



Writer's Choice

Grammar and Composition

Grade 6

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STANDARDS	PAGE REFERENCES
The student writes about a topic by	
<p>W1.1 a. Write complete sentences with a subject and a predicate. E.A.1 b. Write a paragraph with a topic sentence and supporting details. E.A.2 c. Write short stories or compositions with a beginning, middle, and end. E.A. 4</p> <p>W2.1 Write a well organized two-paragraph composition that addresses a single topic. E.A.1</p>	
The student writes about a topic by	
<p>[6] 2.1.1 Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details</p>	<p>Student Edition: 25-26, 43, 54-56, 62-64, 79-80, 118-120, 124, 131, 149, 152-154, 169-170, 191-192, 200, 207-208, 293, 681, 682</p> <p><i>Write a Draft</i> 57</p> <p><i>Writing Activities</i> 65, 155, 193, 201</p>
<p>[6] 2.1.2 Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)</p>	<p>Student Edition: 62-64, 114-116, 153, 200, 230-232, 679-680</p> <p><i>Look It Over</i> 95</p> <p><i>Revising Tip</i> 192</p> <p><i>Writing Activities</i> 65</p> <p>Teacher Wraparound Edition: TW 31</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.1.3 Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)</p>	<p>Student Edition: 52, 64, 118-120, 132, 152-154, 191-192, 195-196, 208 <i>Describe a Scene</i> 121 <i>Describe a Place</i> 125 <i>Try It Out</i> 95 <i>Use Strong Paragraphs</i> 65 <i>Write a “How to” Explanation</i> 197 <i>Write a Real-life Narrative</i> 155 <i>Writing Activities</i> 53, 193 Teacher Wraparound Edition: Te 119</p>
<p>[6] 2.1.4 Writing a concluding statement *</p>	<p>Student Edition: 162, 200, 293, 681</p>
<p>[6] 2.1.5 Students will continue to write complex sentences.(ASD)</p>	<p>Student Edition: 66-68, 307-308, 314, 316, 317, 433, 437, 517-518, 519-520 <i>Writing Activities</i> 69 Teacher Wraparound Edition: T46</p>
<p>[6] 2.1.6 Student will develop strategies to plan for writing. (webbing, drawing, lists, outlines.)*(ASD)</p>	<p>Student Edition: 191, 573-575, 576-578 <i>Activity</i> 293 <i>Using Computers</i> 121 <i>Writing Across the Curriculum</i> 215 Teacher Wraparound Edition: T43, T45; Te 227, 232</p>
<p>Student writes for a variety of purposes and audiences.</p>	
<p>W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4</p>	
<p>W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4</p>	
<p>The student writes for a variety of purposes and audiences by</p>	
<p>[6] 2.2.1 Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)</p>	<p>Student Edition: 148-150, 152-154, 156-158, 160-162, 168-171 <i>Write About Reading</i> 34, 178 <i>Writing Activities</i> 151, 155, 159, 163</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)*</p>	<p>Student Edition: 186-188, 190-192, 194-196, 198-200, 202-204, 206-209, 282-285, 685-687 <i>Write About Reading</i> 214 <i>Writing Across the Curriculum</i> 215 <i>Writing Activities</i> 189, 193, 197, 201, 205 Teacher Wraparound Edition: CC 138, 176</p>
<p>[6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics)* (L)</p>	<p>Student Edition: 21-22, 106-108, 110-112, 114-116, 118-120, 122-124, 126-128, 130-133, 152-154, 156-158, 160-162 <i>Write About Reading</i> 140 <i>Writing Across the Curriculum</i> 141 <i>Writing Activities</i> 109, 113, 117, 121, 125, 129, 155, 159, 163</p>
<p>[6] 2.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)</p>	<p>Student Edition: 81, 241 <i>Activity</i> 285 <i>Using Computers</i> 129, 201 <i>Viewing and Representing</i> 189</p>
<p>[6] 2.2.4 Students will use diagrams, charts, or illustrations with captions or labels in research projects or extended reports.* (ASD)</p>	<p>Student Edition: 81, 241 <i>Activity</i> 285 <i>Using Computers</i> 129, 201 <i>Viewing and Representing</i> 189</p>
<p>[6] 2.2.5 Student will use personal experiences, texts, and media, (i.e. encyclopedias, newspapers, Internet, films) to gather information for research projects and as sources for writing ideas.* (ASD)</p>	<p>Student Edition: 198-199, 291, 293, 527-529, 532-533, 534-535, 570, 649-650, 656-657, 685-686 <i>Write a Report</i> 201</p>
<p>[6] 2.2.6 Students will determine the appropriateness of information for a research topic.* (ASD)</p>	<p>Student Edition: 231, 651, 685-686 Teacher Wraparound Edition: LS 535; MIN 653; Te 652</p>

STANDARDS	PAGE REFERENCES
The student writes and edits using conventions of Standard English.	
<p>W1.3 a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.E.A.2 b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5</p> <p>W2.3 a. Use a variety of simple and complex sentence structures in written work. b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5</p>	
The student writes and edits using conventions of Standard English by	
<p>[6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing*</p>	<p>Student Edition: 64, 66-68, 80, 317, 437, 521-523, 677-678, 679, 680, 683 <i>Write About Reading</i> 87 <i>Writing Activities</i> 69</p> <p>Teacher Wraparound Edition: Te 97, TW 95</p>
<p>[5] 2.3.1a Students will write legibly in cursive.* (ASD)</p>	<p>Student Edition: 81, 171, 241 <i>Activity</i> 273 <i>Adding to Your Portfolio</i> 88 <i>Journal Writing</i> 231 <i>Listening and Speaking</i> 61 <i>Write a Comparison-Contrast Piece</i> 193 <i>Write an Explanation</i> 189</p>
<p>[6] 2.3.2 Identifying and correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)*</p>	<p>Student Edition: 455-456, 457-458, 459-462, 463, 557-560, 561-563, 566-567 <i>Editing/Proofreading Checklist</i> 27, 133 <i>Spelling Hints</i> 19</p>
<p>[6] 2.3.3 Identifying and correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization</p>	<p>Student Edition: 157, 262-263, 266, 473-474, 475-476, 477-478, 479-480, 481-486, 487, 491-492, 493-494, 495-496, 499-500, 508, 509, 512, 515, 576 <i>Editing/Proofreading Checklist</i> 171 <i>Grammar Link</i> 61, 77, 117, 129, 147, 159, 229, 233 <i>Grammar Tip</i> 116</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.3.4 Identifying and correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)</p>	<p>Student Edition: 250-251, 252-253, 254-255, 256-257, 258-259, 439-440, 441-442, 443-444, 445-452, 453 <i>Grammar Link</i> 15, 41, 65, 73, 105, 163, 193, 205, 225</p>
<p>[6] 2.3.5 Student will identify the student's own spelling strengths and weaknesses and have a set of strategies for improving spelling (self-check, peer edit, dictionaries, spell check, teacher questioning).* (ASD)</p>	<p>Student Edition: 455-456, 457-458, 459-462, 463, 557-560, 561-563, 565-567 <i>Spelling Hints</i> 19</p>
<p>[6] 2.3.6 Student will use available technology to write, edit, and publish some pieces of writing.* (ASD)</p>	<p>Student Edition: 271-281, 687 <i>Technology Tip</i> 276 <i>Using Computers</i> 19, 61, 69, 73, 129, 163, 201, 229 Teacher Wraparound Edition: Te 93</p>
<p>The student revising writing.</p>	
<p>W1.4 a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work.E.A.8 W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p>	
<p>The student revises writing by</p>	
<p>[6] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear</p>	<p>Student Edition: 44, 60, 62-64, 66-68, 152-154, 170, 232 <i>Revise Your Draft</i> 61 <i>Writing Activities</i> 65, 69, 155 Teacher Wraparound Edition: Te 154</p>
<p>[6] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p>	<p>Student Edition: 26, 59, 70-71, 80, 132, 133, 170, 208, 209, 240, 241, 683 <i>Editing/Proofreading Checklist</i> 27, 81, 171 <i>Try It Out</i> 98 <i>Writing Activities</i> 61 <i>Writing Rubrics</i> 163 Teacher Wraparound Edition: Te 26, 132; TT 96</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)</p>	<p>Student Edition: 64, 66-68, 80, 517-518, 519-520, 521-523, 677-678, 683 <i>Writing Activities</i> 69 <i>Writing Application</i> 317, 437 Teacher Wraparound Edition: TW 85</p>
<p>[6] 2.4.4 Student will use available technology to write, revise, and publish some pieces of writing. *(ASD)</p>	<p>Student Edition: 271-281, 687 <i>Technology Tip</i> 276 <i>Using Computers</i> 19, 61, 69, 73, 129, 163, 201, 229 Teacher Wraparound Edition: Te 93</p>
<p>[6] 2.4.5 Student will use language of the six analytical traits (conventions, fluency, ideas, organization, voice and word choice) to plan and revise writing with peers. *(ASD)</p>	<p>Student Edition: 24-27, 42-44, 46-48, 50-52, 54-56, 58-60, 62-64, 66-68, 70-72, 74-76, 78-81, 130-133, 152-154, 168-171, 206-209, 238-241, 682-683 <i>Write About Reading</i> 34, 178, 246 Teacher Wraparound Edition: TW 31, 177, 211, 244</p>
<p>The student documents sources.</p>	
<p>W1.5 List titles and authors of books and other materials when used as references in written work. E.D.3 W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3</p>	
<p>The student documents sources by</p>	
<p>[6] 2.5.1 Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist)* (L)</p>	<p>Student Edition: 199, 576-577, 686-687, 688, 690 <i>Activity</i> 293 <i>Exercise 4</i> 578 <i>Revising Tip</i> 231 Teacher Wraparound Edition: Te 199</p>

STANDARDS	PAGE REFERENCES
The student uses resources.	
W2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7	
The student uses resources by	
[6] 2.6.1 Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)	Student Edition: 81, 241, 536-537, 539-540, 552, 563, 565-566 <i>Using Computers</i> 19, 73
[6] 2.6.2 Using a thesaurus to find synonyms for common words* (L)	Student Edition: 538, 552 <i>Using Computers</i> 125 <i>Vocabulary Tip</i> 112 Teacher Wraparound Edition: Te 108; TT 553
[6] 2.6.3 Writing with a word processor using formatting features to produce a final draft (L)	Student Edition: <i>Technology Tip</i> 276 <i>Using Computers</i> 19, 129, 201 Teacher Wraparound Edition: Te 93; TT 276

*Assumes an increasing level of writing skill applications