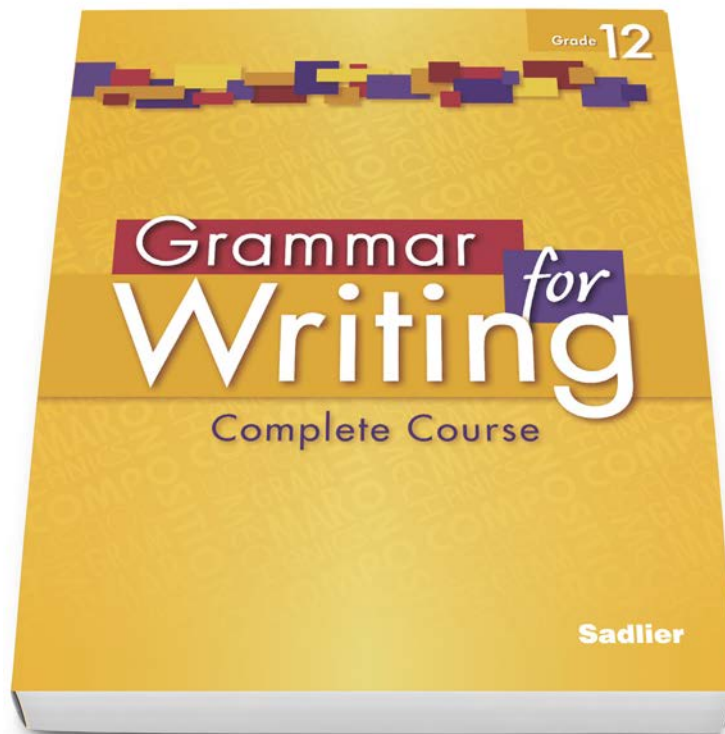


Grammar for Writing

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

Grade 12



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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 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

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

Example [Grade 12, p. 13]

Drafting Strategies

1. **Write the Big Idea** Consider Remember your writing audience and purpose, and draft a sentence that expresses the main idea of your paragraph or essay. As some writers do, you may want to begin your draft with this sentence. Or, as others do, you might simply keep this sentence in mind as you write.
2. **Grab Your Reader’s Attention** Begin with a “hook,” or a statement or question certain to catch your reader’s attention.

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 16–18

Example [Grade 12, p. 15]

Revising Strategies

2. **Organization and Coherence** Does the opening sentence grab the reader’s attention? Can you improve your draft by rearranging paragraphs or by moving sentences? Do you present your information in an order that makes sense for your purpose and audience? Do you need to add any transitions? Do you have an effective concluding paragraph?

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

Lesson 2.3 Organization and Coherence, pp. 27–29

Example [Grade 12, pp. 27–28]

Strategies for Writing Coherently

- ➔ You can choose from at least five common ways for organizing paragraphs and essays.
 - **Chronological Order** Organizing your writing chronologically means telling about events in the order in which they occurred. Use chronological order for narrative paragraphs, for writing about a historical event, and for describing the steps in a process.
 - **Spatial Order** Organize your ideas spatially when

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 part of a paper in **Exercise 6**.

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 General to Specific Order.

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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>you wish to describe a person, place, or object. Provide details in an orderly way—for example, moving from left to right, top to bottom, near to far, or inside to outside.</p> <ul style="list-style-type: none">• Order of Importance Organize your thoughts by degree of importance when you are writing to persuade your readers. Present your reasons and other details in order of increasing or decreasing importance.• Logical Order Organize your ideas logically to give readers information in the order they need to know it. Use logic to determine which details to group together or where to provide definitions or background information.• General-Specific Order Make a general statement first, and then include the specifics that support the generalization. Or reverse your information, giving specific details first and ending with the generalization that grows out of the details.	
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35</p> <p>Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32</p> <p><i>Example [Grade 12, p. 32]</i></p> <p>Persuasive</p> <p>When your purpose is to convince readers that your opinion is correct or to move someone to action, use the following suggestions:</p> <ul style="list-style-type: none">• Begin with a sentence that grabs the reader’s attention.• Include a thesis statement, or claim, that clearly expresses your point of view.• Arrange supporting details in order of importance—from most to least important, or the reverse.	<p>Lesson 2.4 explains the purpose of persuasive writing on page 32 and includes a list of suggestions, as well as a writing model.</p> <p>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.</p> <p>For Exercise 7, students are given a writing prompt for a persuasive 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 12, p. 33]</i></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>

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SADLIER GRAMMAR FOR WRITING GRADE 12 FEATURE & LOCATION

Introduction

The essay's **overall idea** is presented in a sentence called a **claim**, a **controlling idea**, or a **thesis statement**.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.3 Persuasive Writing, pp. 63–68

Example [Grade 12, p. 60]

Writing Strategies

1. **Clearly state your claim.** State your **claim** as clearly as you can in a sentence or two. Use precise language and an objective tone to form your argument. Your claim (also called a **thesis statement**) often, but not always, belongs at the beginning of an argument.

Connecting Writing & Grammar

Write What You Think, pp. 124, 134, 146, 166, 174, 188, 212, 220, 252, 252, 272, 286

Example [Grade 12, p. 212]

Write a paragraph or two in which you agree or disagree with the following statement. Give your opinion clearly, and support it with reasons and evidence.

The public, the government, and private industry must work together to make sure that anyone in the United States who wants one would be able to get an up-to-date computer.

After revising, edit for correct verb usage.

Student Writing

Persuasive Essay: Refugees Still Wait for Change, p. 196

Persuasive Essay: Student Parking Lot a Wild and Crazy Place, p. 318

Example [Grade 12, p. 318]

Some students might think that there needs to be more regulation during dismissal, but what faculty member would go on a suicide mission like that? We need to just take our time and not rush, especially on Friday, or someone may get hurt.

DESCRIPTION

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

Lesson 4.3 Persuasive Writing begins with introductory instruction and a writing model, "Prepared for Life: Loving the liberal arts: Why a broad knowledge base is more important than ever."

The Critical Thinking questions guide discussion of how the writer of the model essay establishes his claim.

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

In **Exercise 12**, students discuss with their writing group possible claims that could be added to improve the writing model at the beginning of the lesson.

In **Write What You Think**, students practice stating and supporting an opinion in several short persuasive writing assignments located throughout the program. In addition, they may be asked to apply a recently studied writing skill.

The sample student persuasive essays show how to introduce claims and counterclaims.

The writer of the essay on page 196 makes his claim in the first paragraph. However, the essay on page 318 is less conventional. It begins with six paragraphs of background information in a narrative style before stating a counterclaim followed by his claim in the second to last paragraph.

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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

We have made many requests to drive more safely, but the student body has not listened to a word of advice. So don't forget to buckle up, and please try to keep it Allow time for under 20 mph.

DESCRIPTION

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 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.3 Revising, pp. 16–18

Example [Grade 12, p. 16]

Revising Strategies

1. **Ideas and Unity** ... Do you have enough supporting details? Do you have too many? Will adding or cutting details improve your paper? Do you need more background information? Is everything you've written relevant?

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

Lesson 2.2 Elaborating with Supporting Details, pp. 24–26

Example [Grade 12, p. 24]

- ➔ **Elaboration, or development**, is the process of adding details to support a main idea.

You must make your paragraphs interesting, specific, and complete. To do so, develop or support each paragraph's main idea by using the following kinds of details: facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons.

Feel free to use more than one kind of supporting detail in a paragraph. Just make certain that each sentence adds

DESCRIPTION

In **Lesson 1.3 Revising**, students are given strategies for shaping a draft into almost-final form. These strategies include checking to see that they have provided sufficient supporting details.

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 3**. In **Exercise 4**, they write a paragraph using supporting details from the notes provided.

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>something to the paragraph that helps readers to better understand your subject or to appreciate your view.</p> <hr/> <p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32 <i>Example [Grade 12, p. 32]</i></p> <p>Persuasive</p> <p>When your purpose is to convince readers that your opinion is correct or to move someone to action, use the following suggestions:</p> <ul style="list-style-type: none">• Supply reasons and other evidence (facts, examples, statistics, anecdotes, quotations) to support your claim.• Arrange supporting details in order of importance—from most to least important or the reverse.	<hr/> <p>Lesson 2.4 explains the purpose of persuasive writing on page 32 and includes a list of suggestions, as well as a Writing Model.</p> <p>Students are instructed to supply reasons that support their claim.</p>
<hr/> <p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.5 Writing Essays, pp. 33–35 <i>Example [Grade 12, p. 34]</i></p> <p>Body</p> <p>The body of an essay can include many paragraphs. This is where you write everything you have to say to support your thesis statement, or claim. Keep the following advice in mind about the body.</p> <ul style="list-style-type: none">• What Every Paragraph Needs Think of the body as a series of main ideas: Each paragraph expresses a topic sentence and is supported by details.	<hr/> <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>
<hr/> <p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.3 Persuasive Writing, pp. 63–68 <i>Example [Grade 12, p. 65]</i></p> <p>Writing Strategies</p> <ol style="list-style-type: none">2. Give reasons. Logical appeals take the form of reasons. Usually, you’ll need two or three strong, distinct reasons to support your claim.3. Use evidence to support each reason. A strong	<hr/> <p>Lesson 4.3 Persuasive Writing begins with introductory instruction and a writing model, “Prepared for Life: Loving the liberal arts: Why a broad knowledge base is more important than ever.”</p> <p>The Critical Thinking questions guide discussion of how the writer of the model essay establishes his claim.</p> <p>The detailed Writing Strategies guide students in developing their claim with reason and evidence.</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>argument includes a variety of evidence. Some examples include credible facts, quotations from experts, important definitions, accurate statistics, relevant examples, and convincing anecdotes.</p>	<p>In Exercise 13, students consider their audience to determine how much background information they’ll need to include, also the type of supporting evidence.</p>
<p>Connecting Writing & Grammar Write What You Think, pp. 124, 134, 146, 166, 174, 188, 212, 220, 252, 252, 272, 286 <i>Example [Grade 12, p. 166]</i> Write a paragraph in which you give your opinion about the following statement. <u>Support your opinion with reasons and examples.</u> Use participial phrases and absolute phrases to begin, interrupt, and end sentences. Under no conditions should the public ever read a diary written as a private record unless the writer has given his or her permission. When you finish revising and editing, go back over your paragraph, and underline any participial or absolute phrases you may have used.</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. Many of the assignments direct students to practice a recently studied writing skill. For example, the assignment on page 166 has students use participial and absolute phrases to begin, interrupt, and end sentences.</p>
<p>Student Writing Persuasive Essay: Refugees Still Wait for Change, p. 196 Persuasive Essay: Student Parking Lot a Wild and Crazy Place, p. 318 <i>Example [Grade 12, p. 196]</i> Refugees Still Wait for Change [S]tatistics from Amnesty International indicate that most refugees eventually become economically self-sufficient. The human rights organization has found that most refugees do not become lifelong welfare recipients. Finances aside, the bottom line remains: helping refugees escape turmoil and affliction is simply the only humane thing to do. Americans must not turn their backs to the persecuted nor force them to leave because of an inhumane technical detail like a quota.</p>	<p>The sample student persuasive essays feature a variety of evidence to support their opinions.</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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.3 Revising, pp. 16–18

Example [Grade 12, p. 16]

Revising Strategies

1. **Organization and Coherence** ...Do you need to add any transitions?

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

Lesson 2.1 Ideas and Unity, pp. 22–23

Example [Grade 12, p. 22]

- ➡ A paragraph may have not only an opening topic sentence but also a clincher sentence, which ends the paragraph.

Use clincher sentences for the following purposes: to restate a topic, to summarize, to add persuasive power, and to create a transition to the main idea of the next paragraph.

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

Lesson 2.3 Organization and Coherence, pp. 27–29

Example [Grade 12, p. 27]

Strategies for Writing Coherently

2. **Guide the reader.** Use signposts that alert the reader to what lies ahead and the relationship among thoughts. Signposts include transitional expressions (like those on page 28) and pronouns and synonyms that refer to terms you've already used. Repeating key words and phrases emphasizes important points and also helps to connect your thoughts. Using parallel structures also improves coherence.

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

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 12, pp. 34–35]

Body

- **Importance of Coherence** Use transitional words that make your organization clear to your readers. For

DESCRIPTION

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.

For **Exercise 8 Revising a Letter to a Government Official**, students should consider adding transitions.

Lesson 2.1 Ideas and Unity suggests beginning a paragraph with a topic sentence then ending it with a clincher sentence.

Students may want to use a clincher sentence as a transition to a new idea in the next paragraph.

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**.

Lesson 2.5 Writing Essays describes several types of transitional words and phrases that clarify the relationship between ideas and parts of the essay.

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>instance, words such as <i>as before</i>, <i>after</i>, <i>until</i>, and <i>suddenly</i> indicate a time order of events. Words such as <i>because</i>, <i>consequently</i>, and <i>as a result</i> show a cause-effect relationship of ideas. You can also use other strategies to link your paragraphs so that your essay is coherent. For example, you can repeat key words and phrases to emphasize significant points or to connect related concepts.</p>	
<p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.1 Combining Sentences: Using Conjunctions, pp. 37–38</p>	<p>Lesson 3.1 Combining Sentences: Using Conjunctions explains how to use a transitional expression when combining sentences. It also includes a helpful side column feature, Some Transitional Expressions. The list includes <i>accordingly</i>, <i>besides</i>, <i>still</i>, and <i>however</i>.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.3 Persuasive Writing, pp. 63–68</p> <p><i>Example [Grade 12, p. 66]</i></p> <p>Writing Strategies</p> <p>7. Include transitions. Use a variety of words, phrases, and clauses to link your ideas. Connect claims to reasons, link reasons to evidence, and distinguish claims from counterclaims. Transitions also connect ideas across paragraphs and help readers follow your argument.</p>	<p>The Writing Strategies on page 66 include advice to use transitions to clarify the writer’s reasoning and organization.</p>
<p>Chapter 6 Parts of a Sentence, pp. 139–158 Lesson 6.5 Correcting Run-on Sentences, pp. 149–150</p> <p><i>Example [Grade 12, p. 149]</i></p> <p>4. Add a conjunctive adverb. Use a semicolon together with either a conjunctive adverb or a transitional expression. Be sure to put a comma after the conjunctive adverb.</p> <p>Coral reefs provide food for fish; in addition, they are home to starfish, crabs, eels, sea slugs, and sponges.</p>	<p>Students are given a list of transitional expressions in Lesson 6.5 Correcting Run-on Sentences. They also see how to use a semicolon and comma to punctuate a transitional expression joining two independent clauses.</p>
<p>Chapter 13 Punctuation: End Marks and Commas, pp. 265–282 Lesson 13.4 Commas with Sentence Interrupters and Nonessential Elements, pp. 273–274</p> <p><i>Example [Grade 12, p. 273]</i></p> <p>➡ Use a pair of commas around a noun of direct address</p>	<p>In Lesson 13.8 students learn to use commas with a transitional expression used as an interrupter.</p>

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
and around a parenthetical or transitional expression. Tourists in Morocco, therefore , love to shop for leather goods.	
Chapter 14 Punctuation: All Other Marks , pp. 283–302 Lesson 14.2 Semicolons , pp. 287–288 <i>Example [Grade 12, p. 287]</i> ➔ Use a semicolon to join independent clauses in a compound sentence without a coordinating conjunction. Claude McKay had few equals as a poet; as a result , his poems still appear in textbooks.	In Lesson 14.2 Semicolons , students see how to use a semicolon before a transitional expression that joins two independent clauses. The lesson features a list of common transitional expressions, such as <i>in other words</i> , <i>as a result</i> , and <i>that is</i> .

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 12 FEATURE & LOCATION	DESCRIPTION
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.3 Persuasive Writing , pp. 63–68 <i>Example [Grade 12, p. 66]</i> Writing Strategies 8. Establish a formal style and objective tone. Tone, or attitude, and style are crucial in writing an effective argument. Maintain a formal style and a confident, objective tone to show that you are reliable and knowledgeable about your topic. Keep your tone reasonable and respectful, particularly when refuting counterarguments.	The Writing Strategies on page 66 includes advice to follow the convention of maintaining a formal style and objective tone when presenting a well-developed, logic-based argument.
Chapter 11 Using Pronouns , pp. 229–246 Lesson 11.3 Who or Whom? , pp. 235–236	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.

WRITING: Text Types and Purposes

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SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
Chapter 14 Punctuation: All Other Marks , pp. 283–302 Lesson 14.1 Colons , pp. 285–286	In Lesson 14.1 Colons , students learn to use a colon before a long quotation or a formal statement.
Commonly Confused Words , pp. 369–372	On page 369 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 12 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 12, p. 14]</i> Drafting Strategies 4. Create an Ending Conclude your writing in your last paragraph by including one or more sentences that revisit your main idea. A successful conclusion is one that wraps up your writing logically and gracefully. It may contain a quote, a call to action, or a 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.
Chapter 1 The Writing Process , pp. 8–20 Lesson 1.3 Revising , pp. 16–18 <i>Example [Grade 12, p. 16]</i> Revising Strategies 2. Organization and Coherence ... Do you have an effective concluding paragraph?	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.
Chapter 2 Writing Effective Paragraphs and Essays , pp. 21–35 Lesson 2.4 Types of Paragraphs and Longer Writing , pp. 30–32 <i>Example [Grade 12, p. 32]</i>	Lesson 2.4 Types of Paragraphs and Longer Writing features a list of suggestions for persuasive writing, closing with a summary statement that includes a call to action.

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Persuasive</p> <ul style="list-style-type: none">• Include a call to action that tells what you want the reader to do. <hr/> <p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.5 Writing Essays, pp. 33–35 <i>Example [Grade 12, p. 35]</i></p> <p>Conclusion</p> <p>When you’ve said all you have to say on your topic, stop writing. Check the side column for ways to conclude an essay.</p> <p>The most effective conclusions follow naturally from the rest of the essay and connect to the introduction.</p>	<hr/> <p>As explained in Lesson 2.5 Writing Essays, a well-written essay ends with one or more concluding paragraphs.</p> <p>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. 52–118 Lesson 4.3 Persuasive Writing, pp. 63–68 <i>Example [Grade 12, p. 66]</i></p> <p>Writing Strategies</p> <p>9. End with a call to action. End your argument with a concise conclusion that supports your claim and follows logically from the evidence presented. Sometimes, you may need more from readers than agreement. A call to action urges the reader to do something—donate money, vote for a candidate, or buy a product, for example.</p>	<hr/> <p>Lesson 4.3 Persuasive Writing begins with instruction and a writing model, “Prepared for Life: Loving the liberal arts: Why a broad knowledge base is more important than ever.” The last paragraph of the model essay features a concluding statement follows from and supports the writer’s argument.</p> <p>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.</p>
<hr/> <p>Student Writing Persuasive Essay: Refugees Still Wait for Change, p. 196 Persuasive Essay: Student Parking Lot a Wild and Crazy Place, p. 318 <i>Example [Grade 12, p. 196]</i></p> <p>On this, the Declaration’s fiftieth anniversary, I say the most fitting celebration of it would be a public and vigorous renewal of the commitment to the Declaration by the nations that signed it. And we should rededicate ourselves to turning that commitment into reality by doing our part to alleviate the world’s refugee problem.</p> <p><i>Example [Grade 12, p. 318]</i></p> <p>We have made many requests to drive more safely, but</p>	<hr/> <p>The sample student persuasive essays bring closure with statements that reflect the claim and supporting details presented in the essay.</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.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

the student body has not listened to a word of advice. So don't forget to buckle up, and please try to keep it under 20 mph.

DESCRIPTION

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 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14

Example [Grade 12, p. 13]

Drafting Strategies

3. **Write the Big Idea** Consider Remember your writing audience and purpose, and draft a sentence that expresses the main idea of your paragraph or essay. As some writers do, you may want to begin your draft with this sentence. Or, as others do, you might simply keep this sentence in mind as you write.
4. **Grab Your Reader's Attention** Begin with a "hook," or a statement or question certain to catch your reader's attention.

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.3 Revising, pp. 16–18

Example [Grade 12, p. 15]

Revising Strategies

2. **Organization and Coherence** Does the opening sentence grab the reader's attention? Can you improve your draft by rearranging paragraphs or by moving sentences? Do you present your information in an order that makes sense for your purpose and audience? Do you need to add any transitions? Do you have an effective concluding paragraph?

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 part of a paper in **Exercise 6**.

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.

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 12 FEATURE & LOCATION

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

Lesson 2.3 Organization and Coherence, pp. 27–29

Example [Grade 12, pp. 27–28]

Strategies for Writing Coherently

- ➔ You can choose from at least five common ways for organizing paragraphs and essays.
 - **Chronological Order** Organizing your writing chronologically means telling about events in the order in which they occurred. Use chronological order for narrative paragraphs, for writing about a historical event, and for describing the steps in a process.
 - **Spatial Order** Organize your ideas spatially when you wish to describe a person, place, or object. Provide details in an orderly way—for example, moving from left to right, top to bottom, near to far, or inside to outside.
 - **Order of Importance** Organize your thoughts by degree of importance when you are writing to persuade your readers. Present your reasons and other details in order of increasing or decreasing importance.
 - **Logical Order** Organize your ideas logically to give readers information in the order they need to know it. Use logic to determine which details to group together or where to provide definitions or background information.
 - **General-Specific Order** Make a general statement first, and then include the specifics that support the generalization. Or reverse your information, giving specific details first and ending with the generalization that grows out of the details.

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

Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32

Example [Grade 12, p. 30]

Persuasive

DESCRIPTION

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 General to Specific Order.

Lesson 2.4 explains the purpose of persuasive writing on page 32 and includes a list of suggestions, as well as 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.

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 12 FEATURE & LOCATION

When your purpose is to convince readers that your opinion is correct or to move someone to 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 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 12, p. 33]

Introduction

The essay’s **overall idea** is presented in a sentence called a **claim**, a **controlling idea**, or a **thesis statement**.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75

Example [Grade 12, p. 74]

Exercise 25 Drafting Your Essay

- **Tell the reader.** In your introduction, (1) identify your subjects, (2) let your readers know whether you’ll discuss the subjects’ similarities or differences or both, and (3) grab your readers’ attention. Draft a thesis statement, or claim, that summarizes your essay’s main idea. Which of the thesis statements on the following page is strongest? Why?

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81

Example [Grade 12, p. 81]

Exercise 25 Drafting Your Essay

- **Present your thesis statement, or claim.** In your introduction, provide one or two sentences that express your main point.

DESCRIPTION

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.

Exercise 19 Drafting Your Essay guides students in writing an introduction to their own essay. Instructions cover identifying their subjects, telling if they’ll discuss similarities or differences, and drafting a **thesis statement**, or **claim**.

Exercise 25 Drafting Your Essay guides students in writing an introduction to their own essay.

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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Student Writing Expository Essay: The Specialist, p. 160 Expository Essay: What I Learned About Life from Selling Shoes, p. 176 Expository Essay: Crew's . . . Fun!, p. 230 Expository Essay: Food Committee Takes Another Stab, p. 266 <i>Example [Grade 12, p. 176]</i></p> <p>What I Learned About Life from Selling Shoes [introduction]</p> <p>I know you're asking, "What could you possibly learn from selling shoes?" But the vast knowledge I have acquired from this minimum-wage job will last a lifetime.</p>	<p>The student expository essays provide examples to students of how peers from other parts of the nation express themselves in their informative/explanatory writing. They begin with an introduction clear thesis statement that foreshadows the organization of information to follow.</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.11-12.2b** 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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.3 Revising, pp. 16–18 <i>Example [Grade 12, p. 16]</i></p> <p>Revising Strategies</p> <ol style="list-style-type: none"> 1. Ideas and Unity ... Do you have enough supporting details? Do you have too many? Will adding or cutting details improve your paper? Do you need more background information? Is everything you've written relevant? 	<p>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.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.2 Elaborating with Supporting Details, pp. 24–26</p>	<p>Lesson 2.2 Elaborating with Supporting Details presents eight types of details that support the topic sentence of a paragraph.</p> <p>After studying the Writing Model, young writers improve</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.11-12.2b** 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 12 FEATURE & LOCATION

Example [Grade 12, p. 24]

➔ **Elaboration, or development**, is the process of adding details to support a main idea.

You must make your paragraphs interesting, specific, and complete. To do so, develop or support each paragraph’s main idea by using the following kinds of details: facts, statistics, quotations, definitions, anecdotes or incidents, examples, reasons, and comparisons.

Feel free to use more than one kind of supporting detail in a paragraph. Just make certain that each sentence adds something to the paragraph that helps readers to better understand your subject or to appreciate your view.

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

Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32

Example [Grade 12, p. 31]

Expository

- Use facts, examples, quotations, statistics, and definitions as supporting details to develop the main idea.

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

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 12, p. 34]

Body

The body of an essay can include many paragraphs. This is where you write everything you have to say to support your thesis statement, or claim. Keep the following advice in mind about the body.

- **What Every Paragraph Needs** Think of the body as a series of main ideas: Each paragraph expresses a topic sentence and is supported by details.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75

DESCRIPTION

unity and add details to a paragraph in **Exercise 3**. In **Exercise 4**, they write a paragraph using supporting details from the notes provided.

Lesson 2.4 explains the purpose of expository writing on page 31. In the list of suggestions that follows, students are advised to use a variety of supporting details to develop the main idea of their paragraph or essay.

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 the **Writing Strategies** are suggestions that students consider the relevance of information they want to use to develop their topic.

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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 12, p. 71]</i></p> <p>Writing Strategies</p> <p>2. Conduct research and integrate information. ...As you research, evaluate the relevance of the information, and integrate information from your sources to identify features of your subjects to compare and contrast.</p>	
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81</p> <p><i>Example [Grade 12, p. 78]</i></p> <p>Writing Strategies</p> <p>3. Gather evidence. Your writing will be more impressive and convincing if you offer credible evidence. Give your readers facts, statistical data, examples, incidents, and expert opinions. McConnell, for example, provides background information, gives descriptions of the infant’s condition and her specific behaviors, and presents the expert views of social workers Shorkey and Taylor.</p>	<p>The Writing Strategies on page 78 direct students to provide their readers with facts, statistical data, examples, incidents, and expert opinions that develop and support their topic.</p> <p>For Exercise 26 Revise on page 81, students ask themselves if they have provided enough evidence for each cause-effect relationship they’ve proposed in their essay.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86</p> <p><i>Example [Grade 12, pp. 85–86]</i></p> <p>Exercise 30 Draft Your Essay</p> <ul style="list-style-type: none">● Introduce the problem, and elaborate on it. In a few sentences, present and explain the problem. Think about how much your readers already know about the problem and what additional information you’ll need to tell them. Use interesting statistics, quotations, or observations to grab and hold your readers’ attention. Maintain an objective tone that will make readers receptive to your thinking.● Organize your ideas. Present the preferred solution in detail. Decide on an order for presenting the facts, statistics, experts’ opinions and quotations, anecdotes, and examples that you have gathered. You may consider using formatting, such as headings, to clarify your organization.	<p>Exercise 30 Draft Your Essay on pages 85 and 86 includes suggestions for developing a topic using facts, statistics, experts’ opinions and quotations, anecdotes, and examples..</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.11-12.2b** 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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.10 Writing: a Timed Essay, pp. 115–118</p> <p><i>Example [Grade 12, p. 117]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. 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 concluding paragraph that wraps up your writing.</p>	<p>In Lesson 4.10 Writing: a Timed Essay, students are taught to develop their topic with relevant details.</p>
<p>Student Writing</p> <p>Expository Essay: The Specialist, p. 160 Expository Essay: What I Learned About Life from Selling Shoes, p. 176 Expository Essay: Crew’s . . . Fun!, p. 230 Expository Essay: Food Committee Takes Another Stab, p. 266</p> <p><i>Example [Grade 12, p. 176]</i></p> <p>What I Learned About Life from Selling Shoes [supporting detail]</p> <p>Hired right before Christmas, I was about to receive a crash course in responsibility. Amid the decorations, elevator music, and hordes of customers, I learned my first lesson—patience. This virtue, unbeknownst to the six million crazed customers waving and shoving shoes in my face, is the only reason many of them were not bludgeoned to death by a high heel.</p>	<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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 16–18

Example [Grade 12, p. 16]

Revising Strategies

2. **Organization and Coherence** ...Do you need to add any transitions?

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

Lesson 2.1 Ideas and Unity, pp. 22–23

Example [Grade 12, p. 22]

- ➡ A paragraph may have not only an opening topic sentence but also a clincher sentence, which ends the paragraph.

Use clincher sentences for the following purposes: to restate a topic, to summarize, to add persuasive power, and to create a transition to the main idea of the next paragraph.

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

Lesson 2.3 Organization and Coherence, pp. 27–29

Example [Grade 12, p. 27]

Strategies for Writing Coherently

3. **Guide the reader.** Use signposts that alert the reader to what lies ahead and the relationship among thoughts. Signposts include transitional expressions (like those on page 28) and pronouns and synonyms that refer to terms you've already used. Repeating key words and phrases emphasizes important points and also helps to connect your thoughts. Using parallel structures also improves coherence.

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

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 12, pp. 34–35]

Body

- **Importance of Coherence** Use transitional words that make your organization clear to your readers. For instance, words such as *before*, *after*, *until*, and *suddenly*

DESCRIPTION

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.

For **Exercise 8 Revising a Letter to a Government Official**, students should consider adding transitions.

Lesson 2.1 Ideas and Unity suggests beginning a paragraph with a topic sentence then ending it with a clincher sentence.

Students may want to use a clincher sentence as a transition to a new idea in the next paragraph.

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**.

Lesson 2.5 Writing Essays describes several types of transitional words and phrases that clarify the relationship between ideas and parts of the essay.

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 12 FEATURE & LOCATION	DESCRIPTION
<p>indicate a time order of events. Words such as <i>because</i>, <i>consequently</i>, and <i>as a result</i> show a cause-effect relationship of ideas. You can also use other strategies to link your paragraphs so that your essay is coherent. For example, you can repeat key words and phrases to emphasize significant points or to connect related concepts.</p>	
<p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.1 Combining Sentences: Using Conjunctions, pp. 37–38</p>	<p>Lesson 3.1 Combining Sentences: Using Conjunctions explains how to use a transitional expression when combining sentences. It also includes a helpful side column feature, Some Transitional Expressions. The list includes <i>accordingly</i>, <i>besides</i>, <i>still</i>, and <i>however</i>.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75 <i>Example [Grade 12, p. 73]</i> Writing Strategies</p> <p>5. Use clear transitions. Transitional words and expressions help readers follow your thinking. <i>Like</i>, <i>similarly</i>, <i>just as</i>, <i>both</i>, <i>also</i>, and <i>in the same way</i> signal similarities. <i>Yet</i>, <i>on the other hand</i>, <i>in contrast</i>, <i>however</i>, <i>unlike</i>, <i>whereas</i>, <i>while</i>, and <i>nevertheless</i> signal differences. You can also use transitions such as <i>and</i> and <i>most significantly</i> to highlight each new feature.</p>	<p>In Critical Thinking on page 70, students analyze the use of transitional words and phrases in the model essay.</p> <p>The Writing Strategies in Lesson 4.4 Expository Writing: Compare and Contrast Essay explain how to use a variety of transitional words and expressions.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81 <i>Example [Grade 12, p. 79]</i> Writing Strategies</p> <p>5. Connect ideas. Transitional words and expressions help readers follow your thinking. Transitions such as <i>yet</i>, <i>therefore</i>, <i>as a result</i>, <i>so that</i>, <i>consequently</i>, and <i>because</i> are particularly helpful for writers and readers of cause-effect essays. <i>Next</i>, <i>after that</i>, <i>tomorrow</i>, <i>just before</i>, and <i>finally</i> are examples that show time order. <i>More important</i>, <i>of greater value</i>, <i>less important</i>, and <i>most significant</i> signal order of importance.</p>	<p>The Writing Strategies for Lesson 4.4 Expository Writing: Compare and Contrast Essay features detailed instructions for connecting ideas using transitional words and expressions.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 4.10 Writing: a Timed Essay, pp. 115–118</p>	<p>The Writing Strategies on page 117 include advice to use transitions to create cohesion within the essay. Students apply that advice in Exercise 53, which calls for using topic</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 12 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 12, p. 117]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. Use topic sentences and transitions to organize hour writing.</p>	sentences and transitions to organize ideas.
<p>Chapter 6 Parts of a Sentence, pp. 139–158</p> <p>Lesson 6.5 Correcting Run-on Sentences, pp. 149–150</p> <p><i>Example [Grade 12, p. 149]</i></p> <p>5. Add a conjunctive adverb. Use a semicolon together with either a conjunctive adverb or a transitional expression. Be sure to put a comma after the conjunctive adverb.</p> <p>Coral reefs provide food for fish; in addition, they are home to starfish, crabs, eels, sea slugs, and sponges.</p>	Students are given a list of transitional expressions in Lesson 6.5 Correcting Run-on Sentences . They also see how to use a semicolon and comma to punctuate a transitional expression joining two independent clauses.
<p>Chapter 13 Punctuation: End Marks and Commas, pp. 265–282</p> <p>Lesson 13.4 Commas with Sentence Interrupters and Nonessential Elements, pp. 273–274</p> <p><i>Example [Grade 12, p. 273]</i></p> <p>➡ Use a pair of commas around a noun of direct address and around a parenthetical or transitional expression.</p> <p>Tourists in Morocco, therefore, love to shop for leather goods.</p>	In Lesson 13.8 students learn to use commas with a transitional expression used as an interrupter.
<p>Chapter 14 Punctuation: All Other Marks, pp. 283–302</p> <p>Lesson 14.2 Semicolons, pp. 287–288</p> <p><i>Example [Grade 12, p. 287]</i></p> <p>➡ Use a semicolon to join independent clauses in a compound sentence without a coordinating conjunction.</p> <p>Claude McKay had few equals as a poet; as a result, his poems still appear in textbooks.</p>	In Lesson 14.2 Semicolons , students see how to use a semicolon before a transitional expression that joins two independent clauses. The lesson features a list of common transitional expressions, such as <i>in other words</i> , <i>as a result</i> , and <i>that is</i> .

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

SADLIER *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 16–17

Example [Grade 12, p. 16]

4. **Word Choice** Keep an eye out for vague nouns, verbs, and modifiers that you can replace with more precise words. Look for clichés or overused words that you can replace with fresh ones to enliven your descriptions. Is your choice of vocabulary appropriate for your intended audience? Should you replace any difficult words with simpler ones? Do you need to define any technical terms you've used?

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

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 12, p. 35]

Body

- **Word Choice** Eliminate wordiness. Ask yourself, “What am I trying to say?” and then write it as clearly as you can, using precise nouns and vivid verbs and modifiers.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86

Example [Grade 12, p. 86]

Exercise 30 Draft Your Essay

- **Itemize steps.** Use precise language to tell readers how to carry out the solution.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81

Example [Grade 12, p. 81]

Exercise 25 Drafting Your Essay

- **Use precise, formal language.** Choose your words with care, and use techniques, such as similes, to explain complex concepts.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.10 Writing: a Timed Essay, pp. 115–118

DESCRIPTION

Revising Strategies on page 16 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.

In **Lesson 2.5 Writing Essays**, students are reminded to be specific and favor precise language over general terms.

In **Exercise 30 Draft Your Essay**, students are instructed to use precise language to implement the proposed solution to the problem.

In **Exercise 31 Revise**, they work with a partner to eliminate unnecessary words from their essay.

Exercise 25 Drafting Your Essay recommends students use precise language in their essay.

The **Writing Strategies for Lesson 4.10** remind students to avoid vague words and confusing sentences.

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

SADLIER GRAMMAR FOR WRITING GRADE 12 FEATURE & LOCATION

DESCRIPTION

Example [Grade 12, p. 117]

Writing Strategies

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 fits your writing purpose and audience.

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 GRAMMAR FOR WRITING GRADE 12 FEATURE & LOCATION

DESCRIPTION

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75

Example [Grade 12, p. 75]

- **Begin writing.** Stick to your rough outline to explain the differences and similarities between your subjects. Be sure to use a formal style and objective tone. Use precise language and techniques, such as metaphors and analogies, to help readers understand complex ideas.

In **Lesson 4.4 Expository Writing: Compare and Contrast Essay**, students read a expository essay that models formal style and objective tone.

Exercise 19 Drafting Your Essay advises students to maintain a formal style.

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81

Example [Grade 12, p. 81]

Exercise 25 Drafting Your Essay

- **Use precise, formal language.** Choose your words with care, and use techniques, such as similes, to explain complex concepts. Use a straightforward, formal style that is easy for readers to follow.

Exercise 25 Drafting Your Essay recommends students use formal style in their essay.

Chapter 4 Writing Workshops, pp. 52–118
4.10 Writing: a Timed Essay, pp. 115–118

In **Lesson 4.10 Writing: a Timed Essay**, the writer of the sample essay models a conclusion that restates the main idea.

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 12 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 12, p. 117]</i></p> <p>Writing Strategies</p> <p>5. Start writing and stick to the point. End with a concluding paragraph that wraps up your writing.</p>	<p>Writing Strategies on page 117 include advice to end with a concluding paragraph that wraps up the essay.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 4.10 Writing: a Timed Essay, pp. 115–118</p> <p><i>Example [Grade 12, p. 115]</i></p> <p>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. <u>The goal of a timed essay is to produce in a short time frame clear and coherent writing that follows a well-organized structure and formal style.</u></p>	<p>In writing a timed essay, students are reminded to maintain a formal style.</p>
<p>Chapter 11 Using Pronouns, pp. 229–246 Lesson 11.3 Who or Whom?, pp. 235–236</p>	<p>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.</p>
<p>Chapter 14 Punctuation: All Other Marks, pp. 283–302 Lesson 14.1 Colons, pp. 285–286</p>	<p>In Lesson 14.1 Colons, students learn to use a colon before a long quotation or a formal statement.</p>
<p>Commonly Confused Words, pp. 369–372</p>	<p>On page 369 students are taught to avoid the word <i>alright</i> in formal written English.</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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14</p> <p><i>Example [Grade 12, p. 14]</i></p> <p>Drafting Strategies</p>	<p>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.</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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>5. Create an Ending Conclude your writing in your last paragraph by including one or more sentences that revisit your main idea. A successful conclusion is one that wraps up your writing logically and gracefully. It may contain a quote, a call to action, or a final thought on the subject.</p>	
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.3 Revising, pp. 16–18 <i>Example [Grade 12, p. 16]</i> Revising Strategies 3. Organization and Coherence ...Do you have an effective concluding paragraph?</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 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32 <i>Example [Grade 12, p. 32]</i> Persuasive</p> <ul style="list-style-type: none">• Include a call to action that tells what you want the reader to do.	<p>Lesson 2.4 Types of Paragraphs and Longer Writing features a list of suggestions for persuasive writing, closing with a summary statement that includes a call to action.</p>
<p>Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35 Lesson 2.5 Writing Essays, pp. 33–35 <i>Example [Grade 12, p. 35]</i> Conclusion</p> <p>When you've said all you have to say on your topic, stop writing. Check the side column for ways to conclude an essay.</p> <p>The most effective conclusions follow naturally from the rest of the essay and connect to the introduction.</p>	<p>As explained in Lesson 2.5 Writing Essays, a well-written essay ends with one or more concluding paragraphs.</p> <p>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>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75 <i>Example [Grade 12, p. 75]</i></p>	<p>Exercise 19 Drafting Your Essay helps students think about insight they could share when crafting a strong concluding statement for their essay.</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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Exercise 19 Drafting Your Essay</p> <ul style="list-style-type: none">● Wrap it up. In your conclusion, summarize your findings without simply repeating the similarities and differences you've fleshed out. Are your subjects more alike or more different? Is one feature more significant than the others? Share any new insights you have gained.	
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81 <i>Example [Grade 12, p. 81]</i></p> <p>Exercise 25 Drafting Your Essay</p> <ul style="list-style-type: none">● Wrap it up. In your conclusion, summarize your main point, and share any new insights you have gained.	<p>Exercise 25 Drafting Your Essay guides students in writing a concluding statement for their own essay.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86 <i>Example [Grade 12, pp. 85–86]</i></p> <p>Exercise 30 Draft Your Essay</p> <p>Restate your case. Your conclusion should include a compelling statement that supports your solution. It can be a thoughtful quotation or a question or statement that invites readers to think more about your ideas and to take them seriously.</p>	<p>Exercise 30 Draft Your Essay on pages 85 and 86 includes suggestions for concluding a problem-solving essay. These suggestions include presenting a compelling statement that supports the solution, a thoughtful quotation or question, or a statement that invites readers to think more about the writer's ideas.</p> <p>In Exercise 31 Revise, students check to make sure their conclusion gives readers something to think about, as well as summarize their solution.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 4.10 Writing: a Timed Essay, pp. 115–118 <i>Example [Grade 12, p. 117]</i></p> <p>Writing Strategies</p> <ol style="list-style-type: none">6. Start writing and stick to the point. End with a concluding paragraph that wraps up your writing.	<p>In Lesson 4.10 Writing: a Timed Essay, the writer of the sample essay models a conclusion that restates the main idea.</p> <p>Writing Strategies on page 117 include advice to end with a concluding paragraph that wraps up the essay.</p>
<p>Student Writing Expository Essay: The Specialist, p. 160 Expository Essay: What I Learned About Life from Selling Shoes, p. 176 Expository Essay: Crew's . . . Fun!, p. 230 Expository Essay: Food Committee Takes Another Stab, p. 266 <i>Example [Grade 12, p. 230]</i></p>	<p>The student expository essays provide examples to students of how peers from other parts of the nation express themselves in their informative/explanatory writing. They feature a concluding statement that follows from and supports the main idea of the essay.</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 12 FEATURE & LOCATION

DESCRIPTION

Crew's . . . Fun! [concluding statement]

Of course, athletes can get this sensation from more sports than crew, such as running and swimming. But the unique aspect of crew is that one can accomplish this simultaneously with seven other athletes and friends. When a team has come together to follow through on a commitment against all adversity, the members of that team have a connection that can't be produced by any other activity.

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 12 FEATURE & LOCATION

DESCRIPTION

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

Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32

Example [Grade 12, p. 30]

Narrative

When your purpose is to tell how to do something or to recount a story, either a fictional one or a true narrative, use the following suggestions.

- Break the process or story into its most critical steps or events.
- Use **chronological order** (time order) to relate the events in which they occurred. Chronological order is also useful when you explain a step-by-step process.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57

Example [Grade 12, p. 55]

Lesson 2.4 explains the purpose of narrative writing on page 32 and includes a list of suggestions, as well as a writing model.

Students are instructed to focus on the most critical parts of the story and use chronological order so the reader can easily follow action in the story.

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

The first paragraph of the sample essay in **Lesson 4.1 Narrative Writing: Autobiographical Incident** introduces the topic of the narrative, introduces the narrator, and provides details that establish tone.

For an autobiographical incident, students are encouraged to

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 12 FEATURE & LOCATION

Writing Strategies

2. **Use the first person.** You—the storyteller—are the “I,” the narrator, using the first-person point of view. Remember, as a first-person narrator, you do not know what other characters think, unless they tell you.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62

Example [Grade 12, p.60]

Writing Strategies

2. **Find a beginning point.** When you retell the events of your incident, you don’t have to start at the absolute beginning. Include only what readers need to know—for example, Ramos omits details about his trip to Berlin—and pace events to establish a particular tone and outcome, such as to build mystery or suspense.
3. **Use the first-person or third-person point of view.** Either way, make your readers feel as if they, too, are witnessing the event. Ramos puts readers in the midst of West Berlin with him as he roams around.

Student Writing

Narrative Essay: Working Pride, p. 140

Narrative Essay: My Piano Recital, p. 214

Narrative Essay: Thank You, p. 248

Example [Grade 12, p. 248]

Thank You

Did I miss something? Why were these people so motivated to do this? My stomach turned as the leader of my youth group read us a flyer about Habitat for Humanity. The idea of waking up at seven o’clock on the first Saturday of summer vacation for a day of hammering and a night of nursing the resulting blisters did not appeal to me. I am not a fan of being dirty. Needless to say, after hearing, “Come on, Molly, it will be fun!” I reluctantly volunteered.

DESCRIPTION

use the first person point of view when telling their story.

Lesson 4.2 Narrative Writing: Eyewitness Report opens with a writing model, an excerpt from *The Fall of the Berlin Wall* by Andreas Ramos. The writer engages the reader with a description of the historical magnitude of the incident in the introduction; the use of first-person point of view emphasizes the validity of the report.

After discussing the writing model, students examine several strategies for writing an eyewitness report. Strategy 2 directs students to avoid unnecessary background details and jump into the action.

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 12 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57

Example [Grade 12, p.56]

Writing Strategies

8. **Generate some dialogue.** Some writers integrate dialogue into the incidents they describe. Dialogue can enliven your writing and help readers better imagine the event.

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62

Example [Grade 12, pp.60–61]

Writing Strategies

The purpose of writing an eyewitness report is to give an account of actual events. Your audience is made up of people who want to know about the event you describe. Use the following strategies to help.

4. **Give sufficient details in the right order.** While your overall report will proceed chronologically, some of it may benefit if you arrange details spatially. Focus on what the scene looks like, sounds like, or even smells like. Use vivid verbs, nouns, and modifiers to describe these sensory details and all other details with precision. Include details that lend immediacy to your report. Ramos tells readers what he sees and hears from the time he arrives in Berlin to the actual fall of the wall.
6. **Find human interest.** Include quotations, if possible, from participants in the incident or from local authorities. Focus on specific participants, not just the general crowd. Ramos tells readers what the soldiers, politicians, and other participants are doing, such as playing a Beethoven symphony, climbing onto building tops, and hammering away at the wall.

Chapter 14 Punctuation: All Other Marks, pp. 283–302
Lesson 14.5 More on Quotation Marks, pp. 293–294

Example [Grade 12, p.293]

Dialogue is the conversation between characters in a story or script. The best dialogue is natural sounding—the way real people actually talk. The part of the sentence that identifies the speaker is called the **dialogue tag**. Follow these accepted

DESCRIPTION

Included in the **Writing Strategies** on page 56 is the recommendation that students include dialogue in their autobiographical incident.

Lesson 4.2 Narrative Writing: Eyewitness Report opens with a writing model, an excerpt from *The Fall of the Berlin Wall* by Andreas Ramos. The writer engages the reader with a fast-paced, hour-by-hour description of the fall of the Berlin Wall that emphasizes the joyful response of people in attendance.

The **Writing Strategies** include the suggestion to describe details of the incident using chronological order for greatest dramatic impact. Students should also use quotations of those involved in the incident, as well as detail the activities of individuals and groups that reveal their reaction to the event.

In **Lesson 14.5 More on Quotation Marks**, students learn to use quotation marks to indicate the beginning and end of a direct quotations, including dialogue.

In **Exercise 8**, students practice punctuating dialogue. In **Exercise 9**, they write a dialogue.

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 12 FEATURE & LOCATION

rules for punctuating dialogue when you write fiction or nonfiction.

DESCRIPTION

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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 2 Writing Effective Paragraphs and Essays, pp. 21–35
Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32
Example [Grade 12, p.30]

Narrative

- Use **chronological order** (time order) to relate the events in the order in which they occurred. Chronological order is also useful when you explain a step-by-step process.

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57

Example [Grade 12, p.55]

Writing Strategies

3. **Concentrate on time order.** An incident is often defined as an experience that happens all at once, in a few hours, or in a few days. An incident may consist of several individual events that occur in chronological order. But make sure your reader always knows how all the events fit together.

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62
Example [Grade 12, p.60]

DESCRIPTION

Lesson 2.4 emphasizes the value of presenting events in chronological or time order so the reader will better understand the entire incident.

Included in the **Writing Strategies** on page 55 is a focus on describing events as they occur in chronological order.

Lesson 4.2 Narrative Writing: Eyewitness Report opens with a writing model about the fall of the Berlin Wall. After discussing the writing model, students examine several strategies for writing an eyewitness report.

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 GRAMMAR FOR WRITING GRADE 12 FEATURE & LOCATION

Writing Strategies

The purpose of writing an eyewitness report is to give an account of actual events. Your audience is made up of people who want to know about the event you describe. Use the following strategies to help.

6. **Give sufficient details in the right order.** While your overall report will proceed chronologically, some of it may benefit if you arrange details spatially. Focus on what the scene looks like, sounds like, or even smells like. Use vivid verbs, nouns, and modifiers to describe these sensory details and all other details with precision. Include details that lend immediacy to your report. Ramos tells readers what he sees and hears from the time he arrives in Berlin to the actual fall of the wall.

DESCRIPTION

Strategy 4 suggests using chronological order when relating the sequence of 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.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20

Lesson 1.3 Revising, pp. 16–17

Example [Grade 12, p. 16]

5. **Word Choice** Keep an eye out for vague nouns, verbs, and modifiers that you can replace with more precise words. Look for clichés or overused words that you can replace with fresh ones to enliven your descriptions. Is your choice of vocabulary appropriate for your intended audience? Should you replace any difficult words with simpler ones? Do you need to define any technical terms you've used?

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

Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32

DESCRIPTION

Revising Strategies on page 16 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.

Lesson 2.4 Types of Paragraphs and Longer Writing emphasizes the importance of using detailed descriptions to create an impression or mood in the reader.

When writing a narrative paragraph, students are encouraged

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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Example [Grade 12, p.30]

Descriptive

- Use **sensory details** to appeal to the reader’s five senses (sight, hearing, smell, touch, and taste) and to create a main impression, or mood.

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

Lesson 2.5 Writing Essays, pp. 33–35

Example [Grade 12, p. 35]

Body

- **Word Choice** Eliminate wordiness. Ask yourself, “What am I trying to say?” and then write it as clearly as you can, using precise nouns and vivid verbs and modifiers.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57

Example [Grade 12, p.56]

Writing Strategies

4. **Sprinkle in sensory details.** A few details about sights, sounds, smells, tastes, and sensations of touch will help the reader imagine what you remember clearly. Use precise description to paint a vivid picture of settings, characters, and events as you move the plot along.

Chapter 4 Writing Workshops, pp. 52–118

Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62

Example [Grade 12, pp.60–61]

Writing Strategies

The purpose of writing an eyewitness report is to give an account of actual events. Your audience is made up of people who want to know about the event you describe. Use the following strategies to help.

4. **Give sufficient details in the right order.** ... Focus on what the scene looks like, sounds like, or even smells like. Use vivid verbs, nouns, and modifiers to describe these sensory details and all other details with precision. Include details that lend immediacy to your report. Ramos tells readers what he sees and hears from the

DESCRIPTION

to use specific details to help the reader envision characters, settings, and events.

In **Lesson 2.5 Writing Essays**, students are reminded to be specific and favor precise language over general terms.

The first paragraph of the sample essay in **Lesson 4.1 Narrative Writing: Autobiographical Incident** introduces the topic and narrative and provides details that establish tone.

The **Writing Strategies** on pages 55 and 56 direct students to use precise descriptions and sensory language to help the reader envision details of the story.

Lesson 4.2 Narrative Writing: Eyewitness Report opens with a writing model about the fall of the Berlin Wall. After discussing the writing model, students examine several strategies for writing an eyewitness report. Strategy 4 suggests describing details using sensory language.

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 12 FEATURE & LOCATION	DESCRIPTION
<p>time he arrives in Berlin to the actual fall of the wall.</p> <hr/> <p>Student Writing Narrative Essay: Working Pride, p. 140 Narrative Essay: My Piano Recital, p. 214 Narrative Essay: Thank You, p. 248</p> <p><i>Example [Grade 12, p. 214]</i></p> <p>Piano Recital</p> <p>That stepped onto the stage and walked slowly toward the piano. My footsteps echoed softly. The bright lights nearly blinded me, making it difficult to see the audience. When I reached the piano, I automatically slid onto the bench and into position. The sounds of whispering and people shuffling around gave way to complete silence. I stared at my trembling fingers, and, for a moment, my mind went blank. Finally, I took a deep breath and began to play Chopin’s <i>Nocturne in E-flat Major</i>. The rich tones of the piano rang out. One by one, each muscle in my body loosened and relaxed. I sat with ease on the bench, and my fingertips danced over the row of black and white keys as if they had a mind of their own. They glided over the keys while my mind drifted into the music.</p>	<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.11-12.3e** 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 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14</p> <p><i>Example [Grade 12, p. 14]</i></p> <p>Drafting Strategies</p> <p>4. Create an Ending Conclude your writing in your last paragraph by including one or more sentences that revisit your main idea. A successful conclusion is one that wraps up your writing logically and gracefully. It</p>	<p>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.</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 12 FEATURE & LOCATION	DESCRIPTION
<p>may contain a quote, a call to action, or a final thought on the subject.</p> <hr/> <p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.3 Revising, pp. 16–18 <i>Example [Grade 12, p. 16]</i></p> <p>Revising Strategies</p> <p>2. Organization and Coherence ...Do you have an effective concluding paragraph?</p> <hr/> <p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57 <i>Example [Grade 12, p. 56]</i></p> <p>Writing Strategies</p> <p>5. Reflect on your thoughts and feelings. This piece of advice relates to Strategy 5. Try to recall—or imagine—what you thought and felt at the time the incident took place—and what you feel and think about it now. Your thoughts and feelings will tell your readers the full significance of the incident. Follow Klinkenborg’s example, and include a reflection of what the incident means to you in your conclusion.</p> <hr/> <p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62 <i>Example [Grade 12, p. 55]</i></p> <p>Writing Strategies</p> <p>The purpose of writing an eyewitness report is to give an account of actual events. Your audience is made up of people who want to know about the event you describe. Use the following strategies to help.</p> <p>6. Determine closure. Let readers know where you are leaving them. Give them an idea of the significance of the event or of any long-term effects that may come from the event. Ramos lets readers know that the wall is down, the crowds are “out of control,” and the authorities are helpless.</p> <hr/> <p>Student Writing Narrative Essay: Working Pride, p. 140</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>The Writing Strategies on pages 55 and 56 include instructions to students on building a conclusion with a reflection on their thoughts and feelings about the incident.</p> <hr/> <p>Lesson 4.2 Narrative Writing: Eyewitness Report opens with a writing model about the fall of the Berlin Wall.</p> <p>After discussing the writing model, students examine several strategies for writing an eyewitness report. Strategy 7 suggests closing by giving the reader an idea of the significance of the event described in the report.</p> <hr/> <p>The sample student narrative essays model conclusions that feature a thoughtful resolution or reflection on the</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 12 FEATURE & LOCATION	DESCRIPTION
<p>Narrative Essay: My Piano Recital, p. 214 Narrative Essay: Thank You, p. 248</p> <p><i>Example [Grade 12, p. 248]</i></p> <p>Thank You</p> <p style="padding-left: 20px;">That night, soaking my sore feet, I looked around. I had gained a greater appreciation and a clearer view of life's important matters.</p>	<p>significance of their experience.</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 12 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. 16–18 Lesson 1.4 Editing and Proofreading, pp. 19–20</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. 24–26 Lesson 2.3 Organization and Coherence, pp. 27–29 Lesson 2.4 Types of Paragraphs and Longer Writing, pp. 30–32 Lesson 2.5 Writing Essays, pp. 33–35</p> <p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.1 Combining Sentences: Using Conjunctions, pp. 37–38 Lesson 3.2 Combining Sentences: Using Subordinate Clauses, pp. 39–40 Lesson 3.3 Combining Sentences: Inserting Phrases, pp. 41–42 Lesson 3.4 Varying Sentence Beginnings, Structures, and Lengths, pp. 43–44 Lesson 3.5 Eliminating Short, Choppy Sentences, pp. 45–46 Lesson 3.6 Eliminating Wordiness, pp. 47–48</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, 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>

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 52–118</p> <p>Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57</p> <p>Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62</p> <p>Lesson 4.3 Persuasive Writing, pp. 63–68</p> <p>Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75</p> <p>Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81</p> <p>Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86</p> <p>Lesson 4.7 Writing About Literature: Analyzing a Work, pp. 87–92</p> <p>Lesson 4.8 Expository Writing: Research Paper, pp. 93–108</p> <p>Lesson 4.9 Special Writing Task: Résumé and Cover Letter, pp. 109–114</p> <p>Lesson 4.10 Writing: a Timed Essay, pp. 115–118</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 12 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</p> <p>Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–12</p> <p>Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–14</p> <p>Lesson 1.3 Revising, pp. 16–18</p> <p>Lesson 1.4 Editing and Proofreading, pp. 19–20</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>
<p>Chapter 4 Writing Workshops, pp. 52–118</p> <p>Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57</p> <p>Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62</p> <p>Lesson 4.3 Persuasive Writing, pp. 63–68</p> <p>Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75</p> <p>Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81</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>

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86</p> <p>Lesson 4.7 Writing About Literature: Analyzing a Work, pp. 87–92</p> <p>Lesson 4.8 Expository Writing: Research Paper, pp. 93–108</p> <p>Lesson 4.9 Special Writing Task: Résumé and Cover Letter, pp. 109–114</p> <p>Lesson 4.10 Writing: a Timed Essay, pp. 115–118</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
<p>Planning: Exercise 1 Maintaining a Writer's Notebook, p. 12; Exercise 2 Thinking of Topic Ideas, p. 12; Exercise 3 Narrowing a Topic, p. 12; Exercise 4 Gathering Supporting Details, p. 12; Exercise 5 Making an Outline, p. 15; Exercise 1 Get Started, p. 56; Exercise 2 Plan Your Narrative, p. 56; Exercise 6 Get Started, p. 61; Exercise 7 Plan Your Eyewitness Report, p. 61; Exercise 11 Choose a Topic, p. 66; Exercise 12 State Your Claim, p. 67; Exercise 13 Support Your Claim, p. 67; Exercise 16 Choose Subjects, p. 73; Exercise 17 Gather Information, p. 74; Exercise 18 Organize Your Essay, p. 74; Exercise 22 Choose Your Topic, p. 80; Exercise 23 Gather Your Information, p. 80; Exercise 24 Organize Your Information, p. 80; Exercise 28 Choose Your Topic, p. 85; Exercise 29 Gather Your Information, p. 85; Exercise 33 Prewriting: Choose and Limit a Topic, p. 91; Exercise 34 Prewriting: Major Points and Supporting Details, p. 91; Exercise 36 Revise Your Essay, p. 92; Exercise 38 Prewriting: Consider and Limit a Topic, p. 105; Exercise 39 Prewriting: Gather Information, p. 105; Exercise 40 Prewriting: Getting to the Outline Stage, p. 106; Exercise 44 Prepare the Final Copy and Publish, p. 108; Exercise 45 Prewriting: State an Objective; Choose a Job, p. 113; Exercise 46 Prewriting: Gather Details for Your Resume, p. 113; Exercise 50 Read the Prompt Carefully, p. 117; Exercise 51 Prewrite: Focus, Gather, and Organize Ideas, p. 118; Exercise 52 Prewrite: Thesis Statement, or Claim, p. 118</p>	
<p>Drafting/Writing: Exercise 6 Drafting Part of a Paper, p. 15; Exercise 7 Outlining and Drafting Another Paper, p. 15; Exercise 4 Writing a Paragraph from Notes, p. 26; Exercise 6 Writing a Paragraph from Notes, p. 29; Exercise 7 Writing for Different Purposes, p. 32; Exercise 8 Drafting an Introduction, p. 35; Exercise 9 Drafting a Conclusion, p. 35; Exercise 3 Creating Compound Sentences, p. 38; Exercise 7 Writing Paragraphs, p. 42; Exercise 10 Writing a Paragraph, p. 44; Exercise 3 Draft the Autobiographical Narrative, p. 57; Exercise 8 Draft the Eyewitness Report, p.</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 12 FEATURE & LOCATION	DESCRIPTION
<p>62; Exercise 14 Draft Your Letter or Essay, p. 67; Exercise 19 Drafting Your Essay, p. 74; Exercise 25 Draft Your Essay, p. 81; Exercise 30 Draft Your Essay, p. 85; Exercise 35 Organize and Draft Your Essay, p. 91; Exercise 41 Write a First Draft with Documentation, p. 107; Exercise 47 Draft Your Resume and Cover Letter, p. 114; Exercise 53 Write Your Essay, p. 118; Exercise 4 Writing with Pronouns, p. 124; Write What You Think, p. 124; Write What You Think, p. 134; Exercise 4 Writing Complete Sentences, p. 144; Write What You Think, p. 146; Exercise 13 Writing a Description, p. 154; Exercise 4 Writing Sentences with Appositives, p. 164; Exercise 7 Writing with Participial Phrases, p. 166; Write What You Think, p. 166; Write What You Think, p. 174; Exercise 4 Writing Sentences with Adjective Clauses, p. 180; Exercise 6 Writing Sentences with Adverb Clauses, p. 182; Exercise 7 Writing Sentences with Noun Clauses, p. 183; Exercise 12 Parallel Structure, p. 188; Write What You Think, p. 188; Exercise 12 Writing Sentences with the Subjective, p. 208; Write What You Think, p. 212; Exercise 3 Writing Complete Sentences, p. 218; Exercise 6 Writing a Passage, p. 220; Write What You Think, p. 220; Exercise 8 Writing Complete Sentences, p. 222; Exercise 10 Writing Complete Sentences, p. 224; Exercise C Writing Complete Sentences, p. 228; Exercise D Writing a Summary, p. 228; Exercise 10 Writing an Opinion About a Name, p. 240; Exercise 3 Writing an Advertisement, p. 250; Exercise 5 Writing a Paragraph, p. 252; Write What You Think, p. 252; Write What You Think, p. 252; Exercise 10 Continuing a Story, p. 256; Write What You Think, p. 272; Exercise 7 Describing an Ancient Setting, p. 274; Exercise 10 Writing a Friendly E-mail, p. 276; Exercise C Writing Rules of Thumb, p. 282; Write What You Think, p. 286; Exercise 5 Writing Brief Reviews, p. 290; Exercise 9 Writing a Dialogue, p. 294; Exercise 2 Writing a Report, p. 306; Exercise 8 Writing a Paragraph, p. 312; Exercise 8 Writing New Words, p. 324; Exercise 10 Writing with Noun Plurals, p. 326</p>	
<p>Revising and Rewriting Exercise 8 Revising a Letter to a Government Official, p. 17; Exercise 9 Revising a Paper, p. 18; Exercise 10 Work with a Writing Partner, p. 18; Exercise 1 Revising a Paragraph, p. 23; Exercise 2 Improving Unity and Adding Details, p. 24; Exercise 3 Improving Unity and Adding Details, p. 25; Exercise 5 Revising a Paragraph for Organization and Coherence, p. 29; Exercise 10 Revising an Essay, p. 35; Exercise 2 Compound Sentences, p. 38; Exercise 8 Varying Sentence Beginnings, p. 43; Exercise 9 Revising a Report, p. 44;</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 12 FEATURE & LOCATION	DESCRIPTION
<p>Exercise 11 Combining Sentences, p. 45; Exercise 12 Revising a Paragraph, p. 46; Exercise 13 Revising Sentences, p. 48; Exercise 14 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 4 Revise Your Autobiographical Incident, p. 57; Exercise 9 Revise Your Eyewitness Report, p. 62; Exercise 15 Revise, Edit, and Publish, p. 68; Exercise 20 Revising, p. 75; Exercise 26 Revise, p. 81; Exercise 31 Revise, p. 86; Exercise 42 Revise Your Draft, p. 107; Exercise 48 Revise Your Resume and Cover Letter, p. 114; Exercise 54 Revise and Proofread Your Essay, p. 118; Exercise 2 Revising a Paragraph, p. 122; Exercise 6 Revising a Paragraph, p. 126; Exercise 8 Revising Sentences to Give More Information, p. 128; Exercise 11 Revising Sentences to Add Adjectives and Adverbs, p. 130; Exercise 12 Revising Sentences, p. 131; Revising and Editing Worksheet, p. 136; Revising and Editing Worksheet, p. 156; Exercise 2 Revising and Editing a Paragraph, p. 162; Exercise 170 Revising and Editing a Biography, p. 170; Revising and Editing Worksheet 1, p. 171; Revising and Editing Worksheet 2, p. 172; Exercise 8 Revising a Biology Report, p. 184; Revising and Editing Worksheet 1, p. 189; Revising and Editing Worksheet 2, p. 190; Exercise 2 Revising a Story Beginning, p. 198; Exercise 5 Revising and Editing a Paragraph, p. 202; Exercise 9 Revising a Paragraph, p. 206; Revising and Editing Worksheet 1, p. 209; Revising and Editing Worksheet 2, p. 210; Exercise C Revising and Editing a Paragraph, p. 212; Revising and Editing Worksheet 1, p. 225; Revising and Editing Worksheet 2, p. 226; Exercise 12 Create Your Own Exercise, p. 242; Revising and Editing Worksheet 1, p. 243; Revising and Editing Worksheet 2, p. 244; Exercise D Revising Sentences, p. 246; Revising and Editing Worksheet 1, p. 259; Revising and Editing Worksheet 2, p. 260; Exercise 5 Revising Sentences, p. 272</p>	
<p>Editing and Proofreading Exercise 11 Proofreading a Paragraph, p. 20; Exercise 4 Combining Sentences using Adjective Clauses, p. 40; Exercise 5 Combining Sentences using Adverb Clauses, p. 40; Exercise 6 Combining Sentences by Inserting Phrases, p. 42; Exercise 5 Proofread and Publish, p. 57; Exercise 10 Proofread and Publish, p. 62; Exercise 15 Revise, Edit, and Publish, p. 68; Exercise 21 Proofread and Publish, p. 75; Exercise 27 Proofread and Publish, p. 81; Exercise 32 Proofread and Publish, p. 86; Exercise 37 Proofread and Publish Your Essay, p. 92; Exercise 43 Proofread Your Paper, p. 108;</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 12 FEATURE & LOCATION	DESCRIPTION
<p>Exercise 49 Proofread and Publish, p. 114; Exercise 54 Revise and Proofread Your Essay, p. 118; Exercise 2 Editing Fragments, p. 142; Exercise 6 Correcting Sentence Fragments, p. 147; Exercise 7 Eliminating Fragments, p. 148; Exercise 8 Editing Run-on Sentences, p. 150; Exercise 9 Editing a Friendly E-mail, p. 150; Exercise C Editing Sentence Fragments and Run-on Sentences, p. 158; Exercise 2 Revising and Editing a Paragraph, p. 162; Exercise 5 Combining Sentences with Appositives, p. 164; Exercise 2 Editing Paragraphs, p. 178; Exercise 10 Expanding Sentences, p. 186; Exercise 11 Editing Sentences to Create Parallel Structure, p. 187; Revising and Editing Worksheet 1, p. 189; Revising and Editing Worksheet 2, p. 190; Exercise D Editing to Create Parallel Structure, p. 192; Exercise 5 Revising and Editing a Paragraph, p. 202; Exercise 11 Editing a Paragraph, p. 208; Revising and Editing Worksheet 1, p. 209; Revising and Editing Worksheet 2, p. 210; Exercise C Revising and Editing a Paragraph, p. 212; Exercise 2 Editing a Paragraph, p. 216; Exercise 4 Choosing the Correct Verb, p. 218; Revising and Editing Worksheet 1, p. 225; Revising and Editing Worksheet 2, p. 226; Exercise B Editing for Subject-Verb Agreement, p. 227; Exercise 4 Editing Sentences, p. 234; Exercise 6 Editing a Paragraph, p. 236; Exercise 8 Editing Sentences, p. 238; Exercise 11 Editing Sentences, p. 242; Revising and Editing Worksheet 1, p. 243; Revising and Editing Worksheet 2, p. 244; Exercise 1 Editing Sentences, p. 250; Exercise 2 Editing a Paragraph, p. 252; Exercise 6 Editing Sentences, p. 253; Exercise 7 Editing a Paragraph, p. 254; Exercise 8 Editing Headlines, p. 255; Exercise 9 Editing a Story Beginning, p. 256; Exercise 11 Editing Sentences, p. 257; Exercise 12 Editing an Anecdote, p. 258; Revising and Editing Worksheet 1, p. 259; Revising and Editing Worksheet 2, p. 260; Exercise B Editing Sentences, p. 261; Exercise C Editing Sentences, p. 262; Exercise D Creating Your Own Exercise, p. 262; Exercise 1 Punctuating Sentences, p. 268; Exercise 2 Punctuating a Paragraph, p. 268; Exercise 3 Adding Commas to Sentences, p. 269; Exercise 4 Checking a Paper for Punctuation, p. 270; Exercise 6 Adding Commas to Sentences, p. 274; Exercise 8 Adding Commas to Sentences, p. 275; Exercise 9 Editing a Friendly Letter, p. 276; Exercise 11 Editing a Paragraph, p. 278; Exercise 12 Creating and Checking an Exercise, p. 278; Editing and Proofreading Worksheet 1, p. 279; Editing and Proofreading Worksheet 2, p. 280; Exercise B Editing Paragraphs, p. 282; Exercise 1 Adding Colons to Sentences, p. 286; Exercise 2 Using Semicolons and</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 12 FEATURE & LOCATION	DESCRIPTION
<p>Colons, p. 287; Exercise 3 Combining Sentences into Compound Sentences, p. 288; Exercise 4 Underlining (Adding Italics), p. 289; Exercise 6 Punctuating Sentences, p. 292; Exercise 7 Write Your Own Exercise, p. 292; Exercise 8 Punctuating Dialogue, p. 293; Exercise 11 Correcting Apostrophes, p. 296; Exercise 12 Punctuating Sentences, p. 298; Exercise 13 Using Ellipsis Points, p. 298; Editing and Proofreading Worksheet 1, p. 299; Editing and Proofreading Worksheet 2, p. 300; Exercise A Using Colons and Semicolons, p. 301; Exercise B Using Italics and Quotation Marks, p. 301; Exercise C Adding Punctuation to Dialogue, p. 302; Exercise D Using Other Punctuation Marks, p. 302; Exercise 1 Proofreading Sentences, p. 306; Exercise 3 Proofreading Sentences, p. 308; Exercise 4 Proofreading a Letter, p. 308; Exercise 5 Proofreading Sentences, p. 310; Exercise 6 Create Your Own Exercise, p. 310; Exercise 7 Proofreading Sentences, p. 312; Editing and Proofreading Worksheet 1, p. 313; Editing and Proofreading Worksheet 2, p. 314; Exercise A Proofreading Sentences, p. 315; Exercise B Proofreading Paragraphs, p. 316; Exercise 1 Using a Dictionary to Check Spelling, p. 319; Exercise 2 Using a Dictionary, p. 320; Exercise 3 Create Your Own Exercise, p. 320; Editing and Proofreading Worksheet 1, p. 327; Editing and Proofreading Worksheet 2, p. 328; Exercise D Proofreading Paragraphs, p. 330; Exercise A Punctuation Marks, p. 331; Exercise B Capitalization, p. 331; Exercise C Spelling, p. 332; Exercise D Proofreading a Passage, p. 332</p>	

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.4 Editing and Proofreading, pp. 19–20 <i>Example [Grade 12, p. 18]</i> Editing Questions 1. Spelling Are all words spelled correctly? Use a college dictionary or the spell-checker on your computer to make necessary corrections. Watch out for words that you've spelled correctly but that don't fit the sentence</p>	<p>The Editing Questions on page 18 suggest using a spell-checker on a computer when proofreading a paper. Students are also encouraged to use a computer and Internet for sharing their work with a wide audience. Publishing Suggestions on page 20 include several digital options, such as e-mail, e-book, website, blog, podcast, and video recording.</p>

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 12 FEATURE & LOCATION	DESCRIPTION
<p>(<i>their</i> instead of <i>there</i> or <i>they're</i>, for example). Your spell-checker won't catch these homonyms.</p> <p>➔ Publishing means sharing what you've written. For example, ask friends and family to read your work, or deliver it to them in a multimedia presentation. You can also use a computer and the Internet to share your work with a wider audience. For more ideas on how to publish your writing, see the following page.</p>	
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62</p>	<p>Exercise 10 suggests students share their report by submitting it on a website or blog related to the incident.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81</p>	<p>Exercise 27 Publish Your Review on page 81 suggests students post their paper on a website related to their topic.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.7 Writing About Literature: Analyzing a Work, pp. 87–92</p>	<p>In Exercise 37 Proofread and Publish Your Essay, students are asked to consider sharing their work with others using the Internet.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.8 Expository Writing: Research Paper, pp. 93–108 <i>Example [Grade 12, p. 102]</i></p> <p>5. Find Internet sources. A contemporary researcher needs to be comfortable using computers and the Internet for current information. If necessary, ask a librarian to help you conduct an online search on your topic. You will need to work with various search engines, and you will need to word your searches carefully. You will have an opportunity to follow online links to related topics. As you proceed, you will have to consider whether to modify your research topic in light of productive Web sites that you find unexpectedly.</p>	<p>In Lesson 4.8 Expository Writing: Research Paper, students are encouraged to conduct research over the Internet. When limiting their topic, they check to make sure they can find at least four or five useful sources in the library or from credible websites on the Internet.</p> <p>For Exercise 39, students conduct research using primary and secondary sources. They consider using reference books, periodicals, the Internet, and other media. They also evaluate sources.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.9 Special Writing Task: Résumé and Cover Letter, pp. 109–114 <i>Example [Grade 12, p. 109]</i></p> <p>Today, most businesses prefer to receive résumés and cover letters electronically via e-mail or their company Web site. In those cases, follow any guidelines the company may set out for online submissions. Otherwise, the style and format of your résumé and cover letter should match the models presented in this lesson.</p>	<p>In Lesson 4.9 Special Writing Task: Résumé and Cover Letter, students learn to be flexible and use the format set up by companies for electronic submission of employment applications.</p>
<p>Chapter 11 Using Pronouns, pp. 229–246 Lesson 11.3 Who or Whom?, pp. 235–236</p>	<p>The Writing Hint on page 235 directs students to a grammar website for more information on the use of <i>who</i> or <i>whom</i>.</p>

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 12 FEATURE & LOCATION	DESCRIPTION
Chapter 16 Spelling , pp. 317–333 Lesson 16.1 Using a Dictionary , pp. 319–320	Lesson 16.1 Using a Dictionary encourages the use of a spell-checker when working on a computer.

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 12 FEATURE & LOCATION	DESCRIPTION
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.4 Expository Writing: Compare and Contrast Essay , pp. 69–75 <i>Example [Grade 12, p. 71]</i> Writing Strategies 2. Conduct research and integrate information. After you have chosen your subjects, conduct research to find multiple sources of information from print and multimedia sources that helps you answer the question, How are these two subjects alike and different? For example, you might research newspaper reports, audio or video recordings, photographs, and statistics and other data. As you research, evaluate the relevance of the information, and integrate information from your sources to identify features of your subjects to compare and contrast.	Writing Strategies on page 71 includes suggestions for students on conducting research to be able to questions about their topic.
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.5 Expository Writing: Cause-Effect Essay , pp. 76–81 <i>Example [Grade 12, p. 80]</i> Exercise 23 Gather Information To investigate cause-effect relationships, you can do research in printed or digital reference sources, locate newspaper and magazine articles, interview participants in an event, and open your eyes and ears to make original observations. You are looking for evidence (facts, statistics, examples, and so on) to support your claims about causes and effects. Take careful notes from your sources, making sure to indicate where each idea comes from.	Exercise 23 in Lesson 4.5 directs students to conduct research using printed or digital reference sources. These sources include newspapers and magazines articles. Students may conduct live interviews or use their own eyewitness accounts.
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.6 Expository Writing: Problem-Solving Essay , pp. 82–86	Exercise 29 in Lesson 4.6 helps students know what to look for when conducting research. They learn to collect information in the form of facts, statistics, examples, experts'

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 12 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 12, p. 85]</i></p> <p>Exercise 29 Gather Information</p> <p>After you identify your problem, generate notes about the extent of the problem. List facts, statistics, and examples. Then start considering solutions for part or all of the problem. List the most relevant information for each solution—facts, statistics, examples, experts’ opinions and quotations, and anecdotes. Which solutions pose their own problems? Note which solution you prefer and which ones you will emphasize in your essay.</p>	<p>opinions and quotations, and anecdotes.</p>
<p>Chapter 4 Writing Workshops, pp. 52–118</p> <p>Lesson 4.8 Expository Writing: Research Paper, pp. 93–108</p> <p><i>Example [Grade 12, pp. 101–102]</i></p> <p>4. Find multiple credible sources. Chances are that you will need to consult both primary and secondary sources. A primary source is an original text or document, such as a literary work, a diary, a letter, a speech, an interview, or a historical document. A secondary source presents a writer’s comments on a primary source. Reference books, biographies, literary criticism, and history and science textbooks are examples of secondary sources.</p> <p>In many libraries, electronic databases have replaced card catalogs, the <i>Readers’ Guide to Periodical Literature</i>, and newspaper indexes. InfoTrac’s General Reference Center, available in many libraries, and other electronic indexes give you access not only to the titles of relevant magazine articles but also to the texts of the articles.</p> <p>5. Find Internet sources. A contemporary researcher needs to be comfortable using computers and the Internet for current information. If necessary, ask a librarian to help you conduct an online search on your topic. You will need to work with various search engines, and you will need to word your searches carefully. You will have an opportunity to follow online links to related topics. As you proceed, you will have to consider whether to modify your research topic in light of productive Web sites that you find unexpectedly.</p>	<p>In Lesson 4.8 Expository Writing: Research Paper, students learn that writing a research paper is an opportunity to become an expert on a topic. They consider five kinds of research papers: summarizing/synthesizing paper, evaluation paper, original research paper, I-search paper, and combination paper.</p> <p>Writing Strategies provide suggestions for planning, researching, and writing the paper.</p> <p>For Exercise 39, students conduct research using primary and secondary sources. They also evaluate sources.</p>
<p>Student Writing</p> <p>Research Paper: Woodrow Wilson’s “Peace Without Victory” Address, January 22, 1917, p. 304</p>	<p>The sample student writing on page 304 models part of the most challenging part of a research report—an effective introduction that introduces the problem then states the writer’s claim.</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 GRAMMAR FOR WRITING GRADE 12 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81

Example [Grade 12, p. 80]

Exercise 23 Gather Information

To investigate cause-effect relationships, you can do research in printed or digital reference sources, locate newspaper and magazine articles, interview participants in an event, and open your eyes and ears to make original observations. You are looking for evidence (facts, statistics, examples, and so on) to support your claims about causes and effects. Take careful notes from your sources, making sure to indicate where each idea comes from.

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86

Example [Grade 12, p. 85]

Exercise 29 Gather Information

After you identify your problem, generate notes about the extent of the problem. List facts, statistics, and examples. Then start considering solutions for part or all of the problem. List the most relevant information for each solution—facts, statistics, examples, experts’ opinions and quotations, and anecdotes. Which solutions pose their own problems? Note which solution you prefer and which ones you will emphasize in your essay.

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.8 Expository Writing: Research Paper, pp. 93–108

Example [Grade 12, pp. 101–102]

- 6. Find multiple credible sources.** Chances are that you will need to consult both primary and secondary sources. A primary source is an original text or document, such as a literary work, a diary, a letter, a speech, an interview, or a historical document. A secondary source presents a writer’s comments on a primary source. Reference books, biographies, literary criticism, and history and science textbooks are examples of secondary sources. In many libraries, electronic databases have replaced card catalogs, the Readers’ Guide to Periodical Literature, and newspaper indexes. InfoTrac’s General Reference Center, available in many libraries, and other electronic indexes give you access not only to the titles of relevant magazine articles

DESCRIPTION

Exercise 23 in **Lesson 4.5** directs students to conduct research using printed or digital reference sources. These sources include newspapers and magazines articles. Students may conduct live interviews or use their own eyewitness accounts.

Exercise 29 in **Lesson 4.6** directs students to conduct research to gather information in the form of facts, statistics, examples, experts’ opinions and quotations, and anecdotes.

In **Lesson 4.8 Expository Writing: Research Paper**, students learn that writing a research paper is an opportunity to become an expert on a topic. They consider five kinds of research papers: summarizing/synthesizing paper, evaluation paper, original research paper, I-search paper, and combination paper.

Writing Strategies provide suggestions for planning, researching, and writing the paper. In addition, they are warned against plagiarism.

For **Exercise 39**, students conduct research using primary and secondary sources. They also evaluate sources.

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 12 FEATURE & LOCATION	DESCRIPTION
but also to the texts of the articles.	
7. Find Internet sources. A contemporary researcher needs to be comfortable using computers and the Internet for current information. If necessary, ask a librarian to help you conduct an online search on your topic. You will need to work with various search engines, and you will need to word your searches carefully. You will have an opportunity to follow online links to related topics. As you proceed, you will have to consider whether to modify your research topic in light of productive Web sites that you find unexpectedly.	
12. Don't plagiarize. Plagiarism, using someone else's words or ideas without acknowledgment, is a serious offense. High-ranking officials have lost their jobs because of plagiarism, and writers have lost their reputations and have been sued. Be especially careful when paraphrasing your sources. If you think your paraphrase may be too close to the original, revise what you wrote or quote the original text. Teachers and other readers often can detect plagiarism, which undermines a writer's credibility.	

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 12 FEATURE & LOCATION	DESCRIPTION
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.7 Writing About Literature: Analyzing a Work , pp. 87–92 <i>Example [Grade 12, p. 63]</i> Writing Strategies You will be asked to write many book reports in your academic career. The purpose of this type of writing is to examine a work carefully and to explain your interpretation of it. Your audience will usually be a teacher or peer who is familiar with the subject	For the Analyzing a Work workshop, students consider three common types of essays when writing about literature—personal response, evaluation based on objective criteria (such as believability of characters or plot), and a literary analysis in which the student comments about the work as a whole. Students read the writing model, “On Hardy’s <i>The Mayor of Casterbridge</i> .” In the Critical Thinking activities that follow, students summarize the model essay, consider their response to the main idea, and discuss the writer’s respect

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.11-12.9a** Apply *grades 11–12 Reading standards* 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 12 FEATURE & LOCATION	DESCRIPTION
<p>of your essay. Use the following suggestions.</p> <ol style="list-style-type: none">1. Present a thesis statement, or claim. Somewhere in your introductory paragraph, make clear what your essay is going to do—what piece of literature you are going to analyze, from what perspective, and to what end (that is, what are you going to prove?).2. Determine how much plot summary to give. Potter does not assume that his readers know the story well. When you suspect that your intended reader is not familiar with the work you are analyzing, devote a few sentences or a paragraph in a summary. If the work you are analyzing is very well known, you can forgo most of the plot summary.3. Proceed by balancing general statements (your main points) with specifics in support of them.<ul style="list-style-type: none">• Quote from the text where appropriate.• Refer to details (incidents and characters) in the text without quoting.• Make comparisons: A comparison or contrast with another work or other characters may clarify a point you are making.• Quote or summarize what an expert has written, making sure to give full credit to the expert.4. Use present tense. When you refer to characters or events in the work, cast their actions in the present tense.5. Keep your tone consistent. Adopt and maintain a formal and serious tone. Generally, contractions, sentence fragments, and slang do not belong in literary analysis. You can, however, use images of your own; notice, for example, Potter’s comment about the book, “I envy anyone who is reading <i>The Mayor of Casterbridge</i> for the first time.”	<p>for the author.</p> <p>Writing Strategies on pages 89 and 90 offer step-by-step instructions for writing about a work of literature.</p> <p>The Questions for Literary Analysis cover characters, plot, setting, point of view, theme, and imagery. Additional Questions for Poetry cover speaker and sound, while Additional Questions for Plays cover structure and stage directions.</p> <p>Exercises at the end of the lesson cover choosing a piece of literature, developing a topic, providing supporting details, organizing and drafting the essay, revising, and proofreading 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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 4 Writing Workshops, pp. 52–118 Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75 <i>Example [Grade 12, pp. 71–73]</i></p> <p>Writing Strategies</p> <p>The purpose of writing a compare and contrast essay is to inform your readers about a subject or to explain a subject. It is critical, therefore, that you plan your essay carefully and that you organize your thoughts clearly. Use the following suggestions.</p> <ol style="list-style-type: none"> 1. Choose your subjects. Pick two subjects (for example, two people, two places, two events, two objects, two points of view) that you know something about—and that you want to explore further. 2. Conduct research and integrate information. After you have chosen your subjects, conduct research to find multiple sources of information from print and multimedia sources that helps you answer the question, How are these two subjects alike and different? For example, you might research newspaper reports, audio or video recordings, photographs, and statistics and other data. As you research, evaluate the relevance of the information, and integrate information from your sources to identify features of your subjects to compare and contrast. <ul style="list-style-type: none"> ● Try a Venn diagram or a chart.... ● Organize... ● Use clear transitions... 	<p>Lesson 4.4 Expository Writing: Compare and Contrast Essay uses an excerpt from a biography, <i>Lincoln</i>, as a writing model. In the excerpt, the writer focuses on contrasts in appearance and presentation between Abraham Lincoln and Stephen A. Douglas during their 1858 campaign debates.</p> <p>The Writing Strategies provide a step-by-step guide to writing a compare and contrast essay. Detailed instruction is given on two charts, “Block Method: One subject at a time” and “Point-by-Point Method: One feature at a time.”</p>

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–20 Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–12</p>	<p>Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving</p>

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 12 FEATURE & LOCATION

Lesson 1.2 Organizing the Ideas and Drafting, pp. 13–15
Lesson 1.3 Revising, pp. 16–17
Lesson 1.4 Editing and Proofreading, pp. 19–20

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.1 Narrative Writing: Autobiographical Incident, pp. 53–57
Lesson 4.2 Narrative Writing: Eyewitness Report, pp. 58–62
Lesson 4.3 Persuasive Writing, pp. 63–68
Lesson 4.4 Expository Writing: Compare and Contrast Essay, pp. 69–75
Lesson 4.5 Expository Writing: Cause-Effect Essay, pp. 76–81
Lesson 4.6 Expository Writing: Problem-Solving Essay, pp. 82–86
Lesson 4.7 Writing About Literature: Analyzing a Work, pp. 87–92
Lesson 4.8 Expository Writing: Research Paper, pp. 93–108
Lesson 4.9 Special Writing Task: Résumé and Cover Letter, pp. 109–114
Lesson 4.10 Writing: a Timed Essay, pp. 115–118

Drafting/Writing: Exercise 6 Drafting Part of a Paper, p. 15; Exercise 7 Outlining and Drafting Another Paper, p. 15; Exercise 4 Writing a Paragraph from Notes, p. 26; Exercise 6 Writing a Paragraph from Notes, p. 29; Exercise 7 Writing for Different Purposes, p. 32; Exercise 8 Drafting an Introduction, p. 35; Exercise 9 Drafting a Conclusion, p. 35; Exercise 3 Creating Compound Sentences, p. 38; Exercise 7 Writing Paragraphs, p. 42; Exercise 10 Writing a Paragraph, p. 44; Exercise 3 Draft the Autobiographical Narrative, p. 57; Exercise 8 Draft the Eyewitness Report, p. 62; Exercise 14 Draft Your Letter or Essay, p. 67; Exercise 19 Drafting Your Essay, p. 74; Exercise 25 Draft Your Essay, p. 81; Exercise 30 Draft Your Essay, p. 85; Exercise 35 Organize and Draft Your Essay, p. 91; Exercise 41 Write a First Draft with Documentation, p. 107; Exercise 47 Draft Your Resume and Cover Letter, p. 114; Exercise 53 Write Your Essay, p. 118; Exercise 4 Writing with Pronouns, p. 124; Write What You Think, p. 124; Write What You Think, p. 134; Exercise 4 Writing Complete Sentences, p. 144; Write What You Think, p. 146; Exercise 13 Writing a Description, p. 154; Exercise 4 Writing Sentences with Appositives, p. 164; Exercise 7 Writing with Participial Phrases, p. 166; Write What You Think, p. 166; Write What You Think, p. 174; Exercise 4 Writing Sentences with Adjective Clauses, p. 180; Exercise 6 Writing Sentences with Adverb Clauses, p. 182; Exercise 7 Writing Sentences with Noun Clauses, p. 183; Exercise 12 Parallel Structure, p. 188; Write What You Think, p. 188; Exercise 12 Writing

DESCRIPTION

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Sentences with the Subjective, p. 208; Write What You Think, p. 212; Exercise 3 Writing Complete Sentences, p. 218; Exercise 6 Writing a Passage, p. 220; Write What You Think, p. 220; Exercise 8 Writing Complete Sentences, p. 222; Exercise 10 Writing Complete Sentences, p. 224; Exercise C Writing Complete Sentences, p. 228; Exercise D Writing a Summary, p. 228; Exercise 10 Writing an Opinion About a Name, p. 240; Exercise 3 Writing an Advertisement, p. 250; Exercise 5 Writing a Paragraph, p. 252; Write What You Think, p. 252; Write What You Think, p. 252; Exercise 10 Continuing a Story, p. 256; Write What You Think, p. 272; Exercise 7 Describing an Ancient Setting, p. 274; Exercise 10 Writing a Friendly E-mail, p. 276; Exercise C Writing Rules of Thumb, p. 282; Write What You Think, p. 286; Exercise 5 Writing Brief Reviews, p. 290; Exercise 9 Writing a Dialogue, p. 294; Exercise 2 Writing a Report, p. 306; Exercise 8 Writing a Paragraph, p. 312; Exercise 8 Writing New Words, p. 324; Exercise 10 Writing with Noun Plurals, p. 326</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 12 FEATURE & LOCATION	DESCRIPTION
<p> Working Together Exercise 7 Outlining and Drafting Another Paper, p. 15; Exercise 10 Work with a Writing Partner, p. 18; Exercise 3 Improving Unity and Adding Details, p. 25; Exercise 2 Compound Sentences, p. 38; Exercise 3 Creating Compound Sentences, p. 38; Exercise 5 Combining Sentences using Adverb Clauses, p. 40; Exercise 7 Writing Paragraphs, p. 42; Exercise 12 Revising a Paragraph, p. 46; Exercise 4 Revise Your Autobiographical Incident, p. 57; Exercise 9 Revise Your Eyewitness Report, p. 62; Exercise 12 State Your Claim, p. 67; Exercise 15 Revise, Edit, and Publish, p. 68; Exercise 20 Revising, p. 75; Exercise 21 Proofread and Publish, p. 75; Exercise 26 Revise, p. 81; Exercise 27 Proofread and Publish, p. 81; Exercise 31 Revise, p. 86; Exercise 32 Proofread and Publish, p. 86; Exercise 37 Proofread and Publish Your Essay, p. 92; Exercise 42 Revise Your Draft, p. 107; Exercise 43 Proofread Your Paper, p. 108; Exercise 48 Revise Your Resume and Cover Letter, p. 114; Exercise 2</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>

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 12 FEATURE & LOCATION	DESCRIPTION
Revising a Paragraph, p. 122; Exercise 6 Revising a Paragraph, p. 126; Exercise 11 Revising Sentences to Add Adjectives and Adverbs, p. 130; Exercise 4 Writing Complete Sentences, p. 144; Exercise 2 Editing Paragraphs, p. 178; Exercise 6 Writing Sentences with Adverb Clauses, p. 182; Exercise 8 Revising a Biology Report, p. 184; Exercise 10 Expanding Sentences, p. 186; Exercise 12 Parallel Structure, p. 188; Exercise 2 Revising a Story Beginning, p. 198; Exercise 4 Choosing the Correct Verb, p. 218; Exercise 6 Writing a Passage, p. 220; Exercise 8 Writing Complete Sentences, p. 222; Exercise 10 Writing an Opinion About a Name, p. 240; Exercise 12 Create Your Own Exercise, p. 242; Exercise 9 Editing a Story Beginning, p. 256; Exercise 10 Continuing a Story, p. 256; Exercise 12 Editing an Anecdote, p. 258; Exercise 7 Describing an Ancient Setting, p. 274; Exercise 12 Creating and Checking an Exercise, p. 278; Exercise 5 Writing Brief Reviews, p. 290; Exercise 7 Write Your Own Exercise, p. 292; Exercise 9 Writing a Dialogue, p. 294; Exercise 2 Writing a Report, p. 306; Exercise 4 Proofreading a Letter, p. 308; Exercise 6 Create Your Own Exercise, p. 310; Exercise 8 Writing a Paragraph, p. 312; Exercise 3 Create Your Own Exercise, p. 320; Exercise 8 Writing New Words, p. 324; Exercise 10 Writing with Noun Plurals, p. 326	

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 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 10 Subject-Verb Agreement, pp. 213–228 Lesson 10.4 Agreement with Collective Nouns and Inverted Subjects, pp. 221–222</p> <p><i>Example [Grade 12, p. 221]</i></p> <p>Grammar conventions, or practices, regarding some collective nouns, such as the ones featured in the box on the right, can change depending on common usage.</p>	<p>At the end of Lesson 10.4 Agreement with Collective Nouns and Inverted Subjects, students are informed that conventions regarding some collective nouns, are subject to change.</p> <p>The Writing Hint on page 221 describes how two plural words, <i>data</i> and <i>media</i>, are commonly used as if they were singular.</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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 11 Using Pronouns, pp. 229–246
Lesson 11.1 Using Subject Pronouns, pp. 231–232

Chapter 11 Using Pronouns, pp. 229–246
Lesson 11.3 Who or Whom?, pp. 235–236

Example [Grade 12, p. 235]

Let your ear help you decide between *who* and *whom*. Consider replacing the pronoun in a question with *he* or *him*. If *he* sounds right in the sentence, use the subject pronoun *who*. If *him* sounds right, choose the object pronoun *whom*.

Chapter 12 Using Modifiers, pp. 247–264
Lesson 12.3 Double Negatives and Absolute Adjectives, pp. 253–254

Example [Grade 12, p. 253]

Editing Tip

When it is essential to your meaning, two *not*'s in a row are acceptable in standard English; likewise, *not* followed by a negative prefix is sometimes permitted.

I won't not give in, but I need time to think about the matter.

He's not unattractive.

Chapter 12 Using Modifiers, pp. 247–264
Lesson 12.5 Dangling Modifiers, pp. 257–258

Example [Grade 12, p. 257]

Writing Hint

Some dangling modifiers turn up so frequently that they are widely considered acceptable in most contexts. Examples include generally speaking, strictly speaking, to tell the truth, to be perfectly honest, and considering the alternative.

To tell the truth, that car doesn't measure up.

Generally speaking, the prices go up each year.

DESCRIPTION

The **Step by Step** advice box on page 231 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.

Lesson 11.3 Who or Whom? deals with an often troublesome usage question. Students are advised to say aloud the phrases in question and go with the one that sounds right.

The **Editing Tip** on page 253 provides examples of exceptions to conventions as a means of emphasizing a point.

The **Writing Hint** on page 257 explains that while some common expressions are illogical, they are so widely used that they have become considered acceptable in everyday speech and most writing contexts.

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 12 FEATURE & LOCATION

Chapter 11 Using Pronouns, pp. 229–246
Lesson 11.3 Who or Whom?, pp. 235–236

DESCRIPTION

Lesson 11.3 Who or Whom? deals with an often troublesome usage question.

The **Writing Hint** on page 235 directs students to consult a reference guide or grammar website to answer questions regarding complex or contested 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 12 FEATURE & LOCATION

Chapter 5 Parts of Speech, pp. 119–138
Lesson 5.1 Nouns, pp. 121–122

Example [Grade 12, p. 121]

- ➔ **Compound nouns** consist of two or more words—sometimes hyphenated, sometimes written as one word, and sometimes written as two words. Check a dictionary whenever necessary.

DESCRIPTION

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

Chapter 14 Punctuation: All Other Marks, pp. 283–302
Lesson 14.7 Hyphens, Dashes, Parentheses, Brackets, and Ellipsis Points, pp. 297–298

Example [Grade 12, p. 297]

- ➔ Use a **hyphen (-)** in some compound nouns, in compound adjectives before a noun, and in fractions and numbers from twenty-one to ninety-nine.

president-elect ice-cold soda
two-ton truck two-thirds

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

Chapter 16 Spelling, pp. 317–333
Lesson 16.2 Spelling Rules, pp. 321–322

Example [Grade 12, p. 321]

Remember to use a hyphen when spelling out numbers from twenty-one to ninety-nine.

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.11-12.2b** Spell correctly.

SADLIER <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION						
<p>Chapter 12 Using Modifiers, pp. 247–264 Lesson 12.1 Forming the Degrees of Comparison, pp. 251–252 <i>Example [Grade 12, p. 251]</i></p> <p>➔ One- and two-syllable modifiers Add <i>-er</i> and <i>-est</i> to most one- and two-syllable modifiers. A dictionary will alert you to spelling changes.</p>	<p>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.</p>						
<p>Chapter 16 Spelling, pp. 317–333 Lesson 16.1 Using a Dictionary, pp. 319–320 <i>Example [Grade 12, p. 319]</i></p> <p>➔ If you're in doubt about how to spell a word, use a dictionary.</p>	<p>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).</p>						
<p>Chapter 16 Spelling, pp. 317–333 Lesson 16.2 Spelling Rules, pp. 321–322 <i>Example [Grade 12, p. 321]</i></p> <p>➔ Write <i>ei</i> when these letters are not pronounced with a long /e/ sound, especially when the sound is a long /a/ as in <i>neighbor</i> and <i>weigh</i>.</p>	<p>In Lesson 16.2 Spelling Rules, young writers study three basic spelling rules and examples, plus their exceptions. These rules cover <i>i</i> before <i>e</i>, write <i>ei</i> when these letters are not pronounced with a long <i>e</i>, and words with the sound <i>seed</i>.</p>						
<p>Chapter 16 Spelling, pp. 317–333 Lesson 16.3 Prefixes and Suffixes, pp. 323–324 <i>Example [Grade 12, p. 323]</i></p> <p>➔ Adding a prefix does not change the spelling of the original word.</p> <p style="padding-left: 20px;">deformed illegal misspell unnecessary</p>	<p>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.</p> <p>In Exercise 7, students practice adding a prefix or suffix to several words then spell the resulting new word.</p> <p>In Exercise 8, students work with a partner to write as many words as they can that contain one of the given prefixes or suffixes.</p>						
<p>Chapter 16 Spelling, pp. 317–333 Lesson 16.4 Noun Plurals, pp. 325–326 <i>Example [Grade 12, p. 325]</i></p> <p>For any nouns, start with the singular form, and follow the directions below to form the plural.</p>	<p>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 <i>children</i>, <i>mice</i>, <i>geese</i>, and <i>deer</i>.</p>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">KINDS OF NOUNS</th> <th style="background-color: #e0e0e0;">WHAT TO DO</th> <th style="background-color: #e0e0e0;">EXAMPLES</th> </tr> </thead> <tbody> <tr> <td>Most nouns ending in <i>-o</i> preceded by a consonant</td> <td>Add <i>-es</i></td> <td>vetoes, heroes, potatoes, tornadoes</td> </tr> </tbody> </table>		KINDS OF NOUNS	WHAT TO DO	EXAMPLES	Most nouns ending in <i>-o</i> preceded by a consonant	Add <i>-es</i>	veto es , hero es , potato es , tornado es
KINDS OF NOUNS	WHAT TO DO	EXAMPLES					
Most nouns ending in <i>-o</i> preceded by a consonant	Add <i>-es</i>	veto es , hero es , potato es , tornado es					

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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 16 Spelling, pp. 317–333 Chapter Review, pp. 329–330</p>	<p>In Exercise C Choosing the Correct Spelling, students practice identifying the correct spelling.</p> <p>In Exercise D Proofreading Paragraphs, they proofread two paragraphs, correcting all spelling errors.</p>
<p>Chapter 16 Spelling, pp. pp. 317–333 Cumulative Review, Chapters 13-16, pp. 331–333</p>	<p>For Exercise C Spelling, students rewrite each sentence, correcting the misspelled words.</p>
<p>Commonly Confused Words, pp. 369–372</p> <p><i>Example [Grade 12, p. 371]</i></p> <p>➡ irregardless, regardless Always use <i>regardless</i>; <i>irregardless</i> isn't a word.</p> <p>Will the manager be fired, regardless of his track record?</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 12 FEATURE & LOCATION	DESCRIPTION				
<p>Chapter 3 Writing Effective Sentences, pp. 36–51 Lesson 3.2 Combining Sentences: Using Subordinate Clauses, pp. 39–40</p> <p><i>Example [Grade 12, p. 39]</i></p> <p>➡ You can combine two related sentences by turning one sentence into an adjective clause.</p> <p>Change one sentence into an adjective clause that begins with <i>who</i>, <i>which</i>, <i>that</i>, or another word from the list of relative pronouns on page 179. Then place the adjective clause after a noun or pronoun in the remaining sentence. Remember to use commas to set off nonessential adjective clauses.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ORIGINAL</td> <td>Ana broke the school long-jump record. Ana is Eddie's cousin.</td> </tr> <tr> <td>COMBINED</td> <td>Ana, who is Eddie's cousin, broke the school long-jump record.</td> </tr> </table>	ORIGINAL	Ana broke the school long-jump record. Ana is Eddie's cousin.	COMBINED	Ana, who is Eddie's cousin, broke the school long-jump record.	<p>Lesson 3.2 Combining Sentences: Using Subordinate Clauses shows students how to vary syntax by combining sentences using two kinds of subordinate clauses—an adjective clause and an adverb clause.</p> <p>In Exercise 4, students work with a partner to combine several pairs of sentences into a single sentence using an adjective clause. In Exercise 5, they combine each pair of sentences into a single sentence using an adverb clause.</p>
ORIGINAL	Ana broke the school long-jump record. Ana is Eddie's cousin.				
COMBINED	Ana, who is Eddie's cousin, broke the school long-jump record.				

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 *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 3 Writing Effective Sentences, pp. 36–51
Lesson 3.3 Combining Sentences: Inserting Phrases, pp. 41–42

Example [Grade 12, p. 41]

- ➔ Combine related sentences by inserting a phrase from one sentence into another sentence.

Chapter 3 Writing Effective Sentences, pp. 36–51
Lesson 3.4 Varying Sentence Beginnings, Structures, and Lengths, pp. 43–44

Example [Grade 12, p. 43]

- ➔ When you write a paragraph or longer paper, vary the sentence structures and the lengths of sentences.

Varying the sentences helps keep readers engaged in your writing. Use phrases and clauses in some sentences but not all, and provide a mix of long and short sentences.

Chapter 3 Writing Effective Sentences, pp. 36–51
Lesson 3.5 Eliminating Short, Choppy Sentences, pp. 45–46

Example [Grade 12, p. 45]

Short sentences can be powerful when used occasionally, but when strung together, they can make your writing sound choppy. Add rhythm and variety to your writing by varying your sentence lengths. One way to do so is to combine short sentences.

ORIGINAL The sailboats were in the lagoon. These boats were small. They rocked. The rocking was dangerous. The water was rough. It was rising, too.

You can combine these six sentences by inserting key words from several of them into a base sentence.

COMBINED The small sailboats rocked dangerously in the rough, rising waters of the lagoon.

Chapter 13 Punctuation: End Marks and Commas, pp. 265–282

Lesson 13.6 Correcting Run-on Sentences and Sentence Fragments, pp. 277–278

Example [Grade 12, p. 277]

DESCRIPTION

Students learn a different way to combine sentences in **Lesson 3.3**—they see how to take a phrase from one sentence and insert it in another sentence. Examples provided in the lesson feature several kinds of phrases: participial, prepositional, infinitive, and gerund.

In **Exercise 6**, students practice combining sentences by inserting phrases. They look for sentences they can combine by inserting phrases in **Exercise 7**.

In **Lesson 3.4 Varying Sentence Beginnings, Structures, and Lengths**, students learn that varying their sentence organization and structure makes their writing more interesting.

In **Exercise 8** they practice varying sentence beginnings then look for sentence structure to vary or sentences to combine in **Exercise 9 Revising a Report**.

In **Lesson 3.5 Eliminating Short, Choppy Sentences**, young writers see how they can achieve rhythm and variety by varying the length of sentences in their writing.

Step by Step on page 45 explains how to combine a group of annoying short sentences into a more interesting single sentence.

Students practice combining sentences in **Exercise 11** then revise a paragraph in **Exercise 12**, looking for opportunities to combine sentences.

Lesson 13.6 Correcting Run-on Sentences and Sentence Fragments provides instruction and examples designed to help students eliminate common sentence structure or word omission errors in their writing.

In **Exercise 11**, students apply the instruction by correcting

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 12 FEATURE & LOCATION	DESCRIPTION
To correct a run-on sentence , use the following strategies. ➡ Change the run-on into a compound sentence. RUN-ON Most people in the ancient world lived in humble houses, the Minoan palace at Knossos had bathrooms. CORRECTED Most people in the ancient world lived in humble houses, but the Minoan palace at Knossos had bathrooms. ➡ Change one of the sentences into a subordinate clause. CORRECTED Although most people in the ancient world lived in humble houses, the Minoan palace at Knossos had bathrooms.	run-on sentences and sentence fragments in four paragraphs.

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 <i>GRAMMAR FOR WRITING</i> GRADE 12 FEATURE & LOCATION	DESCRIPTION
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.4 Expository Writing: Compare and Contrast Essay , pp. 69–75 <i>Example [Grade 12, p. 70]</i> Build Your Vocabulary. Which of these words from the essay can you define from <u>context clues</u> or word roots: <i>ruddy</i> (sentence 10), <i>melancholy</i> (sentence 10), <i>physiognomy</i> (sentence 10), <i>sallow</i> (sentence 10), <i>persona</i> (sentence 19), <i>lank</i> (sentence 22)? Look up the words you don’t know in a dictionary, and use the phonetic symbols to say them aloud. Add these terms to your vocabulary notebook.	Build Your Vocabulary on page 70 of Lesson 4.4 Expository Writing: Compare and Contrast Essay asks students to use 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.
Chapter 4 Writing Workshops , pp. 52–118 Lesson 4.7 Writing About Literature: Analyzing a Work , pp. 87–92 <i>Example [Grade 12, p. 89]</i> Build Your Vocabulary. Which of these words from the	Build Your Vocabulary on page 75 of Lesson 4.5 Writing About Literature: Analyzing a Work 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.11-12.4a** 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 12 FEATURE & LOCATION

essay can you define: *taciturnity* (sentence 5), *feckless* (sentence 11), *pates* (sentence 14), *pinioned* (sentence 15), *vagaries* (sentence 18)? Use context clues to help you. Then look up the words you don’t know in a dictionary, and use the phonetic symbols to pronounce them correctly. Add these terms to your vocabulary notebook.

DESCRIPTION

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 12 FEATURE & LOCATION

Chapter 5 Parts of Speech, pp. 119–138
Lesson 5.1 Nouns, pp. 121–122
Lesson 5.3 Verbs, pp. 125–126
Lesson 5.4 Adjectives, pp. 127–128
Lesson 5.5 Adverbs, pp. 129–130
Lesson 5.8 Determining a Word’s Part of Speech, p. 135

DESCRIPTION

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

Chapter 16 Spelling, pp. 317–333
Lesson 16.1 Using a Dictionary, pp. 319–320

Example [Grade 12, p. 319]

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

In addition to verifying the spelling of an entry word, a dictionary helps with several other spelling issues related to the entry word. The call-outs on the entries below show the following information: how to spell an irregular plural of a noun; the comparative and superlative forms of an adjective; the past, past participle, and present participle of a verb; and words related to the entry word.

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).

Chapter 16 Spelling, pp. 317–333
Lesson 16.3 Prefixes and Suffixes, pp. 323–324

Example [Grade 12, p. 323]

Prefixes and suffixes are groups of letters that change a

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.11-12.4b** 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 12 FEATURE & LOCATION

word's meaning. A **prefix** (such as *de-*, *in-*, *mis-*, and *un-*) is added to the beginning of a word; a **suffix** (such as *-er*, *-ly*, *-ment*, and *-ness*) is added to the end.

DESCRIPTION

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 12 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–20
Lesson 1.4 Editing and Proofreading, pp. 19–209

Example [Grade 12, p. 19]

Editing Questions

1. **Spelling** Are all words spelled correctly? Use a college dictionary or the spell-checker on your computer to make necessary corrections. Watch out for words that you've spelled correctly but that don't fit the sentence (their instead of there or they're, for example). Your spell-checker won't catch these homonyms.

Chapter 16 Spelling, pp. 317–333
Lesson 16.1 Using a Dictionary, pp. 319–320

Example [Grade 12, p. 319]

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

Use a dictionary—pp. 19, 55, 60, 64, 70, 89, 95, 200, 223, 249, 268, 289, 305, 306, 319–320, 321, 322, 324, 326

Example [Grade 12, p. 200]

P.S. All dictionaries list the principal parts of irregular verbs.

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.

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.11-12.4 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 12 FEATURE & LOCATION

The entry word is in its present form, and the past, past participle, and present participle are listed after the pronunciation or part of speech.

catch \ kach \ vb **caught, catching**

DESCRIPTION

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.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

SADLIER *GRAMMAR FOR WRITING* GRADE 12 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.7 Writing About Literature: Analyzing a Work, pp. 87–92

Example [Grade 12, pp. 90–91]

Questions for Any Literary Work

Imagery: What effect is created by metaphor, simile, personification, and symbolism?

DESCRIPTION

In **Lesson 4.7 Writing About Literature: Analyzing a Work**, students learn that a literary analysis may cover one or more elements of literature, including the use of figurative language.

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 12 FEATURE & LOCATION

Chapter 4 Writing Workshops, pp. 52–118
Lesson 4.3 Persuasive Writing, pp. 63–68

DESCRIPTION

In **Writing Strategies** on page 65, students learn about choosing words based on their negative or positive connotations in order to generate emotional appeal or

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 12 FEATURE & LOCATION

Example [Grade 12, p. 65]

Loaded words may use emotional appeals wisely. Emotional appeals argue your case by calling upon the reader's hopes, fears, wishes, or sense of fairness. Most of your support should be logical. Sometimes, however, an emotional appeal can be more effective than a logical one. **Loaded words**—words that carry either positive or negative connotations, or slants—are helpful when appealing to a reader's emotions.

DESCRIPTION

disdain.

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 12 FEATURE & LOCATION

Enriching Your Vocabulary, pp. 9, 19, 22, 30, 33, 43, 87, 121, 127, 135, 145, 153, 161, 167, 177, 197, 207, 219

Example [Grade 12, p. 74]

Enriching Your Vocabulary

The word *sequester*, used on page 168, means "to set apart" or "to withdraw." It comes from the Latin *sequestrare*, meaning "to entrust." The jury was *sequestered* to deliberate the verdict of the murder trial.

DESCRIPTION

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.

Build Your Vocabulary—pp. 55, 60, 64, 70, 77, 84, 93

Example [Grade 12, p. 70]

Build Your Vocabulary. Which of these words from the essay can you define from context clues or word roots: *ruddy* (sentence 10), *melancholy* (sentence 10), *physiognomy* (sentence 10), *sallow* (sentence 10), *persona* (sentence 19), *lank* (sentence 22)? Look up the words you don't know in a dictionary, and use the phonetic symbols to say them aloud. Add these terms to your vocabulary notebook.

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.

Use a dictionary—pp. 19, 55, 60, 64, 70, 89, 95, 200, 223, 249, 268, 289, 305, 306, 319–320, 321, 322, 324, 326

Example [Grade 12, p. 200]

P.S. All dictionaries list the principal parts of irregular verbs.

Students are regularly reminded to consult a dictionary to get more information about words. In doing so, they also build their vocabulary.

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 12 FEATURE & LOCATION

The entry word is in its present form, and the past, past participle, and present participle are listed after the pronunciation or part of speech.

catch \ kach \ vb **caught, catching**

Chapter 16 Spelling, pp. 317–333
Lesson 16.1 Using a Dictionary, pp. 319–320

Commonly Confused Words, pp. 369–372

Example [Grade 12, p. 371]

➔ **irregardless, regardless** Always use *regardless*; *irregardless* isn't a word.

Will the manager be fired, regardless of his track record?

Differentiating Instruction: Develop Vocabulary, pp. T28–T40

Example [Grade 12, p. T29]

Chapter 1		
Lesson	English Learners	Striving Learners
Lesson 1.1	Review that the prefix <i>pre-</i> means “before.” Invite students to share strategies they have used successful in this introductory stage.	Explain that gathering ideas before writing makes the process smoother. Practice <i>brainstorming</i> , <i>freewriting</i> , and <i>mapping</i> with small groups.

DESCRIPTION

While the primary focus of **Lesson 16.1 Using a Dictionary** is using a dictionary to improve spelling, students also use a 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.