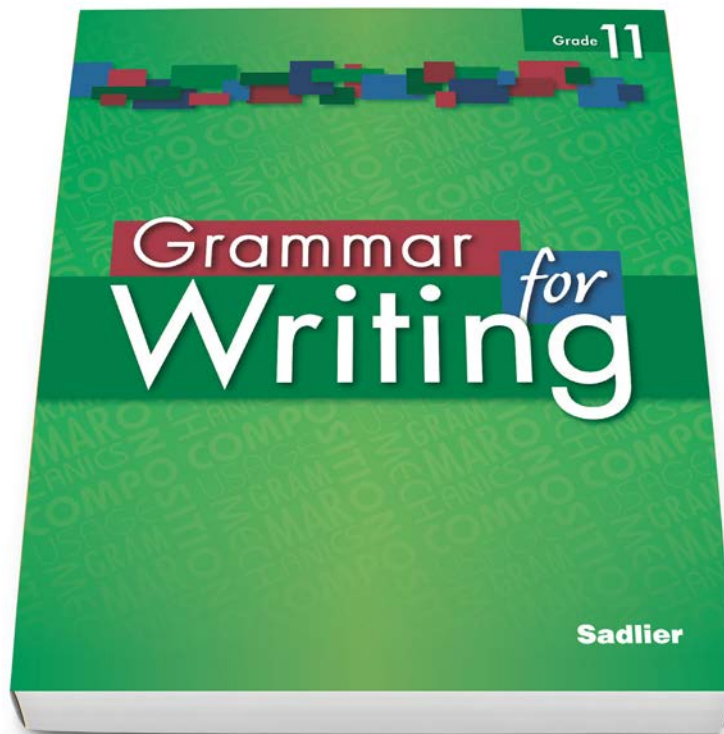


Grammar for Writing

Correlation to the Common Core State Standards
for English Language Arts, Grade 11–12

Grade 11



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WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14

Example [Grade 11, p. 13]

Drafting Strategies

1. **Write the Big Idea** Consider your writing purpose and audience as you draft a sentence that expresses the main idea of your paragraph or essay. Some writers use this as the first sentence in their paper. Even if it doesn't appear directly, it's useful to keep your main idea sentence in mind as you write.
2. **Grab Your Reader's Attention** Begin with a statement or question—something surprising or unique—to hook your reader's attention.

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 15–17

Example [Grade 11, p. 15]

Revising Strategies

2. **Organization and Coherence** Do you grab the reader's attention with an interesting opening sentence? Is information presented in a logical order—that is, an order that makes sense to the reader? If not, change the order of paragraphs to present information differently.

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.3 Organization and Coherence, pp. 26–29

Example [Grade 11, p. 27]

Strategies for Writing Coherently

- **Logical Order** Organize your paragraph logically to give information in the order a reader needs to know it to understand your key points. Usually, logic determines which details you group together or where you provide background information or definitions of terms. For example, if you were writing about a cross-country trip, you might logically tell about your first stop, then your second, third, and so on.

DESCRIPTION

Lesson 1.2 Organizing the Ideas and Drafting suggests that young writers write a sentence that expresses the main idea of their paragraph or essay. This can be the first sentence of the paper or used to guide the drafting of the introduction. And to encourage readers, students should begin with an enticing bit of information relevant to their topic.

After detailed instruction, students analyze the **Writing Model** then practice drafting a paper in **Exercise 5**.

In **Lesson 1.3 Revising**, students are given strategies for shaping a draft into almost-final form. These strategies include analyzing the organization of information in their paper.

Lesson 2.3 Organization and Coherence prepares students to creating an organization in their writing make sense to readers.

In **Strategies for Writing Coherently**, young writers examine five common ways of organizing paragraphs and essays: Chronological Order, Spatial Order, Order of Importance, Logical Order, and Specific to General/General to Specific Order.

WRITING: Text Types and Purposes

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SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.4 Purpose, pp. 30–32

Example [Grade 11, p. 32]

Persuasive

When your purpose is to convince readers to share your opinion or to encourage them to take action, use the following suggestions:

- Begin with a sentence that **grabs the reader’s attention**.
- Include a **thesis statement**, or **claim**, that clearly expresses your point of view.
- Arrange the supporting details in **order of importance**—from most to least important, or the reverse.

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 11, p. 33]

Introduction

3. The **thesis statement** of an essay is the overall idea. It is also called a **claim** or a **controlling idea**.

Chapter 4 Writing Workshops, pp. 52–92

Lesson 4.2 Persuasive Writing, pp. 58–63

Example [Grade 11, p. 60]

Writing Strategies

1. **Introduce a precise claim.** Your opinion is the heart of your argument—a concise summary of your entire essay. Clearly state your opinion at the beginning of your essay in a well-developed claim, or thesis statement. Make your claim thorough but succinct—no more than a sentence or two. Later in your argument, you will distinguish your claim from alternate or opposing claims.

Chapter 4 Writing Workshops, pp. 52–92

Lesson 4.3 Persuasive Writing: Critical Review, pp. 64–68

DESCRIPTION

Lesson 2.4 Purpose explains the purpose of persuasive writing on page 32. Included is a list of suggestions and a writing model.

Students are instructed to begin with a clearly stated claim or opinion statement and arrange supporting evidence using an organization best suited to the topic.

For **Exercise 7**, students are given a writing prompt for a persuasive paragraph.

As explained in **Lesson 2.5 Writing Essays**, a well-written essay begins with an introductory paragraph that has two purposes: to interest readers to continue reading and present the overall subject or idea that will be developed in the essay.

In **Exercise 8**, students practice drafting an introduction to an essay.

Lesson 4.2 Persuasive Writing begins with introductory instruction and a writing model, “Down with Curfews; Up with Children.”

The Critical Thinking questions guide discussion of the model essay’s introduction and statement of claim.

The detailed **Writing Strategies** teach students how to frame and introduce their claim at the beginning of their own paper.

In **Exercise 7**, students practice working with a chart to help develop a precise claim for a persuasive essay.

In the introduction to **Lesson 4.3 Persuasive Writing: Critical Review**, students learn that they must make a precise claim

WRITING: Text Types and Purposes

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SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Example [Grade 11, p. 66]

Writing Strategies

2. **Introduce a precise claim.** Make your opinion of the work clear by stating it in a precise claim. Your claim should be thorough, but concise—no more than a sentence or two. Your claim usually belongs in the first paragraph of your critical review.

Connecting Writing & Grammar

Write What You Think, pp.98, 108, 116, 126, 128, 132, 138, 142, 144, 148, 162, 180, 202, 206, 226, 262

Example [Grade 11, p. 98]

Politicians and other activists have often called for censorship of the lyrics of certain popular music to protect young listeners from negative influences. Do you think a law should be passed that permits the censorship of music of any kind? Write a letter to a member of Congress protesting or supporting the censorship of lyrics in popular music. State your opinion clearly and support it with reasons, facts, and examples. Be sure to revise and edit your writing.

Student Writing

Persuasive Essay: New Sports Policy a Boom for Athletes, p. 150

Example [Grade 11, p. 150]

The sports department's new policy of organizing nonvarsity sports according to a player's ability, instead of by age, represents a significant improvement over the former system. As of this season, freshmen are permitted to play on JV [Junior Varsity] teams in soccer and field hockey, and juniors and sophomores can also play on third teams, which were formerly reserved for freshmen. By strengthening the JV program, the new policy has the potential to improve the performances of both JV and varsity teams.

DESCRIPTION

about a work then support it with reasons and relevant evidence.

The sample critical review, "Hoot delivers message of empowerment to kids," begins with a claim about the mediocre quality of the film. But he puts forth his counterclaim in the next paragraph that the film's message of empowerment is far more important.

Item 2 of the **Writing Strategies** focuses on the importance of making a precise claim, usually in the first paragraph (although the writing model at the beginning of the lesson places the claim in the second paragraph).

In **Exercise 13**, students summarize their opinion in one or two sentences then organize the reasons that support their argument.

For **Write What You Think**, students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program. Many of the assignments include a note to practice a recently studied writing skill.

The writer of the sample student persuasive essay on page 150 provides background information that explains his claim—that the new policy of placing student athletes on teams according to ability rather than age will improve the quality of the school's top-level teams.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.3 Revising, pp. 15–17

Example [Grade 11, p. 15]

Revising Strategies

1. **Ideas and Unity** Does your paper adequately summarize your main ideas? Do you need to add or cut supporting details? Do you need more background information? Is everything relevant, or related, to your main idea(s), or have you wandered off track?

Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–32

Lesson 2.2 Elaborating with Supporting Details, pp. 23–24

Example [Grade 11, p. 23]

- ➔ **Elaboration, or development**, means adding details to support a main idea.

When you present an idea, you keep the reader or listener interested by building supporting details for your main idea and by varying the types of details you give. Within a paragraph, you might include details such as facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons.

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.4 Purpose, pp. 30–32

Example [Grade 11, p. 32]

Persuasive

- Present valid reasons and relevant evidence to support your claim.

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 11, p. 33]

Body

Support and develop your thesis statement, or claim, by following your introduction with several more paragraphs

DESCRIPTION

In **Lesson 1.3 Revising**, students are given strategies for shaping a draft into almost-final form. These strategies include determining whether they’ve provided too little or too much supporting evidence.

Lesson 2.2 Elaborating with Supporting Details presents eight types of details that support the topic sentence of a paragraph.

After studying the **Writing Model**, young writers improve unity and add details to a paragraph in **Exercise 2**. In **Exercise 3**, they write a paragraph using supporting details from the notes provided.

Lesson 2.4 Purpose explains the purpose of persuasive writing on page 32. In the list of suggestions that follows, students are advised to present and explain the evidence that supports their claim.

Lesson 2.5 Writing Essays describes the body of an essay, where well-organized paragraphs make the case for the writer’s main idea or claim.

In **Exercise 9**, students practice writing paragraphs for the body of a research paper using the provided notes.

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
that contain supporting details, anecdotes, and examples.	
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.2 Persuasive Writing, pp. 58–63 <i>Example [Grade 11, p. 60]</i></p> <p>Writing Strategies</p> <p>3. Develop your claim with reasons and evidence. Develop a logically organized argument by supporting your claim with valid reasons, or statements that explain why you hold your opinion. Include at least two convincing reasons to support your claim, and support your reasons with relevant evidence. Include transitions to clarify your reasoning and to make your organization clear. Some forms of evidence are listed below; use those that are most appropriate and convincing for your audience and purpose.</p> <ul style="list-style-type: none">• State facts or statistics from reliable reference sources.• Include expert opinions in the form of quotations. (Make sure to identify the expert and use an exact quote.)• Drop in examples and anecdotes (including some drawn from personal experience or observation).	<p>Lesson 4.2 Persuasive Writing begins with introductory instruction and a writing model, “Down with Curfews; Up with Children.”</p> <p>The Critical Thinking questions guide discussion of the reasons and evidence that supports the writer’s claim.</p> <p>The detailed Writing Strategies teach students how to develop their claim with reasons and evidence. They also learn how to acknowledge and address opposing viewpoints, or counterclaims.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.3 Persuasive Writing: Critical Review, pp. 64–68 <i>Example [Grade 11, p. 66]</i></p> <p>Writing Strategies</p> <p>3. Develop your claim with reasons and evidence. Develop your claim with reasons and evidence. As in any persuasive writing, develop and support your claim with valid reasons and relevant evidence. For example, if you claim that the major weakness of a film or play is the acting, cite specific examples as evidence and explain how it affects the overall work.</p>	<p>In the introduction to Lesson 4.3 Persuasive Writing: Critical Review, students learn that after they make a precise claim about a work, they must be able to support it with reasons and relevant evidence.</p> <p>Item 3 of the Writing Strategies directs students to give examples to justify their opinion or claim.</p> <p>In Exercise 13, they list reasons for their opinion then organize those reasons in a way that strengthens their argument and makes it persuasive.</p>
<p>Connecting Writing & Grammar Write What You Think, pp.98, 108, 116, 126, 128, 132, 138, 142, 144, 148, 162, 180, 202, 206, 226, 262 <i>Example [Grade 11, p. 116]</i></p>	<p>The Write What You Think activities, students practice developing a claim or opinion in several short persuasive writing assignments located throughout the program.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Write a paragraph in response to the statement below. <u>Support your opinion with facts, reasons, and examples.</u> After revising, edit your writing to make sure you eliminate all sentence fragments.</p> <p>Billions of tax dollars have been spent on space exploration since NASA was launched more than five decades ago. That money would have been better spent to remedy social ills here on Earth, such as poverty, inadequate health care, crime, and unequal access to a good education.</p> <hr/> <p>Student Writing Persuasive Essay: New Sports Policy a Boom for Athletes, p. 150</p>	<p>The sample student persuasive essay on page 150 models the use of supplying relevant evidence for both claims and counterclaims.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.3 Revising, pp. 15–17 <i>Example [Grade 11, p. 15]</i></p> <p>Revising Strategies</p> <p>2. Organization and Coherence ...Would adding transition words help?</p> <hr/> <p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.1 Ideas and Unity, pp. 22–23</p>	<p>In Lesson 1.3 Revising, students are given strategies for shaping a draft into almost-final form, including using transitions to better link ideas in the paper.</p> <p>For Exercise 6 Revising an Editorial, students consider adding transitions to improve the sample editorial.</p> <hr/> <p>Lesson 2.1 Ideas and Unity suggests beginning a paragraph with a topic sentence then ending it with a clincher sentence.</p> <p>As explained in the list of Skills for Maintaining Unity on page 23, a clincher sentence may be used to strongly restate the main point of the paragraph, provide closure to the paragraph, and create a transition to a new idea in the next</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.3 Organization and Coherence, pp. 26–29 <i>Example [Grade 11, p. 26]</i></p> <p>Strategies for Writing Coherently</p> <p>2. Guide the reader. Use signposts to show the reader what lies ahead and how ideas are related. Signposts can be transition words (see those on page 28). Others are pronouns and synonyms (words that mean almost the same thing) that refer to terms you’ve already used in your paragraph. Repeating key words or terms also improves coherence</p>	<p>paragraph.</p> <p>The focus of Lesson 2.3 is organizing ideas in a paragraph so that they make sense to readers. In addition to organizing ideas so that they flow naturally, writers are advised to use transitional words and phrases that show the relationship between main ideas and supporting reasons or evidence.</p> <p>A valuable reference for writers is the chart on page 28—Some Common Transitional Words and Expressions.</p> <p>Students practice adding transitional words and expressions in Exercise 4 Revising Paragraphs for Organization and Coherence.</p>
<p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.2 Combining Sentences: Using Conjunctions, pp. 39–40</p>	<p>Lesson 3.2 Combining Sentences: Using Conjunctions includes a helpful side column feature, Some Transitional Expressions. The list includes <i>as a result</i>, <i>at last</i>, <i>for example</i>, and <i>likewise</i>.</p>
<p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.4 Combining Sentences: Inserting Phrases, pp. 43–44</p>	<p>As explained in Lesson 3.4, student writers can combine short or choppy sentences by using phrases that serve as transitions.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.2 Persuasive Writing, pp. 58–63 <i>Example [Grade 11, p. 60]</i></p> <p>Writing Strategies</p> <p>4. Develop your claim with reasons and evidence. ... Include transitions to clarify your reasoning and to make your organization clear.</p>	<p>The Writing Strategies on page 60 include advice to use transitions to clarify the writer’s reasoning and organization.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.3 Persuasive Writing: Critical Review, pp. 64–68 <i>Example [Grade 11, pp. 66–67]</i></p> <p>Writing Strategies</p> <p>4. Organize your essay, and use transitions. ...Whichever organization you choose, use transition words and phrases to create coherence and help readers understand how your claims, reasons, and evidence</p>	<p>In Lesson 4.3 Persuasive Writing: Critical Review, students learn how to link main and supporting ideas in their essay using transitions.</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
relate to each another.	
<p>Student Writing Persuasive Essay: New Sports Policy a Boom for Athletes, p. 150</p>	The writer of the sample student persuasive essay on page 150 uses introductory clauses to connect sentences and to give variety to his writing.
<p>Chapter 14 Punctuation: All Other Marks, pp. 257–276 Lesson 14.2 Semicolons, pp. 261–262</p> <p><i>Example [Grade 11, p. 59]</i></p> <p>➔ Use a semicolon before a conjunctive adverb or a transitional expression that joins independent clauses. A comma follows the conjunctive adverb or transitional expression.</p> <p>Kansas City is located on the Kansas border; however, a portion of the city lies on the Missouri border.</p>	<p>Lesson 14.2 Semicolons describes how to punctuate a sentence when joining independent clauses with a conjunctive adverb or transitional expression. The lesson features a list of common transitional expressions, such as <i>such as, in addition, for example, that is, and on the other hand</i>.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.3 Revising, pp. 15–16</p>	<p>Revising Strategies on page 15 alert young writers to the need to use formal or informal vocabulary based on what is best suited to their audience.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.2 Persuasive Writing, pp. 58–63</p> <p><i>Example [Grade 11, p. 60]</i></p> <p>Writing Hint</p> <ol style="list-style-type: none"> 2. Establish and maintain a formal style. Use standard English and appropriate word choice to show that you are knowledgeable and reliable. 3. Use an objective tone. Presenting your claim fairly and respectfully will strengthen your argument and show 	<p>The Writing Hint on page 60 of Lesson 4.2 Persuasive Writing explains that, depending on the audience, adhering to a formal style and objective tone is an effective way to show that the writer’s argument is based on solid evidence and thoughtful consideration of opposing viewpoints.</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
that you have considered multiple perspectives on your subject.	
Chapter 6 Parts of a Sentence , pp. 113–132 Lesson 6.1 Using Complete Sentences , pp. 115–116	In Lesson 6.1 , students are advised that while fragments can be used in informal writing for effect, they should use complete, grammatically correct sentences in formal writing.
Chapter 6 Parts of a Sentence , pp. 113–132 Lesson 6.7 Predicate Nominatives and Predicate Adjective , pp. 127–138	The Editing Tip on page 127 distinguished between the informal “It’s me” and the formal “It is I.”
Chapter 11 Using Pronouns , pp. 203–220 Lesson 11.3 Who or Whom? , pp. 209–210	Lesson 11.3 Who or Whom? teaches that <i>whom</i> is rarely used in casual or informal conversation. However, in formal writing and speaking (and on grammar tests) students should use <i>whom</i> whenever the pronoun functions as an object.
Chapter 14 Punctuation: All Other Marks , pp. 257–276 Lesson 14.1 Colons , pp. 259–260	In Lesson 14.1 Colons , students learn to use a colon before a long quotation or a formal statement.
Commonly Confused Words , pp. 341–344	On page 341 students are taught to avoid the word <i>alright</i> in formal written English.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process , pp. 8–20 Lesson 1.2 Organizing the Ideas and Drafting , pp. 13–14 <i>Example [Grade 11, p. 14]</i> Drafting Strategies 4. Write an Ending Bring your paper to a logical and graceful end by writing a concluding paragraph that restates your main idea. Then, add a call to action (in a persuasive paper) or an appropriate quotation, or perhaps end with your final thought on the subject.	Lesson 1.2 Organizing the Ideas and Drafting suggests ways that young writers can bring their paper to an appropriate conclusion, restating the main idea and perhaps adding an appropriate quotation or final thought.

WRITING: Text Types and Purposes

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SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 15–17

Example [Grade 11, p. 15]

Revising Strategies

2. **Organization and Coherence** ...Does the last sentence bring closure to the writing?

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.4 Purpose, pp. 30–32

Example [Grade 11, p. 32]

Persuasive

- Include a **call to action**.

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 11, p. 34]

Conclusion

The conclusion of your essay is your chance to wrap up your thoughts, information, or ideas. Try to sum up your main ideas and explain how they support your thesis statement (claim). Your essay will usually conclude with one or two sentences or possibly a full paragraph or more.

Chapter 4 Writing Workshops, pp. 52–92

Lesson 4.2 Persuasive Writing, pp. 58–63

Example [Grade 11, p. 59]

Critical Thinking

4. Read the last paragraph aloud. In what way does this paragraph affect your opinion on the subject of curfews for teenagers? What kind of action would you consider taking after reading this essay?

Example [Grade 11, p. 61]

Writing Strategies

6. **Conclude with a call to action.** End your essay with a concluding statement that follows logically from your reasons and evidence. Persuasive writers often conclude by urging readers to take constructive action, such as

DESCRIPTION

In **Lesson 1.3 Revising**, students are given strategies for shaping a draft into almost-final form, including concluding the paper in a way that makes sense.

Lesson 2.4 Purpose features a list of suggestions for persuasive writing. The suggestions include moving to a reasonable conclusion in the form of a call to action.

As explained in **Lesson 2.5 Writing Essays**, a well-written essay ends with one or more concluding paragraphs.

The **Writing Hint** on page 34 describes a conclusion that may echo a thought or phrase from the introduction to emphasize the paper's cohesiveness.

In **Exercise 10**, students practice drafting conclusion to an essay based on the given prompt.

Lesson 4.2 Persuasive Writing begins with introductory instruction and a writing model, "Down with Curfews; Up with Children." The last **Critical Thinking** question guides discussion of how well the concluding statement follows from and supports the writer's argument.

The **Writing Strategies** includes instruction on how to conclude with a call to action that follows logically from the reasons and evidence presented in the essay.

WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>writing letters, donating money, voting in an election, or volunteering. A call to action effectively reinforces your claim.</p>	
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.3 Persuasive Writing: Critical Review, pp. 64–68 <i>Example [Grade 11, p. 67]</i></p> <p>Writing Strategies</p> <p>5. End with a conclusion. Depending on the organization of your review, your conclusion may summarize your opinion of the work or explain how your claim follows logically from your reasons and evidence.</p>	<p>The sample critical review, “Hoot delivers message of empowerment to kids,” concludes by re-stating the movie’s strongest point—that young people working together can make a difference.</p> <p>Item 5 of the Writing Strategies focuses on the importance of summarizing the main idea and supporting evidence in a clearly stated concluding statement.</p> <p>In Exercise 14, students draft their critical review, remembering to conclude by restating their claim in an interesting way.</p>
<p>Student Writing Persuasive Essay: New Sports Policy a Boom for Athletes, p. 150 <i>Example [Grade 11, p. 150]</i></p> <p>The system will also provide a more enjoyable environment for less serious players. Although some upperclassmen were disappointed to be cut from JV and have quit the program entirely, those who chose to play on third teams will likely enjoy both the greater playing time and the more relaxed pace. Once the system has been in place for a few years, it will be less of a shock for upperclassmen to be cut from JV, and more will elect to continue playing. Another benefit of the new system is its potential to ease the isolation many freshmen feel from the rest of the school.</p>	<p>The last paragraph of the sample student persuasive essay on page 150 brings the essay to a logical conclusion, suggesting some minor drawbacks but emphasizing the greater benefits that will result from the new policy.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14

Example [Grade 11, p. 13]

Drafting Strategies

1. **Write the Big Idea** Consider your writing purpose and audience as you draft a sentence that expresses the main idea of your paragraph or essay. Some writers use this as the first sentence in their paper. Even if it doesn't appear directly, it's useful to keep your main idea sentence in mind as you write.
2. **Grab Your Reader's Attention** Begin with a statement or question—something surprising or unique—to hook your reader's attention.

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 15–17

Example [Grade 11, p. 15]

Revising Strategies

2. **Organization and Coherence** Do you grab the reader's attention with an interesting opening sentence? Is information presented in a logical order—that is, an order that makes sense to the reader? If not, change the order of paragraphs to present information differently.

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.3 Organization and Coherence, pp. 26–29

Example [Grade 11, p. 27]

Strategies for Writing Coherently

- **Logical Order** Organize your paragraph logically to give information in the order a reader needs to know it to understand your key points. Usually, logic determines which details you group together or where you provide background information or definitions of terms. For example, if you were writing about a cross-country trip, you might logically tell about your first stop, then your second, third, and so on.

DESCRIPTION

Lesson 1.2 Organizing the Ideas and Drafting suggests that young writers write a sentence that expresses the main idea of their paragraph or essay. This can be the first sentence of the paper or used to guide the drafting of the introduction. And to encourage readers, students should begin with an enticing bit of information relevant to their topic.

After detailed instruction, students analyze the **Writing Model** then practice drafting a paper in **Exercise 5**.

In **Lesson 1.3 Revising**, students are given strategies for shaping a draft into almost-final form. These strategies include analyzing the organization of information in their paper.

Lesson 2.3 Organization and Coherence prepares students to creating an organization in their writing make sense to readers.

In **Strategies for Writing Coherently**, young writers examine five common ways of organizing paragraphs and essays: Chronological Order, Spatial Order, Order of Importance, Logical Order, and Specific to General/General to Specific Order.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35</p> <p>Lesson 2.4 Purpose, pp. 30–32</p> <p><i>Example [Grade 11, p. 32]</i></p> <p>Expository</p> <p>There are several ways to explain and to inform: You can compare and contrast; you can discuss cause and effect; or you can define, classify, or analyze. The following suggestions will help you with expository writing.</p> <ul style="list-style-type: none">• State your main idea as early and as clearly as possible.	<p>Lesson 2.4 Purpose explains the purpose of expository writing on page 31. The list of suggestions includes stating a clear main idea.</p> <p>For Exercise 7, students are given a writing prompt for an expository paragraph.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35</p> <p>Lesson 2.5 Writing Essays, pp. 33–35</p> <p><i>Example [Grade 11, p. 33]</i></p> <p>Introduction</p> <p>5. The thesis statement of an essay is the overall idea. It is also called a claim or a controlling idea.</p>	<p>As explained in Lesson 2.5 Writing Essays, a well-written essay begins with an introductory paragraph that has two purposes: to interest readers to continue reading and present the overall subject or idea that will be developed in the essay.</p> <p>In Exercise 8, students practice drafting an introduction to an essay.</p>
<p>Chapter 4 Writing Workshops, pp. 47–94</p> <p>Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73</p> <p><i>Example [Grade 11, p. 72]</i></p> <p>Exercise 19 Organize and Draft Your Essay</p> <p>1. Identify and define the problem. Introduce the topic of your essay by first identifying and defining the problem that you will address. Consider introducing the topic with an interesting quotation, statistic, or observation.</p>	<p>The introduction of the sample problem-solving essay at the beginning of Lesson 4.4 identifies the problem and a recent attempt at a solution.</p> <p>In Exercise 19, students follow detailed instructions to organize and draft their problem-solving essay. They learn to identify the problem in the introduction.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92</p> <p>Lesson 4.7 Writing: a Timed Essay, pp. 89–92</p> <p><i>Example [Grade 11, p. 91]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. Begin with an introductory paragraph that includes your thesis statement and grabs the reader's attention.</p>	<p>In Lesson 4.7 Writing: a Timed Essay, students read the prompt carefully then begin their essay with an introduction that includes their thesis statement and grab's the reader's attention.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Student Writing

Expository Essay: Twin Titans, p. 188

Expository Essay: Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed, p. 222

Expository Essay: Student Copes with Disability, p. 240

Example [Grade 11, p. 240]

Student Copes with Disability

To some students, walking to school, learning to drive, and running laps in gym class are all challenges; but to sophomore Robert Heffner, these “challenges” would be welcome.

DESCRIPTION

Each of the sample student expository essays models the presentation of a topic or clear thesis statement that foreshadows the organization of information to follow.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 15–17

Example [Grade 11, p. 15]

Revising Strategies

1. **Ideas and Unity** Does your paper adequately summarize your main ideas? Do you need to add or cut supporting details? Do you need more background information? Is everything relevant, or related, to your main idea(s), or have you wandered off track?

Chapter 2 Writing Effective Paragraphs and Essays, pp. 20–32

Lesson 2.2 Elaborating with Supporting Details, pp. 23–24

Example [Grade 11, p. 23]

➔ **Elaboration, or development**, means adding details to

DESCRIPTION

In **Lesson 1.3 Revising**, students are given strategies for shaping a draft into almost-final form. These strategies include determining whether they’ve provided too little or too much supporting evidence.

Lesson 2.2 Elaborating with Supporting Details presents eight types of details that support the topic sentence of a paragraph.

After studying the **Writing Model**, young writers improve unity and add details to a paragraph in **Exercise 2**. In **Exercise 3**, they write a paragraph using supporting details from the

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>support a main idea.</p> <p>When you present an idea, you keep the reader or listener interested by building supporting details for your main idea and by varying the types of details you give. Within a paragraph, you might include details such as facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons.</p>	<p>notes provided.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35</p> <p>Lesson 2.4 Purpose, pp. 30–32</p> <p><i>Example [Grade 11, p. 31]</i></p> <p>Expository</p> <ul style="list-style-type: none">• Use facts, examples, quotations, statistics, and definitions as supporting details to develop the main idea.	<p>Lesson 2.4 Purpose explains the purpose of expository writing on page 31. In the list of suggestions that follows, students are advised to use supporting details to develop the main idea of their paragraph or essay.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35</p> <p>Lesson 2.5 Writing Essays, pp. 33–35</p> <p><i>Example [Grade 11, p. 33]</i></p> <p>Body</p> <p>Support and develop your thesis statement, or claim, by following your introduction with several more paragraphs that contain supporting details, anecdotes, and examples.</p>	<p>Lesson 2.5 Writing Essays describes the body of an essay, where well-organized paragraphs make the case for the writer’s main idea or claim.</p> <p>In Exercise 9, students practice writing paragraphs for the body of a research paper using the provided notes.</p>
<p>Chapter 4 Writing Workshops, pp. 47–94</p> <p>Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73</p> <p><i>Example [Grade 11, p. 71]</i></p> <p>Writing Strategies</p> <ol style="list-style-type: none">3. Build your case. Come up with reasons why the solution is effective. Explain the solution using evidence: facts, statistics, quotations, expert opinions, anecdotes, or examples. <p><i>Example [Grade 11, p. 72]</i></p> <p>Exercise 19 Organize and Draft Your Essay</p> <ol style="list-style-type: none">2. Develop the topic thoroughly. Think about the people in your audience(classmates and teachers) and what	<p>The Writing Strategies for a problem-solving essay include giving good reasons why the proposed solution will work.</p> <p>In Exercise 19, students learn how to develop their topic by providing important and relevant reasons that support the main idea.</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>they might or might not know about your topic. Select the most important and relevant facts, definitions, concrete details, quotations, or other information and examples related to your topic. Be careful not to include minor or unnecessary details.</p> <hr/> <p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.7 Writing: a Timed Essay, pp. 89–92</p> <p><i>Example [Grade 11, p. 91]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. Begin with an introductory paragraph that includes your thesis statement and grabs the reader’s attention. <u>Use details that support your ideas in the clearest, most logical way possible.</u> Use topic sentences and transitions to organize your writing. End with a brief concluding paragraph that restates your main idea, poses a new question, or adds a final thought.</p> <hr/> <p>Student Writing Expository Essay: Twin Titans, p. 188 Expository Essay: Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed, p. 222 Expository Essay: Student Copes with Disability, p. 240</p>	<p>In Lesson 4.7 Writing: a Timed Essay, students are taught to develop their topic with relevant details.</p> <hr/> <p>The sample student expository essays feature topics supported with a variety of evidence, such as facts, definitions, details, expert testimony, and anecdotes</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.3 Revising, pp. 15–17</p> <p><i>Example [Grade 11, p. 15]</i></p> <p>Revising Strategies</p> <p>3. Organization and Coherence ...Would adding</p>	<p>In Lesson 1.3 Revising, students are given strategies for shaping a draft into almost-final form, including using transitions to better link ideas in the paper.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
transition words help?	
Chapter 2 Writing Effective Paragraphs and Essays , pp. 21–35 Lesson 2.1 Ideas and Unity , pp. 22–23	Lesson 2.1 Ideas and Unity suggests beginning a paragraph with a topic sentence then ending it with a clincher sentence. As explained in the list of Skills for Maintaining Unity on page 23, a clincher sentence may be used to strongly restate the main point of the paragraph, provide closure to the paragraph, and create a transition to a new idea in the next paragraph.
Chapter 2 Writing Effective Paragraphs and Essays , pp. 21–35 Lesson 2.3 Organization and Coherence , pp. 26–29 <i>Example [Grade 11, p. 26]</i> Strategies for Writing Coherently 3. Guide the reader. Use signposts to show the reader what lies ahead and how ideas are related. Signposts can be transition words (see those on page 28). Others are pronouns and synonyms (words that mean almost the same thing) that refer to terms you’ve already used in your paragraph. Repeating key words or terms also improves coherence	The focus of Lesson 2.3 is organizing ideas in a paragraph so that they make sense to readers. In addition to organizing ideas so that they flow naturally, writers are advised to use transitional words and phrases that show the relationship between main ideas and supporting reasons or evidence. A valuable reference for writers is the chart on page 28— Some Common Transitional Words and Expressions . Students practice adding transitional words and expressions in Exercise 4 Revising Paragraphs for Organization and Coherence .
Chapter 2 Writing Effective Paragraphs and Essays , pp. 21–35 Lesson 2.4 Purpose , pp. 30–32 <i>Example [Grade 11, p. 31]</i> Expository <ul style="list-style-type: none">• Present details in a logical order so that they make sense to the reader. <u>Transition words help your reader follow your train of thought</u> (see page 28).	Lesson 2.4 Purpose explains the purpose of expository writing on page 31. In the list of suggestions that follows, students are advised to use transitions to demonstrate the connection between ideas.
Chapter 3 Writing Effective Sentences , pp. 36–51 Lesson 3.2 Combining Sentences: Using Conjunctions , pp. 39–40	Lesson 3.2 Combining Sentences: Using Conjunctions includes a helpful side column feature, Some Transitional Expressions . The list includes <i>as a result</i> , <i>at last</i> , <i>for example</i> , and <i>likewise</i> .
Chapter 3 Writing Effective Sentences , pp. 36–51 Lesson 3.4 Combining Sentences: Inserting Phrases , pp. 43–44	As explained in Lesson 3.4 , student writers can combine short or choppy sentences by using phrases that serve as transitions.

WRITING: Text Types and Purposes

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SADLIER GRAMMAR FOR WRITING GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73 <i>Example [Grade 11, p. 71]</i></p> <p>Writing Strategies</p> <p>6. Connect ideas. Think In writing your essay, make sure that one idea flows seamlessly into the next by connecting ideas with the proper transition words. Highlight similar ideas with words such as <i>similarly, likewise, also, and too</i>. As you shift from one thought to a contrasting one, guide readers with transitions such as <i>however, yet, but, and on the other hand</i>. To show that one point results from another, insert transitions such as <i>if . . . then, when, as a result of, and because</i>.</p> <p><i>Example [Grade 11, p. 72]</i></p> <p>Exercise 19 Organize and Draft Your Essay</p> <p>3. Use transitions and precise language. Use transitions to link the different sections of your essay and help your readers understand the relationships among complex ideas and concepts. Include precise language, such as specialized vocabulary terms and relevant analogies, to help your audience better understand the issue.</p>	<p>The Writing Strategies on page 71 provide detailed instruction on when and how to use transitions.</p> <p>In Exercise 19 Organize and Draft Your Essay, students learn how to use transitions to link different sections of their essay, also see the relationship between ideas.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.7 Writing: a Timed Essay, pp. 89–92 <i>Example [Grade 11, p. 91]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. Begin with an introductory paragraph that includes your thesis statement and grabs the reader’s attention. Use details that support your ideas in the clearest, most logical way possible. <u>Use topic sentences and transitions to organize your writing.</u> End with a brief concluding paragraph that restates your main idea, poses a new question, or adds a final thought.</p>	<p>In Lesson 4.7 Writing: a Timed Essay, students are directed to use transitions to help organize their writing.</p>
<p>Chapter 14 Punctuation: All Other Marks, pp. 257–276 Lesson 14.2 Semicolons, pp. 261–262 <i>Example [Grade 11, p. 59]</i></p> <p>➡ Use a semicolon before a conjunctive adverb or a transitional expression that joins independent clauses. A</p>	<p>Lesson 14.2 Semicolons describes how to punctuate a sentence when joining independent clauses with a conjunctive adverb or transitional expression. The lesson features a list of common transitional expressions, such as <i>such as, in addition, for example, that is, and on the other hand</i>.</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
comma follows the conjunctive adverb or transitional expression. Kansas City is located on the Kansas border; however , a portion of the city lies on the Missouri border.	

WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.11-12.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process , pp. 8–20 Lesson 1.2 Organizing the Ideas and Drafting , pp. 13–14 <i>Example [Grade 11, p. 13]</i> 1. Consider your word choice. Your word choice is determined by your audience as well as by your purpose for writing.	In Lesson 1.2 Organizing the Ideas and Drafting , students are advised to consider their audience and purpose for writing before choosing words for their paragraph or essay.
Chapter 1 The Writing Process , pp. 8–19 Lesson 1.3 Revising , pp. 15–16 <i>Example [Grade 11, p. 15]</i> 4. Word Choice Have you used words that are too general or vague? If so, replace them with more precise words. Have you used a cliché or an overworked word (such as <i>great, nice, or bad</i>)? If so, find fresh words to express your ideas. (You might want to use a thesaurus to find synonyms.) Does your writing sound stilted with too many difficult vocabulary words? Have you used appropriate vocabulary for your intended audience? Have you explained or defined any technical terms?	Revising Strategies on page 15 alert young writers to the need to use words that is appropriate for their subject and audience. When revising their work, they are encouraged to replace general terms with precise words or phrases.
Chapter 4 Writing Workshops , pp. 47–94 Lesson 4.4 Expository Writing: Problem-Solving Essay , pp. 69–73 <i>Example [Grade 11, p. 72]</i> Exercise 19 Organize and Draft Your Essay	In Exercise 19 , students are encouraged to use precise language and specialized vocabulary in their information/explanatory writing.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>4. Use transitions and precise language. Use transitions to link the different sections of your essay and help your readers understand the relationships among complex ideas and concepts. <u>Include precise language, such as specialized vocabulary terms and relevant analogies, to help your audience better understand the issue.</u></p> <hr/> <p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.7 Writing: a Timed Essay, pp. 89–92</p> <p><i>Example [Grade 11, p. 91]</i></p> <p>Writing Strategies</p> <p>6. Consider word choice and sentence variety. Clarity is your goal, so avoid vague words and confusing sentences. Strive for vocabulary and sentence variety that fit your writing purpose.</p>	<p>The Writing Strategies for Lesson 4.7 remind students to avoid vague words and confusing sentences.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73</p> <p><i>Example [Grade 11, p. 72]</i></p> <p>Exercise 19 Organize and Draft Your Essay</p> <p>4. Maintain a formal style and objective tone. In your essay, use standard English and an objective tone to show your audience that you are authoritative and reliable and to help your readers stay focused on the topic.</p>	<p>In Exercise 19, students are instructed to use a formal style and objective tone to gain reader confidence.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.7 Writing: a Timed Essay, pp. 89–92</p> <p><i>Example [Grade 11, p. 89]</i></p>	<p>In writing a timed essay, students are reminded to maintain a formal style.</p>

WRITING: Text Types and Purposes

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- **CCSS.ELA-Literacy.W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
Although you will be given a limited amount of time to plan and write your essay, you will be expected to develop your ideas thoroughly. The goal of a timed essay is to produce in a short time frame a clear essay that is logically organized <u>and</u> maintains a formal style.	
Chapter 6 Parts of a Sentence , pp. 113–132 Lesson 6.1 Using Complete Sentences , pp. 115–116	In Lesson 6.1 , students are advised that while fragments can be used in informal writing for effect, they should use complete, grammatically correct sentences in formal writing.
Chapter 6 Parts of a Sentence , pp. 113–132 Lesson 6.7 Predicate Nominatives and Predicate Adjective , pp. 127–138	The Editing Tip on page 127 distinguished between the informal “It’s me” and the formal “It is I.”
Chapter 11 Using Pronouns , pp. 203–220 Lesson 11.3 Who or Whom? , pp. 209–210	Lesson 11.3 Who or Whom? teaches that <i>whom</i> is rarely used in casual or informal conversation. However, in formal writing and speaking (and on grammar tests) students should use <i>whom</i> whenever the pronoun functions as an object.
Chapter 14 Punctuation: All Other Marks , pp. 257–276 Lesson 14.1 Colons , pp. 259–260	In Lesson 14.1 Colons , students learn to use a colon before a long quotation or a formal statement.
Commonly Confused Words , pp. 341–344	On page 341 students are taught to avoid the word <i>alright</i> in formal written English.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process , pp. 8–20 Lesson 1.2 Organizing the Ideas and Drafting , pp. 13–14 <i>Example [Grade 11, p. 14]</i> Drafting Strategies 6. Write an Ending Bring your paper to a logical and graceful end by writing a concluding paragraph that restates your main idea. Then, add a call to action (in a	Lesson 1.2 Organizing the Ideas and Drafting suggests ways that young writers can bring their paper to an appropriate conclusion, restating the main idea and perhaps adding an appropriate quotation or final thought.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>persuasive paper) or an appropriate quotation, or perhaps end with your final thought on the subject.</p> <hr/> <p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.3 Revising, pp. 15–17 <i>Example [Grade 11, p. 15]</i></p> <p>Revising Strategies</p> <p>4. Organization and Coherence ...Does the last sentence bring closure to the writing?</p>	<hr/> <p>In Lesson 1.3 Revising, students are given strategies for shaping a draft into almost-final form, including concluding the paper in a way that makes sense.</p>
<hr/> <p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.5 Writing Essays, pp. 33–35 <i>Example [Grade 11, p. 34]</i></p> <p>Conclusion</p> <p>The conclusion of your essay is your chance to wrap up your thoughts, information, or ideas. Try to sum up your main ideas and explain how they support your thesis statement (claim). Your essay will usually conclude with one or two sentences or possibly a full paragraph or more.</p>	<hr/> <p>As explained in Lesson 2.5 Writing Essays, a well-written essay ends with one or more concluding paragraphs. As explained in the Writing Hint on page 34, the conclusion may echo a thought or phrase from the introduction to emphasize the paper’s cohesiveness.</p> <p>In Exercise 10, students practice drafting conclusion to an essay based on the given prompt.</p>
<hr/> <p>Chapter 4 Writing Workshops, pp. 47–94 Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73 <i>Example [Grade 11, p. 72]</i></p> <p>Exercise 19 Organize and Draft Your Essay</p> <p>6. Conclude your case. In the conclusion, briefly restate your solution, adding a powerful quotation or question, if appropriate, that provokes your readers to seriously think through the ideas in your essay.</p>	<hr/> <p>The sample problem-solving essay at the beginning of Lesson 4.4 concludes with an opinion that current action is a step in the right direction but not enough to solve the problem.</p> <p>Question 4 of Critical Thinking asks students to discuss the essay’s conclusion.</p> <p>In Exercise 19, students are instructed to close their essay by restating their solution and adding an action-motivating quotation or question.</p>
<hr/> <p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.7 Writing: a Timed Essay, pp. 89–92 <i>Example [Grade 11, p. 91]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. Begin with an introductory paragraph that includes your thesis statement and grabs the reader’s attention. Use details that support your ideas in the clearest, most logical way possible. Use topic sentences and transitions to organize</p>	<hr/> <p>In Lesson 4.7 Writing: a Timed Essay, the writer of the sample essay models a textbook conclusion.</p> <p>Writing Strategies on page 91 include advice to end with a concluding paragraph that restates the main idea, poses a question, and/or adds a logical final thought.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **CCSS.ELA-Literacy.W.11-12.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

your writing. End with a brief concluding paragraph that restates your main idea, poses a new question, or adds a final thought.

DESCRIPTION

Student Writing

Expository Essay: Twin Titans, p. 188

Expository Essay: Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed, p. 222

Expository Essay: Student Copes with Disability, p. 240

Example [Grade 11, p. 222]

Driving: Teen Rite of Passage: The Benefits and Pitfalls of Teenage Driving Revealed

When a car is finally available, problems arise. Gas money, insurance money, parking money, and repair money flow out of wallets. Friends want rides, parents want errands, but drivers just want freedom.

The sample student expository essays feature strong concluding statements that follows from and supports the main idea of the essay.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 11, p. 34]

Exercise 8 Drafting an Introduction

You are writing an autobiographical, narrative essay about the time you gave a speech to introduce a friend who was running for class president. Here's what happened: You uttered one sentence of the introduction and forgot everything else you had planned to say. You reached into a pocket for your note cards but realized that you had left them at home. Draft an introduction

DESCRIPTION

As explained in **Lesson 2.5 Writing Essays**, a well-written essay begins with an introductory paragraph that has two purposes: to interest readers to continue reading and present the overall subject or idea that will be developed in the essay.

In **Exercise 8**, students practice drafting an introduction to an autobiographical, narrative essay about a fictional speech they made to nominate a friend for class president. But having lost the card with their notes, they make up details they need.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

to this autobiographical essay that will make your classmates want to read the whole story. Make up any details that you need.

Chapter 4 Writing Workshops, pp. 52–92

Lesson 4.1 Narrative Writing: Personal Narrative, pp. 53–57

Example [Grade 11, p.55]

Writing Strategies

The purpose of a personal narrative is to explain or relate a series of events. Because a personal narrative not only recounts an incident but also reflects on the incident’s meaning, use writing strategies that serve these dual purposes.

2. **Set the scene.** Engage the reader by introducing the situation you will describe, as well as the significance of the event—that is, how and why the event is important and meaningful to you. Establish yourself as the narrator, and introduce the other characters and the setting.

Student Writing

Narrative Essay: The Earthquake, p. 114

Narrative Essay: Sunday Soccer Clinic, p. 134

Narrative Essay: Grounds' Brews a Delicious, Earful Experience, p. 170

Narrative Essay: Team Captain, p. 204

Narrative Essay: One Teen Can Make a Difference, p. 258

Narrative Essay: In the Corps Now: Why I Am Set to Become a Marine, p. 278

Example [Grade 11, p.204]

Team Captain

My first thought was “Cool: something for my college application.” When I was appointed captain of my high school tennis team, I had no idea how much responsibility the new title would hold. After practice that first day, my coach asked me if I had any ideas about uniforms that year. Uh-oh. I had no clue what this job would consist of.

DESCRIPTION

Lesson 4.1 Narrative Writing: Personal Narrative opens with a writing model by Rosa Parks with Gregory J. Reed. The introduction provides background information that establishes the setting.

After discussing the writing model, students examine several strategies for writing a personal narrative. Strategy 2 directs students to engage the reader by describing the setting and situation and introducing the narrator.

The sample student narrative essays demonstrate a variety of ways to engage and orient the reader at the beginning of their account.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.4 Editing and Proofreading, pp. 18–20

Example [Grade 11, p. 18]

Editing Questions

3. **Punctuation** ... Is dialogue punctuated correctly?

Chapter 4 Writing Workshops, pp. 52–92
Lesson 4.1 Narrative Writing: Personal Narrative, pp. 53–57

Example [Grade 11, p. 55]

Writing Strategies

The purpose of a personal narrative is to explain or relate a series of events. Because a personal narrative not only recounts an incident but also reflects on the incident's meaning, use writing strategies that serve these dual purposes.

4. **Include dialogue.** Words are powerful, especially exact words that are spoken, so include some direct quotes. If you don't remember the exact words from the event you are narrating, take a guess at who said what. Rosa Parks includes dialogue between herself and the bus driver and later between herself and one of the police officers.

Chapter 6 Parts of a Sentence, pp. 113–132
Lesson 6.1 Using Complete Sentences, pp. 115–116

Student Writing

Narrative Essay: In the Corps Now: Why I Am Set to Become a Marine, p. 278

Example [Grade 11, p. 170]

Grounds' Brews a Delicious, Earful Experience,

"Meetings" require poolees to get up at 5:30 a.m. on a meeting day and run, do crunches, pull-ups (flex hang for ladies), push-ups, and side-straddle hops (jumping jacks). Having been sore after this somewhat painful ordeal, we all seem to enjoy the chanting as we jog back to the recruiting station: "Hey Army, pick up your jets and follow me, we are Marine Corps proud to be; hey Navy, pick up your ships and follow me, we are Marine Corps proud to be; hey Air Force, pick up your jets. . . ."

DESCRIPTION

In the first chapter of the program, students are alerted to the need to follow established conventions for punctuating dialogue.

The **Critical Thinking** questions in **Lesson 4.1 Narrative Writing: Personal Narrative** guide a student discussion of the value of direct quotes and the narrative approach to providing insight into what Rosa Parks was thinking and feeling.

The **Writing Strategies** help students understand how to use dialogue, vivid descriptions, and sensory language to convey the richness of an experience.

In **Exercise 3**, students practice using dialogue as part of their narrative writing assignment. In **Exercise 4**, they read their paper aloud, listening for sensory details and dialogue.

The **Writing Hint** on page 115 explains that sentence fragments can be used in dialogue to mimic everyday speech or to create memorable phrases.

The student narrative essay on page 278 shows how the use of dialogue helps create for the reader a sense of having been an eyewitness to the events.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 14 Punctuation: All Other Marks, pp. 257–276 Lesson 14.5 Punctuating Dialogue, pp. 267–268</p> <p><i>Example [Grade 11, p.267]</i></p> <p>Dialogue is the words that characters speak in stories, poems, and plays. Follow these rules for punctuating dialogue and for punctuating other direct quotations.</p> <ul style="list-style-type: none">➔ Place quotation marks at the beginning and end of a speaker’s exact words. <p>“There’s a planet I’ve never seen before,” Jason said.</p>	<p>Lesson 14.5 Punctuating Dialogue, students learn to use quotation marks to indicate the beginning and end of a direct quotations, including dialogue.</p> <p>In Exercise 8, students practice writing a dialogue. In Exercise 9, they punctuate a dialogue.</p>
<p>Chapter 14 Punctuation: All Other Marks, pp. 255–274 Chapter Review, pp. 275–276</p>	<p>In Exercise C of the Chapter Review for Chapter 14, students practice adding punctuation to dialogue.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.4 Purpose, pp. 30–32</p> <p><i>Example [Grade 11, p.30]</i></p> <p>Narrative</p> <ul style="list-style-type: none">● Use chronological order (time order) to relate the events in the order in which they occurred.	<p>Lesson 2.4 Purpose emphasizes the value of presenting events in chronological or time order so the reader will better understand the entire incident.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.1 Narrative Writing: Personal Narrative, pp. 53–57</p> <p><i>Example [Grade 11, p.55]</i></p> <p>Writing Strategies</p> <p>The purpose of a personal narrative is to explain or relate a series of events. Because a personal narrative not only</p>	<p>In the Writing Strategies for Lesson 4.1 Narrative Writing: Personal Narrative, students learn the importance of chronological order when describing an event they’ve experienced.</p> <p>In Exercise 2, students create a story map using a graphic organizer to help sort out the relationship among elements of their personal narrative. These elements include setting,</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>recounts an incident but also reflects on the incident’s meaning, use writing strategies that serve these dual purposes.</p> <p>3. Sequence events to create a coherent whole. A complete event sequence is made up of individual events that occur over a period of time. If you write in chronological order, you’ll start at the beginning and relate the events in the order they occurred until you’ve recounted the entire incident. You may also use reverse chronological order to recount an incident from its conclusion back to its beginning.</p>	<p>characters, conflict, and why the writer considers this experience important.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14 <i>Example [Grade 11, p. 13]</i></p> <p>2. Consider your word choice. Your word choice is determined by your audience as well as by your purpose for writing.</p>	<p>In Lesson 1.2 Organizing the Ideas and Drafting, students are advised to consider their audience and purpose for writing before choosing words for their paragraph or essay.</p>
<p>Chapter 1 The Writing Process, pp. 8–19 Lesson 1.3 Revising, pp. 15–16 <i>Example [Grade 11, p. 15]</i></p> <p>4. Consider your word choice. Have you used words that are too general or vague? If so, replace them with more precise words. Have you used a cliché or an overworked word (such as <i>great</i>, <i>nice</i>, or <i>bad</i>)? If so, find fresh words to express your ideas. (You might want to use a thesaurus to find synonyms.) Does your writing sound stilted with too many difficult vocabulary words? Have you used appropriate vocabulary for your intended</p>	<p>Revising Strategies on page 15 alert young writers to the need to use words that is appropriate for their subject and audience. When revising their work, they are encouraged to replace general terms with precise words or phrases.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>audience? Have you explained or defined any technical terms?</p> <hr/> <p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.4 Purpose, pp. 30–32 <i>Example [Grade 11, p.30]</i></p> <p>Descriptive</p> <ul style="list-style-type: none"> ● Use sensory details to that appeal to the reader’s sense of sight, hearing, smell, touch, and taste. Sensory details help create a main impression or mood in your writing. <p>Narrative</p> <ul style="list-style-type: none"> ● Use specific details to help make the reader feel like an eyewitness to the events. <hr/> <p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.1 Narrative Writing: Personal Narrative, pp. 53–57 <i>Example [Grade 11, p.55]</i></p> <p>Writing Strategies</p> <p>The purpose of a personal narrative is to explain or relate a series of events. Because a personal narrative not only recounts an incident but also reflects on the incident’s meaning, use writing strategies that serve these dual purposes.</p> <p>5. Add vivid descriptions and sensory language. Use precise words and phrases to vividly describe the incident as you experienced it. Note what you saw, heard, smelled, tasted, or touched. Too many sensory details, however, may slow the pace of the action, so choose only the most relevant ones.</p> <hr/> <p>Student Writing Narrative Essay: The Earthquake, p. 114 Narrative Essay: Sunday Soccer Clinic, p. 134 Narrative Essay: Grounds' Brews a Delicious, Earful Experience, p. 170 Narrative Essay: Team Captain, p. 204 Narrative Essay: One Teen Can Make a Difference, p. 258 Narrative Essay: In the Corps Now: Why I Am Set to Become a Marine, p. 278</p>	<hr/> <p>Lesson 2.4 Purpose emphasizes the importance of using detailed descriptions to create an impression or mood in the reader.</p> <p>When writing a narrative paragraph, students are encouraged to use specific details to help the reader envision characters, settings, and events.</p> <hr/> <p>The sample narrative at the beginning Lesson 4.1 Narrative Writing: Personal Narrative features telling details in the second paragraph.</p> <p>The Writing Strategies on page 55 direct students to use vivid descriptions, and sensory language to convey the richness of an experience.</p> <hr/> <p>The student narrative essays provide examples of precise language, details, and sensory language to describe a variety of personal experiences.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 11, p. 170]</i></p> <p>Grounds' Brews a Delicious, Earful Experience,</p> <p>The wailing and moaning I expected to be exposed to turned out to be melodious notes floating and jumping up and down the scale. One man was playing a mean harmonica, while the other was strumming blues chords that made my heart ache. Their style was great, and their music was excellent—lively jazz with a twist of the blues.</p>	

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20</p> <p>Lesson 1.3 Revising, pp. 15–17</p> <p><i>Example [Grade 11, p. 15]</i></p> <p>Revising Strategies</p> <p>5. Organization and Coherence ...Does the last sentence bring closure to the writing?</p>	<p>In Lesson 1.3 Revising, students are given strategies for shaping a draft into almost-final form, including concluding the paper in a way that makes sense.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92</p> <p>Lesson 4.1 Narrative Writing: Personal Narrative, pp. 53–57</p> <p><i>Example [Grade 11, p.55]</i></p> <p>Writing Strategies</p> <p>The purpose of a personal narrative is to explain or relate a series of events. Because a personal narrative not only recounts an incident but also reflects on the incident's meaning, use writing strategies that serve these dual purposes.</p> <p>6. Reflect on the experience. Think back on how you felt while the incident was unfolding. How do you feel about it in retrospect? Remember to include your reflections— or thoughts and feelings about the incident—</p>	<p>The Lesson 4.1 Writing Strategies teach students how to end their personal narrative by reflecting on what they learned from experience</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>throughout the narrative. End with a conclusion that reflects on your experiences and sums up your insights about the incident.</p>	
<p>Student Writing Narrative Essay: The Earthquake, p. 114 Narrative Essay: Sunday Soccer Clinic, p. 134 Narrative Essay: Grounds' Brews a Delicious, Earful Experience, p. 170 Narrative Essay: Team Captain, p. 204 Narrative Essay: One Teen Can Make a Difference, p. 258 Narrative Essay: In the Corps Now: Why I Am Set to Become a Marine, p. 278 <i>Example [Grade 11, p. 258]</i></p> <p>Team One Teen Can Make a Difference</p> <p>In retrospect, the first rally was definitely fulfilling. Since that day three years ago, we have held two more rallies and are planning our fourth. I had originally hoped that STAR participants would feel empowered to fight tobacco in their own communities. As my peers come out in droves each year and as the size of the rally continues to grow, I know they are realizing the strength of the message: One teen can make a difference.</p>	<p>The sample student narrative essays model conclusions that feature a thoughtful resolution or reflection on the significance of their experience.</p> <p>The writers reflect on a powerful earthquake (p. 114), the satisfaction of coaching young soccer players (p. 134), discovering jazz (p. 170), success as a team captain (p. 204), feeling that one young person made a big difference in a campaign to reduce teen smoking (p. 258), and the pride of becoming a Marine (p. 278).</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 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 <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–12 Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14 Lesson 1.3 Revising, pp. 15–17 Lesson 1.4 Editing and Proofreading, pp. 18–20</p>	<p>Chapter 1 The Writing Process takes students through each of the typical steps for creating a written work, from initial brainstorming to the final publication or presentation.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.1 Ideas and Unity, pp. 22–23 Lesson 2.2 Elaborating with Supporting Details, pp. 24–25 Lesson 2.3 Organization and Coherence, pp. 26–29</p>	<p>Chapter 2 Effective Paragraphs and Essays focuses on the organization of ideas and use of language in sentences and paragraphs, as well as organizing paragraphs into essays. Students learn to distinguish between descriptive, narrative,</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 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 <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Lesson 2.4 Purpose, pp. 30–32 Lesson 2.5 Writing Expository Essays, pp. 33–35 Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.1 Varying Sentence Beginnings, Structures, and Lengths, pp. 37–38 Lesson 3.2 Combining Sentences: Using Conjunctions, pp. 39–40 Lesson 3.3 Combining Sentences: Using Subordinate Clauses, pp. 41–42 Lesson 3.4 Combining Sentences: Inserting Phrases, pp. 43–44 Lesson 3.5 Eliminating Short, Choppy Sentences, pp. 45–46 Lesson 3.6 Eliminating Wordiness, pp. 47–48</p>	<p>expository, and persuasive writing.</p> <p>In Chapter 3 Writing Effective Sentences, students learn how to avoid common problems with sentences that detract from the clarity of their writing. They are also study a variety of sentence structures as aspects of style.</p>
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.1 Narrative Writing: Personal Narrative, pp. 53–57 Lesson 4.2 Persuasive Writing, pp. 58–63 Lesson 4.3 Persuasive Writing: Critical Review, pp. 64–68 Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73 Lesson 4.5 Writing About Literature: Analyzing Drama, pp. 74–77 Lesson 4.6 Expository Writing: Research Paper, pp. 78–88 Lesson 4.7 Writing: a Timed Essay, pp. 89–92</p>	<p>In Chapter 4 Writing Workshops, each lesson provides instruction and experience with various forms of writing. These include narrative writing, persuasive writing, persuasive writing: critical review, expository writing: problem-solving essay, literary analysis, research paper, and writing a timed essay.</p> <p>Following the introduction for each workshop is a writing model, which is followed by critical thinking exercises. After analyzing the model, students are given strategies to guide their own writing. The lesson concludes with several exercises that guide student work on the writing assignment.</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Step-by-Step Revising, Editing, and Proofreading, pp. T26–T27</p>	<p>A helpful discussion of ways to improve student writing through revising, editing, and proofreading is found in the front matter of the Annotated Teacher’s Edition. Additional ideas appear in lessons throughout the textbook as annotations in small, gray type.</p>
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–12 Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14 Lesson 1.3 Revising, pp. 15–17</p>	<p>Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Lesson 1.4 Editing and Proofreading, pp. 18–19</p> <hr/> <p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.1 Narrative Writing: Personal Narrative, pp. 48–52 Lesson 4.2 Persuasive Writing, pp. 53–60 Lesson 4.3 Persuasive Writing: Critical Review, pp. 61–66 Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 67–73 Lesson 4.5 Writing About Literature: Analyzing Drama, pp. 74–77 Lesson 4.6 Expository Writing: Research Paper, pp. 78–88 Lesson 4.7 Writing: a Timed Essay, pp. 89–92</p>	<p>Chapter 4 Writing Workshops features thorough writing lessons on several modes or forms of writing. Each lesson includes introductory instruction, a writing model and critical thinking exercises, and writing strategies. Several exercises cover developing and strengthening student writing.</p>
<p>Planning: Exercise 1 Starting a Writer's Notebook, p. 12; Exercise 2 Exploring a Topic with Freewriting, p. 12; Exercise 3 Thinking of Topic Ideas, p. 12; Exercise 4 Narrowing a Topic, p. 12; Exercise 4 Gathering Supporting Details, p. 12; Exercise 1 Choosing a Topic Sentence, p. 23; Exercise 1 Get Started, p. 56; Exercise 2 Plan Your Personal Narrative, p. 56; Exercise 6 Choose a Topic, p. 61; Exercise 7 State Your Claim, p. 62; Exercise 8 Support Your Claim, p. 62; Exercise 11 Choose a Subject, p. 67; Exercise 12 Explore the Subject and Develop Your Opinion, p. 67; Exercise 13 State Your Opinion and Organize Ideas, p. 68; Exercise 17 Choose a Topic, p. 71; Exercise 18 Gather and Organize Information, p. 72; Exercise 22 Prewriting: Choose a Play, p. 76; Exercise 23 Prewriting: Develop a Claim, p. 76; Exercise 27 Prewriting: Choose a Limited Topic, p. 86; Exercise 28 Prewriting: Gather Information, p. 87; Exercise 29 Prewriting: Develop an Outline, p. 87; Exercise 34 Read the Prompt Carefully, p. 91; Exercise 35 Prewrite: Focus, Gather, and Organize Ideas, p. 92; Exercise 36 Prewrite: Claim, p. 92</p> <p>Drafting/Writing: Exercise 5 Drafting a Paper, p. 14; Exercise 5 Writing a Coherent, Unified Paragraph, p. 29; Exercise 6 Writing a Paragraph from Notes, p. 29; Exercise 7 Writing for Different Purposes, p. 32; Exercise 8 Drafting an Introduction, p. 34; Exercise 9 Writing Body Paragraphs Based on Notes, p. 35; Exercise 10 Drafting a Conclusion, p. 35; Exercise 2 Writing a Paragraph with Varied Sentences, p. 38; Exercise 9 Combining Sentences, p. 45; Exercise 3 Draft Your Personal Narrative, p. 57; Exercise 9 Draft Your Essay, p. 63; Exercise 14 Draft Your Critical Review, p. 68; Exercise 19 Organize and Draft Your Essay, p. 72; Exercise 24 Organize and Draft Your Essay, p. 77; Exercise 30 Write a First Draft with Documentation, p. 88;</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.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Exercise 37 Write Your Essay, p. 92; Exercise 4 Writing with Pronouns, p. 98; Write What You Think, p. 98; Exercise 9 Writing with Adjectives, p. 102; Exercise 12 Writing with Adverbs, p. 104; Exercise 16 Writing with Prepositions, p. 106; Exercise 18 Writing with Interjections, p. 108; Write What You Think, p. 108; Write What You Think, p. 116; Exercise 4 Writing Complete Sentences, p. 118; Exercise 12 Writing with Direct and Indirect Objects, p. 126; Write What You Think, p. 126; Write What You Think, p. 128; Exercise C Writing Complete Sentences, p. 131; Write What You Think, p. 132; Write What You Think, p. 138; Exercise 6 Writing with Participles, p. 140; Exercise 8 Writing Sentences with Gerunds and Gerund Phrases, p. 142; Write What You Think, p. 142; Exercise 10 Writing Sentences with Infinitives and Infinitive Phrases, p. 144; Write What You Think, p. 144; Write What You Think, p. 148; Exercise 3 Writing a Family Narrative, p. 152; Exercise 6 Writing from Experience, p. 154; Exercise 13 Writing with a Variety of Sentence Structures, p. 160; Exercise 15 Writing Sentences with Parallel Structure, p. 162; Write What You Think, p. 162; Exercise B Writing Complete Sentences, p. 167; Exercise 6 Writing Sentences with Irregular Verbs, p. 176; Exercise 10 Writing with the Passive and Active Voice, p. 180; Write What You Think, p. 180; Exercise 7 Writing a Description, p. 194; Exercise 8 Writing a Paragraph, p. 194; Exercise 10 Writing Complete Sentences, p. 196; Exercise 11 Writing a Description, p. 196; Exercise C Writing Complete Sentences, p. 202; Write What You Think, p. 202; Write What You Think, p. 206; Exercise 4 Writing Sentences with Object Pronouns, p. 208; Exercise 3 Writing a Travel Advertisement, p. 224; Exercise 6 Writing Sentences with Comparisons, p. 225; Write What You Think, p. 226; Exercise C Writing Sentences with Comparisons and Clear Modifiers, p. 236; Exercise 2 Writing an Expository Paragraph, p. 242; Exercise 6 Writing Sentences with Commas, p. 246; Exercise 2 Writing a Travel Diary Entry, p. 260; Write What You Think, p. 262; Exercise 5 Writing a Journal Entry, p. 264; Exercise 8 Writing a Dialogue, p. 267; Exercise 2 Writing Sentences, p. 280; Exercise 4 Writing About Research, p. 282; Exercise B Writing Sentences, p. 289; Exercise D Writing a Paragraph, p. 290; Exercise 8 Writing with Plural Nouns, p. 300; Exercise D Writing Plurals, p. 304</p> <p>Revising and Rewriting Exercise 1 Varying Sentence Beginnings, p. 37; Exercise 11 Revising Sentences, p. 48;</p>	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Exercise 12 Revising a Paragraph to Eliminate Wordiness, p. 48; Revising and Editing Worksheet 1, p. 49; Revising and Editing Worksheet 2, p. 50; Revising and Editing Worksheet 3, p. 51; Exercise 10 Revise, Proofread, and Publish, p. 63; Exercise 20 Revise Your Essay, p. 73; Exercise 31 Revise Your Draft, p. 88; Exercise 38 Revise and Proofread Your Essay, p. 92; Exercise 6 Revising a Paragraph, p. 100; Exercise 8 Revising Sentences to Add Information, p. 102; Exercise 15 Revising Sentences, p. 106; Revising and Editing Worksheet, p. 110; Exercise B Revising a Business Letter, p. 111; Exercise C Revising a Personal Narrative, p. 112; Revising and Editing Worksheet, p. 130; Revising and Editing Paragraphs, p. 132; Revising and Editing Worksheet 1, p. 145; Revising and Editing Worksheet 2, p. 146; Revising and Editing Worksheet 1, p. 163; Revising and Editing Worksheet 2, p. 164; Exercise 2 Revising a Journal Entry, p. 172; Revising and Editing Worksheet 1, p. 183; Revising and Editing Worksheet 2, p. 184; Exercise C Revising a Paragraph, p. 186; Revising and Editing Worksheet 1, p. 199; Revising and Editing Worksheet 2, p. 200; Revising and Editing Worksheet 1, p. 217; Revising and Editing Worksheet 2, p. 218; Exercise 12 Revising a Paragraph, p. 232; Revising and Editing Worksheet 1, p. 233; Revising and Editing Worksheet 2, p. 234; Exercise D Revising a Paragraph, p. 236; Exercise 5 Revising Sentences, p. 246; Exercise 8 Revising Sentences, p. 248; Exercise C Revising Sentences, p. 256</p>	
<p>Editing and Proofreading Exercise 8 Proofreading a Paragraph, p. 19; Exercise 5 Combining Sentences with Adjective Clauses, p. 42; Exercise 6 Combining Sentences with Adverb Clauses, p. 42; Revising and Editing Worksheet 1, p. 49; Revising and Editing Worksheet 2, p. 50; Revising and Editing Worksheet 3, p. 51; Exercise 10 Revise, Proofread, and Publish, p. 63; Exercise 21 Edit and Publish Your Essay, p. 73; Exercise 32 Edit and Proofread Your Paper, p. 88; Exercise 38 Revise and Proofread Your Essay, p. 92; Revising and Editing Worksheet, p. 110; Exercise 6 Editing for Fragments, p. 120; Exercise 9 Correcting Run-on Sentences, p. 124; Revising and Editing Worksheet, p. 130; Revising and Editing Paragraphs, p. 132; Exercise 2 Combining Sentences with Appositives, p. 137; Exercise 3 Writing Sentences with Appositives, p. 138; Revising and Editing Worksheet 1, p. 145; Revising and Editing Worksheet 2, p. 146; Revising and Editing Worksheet 1, p. 163; Revising and Editing Worksheet 2, p. 164; Exercise C Editing Sentences to Create Parallel</p>	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Structure, p. 166; Exercise 4 Editing a Paragraph, p. 174; Exercise 8 Making Verb Tenses Consistent, p. 178; Revising and Editing Worksheet 1, p. 183; Revising and Editing Worksheet 2, p. 184; Exercise 2 Proofreading a Paragraph, p. 190; Exercise 5 Proofreading a Paragraph, p. 192; Revising and Editing Worksheet 1, p. 199; Revising and Editing Worksheet 2, p. 200; Exercise B Proofreading a Paragraph, p. 201; Exercise 2 Editing a Paragraph, p. 206; Exercise 6 Editing a Paragraph, p. 210; Exercise 9 Editing Sentences, p. 212; Exercise 11 Editing Sentences, p. 214; Exercise 14 Editing a Paragraph, p. 216; Revising and Editing Worksheet 1, p. 217; Revising and Editing Worksheet 2, p. 218; Exercise 1 Proofreading a Paragraph, p. 224; Exercise 4 Editing Sentences, p. 225; Exercise 5 Editing a Paragraph, p. 225; Exercise 8 Proofreading a Paragraph, p. 228; Exercise 9 Editing Sentences, p. 229; Exercise 10 Editing a Scene from a Play, p. 230; Exercise 11 Editing Sentences, p. 231; Revising and Editing Worksheet 1, p. 233; Revising and Editing Worksheet 2, p. 234; Exercise 1 Proofreading a Paragraph, p. 242; Exercise 3 Proofreading Sentences, p. 243; Exercise 4 Proofreading a Paragraph, p. 244; Exercise 7 Proofreading Sentences, p. 248; Exercise 10 Proofreading a Friendly Letter, p. 250; Exercise 11 Proofreading a Paragraph, p. 252; Editing and Proofreading Worksheet 1, p. 253; Editing and Proofreading Worksheet 2, p. 254; Exercise A Proofreading Dialogue, p. 255; Exercise D Proofreading a Paragraph, p. 256; Exercise 4 Editing a Log, p. 263; Exercise 6 Punctuating Sentences, p. 266; Exercise 9 Punctuating Dialogue, p. 268; Exercise 11 Correcting Apostrophes, p. 270; Exercise 12 Using Hyphens, Dashes, Parentheses, and Brackets, p. 272; Editing and Proofreading Worksheet 1, p. 273; Editing and Proofreading Worksheet 2, p. 274; Exercise A Using Colons and Semicolons, p. 275; Exercise B Using Italics and Quotation Marks, p. 275; Exercise C Adding Punctuation to Dialogue, p. 276; Exercise 1 Proofreading Sentences, p. 280; Exercise 3 Proofreading a Paragraph, p. 281; Exercise 6 Proofreading Sentences, p. 284; Exercise 8 Proofreading a Paragraph, p. 285; Editing and Proofreading Worksheet 1, p. 287; Editing and Proofreading Worksheet 2, p. 288; Exercise A Proofreading Sentences, p. 289; Exercise C Proofreading a Paragraph, p. 290; Exercise 1 Using a Dictionary to Check Spelling, p. 294; Exercise 2 Using a Dictionary, p. 294; Exercise 4 Proofreading a Newsletter, p. 296; Editing and Proofreading Worksheet 1, p. 301; Editing and Proofreading Worksheet 2, p. 302; Exercise A Proofreading a Letter, p. 303; Exercise B Using a</p>	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
Dictionary, p. 303; Exercise A Using Commas and End Marks Correctly, p. 305; Exercise A Using Commas and End Marks Correctly, p. 305; Exercise B Adding Punctuation to Dialogue, p. 305; Exercise C Proofreading a Paragraph, p. 305; Exercise D Using a Dictionary to Check Spelling, p. 306	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process , pp. 8–20 Lesson 1.4 Editing and Proofreading , pp. 18–20 <i>Example [Grade 11, p. 18]</i> Editing Questions <ol style="list-style-type: none">Spelling Are words spelled correctly? (Use a college dictionary or a spell-checker on a computer.) Have you used a correctly spelled word in an incorrect context (they're instead of their, for example, or lie instead of lay—mix-ups that a computer's spell-checker won't catch)?	The Editing Questions on page 18 suggest using a spell-checker on a computer when proofreading a paper.
Chapter 4 Writing Workshops , pp. 52–92 Lesson 4.3 Persuasive Writing: Critical Review , pp. 64–68	Exercise 16 Publish Your Review on page 68 suggests students post their critical reviews on a website where they can get feedback from students in other schools around the nation.
Chapter 4 Writing Workshops , pp. 52–92 Lesson 4.5 Writing About Literature: Analyzing Drama , pp. 74–77	Exercise 26 Edit and Publish Your Essay on page 77 encourages students to make their literary analysis available online for other students and English teachers to read.
Chapter 4 Writing Workshops , pp. 52–92 Lesson 4.6 Expository Writing: Research Paper , pp. 78–88 <i>Example [Grade 11, p. 84]</i> Writing Strategies You can use a computer to gather relevant information from primary and secondary sources. For example, entering the term "Triangle Shirtwaist Company Fire" into an Internet search engine can help you find both print and digital sources of information on the topic. Using an online	In Lesson 4.6 Expository Writing: Research Paper , students review how to use technology to conduct research online. They are also encouraged to use the Internet to share research with peers, as well as produce and publish their reports. Exercise 33 invites students to consider using the Internet to publish their paper on a class blog or in other online format.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
database is another way to locate reliable sources, such as relevant magazine and newspaper articles and excerpts from encyclopedias and other reference materials. Technology such as the Internet not only allows you to access information easily, but it can also help you update your research findings based on feedback or new information. In addition, you can use the Internet to share your research with others and to produce and publish your report.	

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.6 Expository Writing: Research Paper, pp. 78–88</p> <p><i>Example [Grade 11, p. 78]</i></p> <p>A research paper is based on a thorough investigation of a limited topic. You may be asked to write a research paper in any of your classes, not just in English class. The purpose of a research paper may be to answer a specific question or solve a particular problem.</p>	For Lesson 4.6 Expository Writing: Research Paper , students review the purpose of a research paper then read and analyze a sample research paper. Instruction includes detailed writing strategies—limit a topic, make a schedule, look for several sources, review and evaluate sources, track sources, take notes, draft a claim, acknowledge sources, and avoid plagiarism. Exercises 27 through 33 take students the steps of producing a research paper.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 52–92 Lesson 4.6 Expository Writing: Research Paper, pp. 78–88</p> <p><i>Example [Grade 11, p. 79]</i></p> <p>10. Do not plagiarize. Using someone else’s words or ideas without giving credit constitutes plagiarism, which is a serious offense. Plagiarism has prompted lawsuits, job firings, and expulsions from colleges and universities. Borrowing or buying a research paper written by</p>	<p>Students receive detailed instruction on how to conduct research for a writing assignment in Lesson 4.6 Expository Writing: Research Paper. They learn about print and digital sources of information, also to how to determine if sources are up-to-date, accurate, and relevant. They are instructed to keep track of sources and to take notes, to paraphrase but be careful to give credit and avoid plagiarism.</p> <p>In Exercises 28 Prewriting: Gather Information, students use</p>

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
someone else is also plagiarism. Teachers can tell when the writing in a paper isn't your own.	a direction statement to guide their research. They also focus on purpose and audience.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none">■ CCSS.ELA-Literacy.W.11-12.9a Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 52–92</p> <p>Lesson 4.5 Writing About Literature: Analyzing Drama, pp. 74–77</p> <p><i>Example [Grade 11, p. 63]</i></p> <p>Writing Strategies</p> <p>In an analysis of a play, you evaluate each element separately. You consider how individual aspects contribute to the play and how the aspects work together to create an overall effect. Use the following strategies to develop and write an analysis of a play.</p> <ol style="list-style-type: none">3. Present a thesis statement, or claim. Your claim expresses your main idea about the play. It may focus on one or more of these elements: characters, plot, theme, and setting. Narrow your claim to just one aspect of the play for a three-page essay.4. Support what you say. Find lines in the play that support your claim and explain why you feel they are relevant. Try to find three quotations or events that support your claim.5. Watch your tone. The tone of your essay should be formal and serious. Avoid contractions, sentence fragments, and slang words.	<p>For the Analyzing Drama workshop, students consider three types of literary response essays: personal response, evaluation based on objective criteria, and a literary analysis of the elements of a play—writing, character development, plot, staging, and theme..</p> <p>Students read the writing model, “Sophocles’ <i>Antigone</i>.” In the Critical Thinking activities that follow, students discuss plot, characters, setting, and theme. They also consider style and tone.</p> <p>Writing Strategies on pages 75 and 76 offer step-by-step instructions for writing a literary analysis of a play.</p> <p>Exercises at the end of the lesson cover choosing a play, developing a claim, organizing and drafting the essay, revising, editing, and publishing the paper.</p>

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–92

Lesson 4.7 Writing: a Timed Essay, pp. 89–92

Example [Grade 11, pp. 92–93]

Writing Strategies

Use the following strategies as you write a timed essay.

1. **Read the prompt carefully.** Make sure you understand exactly what you are asked to do. For example, is the purpose to inform or persuade? Then identify (underline or circle) key ideas as you read the prompt a second time.
2. **Prewrite: Narrow your focus.** Remember that you will have only a limited amount of time and space in which to write your essay. Know your word and time limit, and plan accordingly. You will not be able to write everything you know about a topic, so limit your response to a manageable focus.
3. **Prewrite: Gather and organize ideas.** You might use an outline or a cluster diagram to generate ideas. Spend no more than two or three minutes jotting down ideas, key words, and supporting details. Number the ideas in the sequence you plan to use them.
4. **Write the main idea in a thesis statement, or claim.** Remember that this sentence usually appears at or near the beginning of your essay.
5. **Start writing and stick to the point.** Begin with an introductory paragraph that includes your thesis statement and grabs the reader’s attention. Use details that support your ideas in the clearest, most logical way possible. Use topic sentences and transitions to organize your writing. End with a brief concluding paragraph that restates your main idea, poses a new question, or adds a final thought.
6. **Consider word choice and sentence variety.** Clarity is your goal, so avoid vague words and confusing sentences. Strive for vocabulary and sentence variety that fit your writing purpose.
7. **Proofread your essay.** Save two or three minutes to proofread your essay and neatly correct any errors in spelling, punctuation, or usage.

DESCRIPTION

Lesson 4.6 Writing Application: Writing a Timed Essay

prepares students for a challenging form of writing assessment—write an essay under time constraints. After reading the writing model, students compare the writer’s topic to the writing prompt, examine text evidence, and assign a score to the essay.

The **Writing Strategies** breaks down the process of writing a timed essay, while exercises 34 through 38 provide students with guided, step-by-step practice in writing the essay.

WRITING: Range of Writing

CCSS.ELA-Literacy.W.11-12.10 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 tasks, purposes, and audiences.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–12
Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14
Lesson 1.3 Revising, pp. 15–17
Lesson 1.4 Editing and Proofreading, pp. 18–19

Chapter 4 Writing Workshops, pp. 52–92
Lesson 4.1 Narrative Writing: Personal Narrative, pp. 48–52
Lesson 4.2 Persuasive Writing, pp. 53–60
Lesson 4.3 Persuasive Writing: Critical Review, pp. 61–66
Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 67–73
Lesson 4.5 Writing About Literature: Analyzing Drama, pp. 74–77
Lesson 4.6 Expository Writing: Research Paper, pp. 78–88
Lesson 4.7 Writing: a Timed Essay, pp. 89–92

Drafting/Writing: Exercise 5 Drafting a Paper, p. 14; Exercise 3 Writing a Paragraph from Notes, p. 25; Exercise 5 Writing a Coherent, Unified Paragraph, p. 29; Exercise 6 Writing a Paragraph from Notes, p. 29; Exercise 7 Writing for Different Purposes, p. 32; Exercise 8 Drafting an Introduction, p. 34; Exercise 9 Writing Body Paragraphs Based on Notes, p. 35; Exercise 10 Drafting a Conclusion, p. 35; Exercise 2 Writing a Paragraph with Varied Sentences, p. 38; Exercise 8 Writing a Paragraph, p. 44; Exercise 9 Combining Sentences, p. 45; Exercise 3 Draft Your Personal Narrative, p. 57; Exercise 9 Draft Your Essay, p. 63; Exercise 14 Draft Your Critical Review, p. 68; Exercise 19 Organize and Draft Your Essay, p. 72; Exercise 24 Organize and Draft Your Essay, p. 77; Exercise 30 Write a First Draft with Documentation, p. 88; Exercise 37 Write Your Essay, p. 92; Exercise 4 Writing with Pronouns, p. 98; Write What You Think, p. 98; Exercise 9 Writing with Adjectives, p. 102; Exercise 12 Writing with Adverbs, p. 104; Exercise 16 Writing with Prepositions, p. 106; Exercise 18 Writing with Interjections, p. 108; Write What You Think, p. 108; Exercise 2 Writing Complete Sentences, p. 116; Write What You Think, p. 116; Exercise 4 Writing Complete Sentences, p. 118; Exercise 12 Writing with Direct and Indirect Objects, p. 126; Write What You Think, p. 126; Exercise 14 Writing with Predicate Nominatives and Predicate Adjectives, p. 128; Write What You Think, p. 128; Exercise C Writing Complete Sentences, p. 131; Write What You Think, p. 132; Write What You Think, p. 138; Exercise 5 Writing with Participial Phrases, p. 140; Exercise 6 Writing with Participles, p. 140; Exercise 8 Writing Sentences with Gerunds and Gerund Phrases, p. 142; Write What You Think, p. 142; Exercise 10 Writing

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 4 Writing Workshops features thorough writing lessons on several modes or forms of writing. Each lesson includes introductory instruction, a writing model and critical thinking exercises, writing strategies; and several exercises covering the various stages of the writing process.

Many **Grammar for Writing** lessons include a writing exercise that can be completed in a single sitting.

For short writing assignments that accompany a grammar, usage, or mechanics lesson, students apply the principle or rule presented in the lesson.


WRITING: Range of Writing

CCSS.ELA-Literacy.W.11-12.10 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 tasks, purposes, and audiences.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Sentences with Infinitives and Infinitive Phrases, p. 144; Write What You Think, p. 144; Write What You Think, p. 148; Exercise 3 Writing a Family Narrative, p. 152; Exercise 6 Writing from Experience, p. 154; Exercise 8 Writing a Paragraph with Adverb Clauses, p. 156; Exercise 10 Writing Sentences with Noun Clauses, p. 158; Exercise 13 Writing with a Variety of Sentence Structures, p. 160; Exercise 15 Writing Sentences with Parallel Structure, p. 162; Write What You Think, p. 162; Exercise B Writing Complete Sentences, p. 167; Exercise 6 Writing Sentences with Irregular Verbs, p. 176; Exercise 10 Writing with the Passive and Active Voice, p. 180; Write What You Think, p. 180; Exercise 12 Writing Sentences in the Subjective Mood, p. 182; Exercise 4 Writing Complete Sentences, p. 192; Exercise 7 Writing a Description, p. 194; Exercise 8 Writing a Paragraph, p. 194; Exercise 10 Writing Complete Sentences, p. 196; Exercise 11 Writing a Description, p. 196; Exercise C Writing Complete Sentences, p. 202; Write What You Think, p. 202; Write What You Think, p. 206; Exercise 4 Writing Sentences with Object Pronouns, p. 208; Exercise 12 Writing Sentences, p. 214; Exercise 13 Writing Sentences with Clear Pronoun References, p. 216; Exercise 3 Writing a Travel Advertisement, p. 224; Exercise 6 Writing Sentences with Comparisons, p. 225; Write What You Think, p. 226; Exercise C Writing Sentences with Comparisons and Clear Modifiers, p. 236; Exercise 2 Writing an Expository Paragraph, p. 242; Exercise 6 Writing Sentences with Commas, p. 246; Exercise 12 Writing Sentences, p. 252; Exercise 2 Writing a Travel Diary Entry, p. 260; Write What You Think, p. 262; Exercise 5 Writing a Journal Entry, p. 264; Exercise 7 Write Your Own Exercise, p. 266; Exercise 8 Writing a Dialogue, p. 267; Exercise 2 Writing Sentences, p. 280; Exercise 4 Writing About Research, p. 282; Exercise B Writing Sentences, p. 289; Exercise D Writing a Paragraph, p. 290; Exercise 6 Writing New Words, p. 298; Exercise 8 Writing with Plural Nouns, p. 300; Exercise D Writing Plurals, p. 304</p>	

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
 <p>Working Together Exercise 6 Revising an Editorial, p. 17; Exercise 7 Working with a Writing Partner, p. 17; Exercise 9 Creating an Editing and Proofreading Exercise, p. 20; Exercise 10 Publishing Your Portfolio, p. 20; Exercise 2 Improving Unity and Adding Details, p. 24; Exercise 3 Writing a Paragraph from Notes, p. 25; Exercise 4 Revising a Paragraph for Organization and Coherence, p. 26; Exercise 4 Revising a Report, p. 40; Exercise 7 Combining Sentences by Inserting Phrases, p. 44; Exercise 8 Writing a Paragraph, p. 44; Exercise 10 Revising a Paragraph, p. 46; Exercise 4 Revise Your Personal Narrative, p. 57; Exercise 5 Edit and Publish, p. 57; Exercise 6 Choose a Topic, p. 61; Exercise 7 State Your Claim, p. 62; Exercise 11 Choose a Subject, p. 67; Exercise 12 Explore the Subject and Develop Your Opinion, p. 67; Exercise 15 Revise and Edit Your Review, p. 68; Exercise 15 Revise and Edit Your Review, p. 68; Exercise 22 Prewriting: Choose a Play, p. 76; Exercise 25 Revise and Title Your Essay, p. 77; Exercise 26 Edit and Publish Your Essay, p. 77; Exercise 26 Edit and Publish Your Essay, p. 77; Exercise 2 Writing Complete Sentences, p. 116; Exercise 10 Editing a Report, p. 124; Exercise 14 Writing with Predicate Nominatives and Predicate Adjectives, p. 128; Exercise 5 Writing with Participial Phrases, p. 140; Exercise 8 Writing a Paragraph with Adverb Clauses, p. 156; Exercise 10 Writing Sentences with Noun Clauses, p. 158; Exercise 11 Create Your Own Exercise, p. 158; Exercise 12 Writing Sentences in the Subjective Mood, p. 182; Exercise 4 Writing Complete Sentences, p. 192; Exercise 13 Create Your Own Exercise, p. 198; Exercise 8 Create Your Own Exercise, p. 212; Exercise 12 Writing Sentences, p. 214; Exercise 13 Writing Sentences with Clear Pronoun References, p. 216; Exercise 7 Editing Sentences for Double Negatives, p. 228; Exercise 12 Writing Sentences, p. 252; Exercise 7 Write Your Own Exercise, p. 266; Exercise 13 Create Your Own Exercise, p. 272; Exercise 5 Create Your Own Exercise, p. 282; Exercise 7 Create Your Own Exercise, p. 284; Exercise 9 Proofreading a Dialogue, p. 286; Exercise 6 Writing New Words, p. 298</p>	<p>The Working Together logo identifies exercises found throughout the program that invite 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.</p>

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 11 Using Pronouns, pp. 203–220 Lesson 11.1 Using Subject Pronouns, pp. 205–206</p>	<p>The Step by Step advice box on page 205 suggests that when students are confused about usage, they should say both versions of the phrase with the usage in question and choose the one that sounds right. As spoken language evolves, usage that sounds right will change.</p>
<p>Chapter 11 Using Pronouns, pp. 203–220 Lesson 11.3 Who or Whom?, pp. 209–210</p> <p><i>Example [Grade 11, p. 209]</i></p> <p>P.S. Almost nobody uses whom today in everyday speech because it sounds so formal. However, in formal writing—and on grammar tests—follow the rules listed here and use whom as indicated.</p>	<p>Lesson 11.3 Who or Whom? deals with an often troublesome usage question. It includes the note that the word <i>whom</i> is rarely spoken but remains the accepted norm in formal writing.</p>
<p>Chapter 12 Using Modifiers, pp. 221–238 Lesson 12.3 Illogical Comparisons and Double Negatives, pp. 227–228</p>	<p>In Lesson 12.3, students see examples of spoken expressions with awkward usage involving illogical comparisons and double negatives. They also see examples of when they can use two negatives in the same sentence.</p> <p>The Editing Tip on page 227 cautions students against using the folksy contraction <i>ain't</i> in their formal writing, even though it is used in everyday speech.</p>
<p>Chapter 12 Using Modifiers, pp. 221–238 Lesson 12.5 Dangling Modifiers, pp. 231–232</p>	<p>The Writing Hint on page 231 discusses dangling modifiers that are considered acceptable in everyday speech.</p>

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 11 Using Pronouns, pp. 203–220 Lesson 11.3 Who or Whom?, pp. 209–210</p>	<p>Lesson 11.3 Who or Whom? deals with an often troublesome usage question.</p> <p>The Writing Hint on page 209 directs students to consult a reference guide or grammar Web site to answer questions regarding complex or contested usage.</p>

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 12 Using Modifiers, pp. 221–238
Lesson 12.5 Dangling Modifiers, pp. 231–232

DESCRIPTION

The **Writing Hint** on page 231 discusses dangling modifiers that are used in everyday speech. For help with these and other difficult usage questions, students are advised to consult a reference, such as *Merriam-Webster's Dictionary of English Usage* or *Garner's Modern American Usage*.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 5 Parts of Speech, pp. 93–112
Lesson 5.1 Nouns, pp. 95–96

Example [Grade 11, p. 95]

- ➡ **Compound nouns** consist of two or more words. Use a dictionary to find out if a compound word is hyphenated, written as one word, or written as two or more words.

DESCRIPTION

Lesson 5.1 Nouns directs students to a dictionary to resolve questions about the hyphenation of compound nouns.

Chapter 5 Parts of Speech, pp. 93–112
Lesson 5.4 Adjectives, pp. 101–102

Chapter 14 Punctuation: All Other Marks, pp. 257–276
Lesson 14.7 Hyphens, Dashes, and Parentheses, pp. 271–272

Example [Grade 11, p. 271]

- ➡ Use **hyphens** in compound adjectives, some compound nouns, and numbers from twenty-one to ninety-nine.

COMPOUND ADJECTIVE	The high-powered attorney questioned the witness.
COMPOUND NOUNS	The daughter-in-law testified against her father-in-law.
NUMBERS	He was the eighty-second person to board the plane at gate forty-one.

The **Writing Hint** on page 101 explains that many compound adjectives are hyphenated.

Lesson 14.7 provides rules and examples of the proper use of hyphens.

Chapter 16 Spelling, pp. 291–307
Lesson 16.2 Spelling Rules, pp. 295–296

Lesson 16.2 Spelling Rules cites conventions for using hyphens when spelling out words for numbers.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

DESCRIPTION

Example [Grade 11, p. 295]

- ➔ Spell out the word for numbers between one and one hundred when writing sentences. Numbers that are compound words between twenty-one and ninety-nine are hyphenated.

She watched Hitchcock’s *The Thirty-Nine Steps* on Channel **fifty-seven**.

Middle-aged people like to joke that **fifty** is the new **forty**.

Note: Always spell out a number that begins a sentence.

One hundred schools volunteered in the clothing drive.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

DESCRIPTION

Chapter 12 Using Modifiers, pp. 221–238

Lesson 12.1 Forming the Degrees of Comparison, pp. 223–224

Example [Grade 11, p. 223]

- ➔ **-ly adverbs** Use more and most for all adverbs that end in *-ly*.

rapidly, **more** rapidly, **most** rapidly

However, be careful since not all *-ly* words are adverbs.

ugly, uglier, ugliest

In addition to showing each entry word’s definition and word history, a dictionary gives many kinds of spelling help.

Lesson 12.1 Forming the Degrees of Comparison explains conditions and rules that impact the spelling of words used to make comparisons—the positive, the comparative, and the superlative.

In the exercises, students correct misspelled modifiers, form the comparative and superlative, and write a travel advertisement that includes at least five comparative and superlative modifiers.

Chapter 16 Spelling, pp. 291–307

Lesson 16.1 Using a Dictionary, pp. 293–294

Example [Grade 11, p. 293]

- ➔ If you’re in doubt about how to spell a word, use a

Lesson 16.1 Using a Dictionary illustrates the type of information provided for a typical entry word, including preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle,

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

■ **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
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dictionary. In addition to showing each entry word's definition and word history, a dictionary gives many kinds of spelling help.	present participle).
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Chapter 16 Spelling, pp. 291–307
Lesson 16.2 Spelling Rules, pp. 295–296

Example [Grade 11, p. 295]

➡ Write *ei* when these letters are not pronounced with a long *e*, especially when the sound is a long *a* as in *neighbor* and *weigh*.

In **Lesson 16.2 Spelling Rules**, young writers study three basic spelling rules and examples, plus their exceptions. These rules cover *i* before *e*, write *ei* when these letters are not pronounced with a long *e*, and words with the sound *seed*.

Students work with a partner to apply these rules in **Exercise 3 Remembering Spelling Rules**.

For **Exercise 4**, they proofread a newsletter.

Chapter 16 Spelling, pp. 291–307
Lesson 16.3 Prefixes and Suffixes, pp. 297–298

Example [Grade 11, p. 297]

➡ Adding a prefix does not change the spelling of the original word.

uncertain distrust misguided illegitimate

Lesson 16.3 Prefixes and Suffixes offers several rules, conventions, and examples of how adding a common prefix or suffix to a word impacts its spelling.

In **Exercise 5**, students practice adding a prefix or suffix to several words then spell the resulting new word.

In **Exercise 6**, students work with a partner to write as many words as they can that contain one of the given prefixes or suffixes.

Chapter 16 Spelling, pp. 291–307
Lesson 16.4 Noun Plurals, pp. 299–300

Example [Grade 11, p. 299]

For any nouns, start with the singular form, and follow the directions below to form the plural.

KINDS OF NOUNS	WHAT TO DO	EXAMPLES
Most nouns ending in <i>-o</i> preceded by a consonant	Add <i>-es</i>	heroes, tornadoes, tomatoes, innuendoes, Exceptions: memos, silos

Lesson 16.4 features a **Making Nouns Plural** chart with three columns: **Kinds of Nouns**, **What to Do**, and **Examples**. After studying rules, students are reminded that they must memorize irregular plurals, such as *men*, *children*, *mice*, *geese*, and *curricula*.

The **Writing Hint** alerts students to the limitations of computer spell-checkers.

Chapter 16 Spelling, pp. 291–307
Chapter Review, pp. 303–304

In **Exercise A Proofreading a Letter**, students are instructed to find and correct all of the spelling errors in a letter to the editor.

In **Exercise B Using a Dictionary**, they choose the correct spelling. If unsure, they are to look up the word in a college dictionary.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 16 Spelling, pp. 291–307 Cumulative Review, Chapters 13-16, pp. 305–306</p>	<p>For Exercise D Using a Dictionary to Check Spelling, students work with a partner to write the letter of the correct spelling in the blank. If they are not sure of the correct spelling, they take turns looking up the item in a dictionary to check the correct spelling.</p>
<p>Commonly Confused Words, pp. 341–344 <i>Example [Grade 11, p. 344]</i></p> <p>➔ than, then <i>Than</i> is a conjunction that introduces a subordinate clause. <i>Then</i> is an adverb meaning “therefore” or “next in order or time.”</p> <p>The cougar leapt higher than the antelope.</p> <p>Then the cougar showed her prowess at tree-climbing.</p>	<p>Instruction that accompanies each pair or group of commonly confused words clarifies their correct spelling and usage. They are also used in sample sentences to demonstrate their usage in formal English.</p>

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **CCSS.ELA-Literacy.L.11-12.3a** Vary syntax for effect, consulting references (e.g., *Tufte’s Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.1 Varying Sentence Beginnings, Structures, and Lengths, pp. 37–38 <i>Example [Grade 11, p. 37]</i></p> <p>Like professional writers, you can also experiment with a variety of sentence lengths to create smooth, flowing paragraphs. The following paragraph begins with two medium-length sentences and then follows with one short sentence and one long sentence.</p> <p style="padding-left: 40px;">Renata had written dozens of adventure stories, but she dreamed of traveling to the Yukon like the famous novelist Jack London. After researching the frigid wilderness of Canada, she made plans for her own real-life adventure. Her first stop would be at an old gold miners’ camp. She would end her journey at the finish line of the famous annual dogsled race, the Iditarod, before returning home to Minnesota.</p>	<p>Lesson 3.1 Varying Sentence Beginnings, Structures, and Lengths shows students how to use their experience with subordinate clauses, sentence structures, and other writing tools to express ideas in a variety of ways.</p> <p>In Exercise 1, students rewrite sentences to change its structure. In Exercise 2, they practice writing a paragraph with varied sentences.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–92
Lesson 4.4 Expository Writing: Problem-Solving Essay, pp. 69–73

Example [Grade 11, p. 70]

Build Your Vocabulary. Which of these words from the essay can you define based on what you already know or on context clues: *pitifully* (sentence 1), *prominence* (sentence 3), *organisms* (sentence 4), *snorkelers* (sentence 7), *sustenance* (sentence 12), *ecosystems* (sentence 12)? Look up the words you don’t know in a dictionary, and add these words to your vocabulary notebook.

Chapter 4 Writing Workshops, pp. 52–92
Lesson 4.5 Writing About Literature: Analyzing Drama, pp. 74–77

Example [Grade 11, p. 75]

Build Your Vocabulary. How does context help you understand these terms: *filial piety* (sentence 5), *tragic hero* (sentence 8), *sacrilege* (sentence 16), *foil* (sentence 18), *purgation of soul* (sentence 23)? Underline any other words that are unfamiliar to you. Look up each word in a dictionary, and add those words to your vocabulary notebook.

DESCRIPTION

Build Your Vocabulary on page 70 of **Lesson 4.4 Expository Writing: Problem-Solving Essay Drama** asks students to use prior knowledge and context clues to define challenging words in the lesson’s writing sample. If that doesn’t work, students should look up meanings in a dictionary.

Build Your Vocabulary on page 75 of **Lesson 4.5 Writing About Literature: Analyzing Drama** directs students to use context clues to determine the meaning of unfamiliar words in the writing sample on the preceding page. If the clues are insufficient, students should use a dictionary.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 5 Parts of Speech, pp. 93–112
Lesson 5.1 Nouns, pp. 95–96
Lesson 5.3 Verbs, pp. 99–100
Lesson 5.4 Adjectives, pp. 101–102
Lesson 5.5 Adverbs, pp. 103–104
Lesson 5.8 Determining a Word’s Part of Speech, p. 109

Chapter 16 Spelling, pp. 291–307
Lesson 16.1 Using a Dictionary, pp. 293–294

DESCRIPTION

Chapter 5 Parts of Speech provides the background for understanding how changes in similar words indicate different meanings and parts of speech.

Lesson 16.1 Using a Dictionary illustrates the type of information provided for a typical entry word, including

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Example [Grade 11, p. 293]

- ➡ If you're in doubt about how to spell a word, use a dictionary.

In addition to showing each entry word's definition and word history, a dictionary gives many kinds of spelling help.

Chapter 16 Spelling, pp. 291–307

Lesson 16.3 Prefixes and Suffixes, pp. 297–298

Example [Grade 11, p. 297]

A **prefix** is a group of letters added to the beginning of a word; a **suffix** is a group of letters added to the end of a word. Adding a prefix or a suffix changes a word's meaning.

DESCRIPTION

preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).

In **Lesson 16.3 Prefixes and Suffixes**, students learn about affixes that change the meaning and part of speech when added to a base word.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **CCSS.ELA-Literacy.L.11-12.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.4 Editing and Proofreading, pp. 18–19

Example [Grade 11, p. 18]

Editing Questions

1. **Spelling** Are words spelled correctly? (Use a college dictionary or a spell-checker on a computer.) Have you used a correctly spelled word in an incorrect context (they're instead of their, for example, or lie instead of lay—mix-ups that a computer's spell-checker won't catch)? Are compound words spelled properly throughout—earache, Middle Ages, self-consciousness?

DESCRIPTION

In the first chapter of the program, students are advised to use print and digital reference materials to make sure they have not confused the meanings and spellings in their written work correctly.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **CCSS.ELA-Literacy.L.11-12.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 16 Spelling, pp. 291–307

Lesson 16.1 Using a Dictionary, pp. 293–294

Example [Grade 11, p. 293]

- ➔ If you're in doubt about how to spell a word, use a dictionary.

In addition to showing each entry word's definition and word history, a dictionary gives many kinds of spelling help.

Use a dictionary—pp. 18, 60, 70, 75, 95, 175, 173, 271, 273, 281, 297, 298, 300, 303, 306

Example [Grade 11, p. 173]

P.S. You can always use a dictionary to check a verb form. A dictionary entry word appears in the present form, but if a verb is irregular, its past, past participle, and present participle forms are listed after the pronunciation.

fly \ fli \ **flew, flown, flying**

DESCRIPTION

Lesson 16.1 Using a Dictionary illustrates the type of information provided for a typical entry word, including preferred and acceptable spellings, pronunciation, definitions, etymology, part or parts of speech, syllable breaks, plural forms, and verb forms (past, past participle, present participle).

In several lessons throughout the program, students are reminded to consult a dictionary or other reference materials to check the meaning or spelling or locate other useful information on words they use in their writing.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–92

Lesson 4.2 Persuasive Writing: Editorial, pp. 58–63

Example [Grade 11, p. 61]

Loaded words may carry either positive or negative connotations. For example, the word *dregs* often has a negative connotation, which communicates a negative emotion. When Nadine Strossen writes about teenagers as “the *dregs* of society, eh?” (sentence 2), she is heightening readers' awareness of negative feelings toward teenagers with this loaded word. Indeed, she hopes her readers will

DESCRIPTION

In **Writing Strategies** on page 61, students learn about choosing words based on their negative or positive connotations in order to generate emotional appeal or disdain.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
reject the negativity inherent in the word <i>dregs</i> and come around to her viewpoint, which she feels is more	

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 11 FEATURE & LOCATION	DESCRIPTION
<p>Enriching Your Vocabulary, pp. 15, 18, 37, 41, 74, 125, 141, 173, 271, 283, 285, 293, 299</p> <p><i>Example [Grade 11, p. 74]</i></p> <p>Enriching Your Vocabulary</p> <p>The noun <i>credence</i> comes from the Latin verb <i>credere</i>, which means “to believe in,” or “to put faith in.” It’s easy to misinterpret a conflict if you give <i>credence</i> to rumors about it.</p>	<p>Enriching Your Vocabulary is a side-column note found in several lessons throughout the program. This feature explains the meaning of one or more challenging words in the current lesson by examining their Latin or foreign language roots, as well as the evolution of the present-day meaning.</p>

<p>Build Your Vocabulary—pp. 60, 66, 70, 75</p> <p><i>Example [Grade 11, p. 49]</i></p> <p>Build Your Vocabulary. Which of these words from the essay can you define: <i>preyed</i> (sentence 7), <i>obsession</i> (sentence 8), <i>franchise</i> (sentence 9), <i>culprit</i> (sentence 10), <i>mullets</i> (sentence 12), <i>delved</i> (sentence 21)? <u>Look up the words you don’t know in a dictionary</u>, and use the phonetic symbols to pronounce the words correctly. Add these words to your vocabulary notebook.</p>	<p>Build Your Vocabulary directs student attention back to the writing model at the beginning of Writing Workshops lessons. Students see challenging words in context then use context clues and a dictionary to determine the meaning of those words.</p>
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<p>Use a dictionary—pp. 18, 60, 70, 75, 95, 175, 173, 271, 273, 281, 297, 298, 300, 303, 306</p> <p><i>Example [Grade 11, p. 173]</i></p> <p>P.S. You can always use a dictionary to check a verb form. A dictionary entry word appears in the present form, but if a verb is irregular, its past, past participle, and present participle forms are listed after the pronunciation.</p> <p>fly \ fli \ flew, flown, flying</p>	<p>Students are regularly reminded to consult a dictionary to get more information about words. In doing so, they also build their vocabulary.</p>
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<p>Chapter 16 Spelling, pp. 291–307</p> <p>Lesson 16.1 Using a Dictionary, pp. 293–294</p>	<p>While the primary focus of Lesson 16.1 Using a Dictionary is using a dictionary to improve spelling, students also use a</p>
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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER *GRAMMAR FOR WRITING* GRADE 11 FEATURE & LOCATION

Example [Grade 11, p. 293]

- ➔ If you're in doubt about how to spell a word, use a dictionary.

Besides showing each entry word's definition and etymology (word history), a dictionary offers many kinds of spelling help.

Commonly Confused Words, pp. 341–344

Example [Grade 11, p. 344]

- ➔ **than, then** *Than* is a conjunction that introduces a subordinate clause. *Then* is an adverb meaning "therefore" or "next in order or time."

The cougar leapt higher **than** the antelope.

Then the cougar showed her prowess at tree-climbing.

Differentiating Instruction: Develop Vocabulary, pp. T28–T40

Example [Grade 11, p. T29]

Chapter 1		
Lesson	English Learners	Striving Learners
Lesson 1.1	Tell students that the prefix <i>pre-</i> means "before." Encourage students to share strategies they know or have used in this introductory stage.	Explain that gathering ideas before writing makes the process smoother. Practice <i>brainstorming</i> , <i>freewriting</i> , and <i>clustering</i> in small groups.

DESCRIPTION

dictionary to discover or clarify the meaning of new words.

Instruction that accompanies each pair or group of commonly confused words clarifies their correct usage. They are also used in sample sentences to demonstrate their usage in formal English.

Located in the Annotated Teacher's Edition, **Differentiating Instruction: Develop Vocabulary** provides strategies for helping students learn new or difficult vocabulary used in each chapter.

The **Chapter Vocabulary** chart contains a bulleted list of challenging terms, while the numbered chapter chart presents instructional strategies for each lesson designed to help English Learners and Striving Learners.