

WRITE SOURCE © 2005

correlated to

Alaska

**Performance Standards and
Grade Level Expectations
for Writing
Grades 6-8**

GRaT SouRCe®

EDUCATION GROUP



A Houghton Mifflin Company

YOUR ALASKA GREAT SOURCE REPRESENTATIVE

MARK HANSEN

800-289-4490, option 4

Mark_Hansen@hmco.com



Write Source © 2005
correlated to
Alaska Performance Standards and Grade Level
Expectations for Writing
Grade 6

The student writes about a topic.

Performance Standards, Grade 6		Write Source, Grade 6
W2.1	Write a well-organized two-paragraph composition that addresses a single topic. E.A.1	Pupil Edition: 344-345

Grade Level Expectations, Grade 6		Write Source, Grade 6
The student writes about a topic by		Pupil Edition: 344-345
[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	
[6] 2.1.2	Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)	Pupil Edition: 24, 60, 127, 129, 344-345, 405
[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)	Pupil Edition: 14-15, 25-26, 344-345
[6] 2.1.4	Writing a concluding statement	Pupil Edition: 82

Student writes for a variety of purposes and audiences.

Performance Standards, Grade 6	Write Source, Grade 6
W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4	Pupil Edition: 93-96, 97-134, 135-142

Grade Level Expectations, Grade 6	Write Source, Grade 6
The student writes for a variety of purposes and audiences by	Pupil Edition: 102, 103-106, 109, 110-111, 112, 340-341, 346, 347, 348
[6] 2.2.1 Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)	
[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)	Pupil Edition: 166-167, 168-170, 173, 174-175, 176, 386, 387, 388, 389, 390, 391, 392, 393, 394, 396-398
[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)	Pupil Edition: 360-361
[6] 2.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)	Pupil Edition: 383, 397, 405, 408

The student writes and edits using conventions of Standard English.

Performance Standards, Grade 6	Write Source, Grade 6
W2.3a. Use a variety of simple and complex sentence structures in written work.	Pupil Edition: 248-249, 515, 517
W2.3b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5	Pupil Edition: 24, 74, 85, 125, 129, 189, 193, 251, 255, 313, 317, 349, 405

Grade Level Expectations, Grade 6	Write Source, Grade 6
<p>The student writes and edits using conventions of Standard English by</p> <p>[6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing</p>	<p>Pupil Edition: 43, 122, 311, 522, 570</p>
<p>[6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)</p>	<p>Pupil Edition: 315, 604.1, 644-650, 652-686</p>
<p>[6] 2.3.3 Identifying and/or 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>Pupil Edition: 126, 127, 276, 556, 598, 600, 582</p>
<p>[6] 2.2.4 Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)</p>	<p>Pupil Edition: 187, 297, 314, 474-479, 483-484, 504-505, 506, 508-509, 606, 714, 720-726</p>

The student revises writing.

Performance Standards, Grade 6	Write Source, Grade 6
<p>W2.4a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5</p>	<p>Pupil Edition: 9, 16-19, 74, 82, 96, 141, 239, 241, 301, 380</p>
<p>W2.4b. 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>Pupil Edition: 18-19</p>

Grade Level Expectations, Grade 6	Write Source, Grade 6
<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>Pupil Edition: 13, 36, 38, 79, 139, 170, 178, 232, 531, 534-537, 550-551</p>

Grade Level Expectations, Grade 6	Write Source, Grade 6
[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)	Pupil Edition: 32, 318-319
[6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)	Pupil Edition: 42, 123, 141, 249, 488-493, 512

The student documents sources.

Performance Standards, Grade 6	Write Source, Grade 6
W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3	Pupil Edition: 385, 391, 395, 399-400, 409

Grade Level Expectations, Grade 6	Write Source, Grade 6
The student documents sources by [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)	Pupil Edition: 385, 391, 395, 399-400, 409

The student uses resources.

Performance Standards, Grade 6	Write Source, Grade 6
W2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7	Pupil Edition: 364, 366, 368, 374, 375

Grade Level Expectations, Grade 6	Write Source, Grade 6
<p>The student uses resources by</p> <p>[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)</p>	<p>Pupil Edition: 374-375, 645-650</p>
<p>[6] 2.6.2 Using a thesaurus to find synonyms for common words (L)</p>	<p>Pupil Edition: 121</p>
<p>[6] 2.6.3 Writing with a word processor using formatting features to produce a final draft (L)</p>	<p>Pupil Edition: 61-62</p>



Write Source © 2005
 correlated to
Alaska Performance Standards and Grade Level
Expectations for Writing
Grade 7

The student writes about a topic.

Performance Standards, Grade 7	Write Source, Grade 7
W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1	Pupil Edition: 173-176

Grade Level Expectations, Grade 7	Write Source, Grade 7
The student writes about a topic by [7] 3.1.1 Writing a thesis statement that identifies the focus or controlling idea for the entire composition	Pupil Edition: 35-36, 169, 294, 302, 303, 394, 395, 398, 402
[7] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement	Pupil Edition: 173-176
[7] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases	Pupil Edition: 39, 116, 117, 298, 304, 572-573
[7] 3.1.4 Writing a conclusion that supports the thesis or summarizes the main ideas	Pupil Edition: 305, 332-333, 377-380, 440

Student writes for a variety of purposes and audiences.

Performance Standards, Grade 7	Write Source, Grade 7
W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4	Pupil Edition: 40, 71, 93, 97, 135, 157, 161, 199, 219, 223, 247, 261, 283, 560

Grade Level Expectations, Grade 7	Write Source, Grade 7
The student writes for a variety of purposes and audiences by	Pupil Edition: 343-349
[7] 3.2.1 Writing a narrative using setting and character to advance the plot (L)	
[7] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe	Pupil Edition: 135-142, 206-207
[7] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, and/or newsletters) (L)	Pupil Edition: 264-266, 353-361, 431-434
[7] 3.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)	Pupil Edition: 374, 375, 435, 574

The student writes and edits using conventions of Standard English.

Performance Standards, Grade 7	Write Source, Grade 7
W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2	Pupil Edition: 41, 120-121, 126, 184-187, 190, 191, 246-247, 252-253, 308-309, 314-315, 469-498, 499-522, 556, 578, 580, 594, 598, 600, 604, 606, 608, 610, 612, 614, 645-651, 690-700, 702-748

Grade Level Expectations, Grade 7	Write Source, Grade 7
<p>The student writes and edits using conventions of Standard English by</p> <p>[7] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing</p>	Pupil Edition: 43, 122-123, 310
<p>[7] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)</p>	Pupil Edition: 604, 652-686
<p>[7] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)</p>	Pupil Edition: 126, 127, 191, 252, 253, 315, 497, 513, 556, 582-590, 598, 600, 604, 606
<p>[7] 3.2.4 Applying rules of capitalization (e.g., titles and proper nouns)</p>	Pupil Edition: 486, 618, 624
<p>[7] 3.2.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)</p>	Pupil Edition: 41, 190, 314, 483-484, 486-489, 490-493, 508-509, 714, 720-726, 732, 734, 736

The student revises writing.

Performance Standards, Grade 7	Write Source, Grade 7
<p>W3.4a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5</p>	Pupil Edition: 20, 118-119, 182-183, 244-245, 306-307, 530, 556-557
<p>W3.4b. Form and explain own standards or judgments of quality writing. E.A.8</p>	Pupil Edition: 31

Grade Level Expectations, Grade 7	Write Source, Grade 7
<p>The student revises writing by</p> <p>[7] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)</p>	Pupil Edition: 13, 36, 79, 139, 170, 178, 232, 531, 534-537, 550-551

Grade Level Expectations, Grade 7	Write Source, Grade 7
[7] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)	Pupil Edition: 30, 31, 318-319
[7] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing	Pupil Edition: 42, 123, 141, 249, 488-493, 512
[7] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed	Pupil Edition: 35-36, 169, 294, 302, 395
[7] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)	Pupil Edition: 40, 247, 307
[7] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)	Pupil Edition: 31, 41, 45-56, 60-62, 374-375

The student documents sources.

Performance Standards, Grade 7	Write Source, Grade 7
W3.5 List and document sources using a given format. E.D.3	Pupil Edition: 393, 397, 403-404

Grade Level Expectations, Grade 7	Write Source, Grade 7
The student documents sources by [7] 3.5.1 Giving credit for others' ideas, images and multimedia information by citing sources, including author, title, and publishing information (using simplified MLA or APA style) (L)	Pupil Edition: 371

The student uses resources.

Performance Standards, Grade 7	Write Source, Grade 7
W3.6 Compose and edit a composition with a word processing program. E.A.7	Pupil Edition: 61-62

Grade Level Expectations, Grade 7	Write Source, Grade 7
The student uses resources by [7] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)	Pupil Edition: 645-651
[7] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words (L)	Pupil Edition: 41
[7] 3.6.3 Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)	Pupil Edition: 60, 61-62



Write Source © 2005
 correlated to
Alaska Performance Standards and Grade Level
Expectations for Writing
Grade 8

The student writes about a topic.

Performance Standards, Grade 8	Write Source, Grade 8
W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1	Pupil Edition: 173-176

Grade Level Expectations, Grade 8	Write Source, Grade 8
The student writes about a topic by	Pupil Edition: 35-36, 169, 294, 302, 303, 394, 395, 398, 402
[8] 3.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory	
[8] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement	Pupil Edition: 173-176
[8] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases	Pupil Edition: 39, 116, 117, 298, 304, 572-573
[8] 3.1.4 Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point)	Pupil Edition: 305, 332-333, 377-380, 440

Student writes for a variety of purposes and audiences.

Performance Standards, Grade 8	Write Source, Grade 8
W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4	Pupil Edition: 36, 71, 75, 93, 97, 135, 157, 161, 183, 199, 219, 223, 560

Grade Level Expectations, Grade 8	Write Source, Grade 8
The student writes for a variety of purposes and audiences by [8] 3.2.1 Writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (L)	Pupil Edition: 343-349
[8] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade	Pupil Edition: 135-142, 206-207
[8] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)	Pupil Edition: 264-266, 353-361, 431-434
[8] 3.2.4 Using research-based information and analysis in research projects or extended reports (L)	Pupil Edition: 387, 388

The student writes and edits using conventions of Standard English.

Performance Standards, Grade 8	Write Source, Grade 8
W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2	Pupil Edition: 41, 42-43, 79, 122-123, 186-187, 191, 248-249, 252, 310-311, 372-373, 500-521, 524-525, 570, 571, 580, 596, 598, 604, 606, 642, 645-651, 660, 690-700, 702-748

Grade Level Expectations, Grade 8	Write Source, Grade 8
<p>The student writes and edits using conventions of Standard English by</p> <p>[8] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing</p>	Pupil Edition: 43, 122-123, 310
<p>[8] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)</p>	Pupil Edition: 604, 652-686
<p>[8] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)</p>	Pupil Edition: 126, 127, 191, 252, 253, 315, 497, 513, 556, 582-590, 598, 600, 604, 606
<p>[8] 3.2.4 Applying rules of capitalization (e.g., titles and proper nouns)</p>	Pupil Edition: 486, 618, 624
<p>[8] 3.2.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)</p>	Pupil Edition: 41, 190, 314, 483-484, 486-489, 490-493, 508-509, 714, 720-726, 732, 734, 736

The student revises writing.

Performance Standards, Grade 8	Write Source, Grade 8
<p>W3.4a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5</p>	Pupil Edition: 20, 118-119, 182-183, 244-245, 306-307, 530, 556-557
<p>W3.4b. Form and explain own standards or judgments of quality writing. E.A.8</p>	Pupil Edition: 31

Grade Level Expectations, Grade 8	Write Source, Grade 8
<p>The student revises writing by</p> <p>[8] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)</p>	Pupil Edition: 13, 36, 79, 139, 170, 178, 232, 531, 534-537, 550-551

Grade Level Expectations, Grade 8	Write Source, Grade 8
[8] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)	Pupil Edition: 30, 31, 318-319
[8] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing	Pupil Edition: 42, 123, 141, 249, 488-493, 512
[8] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed	Pupil Edition: 35-36, 169, 294, 302, 395
[8] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)	Pupil Edition: 40, 247, 307
[8] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)	Pupil Edition: 31, 41, 45-56, 60-62, 374-375

The student documents sources.

Performance Standards, Grade 8	Write Source, Grade 8
W3.5 List and document sources using a given format. E.D.3	Pupil Edition: 393, 397, 403-404

Grade Level Expectations, Grade 8	Write Source, Grade 8
The student documents sources by [8] 3.5.1 Giving credit for others' ideas, images and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (L)	Pupil Edition: 371

The student uses resources.

Performance Standards, Grade 8	Write Source, Grade 8
W3.6 Compose and edit a composition with a word processing program. E.A.7	Pupil Edition: 61-62

Grade Level Expectations, Grade 8	Write Source, Grade 8
The student uses resources by	Pupil Edition: 645-651
[8] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)	
[8] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words (L)	Pupil Edition: 41
[8] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)	Pupil Edition: 60, 61-62



TOLL FREE: **800-289-4490**

VISIT OUR WEB SITE: **WWW.GREATSOURCE.COM**
