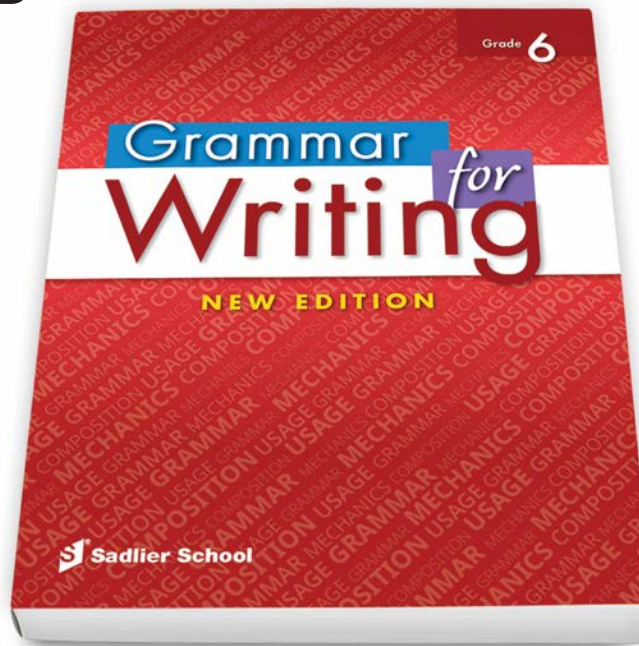


# Grammar for Writing

New Edition

Correlation to Georgia’s Standards for English Language Arts

**Grade 6**



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## Five Ways to Use *Grammar for Writing*

Flexible and versatile, *Grammar for Writing* 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 for Writing* 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
  - Full array of components
- 2. As a Reference Tool**
  - Easy two-part organization of chapters and lessons
  - Complete index of grammar and writing concepts
  - List of Commonly Confused Words
  - Online reference tools
- 3. As a for Guide for Independent and/or Small Group Learning**
  - Clarification of lesson topics
  - Explanatory charts and graphic organizers
  - Annotated Professional Models and Student Writing Models
  - Activities for Working Together
  - Strategic hints, tips, and reminders
- 4. As a Source of Review and Practice**
  - Engaging and effective exercises for every lesson
  - Meaningful student-centered practice and activities
  - Writing Workshops, including writing to sources
  - Chapter Review activities
  - Revising and Editing Worksheets
  - Editing and Proofreading Worksheets
  - Cumulative Review activities
- 5. As a Tool for Test Preparations**
  - Standardized-test practice section
  - Tests in standardized-test formats
  - Practice Test in every Chapter Review
  - Additional assessment online and in Test Booklet
  - Test-taking tips

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.GC.1.43 Grammar:</b> Form and use the progressive, perfect, and perfect progressive verb aspects.</p> <p>Grade 4 (Introduce) / Grade 5 (Continue) / Grade 6 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Verb Tense (perfect tenses)—SE pp. 167–168</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 8: Chapter Vocabulary/English Learners/Striving Learners—TE p. T36</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Verb Tense</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Solve It!</li> </ul> <hr/> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8 Verbs</b></p> <p><b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Simple and Perfect Tenses (Connecting Writing &amp; Grammar: Progressive Form)</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Verb Tense</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Solve It!</li> </ul> <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> <b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 8— T36</li> </ul>
<p><b>6.L.GC.1.44 Grammar:</b> Form and use participles.</p> <p>Grade 4 (Introduce) / Grade 5 (Continue) / Grade 6 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.5 Verbals (participles)—SE pp. 169–170</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 8: Chapter Vocabulary/English Learners/Striving Learners—TE p. T36</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.5 Verbals</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 8.5 Solve It!</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.GC.1.45 Usage:</b> Recognize and correct vague pronoun references.</p> <p>Grade 4 (Introduce) / Grade 5 (Continue) / Grade 6 (Master)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 7</b></p> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 7: Nouns and Pronouns</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 7.6 Clear Pronoun Reference</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 7.6 Clear Pronoun Reference</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 7.6 Solve It!</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 7—p. T35</li> </ul>
<p><b>6.L.GC.1.46 Grammar:</b> Use correlative conjunctions to join words, phrases, or clauses.</p> <p>Grade 5 (Introduce) / Grade 6 (Master)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 7</b></p> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</b> <b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 9.7 Conjunctions (correlative conjunctions) and Interjections</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 9.7 Conjunctions (correlative conjunctions) and Interjections</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 9.7 Solve It!</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 9—p. T37</li> </ul>
<p><b>6.L.GC.1.47 Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.</p> <p>Grade 5 (Introduce) / Grade 6 (Master)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Quotation Marks—SE pp. 225–226</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE T39</li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Quotation Marks</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Solve It!</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.GC.1.48 Mechanics:</b> Use semicolons to separate items in a series or list when at least one of the items already contains commas.</p> <p>Grade 5 (Introduce) / Grade 6 (Master)</p>	<p>see <a href="#">GRAMMAR FOR WRITING eBook — Grade 7</a></p> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 11 Punctuation Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons (use a semicolon to separate items in a series if an item has a comma) and Colons</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons and Colons</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Solve It!</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 11—p. T39</li> </ul>
<p><b>6.L.GC.1.49 Mechanics:</b> Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.</p> <p>Grade 5 (Introduce) / Grade 6 (Master) / Grade 7 (Master)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.3 Other Comma Uses (set off nonessential words, phrases, clauses)—SE pp. 221–222</li> <li>Lesson 11.7 Other Marks of Punctuation (dashes/parentheses)—SE pp. 229–230</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.3 Other Comma Uses</li> <li>Lesson 11.7 Other Marks of Punctuation</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.3 Solve It!</li> <li>Lesson 11.7 Solve It!</li> </ul>
<p><b>6.L.GC.1.50 Mechanics:</b> Use ellipses appropriately.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p>see <a href="#">GRAMMAR FOR WRITING eBook — Grade 8</a></p> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 11 Punctuation Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation (ellipses)</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Solve It!</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 11—p. T39</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.GC.1.51 Mechanics:</b> Use hyphens with appropriate affixes and compound words.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.7 Other Marks of Punctuation (hyphens)—SE pp. 229–230</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.7 Other Marks of Punctuation</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.7 Solve It!</li> </ul> <hr/> <p><i>see also</i> <b>GRAMMAR FOR WRITING eBook — Grade 7</b></p> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11 Punctuation</b></p> <p><b>Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.8 Other Marks of Punctuation (hyphen: compound adjectives/appropriate affixes)</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.8 Other Marks of Punctuation</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.8 Solve It!</li> </ul> <p><i>additional support</i></p> <p><u>DIGITAL RESOURCES: TEACHER EDITION</u> <b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 11—p. T39</li> </ul>
<p><b>6.L.GC.1.52 Mechanics:</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.4 Semicolons (to join independent clauses in a compound sentence) and Colons—SE pp. 223–224</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.4 Semicolons</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.4 Solve It!</li> </ul> <p style="text-align: right;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p style="text-align: center;"><i>continued</i></p> <p><b>6.L.GC.1.52 Mechanics:</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p><b>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</b></p>	<p style="text-align: center;"><i>continued</i></p> <p>see also <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 11 Punctuation Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons (compound sentence/before a conjunctive adverb)</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Solve It!</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 11—p. T39</li> </ul>
<p><b>6.L.GC.1.53 Grammar, Mechanics:</b> Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).</p> <p><b>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</b></p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 6 Parts of a Sentence</b></p> <ul style="list-style-type: none"> <li>Lesson 6.1 Complete Subjects and Predicates—SE pp. 121–122</li> <li>Lesson 6.2 Simple Subjects and Predicates—SE pp. 123–124</li> <li>Lesson 6.3 Hard-to-Find Subjects—SE pp. 125–126</li> <li>Lesson 6.4 Compound Subjects and Verbs—SE pp. 127–128</li> <li>Lesson 6.5 Direct Objects—SE pp. 129–130</li> <li>Lesson 6.6 Subject Complements—SE pp. 131–132</li> </ul> <p><b>Chapter 7 Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>Lesson 7.1 Nouns—SE pp. 141–142</li> <li>Lesson 7.2 Pronouns—SE pp. 143–144</li> </ul> <p><b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.1 Verbs—SE pp. 161–162</li> <li>Lesson 8.5 Verbals—SE pp. 169–170</li> </ul> <p><b>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 9.1 Adjectives and Adverbs—SE pp. 179–180</li> <li>Lesson 9.4 Prepositions and Prepositional Phrases—SE pp. 185–186</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 6: Chapter Vocabulary/English Learners/Striving Learners—TE p. T34</li> <li>Chapter 7: Chapter Vocabulary/English Learners/Striving Learners—TE p. T35</li> <li>Chapter 8: Chapter Vocabulary/English Learners/Striving Learners—TE p. T36</li> <li>Chapter 9: Chapter Vocabulary/English Learners/Striving Learners—TE p. T37</li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 6</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 6.1 Complete Subjects and Predicates</li> <li>Lesson 6.2 Simple Subjects and Predicates</li> <li>Lesson 6.3 Hard-to-Find Subjects</li> <li>Lesson 6.4 Compound Subjects and Verbs</li> <li>Lesson 6.5 Direct Objects</li> <li>Lesson 6.6 Subject Complements</li> </ul> <p style="text-align: center;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

*continued*

**6.L.GC.1.53 Grammar, Mechanics:** Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)

*continued*

### Games

- Lesson 6.1 Solve It!
- Lesson 6.2 Solve It!
- Lesson 6.3 Solve It!
- Lesson 6.4 Solve It!
- Lesson 6.5 Solve It!
- Lesson 6.5 Solve It!

### Chapter 7

#### Student Practice

- Lesson 7.1 Nouns
- Lesson 7.2 Pronouns

#### Games

- Lesson 7.1 Solve It!
- Lesson 7.2 Solve It!

### Chapter 8

#### Student Practice

- Lesson 8.1 Verbs
- Lesson 8.5 Verbals

#### Games

- Lesson 8.1 Solve It!
- Lesson 8.5 Solve It!

### Chapter 9

#### Student Practice

- Lesson 9.1 Adjectives and Adverbs
- Lesson 9.4 Prepositions and Prepositional Phrases

#### Games

- Lesson 9.1 Solve It!
- Lesson 9.4 Solve It!

see also **GRAMMAR FOR WRITING eBook — Grade 7**

#### DIGITAL RESOURCES\*

#### Chapter 8 Verbs

##### Instruction & Practice

- Lesson 8.6 Verbals and Verbal Phrases (participial phrases/gerund phrases/infinitive phrases)

##### Student Practice

- Lesson 8.6 Verbals and Verbal Phrases

##### Games

- Lesson 8.6 Solve It!

*additional support*

DIGITAL RESOURCES: TEACHER EDITION

#### Overview

- Differentiating Instruction Charts: Chapter 8—p. T36



DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 6.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

**6.L.GC.1.54 Mechanics:** Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.

Grade 5 (Introduce) / Grade 6 (Continue) / Grade 7 (Continue) / Grade 8 (Continue) / Grade 9 (Master)

STUDENT EDITION

**Chapter 11 Punctuation**

- Lesson 11.3 Other Comma Uses (direct quotations)—SE pp. 221–222
- Lesson 11.5 Quotation Marks—SE pp. 225–226

**Chapter 12 Capitalization and Spelling**

- Lesson 12.2 First Words and Titles (capitalize first word in direct quotations)—SE pp. 245–246

TEACHER'S EDITION

**Differentiating Instruction**

- Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE p. T39
- Chapter 12: Chapter Vocabulary/English Learners/Striving Learners—TE p. T40

DIGITAL RESOURCES\*

**Chapter 11**

**Student Practice**

- Lesson 11.3 Other Comma Uses
- Lesson 11.5 Quotation Marks

**Games**

- Lesson 11.3 Solve It!
- Lesson 11.5 Solve It!

**Chapter 12**

**Student Practice**

- Lesson 12.2 First Words and Titles

**Games**

- Lesson 12.2 Solve It!

see also **GRAMMAR FOR WRITING eBook — Grade 7**

DIGITAL RESOURCES\*

**Chapter 11 Punctuation**

- Writer's Workshop: Research Report (using parentheses for in-text citations)

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 6.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 6.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 6.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 6.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 6.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 6.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 6.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 6.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 6.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.1 Prewriting—SE pp. 9–11
  - Choose a topic you care about.
  - Narrow your topic.
  - Consider purpose and audience.
  - Gather and organize details.
  - Brainstorming Topics
  - Narrowing Topics
  - Thinking of Audience and Purpose
  - Gathering and Arranging Details
- Lesson 1.2 Drafting—SE pp. 12–13
  - Annotated Writing Model
  - Describing How You Draft
  - Writing a Draft
- Lesson 1.3 Revising—SE pp. 14–16
  - Six Traits of Good Writing
    - Ideas and Content
    - Organization
    - Sentence Fluency
    - Word Choice
    - Voice
    - Conventions
  - Annotated Writing Model
  - Revising a Paragraph
  - Annotated Writing Model
  - Evaluating Your Writing
  - Revising Your Draft
- Lesson 1.4 Editing and Proofreading—SE pp. 17–19
  - Editing and Proofreading Checklist
  - Use a Computer (spell check program)
  - Proofreading Symbols
  - Annotated Writing Model
  - Making a Proofreading Checklist
  - Using Proofreading Symbols
  - Editing and Proofreading Your Writing
- Lesson 1.5 Publishing and Presenting—SE pp. 20–21
  - Presenting Your Work

#### Chapters 1, 3, 5, 7, 9, 11

#### Writer's Workshop

**Writer's Workshops** guide students through each step of the writing process, offering step-by-step instruction, Writing Models, tips, Revising checklists, and Editing and Proofreading checklists.

- Chapter 1 Writer's Workshop: Description, SE pp. 21–26
- Chapter 3 Writer's Workshop: Autobiographical Incident, SE pp. 68–73
- Chapter 5 Writer's Workshop: Persuasive Essay, SE pp. 110–116
- Chapter 7 Writer's Workshop: How-to Essay, SE pp. 149–155
- Chapter 9 Writer's Workshop: Personal Response to Literature, SE pp. 189–195
- Chapter 11 Writer's Workshop: Research Report, SE pp. 231–237

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 6.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

- 6.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 6.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 6.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 6.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 6.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 6.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 6.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 6.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

*continued*

#### Chapters 1–12

Exercises in lessons throughout the program help students develop and improve their writing skills by focusing on key steps of the writing process.

#### Planning

**Lesson Exercises:** Exercise 1 Brainstorming Topics, p. 10; Exercise 2 Narrowing Topics, p. 11; Exercise 3 Thinking of Audience and Purpose, p. 11; Exercise 4 Gathering and Arranging Details, p. 11; Exercise 1 Describing How You Draft, p. 13; Exercise 1 Presenting Your Work, p. 20; Exercise 2 Brainstorming Sensory Details, p. 45; Exercise 3 Finding Examples, p. 56; Exercise 1 Choosing an Organizational Pattern, p. 88

**Chapter Reviews:** C. Identifying Topics, p. 28; D. Creating Topics, p. 29; B. Creating Thesis Statements, p. 119

#### Initial Draft/Writing

**Lesson Exercises:** Exercise 2 Writing a Draft, p. 13; Exercise 4 Writing a Story, p. 33; Exercise 3 Writing a Menu, p. 42; Exercise 3 Writing an Article, p. 45; Exercise 2 Writing a Silly Script, p. 56; Exercise 2 Writing a Paragraph, p. 59; Exercise 2 Writing Sentences, p. 61; Exercise 1 Writing Sentences, p. 62; Exercise 2 Writing a Paragraph, p. 81; Exercise 1 Writing Topic Sentences, p. 83; Exercise 3 Writing from Notes, p. 84; Exercise 2 Writing Paragraphs, p. 89; Exercise 3 Writing a Description, p. 92; Exercise 2 Writing Thesis Statements, p. 104; Exercise 3 Writing Sentences, p. 122; Exercise 2 Writing Sentences, p. 124; Exercise 3 Writing an Ad, p. 128; Exercise 3 Writing an Encyclopedia Article, p. 142; Exercise 3 Writing a Description, p. 144; Exercise 3 Writing a Paragraph, p. 146; Exercise 3 Writing a Magazine Article, p. 164; Exercise 3 Writing a Response, p. 168; Exercise 3 Writing with Verbals, p. 170; Exercise 3 Writing with Modifiers, p. 180; Exercise 3 Writing Song Lyrics, p. 186; Exercise 2 Writing a Dialogue, p. 188; Exercise 2 Writing Sentences, p. 206; Exercise 2 Writing Sentences, p. 222; Exercise 3 Writing a Business E-mail, p. 224; Exercise 3 Writing a Paragraph, p. 226; Exercise 4 Writing Instructions, p. 230; Exercise 3 Writing a Travel Ad, p. 248; Exercise 3 Writing an Editorial, p. 250; Exercise 1 Writing with Plurals, p. 251

**Chapter Reviews:** C. Writing Sensory Details, p. 52; D. Writing a Summary, p. 177; D. Writing Quotations, p. 240

#### Revising and Rewriting

**Lesson Exercises:** Exercise 1 Revising a Paragraph, p. 15; Exercise 2 Evaluating Your Writing, p. 16; Exercise 3 Revising Your Draft, p. 16; Exercise 2 Revising Sentences, p. 38; Exercise 3 Revising a Draft, p. 39; Exercise 4 Improving Your Own Writing, p. 39; Exercise 2 Revising Sentences, p. 41; Exercise 4 Improving Your Own Writing, p. 43; Exercise 1 Revising Sentences, p. 44; Exercise 1 Revising Sentences, p. 58; Exercise 2 Analyzing a Model, p. 63; Exercise 3 Revising a Paragraph, p. 64; Exercise 1 Combining Sentences, p. 66; Exercise 2 Revising an Advertisement, p. 67; Exercise 1 Analyzing Paragraphs, p. 80; Exercise 2 Adding Supporting Details, p. 84; Exercise Improving Paragraph Unity, p. 86; Exercise 3 Improving Organization, p. 89; Exercise 1 Adding Transitions, p. 91; Exercise 2 Rewriting an Editorial, p. 92; Exercise 1 Revising Body Paragraphs, p. 106; Exercise 2 Analyzing Body Paragraphs, p. 106; Exercise 1 Revising Introductions, p. 108; Exercise 3 Reviewing Introductions and Conclusions, p. 109; Exercise 2 Reading a Paragraph, p. 122; Exercise 2 Improving a Paragraph, p. 128; Exercise 2 Revising Sentences, p. 166; Exercise 2 Revising a Paragraph, p. 182; Exercise 2 Revising Comparisons, p. 184

**Chapter Reviews:** E. Reviewing a Description, p. 29; D. Revising a Friendly Letter, p. 53; B. Revising Sentences, p. 75; E. Revising an Autobiographical Incident, p. 77; D. Revising an Opinion Paragraph, p. 99; C. Revising a Persuasive Essay, p. 119; D. Analyzing and Extending a Story, p. 139; D. Revising a How-to Essay, p. 159; D. Reviewing a Response to Literature, p. 199; C. Revising Sentences, p. 215; D. Reviewing an E-mail, p. 215

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 6.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

- 6.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 6.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 6.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 6.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 6.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 6.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 6.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 6.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

*continued*

#### Editing and Proofreading

**Lesson Exercises:** Exercise 1 Making a Proofreading Checklist, p. 19; Exercise 2 Using Proofreading Symbols, p. 19; Exercise 3 Editing and Proofreading Your Writing, p. 19; Exercise 2 Correcting Sentence Fragments, p. 32; Exercise 3 Editing a Story, p. 33; Exercise 1 Correcting Runon Sentences, p. 36; Exercise 3 Fixing Sentence Fragments, p. 61; Exercise 1 Combining Sentences, p. 127; Exercise 2 Editing an Article, p. 202; Exercise 3 Proofreading a Report, p. 204; Exercise 2 Editing a Paragraph, p. 208; Exercise 3 Improving a Paragraph, p. 218; Exercise 2 Editing a Paragraph, p. 220; Exercise 3 Editing a Paragraph, p. 228; Exercise 2 Editing an Article, p. 244; Exercise 1 Using Capital Letters, p. 245; Exercise 3 Capitalizing Direct Quotations, p. 246; Exercise 2 Editing an Advice Column, p. 252

**Chapter Reviews:** B. Editing Sentences, p. 258; C. Proofreading and Evaluating an Essay Response, p. 258

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 6.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

**6.P.AC.1.a** Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)

**STUDENT EDITION**

**Chapters 1, 3, 5, 7, 9, 11**

**Writer's Workshop**

The **Writer's Workshop** lessons explain genre-specific elements that should be featured in the student writing assignment. Key Features lists genre-specific elements. The Authentic Writing box focuses student attention on the clearly defined Task, Purpose, and Audience.

- Chapter 1 Writer's Workshop: Description—SE pp. 21-26
- Chapter 3 Writer's Workshop: Autobiographical Incident—SE pp. 68-73

**Literary Model/Reading as a Writer** Sample exercise: 1. How effective is the author's use of sentence variety? (SE p. 72)

- Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 110-116  
**Literary Model/Reading as a Writer** Sample exercise: 1. How does the author capture the readers' attention? (SE p. 115)
- Chapter 7 Writer's Workshop: How-to Essay—SE pp. 149-155
- Chapter 9 Writer's Workshop: Personal Response to Literature—SE pp. 189-195
- Chapter 11 Writer's Workshop: Research Report—SE pp. 231-237

**Chapters 2, 4, 6, 8, 10, 12**

**Writing Application**

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. Key Features are genre-specific elements that support the text's purpose. The Authentic Writing box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 2 Writing Application: Friendly Letter—SE pp. 46-49
- Chapter 4 Writing Application: Opinion Paragraph—SE pp. 93-95
- Chapter 6 Writing Application: Story—SE pp. 133-136
- Chapter 8 Writing Application: Summary—SE pp. 171-174
- Chapter 10 Writing Application: Business E-mail—SE pp. 209-211
- Chapter 12 Writing Application: Essay Question Response—SE pp. 253-255

**DIGITAL RESOURCES\***

**Chapters 1, 3, 5, 7, 9, 11**

**Writer's Workshop**

Students examine notes in the margin adjacent to underscored phrases and sentences in the two-page **Writing Model** to better understand how specific elements support the text's purpose.

- Chapter 1 Description: "Another World in the Woods"
- Chapter 3 Autobiographical Incident: "A Golden Opportunity"
- Chapter 5 Persuasive Essay: "Saving Trees Saves Us"
- Chapter 7 How-to Essay: "Creating Your Own Web Site"
- Chapter 9 Personal Response to Literature: "Where the Red Fern Grows"
- Chapter 11 Research Report: "Adaptations of Aquatic Birds"

**Chapters 1-12**

**Writing Rubrics**

The **Writing Rubrics** are checklists with elements specific to different text types and purposes.

- Descriptive Writing
- Argument
- Narrative Writing
- Informative/Explanatory Writing

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 6.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.P.AC.1.b</b> Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.3 Eliminating Extra Words—SE pp. 37–39</li> <li>Lesson 2.4 Using Precise Words—SE pp. 40–42</li> <li>Lesson 2.4 Using Precise Words—SE pp. 40–42</li> <li>Lesson 2.5 Using Sensory Details—SE pp. 43–45</li> </ul> <p><b>Literary Model/Reading as a Writer</b> Sample exercise: 3. The author does not tell us how Samuel is feeling. What details show us his mood? (SE p. 43)</p>
<p><b>6.P.AC.1.c</b> Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.1 Correcting Sentence Fragments—SE pp. 31–33</li> <li>Lesson 2.2 Correcting Run-on Sentences—SE pp. 34–36</li> </ul> <p><b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>Lesson 3.1 Kinds of Sentences—SE pp. 55–56</li> <li>Lesson 3.2 Sentence Variety—SE pp. 57–59</li> </ul> <p><b>Literary Model/Reading as a Writer</b> Sample exercise: 3. How well has the author used different kinds of sentences and sentence beginnings? (SE p. 58)</p> <ul style="list-style-type: none"> <li>Lesson 3.3 Kinds of Clauses—SE pp. 60–61</li> <li>Lesson 3.4 Simple, Compound, and Complex Sentences—SE pp. 62–64</li> <li>Lesson 3.5 Combining Sentences—SE pp. 65–67</li> </ul>
<p><b>6.P.AC.1.d</b> Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.1 Paragraphs and Their Parts—SE pp. 79–81</li> <li>Lesson 4.2 Main Idea and Supporting Details—SE pp. 82–84</li> <li>Lesson 4.3 Paragraph Unity—SE pp. 85–86</li> <li>Lesson 4.4 Organizing Paragraphs—SE pp. 87–89</li> <li>Lesson 4.5 Using Transitions—SE pp. 90–92</li> </ul> <p><b>Chapter 5 Writing an Essay</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Parts of an Essay—SE pp. 101–102</li> <li>Lesson 5.2 Thesis Statements—SE pp. 103–104</li> <li>Lesson 5.3 Body Paragraphs—SE pp. 105–106</li> <li>Lesson 5.4 Introductions and Conclusions—SE pp. 107–109</li> </ul>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 6.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.P.AC.2.a</b> Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)</p>	<p><b>STUDENT EDITION</b> <b>Chapters 1, 3, 5, 7, 9, 11</b> <b>Writer's Workshop</b> The <b>Writer's Workshop</b> lessons explain rhetorical elements, which are shown in the context of short writing and literary models. Key Features lists genre-specific elements. The Authentic Writing box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.</p> <ul style="list-style-type: none"> <li>• Chapter 1 Writer's Workshop: Description—SE pp. 21-26</li> <li>• Chapter 3 Writer's Workshop: Autobiographical Incident—SE pp. 68-73</li> <li>• Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 110-116</li> <li>• Chapter 7 Writer's Workshop: How-to Essay—SE pp. 149-155</li> <li>• Chapter 9 Writer's Workshop: Personal Response to Literature—SE pp. 189-195</li> <li>• Chapter 11 Writer's Workshop: Research Report—SE pp. 231-237</li> </ul> <p><b>Chapters 2, 4, 6, 8, 10, 12</b> <b>Writing Application</b> <b>Writing Applications</b> are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. Key Features are genre-specific elements that support the text's purpose. The Authentic Writing box lists the clearly defined Task, Purpose, and Audience.</p> <ul style="list-style-type: none"> <li>• Chapter 2 Writing Application: Friendly Letter—SE pp. 46-49</li> <li>• Chapter 4 Writing Application: Opinion Paragraph—SE pp. 93-95</li> <li>• Chapter 6 Writing Application: Story—SE pp. 133-136</li> <li>• Chapter 8 Writing Application: Summary—SE pp. 171-174</li> <li>• Chapter 10 Writing Application: Business E-mail—SE pp. 209-211</li> <li>• Chapter 12 Writing Application: Essay Question Response—SE pp. 253-255</li> </ul> <p><b>Chapters 1-12</b> <b>Writing Rubrics</b> The <b>Writing Rubrics</b> are checklists with elements specific to different text types and purposes.</p> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Argument</li> <li>• Narrative Writing</li> <li>• Informative/Explanatory Writing</li> </ul>
<p><b>6.P.AC.2.b</b> Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.3 Eliminating Extra Words—SE pp. 37-39</li> <li>• Lesson 2.4 Using Precise Words—SE pp. 40-42</li> <li>• Lesson 2.5 Using Sensory Details—SE pp. 43-45</li> </ul>
<p><b>6.P.AC.2.c</b> Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.1 Correcting Sentence Fragments—SE pp. 31-33</li> <li>• Lesson 2.2 Correcting Run-on Sentences—SE pp. 34-36</li> </ul> <p><b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.1 Kinds of Sentences—SE pp. 55-56</li> <li>• Lesson 3.2 Sentence Variety—SE pp. 57-59</li> <li>• Lesson 3.3 Kinds of Clauses—SE pp. 60-61</li> <li>• Lesson 3.4 Simple, Compound, and Complex Sentences—SE pp. 62-64</li> <li>• Lesson 3.5 Combining Sentences—SE pp. 65-67</li> </ul>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 6.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.P.AC.2.d** Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

STUDENT EDITION

**Chapter 4 Effective Paragraphs**

- Lesson 4.1 Paragraphs and Their Parts—SE pp. 79–81
- Lesson 4.2 Main Idea and Supporting Details—SE pp. 82–84
- Lesson 4.3 Paragraph Unity—SE pp. 85–86
- Lesson 4.4 Organizing Paragraphs—SE pp. 87–89
- Lesson 4.5 Using Transitions—SE pp. 90–92

**Chapter 5 Writing an Essay**

- Lesson 5.1 Parts of an Essay—SE pp. 101–102
- Lesson 5.2 Thesis Statements—SE pp. 103–104
- Lesson 5.3 Body Paragraphs—SE pp. 105–106
- Lesson 5.4 Introductions and Conclusions—SE pp. 107–109

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 6.P.AC.3 Text Design

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.P.AC.3.a** Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)

**6.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)

**6.P.AC.3.c** Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)

**6.P.AC.3.d** Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

STUDENT EDITION

**Chapter 1 The Writing Process,**

- Lesson 1.5 Publishing and Presenting—SE pp. 20–21

*Sample Instruction*

**Publishing and Presenting**

- 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.
- Writer's Workshop: Description—SE pp. 21–26

*Sample Instruction*

**Publishing and Presenting**

- **Present it to your class or family.** Use poster board, and include pictures or keepsakes of the place.
- **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.

**Chapter 9 Adjectives, Adverbs, and Other Parts of Speech**

- Writer's Workshop: Cause-Effect Essay—SE pp. 239–245  
Students see how a graphic organizer or chart can help organize ideas, concepts, and information into broader categories.

*Sample Instruction*

**Publishing and Presenting**

- **Talk about it** Turn your paper into an oral presentation for the class or for your family. Include visual aids when appropriate.
- **Add it to your portfolio.** Keep a writing portfolio to track how you've grown as a writer throughout the year.



DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

## 6.P.CP.1 Collaboration

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.P.CP.1.a** Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)

**6.P.CP.1.b** Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)

**6.P.CP.1.c** Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)

**6.P.CP.1.d** Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Working Together

The **Working Together** logo identifies exercises found throughout the program that invite collaborative discussion.

- 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

#### DIGITAL RESOURCES\*

#### Chapters 1–12

#### Student Resources

- Peer Review Questions  
An online Peer Review Form provides specific questions peers may ask each other in an easy-to-use format.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

## 6.P.CP.2 Presentation

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.P.CP.2.a** Communicate clearly to present ideas, information, and texts. (I/C)

**6.P.CP.2.b** Integrate modes and genres most appropriate to purpose and audience. (I/C)

**6.P.CP.2.c** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)

**6.P.CP.2.d** Engage in dialogue with audiences by asking and answering questions. (I/C)

**6.P.CP.2.e** Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.5 Publishing and Presenting—SE pp. 20–21

#### Sample Instruction

#### Remember

When you make a presentation, follow these tips:

- Speak loudly so that everyone can hear you.
- Look at your audience as you speak to them.
- Practice several times beforehand.

#### Presenting Your Work

- Determine the kinds of materials (visual aids, graphics, audio or visual technology, or costumes) that you will need for your presentation.

#### Writer's Workshop

- Personal Narrative—SE pp. 22–28

#### Sample Instruction

#### Publishing and Presenting

- Present it to your class or family.
- Record it.

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 6.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.GC.2.a</b> Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)</p> <p><b>6.L.GC.2.b</b> Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>Lesson 3.1 Kinds of Sentences—SE pp. 55–56</li> <li>Lesson 3.2 Sentence Variety—SE pp. 57–59</li> <li>Lesson 3.3 Kinds of Clauses—SE pp. 60–61</li> <li>Lesson 3.4 Simple, Compound, and Complex Sentences—SE pp. 62–64</li> <li>Lesson 3.5 Combining Sentences—SE pp. 65–67</li> </ul> <p><b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Simple and Perfect Tenses—SE pp. 205–206</li> <li>Lesson 8.5 Shifts in Tense—SE pp. 207–208</li> </ul>
<p><b>6.L.GC.2.c</b> Identify and use active voice in sentences, revising for subject-verb agreement. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.3 Eliminating Extra Words—SE pp. 37–39</li> </ul> <p><b>Using Active Voice</b></p> <p><b>Chapter 10 Subject-Verb Agreement</b></p> <ul style="list-style-type: none"> <li>Lesson 10.1 Agreement of Subject and Verb—SE pp. 201–202</li> </ul>
<p><b>6.L.GC.2.d</b> Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement. (C)</p> <p><b>6.L.GC.2.e</b> This progression begins in 9th grade.</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>Lesson 3.1 Kinds of Sentences—SE pp. 55–56</li> <li>Lesson 3.2 Sentence Variety—SE pp. 57–59</li> <li>Lesson 3.3 Kinds of Clauses—SE pp. 60–61</li> <li>Lesson 3.4 Simple, Compound, and Complex Sentences—SE pp. 62–64</li> <li>Lesson 3.5 Combining Sentences—SE pp. 65–67</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 6.L.V.1 General, Academic, & Specialized Vocabulary

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.V.1.a</b> Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)</p> <p><b>6.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)</p>	<p><u>TEACHER'S EDITION</u>  <b>Differentiating Instruction</b></p> <p>Develop Vocabulary</p> <ul style="list-style-type: none"> <li>TE p. T28 <ul style="list-style-type: none"> <li>Model correct pronunciation that students echo.</li> <li>Invite students to point to examples.</li> <li>Vary activities to increase exposure to new words.</li> <li>Encourage students to use new vocabulary in conversation.</li> </ul> </li> </ul> <p>Chapter Vocabulary</p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. T29; Chapter 2, TE p. T30; Chapter 3, TE p. T31; Chapter 4, TE p. T32; Chapter 5, TE p. T33; Chapter 6, TE p. T34; Chapter 7, TE p. T35; Chapter 8, TE p. T36; Chapter 9, TE p. T37; Chapter 10, TE p. T38; Chapter 11, TE p. T39; Chapter 12, TE p. T40</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 6.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.V.2.a</b> Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)</p> <p><b>6.L.V.2.c</b> Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 12 Capitalization and Spelling Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.6 Adding Prefixes and Suffixes</li> </ul> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.6 Adding Prefixes and Suffixes</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 12.6 Solve It!</li> </ul> <p><i>additional support</i></p> <p><b>DIGITAL RESOURCES: TEACHER EDITION</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Differentiating Instruction Charts: Chapter 12—p. T40</li> </ul>
<p><b>6.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I)</p> <p><b>6.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 7 Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>Lesson 7.1 Nouns—SE pp. 141-142</li> <li>Lesson 7.2 Pronouns—SE pp. 143-144</li> <li>Lesson 7.3 Subject and Object Pronouns—SE pp. 145-146</li> <li>Lesson 7.4 Pronoun Agreement—SE pp. 147-148</li> </ul> <p><b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.1 Verbs—SE pp. 161-162</li> <li>Lesson 8.2 Verb Forms and Regular Verbs—SE pp. 163-164</li> <li>Lesson 8.3 Irregular Verbs—SE pp. 165-166</li> <li>Lesson 8.4 Verb Tense—SE pp. 167-168</li> <li>Lesson 8.5 Verbals—SE pp. 169-170</li> </ul> <p><b>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 9.1 Adjectives and Adverbs—SE pp. 179-180</li> <li>Lesson 9.2 Making Comparisons—SE pp. 181-182</li> <li>Lesson 9.3 Irregular Comparisons—SE pp. 183-184</li> <li>Lesson 9.4 Prepositions and Prepositional Phrases—SE pp. 185-186</li> <li>Lesson 9.5 Conjunctions and Interjections—SE pp. 187-188</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 6.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.V.3.a</b> This progression transitions to 6-8.L.V.3.b</p> <p><b>6.L.V.3.b</b> Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p>see also <b>GRAMMAR FOR WRITING eBook — Grade 8</b></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Identifying and Using Synonyms</b></p> <ul style="list-style-type: none"> <li>Find five synonyms for each of the ten words. List them on a separate piece of paper, and discuss their different shades of meaning and connotations.</li> <li>Then, pick two synonyms for each of the words you chose.</li> <li>Write a sentence that uses each synonym appropriately.</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 6.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.L.V.3.c</b> Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 8</b> <b>DIGITAL RESOURCES*</b> <b>Chapter 2 Effective Sentences and Word Choice Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation</li> </ul>
<p><b>6.L.V.3.d</b> Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 12 Capitalization and Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 12.4 Spelling Rules—SE pp. 249-250</li> </ul> <p><b>DIGITAL RESOURCES*</b> <b>Chapter 12</b> <b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.4 Spelling Rules</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 12.4 Solve It!</li> </ul>
<p><b>6.L.V.3.e</b> Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)</p>	<p>see <b>GRAMMAR FOR WRITING eBook — Grade 8</b> <b>DIGITAL RESOURCES*</b> <b>Chapter 2 Effective Sentences and Word Choice Instruction &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation</li> </ul>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 6.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.T.SS.1.a</b> Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)</p> <p><b>6.T.SS.1.b</b> Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)</p> <p><b>6.T.SS.1.c</b> Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion. (C)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>Lesson 3.1 Kinds of Sentences—SE pp. 55-56</li> <li>Lesson 3.2 Sentence Variety—SE pp. 57-59</li> <li>Lesson 3.3 Kinds of Clauses—SE pp. 60-61</li> <li>Lesson 3.4 Simple, Compound, and Complex Sentences—SE pp. 62-64</li> <li>Lesson 3.5 Combining Sentences—SE pp. 65-67</li> </ul> <p><b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.1 Paragraphs and Their Parts—SE pp. 79-81</li> <li>Lesson 4.2 Main Idea and Supporting Details—SE pp. 82-84</li> <li>Lesson 4.3 Paragraph Unity—SE pp. 85-86</li> <li>Lesson 4.4 Organizing Paragraphs—SE pp. 87-89</li> <li>Lesson 4.5 Using Transitions—SE pp. 90-92</li> </ul> <p>Use <b>transitions</b> to tie one sentence to another and show the connections between your ideas. Transitions are sometimes called “signal words,” because they signal the order being used in paragraphs.</p> <p><b>Chapter 5 Writing an Essay</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Parts of an Essay—SE pp. 101-102</li> <li>Lesson 5.2 Thesis Statements—SE pp. 103-104</li> <li>Lesson 5.3 Body Paragraphs—SE pp. 105-106</li> <li>Lesson 5.4 Introductions and Conclusions—SE pp. 107-109</li> </ul>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 6.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.T.SS.1.d</b> Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Writer's Workshop: Description, SE pp. 21-26</li> <li>Chapter 3 Writer's Workshop: Autobiographical Incident, SE pp. 68-73</li> <li>Chapter 5 Writer's Workshop: Persuasive Essay, SE pp. 110-116</li> <li>Chapter 7 Writer's Workshop: How-to Essay, SE pp. 149-155</li> <li>Chapter 9 Writer's Workshop: Personal Response to Literature, SE pp. 189-195</li> <li>Chapter 11 Writer's Workshop: Research Report, SE pp. 231-237</li> </ul> <p><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>Chapter 2 Writing Application: Friendly Letter, SE pp. 46-49</li> <li>Chapter 4 Writing Application: Opinion Paragraph, SE pp. 93-95</li> <li>Chapter 6 Writing Application: Story, SE pp. 133-136</li> <li>Chapter 8 Writing Application: Summary, SE pp. 171-174</li> <li>Chapter 10 Writing Application: Business E-mail, SE pp. 209-211</li> <li>Chapter 12 Writing Application: Essay Question Response, SE pp. 253-255</li> </ul>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 6.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.T.SS.2.a</b> Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. (I)</p> <p><b>6.T.SS.2.b</b> Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)</p>	<p><u>STUDENT EDITION</u>  <b>Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Writer's Workshop: Description, SE pp. 21-26</li> </ul> <p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>figurative language and vivid imagery</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>Where can I add figurative language and imagery?</li> <li>Add figurative language and imagery to show what you mean.             <ul style="list-style-type: none"> <li>Metaphors</li> <li>Similes</li> </ul> </li> </ul> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.4 Using Precise Words—SE pp. 40-42</li> <li>Lesson 2.5 Using Sensory Details—SE pp. 43-45</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Chapter 2: Chapter Vocabulary/English Learners/Striving Learners—TE p. T30</li> </ul>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 6.T.SS.2 Craft

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.T.SS.2.c** Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Writing Application

- Chapter 2 Writing Application: Friendly Letter, SE pp. 46–49  
Use informal language such as contractions, slang, abbreviations, and short sentences.

#### Formal Language

#### Informal Language

- Chapter 4 Writing Application: Opinion Paragraph, SE pp. 93–95  
**Key Features**
  - Formal style
- Chapter 10 Writing Application: Business E-mail, SE pp. 209–211  
**Key Features**
  - Concise and formal language

#### Writer's Workshop

- Writer's Workshop: Persuasive Essay—SE pp. 110–116  
**Key Features**
  - Formal style and tone
- Writer's Workshop: How-to Essay—SE pp. 149–155  
**Key Features**
  - Formal style and tone
- Writer's Workshop: Research Report—SE pp. 231–237**  
**Key Features**
  - Formal style and tone

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.1 Narrative Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.T.T.1.a** Describe how narrative techniques are used across the text to develop plot, characters, and setting. (I)

**6.T.T.1.b** Analyze how setting, events, conflict, and characterization influence plot pacing. (I)

**6.T.T.1.c** Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. (I)

**6.T.T.1.d** Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics. (I)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Chapter 1 The Writing Process

#### Writer's Workshop

**Writer's Workshops** feature annotated writing samples that model key features that are directly taught in the lesson.

- Chapter 1 Writer's Workshop: Description, SE pp. 21–26
- Chapter 3 Writer's Workshop: Autobiographical Incident, SE pp. 68–73

#### Sample Instruction

#### Drafting

- Annotated Writing Model

#### Revising

- Annotated Writing Models
- Literary Model

#### Editing and Proofreading

- Annotated Writing Model

#### DIGITAL RESOURCES\*

#### Chapter 1

#### Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated example of student writing that demonstrates the features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 1 Description: "Another World in the Woods"
- Chapter 3 Autobiographical Incident: "A Golden Opportunity"

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

**6.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)

**STUDENT EDITION**

**Writer's Workshop**

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One.

- Chapter 1 Writer's Workshop: Description, SE pp. 21–26
- Chapter 3 Writer's Workshop: Autobiographical Incident, SE pp. 68–73

**Sample Instruction**

An **autobiographical incident** is a true story about an event that happened in the life of the writer. In this workshop, you will learn how to write about a short incident from your life that had a big impact on you,

**Key Features**

- introduction that engages the reader
- narrative techniques, such as dialogue and description
- transitions to signal shifts in time and setting
- precise language and sensory details
- resolution that concludes and reflects on the events

**Authentic Writing**

- **Task** Think about a time you discovered you liked a person, place, or hobby that you didn't like at first. Write a two- to three-page autobiographical incident about your experience.
- **Audience** your teachers, classmates, friends, and family
- **Purpose** to tell the story of a meaningful event in your life

**Prewriting**

- Choose an Important Event
- Jog Your Memory

**Drafting**

- Tell the Whole Story
- Open Up and Connect

**Revising**

- Revising Questions
- Keep Your Sentences Interesting

**Editing and Proofreading**

- Editing and Proofreading Checklist
- Proofreading Symbols

**Publishing and Presenting**

- Add it to your portfolio.
- Start an autobiography.
- Reflect on Your Writing

**Writing Application**

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 2 Writing Application: Friendly Letter, SE pp. 46–49
- Chapter 6 Writing Application: Story, SE pp. 133–136

**Sample Instruction**

When you write your story, remember to include the following:

- Characters
- Plot
- Setting
- Theme

**DIGITAL RESOURCES\***

**Chapters 1–12**

**Writing Rubrics**

Convey Experience: Narrative Writing

The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.2 Expository Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 6.T.T.2.a** Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. (I)
- 6.T.T.2.b** Compare and contrast one author's presentation of events with that of another on the same historical event or topic. (I)
- 6.T.T.2.c** This progression ends in 5th grade.

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Chapter 4 Effective Paragraphs

- Lesson 4.1 Paragraphs and Their Parts—SE pp. 79–81

##### Sample Instruction

**Expository paragraphs** give information, such as facts and ideas

#### Chapter 5 Writing an Essay

- Lesson 5.1 Parts of an Essay—SE pp. 101–102
- Lesson 5.2 Thesis Statements—SE pp. 103–104
- Lesson 5.3 Body Paragraphs—SE pp. 105–106
- Lesson 5.4 Introductions and Conclusions—SE pp. 107–109

#### Writer's Workshop

**Writer's Workshops** feature annotated writing samples that model key features that are directly taught in the lesson.

- Chapter 7 Writer's Workshop: How-to Essay, SE pp. 149–155

##### Sample Instruction

##### Key Features

- introduction, body, and conclusion
- chronological organization
- relevant facts, definitions, and details
- transition words that clarify the relationship among ideas
- precise language and vocabulary specific to your topic
- formal style and tone

##### Drafting

- Annotated Writing Model

##### Revising

- Annotated Writing Model

- Chapter 11 Writer's Workshop: Research Report, SE pp. 231–237

##### Sample Instruction

##### Key Features

- strong thesis, or claim, and clear organizational structure
- question that the research answers
- relevant supporting facts, quotations, and details
- several credible print and digital sources
- transitions that clarify the relationship among ideas
- formal style
- Works Cited list

##### Editing and Proofreading

- Annotated Writing Model

#### DIGITAL RESOURCES\*

#### Chapters 7, 11

#### Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated student essay that demonstrates features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 7 How-to Essay: "Creating Your Own Web Site"
- Chapter 11 Research Report: "Adaptations of Aquatic Birds"

#### Chapters 1–12

#### Writing Rubrics

#### Informative/Explanatory Writing

The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.



DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

**6.T.T.2.d** Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. (C)

STUDENT EDITION

**Writer's Workshop**

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One.

- Chapter 7 **Writer's Workshop: How-to Essay**, SE pp. 149–155

**Sample Instruction**

**Key Features**

- introduction, body, and conclusion
- chronological organization
- relevant facts, definitions, and details
- transition words that clarify the relationship among ideas
- precise language and vocabulary specific to your topic
- formal style and tone

**Authentic Writing**

- **Task** Write a three-page how-to essay.
- **Audience** someone who has never made what you are describing
- **Purpose** to explain how to make something

**Prewriting**

- Pick an Interesting Topic
- Think About Your Audience

**Drafting**

- Put Everything in Order
- Make the Steps Clear
- Writing Hint
  - Maintain a formal style and tone when you write how-to essays.
- Write a Complete Essay

**Revising**

- Revising Questions

**Editing and Proofreading**

- Editing and Proofreading Checklist
- Check Pronoun Agreement

**Publishing and Presenting**

- Give your how-to essay to a friend.
- Post your essay on the Internet.
- Invite two younger people to read your essay.

- Chapter 11 **Writer's Workshop: Research Report**—SE p 261–268

**Writing Application**

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 8 **Writing Application: Summary**, SE pp. 171–174
- Chapter 10 **Writing Application: Business E-mail**, SE pp. 209–211
- Chapter 12 **Writing Application: Essay Question Response**, SE pp. 253–255

DIGITAL RESOURCES\*

**Chapters 1–12**

**Student Resources**

- Peer Review Questions

The Online **Peer Review Questions** is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.

**Writing Rubrics**

**Informative/Explanatory Writing**

The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 6
<p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)</p> <p><b>6.T.T.3.b</b> This progression begins in 9th grade.</p>	<p><u>STUDENT EDITION</u> <b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.1 Paragraphs and Their Parts—SE pp. 79–81</li> </ul> <p><i>Sample Instruction</i> <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>Argument Organizer</li> </ul> <p><b>Analyzing Paragraphs</b></p> <p><b>Chapter 5 Writing an Essay</b> <b>Writer's Workshop</b></p> <p><b>Writer's Workshops</b> feature annotated writing samples that model key features that are directly taught in the lesson.</p> <ul style="list-style-type: none"> <li>Chapter 5 Writer's Workshop: Persuasive Essay, SE pp. 110–116</li> </ul> <p><i>Sample Instruction</i> <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>Argument Organizer</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>Annotate Writing Model</li> <li>Literary Model</li> </ul> <p><b>Editing and Proofreading</b></p> <ul style="list-style-type: none"> <li>Annotate Writing Model</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapters 5</b> <b>Writer's Workshop: Writing Model</b></p> <p>Each online <b>Writing Model</b> presents a full-length, annotated example of student writing that demonstrates the features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.</p> <ul style="list-style-type: none"> <li>Chapter 5 Persuasive Essay: "Saving Trees Saves Us"</li> </ul>
<p><b>6.T.T.3.c</b> Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)</p> <p><b>6.T.T.3.d</b> This progression begins in 9th grade.</p>	<p><u>STUDENT EDITION</u> <b>Write What You Think</b></p> <p>For <b>Write What You Think</b>, students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program. Many of the assignments include a note to practice a recently studied writing skill.</p> <ul style="list-style-type: none"> <li>SE pp 36, 64, 86, 102, 124, 148, 162, 184, 188, 202, 220, 244</li> </ul> <p><i>Sample Assignment</i></p> <p>On a separate sheet of paper, write at least five sentences that explain your answer to the question below.</p> <p>Suppose you were asked to put three things in a time capsule to show what life is like in your community today. What three things would you choose? Why?. (SE p. 148)</p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.3 Argumentative Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)

**6.T.T.3.d** This progression begins in 9th grade.

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### Writer's Workshop

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One.

- Chapter 5 **Writer's Workshop: Persuasive Essay**, SE pp. 110–116

##### Sample Instruction

##### Key Features

- strong claim, or thesis statement, that states a position
- clearly organized and convincing reasons and relevant evidence
- words and phrases to clarify organization of argument
- opposing opinion, or counterargument
- formal style and tone
- conclusion that follows logically from the argument

##### Authentic Writing

- Task** Write a two- to three-page persuasive essay about a change you want to see in your community.
- Audience** your mayor, local officials, and neighbors
- Purpose** to persuade community members to make the change you propose

##### Prewriting

- Pick a Hot Topic
- Be Bold
- Make Your Opinion Count

##### Drafting

- Include the Key Parts
  - Introduction
  - Body
  - Conclusion
- Defend Yourself

##### Revising

- Revising Questions
- Annotate Writing Model
- Start Strong
- Literary Model
- Reading as a Writer
- Clarify the Order

##### Editing and Proofreading

- Editing and Proofreading Checklist
- Proofreading Symbols

##### Publishing and Presenting

- Present it.
- Blog it.
- Reflect on Your Writing

- Chapter 9 **Writer's Workshop: Personal Response to Literature**, SE pp. 189–195

#### Writing Application

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 4 **Writing Application: Opinion Paragraph**, SE pp. 93–95

##### DIGITAL RESOURCES\*

#### Chapters 1–12

##### Student Resources

- Peer Review Questions  
The Online **Peer Review Questions** is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.

##### Writing Rubrics

- Persuade  
The rubric features a checklist of descriptors for three levels of argument writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 6.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.T.T.4.a** Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I)

**6.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

see **GRAMMAR FOR WRITING eBook — Grade 8**

DIGITAL RESOURCES\*

### Chapter 8

#### Instruction & Practice

- Writing Application: Poem

#### Sample Instruction

##### Poems ...

- often evoke feelings
- contain striking images and details that appeal to the senses
- may include stanzas, or groups of lines
- may have a variety of musical sounds
- may have a specific form, such as a sonnet

**Task:** Write a free-verse poem about something or someone you have seen.

**Purpose:** Describe a person, an animal, an object, or an event.

**Audience:** Your family members and friends.

#### Find a Subject

#### Choose Your Words Carefully

#### Use Your Imagination

#### Writing Checklist

Writing Model

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

## 6.T.RA.1 Research & Inquiry

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.T.RA.1.a** Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)

**6.T.RA.1.b** Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)

**6.T.RA.1.c** Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)

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STUDENT EDITION

### Chapter 11 Punctuation

#### Writer's Workshop

- Writer's Workshop: Research Report—SE pp. 231–237  
A **research report** presents information gathered from multiple sources about a single topic.

#### Sample Instruction

##### Prewriting

- Narrow the Field
- Dig into the Topic
  1. Focus on your question.
  2. Use the Internet carefully.
  3. Visit the library.
  4. Find a variety of sources.
  5. Jot down notes.
  6. Make an outline.

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

## 6.T.RA.2 Curating Sources & Evidence

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**6.T.RA.2.a** Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number. (I)

**6.T.RA.2.b** Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources. (I)

**6.T.RA.2.c** Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 6

#### STUDENT EDITION

#### Chapter 11 Punctuation

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##### Editing and Proofreading

- Editing and Proofreading Checklist
- Proofread Your Works Cited List  
Ask your teacher which format to use for listing sources. One common format is MLA (Modern Language Association) style.
  - Book
  - Web Site
  - Writing Model