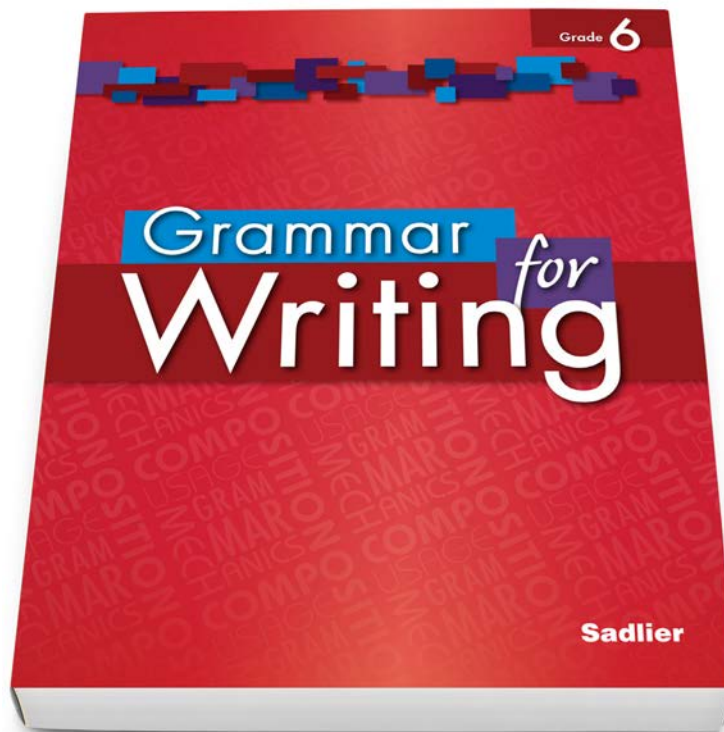


Grammar for Writing

Correlation to the Common Core State Standards
for English Language Arts, Grade 6

Grade 6



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WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Write What You Think—pp. 36, 64, 86, 102, 124, 148, 162, 184, 188, 202, 220, 244

Example [Grade 6, p. 191]

Write What You Think Read the persuasive writing prompt below. On a separate sheet of paper, write one paragraph stating your opinion. Check your paragraph for unity. Eliminate unrelated details if necessary.

Should the government fund art education in public schools?
Why or why not?

Chapter 1 The Writing Process, pp. 8–29

Lesson 1.2 Drafting, pp. 12–13

Chapter 4 Effective Paragraphs, pp. 78–99

Lesson 4.4 Organizing Paragraphs, pp. 87–89

Example [Grade 6, p. 94]

➡ If possible, use one of several common **patterns of organization** to help your readers follow your ideas.

Organization	Function
Order of Importance	arranges details or reasons from the least important ones to the most important ones—or the reverse
Logical Order	groups related details (such as facts, similarities, or examples) together in a clear way that is easy for the reader to follow

Chapter 4 Effective Paragraphs, pp. 78–99

Writing Application: Opinion Paragraph, pp. 93–95

Chapter 5 Writing an Essay, pp. 100–119

Lesson 5.4 Introductions and Conclusions, pp. 107–109

Example [Grade 6, p. 107]

➡ A strong introduction also needs to capture your readers' attention. Try one of these strategies to get them interested right away:

- Include an unusual fact.
- Ask a question.

DESCRIPTION

Throughout the book there are several **Write What You Think** activities designed to help students think critically to develop clear arguments. For each activity, students are given a prompt that requires formulating, stating, and supporting their opinion or claim.

In **Lesson 1.2 Drafting**, young writers organize ideas into a beginning, a middle, and an end. They group details in a way that best serves their purpose—to inform, persuade, or entertain.

In **Lesson 4.4 Organizing Paragraphs**, students learn the best ways to organize reasons and evidence in order to make a convincing presentation.

For **Exercise 1 Choosing an Organizational Pattern**, students describe the organizational pattern best suited to the topic of five paragraphs.

For the **Writing Application: Opinion Paragraph** activity, students are directed to clearly state their opinion or claim as the topic sentence of their opinion paragraph.

In **Lesson 5.4 Introductions and Conclusions**, students are advised that introductory and concluding paragraphs are their first and last chances to create a lasting impression with their readers.

After the instruction, students examine a sample weak conclusion and its revision. In **Exercise 1** they practice revising introductions. In **Exercise 3** they review the effectiveness of a classmate's introduction.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

DESCRIPTION

- Include vivid description.
- Tell a brief story.

Chapter 5 Writing an Essay, pp. 100–119
Writer’s Workshop: Persuasive Essay, pp. 110–116

Example [Grade 6, p. 111]

➡ **Be Bold** Opinions are everywhere—on television, on the Internet, and in our everyday conversations. But not all pinions are equal. In your **thesis statement**, or **claim**, make sure to include an opinion that is clear and well supported. Avoid thesis statements that don’t say much or simply present a fact.

Example [Grade 6, p. 113]

Drafting

Include the Key Parts As you draft, start organizing your details into the three parts of an essay.

1. **Introduction** Grab your readers’ attention, introduce your topic, and include your claim, or thesis statement.

As stated in **Key Features**, a persuasive essay requires a strong claim that states the writer’s opinion or position. Students receive guidelines for choosing a topic and consider examples of weak and strong claims.

In **Drafting**, young writers are directed to organize their draft around the three parts of an essay, including a strong introduction.

In **Revising**, students analyze the strength and clarity of their claim, review advice for establishing a strong and interesting claim, then see a strong introduction in context in the **Literary Model**.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199
Writer’s Workshop: Personal Response to Literature, pp. 189–195

Example [Grade 6, p. 191]

➡ **Craft a Thesis** Next, come up with a strong thesis. Your thesis, or claim, is the main idea of your essay. It should make clear what you thought or felt about the literary work, or at least one aspect of it. It should be neither too broad nor too narrow. Avoid a thesis that only states a fact.

For **Writer’s Workshop: Personal Response to Literature**, students use a graphic organizer to see how to use examples from a work to explain why they reacted the way they did.

In choosing a literary work, they are instructed in the **Topic Checklist** to be sure the story or poem they write about has evoked in them a strong reaction.

In **Prewriting: Craft a Thesis**, students are guided in developing a strong thesis, or claim, as they review examples of claims that are too narrow or too broad.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

DESCRIPTION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.1 Prewriting, pp. 9–11

In **Exercise 4** of **Lesson 1.1 Prewriting**, students practice gathering and arranging details that support their main idea, or claim. They are encouraged to use a clustering graphic organizer to explore a topic and connect different details.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Lesson 2.2 Correcting Run-on Sentences, pp. 34–36

Example [Grade 6, p. 36]

Write What You Think Choose one statement below, and decide if you agree or disagree with it.

- Humans should preserve all species of wild animals.
 - The needs of humans are more important than the needs of animals.
 - It's acceptable to destroy animals' habitats if humans need more land to build homes.
1. On a separate sheet of paper, state your opinion clearly. Write at least four sentences, giving reasons to support your opinion.

Chapter 3 Sentence Variety and Structure, pp. 54–77
Lesson 3.4 Simple, Compound, and Complex Sentences, pp. 62–64

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.1 Paragraphs and Their Parts, pp. 79–81

Example [Grade 6, p. 79]

▶ Paragraphs have no set rules for length or organization. However, many effective paragraphs (especially expository and persuasive paragraphs) include a topic sentence and supporting sentences.

2. The main part of your paragraph explains or supports the main idea. These **supporting sentences**, also called the **body**, can include facts, examples, quotations, and other details.

Chapter 4 Effective Paragraphs, pp. 78–99
Writing Application: Opinion Paragraph, pp. 93–95

Example [Grade 6, p. 94]

Sell Your Point To make your argument more convincing, gather strong, relevant evidence from credible sources..

- **Facts** Facts are statements that can be proved true or false. For example, "Dogs are mammals" is a fact because it can be proved true. "Dogs are fun pets" is an opinion because it cannot be proved either true or false.
- **Examples** Specific events and details illustrate the point that you are trying to make.

DESCRIPTION

The **Write What You Think** activity on page 36 requires students to give reasons to support their opinion.

For the **Write What You Think** activity on page 64, students must back up their opinion with at least two reasons.

Lesson 4.1 Paragraphs and Their Parts explains that following the topic sentence, the supporting sentences constitute the body of a paragraph, which usually contains the reasons that support the writer's claim or opinion.

Writing Application: Opinion Paragraph begins with a chart that contrasts Weak Opinions with Opinions with Reasons. Students learn the importance of citing sound evidence from credible sources to support their claim. The three types of evidence described in the lesson include facts, examples, and quotations.

In the **Writing Checklist** on page 95, students review their opinion paragraph to make sure they have included at least two types of supporting details.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

- **Quotations** Spoken or written opinions of experts in the field will make your argument more convincing.

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.3 Body Paragraphs, pp. 105–106

Chapter 5 Writing an Essay, pp. 100–119
Writer’s Workshop: Persuasive Essay, pp. 110–116

Example [Grade 6, p. 94]

Key Features

- clearly organized and convincing reasons and relevant evidence

Example [Grade 6, p. 112]

Prewriting

Make Your Opinion Count As Once you have chosen the topic of your essay, you will need to provide two or more reasons to support your thesis statement. Support your reasons with a variety of **evidence**.

Body Support your claim with reasons and relevant evidence. Arrange your support in order of importance, from strongest to weakest, or weakest to strongest. Maintain a formal style.

Example [Grade 6, p. 113]

Drafting

Include the Key Parts As you draft, start organizing your details into the three parts of an essay.

2. **Body** Support your claim with reasons and relevant evidence. Arrange your support in order of importance, from strongest to weakest, or weakest to strongest. Maintain a formal style.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199

Writer’s Workshop: Personal Response to Literature, pp. 189–195

Example [Grade 6, p. 192]

DESCRIPTION

In **Lesson 5.3**, students learn that the body paragraphs of an essay—located between the introduction and the conclusion—provide the information readers need to understand the essay’s main idea. When the main idea of a paper is a claim or opinion, each body paragraph features a reason or provides a single piece of evidence that supports the writer’s claim.

As stated on page 110, one of the **Key Features** of a persuasive essay is the requirement that the writer provide clearly organized reasons that support the writer’s opinion or claim.

In **Prewriting**, students are reminded that a strong opinion needs to be supported by strong evidence, including examples, facts, and quotations. They are encouraged to use an Argument graphic organizer to organize their reasons and evidence.

The first **Writing Hint** on page 112 cautions against the use of circular arguments, while the second **Writing Hint** advises citing only reasons that will motivate the audience to take action.

In **Drafting**, students see that the reasons and evidence that support their claim are presented in the body of the essay.

In the **Revising Questions** on page 114, students ask themselves, “Where can I add more convincing reasons and evidence?”

Writer’s Workshop: Personal Response to Literature calls for students to formulate and support a personal response or opinion about a recently read work of literature.

The chart in **Drafting** reviews the three parts of an essay: introduction, body, and conclusion. Evidence presented in the

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Drafting

Include All the Parts As you draft, include all three parts of an essay.

Body	
Point 1 Evidence	James seems like a normal kid in a strange world. <ul style="list-style-type: none"> • parents eaten by rhino (p. 1) • gets magic crystals (p. 9) • scared and hopeless at beginning (p. 13) • fights with Cloud-Men (p. 85) • excited at end just the way I would be (p. 117)
Point 2 Evidence	James's peculiar friends look bizarre and scary, but they are a lot like my friends and me. <ul style="list-style-type: none"> • different personalities and skills • Glow-worm = gives light, is shy (p. 34) • Earthworm = gloomy (p. 49) • Centipede's jokes and funny song about "smelly jelly" and "mudburgers" (p. 52)

DESCRIPTION

body of the paragraph is presented as bulleted points.

The **Revising Questions** on page 193 call for a reexamination of supporting details or reasons: "Where should I add supporting text evidence?"

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 78–99

Lesson 4.5 Using Transitions, pp. 90–92

Example [Grade 6, p. 90]

► Choose transitional words and phrases that fit your purpose and make your organization clear.

Common Transitions

To show time	after, before, during, finally, later, until
To show location	above, behind, in front of, inside
To show cause and effect	as a result, because, due to, since, so
To show examples	for example, for instance, in addition
To show similarities and differences	also, but, on the other hand, too, yet

DESCRIPTION

Lesson 4.5 Using Transitions explains how to use certain words and phrases to show the logical connection between ideas in sentences and paragraphs in an essay. These transitional words and phrases are sometimes called "signal words" because they signal the order or relationship being used in paragraphs.

The lesson features definitions, examples in context, a chart with common transitions, a **Literary Model**, and three sets of exercises.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 78–99
Writing Application: Opinion Paragraph, pp. 93–95

Example [Grade 6, p. 94]

Sell Your Point

As you write, use **logical order** to organize your evidence. Group related details together in a clear way. Finally, add transitions to help your reader follow your argument.

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.3 Body Paragraphs, pp. 105–106

Example [Grade 6, p. 94]

► ... Use **transitions** to link paragraphs and sentences smoothly.

Chapter 5 Writing an Essay, pp. 100–119
Writer’s Workshop: Persuasive Essay, pp. 110–116

Example [Grade 6, p. 115]

Revising

Clarify the Order Reread your draft to check the organization of the body of your essay.

3. Make your organization clear by adding transitions, such as *first, second, next, another reason*, and so on.

DESCRIPTION

Instruction in **Writing Application: Opinion Paragraph** stresses the use of logical order in organizing evidence that is connected by transitions to the presentation of a convincing argument.

In **Lesson 5.3 Body Paragraphs**, students use transitions to link reasons presented in body paragraphs to each other, as well as to the essay’s thesis or claim.

The **Key Features** box for **Writer’s Workshop: Persuasive Essay** calls for transition words, phrases, and clauses that link claims, reasons, and evidence.

Revising: Clarify the Order on page 115 reemphasizes the importance of transitions.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1d** Establish and maintain a formal style.

SADLIER **GRAMMAR FOR WRITING GRADE 6** FEATURE & LOCATION

DESCRIPTION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.2 Drafting, pp. 12–13

Example [Grade 6, p. 12]

➡ Keep your audience in mind as you draft. Usually use a formal style when writing for school and an informal style when writing for friends.

In **Lesson 1.2 Drafting**, students are advised to use a formal style for most school assignments.

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Writer’s Application: Friendly Letter, pp. 46–49

Example [Grade 6, p. 48]

Formal Language	Informal Language
I am writing to inform you	I’m dropping a note to say
It gave me great pleasure	I was psyched
Thank you kindly	Thanks so much

Writer’s Application: Friendly Letter features a chart on page 48 that helps students understand the difference between formal and informal language.

Chapter 4 Effective Paragraphs, pp. 78–99
Writing Application: Opinion Paragraph, pp. 93–95

Example [Grade 6, p. 94]

Writing Hint As you write your draft, use a formal style and a reasonable **tone**, or attitude. Be polite. You don’t need to insult someone just to prove your point. In fact, an annoyed or angry tone may signal to readers that you don’t have enough evidence to back up your opinion.

Key Features of an opinion paragraph include formal style. The **Writing Hint** on page 94 includes the counsel to use a formal style and reasonable tone.

Chapter 5 Writing an Essay, pp. 100–119
Writer’s Workshop: Persuasive Essay, pp. 110–116

Example [Grade 6, p. 113]

Drafting

Include the Key Parts As you draft, start organizing your details into the three parts of an essay.

2. **Body** Support your claim with reasons and relevant evidence. Arrange your support in order of importance, from strongest to weakest, or weakest to strongest. Maintain a formal style.

Key Features of a persuasive essay include formal style and tone.

In **Drafting**, students are told to maintain a formal style. When presenting a counterargument, young writers are advised to use a reasonable, polite tone when responding to a counterargument.

The **Revising Checklist** on page 114 has students ask themselves, “How well have I maintained a formal style and reasonable tone?”

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199
Lesson 9.5 Conjunctions and Interjections, pp. 187–188

Students are warned that interjections should be used rarely in formal writing, such as school reports or business letters.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1e** Provide a concluding statement or section that follows from the argument presented.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 78–99

Lesson 4.1 Paragraphs and Their Parts, pp. 79–81

Example [Grade 6, p. 80]

► Sometimes writers choose to end their paragraphs with a **concluding sentence**, also called a **clincher**. Concluding sentences often restate the main idea in a new way and tie the supporting sentences together.

Chapter 4 Effective Paragraphs, pp. 78–99

Writing Application: Opinion Paragraph, pp. 93–95

Chapter 5 Writing an Essay, pp. 100–119

Lesson 5.1 Parts of an Essay, pp. 101–102

Example [Grade 6, p. 102]

Write What You Think Answer the question below by writing a short essay on a separate sheet of paper. Include three short paragraphs: an introduction, a body, and a conclusion.

Think of the contributions an ancient people made. For example, the Egyptians made the first 365-day calendar and developed mathematics. The Chinese invented gunpowder and the compass.

How do these contributions influence your life today, regarding food, school, travel, or music?

Chapter 5 Writing an Essay, pp. 100–119

Lesson 5.4 Introductions and Conclusions, pp. 107–109

Example [Grade 6, p. 107]

Conclusions

► Use your conclusion to bring your writing to a satisfying finish. Try these strategies to wrap up your essay:

- Summarize key points
- Offer an opinion or a suggestion.
- Make a prediction.
- Explain the topic's importance.

Chapter 5 Writing an Essay, pp. 100–119

Writer's Workshop: Persuasive Essay, pp. 110–116

Example [Grade 6, p. 113]

Drafting

Include the Key Parts As you draft, start organizing your

DESCRIPTION

Lesson 4.1 Paragraphs and Their Parts advises students to use a concluding sentence for some paragraphs. Like the concluding statement or paragraph of an essay, a concluding sentence of a paragraph often restates the main idea and summarizes the supporting detail in order to bring the discussion to a satisfying close.

As explained in **Writing Application: Opinion Paragraph**, students should present a logical conclusion in the concluding sentence.

For the **Write What You Think** activity on page 102, students write a short, three-part essay that features an introduction, a body, and a conclusion.

In **Lesson 5.4 Introductions and Conclusions**, students are advised that introductory and concluding paragraphs are their first and last chances to create a lasting impression with their readers.

After the instruction, students examine a sample weak conclusion and its revision. In **Exercise 2** they practice revising conclusions. In **Exercise 3** they review the effectiveness of a classmate's conclusion.

For **Drafting** on page 113, students consider the key parts of their essay, including a strong conclusion.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.6.1e** Provide a concluding statement or section that follows from the argument presented.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

details into the three parts of an essay.

3. **Conclusion** Wrap up your essay by restating your claim or leaving your audience with more to think about..

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199
Writer’s Workshop: Personal Response to Literature, pp. 189–195

DESCRIPTION

The **Drafting** instruction on page 192 reminds students that their conclusion should summarize their response and restate their thesis, using difference words.

The Revising Questions on page 193 ask students to evaluate the effectiveness of their conclusion.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.1 Prewriting, pp. 9–11

Example [Grade 6, p. 10]

➡ **Gather and organize details.** Finish your prewriting by exploring which specific ideas and details to include. Try the strategy of clustering to explore your topic and connect different details.

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.2 Drafting, pp. 12–13

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.3 Revising, pp. 14–16

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.1 Paragraphs and Their Parts, pp. 79–81

Example [Grade 6, p. 79]

➡ Paragraphs have no set rules for length or organization. However, many effective paragraphs (especially expository and persuasive paragraphs) include a topic sentence and

DESCRIPTION

Lesson 1.1 Prewriting, the first lesson in the book, offers suggestions for gathering and organizing ideas before writing. These include using a graphic organizer to show the connection between different details, a technique students practice in **Exercise 4** Gathering and Arranging Details.

In **Lesson 1.2 Drafting**, young writers organize ideas into a beginning, a middle, and an end. They group details in a way that best serves their purpose—to inform, persuade, or entertain.

Lesson 1.3 Revising directs students to consider the traits of good writing.

Lesson 4.1 Paragraphs and Their Parts students learn about stating their main idea or topic of a paragraph in the topic sentence. Later, in **Lesson 5.1**, young writers will learn how an essay’s introduction is similar to the topic sentence of a paragraph—both present a main idea .

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

DESCRIPTION

supporting sentences.

1. Use a **topic sentence** to state your main idea or purpose. A strong topic sentence at the beginning of a paragraph introduces readers to the topic, focuses them on your point, and makes them want to read on.

Chapter 4 Effective Paragraphs, pp. 78–99

Lesson 4.2 Main Idea and Supporting Details, pp. 82–84

Example [Grade 6, p. 82]

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

Lesson 4.2 Main Idea and Supporting Details explains the difference between a topic and the main idea, also how to state their topic in a topic sentence.

In **Exercise 1** students practice writing topic sentences for expository paragraphs.

Chapter 4 Effective Paragraphs, pp. 78–99

Lesson 4.4 Organizing Paragraphs, pp. 87–89

Example [Grade 6, p. 88]

➡ If possible, use one of several common patterns of organization to help your readers follow your ideas.

In **Lesson 4.4 Organizing Paragraphs**, students learn about arranging information in paragraphs in a way that makes sense. The chart on page 88 identifies several common patterns of organization: chronological order, spatial order, order of importance, and logical order.

For **Exercise 1**, students practice choosing an organizational pattern, choose a pattern for organizing information in **Exercise 2**, and improve the organization of a paragraph in **Exercise 3**.

Organization	Function
Chronological Order	presents details or events in the order in which they occur (what happens first, second, and so on)
Spatial Order	describes details according to their location (such as top to bottom, near to far, or left to right)
Order of Importance	arranges details or reasons from the least important ones to the most important ones—or the reverse
Logical Order	groups related details (such as facts, similarities, or examples) together in a clear way that is easy for the reader to follow

Chapter 4 Effective Paragraphs, pp. 78–99

Lesson 4.5 Using Transitions, pp. 90–92

Lesson 4.5 Using Transitions explains how certain words and phrases show the relationship between ideas in sentences and paragraphs in an essay.

One type of transition signals a cause-and-effect organization of information. These transitional words and phrases include *as a result, because, due to, since, and so*.

Chapter 5 Writing an Essay, pp. 100–119

Lesson 5.1 Parts of an Essay, pp. 101–102

Example [Grade 6, p. 101]

Lesson 5.1 Parts of an Essay explains that many paragraphs and essays share similar organization—they both present a main idea, develop the main idea, and restate the main idea in a concluding sentence or paragraph.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

➡ Essays have three basic parts, or sections: an introduction, a body, and a conclusion.

➡ The introduction and conclusion are often composed of just one paragraph each. In contrast, the body usually includes three or more paragraphs.

Chapter 5 Writing an Essay, pp. 100–119

Lesson 5.4 Introductions and Conclusions, pp. 107–109

Example [Grade 6, p. 107]

➡ A strong introduction also needs to capture your readers' attention. Try one of these strategies to get them interested right away:

- Include an unusual fact.
- Ask a question.
- Include vivid description.
- Tell a brief story.

Chapter 7 Nouns and Pronouns, pp. 140–159

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

Example [Grade 6, p. 152]

Write a Complete Essay Include three basic parts.

1. Write an **introduction** that grabs your readers' attention. Begin with a question, such as "Have you ever wanted to see a volcano erupt?" Or, add sensory description, such as "The powerful lava shoots up and over the sides of the volcano."

Chapter 11 Punctuation, pp. 203–220

Writer's Workshop: Research Report, pp. 231–237

Chapter 12 Capitalization and Spelling, pp. 242–259

Writing Application: Essay Question Response, pp. 253–255

DESCRIPTION

The chart on page 101 explains that an introduction "states the main idea and captures the readers' attention."

In **Lesson 5.4 Introductions and Conclusions**, students are advised that introductory and concluding paragraphs are their first and last chances to create a lasting impression with their readers.

After the instruction, students examine a sample weak introduction and its revision. In **Exercise 1** they practice revising introductions. In **Exercise 3** they review the effectiveness of a classmate's introduction.

When **Drafting** the **How-to Essay**, students focus on the three parts of a complete essay: introduction, body, and conclusion. When **Revising**, they ask themselves, "How strong is my introduction?"

The **Some Purposes of a Research Report** list on page 231 suggests a compare/contrast organizational structure when analyzing two historical figures.

On page 233, students are advised to use an outline to organize similar information into main points, sequenced in the order they will be presented.

For **Writing Application: Essay Question Response**, students are taught to organize ideas logically, using transition words and phrases to show their connection.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.1 Prewriting, pp. 9–11

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.2 Main Idea and Supporting Details, pp. 82–84

Example [Grade 6, pp. 82–83]

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

Each of the different kinds of details in the chart [below] supports the following main idea:

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

Kind	Definition	Example
Facts	statements that can be proved true	The currents are strong in parts of the 1,450-mile-long Colorado River.
Examples	specific cases or instances	Our raft almost flipped over three times.
Sensory Details	words that appeal to the five senses	Tim’s hands gripped the smooth paddle tightly until the icy water sloshed into the raft.
Quotations	spoken or written words from an expert or authority	According to our guide, Dr. Lin, “The Colorado is a wet and wild rafting experience.”

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.1 Parts of an Essay, pp. 101–102

Example [Grade 6, p. 101]

➡ Essays have three basic parts, or sections: an introduction, a body, and a conclusion.

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.3 Body Paragraphs, pp. 105–106

DESCRIPTION

In **Exercise 4** of **Lesson 1.1 Prewriting**, students practice gathering and arranging details that support their topic. They are encouraged to use a clustering graphic organizer to explore a topic and connect different details.

Lesson 4.2 Main Idea and Supporting Details describes several types of supporting details. These include facts, examples, sensory details, and quotations.

In **Exercise 2**, students write expository paragraphs with supporting sentences with different types of evidence or supporting details.

Lesson 5.1 Parts of an Essay explains that paragraphs and essays share similar organization—they both present a main idea, develop the main idea, and restate the main idea in a concluding sentence or paragraph.

The chart on page 101 explains that the Body “supports and explains the main idea with facts, examples, sensory details, quotations, and so on.”

Body paragraphs follow the introduction and provide the reasons or facts that explain and support the essay’s main idea. Each paragraph in the body should include a topic sentence that directly states the paragraph’s main idea.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer’s Workshop: How-to Essay, pp. 149–155

Example [Grade 6, p. 152]

Write a Complete Essay Include three basic parts.

2. Write a **body** that clearly explains each step in the process. Describe each step in the order it is performed. Use paragraphs and transition words to emphasize this step-by-step organization.

Chapter 11 Punctuation, pp. 203–220
Writer’s Workshop: Research Report, pp. 231–237

Example [Grade 6, p. 234]

Write a Complete Draft Draft an introduction, a body, and a conclusion.

2. In the **body**, present information that supports your thesis. Write at least one paragraph for each main point in your outline. Include supporting information for each point. If you don’t have enough information to develop a paragraph, either revise your outline, or do additional research.

DESCRIPTION

When **Drafting** the **How-to Essay**, students focus on writing the three parts of a complete essay: introduction, body, and conclusion. The body describes each step of the process, listed in chronological order.

In the draft of the **Research Report**, students are advised to organize supporting facts and details in the body paragraphs.

In the **Revising Questions**, they ask themselves, “How varied is my supporting evidence?”

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.5 Using Transitions, pp. 90–92

Example [Grade 6, p. 90]

► Choose transitional words and phrases that fit your purpose and make your organization clear.

DESCRIPTION

Lesson 4.5 Using Transitions explains how to use certain words and phrases to show the logical connection between ideas in sentences and paragraphs in an essay. These transitional words and phrases are sometimes called “signal words” because they signal the order or relationship being used in paragraphs.

The lesson features definitions, examples in context, a chart with common transitions, a **Literary Model**, and three sets of exercises.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

DESCRIPTION

Common Transitions	
To show time	after, before, during, finally, later, until
To show location	above, behind, in front of, inside
To show cause and effect	as a result, because, due to, since, so
To show examples	for example, for instance, in addition
To show similarities and differences	also, but, on the other hand, too, yet

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.3 Body Paragraphs, pp. 105–106

Example [Grade 6, p. 94]

► ... Use **transitions** to link paragraphs and sentences smoothly.

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer’s Workshop: How-to Essay, pp. 149–155

Example [Grade 6, p. 151]

Put Everything in Order The order in which you present the information in a how-to essay is just as important as the information itself. Use chronological order. Put the steps in order from first to last.

- As you draft, use **transitions**, such as first and next, to help your readers follow the order.

Example [Grade 6, p. 153]

Revising Questions

- Where can I add transitions to clarify the order?

Chapter 11 Punctuation, pp. 203–220
Writer’s Workshop: Research Report, pp. 231–237

Chapter 12 Capitalization and Spelling, pp. 242–259
Writing Application: Essay Question Response, pp. 253–255

In **Lesson 5.3 Body Paragraphs**, students use transitions to link reasons presented in body paragraphs to each other, as well as to the essay’s thesis or claim. Examples of transitions are provided in the **Writing Model**.

When **Drafting** the **How-to Essay**, students receive instruction then examine a sample of edited student writing to better understand the need for transitions to clarify the order of steps described in the body of the essay.

The **Revising Questions** on page 153 include reviewing the use of transitions.

The **Key Features** of the **Research Report** include using “transitions that clarify the relationship among ideas.”

The **Key Features** of an **Essay Question Response** alerts students to the need for “logical organization with transitions that link ideas and concept.”

The **Writing Checklist** on page 255 reminds students to ask themselves, “Did you write a well-organized response using transitions?” The **Writing Model** that follows provides an example of a transition in context.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.3 Revising, pp. 14–16

Chapter 1 The Writing Process, pp. 8–29
Writer’s Workshop: Description, pp. 21–26

Example [Grade 6, p. 22]

Form a Picture Help your audience picture the place you are describing. Paint an image with **sensory details**, which appeal to one or more of the five senses. List them in a chart.

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Lesson 2.4 Using Precise Words, pp. 40–42

Example [Grade 6, p. 40]

➡ Nouns that are specific, instead of general, tell readers exactly what you mean.

General	animal	clothes	plant	furniture
Specific	porcupine	sweatshirts	dandelion	coffee table

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Lesson 2.5 Using Sensory Details, pp. 43–45

Example [Grade 6, p. 43]

Sensory details are what we experience through our five senses—sight, sound, smell, taste, and touch.

Five Senses	
Sight	sparkling blue water, tiny oval stones
Sound	roar of the ocean, bird’s high-pitched cry
Smell	burned toast, scent of flowery perfume
Taste	salty water, sour pickles
Touch	powdery sand, smooth cotton

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.2 Main Idea and Supporting Details, pp. 82–84

Example [Grade 6, p. 82]

➡ Be sure to provide enough **supporting details** to explain or develop your main idea. Depending on your purpose, you may want to choose facts, examples, sensory

DESCRIPTION

In **Lesson 1.3 Revising**, students ask themselves which general words in their writing can be replaced by more precise, descriptive words.

In **Writer’s Workshop: Description**, students focus on adding sensory details to their writing in order to create a clear picture of experiences and events.

Lesson 2.4 Using Precise Words illustrates how students can make their writing more lively and interesting by replacing general words with more specific nouns, verbs, adjectives, and adverbs.

Lesson 2.5 Using Sensory Details teaches students to use sensory words and details to create a clear, vivid picture of people, places, and events in their writing.

After instruction and a **Literary Model**, they practice revising sentences by adding at least one sensory detail. **Exercise 2** involves brainstorming sensory details. For **Exercise 3**, they write an article that includes at least one detail for each of the five senses.

For **Lesson 4.2 Main Idea and Supporting Details**, students learn that descriptive, sensory details can be used to support the main idea of a paragraph.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

details, or quotations to help readers understand your ideas.

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.1 Parts of an Essay, pp. 101–102

Example [Grade 6, p. 101]

► Paragraphs and essays often share similar features because each expresses and explains a main idea.

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer’s Workshop: How-to Essay, pp. 149–155

Example [Grade 6, p. 151]

Writing Hint Use precise language, and include and define vocabulary specific to your subject when necessary.

DESCRIPTION

Lesson 5.1 Parts of an Essay explains that paragraphs and essays share similar features—they both present a main idea, develop the main idea, and restate the main idea in a concluding sentence or paragraph.

The chart on page 101 explains that the Body “supports and explains the main idea with facts, examples, sensory details, quotations, and so on.”

As summarized in **Key Features**, a **How-to Essay** should use “precise language and vocabulary specific to your topic.”

The **Writing Hint** on page 151 directs students to use precise words and phrases.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2e** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.2 Drafting, pp. 12–13

Example [Grade 6, p. 12]

► Keep your audience in mind as you draft. Usually use a formal style when writing for school and an informal style when writing for friends.

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Writer’s Application: Friendly Letter, pp. 46–49

Example [Grade 6, p. 48]

DESCRIPTION

In **Lesson 1.2 Drafting**, students are advised to use a formal style for most school assignments.

Writer’s Application: Friendly Letter features a chart on page 48 that helps students understand the difference between formal and informal language.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2e** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Formal Language	Informal Language
I am writing to inform you	I'm dropping a note to say
It gave me great pleasure	I was psyched
Thank you kindly	Thanks so much

DESCRIPTION

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer's Workshop: How-to Essay, pp. 149–155

As summarized in **Key Features**, a **How-to Essay** should be written using formal style and tone. The **Writing Hint** on page 151 explains that maintaining a formal style and tone enables students to sound knowledgeable and project a voice of authority.

Chapter 11 Punctuation, pp. 203–220
Writer's Workshop: Research Report, pp. 231–237

When **Revising** the **Research Report**, students ask themselves, "How well did I use formal language?"

Chapter 12 Capitalization and Spelling, pp. 242–259
Writing Application: Essay Question Response, pp. 253–255

The **Key Features** of an **Essay Question Response** includes the need for using formal style.

The **Writing Checklist** on page 255 reminds students to ask themselves, "Did you write a well-organized response using transitions?" The **Writing Model** that follows provides an example of a transition in context.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.1 Paragraphs and Their Parts, pp. 79–81

Example [Grade 6, p. 80]

► Sometimes writers choose to end their paragraphs with a **concluding sentence**, also called a **clincher**. Concluding sentences often restate the main idea in a new way and tie the supporting sentences together.

DESCRIPTION

Lesson 4.1 Paragraphs and Their Parts advises students to use a concluding sentence for some paragraphs. Like the concluding statement or paragraph of a narrative or essay, a concluding sentence of a paragraph often restates the main idea and summarizes the supporting detail in order to bring the discussion to a satisfying close.

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.1 Parts of an Essay, pp. 101–102

Lesson 5.1 Parts of an Essay explains that paragraphs and essays share similar organization—they both present a main

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Example [Grade 6, p. 101]

- ➡ Essays have three basic parts, or sections: an introduction, a body, and a conclusion.
- ➡ The introduction and conclusion are often composed of just one paragraph each. In contrast, the body usually includes three or more paragraphs.

Chapter 5 Writing an Essay, pp. 100–119

Lesson 5.4 Introductions and Conclusions, pp. 107–109

Example [Grade 6, p. 107]

- ➡ A good conclusion sums up your main point and restates the thesis statement in a new way.
- ➡ A strong conclusion to bring your writing to a satisfying finish. Try these strategies to wrap up your essay:
 - Summarize key points.
 - Offer an opinion or a suggestion.
 - Make a prediction.
 - Explain the topic's importance.

Chapter 7 Nouns and Pronouns, pp. 140–159

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

Example [Grade 6, p. 152]

Write a Complete Essay Include three basic parts.

3. In your **conclusion**, suggest ways your readers can expand on the project they have just completed.

Chapter 11 Punctuation, pp. 203–220

Writer's Workshop: Research Report, pp. 231–237

Example [Grade 6, p. 152]

Write a Complete Draft Draft an introduction, a body, and a conclusion.

3. Finish your report with a strong **conclusion**. Summarize the main points, and restate your thesis. You can also leave your readers with a question or thought to ponder.

DESCRIPTION

idea, develop the main idea, and restate the main idea in a concluding sentence or paragraph.

The chart on page 101 explains that a conclusion “sums up the writer’s main point and brings the essay to a close.

In **Lesson 5.4 Introductions and Conclusions**, students are advised that introductory and concluding paragraphs are their first and last chances to create a lasting impression with their readers.

After the instruction, students examine a sample weak conclusion and its revision. In **Exercise 2** they practice revising conclusions. In **Exercise 3** they review the effectiveness of a classmate’s conclusion.

When **Drafting the How-to Essay**, students focus on the three parts of a complete essay: introduction, body, and conclusion.

When **Drafting the Research Report**, students are directed to close with a strong conclusion.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3a** 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.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 54–77
Writer’s Workshop: Autobiographical Incident, pp. 68–73

Example [Grade 6, p. 70]

Beginning	Middle	End
<ul style="list-style-type: none"> • Write an introduction that catches your reader’s interest. • Identify what you didn’t like, and give key background information. 	<ul style="list-style-type: none"> • Explain the events that caused you to change your mind. • Include details and dialogue. 	Briefly state why you changed your mind and what you learned.

Chapter 6 Parts of a Sentence, pp. 120–139
Writing Application: Story, pp. 133–136

Example [Grade 6, p. 135]

Set Up the Story Now create a **plot**, the series of events that make up the story.

1. The **beginning** of your story should introduce the characters and setting. Open with a bang to keep your readers interested. Be sure to show or hint at the conflict.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199
Writer’s Workshop: Personal Response to Literature, pp. 189–195

DESCRIPTION

In **Drafting**, students begin their autobiographical incident with an engaging introduction. For this assignment, they serve as the narrator and therefore use first-person point of view.

In **Revising**, they check to be sure the chronological order of events is clear.

In **Writing Application: Story**, students learn about key elements of a story, including characters, setting, and the series of events, or plot. They distinguish between main and minor characters and are encouraged to use Character Map and Story Map graphic organizers when planning the first draft. They also analyze a **Writing Model** to see how to engage and orient the reader by establishing a context and introducing characters.

In **Writer’s Workshop: Personal Response**, students review the elements of a literary work, including plot, characters, setting, theme, and style.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Writer’s Workshop: Description, pp. 21–26

Chapter 3 Sentence Variety and Structure, pp. 54–77
Writer’s Workshop: Autobiographical Incident, pp. 68–73

DESCRIPTION

In **Writer’s Workshop: Description**, students learn how to use words to create a vivid picture of people, places, and events.

For **Writer’s Workshop: Autobiographical Incident** young writers study and practice narrative techniques, including

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Example [Grade 6, p. 70]

Open Up and Connect Use these tips to keep the focus on yourself and draw your reader into the story. How effective is the model below?

- Include important conversations, or **dialogue**, and use **sensory details** that appeal to the five senses (sight, sound, smell, touch, and taste).

Chapter 6 Parts of a Sentence, pp. 120–139
Writing Application: Story, pp. 133–136

Example [Grade 6, p. 70]

Set Up the Story Now create a **plot**, the series of events that make up the story. Use **dialogue**, the quoted speech of characters, to add details and interest.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199
Lesson 9.5 Conjunctions and Interjections, pp. 187–188

Chapter 11 Punctuation, pp. 216–218
Lesson 11.5 Quotation Marks, pp. 225–226

DESCRIPTION

dialogue and description.

Key Features for Writing Application: Story include dialogue, conflict, and description. When writing a story, students should be mindful of characters, plot, setting, and theme.

The introductory chart explains that the quoted conversations of the story's characters is called dialogue. Dialogue samples are presented in context in the **Writing Model** on page 136.

Exercise 2 of Lesson 9.5 Conjunctions and Interjections is an assignment to write a dialogue (conversation) to go with a photograph of two students working on a computer.

The **Hint** on page 188 describes the correct use of speech tags, such as *he asked*.

Lesson 11.5 Quotation Marks features instruction on how to set off the dialogue of a speaker by placing quotation marks at the beginning and end of spoken words.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Writer’s Workshop: Description, pp. 21–26

Example [Grade 6, p. 23]

Drafting

Locate It As you draft, organize the details in **spatial order**.

- Present details according to their location in space, such as from top to bottom, left to right, near to far, or front to back.
- Use **transitions**, such as *above, below, across, and near*, to help your reader picture the scene.

Chapter 3 Sentence Variety and Structure, pp. 54–77
Writer’s Workshop: Autobiographical Incident, pp. 68–73

Example [Grade 6, p. 70]

Drafting

As you draft, use **chronological order**. Organize events from first to last, in the order they occurred. Use words such as *first, then, and before* to signal the order.

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.4 Organizing Paragraphs, pp. 87–89

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.5 Using Transitions, pp. 90–92

Example [Grade 6, p. 90]

➡ Choose transitional words and phrases that fit your purpose and make your organization clear.

Common Transitions

To show time	after, before, during, finally, later, until
To show location	above, behind, in front of, inside
To show cause and effect	as a result, because, due to, since, so
To show examples	for example, for instance, in addition
To show similarities and differences	also, but, on the other hand, too, yet

DESCRIPTION

Key Features for Writer’s Workshop: Description call for an organization that features uses spatial order. During **Drafting**, students pay attention to the use of transitions to signal changes in spatial order.

The **Key Features for Writer’s Workshop: Autobiographical Incident** include transitions that signal shifts in time and setting.

During **Drafting**, students focus on chronological order, using transitions to signal moving from one time frame or event to the next.

The **Writing Hint** on page 89 tells students to connect sentences using transitions, such as *first, next, then, and finally*.

Lesson 4.5 Using Transitions explains how to use certain words and phrases to show the logical connection between ideas in sentences and paragraphs in an essay. These transitional words and phrases are sometimes called “signal words” because they signal the order or relationship being used in paragraphs.

The lesson features definitions, examples in context, a chart with common transitions, a **Literary Model**, and three sets of exercises.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.3 Body Paragraphs, pp. 105–106

Chapter 6 Parts of a Sentence, pp. 120–139
Writing Application: Story, pp. 133–136

DESCRIPTION

In **Lesson 5.3 Body Paragraphs**, students are advised to use transitions to connect paragraphs and sentences smoothly. Proper use of transitions is demonstrated in the **Writing Model**.

In **Key Features of Writing Application: Story**, students are counseled to use transition words that signal shifts in time or setting.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Writer’s Workshop: Description, pp. 21–26

Example [Grade 6, p. 22]

Form a Picture Help your audience picture the place you are describing. Paint an image with sensory details, which appeal to one or more of the five senses. List them in a chart.

Sight	Sound	Taste	Smell	Touch
strange marine life that glows in the dark	mysterious whale calls	salty sea water	musty smell of sunken ships	rough surface of weird caves

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Lesson 2.4 Using Precise Words, pp. 40–42

Example [Grade 6, p. 40]

► Use precise, colorful adjectives and adverbs to add interest to your style and detail to your descriptions.

Vague	old	big	soft	badly
Precise	wrinkled	seven-foot	fluffy	harshly

DESCRIPTION

For **Writer’s Workshop: Description**, students practice using words to create vivid pictures of a person, place, event, or object.

In **Revising: Revising Questions**, students analyze the effectiveness of their use of sensory language. They are taught to use words to show, not tell, what they mean. They learn about figurative language and imagery, with examples in context in the **Literary Model**.

Lesson 2.4 Using Precise Words illustrates how students can make their writing more lively by replacing general words with more specific nouns, verbs, adjectives, and adverbs.

For the exercises, students first practice identifying precise words then revise sentences by replacing general words with more precise and effective nouns, verbs, and modifiers.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Lesson 2.5 Using Sensory Details, pp. 43–45

Example [Grade 6, p. 43]

Sensory details are what we experience through our five senses—sight, sound, smell, taste, and touch.

Five Senses	
Sight	sparkling blue water, tiny oval stones
Sound	roar of the ocean, bird’s high-pitched cry
Smell	burned toast, scent of flowery perfume
Taste	salty water, sour pickles
Touch	powdery sand, smooth cotton

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Writer’s Application: Friendly Letter, pp. 46–49

Example [Grade 6, p. 48]

Keep It Interesting Use precise words and phrases, including sensory details, to make your letter interesting and entertaining.

2. Use precise words and phrases, including sensory details, to make your letter interesting and entertaining.

Chapter 3 Sentence Variety and Structure, pp. 54–77
Writer’s Workshop: Autobiographical Incident, pp. 68–73

Chapter 6 Parts of a Sentence, pp. 120–139
Writing Application: Story, pp. 133–136

DESCRIPTION

Lesson 2.5 Using Sensory Details teaches students to use sensory words and details to create a clear, vivid picture of people, places, and events in their writing. After instruction and a Literary Model, they practice revising sentences by adding at least one sensory detail. For Exercise 3, they write an article that includes at least one detail for each of the five senses.

The **Writing Hint** on page 48 explains that sensory details appeal to the five senses—sight, sound, smell, taste, and touch. Students are given examples of vague and specific words and phrases.

The **Key Features for Writer’s Workshop: Autobiographical Incident** reminds students to use precise language and sensory details when recounting their experience.

The **Key Features for Writing Application: Story** includes “precise words, descriptive details, and sensory language.”

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.6.3e** Provide a conclusion that follows from the narrated experiences or events.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 54–77
Writer’s Workshop: Autobiographical Incident, pp. 68–73

Example [Grade 6, p. 70]

Beginning	Middle	End
<ul style="list-style-type: none">• Write an introduction that catches your reader’s interest.• Identify what you didn’t like, and give key background information.	<ul style="list-style-type: none">• Explain the events that caused you to change your mind.• Include details and dialogue.	Briefly state why you changed your mind and what you learned.

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.1 Paragraphs and Their Parts, pp. 79–81

Example [Grade 6, p. 80]

► Sometimes writers choose to end their paragraphs with a **concluding sentence**, also called a **clincher**. Concluding sentences often restate the main idea in a new way and tie the supporting sentences together.

Chapter 6 Parts of a Sentence, pp. 120–139
Writing Application: Story, pp. 133–136

Example [Grade 6, p. 135]

Set Up the Story Now create a **plot**, the series of events that make up the story. Use **dialogue**, the quoted speech of characters, to add details and interest.

2. The **end** of the story should resolve the main conflict.

DESCRIPTION

The **Beginning – Middle – End** chart in **Writer’s Workshop: Autobiographical Incident** directs students to conclude their narrative with a reflection on the events they described, including how they changed or what they learned from their experience.

Lesson 4.1 Paragraphs and Their Parts advises students to use a concluding sentence for some paragraphs. Like the concluding paragraph of a narrative or essay, a concluding sentence of a paragraph often restates the main idea and summarizes the supporting detail in order to bring the discussion to a satisfying conclusion.

Key Features of Writing Application: Story explains that the end of a story should provide a resolution that concludes and reflects on events. Students get a definition of the three parts of a story: the beginning, middle, and end, where resolution occurs.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.1 Prewriting, pp. 9–11
Lesson 1.2 Drafting, pp. 12–13
Lesson 1.3 Revising, pp. 14–16
Lesson 1.4 Editing and Proofreading, pp. 17–19
Lesson 1.5 Publishing and Presenting, pp. 20–21

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Lesson 2.1 Correcting Sentence Fragments, pp. 31–33
Lesson 2.2 Correcting Run-on Sentences, pp. 34–36
Lesson 2.3 Eliminating Extra Words, pp. 37–39
Lesson 2.4 Using Precise Words, pp. 40–41
Lesson 2.5 Using Sensory Details, pp. 43–45

Chapter 3 Sentence Variety, pp. 54–77
Lesson 3.1 Kinds of Sentences, pp. 55–56
Lesson 3.2 Sentence Variety, pp. 57–59
Lesson 3.3 Kinds of Clauses, pp. 60–61
Lesson 3.4 Simple, Compound, and Complex Sentences, pp. 62–64
Lesson 3.5 Combining Sentences, pp. 65–67

Chapter 4 Effective Paragraphs, pp. 78–99
Lesson 4.1 Paragraphs and Their Parts, pp. 79–81
Lesson 4.2 Main Ideas and Supporting Details, pp. 82–84
Lesson 4.3 Paragraph Unity, pp. 85–86
Lesson 4.4 Organizing Paragraphs, pp. 87–89
Lesson 4.5 Using Transitions, pp. 90–92

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.1 Parts of an Essay, pp. 101–102
Lesson 5.2 Thesis Statements, pp. 103–104
Lesson 5.3 Body Paragraphs, pp. 105–106
Lesson 5.4 Introductions and Conclusions, pp. 107–109

Writer’s Workshop: Description, pp. 21–26; **Autobiographical Incident**, pp. 68–73; **Persuasive Essay**, pp. 110–116; **How-to Essay**, pp. 149–155; **Personal Response to Literature**, pp. 189–195; **Research Report**, pp. 231–237

DESCRIPTION

Chapter 1 The Writing Process takes students through each of the steps for creating a written work, from initial brainstorming to the final publication or presentation.

Chapters 2 through 3 focus on sentences and words. Students learn how to avoid common problems with sentences that detract from the clarity of their writing. They also study the use of sentence structure and language as aspects of style.

In **Chapter 4 Effective Paragraphs**, students combine sentences into paragraphs as they focus on developing and organizing ideas. They also learn to distinguish between narrative, descriptive, expository, and persuasive writing.

The culmination of **Part 1: Composition, Chapter 5 Writing an Essay** provides students the opportunity to apply what they have studied in the previous four chapters. With detailed instruction, they examine the parts of an essay, select a thesis, then write the introduction, body paragraphs, and conclusion of their own essay. In each lesson, students analyze and correct their work.

Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of **Key Features**; an **Assignment** guide that identifies the task, audience, and purpose; **Writing Models**; tips such as **Writing Hint** and **Real-World Writing**; **Revising** and **Editing and Proofreading** checklists; and **Reflect On Your Writing** ideas.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Writing Application: Friendly Letter, pp. 46–49; **Opinion Paragraph**, pp. 93–95; **Story**, pp. 133–136; **Summary**, pp. 171–174; **Business E-mail**, pp. 209–211; **Essay Question Response**, pp. 253–255

DESCRIPTION

Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces. Like the **Writer’s Workshops**, they include **Key Features**; **Assignment with Task, Purpose, and Audience**; tips such as **Writing Hint** and **Connecting Writing & Grammar**; **Writing Checklist**; and a **Writing Model**.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.1 Prewriting, pp. 9–11
Lesson 1.2 Drafting, pp. 12–13
Lesson 1.3 Revising, pp. 14–16
Lesson 1.4 Editing and Proofreading, pp. 17–19
Lesson 1.5 Publishing and Presenting, pp. 20–21

DESCRIPTION

Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.

Chapter 5 Writing an Essay, pp. 100–119
Lesson 5.1 Parts of an Essay, pp. 101–102
Lesson 5.2 Thesis Statements, pp. 103–104
Lesson 5.3 Body Paragraphs, pp. 105–106
Lesson 5.4 Introductions and Conclusions, pp. 107–109

In **Chapter 5 Writing an Essay**, students review the parts of an essay, select a thesis, then write and revise the introduction, body paragraphs, and conclusion of their own essay. In each lesson, students analyze and correct their work.

Writer’s Workshop: Description, pp. 21–26; **Autobiographical Incident**, pp. 68–73; **Persuasive Essay**, pp. 110–116; **How-to Essay**, pp. 149–155; **Personal Response to Literature**, pp. 189–195; **Research Report**, pp. 231–237

Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of **Key Features**; an **Assignment** guide that identifies the task, audience, and purpose; **Writing Models**; tips such as **Writing Hint**, **Connecting Writing & Grammar**, **Real-World Writing**, and **Reflect On Your Writing**.

Writing instruction is organized into five sections: **Prewriting**, **Drafting**, **Revising**, **Editing and Proofreading**, and **Publishing and Presenting**.

Writing Application: Friendly Letter, pp. 46–49; **Opinion Paragraph**, pp. 93–95; **Story**, pp. 133–136; **Summary**, pp. 171–174; **Business E-mail**, pp. 209–211; **Essay Question Response**, pp. 253–255

Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as a story, summary, and business e-mail. Like the **Writer’s Workshops**, they include **Key Features**; **Assignment with Task, Purpose, and Audience**; tips such as **Writing Hint** and **Connecting Writing & Grammar**; **Writing Checklist**; and a

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION	DESCRIPTION
<p>Planning</p> <p>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</p> <p>Chapter Reviews: C. Identifying Topics, p. 28; D. Creating Topics, p. 29; B. Creating Thesis Statements, p. 119</p> <p>Drafting/Writing</p> <p>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</p> <p>Chapter Reviews: C. Writing Sensory Details, p. 52; D. Writing a Summary, p. 177; D. Writing Quotations, p. 240</p> <p>Revising and Rewriting</p> <p>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>	<p>Writing Model.</p> <p>Several exercises throughout the program help students develop and improve their writing by analyzing and reflecting on how well they address their purpose and audience.</p> <p>These exercises are organized by stage of development of student writing—</p> <ul style="list-style-type: none">• Planning• Drafting/Writing• Revising and Rewriting• Editing and Proofreading

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION	DESCRIPTION
<p>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</p> <p>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</p>	
<p>Editing and Proofreading</p> <p>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 Run-on 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</p> <p>Chapter Reviews: B. Editing Sentences, p. 258; C. Proofreading and Evaluating an Essay Response, p. 258</p>	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

DESCRIPTION



Working Together

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

Marked by the distinctive **Working Together** logo, **Working Together** exercises throughout the program provide opportunities and guidelines for working with peers.

Included are guidelines for working together. For example, **Exercise 3 Revising Your Draft** on page 16 directs students to trade drafts with a partner and follow the **Peer Review Questions** when assessing each other's work. After revising their drafts, students use the writing trait questions on page 14 and their own evaluation from the previous exercise as a guide.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

DESCRIPTION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.5 Publishing and Presenting, p. 20

Example [Grade 6, p. 20]

➡ Consider different ways you could share your finished piece of writing. Try one of the suggestions below, or come up with an idea of your own.

- 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.

Lesson 1.5 Publishing and Presenting describes ways students can use technology to share their writing with others. For example, students may send it to friends or family in an e-mail or send it to a Web site that publishes student writing.

In the **Exercise**, students work together to discuss presentation strategies then present it to at least one other person.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION	DESCRIPTION
<ul style="list-style-type: none">• Share it as part of a formal or informal oral presentation or speech to another class.• Post it on a blog, or send it to a Web site that publishes student writing.	
<p>Chapter 1 The Writing Process, pp. 8–29 Writer’s Workshop: Description, pp. 21–26</p>	<p>The Publishing and Presenting ideas on page 28 include making a presentation to family or the class using pictures or keepsakes. Students may also create a video recording of a place where they would love to live, adding music, and using the paper to narrate the video for the class.</p>
<p>Chapter 3 Sentence Variety and Structure, pp. 54–77 Writer’s Workshop: Autobiographical Incident, pp. 68–73</p>	<p>Publishing and Presenting ideas on page 73 suggest adding the story to a portfolio or starting an autobiography to be shared with family.</p>
<p>Chapter 5 Writing an Essay, pp. 100–119 Writer’s Workshop: Persuasive Essay, pp. 110–116</p>	<p>For Publishing and Presenting on page 116, students may choose to present their persuasive essay at a community meeting or add it to a community blog.</p>
<p>Chapter 7 Nouns and Pronouns, pp. 140–159 Writer’s Workshop: How-to Essay, pp. 149–155</p>	<p>The Publishing and Presenting ideas on page 155 include having a friend do a demonstration for the class, posting the essay on the Internet to see if others can complete the task they have described, or inviting two younger people to read the essay and report back on how well they were able to complete the steps at home.</p>
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199 Writer’s Workshop: Personal Response to Literature, pp. 189–195</p>	<p>For Publishing and Presenting on page 195, classmates may create a booklet of responses for the school library. They may also turn their paper into an oral presentation for the class or family. And they may add it to a personal writing portfolio to measure growth as a writer throughout the year.</p>
<p>Chapter 10 Subject-Verb Agreement, pp. 200–215 Writing Application: Business E-mail, pp. 209–211</p>	<p>Students use a computer and the Internet to produce and send a business e-mail.</p>
<p>Chapter 11 Punctuation, pp. 203–220 Writer’s Workshop: Research Report, pp. 231–237</p>	<p>The Publishing and Presenting ideas on page 237 include grouping the class’s reports into categories then placing them in a binder. Or they may publish reports on a Web site about their topic.</p>

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 5 Writing an Essay, pp. 100–119
Writer’s Workshop: Persuasive Essay, pp. 110–116

Example [Grade 6, p. 111]

Prewriting

Pick a Hot Topic Choose a topic you’ll want to write about and your audience will want to read about. Follow these tips for researching possible topics:

- Review the editorial page of local newspapers to see issues residents are concerned about. Interview your parents and neighbors. Jot down the issues you feel strongly about, too.

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer’s Workshop: How-to Essay, pp. 149–155

Example [Grade 6, p. 150]

Prewriting

Think About Your Audience Unlike you, your audience has never made the thing you are describing. You must present readers with *all* of the information they will need to complete the steps. Before you begin writing, make a plan.

- **Do research.** Double-check recipes, go online, or visit the library if any step is not clear in your mind.

Chapter 11 Punctuation, pp. 203–220
Writer’s Workshop: Research Report, pp. 231–237

Example [Grade 6, p. 231]

How often do you go online to check the weather, find out sports scores, or look up somebody’s name? Though you might not think of it this way, you are researching.

In this workshop, you will learn how to write a research report. A research report presents information gathered from multiple sources about a single topic.

DESCRIPTION

The **Prewriting** activity for **Writer’s Workshop: Persuasive Essay** suggests using the local newspapers when researching possible topics.

The **Prewriting** activity for **Writer’s Workshop: Persuasive Essay** recommends using several sources when doing their research on a topic.

For **Writer’s Workshop: Research Report**, students discuss several reasons for conducting research. They review the **Key Features** of a research report then receive their assignment: write a three- to four-page research report that answers questions that students have wondered about. Students are required to use at least three sources.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.6.8 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.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 11 Punctuation, pp. 203–220
Writer’s Workshop: Research Report, pp. 231–237

Example [Grade 6, p. 233]

Prewriting

Dig into the Topic Use the steps below as a guide as you gather information and begin to organize your ideas..

- 2. Use the Internet carefully.** Only trust Web sites from reliable sources, such as library, university, encyclopedia, and government sites. Check that the sites you use are free of errors, are regularly updated, and describe the subject fairly.
- 3. Visit the library.** Use the online library catalog to collect a variety of primary and secondary sources. Primary sources are firsthand accounts, while secondary sources are descriptions or explanations of primary sources.

Primary	Secondary
<ul style="list-style-type: none"> • journals • eyewitness accounts and interviews • scientific data • literature and artwork 	<ul style="list-style-type: none"> • interpretations of data • analyses of literature • descriptions of photos and works of art • news stories and encyclopedia articles • textbooks

- 4. Find a variety of sources.** Collect a variety of evidence (including facts, statistics, examples, details, and quotations) from reliable print and digital sources that address your question.
- 5. Jot down notes.** Always keep track of your sources. You’ll need this information later when you create your Works Cited list, which includes all the sources you used for your paper. Tracking sources will help you avoid **plagiarism**, which is presenting others’ ideas and exact words as your own. Plagiarism will result in a failing grade.

DESCRIPTION

For **Writer’s Workshop: Research Report**, students receive detailed instruction in how to gather information from several sources.

They also learn about primary and secondary sources. And they are warned to record information on sources to help avoid plagiarism. The **Revising Questions** on page 235 include a reflection on research: “How well did I use both primary and secondary sources?”

For **Editing and Proofreading**, students proofread their works cited list.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.6.9a** Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199

Writer’s Workshop: Personal Response to Literature, pp. 189–195

Example [Grade 6, p. 191]

Summarize the Work Before you start drafting, jot down information to include in your summary. Because your audience has read this work, your summary should be brief and include only the most important details, such as the ones below.

- **The title and author** (Underline the titles of novels, or set them in italic type. Titles of poems and short stories should be placed in quotation marks.)
- **Names of main characters**
- **Important events in the plot**
- **Description of the setting** (where and when the story occurs)
- **Theme statement** (the general idea about life that you think the author is trying to express in the work)

Chapter 12 Capitalization and Spelling, pp. 242–259

Writing Application: Essay Question Response, pp. 253–255

Example [Grade 6, p. 253]

Task	What You Must Do
Analyze a passage from a literary work.	Discuss a piece of literature, supporting your claims with evidence from the text.
Explain a topic.	Provide relevant information about a topic.
Interpret a quotation or passage.	Explain the meaning of a passage.
Argue a point.	Take a position on an issue and provide strong reasons and evidence to support your opinion.

DESCRIPTION

Writer’s Workshop: Personal Response to Literature suggests several ways students can explain their thoughts and feelings about a recently read literary work. These include a discussion of literary elements, such as plot, character, or style.

In **Prewriting**, students choose a work, study a **Writing Model**, craft a thesis, and summarize the work. They review the three parts of an essay in **Drafting**, then reference the **Revising Questions** and **Editing and Proofreading Checklist** before publishing their essay.

For **Writing Application: Essay Question Response**, students learn how to craft a thoughtful response to various types of essay questions they may encounter on a test.

For this assignment, they choose a fictional story they have read and discuss the author’s word choice and specific details to develop the point of view of one of the characters.

Students are taught to make sure they understand the question by reading it twice then identify the form and the purpose. The Writing Hint on page 254 reminds them to keep track of the time they have to write their response, saving two or three minutes at the end to reread and proofread their writing.

They revise their work using the Writing Checklist on page 255, and reference the **Writing Model** as an example of a good essay question response.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.6.9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 8 Verbs, pp. 160–177
Writing Application: Summary, pp. 171–174

Example [Grade 6, p. 172]

Focus on What’s Important Because summaries are short, include only key information.

Leave In	Leave Out
<ul style="list-style-type: none"> • main ideas • key points • author’s name • title of work 	<ul style="list-style-type: none"> • long explanations and descriptions • series of examples and facts • most of the words used in the original • your personal opinions

DESCRIPTION

For **Writing Application: Summary**, students write a summary of a nonfiction article they’ve read. They list the main idea and key details in summary notes. Working from a graphic organizer, they focus on summarizing the article using as few words as possible.

The **Writing Hint** on page 172 instructs students to use quotation marks to identify words quoted from the original article. They are cautioned to use a minimal amount of original language to avoid plagiarism.

The Writing Checklist on page 174 suggests that the summary be one-third or less than the length of the original article.

WRITING: Range of Writing

CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Writer’s Workshop: Description, pp. 21–26; **Autobiographical Incident**, pp. 68–73; **Persuasive Essay**, pp. 110–116; **How-to Essay**, pp. 149–155; **Personal Response to Literature**, pp. 189–195; **Research Report**, pp. 231–237

DESCRIPTION

Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of **Key Features**; an **Assignment** guide that identifies the task, audience, and purpose; **Writing Models**; tips such as **Writing Hint** and **Real-World Writing**; **Revising** and **Editing and Proofreading** checklists; and **Reflect On Your Writing** ideas.

Writing Application: Friendly Letter, pp. 46–49; **Opinion Paragraph**, pp. 93–95; **Story**, pp. 133–136; **Summary**, pp. 171–174; **Business E-mail**, pp. 209–211; **Essay Question Response**, pp. 253–255

Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as summaries, poems, business letters, and reviews. Like the **Writer’s Workshops**, they include **Key Features**; **Assignment with Task, Purpose, and Audience**; tips such as **Writing Hint** and **Connecting Writing & Grammar**; **Writing Checklist**; and a **Writing Model**.

Drafting/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;

Nearly every regular lesson features a writing exercise that can be completed in a single sitting. Most of these short writing assignments require students to apply the principle or rule presented in the lesson.

WRITING: Range of Writing

CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION	DESCRIPTION
<p>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</p> <p>Chapter Reviews: C. Writing Sensory Details, p. 52; D. Writing a Summary, p. 177; D. Writing Quotations, p. 240</p>	
<p>Write What You Think, pp. 36, 64, 86, 102, 124, 148, 162, 184, 188, 202, 220, 244</p>	<p>The Write What You Think prompts integrate grammar and writing and asks students to write and support brief persuasive passages.</p>

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29

Lesson 1.3 Revising, pp. 14–16

Example [Grade 6, p. 14]

▶ After you've looked over your draft, ask a classmate to read and comment on it. **Peer reviews** give you a chance to receive helpful feedback on your draft. But remember that it's ultimately up to you, the writer, to decide what changes to make.

DESCRIPTION

Lesson 1.3 Revising provides an introductory discussion of peer review as a way of giving and receiving helpful feedback that can be used to improve a draft.

Students review an edited **Writing Model**, practice revising a sample paragraph, then evaluate their own draft.

For Exercise 3, students trade papers with a partner and use the provided **Peer Review Questions** to guide the activity.



Working Together

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

The **Working Together** logo identifies exercises found throughout the program that involve collaborative discussion. Teamed with one or more classmates, students work together on brain storming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.5 Publishing and Presenting, p. 20

Example [Grade 6, p. 20]

► Consider different ways you could share your finished piece of writing. Try one of the suggestions below, or come up with an idea of your own.

- Share it as part of a formal or informal oral presentation or speech to another class.

Remember

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

Chapter 1 The Writing Process, pp. 8–29

Writer’s Workshop: Description, pp. 21–26

Chapter 7 Nouns and Pronouns, pp. 140–159

Writer’s Workshop: How-to Essay, pp. 149–155

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech,
pp. 178–199

Writer’s Workshop: Personal Response to Literature, pp.
189–195

Chapter 2 Effective Sentences and Word Choice, pp. 30–53

Writer’s Application: Friendly Letter, pp. 46–49

Example [Grade 6, p. 48]

Keep It Interesting Use informal language such as contractions, slang, abbreviations, and short sentences.

DESCRIPTION

Lesson 1.5 Publishing and Presenting includes the suggestion that students share their written work as an oral presentation or speech to the class.

The **Remember** sidebar features advice for making a successful, effective presentation.

In the **Exercise**, students work together to discuss presentation strategies then present it to at least one other person.

The **Publishing and Presenting** ideas on page 28 include making a presentation to family or the class using pictures or keepsakes. Students may also create a video recording of a place where they would love to live, adding music, and using the paper to narrate the video for the class.

The **Publishing and Presenting** ideas on page 155 include having a friend do a demonstration for the class, posting the essay on the Internet to see if others can complete the task they have described, or inviting two younger people to read the essay and report back on how well they were able to complete the steps at home.

For **Publishing and Presenting** on page 195, classmates may create a booklet of responses for the school library. They may also turn their paper into an oral presentation for the class or family.

The chart on page 48 of **Writer’s Application: Friendly Letter** provides examples to help students understand the difference between formal and informal English.

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

SADLIER **GRAMMAR FOR WRITING GRADE 6** FEATURE & LOCATION

DESCRIPTION

Formal Language	Informal Language
I am writing to inform you	I'm dropping a note to say
It gave me great pleasure	I was psyched
Thank you kindly	Thanks so much

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1a** Ensure that pronouns are in the proper case (subjective, objective, possessive).

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 140–159

Lesson 7.2 Pronouns, pp. 143–144

Examples [Grade 6, p. 143]

➡ **Pronouns (P)** are words that are used in place of nouns. The word the pronoun replaces is called its **antecedent (A)**.

A **P**
The **concert** was incredible, but **it** was too short.

➡ Pronouns must always agree with their antecedent in person (first, second, or third person) and number (singular or plural). **Personal pronouns**, such as I, you, and it, are used the most.

Can **you** go to the concert with **me**?

➡ **Possessive pronouns** are personal pronouns that show ownership or possession. Some possessive pronouns go before nouns, and some are used alone.

His father could not come to the concert.

The idea for the costumes was **hers**.

Chapter 7 Nouns and Pronouns, pp. 140–159

Lesson 7.3 Subject and Object Pronouns, pp. 145–146

Examples [Grade 6, p. 145]

➡ A **subject pronoun** is a pronoun used as the subject of a sentence or a clause.

She is clearly the finest diver. [not *her*]

➡ A subject pronoun is also used as a subject complement following a linking verb. It replaces a noun that renames the subject. When a subject pronoun functions this way, it is called a **predicate nominative**.

The winners are Katie and **she**. [not *her*]

➡ An **object pronoun** is a pronoun used as an object. It may be a direct object. A **direct object** answers the question *whom?* or *what?* following an action verb.

Coach Ramos encouraged **her**. [not *she*]

The coach helped others, and he advised **them** well. [not *they*]

DESCRIPTION

Lesson 7.2 Pronouns provides explanations and examples of pronouns, antecedents, personal pronouns, possessive pronouns, and indefinite pronouns. Included in the instruction are sidebar lists of **Personal Pronouns**, **Possessive Pronouns**, and **Some Indefinite Pronouns**.

In the exercises, students identify pronouns in the **Literary Model**; fill in the blank with the missing personal, possessive, or indefinite pronoun; then apply the recently studied concepts in a writing assignment—write a description using personal and possessive pronouns.

In **Lesson 7.3 Subject and Object Pronouns**, students learn to differentiate between pronouns based on how they are used in a sentence—a subject pronoun functions as the subject of a sentence or clause, while an object pronoun is either a direct object or the object of a preposition. Students are given definitions and examples then apply the instruction in three exercises:

- **Exercise 1 Choosing the Correct Pronoun**
- **Exercise 2 Editing a Paragraph**
- **Exercise 3 Writing a Paragraph**

The **Writing Hint** on page 146 takes up the challenging question—Is it *us students* or *we students*? It all depends on whether the words are used as the subject or an object in the sentence.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1b** Use intensive pronouns (e.g., *myself*, *ourselves*).

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 140–159
Lesson 7.4 Pronoun Agreement, pp. 147–148

Example [Grade 6, p. 147]

► Intensive pronouns are personal pronouns that end in *-self* (singular) or *-selves* (plural) and are used to add emphasis.

Mia **herself** wrote the speech.

DESCRIPTION

Lesson 7.4 Pronoun Agreement provides a definition and example of intensive pronouns.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 140–159
Lesson 7.2 Pronouns, pp. 143–144

Example [Grade 6, p. 143]

► Pronouns must always agree with their antecedent in person (first, second, or third person) and number (singular or plural). **Personal pronouns**, such as *I*, *you*, and *it*, are used the most.

Can **you** go to the concert with **me**?

Chapter 7 Nouns and Pronouns, pp. 140–159
Lesson 7.4 Pronoun Agreement, pp. 147–148

Examples [Grade 6, p. 147]

► Pay attention to agreement in sentences with **indefinite pronouns**. Some indefinite pronouns are always singular, and some are always plural. (See Lessons 7.2 and 10.4.)

SINGULAR **Neither** of the boys rushed **his** presentation.

PLURAL **Many** of the students ended **their** speeches well.

► Depending on the word they refer to, the indefinite

DESCRIPTION

The introductory lesson on pronouns, **Lesson 7.2 Pronouns**, explains and emphasizes the importance of making sure each pronoun agrees with its antecedent in number and person. The list of personal and possessive pronouns helps students see the accommodation for number and person.

Inappropriate shifts in pronoun number and person are the main focus of **Lesson 7.4 Pronoun Agreement**. Students are taught to check that each pronoun agrees with its antecedent.

In **Exercise Choosing Correct Pronouns**, students first located and underline the antecedent in each sentence before circling the right pronoun.

For the **Write What You Think** writing assignment, students are instructed to check to make sure all pronouns agree with their antecedents.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

pronouns *all, any, most, and some* can be singular or plural.

When two or more singular antecedents are joined by *or* or *nor*, use a singular pronoun.

Either **Tasha** or **Nicole** will present **her** speech first.

DESCRIPTION

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 140–159
Lesson 7.4 Pronoun Agreement, pp. 147–148

Example [Grade 6, p. 147]

➡ Depending on the word they refer to, the indefinite pronouns *all, any, most, and some* can be singular or plural.

SINGULAR **Some** of the cake was left in **its** box.

PLURAL **Some** of the students ate **their** lunches.

DESCRIPTION

Lesson 7.4 Pronoun Agreement provides a thorough discussion of how to identify and remedy several pronoun agreement problems. Students practice what they have learned in **Exercise: Choosing Correct Pronouns**.

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer’s Workshop: How-to Essay, pp. 149–155

Example [Grade 6, p. 155]

Editing and Proofreading

Check Pronoun Agreement As you edit and proofread your draft, check that your pronouns agree with their antecedents in number. If the noun is singular, use a singular pronoun.

INCORRECT My grandparents know how to make a baking soda and vinegar volcano. He has lots of great tricks!

CORRECT My grandparents know how to make a baking soda and vinegar volcano. They have lots of great tricks!

In this example, the antecedent, *grandparents*, is plural, so

In **Editing and Proofreading: Check Pronoun Agreement** on page 155, students make sure all pronouns and their antecedents agree in number.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

the pronoun must be plural, too.

DESCRIPTION

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Writer’s Application: Friendly Letter, pp. 46–49

Example [Grade 6, p. 155]

1. Use **informal language** such as contractions, slang, abbreviations, and short sentences.

Formal Language	Informal Language
I am writing to inform you	I’m dropping a note to say
It gave me great pleasure	I was psyched
Thank you kindly	Thanks so much

Chapter 10 Subject-Verb Agreement, pp. 200–215
Writing Application: Business E-mail, pp. 209–211

Example [Grade 6, p. 210]

Remember Your Audience Abbreviations and fragments may have a place in messages to friends, but avoid them in business e-mails.

1. **all lowercase or ALL CAPITAL LETTERS** Using no capital letters can be confusing, and capitalizing every word makes it seem as if you are shouting. Be professional, and stick to the rules of capitalization.
2. **:) >:) ;)** Symbols like these, called emoticons, are fun for friends, but unprofessional in business e-mails. Use words, not faces, to express yourself.
3. **“Utilize the interface.”** Keep your use of jargon, or technical terms your audience may not know, to a minimum.
4. **“Like, I could’ve gone, you know?”** Avoid contractions

DESCRIPTION

For **Writer’s Application: Friendly Letter**, students are asked to imagine they are talking to the person they’re writing to, maintaining a friendly, personal tone. They’re encouraged to use informal language for this assignment. A chart with examples demonstrates the difference between formal and informal language.

As explained in **Writing Application: Business E-mail**, a business e-mail requires more formal communication than in a friendly letter.

According to the **Writing Hint** on page 210, the writer of a business e-mail should be courteous, use standard English, and avoid slang—especially when the sender and the recipient don’t know each other.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.6.1e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

and meaningless filler words, such as like, well, and you know.

DESCRIPTION

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 11 Punctuation, pp. 216–241
Lesson 11.3 Other Comma Uses, pp. 221–222

Example [Grade 6, p. 221]

	Rule	Example
Direct Address	Use a comma to set off a noun of direct address (the name of the person being spoken to).	David, I want to finish our science project.
Introductory Phrases or Words	Use a comma to set off an introductory phrase or words that begin a sentence.	Yes, we are ready to write our report.
Interrupters	Interrupters are words and phrases that interrupt the main thought of a sentence. Use commas to set off an interrupter within a sentence.	You know, of course, that Ms. Yang is a tough grader.
Nonessential Clauses	Use commas to separate a nonessential clause from the rest of a sentence.	Marco, who loves science, is in our group.

Chapter 11 Punctuation, pp. 216–241
Lesson 11.7 Other Marks of Punctuation, pp. 229–230

Example [Grade 6, p. 229]

➡ Parentheses are used around information that is added to a sentence but is not considered of major importance, such as examples.

My favorite breakfast foods (eggs and bacon) are easy to prepare.

DESCRIPTION

In **Lesson 11.3 Other Comma Uses**, students learn the rules and see examples of how commas are used to set off nonrestrictive elements in a sentence.

In **Lesson 11.7 Other Marks of Punctuation**, students examine definitions and examples of the proper use of parentheses, hyphens, and dashes.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.6.2b** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 8 Verbs, pp. 160–177

Lesson 8.2 Verb Forms and Regular Verbs, pp. 163–164

Example [Grade 6, p. 163]

Remember To add *-ed* or *-ing* to one-syllable words that end in a single vowel + consonant, double the consonant.

plan → planned → planning

For more help with spelling rules, see Lesson 12.4.

Chapter 8 Verbs, pp. 160–177

Lesson 8.3 Irregular Verbs, pp. 165–166

Example [Grade 6, p. 165]

Remember The best way to learn the parts of irregular verbs is to memorize them. If you're not sure how to spell an irregular verb, use a dictionary.

Common Irregular Verbs			
Present	Present Participle <small>(Use with <i>am, is, are,</i> <i>was, were.</i>)</small>	Past	Present Participle <small>(Use with <i>has, had, have.</i>)</small>
begin	(is) beginning	began	(had) begun
break	(is) breaking	broke	(had) broken
bring	(is) bringing	brought	(had) brought
do	(is) doing	did	(had) done
drive	(is) driving	drove	(had) driven
fall	(is) falling	fell	(had) fallen
feel	(is) feeling	felt	(had) felt
go	(is) going	went	(had) gone
put	(is) putting	put	(had) put
see	(is) seeing	saw	(had) seen
sing	(is) singing	sang	(had) sung
wear	(is) wearing	wore	(had) worn

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199

Lesson 9.2 Making Comparisons, pp. 181–182

Example [Grade 6, p. 165]

Remember Below are spelling rules for adding *-er* and *-est*.

1. When the word ends in *e*, drop the *e*.

DESCRIPTION

Lesson 8.2 Verb Forms and Regular Verbs provides help learning how to spell the four main forms of regular verbs.

Lesson 8.3 Irregular Verbs presents a chart to help students learn the spelling of common irregular verbs.

In **Lesson 9.2 Making Comparisons**, students examine a chart with instructions on how to spell three different forms of degrees of comparison—positive, comparative, and superlative.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.6.2b** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 178–199
Writer’s Workshop: Personal Response to Literature, pp. 189–195

Chapter 12 Capitalization and Spelling, pp. 242–259
Lesson 12.4 Spelling Rules, pp. 249–250

Chapter 12 Capitalization and Spelling, pp. 242–259
Lesson 12.5 Plural Nouns, pp. 251–252

Frequently Misspelled Words, pp. 260–261

Examples [Grade 6, p.261]

jewelry
judgment
knowledge
laboratory
leisure

Commonly Confused Words, pp. 262–264

Examples [Grade 6, p.262]

➡ **accept, except** *Accept*, a verb, means “to receive” or “to agree to something.” *Except*, a preposition, means “but.”

DESCRIPTION

The **Remember** box on page 194 alerts students to the need to change the spelling of some adjectives, such as *big* and *easy*, when converting them adding *-er* or *-est* to convert them to the comparative or superlative forms.

Lesson 12.4 Spelling Rules features a chart with rules or generalizations, along with exceptions, to help students become better spellers. Students are encouraged to check the spelling of words using a dictionary whenever necessary.

Students look for and circle misspelled words in **Exercise 1 Applying Spelling Rules**.

For **Exercise 2 Proofreading an Editorial**, they correct ten misspelled words.

As explained in **Lesson 12.5 Plural Nouns**, there are regular (such as *bells* and *books*) and irregular (such as *children* and *teeth*) forms of plural nouns. Students are encouraged to memorize the correct spelling of irregular plurals.

Frequently Misspelled Words lists words that challenge many writers.

In addition to the examples provided, other difficult-to-spell words on the list include *achievement*, *anonymous*, *attendance*, *calendar*, *embarrass*, *government*, *grammar*, *height*, *mathematics*, *occasionally*, *pneumonia*, *psychology*, *souvenir*, and *vacuum*.

By studying **Commonly Confused Words**, students can avoid problems in word choice that can appear as spelling errors in their writing.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.6.3a** Vary sentence patterns for meaning, reader/listener interest, and style.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 54–77
Lesson 3.2 Sentence Variety, pp. 57–59

Example [Grade 6, p. 57]

You can make your writing more lively by paying attention to **sentence variety**.

▣▣▣ Vary the length of your sentences. Mixing long and short sentences creates an appealing rhythm and keeps readers interested.

Chapter 3 Sentence Variety and Structure, pp. 54–77
Writer’s Workshop: Autobiographical Incident, pp. 68–73

Chapter 8 Verbs, pp. 160–177
Lesson 8.5 Verbals, pp. 169–170

Example [Grade 6, p. 169]

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.

▣▣▣ Writers use verbals to add details, combine sentences, and create sentence variety.

DESCRIPTION

In **Lesson 3.2 Sentence Variety**, students are shown three ways to increase reader interest in their writing by varying sentence structure. Following the suggestions, students examine a **Literary Model** for examples in context.

In **Reading as a Writer**, they respond to guiding questions directing thoughtful analysis of the **Literary Model**.

The **Reading as a Writer** questions on page 72 guide an analysis of the use of varying sentence patterns in the **Literary Model**.

In **Lesson 8.5 Verbals**, students gain experience identifying and using verbals to add interesting variety to their writing. Several verbals are presented in context in the **Literary Model**.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.6.3b** Maintain consistency in style and tone.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–29
Lesson 1.2 Drafting, pp. 12–13

Example [Grade 6, p. 12]

▣▣▣ Keep your audience in mind as you draft. Usually use a formal style when writing for school and an informal style when writing for friends.

Chapter 2 Effective Sentences and Word Choice, pp. 30–53
Writer’s Application: Friendly Letter, pp. 46–49

Chapter 4 Effective Paragraphs, pp. 78–99
Writing Application: Opinion Paragraph, pp. 93–95

DESCRIPTION

In **Lesson 1.2 Drafting**, students are taught when to use an informal or formal style in their writing.

The **Writing Checklist** on page 49 reminds student writers to make sure they used informal language and a consistent style and tone in their friendly letter.

The **Writing Hint** on page 94 of **Writing Application: Opinion Paragraph** cites a strong reason students should maintain a

LANGUAGE: Knowledge of Language

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- **CCSS.ELA-Literacy.L.6.3b** Maintain consistency in style and tone.

SADLIER GRAMMAR FOR WRITING GRADE 6 FEATURE & LOCATION

Example [Grade 6, p. 94]

Writing Hint As you write your draft, use a formal style and a reasonable **tone**, or attitude. Be polite. You don't need to insult someone just to prove your point. In fact, an annoyed or angry tone may signal to readers that you don't have enough evidence to back up your opinion.

Chapter 5 Writing an Essay, pp. 100–119
Writer's Workshop: Persuasive Essay, pp. 110–116

Chapter 7 Nouns and Pronouns, pp. 140–159
Writer's Workshop: How-to Essay, pp. 149–155

Chapter 11 Punctuation, pp. 203–220
Writer's Workshop: Research Report, pp. 231–237

Chapter 12 Capitalization and Spelling, pp. 242–259
Writing Application: Essay Question Response, pp. 253–255

DESCRIPTION

formal style and a polite tone when trying to prove a point.

In **Drafting: Defend Yourself** on page 113, students are encouraged to use a reasonable, polite tone when responding to **counterarguments**.

When revising their paper, students are directed to ask themselves, "How well have I maintained a formal style and reasonable tone?"

In **Writer's Workshop: How-to Essay**, students are instructed to maintain a formal style and tone.

The **Writing Hint** on page 151 reminds young writers to maintain a formal style and tone in their how-to essays to project an expert's perspective.

The **Key Features** box on page 231 explains that students should use a formal style when writing a research report.

On page 255, the **Writing Checklist for Essay Question Response** reminds students should maintain a formal style.