, and most of my friends have a team.</p>	

- D) edit drafts using standard English conventions, including:
 - (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 12 Capitalization and Spelling, pp. 242–259</p> <p>Lesson 12.4 Spelling Rules, pp. 249–250</p> <p>Lesson 12.5 Plural Nouns, pp. 251–252</p> <p><i>Example [Grade 6, p. 251]</i></p> <p>Watch out for irregular plurals that follow no rules. You'll need to memorize the plural form of these words.</p> <p>child→children man→men foot→feet</p>	<p>Lesson 12.4 explains several helpful rules of spelling. The Spelling Rules Chart gives the rule, examples, and some exceptions.</p> <p>As explained in Lesson 12.5 Plural Nouns, there are regular (such as bells and books) and irregular (such as children and teeth) forms of plural nouns. Students are encouraged to memorize the correct spelling of irregular plurals</p>
<p>Frequently Misspelled Words, pp. 260–261</p> <p>Commonly Confused Words, pp. 262–264</p> <p><i>Example [Grade 6, p. 264]</i></p> <p>➡ to, too, two <i>To</i>, a preposition, means “in the direction of.” <i>Too</i>, an adverb, means “also” or “very.” <i>Two</i> is the number 2.</p>	<p>Frequently Misspelled Words features a lengthy list of words with troublesome spelling, including <i>judgment</i> and <i>occasionally</i>.</p> <p>Commonly Confused Words includes a description and examples of several words that sound alike or similar when spoken but have different meanings and spellings.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (E) publish written work for appropriate audiences.

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–29 Lesson 1.5 Publishing and Presenting, p. 20</p> <p><i>Example [Grade 6, p. 20]</i></p> <p>▶ Consider different ways you could share your finished piece of writing. Try one of the suggestions below, or come up with an idea of your own.</p> <ul style="list-style-type: none"> • Submit your work to a school or local newspaper. • Send it to friends or family in an e-mail. • Read your work aloud to several classmates. Discuss their reactions and questions. • Add photos or illustrations, and display your writing in your class or at the school library. • Share it as part of a formal or informal oral presentation or speech to another class. • Post it on a blog, or send it to a Web site that publishes student writing. 	<p>Lesson 1.5 Publishing and Presenting describes ways students can use technology to share their writing with others. For example, students may send it to friends or family in an e-mail or send it to a Web site that publishes student writing.</p> <p>In the Exercise, students work together to discuss presentation strategies then present it to at least one other person.</p>
<p>Writer’s Workshop: Description, pp. 21–26 Writer’s Workshop: Autobiographical Incident, pp. 68–73 Writer’s Workshop: Persuasive Essay, pp. 110–116 Writer’s Workshop: How-to Essay, pp. 149–155 Writer’s Workshop: Personal Response to Literature, pp. 189–195 Writer’s Research Report, pp. 231–237</p> <p><i>Example [Grade 6, p. 26]</i></p> <p>Choose one of these ways to share your description.</p> <ul style="list-style-type: none"> • Present it to your class or family. Use poster board, and include pictures or keepsakes of the place. <p style="text-align: right;"><i>continued</i></p>	<p>There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (E) publish written work for appropriate audiences.

Grammar for Writing Grade 6 Feature & Location	Description
<ul style="list-style-type: none">• Record it. Work with others to create a video recording of the place. Record pictures and souvenirs. Add music, and use your paper to narrate the video for the class.	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–29 Writer’s Workshop: Description, pp. 21–26</p> <p><i>Example [Grade 6, p. 22]</i></p> <p>Form a Picture Help your audience picture the place you are describing. Paint an image with sensory details, which appeal to one or more of the five senses</p>	<p>For Writer’s Workshop: Description, students practice using words to create vivid pictures of a person, place, event, or object.</p> <p>In Revising: Revising Questions, students analyze the effectiveness of their use of sensory language. They are taught to use words to show, not tell, what they mean. They learn about figurative language and imagery, with examples in context in the Literary Model.</p>
<p>Chapter 2 Effective Sentences and Word Choice, pp. 30–53 Lesson 2.5 Using Sensory Details, pp. 43–45</p> <p><i>Example [Grade 6, p. 43]</i></p> <p>Sensory details are what we experience through our five senses—sight, sound, smell, taste, and touch.</p>	<p>Lesson 2.5 Using Sensory Details teaches students to use sensory words and details to create a clear, vivid picture of people, places, and events in their writing. After instruction and a Literary Model, they practice revising sentences by adding at least one sensory detail. For Exercise 3, they write an article that includes at least one detail for each of the five senses.</p>
<p>Chapter 6 Parts of a Sentence, pp. 120–139 Writing Application: Story, pp. 133–136</p> <p><i>Example [Grade 6, p. 135]</i></p> <p>Set Up the Story Now create a plot, the series of events that make up the story.</p> <p>The beginning of your story should introduce the characters and setting. Open with a bang to keep your readers interested. Be sure to show or hint at the conflict.</p>	<p>In Writing Application: Story, students learn about key elements of a story, including characters, setting, and the series of events, or plot. They distinguish between main and minor characters and are encouraged to use Character Map and Story Map graphic organizers when planning the first draft. They also analyze a Writing Model to see how to engage and orient the reader by establishing a context and introducing characters.</p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 7 Nouns and Pronouns, pp. 140–159 Writing Application: How-to Essay, pp. 149–155 <i>Example [Grade 6, p. 149]</i></p> <p>Have you ever followed a recipe or used instructions to build something? If so, you have read how-to writing. How-to essays are informative or explanatory texts that describe the steps needed to do or make something. Among the many different kinds of how-to writing are recipes, instructions, and technical manuals.</p>	<p>In writing a how-to essay, students focus on clearly describing in precise language the step-by-step process for performing an unfamiliar task. They pay special attention to the chronological order of tasks, using transitional words and phrases to avoid reader confusion.</p>
<p>Chapter 8 Verbs, pp. 160–177 Writing Application: Summary, pp. 171–174 <i>Example [Grade 6, p. 171]</i></p> <p>When you read a book’s back cover or a movie synopsis on the Internet, you are reading a summary. Summaries retell the main idea and key details of an event, a narrative, or a piece of nonfiction.</p>	<p>In Writing Application: Summary, students summarize a non-fiction article. They learn to use their own words and style to restate ideas or actions in the original work.</p> <p>In the Writing Hint, they receive this instruction: You may quote a few words or a sentence from the original. Make sure to avoid plagiarism, or presenting other people’s words and ideas as if they are your own. Enclose any original words in quotation marks.</p>
<p>Chapter 11 Punctuation, pp. 203–220 Writer’s Workshop: Research Report, pp. 231–237 <i>Example [Grade 6, p. 152]</i></p> <p>In this workshop, you will learn how to write a research report. A research report presents information gathered from multiple sources about a single topic.</p>	<p>Writer’s Workshop: Research Report introduces several purposes of a research report, including telling someone’s life story or a period in history, explaining an aspect of nature, evaluating an idea, or analyzing a process.</p> <p>The main emphasis of this assignment is on developing the ability to locate, analyze, summarize, and present relevant and credible evidence that supports the writer’s thesis or claim.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199 Writer’s Workshop: Personal Response to Literature, pp. 189–195 <i>Example [Grade 6, p. 189]</i></p> <p>When you write a personal response to literature, you express your thoughts and feelings about a piece of literature. You use examples from the work to explain why you reacted the way you did.</p>	<p>In Writer’s Workshop: Personal Response, students practice summarizing a work, including only the most important details. They consider overall meaning and literary elements, including their favorite parts; however, their primary objective is explaining how the work influenced them personally.</p>

- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 4 Effective Paragraphs, pp. 78–99 Writing Application: Opinion Paragraph, pp. 93–95 <i>Example [Grade 6, p. 94]</i></p> <p>Writing Hint</p> <p>As you write your draft, use a formal style and a reasonable tone, or attitude. Be polite. You don’t need to insult someone just to prove your point. In fact, an annoyed or angry tone may signal to readers that you don’t have enough evidence to back up your opinion.</p>	<p>In Writing Application: Opinion Paragraph, students learn to express an opinion or belief supported by reasons. They clearly state their opinion or claim as the topic sentence of their opinion paragraph.</p> <p>Key features of the assignment include clearly stated claim, logically organized reasons and relevant evidence, transitional words and phrases, and a logical conclusion.</p>

(11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—**

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 5 Writing an Essay, pp. 110–119 Writer’s Workshop: Persuasive Essay, pp. 110–116</p> <p><i>Example [Grade 6, p. 111]</i></p> <p>▶ Be Bold Opinions are everywhere—on television, on the Internet, and in our everyday conversations. But not all opinions are equal. In your thesis statement, or claim, make sure to include an opinion that is clear and well supported. Avoid thesis statements that don’t say much or simply present a fact.</p>	<p>Writer’s Workshop: Persuasive Essay opens with a definition of persuasive writing, along with several examples and key features. For the assignment, students are given the task, audience, and purpose. They are guided through each carefully developed step of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p> <p>Suggestions for presenting their paper include reading it before a community meeting or adding it to a blog.</p>
<p>Write What You Think, pp. 36, 64, 86, 102, 124, 148, 162, 184, 188, 202, 220, 244</p> <p><i>Example [Grade 6, p. 18]</i></p> <p>Choose one statement below, and decide if you agree or disagree with it.</p> <ul style="list-style-type: none"> • Humans should preserve all species of wild animals. • The needs of humans are more important than the needs of animals. • It’s acceptable to destroy animals’ habitats if humans need more land to build homes. <ol style="list-style-type: none"> 1. On a separate sheet of paper, state your opinion clearly. Write at least four sentences, giving reasons to support your opinion. 2. Check for and fix any run-on sentences. 	<p>Write What You Think activities throughout the book help students think critically to develop clear arguments. Students write a brief response to the writing prompt that requires them to take a position. In addition, they may be instructed to incorporate a recently studied skill, such as using one introductory word or phrase and one interrupter.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.—

INQUIRY AND RESEARCH

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 2 Effective Sentences and Word Choice. pp. 30–53 Writing Application: Friendly Letter, pp. 46–49 <i>Example [Grade 6, p. 46]</i></p> <p>Friendly Letter</p> <p>When you want to express something to someone you care about, send a friendly letter. Friendly letters are little surprises and are more personal than e-mails.</p>	<p>In Writing Application: Friendly Letter, students practice clear and coherent writing appropriate for the purpose and audience.</p> <p>As listed in the Key Features box, the friendly letter writing assignment calls for a clear structure that includes a heading, greeting, body, closing, and signature.</p>
<p>Chapter 10 Subject-Verb Agreement, pp. 200–215 Writing Application: Business E-mail, pp. 209–211 <i>Example [Grade 6, p. 209]</i></p> <p>Business E-mail</p> <p>Because they can be instantly sent and received, e-mails have become one of the most common ways to communicate. Today e-mail is acceptable for both casual messages and for more formal writing in the workplace. Business e-mails share many of the same purposes as business letters.</p>	<p>In Writing Application: Business E-mail, students learn about the key features of the most common form of business communication. They are admonished to be brief, to the point, and avoid wordiness. As part of the assignment, they use a computer and the Internet to produce and send a business e-mail.</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.—

INQUIRY AND RESEARCH

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) examine sources for:
 - (i) reliability, credibility, and bias; and
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (H) display academic citations and use source materials ethically; and
- (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grammar for Writing Grade 6 Feature & Location	Description
<p>Chapter 11 Punctuation, pp. 203–220 Writer’s Workshop: Research Report, pp. 231–237</p> <p><i>Example [Grade 6, p. 231]</i></p> <p>In this workshop, you will learn how to write a research report. A research report presents information gathered from multiple sources about a single topic.</p> <p><i>Example [Grade 6, p. 233]</i></p> <p>Prewriting</p> <p>Dig into the Topic Use the steps below as a guide as you gather information and begin to organize your ideas.</p> <ol style="list-style-type: none"> 1. Use the Internet carefully. Only trust Web sites from reliable sources, such as library, university, encyclopedia, and government sites. Check that the sites you use are free of errors, are regularly updated, and describe the subject fairly. 	<p>For Writer’s Workshop: Research Report, students discuss several reasons for conducting research. They review the Key Features of a research report then receive their assignment: write a three- to four-page research report that answers questions that students have wondered about. Students are required to use at least three sources.</p> <p>They also learn about primary and secondary sources. And they are warned to record information on sources to help avoid plagiarism. The Revising Questions on page 235 include a reflection on research: “How well did I use both primary and secondary sources?”</p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).