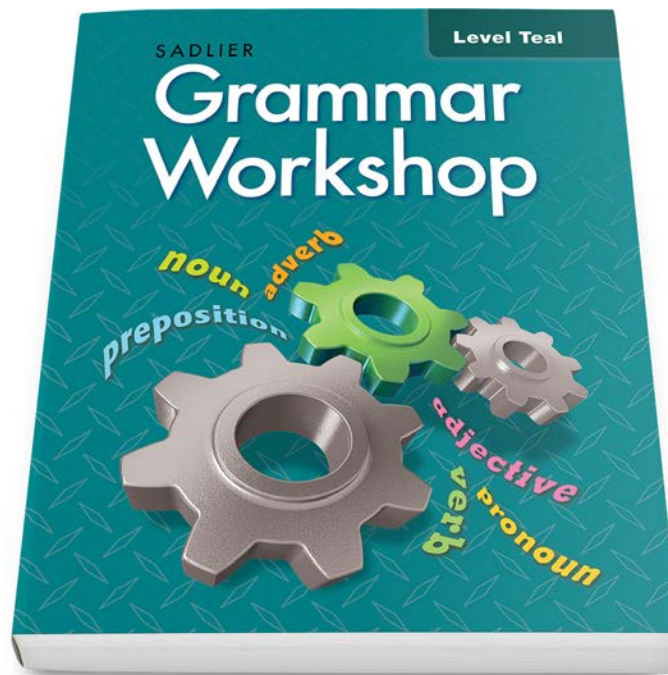


Grammar Workshop

Correlation to the 2023 New Jersey
Student Learning Standards for English Language Arts

Grade 6



Five Ways to Use <i>Grammar Workshop</i>	2
<i>Grammar Workshop</i> Contents.....	2
Key Aligned Content	
Language Domain	3
Additional Aligned Content	
Writing Domain	8

Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop* offers the following key features and support:

1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Comprehensive glossary of terms
- Online reference tools

3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson
- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Annotated Literary Models
- Strategic hints, tips, and reminders

5. As a Tool for Test Preparations

- Test-Taking Tips
- Unit Tests in standardized-test formats
- Practice Test in every Unit Review
- Writing activities in every Unit Review to practice for writing tests

Level Teal / Grade 6 Contents

UNIT 1 Parts of a Sentence

Lesson 1 Complete Subjects and Predicates.....	5
Lesson 2 Simple Subjects and Predicates.....	9
Lesson 3 Hard-to-Find Subjects.....	13
Lesson 4 Compound Subjects and Verbs.....	17
Lesson 5 Direct Objects.....	21
Lesson 6 Subject Complements.....	25
Unit 1 Review.....	29

UNIT 2 Nouns and Pronouns

Lesson 7 Nouns.....	33
Lesson 8 Pronouns.....	37
Lesson 9 Subject and Object Pronouns.....	41
Lesson 10 Pronoun Agreement.....	45
Unit 2 Review.....	49

UNIT 3 Verbs

Lesson 11 Verbs.....	53
Lesson 12 Verb Forms and Regular Verbs.....	57
Lesson 13 Irregular Verbs.....	61
Lesson 14 Verb Tense.....	65
Lesson 15 Verbals.....	69
Unit 3 Review.....	73

UNIT 4 Adjectives, Adverbs, and Other Parts of Speech

Lesson 16 Adjectives and Adverbs.....	77
Lesson 17 Making Comparisons.....	81
Lesson 18 Irregular Comparisons.....	85
Lesson 19 Prepositions and Prepositional Phrases.....	89
Lesson 20 Conjunctions and Interjections.....	93
Unit 4 Review.....	97

UNIT 5 Subject-Verb Agreement

Lesson 21 Agreement of Subject and Verb.....	101
Lesson 22 Phrases Between Subject and Verb.....	105
Lesson 23 Compound Subjects.....	109
Lesson 24 Other Agreement Problems.....	113
Unit 5 Review.....	117

UNIT 6 Punctuation

Lesson 25 End Marks.....	121
Lesson 26 Commas in Compound Sentences and Series.....	125
Lesson 27 Other Comma Uses.....	129
Lesson 28 Semicolons and Colons.....	133
Lesson 29 Quotation Marks.....	137
Lesson 30 Apostrophes.....	141
Lesson 31 Other Marks of Punctuation.....	145
Unit 6 Review.....	149

UNIT 7 Capitalization and Spelling

Lesson 32 Proper Nouns and Proper Adjectives.....	153
Lesson 33 First Words and Titles.....	157
Lesson 34 Other Capitalization Rules.....	161
Lesson 35 Spelling Rules.....	165
Lesson 36 Plural Nouns.....	169
Unit 7 Review.....	179

Proofreading Checklist.....	177
-----------------------------	-----

Test-Taking Strategies.....	178
-----------------------------	-----

Glossary.....	179
---------------	-----

Key Aligned Content

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6	GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6
<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>	
<p>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 2 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 8 Pronouns (possessive case)—SE pp. 37–40 • Lesson 9 Subject and Object Pronouns—SE pp. 41–44 • Unit 2 Review—SE pp. 49–52 <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 2: Lessons 8, 9—TAE p. T21 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 8: Practice A/Exercise 3—TAE p. T29 • Lesson 9: Practice A/Exercise 3—TAE p. T29
<p>B. Use intensive pronouns (e.g., myself, ourselves).</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 2 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 10 Pronoun Agreement (intensive pronouns)—SE pp. 45–48 • Unit 2 Review—SE pp. 49–52 <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 2: Lesson 10—TAE p. T21 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 10: Practice A/Write What You Think—TAE p. T30
<p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 2 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 8 Pronouns—SE pp. 37–40 • Lesson 10 Pronoun Agreement—SE pp. 45–48 • Unit 2 Review—SE pp. 49–52 <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 2: Lessons 8, 10—TAE p. T21 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 8: Practice A/Exercise 3—TAE p. T29 • Lesson 10: Practice A/Write What You Think—TAE p. T30 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6	GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6
<p style="text-align: center;"><i>continued</i></p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 5 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 24 Other Agreement Problems—SE pp. 113-116 • Unit 5 Review—SE pp. 117-120 <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 2: Lesson 24—TAE p. T24
<p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 2 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 10 Pronoun Agreement—SE pp. 45-48 • Unit 2 Review—SE pp. 49-52 <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 2: Lesson 10—TAE p. T21 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 10: Practice A/Write What You Think—TAE p. T30
<p>E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 6 Punctuation</p> <ul style="list-style-type: none"> • Lesson 27 Other Comma Uses—SE pp. 129-132 • Lesson 31 Other Marks of Punctuation—SE pp. 145-148 • Unit 6 Review—SE pp. 149-152 <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 6: Lessons 27, 31—TAE p. T25 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 27: Practice A/Exercise 2—TAE p. T32
<p>F. Recognize spelling conventions.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 12 Verb Forms and Regular Verbs—SE pp. 57-60 • Lesson 13 Irregular Verbs—SE pp. 61-64 • Unit 3 Review—SE pp. 73-76 <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 3: Lessons 12, 13—TAE p. T22 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 12: Practice A/Exercise 3—TAE p. T30 <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6	GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6
<p style="text-align: center;"><i>continued</i></p> <p>F. Recognize spelling conventions.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 4 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> • Lesson 17 Making Comparisons—SE pp. 81–84 • Unit 4 Review—SE pp. 97–100 <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 4: Lesson 17—TAE p. T23 <p>Additional Answers</p> <ul style="list-style-type: none"> • Lesson 17: Practice A/Exercise 2—TAE p. T31 <p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 7 Capitalization and Spelling</p> <ul style="list-style-type: none"> • Lesson 35 Spelling Rules—SE pp. 165–168 • Lesson 36 Plural Nouns—SE pp. 169–172 • Unit 7 Review—SE pp. 173–176 <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • English Learners/Striving Learners <ul style="list-style-type: none"> ◦ Unit 7: Lessons 35, 36—TAE p. T26
<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Academic Words and Phrases</p> <p>Throughout the program, boldface lesson vocabulary defines key academic terms.</p> <p><i>Examples:</i></p> <p>A subject complement (sc) is a word or group of words that follows a linking verb and tells something about the subject of a sentence. Linking verbs connect, or “link,” the subject to a word in the predicate.</p> <p>There are two main kinds of subject complements: predicate nominatives and predicate adjectives. A predicate nominative is a noun or pronoun that identifies the subject. A predicate adjective is an adjective that describes the subject. (Lesson 6, SE p. 25)</p> <p>Each pronoun you use should agree with its antecedent, the word to which the pronoun refers. (Lesson 10, SE p. 45)</p> <p>Verbals are words that are made from verbs, but they don’t function as verbs. A verbal may look like a verb, but it acts like a noun, an adverb, or an adjective in the sentence. (Lesson 15, SE p. 69)</p> <p>Pronouns that do not refer to a specific person, place, thing, or idea are called indefinite pronouns. (Lesson 24, SE p. 113)</p> <p>Glossary</p> <ul style="list-style-type: none"> • SE pp. 179–182 <p style="text-align: center;"><i>continued</i></p>

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LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6	GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6
<p style="text-align: center;"><i>continued</i></p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • Unit 1 Vocabulary, TAE p. T20 • Unit 2 Vocabulary, TAE p. T21 • Unit 3 Vocabulary, TAE p. T22 • Unit 4 Vocabulary, TAE p. T23 • Unit 5 Vocabulary, TAE p. T24 • Unit 6 Vocabulary, TAE p. T25 • Unit 7 Vocabulary, TAE p. T26
<p>B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Use a Dictionary</p> <ul style="list-style-type: none"> • SE pp. 56, 58, 61, 62, 144, 145, 165, 168, 177
<p>C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 1 Parts of a Sentence</p> <ul style="list-style-type: none"> • Lesson 3 Hard-to-Find Subjects (understood subject, inverted sentences)—SE pp. 13–16 • Lesson 4 Compound Subjects and Verbs—SE pp. 17–20 • Unit 1 Review—SE pp. 29–32 <p><i>See also</i></p> <p>Combining Sentences</p> <ul style="list-style-type: none"> • Lesson 4, SE pp. 18, 19; Lesson 14, SE p. 67 <p>Correcting Sentences</p> <ul style="list-style-type: none"> • Lesson 9, SE pp. 43; Lesson 25, SE p. 123 <p>Improving a Paragraph</p> <p><i>Example:</i></p> <p>Rewrite the public service message below by combining some sentences. Use compound subjects and compound verbs. (Lesson 4, SE p. 18)</p> <ul style="list-style-type: none"> ○ Lesson 4, SE p. 18; Lesson 25, SE p. 122 <p>Proofreading Sentences</p> <ul style="list-style-type: none"> • Lesson 10, SE p. 47; Lesson 29, SE p. 139; Lesson 32, SE p. 155; Lesson 35, SE p. 167 <p>Revising Sentences</p> <ul style="list-style-type: none"> • Lesson 7, SE p. 35; Lesson 13, SE p. 62 <p>Rewriting Questions</p> <ul style="list-style-type: none"> • Lesson 3, SE p. 15 <p>Rewriting Sentences</p> <ul style="list-style-type: none"> • Lesson 16, SE p. 79; Lesson 21, SE p. 103

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

D. Maintain consistency in style and tone.

STUDENT EDITION / STUDENT EDITION eBook

Write Your Own

Write Your Own encourages students to apply what they learned in the lesson by expressing an opinion, explaining an idea or activity, or writing a story in response to an interesting, grade-appropriate writing prompt.

- **Unit 1:** Lesson 1, SE p. 8; Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 4, SE p. 20; Lesson 5, SE p. 24; Lesson 6, SE p. 28
- **Unit 2:** Lesson 7, SE p. 36; Lesson 8, SE p. 40; Lesson 9, SE p. 44; Lesson 10, SE p. 48; Lesson , SE p. 52
- **Unit 3:** Lesson 11, SE p. 56; Lesson 12, SE p. 60; Lesson 13, SE p. 64; Lesson 14, SE p. 68; Lesson 15, SE p. 72
- **Unit 4:** Lesson 16, SE p. 80; Lesson 17, SE p. 84; Lesson 18, SE p. 88; Lesson 19, SE p. 92; Lesson 20, SE p. 96
- **Unit 5:** Lesson 21, SE p. 104; Lesson 22, SE p. 108; Lesson 23, SE p. 112; Lesson 24, SE p. 116
- **Unit 6:** Lesson 25, SE p. 124; Lesson 26, SE p. 128; Lesson 27, SE p. 132; Lesson 28, SE p. 136; Lesson 29, SE p. 140; Lesson 30, SE p. 144; Lesson 31, SE p. 148
- **Unit 7:** Lesson 32, SE p. 156; Lesson 33, SE p. 160; Lesson 34, SE p. 164; Lesson 35, SE p. 168; Lesson 36, SE p. 172

Additional Aligned Content

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

STUDENT EDITION / STUDENT EDITION eBook**Write What You Think**

The **Write What You Think** feature integrates grammar and writing by asking students to write and support brief persuasive passages using real-life topics. These activities help students think critically to develop clear arguments.

Examples:

On a separate sheet of paper, write a brief response to the following question. Give reasons and evidence to support your opinion. Use at least three infinitives, and underline them.

Should pet owners be allowed to bring their dogs or cats into restaurants or shops? Why or why not? (Lesson 21, SE p. 102)

What is your favorite animal, and why do you like it the best?

1. On a separate sheet of paper, write at least five sentences that answer the question above.

2. Include each type of comma usage twice.

3. Then check your paragraph for comma errors. (Lesson 26, SE p. 126)

- Lesson 10, SE p. 46; Lesson 21, SE p. 102; Lesson 26, SE p. 126; Lesson 32, SE p. 154

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

Example:

Imagine that your local newspaper has just reported that your town's public library is closing. **Write three sentences using verbs in the simple tense and perfect tense to convince your local government to keep the library open.** (Lesson 14, SE p. 68)

- Lesson 1, SE p. 8; Lesson 5, SE p. 24; Lesson 13, SE p. 64; Lesson 14, SE p. 68

*See also***Writing an Ad/Travel Ad**

- Lesson 4, SE p. 18; Lesson 34, SE p. 162

Writing a Response (opinion)

- Lesson 14, SE p. 66

Writing an Editorial

- Lesson 35, SE p. 166

TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook**Write What You Think**

- Additional Answers
 - Unit 1, Lesson 2, ATE p. T29
 - Unit 2, Lesson 10, ATE p. T30
 - Unit 3, Lesson 11, ATE p. T30
 - Unit 4, Lessons 18 & 20, ATE p. T31

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

STUDENT EDITION / STUDENT EDITION eBook

Write What You Think

The **Write What You Think** feature integrates grammar and writing by asking students to explain ideas and activities. These assignments help students think critically to develop clear arguments.

Examples:

On a separate sheet of paper, write at least five sentences to answer the question below. When you are finished, underline all simple subjects once and all simple predicates twice.

In what ways do you take care of your health? Explain and give examples. (Lesson 2, SE p. 10)

On a separate piece of paper, write at least five sentences that discuss the question below. Underline the verbs, including helping verbs.

Why do you think every culture has myths about fantastic creatures and animals with special powers? Give reasons and examples. (Lesson 11, SE p. 54)

On a separate piece of paper, write at least five sentences that discuss the question below. Underline the verbs, including helping verbs.

Why do young people enjoy being on the Internet so much? List two reasons. (Lesson 20, SE p. 94)

- Lesson 2, SE p. 10; Lesson 11, SE p. 54; Lesson 18, SE p. 86; Lesson 20, SE p. 94

Write Your Own

Write Your Own encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.

Examples:

Think about a well-known place in your neighborhood. On the lines below, write five or more sentences about the place. Tell why it is popular, what you like most about it, or any other interesting details. In your sentences, use a mix of proper nouns and proper adjectives. You should use at least five altogether. (Lesson 32, SE p. 156)

- Lesson 26, SE p. 128; Lesson 32, SE p. 156; Lesson 35, SE p. 168

See also

Writing an Encyclopedia Article

- Lesson 7, SE p. 34

Writing a Magazine Article

- Lesson 12, SE p. 58

Writing a Business E-mail

- Lesson 28, SE p. 134

Writing Instructions

- Lesson 31, SE p. 146

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

STUDENT EDITION / STUDENT EDITION eBook**Write Your Own**

Write Your Own encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.

Examples:

With a partner, brainstorm ideas for a fictional story that features animals as the main characters. Describe the characters, the setting, the plot, and the theme. Be creative. Then on your own, write the story. Make sure each sentence has a subject and a predicate. (Lesson 2 SE p. 12)

Write a journal entry in the voice of your favorite film, book, or TV character. In your sentences, use the commonly used prepositions in the box below to create prepositional phrases or use your own prepositional phrases. (Lesson 22 SE p. 108)

Write a story about two or more characters who don't speak the same language but still manage to communicate. Think of the 5Ws and H questions (who, what, when, where, why, and how) and the ways they communicate with each other, including facial expressions and gestures. Be creative. Include direct and indirect quotations and titles. (Lesson 33, SE p. 160)

- Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 8, SE p. 40; Lesson 10, SE p. 48; Lesson 11, SE p. 56; Lesson 15, SE p. 72; Lesson 18, SE p. 88; Lesson 19, SE p. 92; Lesson 20, SE p. 96; Lesson 22, SE p. 108; Lesson 23, SE p. 112; Lesson 24, SE p. 116; Lesson 27, SE p. 132; Lesson 28, SE p. 136; Lesson 29, SE p. 140; Lesson 30, SE p. 144; Lesson 33, SE p. 160; Lesson 34, SE p. 164; Lesson 36, SE p. 172

*See also***Analyzing and Extending a Story**

Students write three to four sentences telling what happens next in the story. Include at least one compound subject and one compound verb.

- Unit 1 Review, SE p. 32

Writing a Description

- Lesson 8, SE p. 38

Writing Song Lyrics

- Lesson 19, SE p. 90

Writing a Dialogue

- Lesson 20, SE p. 94; Lesson 33, SE p. 159

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

STUDENT EDITION / STUDENT EDITION eBook

Students apply newly studied language skills by working on their own or with a partner to plan and strengthen their writing, including correcting any errors in grammar, usage, spelling, mechanics, and punctuation.

Examples:

Write Your Own With a partner, brainstorm ideas for a fictional story that features animals as the main characters. Describe the characters, the setting, the plot, and the theme. Be creative. Then on your own, write the story. Make sure each sentence has a subject and a predicate. (Lesson 2, SE p. 12)

Proofreading a Paragraph Proofread the paragraph below to find five errors with irregular verbs. Circle each wrong verb form, and write the correct form in the margin. (Lesson 13, SE p. 63)

Proofreading a Report Proofread the report below to find and correct the five errors in subject-verb agreement. Compare your changes with those made by a partner. (Lesson 22, SE p. 106)

Editing a Paragraph Work with a partner to find the errors in apostrophe usage or missing apostrophes in the following paragraph. (Lesson 30, SE p. 142)

Proofreading Checklist Sidebars

Proofreading Checklist sidebars are shorter, quick references of the Proofreading Checklist resource for students to use while completing writing assignments.

- Lesson 1, SE p. 8; Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 5, SE p. 24; Lesson 6, SE p. 28; Lesson 7, SE p. 36; Lesson 8, SE p. 40; Lesson 9, SE p. 44; Lesson 10, SE p. 48; Lesson 11, SE p. 56; Lesson 12, SE p. ; Lesson 13, SE p. 64; Lesson 14, SE p. 68; Lesson 15, SE p. 72; Lesson 16, SE p. 80; Lesson 17, SE p. 84; Lesson 18, SE p. 88; Lesson 19, SE p. 92; Lesson 20, SE p. 96; Lesson 22, SE p. 108; Lesson 23, SE p. 112; Lesson 24, SE p. 116; Lesson 26, SE p. 128; Lesson 27, SE p. 132; Lesson 28, SE p. 136; Lesson 29, SE p. 140; Lesson 30, SE p. 144; Lesson 31, SE p. 148; Lesson 32, SE p. 156; Lesson 33, SE p. 160; Lesson 34, SE p. 164; Lesson 35, SE p. 168; Lesson 36, SE p. 172

Proofreading Checklist

An end-of-book, master **Proofreading Checklist** includes three sections of editing questions—Grammar and Usage, Punctuation and Capitalization, and Spelling. A printable version is available online at SadlierConnect.com.

- SE p. 177

Proofreading Symbols

- Lesson 25, SE pp. 122, 123; Lesson 26, SE p. 126; Lesson 27, SE p. 131; Lesson 29, SE p. 139; Unit 6 Review, SE p. 152; Lesson 33, SE pp. 157, 159; Unit 6 Review, SE p. 176

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WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

continued

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

continued

DIGITAL RESOURCES*

Proofreading Checklist

A master **Proofreading Checklist** includes three sections of editing questions—Grammar and Usage, Punctuation and Capitalization, and Spelling.

A printable version is available online at SadlierConnect.com.

See also

STUDENT EDITION / STUDENT EDITION eBook

Combining Sentences

- Lesson 4, SE pp. 18, 19; Lesson 14, SE p. 67

Correcting Sentences

- Lesson 9, SE pp. 43; Lesson 25, SE p. 123

Editing a Paragraph

- Lesson 9, SE p. 42; Lesson 24, SE p. 114; Lesson 27, SE p. 131; Lesson 30, SE p. 142

Editing an Article

- Lesson 21, SE p. 102; Lesson 32, SE p. 154

Improving a Paragraph

- Lesson 4, SE p. 18; Lesson 25, SE p. 122

Proofreading a Paragraph

- Lesson 13, SE p. 63

Proofreading a Report

- Lesson 22, SE p. 106

Proofreading a Travel Ad

- Lesson 34, SE p. 162

Proofreading a Passage

- Lesson 34, SE p. 163

Proofreading an Editorial

- Lesson 35, SE p. 166

Proofreading for Agreement Errors

- Lesson , SE p. 107; Lesson , SE p. 108

Proofreading Sentences

- Lesson 10, SE p. 47; Lesson 29, SE p. 139; Lesson 32, SE p. 155; Lesson 35, SE p. 167

Revising a Paragraph

- Lesson 17, SE p. 82

Revising Sentences

- Lesson 7, SE p. 35; Lesson 13, SE p. 62

Rewriting Questions

- Lesson 3, SE p. 15

Rewriting Sentences

- Lesson 16, SE p. 79; Lesson 21, SE p. 103

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6	GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6
<p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>N/A</p>
<p>W.WR.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>N/A</p>
<p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">WRITE ROUTINELY OVER EXTENDED TIME FRAMES</p> <p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Write Your Own Write Your Own encourages students to apply what they learned by writing passages based on an interesting, grade-appropriate writing prompt.</p> <ul style="list-style-type: none"> Lesson 1, SE p. 8; Lesson 2, SE p. 12; Lesson 5, SE p. 24; Lesson 8, SE p. 40; Lesson 10, SE p. 48; Lesson 11, SE p. 56; Lesson 13, SE p. 64; Lesson 14, SE p. 68; Lesson 15, SE p. 72; Lesson 18, SE p. 88; Lesson 19, SE p. 92; Lesson 22, SE p. 108; Lesson 23, SE p. 112; Lesson 24, SE p. 116; Lesson 26, SE p. 128; Lesson 27, SE p. 132; Lesson 28, SE p. 136; Lesson 29, SE p. 140; Lesson 32, SE p. 156; Lesson 33, SE p. 160; Lesson 34, SE p. 164; Lesson 35, SE p. 168; Lesson 36, SE p. 172 <p style="text-align: center;">WRITE ROUTINELY OVER SHORTER TIME FRAMES</p> <p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Write What You Think The Write What You Think feature integrates grammar and writing by asking students to write and support brief passages using real-life topics. These activities help students think critically to develop clear arguments.</p> <ul style="list-style-type: none"> Lesson 2, SE p. 10; Lesson 10, SE p. 46; Lesson 11, SE p. 54; Lesson 18, SE p. 86; Lesson 20, SE p. 94; Lesson 21, SE p. 102; Lesson 26, SE p. 126; Lesson 32, SE p. 154 <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Additional Answers</p> <ul style="list-style-type: none"> Write What You Think <ul style="list-style-type: none"> Unit 1, Lesson 2, ATE p. T29; Unit 2, Lesson 10, ATE p. T30; Unit 3, Lesson 11, ATE p. T30; Unit 4, Lessons 18 & 20, ATE p. T31 <p style="text-align: right;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 6

GRAMMAR WORKSHOP, LEVEL TEAL / GRADE 6

continued

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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STUDENT EDITION / STUDENT EDITION eBOOK

Write Your Own

For many **Write Your Own** exercises, students apply the lesson skill by composing short responses to a skill-specific prompt.

- Lesson 3, SE p. 16; Lesson 4, SE p. 20; Lesson 6, SE p. 28; Lesson 7, SE p. 36; Lesson 9, SE p. 44; Lesson 12, SE p. 60; Lesson 16, SE p. 80; Lesson 17, SE p. 84; Lesson 20, SE p. 96; Lesson 21, SE p. 104; Lesson 25, SE p. 124; Lesson 30, SE p. 144; Lesson 31, SE p. 148

See also

Writing Sentences

- Lesson 1, SE p. 6; Lesson 2, SE p. 10; Lesson 20, SE p. 95; Lesson 23, SE p. 110; Lesson 26, SE p. 127; Lesson 27, SE p. 130; Lesson 28, SE p. 135

Writing Paragraphs

- Lesson 9, SE p. 42; Lesson 29, SE p. 138