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correlated to

**Arizona**

**Writing Standard Articulated  
by Grade Level  
Grades K-5**

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Arizona Writing Standard Articulated by Grade Level

Kindergarten

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Generate ideas through class discussion.	<b>Teacher's Edition:</b> pp. 22-23, 24-25, 40-41, 50-51, 60-61 (Also see "Introducing the Traits," pp. 100-101, Copy Master, p. 117, and Additional Copy Masters, pp. 172-173.)
PO 2. Draw a picture about ideas generated through class discussion.	<b>Teacher's Edition:</b> pp. 1, 23, 25, 27, 29 (Also see Across the Curriculum notes and Copy Masters for these pages, and Book List for The Writing Process, p. 219.)

**Concept 2: Drafting**

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Communicate by drawing, telling, or writing for a purpose.	<b>Teacher's Edition:</b> pp. 6-7, 18-35, 46-53, 58-73, 76-99 (Also see Copy Masters for these pages and Book List for The Writing Process, p. 219.)
PO 2. Create a group draft, scripted by the teacher.	The opportunity to address this objective is available throughout the text. (See Shared Writing and interactive writing notes in writing lessons.)

### **C o n c e p t 3 : R e v i s i n g**

**Revising includes evaluating and refining the rough draft for clarity and effectiveness.  
(Ask: Does this draft say what you want it to say?)**

<b>Grade K Performance Objectives</b>	<b>Write Source, Kindergarten</b>
PO 1. Reread original draft scripted by teacher or individual.	The opportunity to address this objective is available throughout the text.
PO 2. Add additional details with prompting.	<b>Teacher's Edition:</b> pp. 20, 30-31, 34-35, 42-43, 50-51, 52-53, 54-55, 60-73 (Also see Copy Masters for these pages.)

### **C o n c e p t 4 : E d i t i n g**

**Editing includes proofreading and correcting the draft for conventions.**

<b>Grade K Performance Objectives</b>	<b>Write Source, Kindergarten</b>
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	<b>Teacher's Edition:</b> pp. 2-3, 6-15, 20, 36-37, 44-45, 56-57. (Also see Copy Masters for these pages and Additional Copy masters, pp. 178-179.)

### **C o n c e p t 5 : P u b l i s h i n g**

**Publishing includes formatting and presenting a final product for the intended audience.**

<b>Grade K Performance Objectives</b>	<b>Write Source, Kindergarten</b>
PO 1. Share a finished piece of writing.	<b>Teacher's Edition:</b> pp. 38-39, 43, 114 (Also see Shared Writing notes in writing lessons, Additional Copy Master, p. 180, and Book List for The Writing Process, p. 219.)

## Strand 2: Writing Elements

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

### Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Use pictures that convey meaning.	<b>Teacher's Edition:</b> pp. 7, 27, 29, 45, 55, 69, 74-97 (Also see Copy Masters for these pages, Introducing the Traits, pp. 100-101, and Book List for The Traits of Good Writing, pp. 220.)
PO 2. Use pictures with <b>imitative text</b> , letters, or recognizable words to convey meaning.	<b>Teacher's Edition:</b> pp. 6-7, 10-17, 18-45, 58-73, 74-97 (Also see Copy Masters for these pages.)
PO 3. Use labels, captions, or picture descriptors to expand meaning.	<b>Teacher's Edition:</b> pp. 64-65, 68-69, 74-97 (Also see Copy Masters for these pages.)

### Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold a piece together.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).	<b>Teacher's Edition:</b> pp. 18-45, 52-55, 64-69 (Also see Copy Masters for these pages, Introducing the Traits, pp. 100-101, and Book List for The Traits of Good Writing, p. 220.)
PO 2. Consistently write left to right and top to bottom.	The opportunity to address this objective is available throughout the text. (See Words and Sentences, pp. 2-17, and Copy Masters for these pages.)
PO 3. Space appropriately between words with some degree of accuracy.	The opportunity to address this objective is available throughout the text. (See Words and Sentences, pp. 2-17, and Additional Copy Masters, pp. 178, 179.)

### **C o n c e p t 3 : V o i c e**

**Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.**

<b>Grade K Performance Objectives</b>	<b>Write Source, Kindergarten</b>
PO 1. Create picture or text with distinctive personal style and originality.	<b>Teacher's Edition:</b> pp. 7, 27, 29, 45, 48-49, 54-55, 58-73, 74-93 (Also see Copy Masters for these pages, Introducing the Traits, pp. 100-101, and Book List for The Traits of Good Writing, p. 220)

### **C o n c e p t 4 : W o r d C h o i c e**

**Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

<b>Grade K Performance Objectives</b>	<b>Write Source, Kindergarten</b>
PO 1. Select labels, captions, or descriptors to enhance pictures.	<b>Teacher's Edition:</b> pp. 25, 29, 64-65, 68-69, 76-97 (Also see Copy Masters for these pages, Introducing the Traits, pp. 100-101, Writing Across the Curriculum, p. 103, and Book Lists for Forms of Writing, pp. 221-222, and Themes, pp. 223-226.)
PO 2. Use words, labels, or short phrases that clearly go with picture text.	<b>Teacher's Edition:</b> pp. 24-25, 64-65, 68-69, 76-97 (Also see Copy Masters for these pages.)

### **C o n c e p t 5 : F l u e n c y**

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

<b>Grade K Performance Objectives</b>	<b>Write Source, Kindergarten</b>
PO 1. Attempt <b>simple sentences</b> (some may be fragments).	<b>Teacher's Edition:</b> pp. 8-15, 25, 32-35, 38-39, 42-45, 61, 66-67, 70-71, 72-73 (Also see Copy Masters for these pages, Introducing the Traits, pp. 100-102, and Book List for Words and Sentences, pp. 217-218.)

## C o n c e p t 6 : C o n v e n t i o n s

**Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Write the 26 letters of the alphabet in: a. lower case b. upper case	<b>Teacher's Edition:</b> pp. 2-17, 36-37, 56-57, 98-99 (Also see Copy Masters for these pages, Introducing the Traits, pp. 100-102, and Book List for Words and Sentences, pp. 217-218.)
PO 2. Distinguish between upper and lower case letters.	<b>Teacher's Edition:</b> pp. 2-17 (Also see Copy Masters for these pages.)
PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.	<b>Teacher's Edition:</b> pp. 10-11, 14-15, 36-37, 56-57, 98-99 (Also see Copy Masters for these pages.)
PO 4. Use spaces between words.	The opportunity to address this objective is available throughout the text and skills activities. (Also see Additional Copy Masters, pp. 178-179.)
PO 5. Write left to right and top to bottom.	The opportunity to address this objective is available throughout the text.
PO 6. Use punctuation in writing, although may be inconsistent or experimental.	<b>Teacher's Edition:</b> pp. 12-13, 36-37, 56-57, 66-67, 70-71, 72-73 (Also see Copy Masters for these pages.)
PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels. (e.g., <i>I lik t d nts.</i> - I like to draw knights.)	<b>Teacher's Edition:</b> pp. 4-9, 60-61, 72-73, 98-99 (Also see <b>interactive writing</b> notes and Copy Masters for these pages, and Introducing the Traits, pp. 100-102.)
PO 8. Use resources (e.g. <b>environmental print, word walls</b> ) to spell correctly.	<b>Teacher's Edition:</b> pp. 28-29, 44-45, 74-99 (Also see Additional Copy Masters, pp. 140-152.)
PO 9. Write own name on personal work.	The opportunity to address this objective is available throughout the text. (Also see Additional Copy Masters, pp. 161, 163.)

## Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

### Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Create <b>narratives</b> by drawing, dictating, and/or emergent writing.	<b>Teacher's Edition:</b> pp. 1, 18-45, 58-61, 70-71, 72-73 (Also see Copy Masters for these pages and Book List for Forms of Writing, pp. 221-222.)
PO 2. Participate in writing simple poetry, rhymes, songs, or chants.	The opportunity to address this objective is available on the following pages: pp. 1, 4, 5, 6, 13, 16-17, 22-23, 69, 79, 93, 95, 96-97, 98 (Also see Additional Copy Master, p. 159.)

### Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	<b>Teacher's Edition:</b> pp. 28-28, 60-61, 62-63, 64-65, 68-69, 70-71, 74-97 (Also see Across the Curriculum notes and Copy Masters for pages, Writing Across the Curriculum, p. 103, and Book Lists for Forms of Writing, pp. 221-222, and Themes, pp. 223-226.)

### Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Grade K Performance Objectives	Write Source, Kindergarten
PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See ROO-S3C2; M00-S2C1)	<b>Teacher's Edition:</b> pp. 18-45, 62-63, 64-65, 66-67, 68-69, 70-71, 76-97 (Also see Across the Curriculum notes and Copy Masters for these pages, and Book Lists for Forms of Writing, pp. 221-222, and Themes, pp. 223-226.)
PO 2. Participate in writing communications, with teacher as scribe, including a. <b>friendly letters</b> b. thank-you notes	<b>Teacher's Edition:</b> 66-67 (Also see Additional Copy Masters, pp. 188, 189, 190, 191, 195.)

## C o n c e p t 5 : L i t e r a r y R e s p o n s e

**Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.**

Grade K Performance Objectives	Write Source, Kindergarten
<p>PO 1. Participate in a group discussion, based on a literature selection, that identifies the:</p> <ul style="list-style-type: none"> <li>a. character(s)</li> <li>b. setting</li> <li>c. sequence of events</li> </ul> <p>(See R00-S2C1)</p>	<p><b>Teacher's Edition:</b> pp. 10-11, 52-53, 72-73 (Also see Book List for Forms of Writing, pp. 221-222.)</p>
<p>PO 2. Participate in a group discussion in response to a given piece of literature that connects:</p> <ul style="list-style-type: none"> <li>a. text to self (personal connection)</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts)</li> </ul> <p>(See R00-S2C1)</p>	<p><b>Teacher's Edition:</b> pp. 10-11, 25, 27, 49, 72-73 (Also see Book List for Forms of Writing, pp. 221-222.)</p>

## C o n c e p t 6 : R e s e a r c h

**Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.**

Grade K Performance Objectives	Write Source, Kindergarten
<p>PO 1. Participate in a creating a simple class report where the teacher is the scribe.</p>	<p><b>Teacher's Edition:</b> pp.18-45, 46-57, 70-71, 74-97 (Also see Shared Writing and Across the Curriculum notes for the writing lessons and Book Lists for The Writing Process, p. 219, The Traits of Good Writing, p. 220, and Themes, pp. 223-226.)</p>

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**correlated to**  
**Arizona Writing Standard Articulated by Grade Level**  
**Grade 1**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Generate ideas through prewriting activities (e.g., brainstorming, <b>webbing</b> , drawing, writer's notebook, group discussion).	<b>Teacher's Edition:</b> pp. 12A-17, 29-30, 58, 66-69, 88-91, 112-115, 128, 134, 144-145, 152-153, 166, 172-173, 190-191, 242-253, 341-343, 345-346, 369-370, 383
PO 2. Draw a picture or storyboard about ideas generated.	<b>Teacher's Edition:</b> pp. 91-93, 104, 166, 251, 343
PO 3. Organize ideas using simple <b>webs</b> , maps, or lists.	<b>Teacher's Edition:</b> pp. 16-17, 66-67, 91-93, 104, 112-113, 128, 173, 243, 248-249, 251, 343, 345-346
PO 4. Discuss the purpose for a writing piece.	The opportunity to address this objective is available throughout the test. (See <b>Teacher's Edition:</b> pp. 313-316)
PO 5. Discuss who the intended audience of a writing piece will be.	The opportunity to address this objective is available throughout the test. (See <b>Teacher's Edition:</b> pp. 313-316)

## **C o n c e p t 2 : D r a f t i n g**

**Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.**

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Write a draft (e.g. story, caption, letter, observations, message).	<b>Teacher's Edition:</b> pp. 18-19, 70-71, 92-93, 116-117, 135, 146, 154, 167, 174, 192-195, 344, 347

## **C o n c e p t 3 : R e v i s i n g**

**Revising includes evaluating and refining the rough draft for clarity and effectiveness.  
(Ask: Does this draft say what you want it to say?)**

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Reread original draft for clarity.	<b>Teacher's Edition:</b> pp. 72-73, 94-95, 118-119, 136, 147, 155, 168, 196-197, 313-316, 367
PO 2. Add additional details, with prompting.	<b>Teacher's Edition:</b> pp. 68, 72, 91, 94, 113, 118, 134, 136, 144, 147, 152, 155, 166, 168, 173, 191, 196, 243-253 342-343, 345-346

## **C o n c e p t 4 : E d i t i n g**

**Editing includes proofreading and correcting the draft for conventions.**

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	<b>Teacher's Edition:</b> pp. 22-23, 35-37, 59, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198, 313-316, 320, 325-339, 366, inside back cover

## **C o n c e p t 5 : P u b l i s h i n g**

**Publishing includes formatting and presenting a final product for the intended audience.**

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.	<b>Teacher's Edition:</b> pp. 38-39, 40-41, 76-78, 98-100, 122-124, 138, 149, 157, 169, 176-177, 198-199, 262-265
PO 2. Write legibly.	The opportunity to address this objective is available throughout the text.

## **Strand 2: Writing Components**

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

### **Concept 1: Ideas and Content**

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Write <b>stand-alone text</b> that expresses a clear message.	The opportunity to address this objective is available throughout the text.
PO 2. Incorporate details in pictures and text.	<b>Teacher's Edition:</b> pp. 28, 30, 36-37, 56-59, 65, 67, 73, 87, 89, 111, 113, 155, 242-247, 262-265, 313-316, 325-339, 342-343, 345-346, 365, 370, 383

### **Concept 2: Organization**

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Demonstrate sequencing or patterning in written text or storyboards.	<b>Teacher's Edition:</b> pp. 28, 31, 36-37, 87, 95, 111, 115, 248-253, 313-316, 325-339, 343, 371
PO 2. Show a sense of beginning (e.g. <b>This is a story of..., One day..., My favorite food...</b> ).	<b>Teacher's Edition:</b> pp. 46-47, 87, 95, 114-116, 151, 165, 192, 200A-203, 260, 343, 350, 369
PO 3. Write multiple sentences in an order that supports a main idea or story.	<b>Teacher's Edition:</b> pp. 28, 34, 42-55, 70-73, 92-95, 116-119, 135-136, 146-147, 154-155, 167-168, 192-197, 313-316, 344, 347

### **Concept 3: Voice**

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.	<b>Teacher's Edition:</b> pp. 28, 32, 56-59, 60A-79, 82A-101, 160A-177, 246-247, 254-255, 313-316

## C o n c e p t 4 : W o r d C h o i c e

**Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Select words that convey a clear, general meaning.	<b>Teacher’s Edition:</b> pp. 21, 28, 33, 59, 65, 73, 136, 147, 155, 173, 196, 256-259, 313-316
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	<b>Teacher’s Edition:</b> pp. 33, 59, 71, 97, 121, 148, 156, 168, 199, 208-211, 245, 256
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	<b>Teacher’s Edition:</b> pp. 28, 34, 44-59, 62-79, 349, 353, 355-360, 378-386, 388, 391, 400-402

## C o n c e p t 5 : S e n t e n c e F l u e n c y

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Write <b>simple sentences</b> .	<b>Teacher’s Edition:</b> pp. 28, 34, 44-59, 70-71, 92-93, 116-117, 135, 146, 154, 167, 192-195, 244, 313-316, 325-340, 349, 353, 355-360, 378-386, 388, 391, 400-402

## C o n c e p t 6 : C o n v e n t i o n s

**Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Incorporate conventions into own text, including: a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation. d. placement of title	<b>Teacher’s Edition:</b> pp. 35, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 313-316, 320
PO 2. Use capital letters correctly for: a. the pronoun I b. the beginning of a sentence c. names	<b>Teacher’s Edition:</b> pp. 53, 84, 222, 224-225, 275-277, 288, 320, 325, 366, 368, 388-391
PO 3. Punctuate endings of sentences using: a. periods b. questions marks c. exclamation marks	<b>Teacher’s Edition:</b> pp. 22, 55, 270-271, 288, 290, 320, 325-339, 358-360, 366, 386

Grade 1 Performance Objectives	Write Source, Grade 1
PO 4. Spell <b>high frequency words</b> correctly.	<b>Teacher's Edition:</b> pp. 279-283, 284-286, 320
PO 5. Use common spelling patterns (i.e., <b>onset</b> and <b>rimes, word families, and simple CVC words</b> ) to spell correctly.	<b>Teacher's Edition:</b> pp. 279-286, 301-310, 320
PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.	<b>Teacher's Edition:</b> pp. 23, 59, 73, 95, 119, 146, 154, 167, 174, 195, 320
PO 7. Use resources (e.g., <b>environmental print, word walls, dictionaries</b> ) to spell correctly.	<b>Teacher's Edition:</b> pp. 186-187, 220-238, 256-259, 260-261, 279-286, 287, 301-310, 320, 392-396
PO 8. Use subject/verb agreement in simple sentences.	<b>Teacher's Edition:</b> pp. 235-235, 289, 402
PO 9. Use the following parts of speech correctly in <b>simple sentences</b> : a. nouns b. action verbs	<b>Teacher's Edition:</b> pp. 220-223, 228-231, 234-235, 278, 291-292, 294-296, 361, 363, 372-374, 384-385
PO 10. Write own name on personal work.	The opportunity to address this objective is available throughout the program components.

### Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### Concept 1: Expressive

Expressive writing includes *personal narratives*, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Write a <b>narrative</b> that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	<b>Teacher's Edition:</b> pp. 82A-105; 160A-169, 208-209, 245, 251, 254, 313-316, 341, 343
PO 2. Participate in writing simple poetry, rhymes, songs, or chants.	<b>Teacher's Edition:</b> pp. 14, 158, 160B, 170-177, 342, 379

## C o n c e p t 2 : E x p o s i t o r y

**Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a *thesis* based on research, observation, and/or experience.**

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	<b>Teacher’s Edition:</b> pp. 60A-81, 106A-129, 130A-139, 140A-159, 178A-199, 206-207, 210-211, 242, 245, 248-250, 252-253, 254-255, 262-265, 313-316, 342, 345-346, 365, 370, 371, 376, 378, 383
PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See MO1-S2C1)	<b>Teacher’s Edition:</b> pp. 150-157, 178-199, 210-211, 212-213, 246-247, 262-265

## C o n c e p t 3 : F u n c t i o n a l

**Functional writing includes letters, memos, schedules, directories, signs, manuals, forms, and recipes. This writing provides specific directions or information related to real-world tasks.**

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/ tables). (See RO1-S3C2; MO1-S2C1)	<b>Teacher’s Edition:</b> pp. 38-39, 80, 102, 108-125, 126, 180-183, 210-211 212-213, 262-265, 266-267, 272-273, 376, 378
PO 2. Participate in writing communications, with teacher as scribe, including a. <b>friendly letters</b> b. thank-you notes	The opportunity to address this objective is available throughout the text. (Also see <b>Teacher’s Edition</b> , pages 344, 347, and 387)

## C o n c e p t 5 : L i t e r a r y R e s p o n s e

**Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.**

Grade 1 Performance Objectives	Write Source, Grade 1
PO 1. Write a response to a literature selection, identifying the: a. <i>character(s)</i> b. <b>setting</b> c. <i>sequence of events</i> d. main idea (see RO1-S2C1)	<b>Teacher’s Edition:</b> pp. 140A-149, 242, 313-316, 376
PO 2. Participate in a group response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See RO1-S2C1)	<b>Teacher’s Edition:</b> pp. 140A-B, 150-159, 200A, 204-205, 242, 378, 379

## **C o n c e p t 6 : R e s e a r c h**

**Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.**

<b>Grade 1 Performance Objectives</b>	<b>Write Source, Grade 1</b>
PO 1. Write a simple report with a title and three facts, using informational sources.	<b>Teacher's Edition:</b> pp. 178A-199, 313-316

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**correlated to**  
**Arizona Writing Standard Articulated by Grade Level**  
**Grade 2**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).	<b>Teacher's Edition:</b> 9, 14, 19, 26-27, 54-55, 66-67, 74-75, 91, 142-143, 173, 184-185, 195, 212, 230, 231, 262, 288-289
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	<b>Teacher's Edition:</b> 96A, 96, 98, 126, 128-129, 130, 132, 138, 358-359
PO 3. Determine the intended audience of a writing piece.	<b>Teacher's Edition:</b> 143
PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.	<b>Teacher's Edition:</b> 5, 14, 19, 37, 60, 292-293, 294, 295, 352-353, 354-355

**Concept 2: Drafting**

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Write a draft with supporting details.	<b>Teacher's Edition:</b> 10, 28, 46-49, 56, 68, 76-81, 102, 110-115, 136, 144-145, 167, 174-177, 186-187, 196, 202, 213-215, 223-225, 233, 238-241, 268-273, 283, 290

Grade 2 Performance Objectives	Write Source, Grade 2
PO 2. Organize details into a logical sequence.	<b>Teacher’s Edition:</b> 46-49, 56, 68, 76-81, 91, 93, 102, 110-115, 125, 127, 136, 144-145, 157, 159, 167, 174-177, 186-187, 196, 202, 213-215, 223-225, 233, 238-241, 268-273, 283, 290, 358-359

### C o n c e p t 3 : R e v i s i n g

**Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Reread original draft for clarity.	<b>Teacher’s Edition:</b> 29, 57, 69, 82-83, 93, 116-117, 137, 147, 168, 178, 188, 216, 226, 234, 274-275
PO 2. Add additional relevant details for audience understanding.	<b>Teacher’s Edition:</b> 11, 69, 83, 116-117, 146, 147, 157, 159, 168, 216, 226, 274-275
PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or rubric.	<b>Teacher’s Edition:</b> 6, 23, 32-35, 57, 69, 82, 88-89, 103, 122-123, 137, 146, 154-155, 168, 188, 196, 216, 226, 274, 234

### C o n c e p t 4 : E d i t i n g

**Editing includes proofreading and correcting the draft for conventions.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Review the draft for errors in conventions.	<b>Teacher’s Edition:</b> 12, 23, 30, 57, 69, 84, 148, 169, 179, 189, 196, 202, 216, 226, 234, 380-458, 516, 518-520, 522, 523, 527, 528, 532, 534, 537, 540, 542, 546, 547, 549, 551, 552, 553, 557
PO 2. Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.	<b>Teacher’s Edition:</b> 84, 137, 409

### C o n c e p t 5 : P u b l i s h i n g

**Publishing includes formatting and presenting a final product for the intended audience.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.	<b>Teacher’s Edition:</b> 7, 13, 36-39, 57, 69, 86, 103, 120, 150-152, 169, 180, 190, 197, 203, 278-279, 283
PO 2. Write legibly.	<b>Teacher’s Edition:</b> 7, 13, 38, 57, 69, 86, 150, 151

## Strand 2: Writing Components

**Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.**

### Concept 1: Ideas and Content

**Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Write stand-alone text that expresses a clear message.	<b>Teacher’s Edition:</b> 19, 26, 57, 71, 73, 82, 105, 107, 116, 137, 139, 141, 146, 167, 168, 178, 188, 216, 226, 230-231, 234, 274
PO 2. Incorporate relevant details that give the text interest.	<b>Teacher’s Edition:</b> 19, 26, 55, 57, 71, 73, 82, 105, 107, 116, 137, 139, 141, 146, 168, 178, 188, 216, 226, 230-231, 234, 274

### Concept 2: Organization

**Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).	<b>Teacher’s Edition:</b> 20, 27, 57, 62A, 62, 64, 67, 69, 70, 71, 73, 82, 90-91, 96A-96B, 96, 98, 104, 105, 107, 116, 124, 130, 137, 138, 139, 141, 146, 168, 216, 229, 234, 274
PO 2. Use beginning and concluding statements (other than simply “The End”) in text.	<b>Teacher’s Edition:</b> 44, 45, 46, 49, 53, 56, 58-59, 65, 68, 90-91, 92-93, 99, 102, 129, 133, 136, 156-157, 165, 167
PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.	<b>Teacher’s Edition:</b> 20-21, 27, 48, 91, 101, 374-375
PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	<b>Teacher’s Edition:</b> 48, 91, 101, 374-375
PO 5. Write multiple sentences that support a topic.	<b>Teacher’s Edition:</b> 44, 53, 56, 58-59, 60-61, 65, 68, 90-91, 93, 99, 102, 126, 129, 133, 136, 156-157, 165, 167

### Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Show awareness of the audience through word choice and style.	<b>Teacher's Edition:</b> 21, 22, 28, 69, 71, 73, 82, 83, 139, 141, 146, 366-367
PO 2. Write text that is expressive, individualistic, engaging, and lively.	<b>Teacher's Edition:</b> 21, 22, 28, 69, 71, 73, 82, 83, 139, 141, 146, 366-367

### Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.	<b>Teacher's Edition:</b> 22, 29, 45, 52, 83, 105, 107, 116, 137, 229, 234, 253
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	<b>Teacher's Edition:</b> 22, 29, 76, 83, 105, 107, 116, 253
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	<b>Teacher's Edition:</b> 22, 29, 52, 53, 55, 137, 229, 234, 253

### Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Write simple sentences.	<b>Teacher's Edition:</b> 22, 29, 178, 274, 339-345, 429-436
PO 2. Write sentences that flow together and sound natural when read aloud.	<b>Teacher's Edition:</b> 29, 83
PO 3. Use a variety of sentence beginnings and lengths.	<b>Teacher's Edition:</b> 22, 178, 274, 338

## Concept 6: Conventions

**Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Use capital letters for: <ul style="list-style-type: none"> <li>a. the pronoun I</li> <li>b. the beginning of a sentence</li> <li>c. proper nouns (i.e., names, days, months)</li> </ul>	<b>Teacher's Edition:</b> 30, 31, 58, 119, 314-315, 322-323, 398-399, 400-401
PO 2. Punctuate endings of sentences using: <ul style="list-style-type: none"> <li>a. periods</li> <li>b. question marks</li> <li>c. exclamation points</li> </ul>	<b>Teacher's Edition:</b> 30, 85, 103, 119, 382-383, 384-385
PO 3. Use commas to punctuate: <ul style="list-style-type: none"> <li>a. items in a series</li> <li>b. greetings and closings of letters</li> <li>c. dates</li> </ul>	<b>Teacher's Edition:</b> 386-387, 388-389
PO 5. Use apostrophes to correctly punctuate contractions.	<b>Teacher's Edition:</b> 216, 390-391
PO 6. Spell high frequency words correctly.	<b>Teacher's Edition:</b> 12, 410-411, 412-413, 414-415, 416-417
PO 7. Use common spelling patterns, including: <ul style="list-style-type: none"> <li>a. word families</li> <li>b. simple CVC words</li> <li>c. regular plurals</li> <li>d. simple prefixes</li> <li>e. simple suffixes</li> </ul>	<b>Teacher's Edition:</b> 370-371, 372-373, 402-403
PO 8. Use phonetic spelling and syllabication to create readable text.	<b>Teacher's Edition:</b> 409-418
PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.	<b>Teacher's Edition:</b> 84, 119
PO 10. Use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> <li>c. personal pronouns</li> <li>d. adjectives</li> </ul>	<b>Teacher's Edition:</b> 67, 176, 314-315, 316-317, 318-319, 322-323, 326-327, 332-335, 438-439, 440-441, 442-443, 444-445, 450-453

<b>Grade 2 Performance Objectives</b>	<b>Write Source, Grade 2</b>
PO 11. Use subject/verb agreement in simple sentences.	<b>Teacher's Edition:</b> 330-331, 344
PO 12. Write own name on personal work.	<b>Teacher's Edition:</b> 38

### **Strand 3: Writing Applications**

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### **Concept 1: Expressive**

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

<b>Grade 2 Performance Objectives</b>	<b>Write Source, Grade 2</b>
PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	<b>Teacher's Edition:</b> 64-69, 70-95, 208-217
PO 2. Write simple poetry, rhymes, or chants.	<b>Teacher's Edition:</b> 206A-206B, 228-243

#### **Concept 2: Expository**

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

<b>Grade 2 Performance Objectives</b>	<b>Write Source, Grade 2</b>
PO 1. Write expository texts (e.g., labels, lists, observations, journals).	<b>Teacher's Edition:</b> 50A, 98-103, 104-129
PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.	<b>Teacher's Edition:</b> 258-279

### Concept 3: Functional

**Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).	<b>Teacher's Edition:</b> 98-103, 104-121, 126-129
PO 2. Write communications, including: a. friendly letters b. thank-you notes	<b>Teacher's Edition:</b> 60-61, 126-127, 535

### Concept 5: Literary Response

**Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Write a response to a literature selection identifies the: a. character(s) b. setting c. sequence of events d. main idea e. problem/solution	<b>Teacher's Edition:</b> 164-169, 170-192, 195, 205
PO 2. Write a response to a literature selection that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts)	<b>Teacher's Edition:</b> 162A-162B, 162, 192-197, 204

### Concept 6: Research

**Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.**

Grade 2 Performance Objectives	Write Source, Grade 2
PO 1. Locate and use informational sources to write a simple report that includes: a. a title b. a main idea c. supporting details	<b>Teacher's Edition:</b> 242, 244-257, 258-273

**Write Source © 2006**  
**correlated to**  
**Arizona Writing Standard Articulated by Grade Level**  
**Grade 3**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	<b>Teacher's Edition:</b> 2A, 11, 21, 52, 62, 66-67, 70, 92, 100, 126, 138, 146, 172, 184, 192-193, 216, 232, 234, 252, 268, 282-283, 308, 314-315, 337, 416-417
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	<b>Teacher's Edition:</b> 1, 52, 142, 184, 188, 192-193, 224, 232, 244, 250, 306, 310, 348
PO 3. Determine the intended audience of a writing piece.	<b>Teacher's Edition:</b> 192-193, 204-205
PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, logs) to plan writing.	<b>Teacher's Edition:</b> 62, 71, 92, 101, 126, 138, 147, 184, 193, 252, 253, 272, 283, 285, 290, 308, 315, 317, 321
PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.	<b>Teacher's Edition:</b> 62, 70, 92, 227, 232, 310, 350-351, 416-417
PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	<b>Teacher's Edition:</b> 84, 86, 132, 178, 222, 264

## Concept 2: Drafting

**Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	<b>Teacher's Edition:</b> 12, 53, 63, 72-77, 93, 102-107, 127, 139, 148-153, 173, 185, 194-195, 217, 229, 236-239, 248, 254, 260, 274, 286, 309, 322-327, 338-339
PO 2. Organize writing into a logical sequence that is clear to the audience.	<b>Teacher's Edition:</b> 2A, 50-51, 63, 72-77, 86, 87, 93, 97, 99, 100, 102-107, 127, 128-129, 132, 133, 139, 145, 148-153, 173, 175, 178, 179, 194-195, 217, 219, 222, 223, 229, 232, 236-239, 248, 254, 260, 265, 274, 286, 288, 289, 290, 291, 309, 322-327, 338-339

## Concept 3: Revising

**Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	<b>Teacher's Edition:</b> 13, 23, 24, 53, 64, 78-79, 94, 108-109, 116-120, 127, 133, 140, 154-155, 162-166, 173, 179, 186, 196-197, 206-210, 217, 223, 230, 240, 248, 254, 260, 275, 287, 328-331, 339
PO 2. Add details to the draft to more effectively accomplish the purpose.	<b>Teacher's Edition:</b> 13, 64, 53, 64, 78-79, 94, 108-109, 116, 150-151, 127, 140, 154, 162, 173, 196-197, 230, 240, 275, 287, 330-331, 339
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	<b>Teacher's Edition:</b> 13, 78-79, 53, 64, 94, 108-109, 117, 127, 154, 163, 196-197, 207, 287
PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	<b>Teacher's Edition:</b> 108-109, 120, 166, 210, 404-405, 408-409
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	<b>Teacher's Edition:</b> 13, 24, 53, 116, 119, 154, 162, 165, 209, 275, 287
PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	<b>Teacher's Edition:</b> 2B, 17, 25, 26-33, 64, 94, 114-115, 122-123, 140, 154, 160-161, 168-169, 207, 212-213, 275, 309, 328-329
PO 7. Use resources and reference materials to select more precise vocabulary.	<b>Teacher's Edition:</b> 78, 300-301, 302, 436-437

## C o n c e p t 4 : E d i t i n g

**Editing includes proofreading and correcting the draft for conventions.**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	<b>Teacher's Edition:</b> 14, 25, 53, 65, 80-81, 86, 87, 95, 110-111, 121, 127, 129, 132, 133, 141, 156-157, 167, 173, 175, 178, 179, 187, 198-199, 211, 217, 219, 222, 223, 231, 241, 248, 254, 260, 265, 275, 287, 332-333
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	<b>Teacher's Edition:</b> 14, 65, 157, 198
PO 3. Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.	<b>Teacher's Edition:</b> 14, 54-55, 65, 81, 110, 157, 199, 333, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	<b>Teacher's Edition:</b> 16-19, 25, 26-33, 53, 65, 80, 95, 110, 122-123, 141, 156, 168-169, 212-213, 241, 332

## C o n c e p t 5 : P u b l i s h i n g

**Publishing includes formatting and presenting a final product for the intended audience.**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	<b>Teacher's Edition:</b> 15, 35, 36, 37, 82, 158, 363-367
PO 2. Share the writing with the intended audience.	<b>Teacher's Edition:</b> 7, 15, 34-37, 82, 112, 158, 200-202, 334
PO 3. Use margins and spacing to enhance the final product.	<b>Teacher's Edition:</b> 36, 37, 82
PO 4. Write legibly.	<b>Teacher's Edition:</b> 36, 82, 112, 158, 334

## Strand 2: Writing Elements

**Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.**

### Concept 1: Ideas and Content

**Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Express ideas that are clear and directly related to the topic.	<b>Teacher’s Edition:</b> 46, 61, 67, 69, 85, 91, 97, 116, 122-123, 131, 137, 143, 145, 155, 162, 168-169, 177, 183, 185, 189, 206, 212-213, 221, 227, 233, 245, 251, 257, 263, 307, 313, 314
PO 2. Provide content and selected details that are well-suited to audience and purpose.	<b>Teacher’s Edition:</b> 61, 67, 69, 85, 91, 97, 116, 122-123, 131, 137, 143, 145, 162, 168-169, 177, 183, 184, 185, 189, 206, 212-213, 221, 227, 233, 245, 251, 257, 263, 307, 313
PO 3. Use relevant details to provide adequate support for the ideas.	<b>Teacher’s Edition:</b> 48-49, 61, 67, 69, 85, 91, 97, 116, 122-123, 131, 137, 143, 145, 162, 168-169, 177, 183, 185, 189, 206, 212-213, 221, 227, 233, 245, 251, 257, 263, 307, 313

### Concept 2: Organization

**Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Organize content in a selected format. (e.g., friendly letter, narrative, expository text).	<b>Teacher’s Edition:</b> 22, 50-51, 61, 67, 69, 74, 85, 88A-88B, 90, 91, 96, 97, 99, 117, 122-123, 131, 133, 136-137, 142-143, 145, 163, 168-169, 177, 179, 182, 183, 189, 190, 191, 207, 212-213, 221, 223, 227, 233, 245, 251, 257, 263, 271, 281, 307, 313
PO 2. Create a beginning that captures the reader’s interest.	<b>Teacher’s Edition:</b> 22, 50-51, 61, 67, 69, 74, 85, 91, 93, 97, 99, 117, 122-123, 131, 137, 143, 145, 148-149, 163, 168-169, 177, 183, 189, 191, 207, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 274, 281, 307, 311, 313
PO 3. Place details appropriately to support the main idea.	<b>Teacher’s Edition:</b> 22, 50-51, 61, 67, 69, 74, 85, 91, 97, 99, 117, 122-123, 131, 137, 143, 145, 163, 168-169, 177, 183, 189, 191, 207, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 307, 311, 313

<b>Grade 3 Performance Objectives</b>	<b>Write Source, Grade 3</b>
PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	<b>Teacher's Edition:</b> 22, 50-51, 61, 67, 69, 74, 85, 91, 97, 99, 117, 122-123, 131, 137, 143, 145, 163, 168-169, 177, 183, 189, 191, 207, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 307, 313, 442-443
PO 5. Create an ending that provides a sense of resolution or closure.	<b>Teacher's Edition:</b> 22, 47, 50-51, 61, 67, 69, 74, 85, 91, 93, 97, 99, 117, 122-123, 131, 137, 143, 145, 152-153, 163, 168-169, 177, 183, 189, 191, 207, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 307, 311, 326-327, 313
PO 6. Construct a paragraph that groups sentences around a topic.	<b>Teacher's Edition:</b> 22, 42A, 42, 44-45, 50-51, 60-61, 67, 69, 74, 85, 91, 97, 99, 104, 117, 122-123, 131, 137, 140, 143, 145, 150-151, 163, 168-169, 177, 183, 189, 191, 207, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 307, 313

### **Concept 3: Voice**

**Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.**

<b>Grade 3 Performance Objectives</b>	<b>Write Source, Grade 3</b>
PO 1. Show awareness of the audience through word choice and style.	<b>Teacher's Edition:</b> 23, 61, 67, 69, 105, 118, 143, 155, 164, 168, 189, 208, 212, 254, 271, 307, 430-431
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	<b>Teacher's Edition:</b> 23, 61, 67, 69, 105, 118, 143, 155, 164, 168, 189, 208, 212, 271, 307, 430, 431

### **Concept 4: Word Choice**

**Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

<b>Grade 3 Performance Objectives</b>	<b>Write Source, Grade 3</b>
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	<b>Teacher's Edition:</b> 2A, 24, 67, 85, 91, 97, 99, 119, 122-123, 131, 137, 143, 165, 168-169, 177, 183, 189, 197, 209, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 313, 330-331
PO 2. Use descriptive words and phrases that energize the writing.	<b>Teacher's Edition:</b> 24, 67, 85, 91, 97, 99, 107, 119, 122-123, 131, 137, 143, 165, 168-169, 177, 183, 189, 209, 212-213, 221, 227, 233, 245, 248, 251, 257, 263, 271, 281, 313, 330-331

<b>Grade 3 Performance Objectives</b>	<b>Write Source, Grade 3</b>
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	<b>Teacher's Edition:</b> 24, 67, 85, 91, 97, 99, 119, 122-123, 131, 137, 143, 155, 165, 168-169, 177, 183, 189, 209, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 313, 330-331
PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.	<b>Teacher's Edition:</b> 284-285, 288, 289

### **Concept 5: Sentence Fluency**

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

<b>Grade 3 Performance Objectives</b>	<b>Write Source, Grade 3</b>
PO 1. Write simple and compound sentences.	<b>Teacher's Edition:</b> 109, 143, 166, 404-405, 408-409
PO 2. Write sentences that flow together and sound natural when read aloud.	<b>Teacher's Edition:</b> 24, 120, 122-123, 143, 168-169, 189, 210
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	<b>Teacher's Edition:</b> 24, 97, 120, 122-123, 168-169, 212-213

### **Concept 6: Conventions**

**Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

<b>Grade 3 Performance Objectives</b>	<b>Write Source, Grade 3</b>
PO 1. Use capital letters for: a. proper nouns ( i.e., names, days, months) b. titles c. names of places d. abbreviations e. literary titles (i.e., book, story, poem)	<b>Teacher's Edition:</b> 81, 156, 211, 333, 372-373, 470-471, 472-473, 474-475
PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	<b>Teacher's Edition:</b> 65, 141, 400-401, 446-447, 448-449
PO 3. Use commas to punctuate: a. items in a series b. greetings and closings of letters c. dates	<b>Teacher's Edition:</b> 167, 450-451, 452-453

Grade 3 Performance Objectives	Write Source, Grade 3
PO 4. Use quotation marks to punctuate dialogue, although may be inconsistent or experimental.	<b>Teacher's Edition:</b> 104, 238, 460-461
PO 5. Use a colon to punctuate time.	<b>Teacher's Edition:</b> 464-465
PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive	<b>Teacher's Edition:</b> 80, 456-457, 458-459
PO 7. Spell high frequency words correctly.	<b>Teacher's Edition:</b> 80, 121, 486-487, 488-489, 490-491
PO 8. Use common spelling patterns/generalizations to spell words correctly, including: a. word families b. regular plurals c. r-controlled d. diphthong e. consonant digraphs f. CVC words g. CCVC h. CVCC i. affixes	<b>Teacher's Edition:</b> 476-477, 486-509
PO 9. Spell simple homonyms correctly in context.	<b>Teacher's Edition:</b> 494-507
PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.	<b>Teacher's Edition:</b> 14, 301
PO 11. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives	<b>Teacher's Edition:</b> 70, 119, 372-373, 374-375, 376-377, 380-381, 386-387, 388-389, 516-517, 518-519, 520-521, 522-523, 530-531, 532-533
PO 12. Use subject/verb agreement in simple sentences.	<b>Teacher's Edition:</b> 241, 404-405

## Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

### Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.  
Writing may be based on real or imagined events.

Grade 3 Performance Objectives	Write Source, Grade 3
<p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ul style="list-style-type: none"> <li>a. characters</li> <li>b. setting</li> <li>c. plot</li> <li>d. sensory details</li> <li>e. clear language</li> <li>f. logical sequence of events</li> </ul>	<p><b>Teacher's Edition:</b> 61, 63, 88A, 90-95, 96-113, 124-133, 268-279</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ul style="list-style-type: none"> <li>a. figurative language</li> <li>b. rhythm</li> <li>c. dialogue</li> <li>d. characterization</li> <li>e. plot</li> <li>f. appropriate format</li> </ul>	<p><b>Teacher's Edition:</b> 276-277, 279, 280-291</p>

### Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

Grade 3 Performance Objectives	Write Source, Grade 3
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p><b>Teacher's Edition:</b> 138, 146-147</p>
<p>PO 2. Write an expository paragraph that contains:</p> <ul style="list-style-type: none"> <li>a. a topic sentence</li> <li>b. supporting details</li> <li>c. relevant information</li> </ul>	<p><b>Teacher's Edition:</b> 136-141, 142-159, 160-169, 170-175, 176-179</p>
<p>PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).</p>	<p><b>Teacher's Edition:</b> 83, 113, 142-153, 159, 170-175, 203, 243, 306-309, 335, 348-351, 352-353</p>

### Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	<b>Teacher's Edition:</b> 174-175, 444-445
PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	<b>Teacher's Edition:</b> 128-129, 218-219, 428-429
PO 3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	<b>Teacher's Edition:</b> 202

### Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.	<b>Teacher's Edition:</b> 180A-180B, 182-187, 188-203, 214-219, 220-223

### Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	<b>Teacher's Edition:</b> 224A-224B, 226-231, 232-243, 244-249, 250-255, 256-261, 262-265, 295

Grade 3 Performance Objectives	Write Source, Grade 3
PO 2. Write a book report or review that may identify the: <ol style="list-style-type: none"> <li>a. main idea</li> <li>b. character(s)</li> <li>c. setting</li> <li>d. sequence of events</li> <li>e. problem/solution</li> </ol>	<b>Teacher's Edition:</b> 228-229, 232-243, 244-249
PO 3. Write a response to a literature selection that connects: <ol style="list-style-type: none"> <li>a. text to self (personal connection)</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts)</li> </ol>	<b>Teacher's Edition:</b> 226, 229, 230, 250-255

### C o n c e p t 6 : R e s e a r c h

**Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.**

Grade 3 Performance Objectives	Write Source, Grade 3
PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).	<b>Teacher's Edition:</b> 245, 306-309
PO 2. Organize notes in a meaningful sequence.	<b>Teacher's Edition:</b> 316, 314-321, 345
PO 3. Write an informational report that includes main idea(s) and relevant details.	<b>Teacher's Edition:</b> 310-335

**Write Source © 2006  
correlated to  
Arizona Writing Standard Articulated by Grade Level  
Grade 4**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material).	<b>Teacher’s Edition:</b> 5, 6, 11, 23-24, 58, 65, 70, 71, 77, 85, 92, 93, 94, 95, 99, 127, 134, 137, 141, 148, 149, 151, 183, 184, 197, 204, 205, 206, 239, 240, 248, 255, 260, 261, 262, 275, 281, 287, 291, 293, 297, 302, 303, 313, 342, 344, 345, 347, 348, 364, 366, 385, 391, 392, 454-459, 474
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	<b>Teacher’s Edition:</b> 23, 24, 58, 63, 67, 83, 87, 125, 139, 143, 181, 195, 199, 237, 273, 274-276, 280-282, 286-288, 292-294, 299, 307, 311-317, 337, 379, 455, 461, 462-463
PO 3. Determine the intended audience of a writing piece.	<b>Teacher’s Edition:</b> 24, 63-66, 67-74, 75-81, 83-86, 87-124, 125-137, 139-142, 143-180, 181-193, 195-198, 199-236, 237-251, 253-256, 257-272, 273-297, 299-310, 311-319, 333-336, 337-362, 461, 465
PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	<b>Teacher’s Edition:</b> 6, 11, 24, 58-59, 65, 70, 71, 85, 93, 94, 95, 127, 134, 148, 151, 183, 184, 197, 204, 205, 206, 239, 240, 248, 255, 260, 261, 262, 275, 281, 287, 291, 293, 297, 302, 303, 313, 342, 344, 347, 348, 364, 366, 385, 391, 392, 454, 456, 457, 458-459, 474

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.	<b>Teacher’s Edition:</b> 23, 24, 47, 58, 63, 67, 83, 87, 125, 139, 143, 181, 195, 199, 237, 271, 273, 274-276, 280-282, 286-288, 292-294, 299, 307, 311-317, 337, 379-386, 455, 461, 462-463
PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	<b>Teacher’s Edition:</b> 60, 80-81, 134-136, 190-192, 248-250, 291, 399-405

## **C o n c e p t 2 : D r a f t i n g**

**Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose**

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	<b>Teacher’s Edition:</b> 5, 6, 12-13, 59, 66, 72-74, 77, 79, 81, 86, 97-102, 128, 131, 133, 134, 137, 142, 153-158, 185, 187, 189, 192, 193, 198, 209, 210-214, 241, 243, 245, 250, 251, 256, 263-266, 276, 282, 285, 288, 294, 297, 304, 314, 335, 336, 349-354, 454-455
PO 2. Organize writing into a logical sequence that is clear to the audience.	<b>Teacher’s Edition:</b> 5, 6, 12-13, 56-57, 59, 66, 72-74, 77, 79, 81, 86, 89, 94, 97-102, 128, 131, 133, 134, 137, 142, 153-158, 185, 187, 189, 192, 193, 197, 198, 209, 210-214, 241, 243, 245, 250, 251, 256, 263-266, 276, 282, 285, 288, 294, 297, 304, 314, 336, 349-354, 458-459

## **C o n c e p t 3 : R e v i s i n g**

**Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)**

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	<b>Teacher’s Edition:</b> 5, 7, 14-15, 21-29, 40, 42, 59, 66, 74, 86, 103-114, 120-121, 129, 137, 142, 160-170, 176-177, 185, 193, 216-226, 232-233, 241, 251, 267, 277, 279, 283, 285, 289, 291, 295, 297, 305, 315, 356-358, 456-473
PO 2. Add details to the draft to more effectively accomplish the purpose.	<b>Teacher’s Edition:</b> 5, 7, 14, 15, 55, 59, 74, 77, 79, 105, 129, 142, 160-161, 185, 208, 226, 241, 267, 277, 289, 295, 305, 315, 356, 358, 456-457
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	<b>Teacher’s Edition:</b> 5, 7, 56-57, 74, 107, 112-113, 114, 163, 129, 131, 137, 142, 162-163, 170, 185, 193, 218-219, 222-223, 226, 241, 251, 267, 277, 279, 283, 285, 289, 291, 295, 297, 305, 315, 357, 358, 458-461

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	<b>Teacher’s Edition:</b> 29, 59, 66, 74, 86, 107, 112-113, 114, 129, 137, 142, 168-169, 170, 185, 193, 198, 224-225, 226, 241, 251, 267, 277, 283, 289, 295, 305, 315, 358, 431-451, 470-473
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	<b>Teacher’s Edition:</b> 7, 14, 28, 29, 59, 66, 86, 110-111, 114, 137, 142, 166-167, 170, 185, 193, 198, 222-223, 226, 241, 261, 267, 277, 283, 289, 295, 305, 315 358, 407-430, 464-469
PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	<b>Teacher’s Edition:</b> 15, 31-38, 39-42, 66, 103-114, 120-121, 122-123, 129, 160-170, 176-177, 185, 216-226, 232-233, 235, 267, 277, 283, 289, 295, 332, 358
PO 7. Use resources and reference materials to select more precise vocabulary.	<b>Teacher’s Edition:</b> 115, 171, 222, 227, 330-331, 466, 532

**C o n c e p t 4 : E d i t i n g**  
**Proofread and correct the draft for conventions.**

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	<b>Teacher’s Edition:</b> 7, 10, 16, 22, 30, 59, 66, 74, 77, 79, 81, 86, 88, 115-118, 120-121, 129, 131, 133, 136, 137, 142, 144, 171-174, 176, 185, 187, 193, 198, 200, 227-230, 232-233, 241, 243, 245, 250, 251, 256, 268, 277, 279, 283, 285, 289, 291, 295, 297, 305, 315, 336, 359-360, 367, 407-430, 431-451, 478-605
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	<b>Teacher’s Edition:</b> 59, 115, 118, 171, 174, 227, 230, 268, 330-331, 359, 532
PO 3. Apply proofreading marks to indicate errors in conventions.	<b>Teacher’s Edition:</b> 16, 105, 107, 109, 111, 113, 115, 117, 161, 163, 165, 167, 169, 173, 217, 219, 221, 223, 225, 229, 356-357, inside back cover
PO 4. Apply appropriate tools (e.g., peer review, checklists, rubrics) to edit the draft.	<b>Teacher’s Edition:</b> 7, 30, 31-38, 39-42, 59, 115, 116-118, 120-121, 129, 137, 174, 176-177, 193, 227, 230, 232-233, 241, 251, 268, 283, 295, 360, 367

## Concept 5: Publishing

**Publishing includes formatting and presenting a final product for the intended audience.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	<b>Teacher's Edition:</b> 7, 44-46, 119, 175, 231, 315, 363-367
PO 2. Share the writing with the intended audience.	<b>Teacher's Edition:</b> 7, 119, 175, 231, 315
PO 3. Use margins and spacing to enhance the final product.	<b>Teacher's Edition:</b> 43-46, 119, 175, 231, 338

## Strand 2: Writing Elements

**Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.**

### Concept 1: Ideas and Content

**Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Express ideas that are clear and directly related to the topic.	<b>Teacher's Edition:</b> 23, 24, 65, 93, 104-105, 120-121, 127, 148, 160-161, 170, 176-177, 200, 204, 216-217, 232-233, 239, 342-344, 347-348, 356, 454-455
PO 2. Provide content and selected details that are well-suited to audience and purpose.	<b>Teacher's Edition:</b> 6, 11, 24, 55, 58, 65, 71, 85, 93, 94, 95, 105, 127, 134, 141, 149, 183, 184, 205, 216-217, 239, 261, 275, 281, 287, 293, 313, 386, 391, 456-459, 464, 465
PO 3. Use relevant details to provide adequate support for the ideas.	<b>Teacher's Edition:</b> 6, 11, 24, 55, 58, 65, 71, 85, 93, 94, 95, 105, 127, 134, 141, 149, 183, 184, 205, 216-217, 239, 261, 275, 281, 287, 293, 313, 386, 391, 456-459, 464, 465

## Concept 2: Organization

**Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).	<b>Teacher's Edition:</b> 22, 25-26, 53, 56-58, 62A-62B, 68-69, 74, 76-81, 82A-82B, 84, 87, 89-90, 94, 98-102, 106-107, 120-121, 130-136, 137, 138A-138B, 145-146, 152, 162-163, 153-158, 182, 185, 186-193, 195, 196, 198, 199, 201-202, 209-214, 218-219, 232-233, 238, 242-245, 248-250, 251, 258-259, 263-266, 267, 276, 277, 278-279, 282, 283, 284-285, 288, 289, 294, 295, 296-297, 300-301, 304, 305, 314, 316-319, 334, 336, 338-340, 349-354, 357, 367, 458-459
PO 2. Create a beginning that captures the reader's interest.	<b>Teacher's Edition:</b> 12, 22, 25, 53, 61, 66, 68, 76-81, 84, 89-90, 98, 99, 130-136, 145-146, 153-155, 185, 186-192, 196, 198, 201, 209-211, 238, 242-245, 248-250, 258-259, 263, 276, 278-279, 282, 284-285, 288, 294, 296-297, 300, 304, 334, 336, 338, 349-350
PO 3. Place details appropriately to support the main idea.	<b>Teacher's Edition:</b> 25, 53, 61, 68-69, 76-81, 89-90, 98, 100-101, 130-136, 145-146, 153-154, 156-157, 185, 186-192, 196, 198, 201-202, 209-210, 212-213, 238, 242-245, 248-250, 258-259, 264-265, 276, 278-279, 282, 284-285, 288, 294, 296-297, 300-301, 304, 334, 336, 338-339, 349, 351-352
PO 4. Use a variety of transitional words that creates smooth connections between ideas.	<b>Teacher's Edition:</b> 12, 56, 57, 64, 156, 185, 212, 465, 472-473
PO 5. Create an ending that provides a sense of resolution or closure.	<b>Teacher's Edition:</b> 13, 22, 26, 53, 61, 66, 69, 74, 76-81, 84, 89-90, 98, 102, 130-136, 145-146, 153-154, 158, 185, 186-192, 196, 198, 202, 209, 214, 238, 242-245, 248-250, 258-259, 266, 276, 278-279, 282, 284-285, 288, 294, 296-297, 301, 304, 334, 336, 340, 349, 353
PO 6. Construct a paragraph that groups sentences around a topic.	<b>Teacher's Edition:</b> 51-61, 63-66, 83-86, 139-142, 195-198, 253-256, 333-336, 460

### Concept 3: Voice

**Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Show awareness of the audience through word choice and style.	<b>Teacher's Edition:</b> 10, 22, 27, 72, 88, 96, 108-109, 120-121, 144, 150, 164-165, 176-177, 200, 207, 220-221, 232-233, 267, 305, 358, 462-463, 465
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	<b>Teacher's Edition:</b> 10, 22, 27, 72, 88, 96, 108-109, 120-121, 144, 150, 164-165, 176-177, 200, 207, 220-221, 232-233, 267, 305, 358, 462-463, 465

### Concept 4: Word Choice

**Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	<b>Teacher's Edition:</b> 10, 22, 28, 110-111, 120-121, 144, 150, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 422, 536-559
PO 2. Use descriptive words and phrases that energize the writing.	<b>Teacher's Edition:</b> 10, 22, 28, 67, 68, 78, 110-111, 120-121, 144, 150, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 422
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	<b>Teacher's Edition:</b> 10, 22, 28, 78, 110-111, 120-121, 144, 150, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 422
PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.	<b>Teacher's Edition:</b> 89, 311, 317, 318-319, 422, 464-465

### Concept 5: Sentence Fluency

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Write simple and compound sentences.	<b>Teacher's Edition:</b> 74, 144, 168, 432-433, 442-443, 482-483, 560-563

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 2. Write sentences that flow together and sound natural when read aloud.	<b>Teacher's Edition:</b> 22, 29, 168-170, 176-177, 224-226, 232-233, 267, 277, 283, 289, 295, 305, 315
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	<b>Teacher's Edition:</b> 22, 29, 112-114, 120-121, 232-233, 267, 358, 440-441, 448-449
PO 4. Use effective and natural dialogue when appropriate.	<b>Teacher's Edition:</b> 72, 96, 109, 301, 304, 307, 310, 465, 482-483, 494-495

## **Concept 6: Conventions**

**Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

<b>Grade 4 Performance Objectives</b>	<b>Write Source, Grade 4</b>
PO 1. Use capital letters for: a. proper nouns (i.e., names, days, months) b. titles c. names of place d. abbreviations e. literary titles (i.e., book, story, poem)	<b>Teacher's Edition:</b> 118, 174, 230, 255, 408-409, 508-515
PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	<b>Teacher's Edition:</b> 118, 174, 230, 305, 440-441, 478-481, 504
PO 3. Use commas to punctuate: a. items in a series b. greetings and closings of letters c. dates d. introductory words	<b>Teacher's Edition:</b> 29, 482-489
PO 4. Use quotation marks to punctuate: a. dialogue (although may be inconsistent or experimental) b. titles	<b>Teacher's Edition:</b> 96, 109, 307, 310, 465, 482, 494-495
PO 5. Use a colon to punctuate time.	<b>Teacher's Edition:</b> 498-499
PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive	<b>Teacher's Edition:</b> 228-230, 490-491
PO 7. Spell high frequency words correctly.	<b>Teacher's Edition:</b> 118, 174, 230, 305, 532-535

Grade 4 Performance Objectives	Write Source, Grade 4
<p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ol style="list-style-type: none"> <li>a. r-controlled</li> <li>b. diphthong</li> <li>c. vowel digraphs</li> <li>d. CVC words</li> <li>e. CCVC</li> <li>f. CVCC</li> <li>g. silent e</li> <li>h. irregular plurals</li> <li>i. affixes</li> </ol>	<p><b>Teacher's Edition:</b> 118, 174, 230, 305, 516-519, 528-531</p>
<p>PO 9. Spell simple homonyms correctly in context.</p>	<p><b>Teacher's Edition:</b> 118, 174, 230, 305, 536-559</p>
<p>PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.</p>	<p><b>Teacher's Edition:</b> 115, 171, 185, 227, 330-331, 532-535</p>
<p>PO 11. Use paragraph breaks to indicate an organizational structure.</p>	<p><b>Teacher's Edition:</b> 99-102, 155-158, 211-214, 264-266, 282, 350-354</p>
<p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> <li>c. personal pronouns</li> <li>d. adjectives</li> <li>e. conjunctions</li> </ol>	<p><b>Teacher's Edition:</b> 86, 89, 110, 116-117, 166, 174, 229, 230, 262, 408-430, 570-605</p>
<p>PO 13. Use subject/verb agreement in simple and compound sentences.</p>	<p><b>Teacher's Edition:</b> 117, 118, 172-174, 230, 420-421, 432-439</p>

## Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

### Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Grade 4 Performance Objectives	Write Source, Grade 4
<p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> <li>a. characters</li> <li>b. setting</li> <li>c. plot</li> <li>d. sensory details</li> <li>e. clear language</li> <li>f. logical sequence of events</li> </ol>	<p><b>Teacher's Edition:</b> 83-86, 87-124, 134-137, 299-310</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> <li>a. figurative language</li> <li>b. rhythm</li> <li>c. dialogue</li> <li>d. characterization</li> <li>e. plot</li> <li>f. appropriate format</li> </ol>	<p><b>Teacher's Edition:</b> 307, 311-319</p>

### Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

Grade 4 Performance Objectives	Write Source, Grade 4
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p><b>Teacher's Edition:</b> 149, 183, 188-189, 345</p>
<p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> <li>a. a topic sentence</li> <li>b. supporting details</li> <li>c. relevant information</li> </ol>	<p><b>Teacher's Edition:</b> 139-142</p>
<p>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p>	<p><b>Teacher's Edition:</b> 61, 139-142, 143-180, 181-189, 190-193, 333-336, 379-386</p>

### Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	<b>Teacher's Edition:</b> 182-185, 242-243, 474
PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	<b>Teacher's Edition:</b> 132-133, 244-247, 476-477
PO 3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	<b>Teacher's Edition:</b> 477

### Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.	<b>Teacher's Edition:</b> 194A-194B, 195-198, 199-236, 237-247, 248-251

### Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	<b>Teacher's Edition:</b> 124, 180, 236, 252A-252B, 253-256, 257-272, 273-297, 362
PO 2. Write a book report or review that identifies the: a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution	<b>Teacher's Edition:</b> 257-272, 286

Grade 4 Performance Objectives	Write Source, Grade 4
PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: <ol style="list-style-type: none"> <li>a. evidence from the text</li> <li>b. personal experience</li> <li>c. comparison to other text/media</li> </ol>	<b>Teacher's Edition:</b> 253-256, 273-297

### C o n c e p t 6 : R e s e a r c h

**Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.**

Grade 4 Performance Objectives	Write Source, Grade 4
PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	<b>Teacher's Edition:</b> 333-336, 344-345
PO 2. Organize notes in a meaningful sequence.	<b>Teacher's Edition:</b> 345, 347, 387-392
PO 3. Write an informational report that includes main idea(s) and relevant details.	<b>Teacher's Edition:</b> 320B, 337-362

**Write Source © 2006**  
**correlated to**  
**Arizona Writing Standard Articulated by Grade Level**  
**Grade 5**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material).	<b>Teacher’s Edition:</b> 5, 6, 11, 23-24, 58, 65, 70, 71, 77, 85, 92, 93, 94, 95, 127, 134, 137, 141, 148, 149, 151, 183, 184, 197, 204, 205, 206, 239, 240, 248, 255, 260, 261, 262, 275, 281, 287, 291, 293, 297, 302, 303, 313, 342, 344, 345, 347, 348, 364, 366, 385, 391, 392, 454-459, 474
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	<b>Teacher’s Edition:</b> 23, 24, 58, 63, 67, 83, 87, 125, 139, 143, 181, 195, 199, 237, 257, 273, 274-276, 280-282, 286-288, 292-294, 299, 307, 311-317, 333, 337, 379, 455, 461, 462-463
PO 3. Determine the intended audience of a writing piece.	<b>Teacher’s Edition:</b> 24, 63-66, 67-74, 75-81, 83-86, 87-124, 125-137, 139-142, 143-180, 181-193, 195-198, 199-236, 237-251, 253-256, 257-272, 273-297, 299-310, 311-319, 333-336, 337-362, 461, 465
PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	<b>Teacher’s Edition:</b> 6, 11, 24, 58-59, 65, 70, 71, 85, 93, 94, 95, 127, 128, 134, 141, 148, 151, 183, 184, 197, 204, 205, 206, 239, 240, 248, 255, 260, 261, 262, 275, 281, 287, 291, 293, 297, 302, 303, 313, 342, 344, 347, 348, 364, 366, 385, 391, 392, 454, 456, 457, 458-459, 474

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.	<b>Teacher's Edition:</b> 6, 23, 24, 47, 58, 63, 67, 83, 87, 125, 139, 143, 148, 181, 195, 199, 237, 271, 273, 274-276, 280-282, 286-288, 292-294, 299, 302, 307, 311-317, 337, 341, 379-386, 455, 461, 462-463
PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	<b>Teacher's Edition:</b> 60, 80-81, 134-136, 190-192, 248-250, 291, 399-405

### **C o n c e p t 2 : D r a f t i n g**

**Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose**

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	<b>Teacher's Edition:</b> 5, 6, 12-13, 59, 66, 72-74, 77, 79, 81, 86, 97-102, 129, 131, 133, 134, 137, 142, 153-158, 185, 187, 189, 192, 193, 198, 209, 209-214, 241, 243, 245, 250, 251, 256, 261, 263-266, 276, 282, 285, 288, 294, 297, 304, 314, 335, 336, 348, 349-354, 454-455
PO 2. Organize writing into a logical sequence that is clear to the audience.	<b>Teacher's Edition:</b> 5, 6, 12-13, 25, 56-57, 59, 66, 72-74, 77, 79, 81, 86, 89, 94, 97-102, 128, 131, 133, 134, 137, 142, 153-158, 185, 187, 189, 192, 193, 197, 198, 206, 208, 209, 210-214, 218-219, 241, 243, 245, 250, 251, 256, 261, 263-266, 276, 282, 285, 288, 294, 297, 304, 314, 336, 348, 349-354, 458-459

### **C o n c e p t 3 : R e v i s i n g**

**Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)**

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	<b>Teacher's Edition:</b> 5, 7, 14-15, 21-29, 40, 42, 59, 66, 74, 86, 103-114, 120-121, 129, 137, 142, 160-170, 176-177, 185, 193, 216-226, 232-233, 241, 251, 267, 277, 279, 283, 285, 289, 291, 295, 297, 305, 315, 356-358, 456-473
PO 2. Add details to the draft to more effectively accomplish the purpose.	<b>Teacher's Edition:</b> 5, 7, 14, 15, 55, 59, 74, 77, 79, 105, 129, 142, 160-161, 185, 208, 216-217, 226, 241, 267, 277, 289, 295, 305, 315, 356, 358, 456-457

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	<b>Teacher’s Edition:</b> 5, 7, 56-57, 74, 107, 112-113, 114, 163, 129, 131, 137, 142, 162-163, 170, 185, 193, 218-219, 222-223, 226, 241, 251, 267, 277, 279, 283, 285, 289, 291, 295, 297, 305, 315, 357, 358, 458-461
PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve in the draft.	<b>Teacher’s Edition:</b> 29, 59, 66, 74, 86, 107, 112-113, 114, 129, 137, 142, 168-169, 170, 185, 193, 198, 224-225, 226, 241, 251, 267, 277, 283, 289, 295, 305, 315, 358, 431-451, 470-473
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	<b>Teacher’s Edition:</b> 7, 14, 28, 29, 59, 66, 86, 110-111, 114, 137, 142, 166-167, 170, 185, 193, 198, 222-223, 226, 241, 261, 267, 277, 283, 289, 295, 305, 315 358, 407-430, 464-469
PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	<b>Teacher’s Edition:</b> 7, 15, 18, 31-38, 39-42, 66, 74, 86, 103-114, 120-121, 122-123, 129, 142, 160-170, 176-177, 185, 216-226, 232-233, 235, 267, 277, 283, 289, 295, 332, 358
PO 7. Use resources and reference materials to select more precise vocabulary.	<b>Teacher’s Edition:</b> 11, 166-167, 331, 332, 466-467 115, 166-167, 171, 222, 227, 330-331, 332, 466-467, 532

## C o n c e p t 4 : E d i t i n g

**Editing includes proofreading and correcting the draft for conventions.**

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	<b>Teacher’s Edition:</b> 7, 10, 16, 22, 30, 59, 66, 74, 77, 79, 81, 86, 88, 115-118, 120-121, 129, 131, 133, 136, 137, 142, 144, 171-174, 176, 185, 187, 193, 198, 200, 227-230, 232-233, 241, 243, 245, 250, 251, 256, 268, 277, 279, 283, 285, 289, 291, 295, 297, 305, 315, 336, 359-360, 367, 407-430, 431-451, 478-605
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	<b>Teacher’s Edition:</b> 11, 59, 115, 118, 171, 174, 227, 230, 268, 330-331, 359, 532
PO 3. Apply proofreading marks to indicate errors in conventions.	<b>Teacher’s Edition:</b> 16, 105, 107, 109, 111, 113, 115, 117, 161, 163, 165, 167, 169, 173, 217, 219, 221, 223, 225, 229, 356-357, inside back cover

Grade 5 Performance Objectives	Write Source, Grade 5
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	<b>Teacher's Edition:</b> 7, 30, 31-38, 39-42, 59, 66, 74, 86, 115, 116-118, 120-121, 129, 137, 172-174, 176-177, 193, 227, 228-231, 232-233, 241, 251, 268, 277, 283, 289, 295, 360, 367

## Concept 5: Publishing

**Publishing includes formatting and presenting a final product for the intended audience.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	<b>Teacher's Edition:</b> 7, 44-46, 119, 175, 231, 315, 361, 363-367
PO 2. Share the writing with the intended audience.	<b>Teacher's Edition:</b> 7, 119, 175, 231, 315
PO 3. Use margins and spacing to enhance the final product.	<b>Teacher's Edition:</b> 43-46, 119, 175, 231, 338
PO 4. Write legibly.	<b>Teacher's Edition:</b> 119, 175, 231, 315, 361

## Strand 2: Writing Elements

**Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.**

### Concept 1: Ideas and Content

**Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Express ideas that are clear and directly related to the topic.	<b>Teacher's Edition:</b> 23, 24, 65, 92, 93, 104-105, 120-121, 127, 148, 160-161, 170, 176-177, 200, 204, 216-217, 232-233, 239, 342-344, 347-348, 356, 454-455
PO 2. Provide content and selected details that are well-suited to audience and purpose.	<b>Teacher's Edition:</b> 6, 11, 24, 55, 58, 65, 71, 85, 93, 94, 95, 105, 127, 134, 141, 149, 160-161, 183, 184, 205, 216-217, 239, 261, 275, 281, 287, 293, 313, 386, 391, 456-459, 464, 465

Grade 5 Performance Objectives	Write Source, Grade 5
PO 3. Use relevant details to provide adequate support for the ideas.	<b>Teacher’s Edition:</b> 6, 11, 24, 55, 58, 65, 71, 85, 93, 94, 95, 105, 127, 134, 141, 149, 183, 184, 205, 216-217, 239, 261, 275, 281, 287, 293, 313, 356, 386, 391, 456-459, 464, 465

## Concept 2: Organization

**Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).	<b>Teacher’s Edition:</b> 22, 25-26, 53, 56-58, 68-69, 74, 76-81, 83, 84, 87, 89-90, 94, 98-102, 106-107, 120-121, 130-136, 137, 145-146, 152, 162-163, 153-158, 182, 185, 186-193, 195, 196, 198, 199, 201-202, 209-214, 218-219, 232-233, 238, 242-245, 248-250, 251, 258-259, 263-266, 267, 276, 277, 278-279, 282, 283, 284-285, 288, 289, 294, 295, 296-297, 300-301, 304, 305, 314, 316-319, 334, 336, 338-340, 349-354, 357, 367, 458-459
PO 2. Create a beginning that captures the reader’s interest.	<b>Teacher’s Edition:</b> 12, 22, 25, 53, 61, 66, 68, 76-81, 84, 89-90, 98, 99, 130-136, 145-146, 153-155, 162, 185, 186-192, 196, 198, 201, 209-211, 238, 242-245, 248-250, 258-259, 263, 276, 278-279, 282, 284-285, 288, 294, 296-297, 300, 304, 334, 336, 338, 349-350
PO 3. Place details appropriately to support the main idea.	<b>Teacher’s Edition:</b> 25, 53, 61, 68-69, 76-81, 89-90, 98, 100-101, 130-136, 145-146, 153-154, 156-157, 185, 186-192, 196, 198, 201-202, 209-210, 212-213, 238, 242-245, 248-250, 258-259, 264-265, 276, 278-279, 282, 284-285, 288, 294, 296-297, 300-301, 304, 334, 336, 337, 338-339, 349, 351-352
PO 4. Use a variety of words or phrases that creates smooth and effective transitions.	<b>Teacher’s Edition:</b> 12, 56, 57, 64, 156, 157, 185, 212-213, 219, 264, 465, 472-473
PO 5. Create an ending that provides a sense of resolution or closure.	<b>Teacher’s Edition:</b> 13, 22, 26, 53, 61, 66, 69, 74, 76-81, 84, 89-90, 98, 102, 130-136, 145-146, 153-154, 158, 185, 186-192, 196, 198, 202, 209, 214, 238, 242-245, 248-250, 258-259, 266, 276, 278-279, 282, 284-285, 288, 294, 296-297, 301, 304, 334, 336, 340, 349, 353
PO 6. Construct a paragraph that groups sentences around a topic.	<b>Teacher’s Edition:</b> 51-61, 63-66, 83-86, 139-142, 195-198, 253-256, 333-336, 460

### Concept 3: Voice

**Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO1. Show awareness of the audience through word choice and style.	<b>Teacher's Edition:</b> 10, 22, 27, 72, 88, 96, 108-109, 120-121, 144, 150, 164-165, 176-177, 200, 207, 220-221, 232-233, 267, 305, 358, 462-463, 465
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and mode.	<b>Teacher's Edition:</b> 10, 22, 27, 72, 88, 89, 96, 108-109, 120-121, 144, 150, 164-165, 176-177, 200, 207, 220-221, 232-233, 267, 305, 358, 462-463, 465
PO 3. Use language appropriate for topic and purpose.	<b>Teacher's Edition:</b> 10, 22, 27, 72, 88, 96, 108-109, 120-121, 144, 150, 164-165, 176-177, 200, 207, 220-221, 232-233, 267, 305, 358, 462-463, 465

### Concept 4: Word Choice

**Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	<b>Teacher's Edition:</b> 10, 22, 28, 110-111, 120-121, 144, 150, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 422, 536-559
PO 2. Use descriptive words and phrases that energize the writing.	<b>Teacher's Edition:</b> 10, 22, 28, 64, 67, 68, 71, 78, 110-111, 120-121, 144, 150, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 422
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	<b>Teacher's Edition:</b> 10, 22, 28, 78, 110-111, 120-121, 144, 150, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 422
PO 4. Use literal and figurative language where appropriate to purpose.	<b>Teacher's Edition:</b> 89, 311, 314, 317, 318-319, 422, 464-465

### Concept 5: Sentence Fluency

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Write simple and compound sentences.	<b>Teacher's Edition:</b> 225, 432-433, 442-443, 482-483, 560-563

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 2. Write sentences that flow together and sound natural when read aloud.	<b>Teacher's Edition:</b> 22, 29, 168-170, 176-177, 224-226, 232-233, 267, 277, 283, 289, 295, 305, 315
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	<b>Teacher's Edition:</b> 22, 29, 112-114, 120-121, 169, 232-233, 267, 358, 440-441, 448-449
PO 4. Use effective and natural dialogue when appropriate.	<b>Teacher's Edition:</b> 72, 96, 109, 301, 304, 307, 310, 386, 465, 482-483, 494-495

## Concept 6: Conventions

**Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

<b>Grade 5 Performance Objectives</b>	<b>Write Source, Grade 5</b>
PO 1. Use capital letters correctly for: <ul style="list-style-type: none"> <li>a. proper nouns: <ul style="list-style-type: none"> <li>• place names</li> <li>• holidays</li> <li>• languages</li> <li>• historical events</li> <li>• organizations</li> </ul> </li> <li>b. literary titles (i.e., book, story, poem, play, song)</li> <li>c. titles</li> <li>d. abbreviations</li> <li>e. words used as names (e.g., Mother, Uncle Jim)</li> </ul>	<b>Teacher's Edition:</b> 118, 174, 230, 255, 408-409, 508-515
PO 2. Punctuate endings of sentences using: <ul style="list-style-type: none"> <li>a. periods</li> <li>b. question marks</li> <li>c. exclamation points</li> </ul>	<b>Teacher's Edition:</b> 118, 174, 230, 305, 440-441, 478-481, 504
PO 3. Use commas to punctuate: <ul style="list-style-type: none"> <li>a. items in a series</li> <li>b. greetings and closings of letters</li> <li>c. dates</li> <li>d. introductory words</li> <li>e. dialogue</li> <li>f. direct address</li> </ul>	<b>Teacher's Edition:</b> 29, 228-230, 482-489
PO 4. Use quotation marks to punctuate: <ul style="list-style-type: none"> <li>a. simple dialogue</li> <li>b. titles</li> </ul>	<b>Teacher's Edition:</b> 96, 109, 116, 118, 307, 310, 346, 465, 482, 494-495

Grade 5 Performance Objectives	Write Source, Grade 5
PO 5. Use colons to punctuate: <ul style="list-style-type: none"> <li>a. time</li> <li>b. business letter salutations</li> </ul>	<b>Teacher's Edition:</b> 246, 498-499
PO 6. Use apostrophes to punctuate: <ul style="list-style-type: none"> <li>a. contractions</li> <li>b. singular possessive</li> </ul>	<b>Teacher's Edition:</b> 172, 490-493
PO 7. Spell high frequency words correctly.	<b>Teacher's Edition:</b> 118, 174, 230, 305, 532-535
PO 8. Use common spelling patterns/generalizations to spell words correctly, including: <ul style="list-style-type: none"> <li>a. irregular plurals</li> <li>b. silent e</li> <li>c. i before e</li> <li>d. words ending in -y</li> <li>e. doubling final consonant</li> </ul>	<b>Teacher's Edition:</b> 118, 174, 230, 305, 516-519, 528-531
PO 9. Spell homonyms correctly in context.	<b>Teacher's Edition:</b> 118, 174, 230, 305, 536-559
PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.	<b>Teacher's Edition:</b> 115, 118, 171, 174, 227, 230, 268, 330-331, 359, 532
PO 11. Use paragraph breaks to indicate an organizational structure.	<b>Teacher's Edition:</b> 99-102, 155-158, 211-214, 264-266, 282, 350-354
PO 12. Use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> <li>c. personal pronouns</li> <li>d. conjunctions</li> <li>e. adverbs</li> </ul>	<b>Teacher's Edition:</b> 110, 166, 173, 174, 230, 268, 408-430, 570-605
PO 13. Use subject/verb agreement in simple and compound sentences.	<b>Teacher's Edition:</b> 420-421, 432-439

## Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

### Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Grade 5 Performance Objectives	Write Source, Grade 5
<p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> <li>a. characters</li> <li>b. setting</li> <li>c. plot</li> <li>d. sensory details</li> <li>e. clear language</li> <li>f. logical sequence of events</li> </ol>	<p><b>Teacher's Edition:</b> 83-86, 87-124, 134-137, 299-310</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> <li>a. figurative language</li> <li>b. rhythm</li> <li>c. dialogue</li> <li>d. characterization</li> <li>e. a plot</li> <li>f. appropriate format</li> </ol>	<p><b>Teacher's Edition:</b> 307, 311-319</p>

### Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

Grade 5 Performance Objectives	Write Source, Grade 5
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p><b>Teacher's Edition:</b> 149, 183, 188-189, 345</p>
<p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> <li>a. a topic sentence</li> <li>b. supporting details</li> <li>c. relevant information</li> </ol>	<p><b>Teacher's Edition:</b> 139-142</p>
<p>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p>	<p><b>Teacher's Edition:</b> 61, 138A-138B, 139-142, 143-180, 181-189, 190-193, 333-336, 379-386</p>

### Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	<b>Teacher's Edition:</b> 186-187, 242-243, 474
PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	<b>Teacher's Edition:</b> 132-133, 244-247, 476-477
PO 3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	<b>Teacher's Edition:</b> 477

### Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader.	<b>Teacher's Edition:</b> 194A-194B, 195-198, 199-236, 237-247, 248-251

### Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	<b>Teacher's Edition:</b> 124, 180, 236, 252A-252B, 252A-252B, 253-256, 257-272, 273-297, 362

Grade 5 Performance Objectives	Write Source, Grade 5
PO 2. Write a book report or review that identifies the: <ol style="list-style-type: none"> <li>a. main idea</li> <li>b. character(s)</li> <li>c. setting</li> <li>d. sequence of events</li> <li>e. conflict/resolution</li> </ol>	<b>Teacher's Edition:</b> 258, 261, 262, 264
PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: <ol style="list-style-type: none"> <li>a. evidence from the text</li> <li>b. personal experience</li> <li>c. comparison to other text/media</li> </ol>	<b>Teacher's Edition:</b> 253-256, 273-297, 334, 384

### Concept 6: Research

**Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.**

Grade 5 Performance Objectives	Write Source, Grade 5
PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	<b>Teacher's Edition:</b> 333-336, 344-345
PO 2. Organize notes in a meaningful sequence.	<b>Teacher's Edition:</b> 345, 347, 387-392
PO 3. Write an informational report that includes main ideas and relevant details.	<b>Teacher's Edition:</b> 320A, 337-362



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