

WRITE AHEAD © 2004

correlated to

Arizona

**Writing Standard Articulated
by Grade Level
Grades 9-12**

GReAT **S**ouR**Ce**®

EDUCATION GROUP

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YOUR ARIZONA GREAT SOURCE REPRESENTATIVE

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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 9

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Student Handbook: 20, 21, 24, 41-48, 152, 162, 170, 175, 183, 196, 204, 213, 217, 225, 240
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 7, 24, 46, 55, 66, 70, 142
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 7, 55, 66, 139
PO 4. Establish a controlling idea appropriate to the type of writing.	Student Handbook: 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 52, 53, 54, 57, 58, 170, 176, 196
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Student Handbook: 44-45
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 67, 366-368, 375-377

Concept 2: Drafting

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

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.	Student Handbook: 41-48, 49-58, 163, 176, 196
PO 2. Sequence ideas into a cohesive, meaningful order.	Student Handbook: 59-64, 153, 163, 170, 177, 183, 197, 205, 213, 217, 228-229, 240

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 67-72, 153, 163, 171, 177, 184, 198, 205, 214, 218, 230, 241
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 67, 68, 71, 72, 153, 163, 171, 177, 198, 214, 218, 230, 241
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 67, 68, 71, 72, 163, 198
PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Student Handbook: 67, 68, 71, 72, 153, 171, 184, 218, 230, 241
PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Student Handbook: 69, 106, 154
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Student Handbook: 23, 78, 83-90, 91-94
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 24, 72, 73-76, 116, 125, 157, 189, 200, 209
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Student Handbook: 318

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 79-81, 154, 164, 171, 178, 184, 198, 206, 214, 230, 241, 378-471
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 25, 81, 378-471
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 66, 80, 154, 164, 178, 184, 230, 241, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 24, 72, 73-76, 116, 125, 157, 189, 200, 209

Concept 5: Publishing

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

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	Student Handbook: 7, 18, 25-28, 29-34, 35-39
PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 25-28
PO 3. Write legibly.	Student Handbook: 345

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.

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Maintain a clear, narrow focus to support the topic.	Student Handbook: 6, 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 2. Write with an identifiable purpose and for a specific audience.	Student Handbook: 7, 24, 46, 55, 66, 70, 139, 142
PO 3. Provide sufficient, relevant, and carefully selected details for support.	Student Handbook: 49-58, 62, 103, 112-113, 138
PO 4. Demonstrate a thorough, balanced explanation of the topic.	Student Handbook: 62-63, 68
PO 5. Include ideas and details that show original perspective and insights.	Student Handbook: 21, 24, 50

Concept 2: Organization

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

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 21, 54, 57, 60, 104-105, 109, 151, 174, 192-195, 212, 220-223, 238-239, 248
PO 2. Include a strong beginning or introduction that draws in the reader.	Student Handbook: 60-61, 67, 69, 97, 197
PO 3. Place details appropriately to support the main idea.	Student Handbook: 57-58, 104-105
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).	Student Handbook: 69, 105, 106, 294

Grade 9 Performance Objectives	Write Ahead © 2004
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	Student Handbook: 57, 60-64, 105
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 64, 69, 97, 193, 197

Concept 3: Voice

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

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 7, 20, 22, 55, 66, 128, 132-133, 139
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 20, 22, 128, 132-133
PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Student Handbook: 20, 22, 24, 70, 132, 143, 459
PO 4. Use engaging and expressive language that shows a commitment to the topic.	Student Handbook: 20, 22, 128, 132-133
PO 5. Use language appropriate to purpose, topic, and audience.	Student Handbook: 20, 22, 24, 70, 132, 143, 459

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Student Handbook: 20, 22, 128, 132-133
PO 2. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 128-129
PO 3. Use words that evoke clear images.	Student Handbook: 20, 22, 128, 132-133

Grade 9 Performance Objectives	Write Ahead © 2004
PO 4. Use literal and figurative language intentionally when appropriate.	Student Handbook: 140, 207
PO 5. Use clichés only when appropriate to purpose.	Student Handbook: 139

Concept 5: Sentence Fluency

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

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 83-90, 91-94, 128, 134
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 128, 134
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	Student Handbook: 23, 128

Concept 6: Conventions

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

Grade 9 Performance Objectives	Write Ahead © 2004
PO 1. Use capitals correctly for: <ul style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • holidays • place/regional names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • product names b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant) 	Student Handbook: 397-401

Grade 9 Performance Objectives	Write Ahead © 2004
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interruptors f. compound sentences g. appositives h. dialogue 	Student Handbook: 381-386
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles c. exact words from sources 	Student Handbook: 392-393
PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	Student Handbook: 396
PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.	Student Handbook: 388
PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.	Student Handbook: 387
PO 7. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives 	Student Handbook: 394-395
PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.	Student Handbook: 389-390, 391
PO 9. Spell words correctly.	Student Handbook: 408-414
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	Student Handbook: 104-105
PO 11. Demonstrate control of grammar and usage in writing: <ol style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms 	Student Handbook: 86-90, 415-432, 440-445, 446-471

Grade 9 Performance Objectives	Write Ahead © 2004
PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).	Student Handbook: 232-234

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Write a personal narrative that: <ol style="list-style-type: none"> a. describes a sequence of events, focusing on one incident experienced by the author b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds and smells of the scenes d. uses figurative language (e.g., simile, metaphor, personification) 	Student Handbook: 149-157

Concept 2: Expository

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 9 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write an explanatory, multi-paragraph essay that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion 	<p>Student Handbook: 167-172</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 9 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a business letter that:</p> <ol style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional business letter format (block, modified block, email) 	<p>Student Handbook: 237-244</p>
<p>PO 2. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address 	<p>Student Handbook: 244</p>

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Write a persuasive composition (e.g., business letter, essay) that: a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. addresses the reader's concerns	Student Handbook: 101, 117-125, 284

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Write a literary analysis that: a. describes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. explains different elements of figurative language, (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection c. compares works within a literary genre that deal with similar themes (e.g., compare two short stories or two poems)	Student Handbook: 181-189, 331-335

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 9 Performance Objectives	Write Ahead © 2004
PO 1. Write an essay that: a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of research information c. integrates direct quotes d. cites sources	Student Handbook: 219-235



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Arizona Writing Standard Articulated by Grade Level
Grade 10

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 10 Performance Objectives	Write Ahead © 2004
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Student Handbook: 20, 21, 24, 41-48, 152, 162, 170, 175,183, 196, 204, 213, 217, 225, 240
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 7, 24, 46, 55, 66, 70, 142
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 7, 55, 66, 139
PO 4. Establish a controlling idea appropriate to the type of writing.	Student Handbook: 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 52, 53, 54, 57, 58, 170, 176, 196
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Student Handbook: 44-45
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 67, 366-368, 375-377

Concept 2: Drafting

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

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PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.	Student Handbook: 41-48, 49-58, 163, 176, 196
PO 2. Sequence ideas into a cohesive, meaningful order.	Student Handbook: 59-64, 153, 163, 170, 177, 183, 197, 205, 213, 217, 228-229, 240

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?)

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PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 67-72, 153, 163, 171, 177, 184, 198, 205, 214, 218, 230, 241
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PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Student Handbook: 318

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

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Concept 5: Publishing

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PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 25-28
PO 3. Write legibly.	Student Handbook: 345

Strand 2: Writing Components

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PO 4. Demonstrate a thorough, balanced explanation of the topic.	Student Handbook: 62-63, 68
PO 5. Include ideas and details that show original perspective and insights.	Student Handbook: 21, 24, 50

Concept 2: Organization

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

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PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 21, 54, 57, 60, 104-105, 109, 151, 174, 192-195, 212, 220-223, 238-239, 248
PO 2. Include a strong beginning or introduction that draws in the reader.	Student Handbook: 60-61, 67, 69, 97, 197
PO 3. Place details appropriately to support the main idea.	Student Handbook: 57-58, 104-105
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).	Student Handbook: 69, 105, 106, 294

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PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	Student Handbook: 57, 60-64, 105
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Concept 3: Voice

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

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PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 20, 22, 128, 132-133
PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Student Handbook: 20, 22, 24, 70, 132, 143, 459
PO 4. Use engaging and expressive language that shows a commitment to the topic.	Student Handbook: 20, 22, 128, 132-133
PO 5. Use language appropriate to purpose, topic, and audience.	Student Handbook: 20, 22, 24, 70, 132, 143, 459

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.

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PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Student Handbook: 20, 22, 128, 132-133
PO 2. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 128-129
PO 3. Use words that evoke clear images.	Student Handbook: 20, 22, 128, 132-133

Grade 10 Performance Objectives	Write Ahead © 2004
PO 4. Use literal and figurative language intentionally when appropriate.	Student Handbook: 140, 207
PO 5. Use clichés only when appropriate to purpose.	Student Handbook: 139

Concept 5: Sentence Fluency

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

Grade 10 Performance Objectives	Write Ahead © 2004
PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 83-90, 91-94, 128, 134
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 128, 134
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	Student Handbook: 23, 128

Concept 6: Conventions

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Grade 10 Performance Objectives	Write Ahead © 2004
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interruptors f. compound sentences g. appositives h. dialogue 	Student Handbook: 381-386
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles c. exact words from sources 	Student Handbook: 392-393
PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	Student Handbook: 396
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PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.	Student Handbook: 389-390, 391
PO 9. Spell words correctly.	Student Handbook: 408-414
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	Student Handbook: 104-105
PO 11. Demonstrate control of grammar and usage in writing: <ol style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms 	Student Handbook: 86-90, 415-432, 440-445, 446-471

Grade 10 Performance Objectives	Write Ahead © 2004
PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).	Student Handbook: 232-234

Strand 3: Writing Applications

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Concept 1: Expressive

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

Grade 10 Performance Objectives	Write Ahead © 2004
PO 1. Write a reflective personal narrative that: <ol style="list-style-type: none"> a. describes a sequence of events, communicating the significance of the events to the audience b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. describes with specific details the actions, movements, gestures, and feelings of the characters e. uses interior monologue f. uses figurative language (e.g., simile, metaphor, personification) 	Student Handbook: 149-157

Concept 2: Expository

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 10 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write an explanatory, multi-paragraph essay that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information, as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion 	<p>Student Handbook: 167-172</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 10 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a business letter and/or memo that:</p> <ol style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional format (block, modified block, memo, email) 	<p>Student Handbook: 237-244, 248-249</p>
<p>PO 2. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address 	<p>Student Handbook: 244</p>

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 10 Performance Objectives	Write Ahead © 2004
PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that: a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. addresses the reader's concerns	Student Handbook: 101, 117-125, 284

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 10 Performance Objectives	Write Ahead © 2004
PO 1. Write a literary analysis that: a. analyzes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. analyzes different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection c. compares the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story) d. identifies how an author's choice of words and imagery sets the tone and advances the work's theme	Student Handbook: 181-189, 331-335

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 10 Performance Objectives	Write Ahead © 2004
PO 1. Write a research report that: a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of primary and/or secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses internal citations f. includes a works cited, bibliography, or reference page	Student Handbook: 219-235

Write Ahead © 2004
correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 11

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 11 Performance Objectives	Write Ahead © 2004
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Student Handbook: 20, 21, 24, 41-48, 152, 162, 170, 175, 183, 196, 204, 213, 217, 225, 240
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 7, 24, 46, 55, 66, 70, 142
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 7, 55, 66, 139
PO 4. Establish a controlling idea appropriate to the type of writing.	Student Handbook: 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 52, 53, 54, 57, 58, 170, 176, 196
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Student Handbook: 44-45
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 67, 366-368, 375-377

Concept 2: Drafting

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

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.	Student Handbook: 41-48, 49-58, 163, 176, 196
PO 2. Sequence ideas into a cohesive, meaningful order.	Student Handbook: 59-64, 153, 163, 170, 177, 183, 197, 205, 213, 217, 228-229, 240

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 11 Performance Objectives	Write Ahead © 2004
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 67-72, 153, 163, 171, 177, 184, 198, 205, 214, 218, 230, 241
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 67, 68, 71, 72, 153, 163, 171, 177, 198, 214, 218, 230, 241
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 67, 68, 71, 72, 163, 198
PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Student Handbook: 67, 68, 71, 72, 153, 171, 184, 218, 230, 241
PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Student Handbook: 69, 106, 154
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Student Handbook: 23, 78, 83-90, 91-94
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 24, 72, 73-76, 116, 125, 157, 189, 200, 209
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Student Handbook: 318

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 79-81, 154, 164, 171, 178, 184, 198, 206, 214, 230, 241, 378-471
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 25, 81, 378-471
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 66, 80, 154, 164, 178, 184, 230, 241, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 24, 72, 73-76, 116, 125, 157, 189, 200, 209

Concept 5: Publishing

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

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	Student Handbook: 7, 18, 25-28, 29-34, 35-39
PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 25-28
PO 3. Write legibly.	Student Handbook: 345

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.

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Maintain a clear, narrow focus to support the topic.	Student Handbook: 6, 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 2. Write with an identifiable purpose and for a specific audience.	Student Handbook: 7, 24, 46, 55, 66, 70, 139, 142
PO 3. Provide sufficient, relevant, and carefully selected details for support.	Student Handbook: 49-58, 62, 103, 112-113, 138
PO 4. Demonstrate a thorough, balanced explanation of the topic.	Student Handbook: 62-63, 68
PO 5. Include ideas and details that show original perspective and insights.	Student Handbook: 21, 24, 50

Concept 2: Organization

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

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 21, 54, 57, 60, 104-105, 109, 151, 174, 192-195, 212, 220-223, 238-239, 248
PO 2. Include a strong beginning or introduction that draws in the reader.	Student Handbook: 60-61, 67, 69, 97, 197
PO 3. Place details appropriately to support the main idea.	Student Handbook: 57-58, 104-105
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).	Student Handbook: 69, 105, 106, 294

Grade 11 Performance Objectives	Write Ahead © 2004
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	Student Handbook: 57, 60-64, 105
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 64, 69, 97, 193, 197

Concept 3: Voice

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

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 7, 20, 22, 55, 66, 128, 132-133, 139
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 20, 22, 128, 132-133
PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Student Handbook: 20, 22, 24, 70, 132, 143, 459
PO 4. Use engaging and expressive language that shows a commitment to the topic.	Student Handbook: 20, 22, 128, 132-133
PO 5. Use language appropriate to purpose, topic, and audience.	Student Handbook: 20, 22, 24, 70, 132, 143, 459

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 11 Performance Objectives	Write Ahead © 2004
PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Student Handbook: 20, 22, 128, 132-133
PO 2. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 128-129
PO 3. Use words that evoke clear images.	Student Handbook: 20, 22, 128, 132-133

Grade 11 Performance Objectives	Write Ahead © 2004
PO 4. Use literal and figurative language intentionally when appropriate.	Student Handbook: 140, 207
PO 5. Use clichés only when appropriate to purpose.	Student Handbook: 139

Concept 5: Sentence Fluency

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

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 83-90, 91-94, 128, 134
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 128, 134
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	Student Handbook: 23, 128

Concept 6: Conventions

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

Grade 11 Performance Objectives	Write Ahead © 2004
PO 1. Use capitals correctly for: <ul style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • holidays • place/regional names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • product names b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant) 	Student Handbook: 397-401

Grade 11 Performance Objectives	Write Ahead © 2004
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interruptors f. compound sentences g. appositives h. dialogue 	Student Handbook: 381-386
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles c. exact words from sources 	Student Handbook: 392-393
PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	Student Handbook: 396
PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.	Student Handbook: 388
PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.	Student Handbook: 387
PO 7. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives 	Student Handbook: 394-395
PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.	Student Handbook: 389-390, 391
PO 9. Spell words correctly.	Student Handbook: 408-414
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	Student Handbook: 104-105
PO 11. Demonstrate control of grammar and usage in writing: <ol style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms 	Student Handbook: 86-90, 415-432, 440-445, 446-471

Grade 11 Performance Objectives	Write Ahead © 2004
PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).	Student Handbook: 232-234

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 11 Performance Objectives	Write Ahead © 2004
PO 1. Write in a variety of expressive forms (e.g. poetry, short story, and/or drama) that: <ul style="list-style-type: none"> a. use voice and style appropriate to audience and purpose b. organize ideas in writing to ensure coherence, logical progression, and support c. employ literary devices (e.g., irony, conceit, foreshadowing, symbolism) to enhance style and voice 	Student Handbook: 191-200, 201-209, 331-335

Concept 2: Expository

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 11 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information, as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion 	<p>Student Handbook: 107-116, 219-235</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 11 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ol style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional format 	<p>Student Handbook: 237-245, 245-251</p>

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 11 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that:</p> <ol style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. acknowledges and refutes opposing arguments 	<p>Student Handbook: 101, 117-125, 284, 354-356</p>

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 11 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a literary analysis that:</p> <ol style="list-style-type: none"> a. evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. interprets different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit) with emphasis on how the author’s use of language evokes readers’ emotions c. analyzes the way in which the theme, or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified theme d. explains the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection e. analyzes an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks f. explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position) 	<p>Student Handbook: 181-189, 331-335</p>

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 11 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a research product that:</p> <ul style="list-style-type: none">a. incorporates evidence in support of a thesis or claimb. integrates information and ideas from multiple primary and secondary sourcesc. makes distinctions between the relative value and significance of specific data, facts, and ideasd. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriatee. integrates direct quotesf. uses internal citationsg. includes a works cited, bibliography, or reference page	<p>Student Handbook: 219-235</p>

Write Ahead © 2004
correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 12

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 12 Performance Objectives	Write Ahead © 2004
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Student Handbook: 20, 21, 24, 41-48, 152, 162, 170, 175, 183, 196, 204, 213, 217, 225, 240
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 7, 24, 46, 55, 66, 70, 142
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 7, 55, 66, 139
PO 4. Establish a controlling idea appropriate to the type of writing.	Student Handbook: 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 52, 53, 54, 57, 58, 170, 176, 196
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Student Handbook: 44-45
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 67, 366-368, 375-377

Concept 2: Drafting

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

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.	Student Handbook: 41-48, 49-58, 163, 176, 196
PO 2. Sequence ideas into a cohesive, meaningful order.	Student Handbook: 59-64, 153, 163, 170, 177, 183, 197, 205, 213, 217, 228-229, 240

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 12 Performance Objectives	Write Ahead © 2004
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 67-72, 153, 163, 171, 177, 184, 198, 205, 214, 218, 230, 241
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 67, 68, 71, 72, 153, 163, 171, 177, 198, 214, 218, 230, 241
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 67, 68, 71, 72, 163, 198
PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Student Handbook: 67, 68, 71, 72, 153, 171, 184, 218, 230, 241
PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Student Handbook: 69, 106, 154
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Student Handbook: 23, 78, 83-90, 91-94
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 24, 72, 73-76, 116, 125, 157, 189, 200, 209
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Student Handbook: 318

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 79-81, 154, 164, 171, 178, 184, 198, 206, 214, 230, 241, 378-471
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 25, 81, 378-471
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 66, 80, 154, 164, 178, 184, 230, 241, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 24, 72, 73-76, 116, 125, 157, 189, 200, 209

Concept 5: Publishing

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

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	Student Handbook: 7, 18, 25-28, 29-34, 35-39
PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 25-28
PO 3. Write legibly.	Student Handbook: 345

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.

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Maintain a clear, narrow focus to support the topic.	Student Handbook: 6, 12, 56, 61, 68, 97, 102, 110, 116, 118, 121, 123, 162, 170, 183, 204, 213, 217, 225-228, 240
PO 2. Write with an identifiable purpose and for a specific audience.	Student Handbook: 7, 24, 46, 55, 66, 70, 139, 142
PO 3. Provide sufficient, relevant, and carefully selected details for support.	Student Handbook: 49-58, 62, 103, 112-113, 138
PO 4. Demonstrate a thorough, balanced explanation of the topic.	Student Handbook: 62-63, 68
PO 5. Include ideas and details that show original perspective and insights.	Student Handbook: 21, 24, 50

Concept 2: Organization

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

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 21, 54, 57, 60, 104-105, 109, 151, 174, 192-195, 212, 220-223, 238-239, 248
PO 2. Include a strong beginning or introduction that draws in the reader.	Student Handbook: 60-61, 67, 69, 97, 197
PO 3. Place details appropriately to support the main idea.	Student Handbook: 57-58, 104-105
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).	Student Handbook: 69, 105, 106, 294

Grade 12 Performance Objectives	Write Ahead © 2004
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	Student Handbook: 57, 60-64, 105
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 64, 69, 97, 193, 197

Concept 3: Voice

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

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 7, 20, 22, 55, 66, 128, 132-133, 139
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 20, 22, 128, 132-133
PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Student Handbook: 20, 22, 24, 70, 132, 143,
PO 4. Use engaging and expressive language that shows a commitment to the topic.	Student Handbook: 20, 22, 128, 132-133
PO 5. Use language appropriate to purpose, topic, and audience.	Student Handbook: 20, 22, 24, 70, 132, 143,

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 12 Performance Objectives	Write Ahead © 2004
PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Student Handbook: 20, 22, 128, 132-133
PO 2. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 128-129
PO 3. Use words that evoke clear images.	Student Handbook: 20, 22, 128, 132-133

Grade 12 Performance Objectives	Write Ahead © 2004
PO 4. Use literal and figurative language intentionally when appropriate.	Student Handbook: 140, 207
PO 5. Use clichés only when appropriate to purpose.	Student Handbook: 139

Concept 5: Sentence Fluency

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

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 83-90, 91-94, 128, 134
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 24, 128, 134
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	Student Handbook: 23, 128

Concept 6: Conventions

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

Grade 12 Performance Objectives	Write Ahead © 2004
PO 1. Use capitals correctly for: <ul style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • holidays • place/regional names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • product names b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant) 	Student Handbook: 397-401

Grade 12 Performance Objectives	Write Ahead © 2004
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interruptors f. compound sentences g. appositives h. dialogue 	Student Handbook: 381-386
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles c. exact words from sources 	Student Handbook: 392-393
PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	Student Handbook: 396
PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.	Student Handbook: 388
PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.	Student Handbook: 387
PO 7. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives 	Student Handbook: 394-395
PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.	Student Handbook: 389-390, 391
PO 9. Spell words correctly.	Student Handbook: 408-414
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	Student Handbook: 104-105
PO 11. Demonstrate control of grammar and usage in writing: <ol style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms 	Student Handbook: 86-90, 415-432, 440-445, 446-471

Grade 12 Performance Objectives	Write Ahead © 2004
PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).	Student Handbook: 232-234

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 12 Performance Objectives	Write Ahead © 2004
PO 1. Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that: <ol style="list-style-type: none"> a. use voice and style appropriate to audience and purpose b. organize ideas in writing to ensure coherence, logical progression, and support c. employ literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice 	Student Handbook: 191-200, 201-209, 331-335

Concept 2: Expository

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 12 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that:</p> <ol style="list-style-type: none"> a. includes background information to set up the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion 	<p>Student Handbook: 107-116, 219-235</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 12 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a work-related document (e.g., resume, application essay) that:</p> <ol style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional format 	<p>Student Handbook: 237-245, 245-251</p>

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 12 Performance Objectives	Write Ahead © 2004
PO 1. Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that: a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. acknowledges and refutes opposing arguments	Student Handbook: 101, 117-125, 284, 354-356

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 12 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write literary analysis that:</p> <ul style="list-style-type: none"> a. evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. interprets figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) with emphasis upon how the writer uses language to evoke readers’ emotions c. explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position) d. analyzes a writer’s word choice and imagery as a means to appeal to the reader’s senses and to set the tone, providing evidence from the text to support the analysis, e. describes the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature f. compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme g. analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial 	<p>Student Handbook: 181-189, 331-335</p>

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 12 Performance Objectives	Write Ahead © 2004
<p>PO 1. Write a research product that:</p> <ul style="list-style-type: none">a. incorporates evidence in support of a thesis or claimb. integrates information and ideas from multiple primary and secondary sourcesc. makes distinctions between the relative value and significance of specific data, facts, and ideasd. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriatee. integrates direct quotesf. uses internal citationsg. includes a works cited, bibliography, or reference page	<p>Student Handbook: 219-235</p>



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