

# Experience the POWER of Grammar & Language!

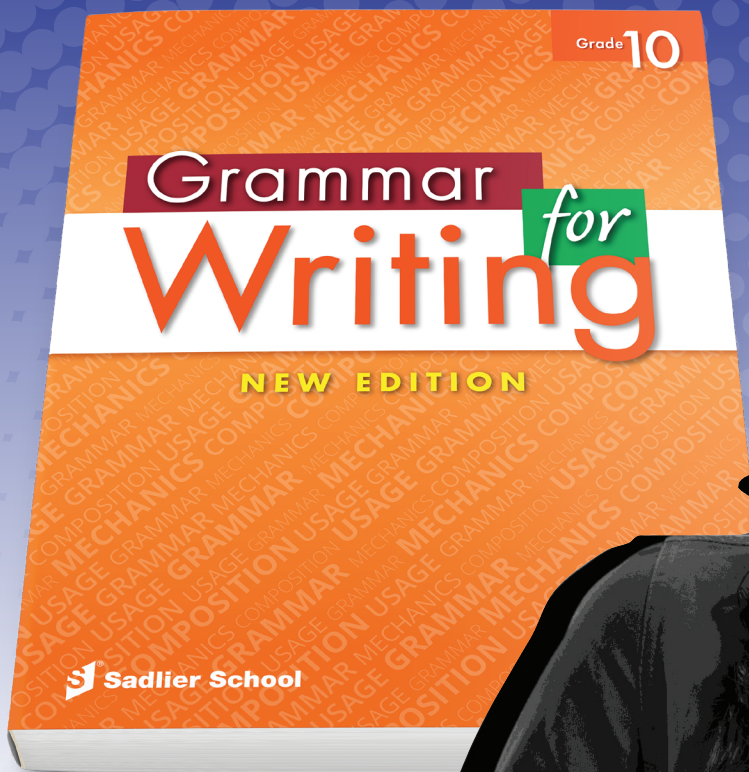
I love baking  
my family and  
my friends.



I love baking,  
my family, and  
my friends.



NEW Edition



Grammar for Writing®  
Grades 6–12



## Engage Students in Becoming Stronger Communicators

In rich literacy classrooms, grammar and writing are not competing for instructional time. Effective instruction helps students make decisions about both *what* (the content) students say when they write and *how* (grammar, language, and punctuation) they say it (Dean, 2011).

The **NEW** edition of *Grammar for Writing*, Grades 6–12, is a research-based program that blends reading, writing, grammar, and student collaboration. It uses a consistent instructional design with concise explanations, models, and abundant practice in various contexts and formats. The program leads every student to make strategic writing choices and strengthens the application of the Language Comprehension strand, represented in Scarborough’s Reading Rope, to their reading.

### Grammar for Writing is aligned to the Language Comprehension strand of Scarborough’s Reading Rope.

#### Language Comprehension

Background Knowledge  
Vocabulary  
Language Structure  
Verbal Reasoning  
Literacy Knowledge

#### Word Recognition

Phonological Awareness  
Decoding  
Sight Recognition

## Student Edition

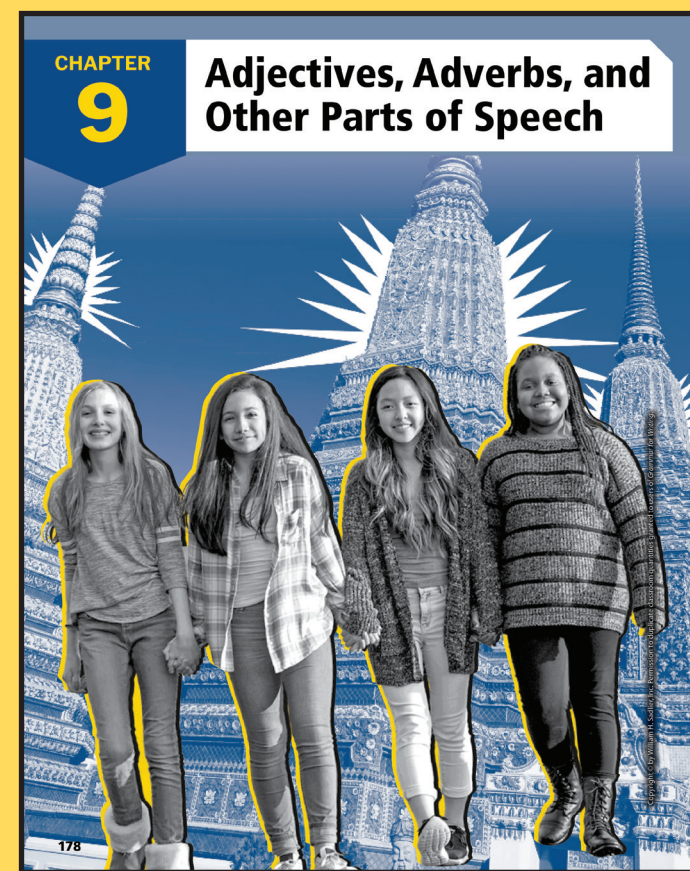
*Grammar for Writing* builds students’ knowledge about text structure, words, syntax, and usage that will strengthen their reading and writing skills. The Student Edition is structured into grammar and writing chapters. Each chapter provides an organized path to build effective writers and helps students master increasingly sophisticated core skills in grammar, usage, punctuation, capitalization, and spelling. It concludes with writing application and extension activities.

Key features include:

- Activities to practice grammar and usage, including capitalization, punctuation, and spelling
- Applying knowledge of language to produce and edit writing
- Varied Writers’ Workshop assignments that clearly define task, audience, and purpose
- Frequent assessment options to evaluate ongoing progress via Chapter Review and Cumulative Review exercises

### Motivate Students with **NEW** Interactive Editing Tools and Games

Grammar and writing skills are reinforced with **NEW** interactive editing tools and engaging games—motivating students to review, edit, and revise their writing. Students learn strategies for specific writing tasks and apply them in their own writing with interactive practice exercises.



Student Edition, Gr. 6

Grammar Lessons provide instruction in key grammar, usage, and mechanics skills.

**LESSON 4.2** **Main Idea and Supporting Details**

As you write a paragraph, ask yourself, “What is the main idea I want to get across?”

► The **topic** is what the paragraph is about. The **main idea** is what the writer says *about* the topic. You may decide to state your main idea directly in a **topic sentence**.

<b>Topic</b>	the Sonoran Desert
<b>Topic Sentence</b>	The Sonoran Desert in Arizona presents some of the most breathtaking sights in America.

► Many writers use a topic sentence to begin a paragraph, but topic sentences can go in the middle or at the end, too. Not every paragraph needs a topic sentence, however. Sometimes you may want to imply, or suggest, rather than directly state your main idea, as seen in the expository paragraph below.

**Writing Model**

“The Grand Canyon is almost three hundred miles long. At its widest point, it stretches eighteen miles wide. It is incredibly deep in spots, measuring about one mile from the rocky bottom to the tops of the steep cliffs.

► Be sure to provide enough **supporting details** to explain or develop your main idea. Depending on your purpose, you may want to choose facts, examples, sensory details, or quotations to help readers understand your ideas.

Each of the different kinds of details in the chart on the next page supports the following main idea:

Rafting down the Colorado River can be the most thrilling ride of your life.

82 Chapter 4 • Effective Paragraphs

Student Edition, Gr. 6

## Capitalization and Spelling

ONLINE PRACTICE  
SadlierConnect.com

7. mandela went on to become the first democratically elected leader of south africa.
8. In 1993, he received the nobel peace prize.
9. Have you heard of the nelson mandela children’s fund?
10. I hope to study more about african history in social studies next year.

### EXERCISE 2 Editing an Article

As you read the article below, correct the capitalization errors.



The Emancipation Proclamation, 2013 (Hank Willis Thomas and MARS Design Group)

‘rosa parks, a civil rights activist, died monday, October 24, 2005, in detroit, michigan. ‘She was ninety-two. ‘In the city of Montgomery in Alabama, american-born parks refused to give up her bus seat to a white man in 1955. ‘Her arrest triggered a bus boycott organized by martin Luther king and many african american followers. ‘The boycott led to a court ruling that allowed all people to ride and sit where they please on montgomery buses.

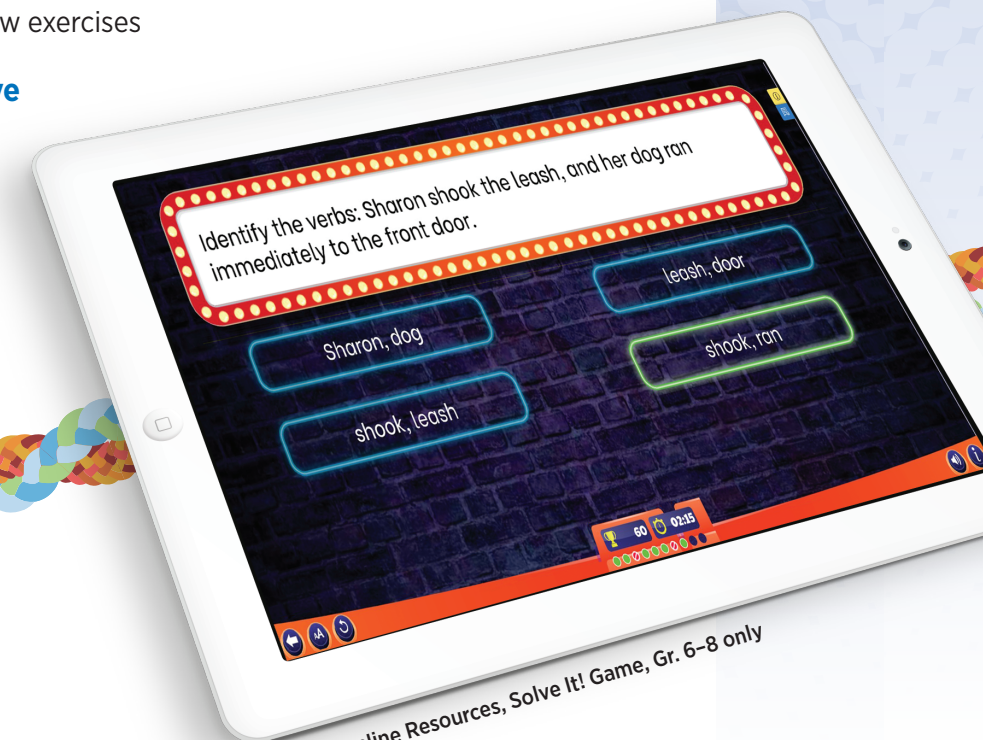
### Write What You Think

On a separate sheet of paper, answer the question below. Which twenty-first-century hero or heroine do you believe will always be remembered? Why?

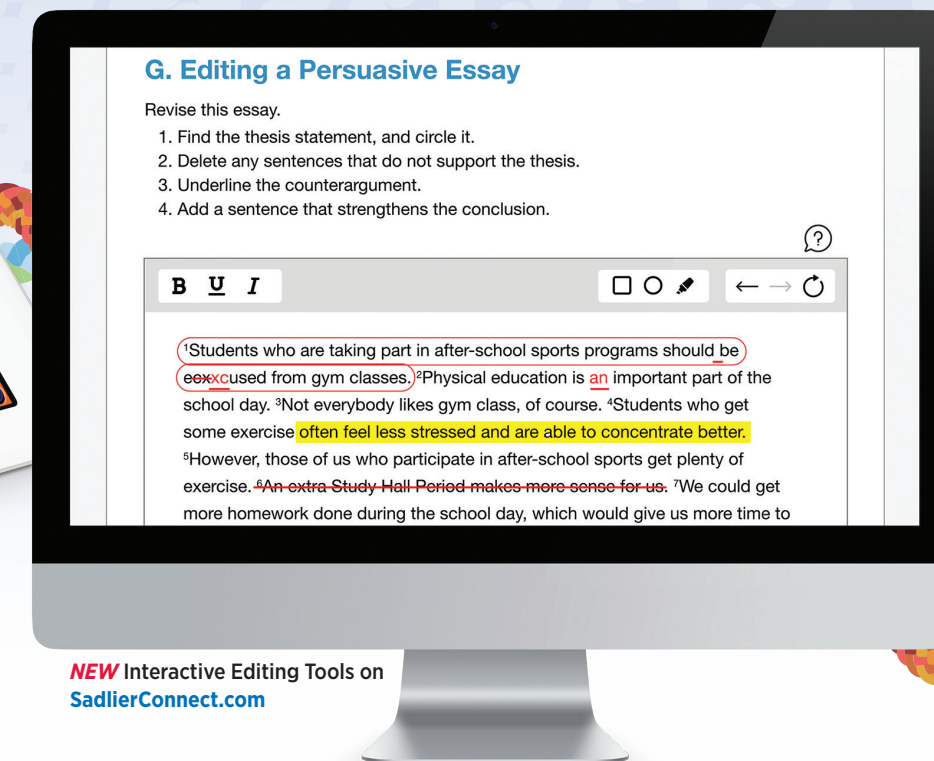
1. Write at least five sentences.
2. Include at least two proper nouns and one proper adjective.

Student Edition, Gr. 6

Relevant articles, essays, and passages model quality writing on topics of interest to today’s students.



Online Resources, Solve It! Game, Gr. 6–8 only



**NEW** Interactive Editing Tools on  
SadlierConnect.com

Interactive editing tools enhance students’ motivation to edit and engage in the writing process.

## Teacher's Edition

The annotated Teacher's Edition is a rich resource for instruction with convenient on-page answers, as well as helpful tips and strategies for efficient lesson planning, classroom management, and assessment. Flexible implementation models support a variety of instructional needs.

Key elements include:

- Targeted instructional notes
- Writing Process guidelines
- Support for English Language Learners and Striving Learners

### DIFFERENTIATING INSTRUCTION

continued

#### CHAPTER Vocabulary

- biographical essay
- persuade
- argument
- thesis statement
- claim
- logical appeals
- emotional appeals
- denotations
- connotations
- loaded words
- counterargument
- counterclaim
- personal response essay
- evaluation
- criteria
- literary analysis
- cause-and-effect essay
- research paper
- evaluation paper
- summarize
- synthesize
- problem-solution report
- primary source
- secondary source
- paraphrase
- heading
- salutation
- works cited
- documentation
- timed essay
- prompt

#### CHAPTER 4

Lesson	English Learners	Striving Learners
<b>Lesson 4.1</b>	Explain that this essay a biographical <i>incident</i> because it focuses on one period or event in a person's life.	Have partners alternate reading paragraphs of the model aloud. Highlight the organization plan and evidence for each callout.
<b>Lesson 4.2</b>	Pronounce, define, and contrast <i>denotation</i> and <i>connotation</i> . Discuss <i>loaded words</i> and how they are used to persuade readers.	Refer students to the Step-by-Step box on page 56 as they write their essays. Remind them to grab readers' attention at the outset.
<b>Lesson 4.3</b>	Pronounce, define, and discuss <i>sound</i> , <i>alliteration</i> , <i>speaker</i> , <i>form</i> (i.e., <i>haiku</i> ), <i>figurative language</i> ( <i>metaphor</i> , <i>simile</i> ), <i>imagery</i> , <i>symbols</i> , and <i>theme</i> .	Have small groups read together and discuss the list of writing strategies on pages 63-64.
<b>Lesson 4.4</b>	Define <i>cause</i> . Distinguish <i>effect</i> from <i>affect</i> . Use the diagram on page 70 to make clear the different forms of cause-and-effect essays.	Have students identify the causes and effects in the thesis statements on page 71. Model how to use the prewriting strategy in Exercise 19.
<b>Lesson 4.5</b>	Explain the terms used to describe different kinds of research papers. Clarify the major goal of each step in the Writing Strategy.	Have small groups read the article together, discussing each callout. Guide groups to match parts of the essay with the Writing Strategies.
<b>Lesson 4.6</b>	Display examples of the kinds of workplace writing: memos, proposals, reports, transmittals, cover letters, and letters of verification or request.	Use the model letter on page 87, including callouts, to compare and contrast workplace writing with other kinds of writing students know.
<b>Lesson 4.7</b>	Define <i>prompts</i> . Clarify the two ways prompts are usually presented. Reinforce the value of the prewriting step.	Have students peer review each other's outlines or graphic organizers for logical organization and key ideas and details.

T32

Teacher's Edition, Gr. 10

Research supports the specific methods for helping striving students and English Language Learners succeed.

## Assessments

The **Grammar for Writing** assessments extend the testing and assessment opportunities that run parallel to the chapters in the Student Edition. Assessments are available in two formats: print Student Test Booklets or **NEW** Interactive Assessments available online at [SadlierConnect.com](http://SadlierConnect.com)

### Engage Students and Collect Data

The **NEW Interactive Assessments** (separate purchase) includes Diagnostic, Chapter, and Mastery Tests, as well as the Standardized-Test Practice (Grades 9-12 only). It also features proofreading markup tools for writing and revising, with auto scoring for other item formats.

Grammar for Writing

NEW EDITION

Back

ideas and content

organization

sentence fluency

word choice

voice

conventions

1. having a style that sounds natural

2. having a smooth mixture of short, medium, and long sentences

word choice

4. including varied, interesting, and specific language

5. having an understandable topic that is not too narrow or too broad

**NEW!** Interactive Assessments

# Grammar for Writing Grades 6–12

**NEW!**  
**Edition**

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