



# Writer's Choice

## Grammar and Composition

Grade 6  
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| STANDARDS   | PAGE REFERENCES   |
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| <b>COMPETENCIES and Objectives</b>  |   |
| <b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>  |   |
| <p>a. <i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, <b>com-, ex-, il-, mid-, under-, sub-</b>, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, <b>-ance, -ence, -ive, -en</b>) to determine the meaning of multi-syllabic words.</i></p> | <p><b>Student Edition:</b><br/>547-550<br/><b>Teacher Wraparound Edition:</b><br/>T47; EL 91</p>  |
| <p>b. <i>The student will develop and apply expansive knowledge of words and word meaning to communicate.</i></p>   | <p><b>Student Edition:</b><br/>536-537, 538, 539-540, 542-543, 544-545, 588-589<br/><i>Using Computers</i> 125<br/><i>Vocabulary Tip</i> 112<br/><b>Teacher Wraparound Edition:</b><br/>T47; MIN 188; WRW 5</p> |
| <p>c. <i>The student will use grade level appropriate synonyms, antonyms, and homonyms.</i></p>   | <p><b>Student Edition:</b><br/>538, 540, 552-553, 555-556, 588-590<br/><i>Wordworks</i> 554</p>   |
| <p>d. <i>The student will use context to determine the meanings of unfamiliar or multiple meaning words.</i></p>  | <p><b>Student Edition:</b><br/>185 #2, 188, 544-545<br/><b>Teacher Wraparound Edition:</b><br/>EL 545; MIN 188</p>  |

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| <p>e. <i>The student will use context to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of words and to communicate.</i></p>  | <p><b>Student Edition:</b><br/>221</p> <p><b>Teacher Wraparound Edition:</b><br/>Te 104, 124; TW 138, 176, 177</p>  |
| <p>f. <i>The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning.</i></p>  | <p><b>Student Edition:</b><br/>536-537, 538, 539-540, 552</p> <p><i>Exercise 1</i> 646</p> <p><i>Using Computers</i> 125</p> <p><i>Vocabulary Tip</i> 112</p> <p><b>Teacher Wraparound Edition:</b><br/>MIN 188; Te 108; TT 553; WRW 5</p>  |
| <p>g. <i>The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).</i></p>   | <p><b>Student Edition:</b><br/>221 #4, 621, 622-623</p>   |
| <p><b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b></p>   |   |
| <p>a. <i>The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, interpret, respond to, or analyze text.</i></p> <ol style="list-style-type: none"> <li>1) Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</li> <li>2) Parts of a book - appendix, footnotes, etc.</li> <li>3) Text structures - compare/contrast, order of importance, etc.</li> </ol> | <p><b>Student Edition:</b><br/>7 #1, 87 #4, 145-146, 183-184, 214 #3, 534-535, 537, 539-540, 569-570, 574, 579-582, 684, 690</p> <p><i>Research Tip</i> 685</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 184; MIN 52; Te 90, 145, 154, 183, 192; TW 211, 212; VR 271; WRW 228</p> |

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| <p>b. <i>The student will analyze text to understand, infer, draw conclusions, or synthesize information.</i></p> <ol style="list-style-type: none"> <li>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</li> <li>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.</li> <li>3) Infer cause and effect based on sequence of events and predict outcomes.</li> <li>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</li> <li>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</li> </ol> | <p><b>Student Edition:</b><br/>7, 41, 87, 105, 147, 185, 200, 214, 221, 227, 230-232, 246, 619<br/><i>Exercise 3 575</i></p> <p><b>Teacher Wraparound Edition:</b><br/>T48; ARS 29, 135, 212; C 232; CT 97; MIN 653; RWC 575, 643; Te 223, 227, 618; TW 244; WRW 228;</p>           |
| <p>c. <i>The student will recognize or generate an appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.</i></p>   | <p><b>Student Edition:</b><br/>203-204, 576-577<br/><i>Cross-Curricular Activity 113, 189, 197</i><br/><i>Exercise 4 578</i><br/><i>Write a Book Report 205</i></p> <p><b>Teacher Wraparound Edition:</b><br/>ARS 33, 136, 138, 244</p>   |
| <p>d. <i>The student will respond to, interpret, or compare increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.</i></p> <ol style="list-style-type: none"> <li>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view),</li> <li>2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance)</li> <li>3) Literary devices (e.g., imagery, exaggeration, dialogue),</li> <li>4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and</li> <li>5) Author's purpose (e.g., inform, entertain, persuade).</li> </ol>  | <p><b>Student Edition:</b><br/>39, 87 #4, 147 #3, 185, 191-192, 196, 203, 214 #3, 221, 232, 635-639, 684, 690<br/><i>Literature Model 227</i><br/><i>Write a Book Report 205</i></p> <p><b>Teacher Wraparound Edition:</b><br/>CC 145; CL 146; MIN 52; Te 219; TW 211, 212, 244</p> |

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| <p>e. <i>The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts.</i></p> <ol style="list-style-type: none"> <li>1) Analyze use of and distinguish between fact and opinion.</li> <li>2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, <b>plain folks, tabloid thinking, shock tactics and fear, intertextual references</b>).</li> </ol>  | <p><b>Student Edition:</b><br/>29, 230-232, 234-236, 619-620, 635-637, 638-639</p> <p><b>Teacher Wraparound Edition:</b><br/>C 232; CT 272; EE 290; EL 291; MIN 653; RWC 643; Te 618</p>   |
| <p><b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b></p>  |  |
| <p>a. <i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length.</i></p> <ol style="list-style-type: none"> <li>1) <u>Planning</u> <ul style="list-style-type: none"> <li>• Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</li> </ul> </li> <li>2) <u>Drafting</u> <ul style="list-style-type: none"> <li>• Draft with increasing fluency.</li> </ul> </li> <li>3) <u>Revising</u> <ul style="list-style-type: none"> <li>• Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.</li> </ul> </li> <li>4) <u>Editing</u> <ul style="list-style-type: none"> <li>• Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</li> </ul> </li> <li>5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> <li>• Share writing with others formally and informally.</li> </ul> </li> </ol> | <p><b>Student Edition:</b><br/>24-27, 42-44, 46-48, 50-52, 54-56, 58-60, 70-72, 78-81, 130-133, 168-171, 206-209, 238-241</p> <p><i>Writing Activities</i> 45, 49, 57, 61, 69, 73, 77</p> <p><i>Writing Across the Curriculum</i> 88</p>             |
| <p>b. <i>The student will compose descriptive texts using sensory details and vivid language.</i></p>   | <p><b>Student Edition:</b><br/>106-108, 110-112, 114-116, 118-120, 122-124, 126-128, 130-133</p> <p><i>Write About Reading</i> 140</p> <p><i>Writing Across the Curriculum</i> 141</p> <p><i>Writing Activities</i> 109, 113, 117, 121, 125, 129</p> |

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| <p>c. <i>The students will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details.</i></p> <ol style="list-style-type: none"> <li>1) Stories or retellings</li> <li>2) Narrative poems</li> <li>3) Plays</li> <li>4) Video narratives</li> <li>5) PowerPoint presentations</li> </ol>  | <p><b>Student Edition:</b><br/> 148-150, 152-154, 156-158, 160-162, 168-171<br/> <i>Write About Reading</i> 34, 178<br/> <i>Writing Activities</i> 151, 155, 159, 163</p>   |
| <p>d. <i>The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or informal problem and solution.</i></p> <ol style="list-style-type: none"> <li>1) Essays</li> <li>2) Presentations</li> <li>3) Poems</li> <li>4) Functional texts</li> </ol>   | <p><b>Student Edition:</b><br/> 186-188, 190-192, 194-196, 198-200, 202-204, 206-209, 282-285, 685-687<br/> <i>Write About Reading</i> 214<br/> <i>Writing Across the Curriculum</i> 215<br/> <i>Writing Activities</i> 189, 193, 197, 201, 205<br/> <b>Teacher Wraparound Edition:</b><br/> CaC 138, 176</p> |
| <p>e. <i>The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience.</i></p> <ol style="list-style-type: none"> <li>1) Letters</li> <li>2) Speeches</li> <li>3) Advertisement</li> </ol>  | <p><b>Student Edition:</b><br/> 222-224, 226-228, 230-232, 234-236, 238-241, 640-641, 642-643<br/> <i>Write About Reading</i> 246<br/> <i>Write a Persuasive Letter</i> 233<br/> <i>Write a Proposal</i> 229<br/> <i>Write a TV Review</i> 237</p>  |
| <p>f. <i>The student will compose text of a variety of modes based on inquiry and research.</i></p> <ol style="list-style-type: none"> <li>1) Generate questions.</li> <li>1) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.</li> <li>2) Identify and paraphrase important information from sources.</li> <li><b>3) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.</b></li> <li>4) Present the results using a variety of communication techniques.</li> <li><b>5) Reflect on and evaluate the process.</b></li> </ol> | <p><b>Student Edition:</b><br/> 198-200, 202-204, 206-209, 230-232, 290-293, 576-578, 649-650, 656-657, 685-687<br/> <i>Writing Across the Curriculum</i> 215<br/> <i>Writing Activities</i> 201, 205<br/> <b>Teacher Wraparound Edition:</b><br/> T45</p>  |

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| <p><b>4. The student will apply Standard English.</b></p>   |   |
| <p>a. <i>The student will use Standard English grammar to compose or edit.</i></p> <ol style="list-style-type: none"> <li>1) Nouns (e.g., singular, plural, <b>irregular plural</b>, common, proper, singular possessive, plural possessive, concrete, abstract, <b>compound, collective</b>)</li> <li>2) Verbs, helping verbs, irregular, <b>transitive</b>, and <b>intransitive</b> verbs</li> <li>3) Verb tense (e.g., present, past, future, perfect)</li> <li>4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.</li> <li>5) Articles and conjunctions</li> <li>6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)</li> <li>7) Pronouns (e.g., subject, object, possessive, demonstrative, <b>interrogative, indefinite</b>)</li> <li>8) Adverbs (e.g., comparative forms)</li> <li>9) Interjections</li> </ol> | <p><b>Student Edition:</b><br/> 254-255, 256-257, 258-259, 260-261, 319-320, 321-322, 323-324, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 363-364, 367-368, 369-370, 381-382, 383-384, 385-386, 395-396, 397-398, 399-400, 403-404, 425-426, 427-428, 439-440, 441-442, 443-444<br/> <i>Writing Application</i> 377, 453</p> |
| <p>b. <i>The student will use Standard English mechanics to compose or edit.</i></p> <ol style="list-style-type: none"> <li>1) End punctuation (e.g., period, question mark, exclamation point)</li> <li>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</li> <li>3) Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives)</li> <li>4) Quotation marks (e.g., quotations, titles of poems)</li> <li>5) Colons (e.g., time, complex sentences, business letters)</li> <li>6) Capitalization</li> <li>7) Spell words commonly found in sixth grade level text.</li> <li>8) Produce legible text.</li> </ol>  | <p><b>Student Edition:</b><br/> 262-263, 264-265, 266-267, 473-474, 475-476, 477-478, 479-480, 489-490, 491-192, 493-494, 495-496, 497-498, 499-500, 557-560, 561-563, 565-567<br/> <i>Writing Application</i> 487, 515</p>   |

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| <p>c. <i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.</i></p> <ol style="list-style-type: none"> <li>1) Analyze the structure of sentences (e.g., simple, compound, complex).</li> <li>2) Compose simple, compound, and complex sentences.</li> <li>3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, <b>appositives</b> and <b>modifiers</b>.</li> <li>4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, <b>appositives</b>, and <b>modifiers</b>.</li> </ol> | <p><b>Student Edition:</b><br/> 66-68, 250-251, 252-253, 307-308, 314, 433, 465-471, 517-518, 519-520, 521-523, 677-678, 683<br/> <i>Write About Reading</i> 87<br/> <i>Writing Activities</i> 69<br/> <i>Writing Application</i> 317, 437</p> <p><b>Teacher Wraparound Edition:</b><br/> T46; TW 85</p> |