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Grades 6-8

correlated to

Arizona

**Writing Standards Articulated
by Grade Level**

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EDUCATION GROUP



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YOUR ARIZONA GREAT SOURCE REPRESENTATIVE

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Arizona Writing Standard Articulated by Grade Level
Grade 6

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 7, 8, 13, 35, 73, 78, 95, 101, 102, 104, 138, 155, 159, 165-170, 202, 207, 209, 211, 213, 216, 217, 221, 227-232, 264, 269, 271, 273, 275, 280, 281, 285, 291-294, 326, 331, 333, 335, 346-347, 355-356, 379, 386-388, 392, 412, 544-547
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 12, 38, 72, 83, 93, 97-98, 135, 155, 157, 161-162, 199, 205, 207, 216, 219, 223-224, 261, 267, 281, 283, 287-288, 323, 329, 343, 353, 546-547
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 75, 93, 97, 135, 143, 157, 161, 182-183, 199, 219, 223, 261, 283, 287, 307, 323, 343, 353, 377, 381
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 7, 8, 35, 102-103, 166-170, 202, 207, 209, 211, 216, 217, 221, 227-228, 264, 273, 275, 291-292, 323, 326, 331, 333, 346, 379, 386, 392-393, 412
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 13, 38, 95, 101, 103-106, 108, 138-139, 159, 165-170, 202-203, 221, 227-232, 285, 292-294, 346-347, 355-356, 386-388, 392-393, 412, 548-549

Grade 6 Performance Objectives	Write Source, Grade 6
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 73, 78, 95, 102, 138, 159, 166, 202, 221, 228, 285, 355, 386, 439, 544-547
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 152-154, 214-216, 278-280, 329, 336-341, 458, 464-467

Concept 2: Drafting

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

Grade 6 Performance Objectives	Write Source, Grade 6
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 14-15, 38, 74, 78-82, 96, 108-112, 138-140, 155, 160, 169-176, 204, 207, 211, 217, 222, 231-238, 256-257, 265, 275, 281, 286, 296-300, 346-348, 392-398, 530-533, 540-541, 544, 552-553
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 8, 12, 34, 37-38, 49, 74, 79-82, 85, 87, 89, 91, 96, 108, 130-131, 139, 155, 160, 162, 170, 172-174, 194-195, 204, 207, 209, 217, 222, 231-234, 256-257, 265, 281, 286, 296-300, 318-319, 346, 348, 394-400, 530, 534-537, 540-541, 550-551

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 9, 16-21, 33-43, 45-56, 74, 82, 87, 96, 98, 113-124, 130-131, 133, 141, 149, 154, 155, 160, 162, 177-188, 194-195, 197, 204, 209, 216, 217, 222, 224, 239-250, 256-257, 259, 266, 269, 273, 280, 281, 286, 288, 301-312, 318-319, 321, 328, 331, 333, 348, 380, 401-402, 410, 469-541, 543-577
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 9, 16-17, 82, 85, 89, 91, 98, 114-115, 124, 130-131, 133, 141, 149, 151, 155, 160, 162, 178-179, 188, 194-195, 197, 204, 207, 217, 222, 250, 256-257, 259, 266, 271, 275, 281, 288, 312, 318-319, 321, 333, 348, 380, 530, 541
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348

Grade 6 Performance Objectives	Write Source, Grade 6
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 9, 20, 74, 82, 116-124, 141, 155, 160, 177, 180-188, 204, 217, 222, 239, 242-250, 266, 281, 286, 304-312, 328, 348
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 122-123, 248-249, 310-311, 511-516, 518-522
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 18-19, 29-32, 44, 45-56, 107, 114-123, 126-127, 128, 130-131, 171, 178-187, 190-191, 192, 194-195, 240-249, 252-253, 254, 256-257, 302-311, 314-315, 316, 318-319, 402, 404, 410, 541
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 125, 189, 251, 313, 374-375, 403, 562

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 7, 9, 12, 22-23, 44, 74, 82, 85, 87, 89, 91, 96, 125-128, 142, 147, 149, 151, 155, 160, 207, 222, 251-254, 266, 271, 273, 275, 281, 286, 313-316, 328, 331, 333, 349, 380, 403-404, 413, 468-522, 578-749
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 125, 189, 251, 313, 374-375, 403, 562, 579-612, 618-640, 645-651, 652-686
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 19, 21, 23, 125, 127, 251, 253, 313, 315, 403, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 22, 50-51, 82, 126-127, 128, 130-131, 142, 155, 160, 190-192, 194-195, 217, 252-253, 254, 256-257, 281, 286, 314-315, 316, 318-319, 404, 410, 415

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 9, 24, 58, 129, 193, 255, 349, 411-415, 423-430, 405, 413, 576-577
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 24, 60, 61-62, 129, 193, 255, 317, 405
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 60, 129, 193, 255, 317, 425, 574-575
PO 4. Write legibly.	Student Handbook: 24, 59, 74, 82, 129, 193, 222, 255, 317, 380, 405

S t r a n d 2 : W r i t i n g C o m p o n e n t s

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.

C o n c e p t 1 : I d e a s a n d C o n t e n t

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 12, 16, 34, 35-36, 72, 77, 82, 98, 103, 114-115, 124, 130-131, 137, 141, 153, 158, 162, 163-164, 166, 178-179, 188, 194-195, 215, 220, 224, 225-226, 228, 240-241, 250, 256-257, 266, 278-279, 284, 288, 289-290, 292, 302-303, 312, 318-319, 328, 338-339, 344-345, 348, 380, 402, 410, 415, 540, 541
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 12, 16, 34, 35-36, 72, 82, 98, 103, 105, 114-115, 130-131, 137, 141, 153, 162, 163-164, 178-179, 194-195, 224, 225-226, 228, 240-241, 256-257, 266, 278-279, 288, 289-290, 292, 302, 318-319, 328, 338-339, 344-345, 348, 357, 380, 402, 415, 540

Grade 6 Performance Objectives	Write Source, Grade 6
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 34, 36, 82, 106, 114-115, 124, 163-164, 166, 178-179, 188, 194-195, 204, 228, 256-257, 266, 278-279, 302-303, 318-319, 338-339, 380, 402, 541
PO 4. Include ideas and details that show original perspective.	Student Handbook: 12, 16, 34, 36, 98, 105, 228, 264, 402

Concept 2: Organization

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

Grade 6 Performance Objectives	Write Source, Grade 6
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 38, 75-82, 84-89, 91, 108-112, 140, 144-154, 155, 172-176, 234, 276-277, 296-300, 348-350, 540, 576-577
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 16, 37, 80, 98, 108, 109, 116, 140, 155, 173, 234, 235, 265, 297, 304, 394, 540
PO 3. Place details appropriately to support the main idea.	Student Handbook: 16, 38, 79, 81, 139-140, 174-175, 231, 236-237, 534-537, 550-551
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 16, 37-39, 79, 81, 82, 110-111, 139-140, 170, 174-175, 180-181, 231, 236, 242-243, 304-305, 534-537, 540, 550-551
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 39, 82, 112, 117, 140, 155, 176, 234, 238, 265, 300, 398, 540

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Show awareness of the audience through word choice and style.	Student Handbook: 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 220, 224, 246-247, 250, 256-257, 263, 288, 308-309, 312, 318-319, 328, 380, 402, 410, 415, 558-559

Grade 6 Performance Objectives	Write Source, Grade 6
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 12, 34, 98, 121, 141, 230, 232, 244-245, 264, 556-557
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 12, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 244, 246-247, 250, 256-257, 266, 288, 307, 308-309, 312, 318-319, 328, 357, 360-361, 380, 402, 410, 415
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 12, 34, 98, 118-119, 130-131, 141, 162, 182-183, 188, 194-195, 204, 224, 237, 244-245, 250, 256-257, 266, 288, 306-307, 312, 318-319, 402, 410, 415

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 12, 20, 34, 41, 82, 94, 98, 120-121, 124, 130-131, 141, 224, 246-247, 250, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415
PO 2. Use words and phrases that consistently support style and type of writing.	Student Handbook: 34, 41, 82, 98, 120-121, 124, 130-131, 224, 246-247, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 40-41, 82, 98, 120-121, 124, 141, 246-247, 266, 288, 308-309, 312, 318-319, 328, 357, 380, 415
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 79, 82, 356, 360, 560

Concept 5: Sentence Fluency

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

Grade 6 Performance Objectives	Write Source, Grade 6
PO 1. Write simple and compound sentences.	Student Handbook: 123, 224, 248-249, 250, 380, 515-516, 590, 744

Grade 6 Performance Objectives	Write Source, Grade 6
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 34, 42, 82, 98, 122-123, 124, 130-131, 141, 162, 186-187, 188, 194-195, 204, 248-249, 256-257, 310-311, 318-319, 348, 410, 512-514
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 43, 82, 98, 122-123, 124, 188, 224, 248-249, 250, 266, 288, 310-311, 312, 328, 348, 380, 402, 511-518, 522, 541, 570
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 98, 119, 127, 556, 557, 560

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Use capital letters correctly for: <ul style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	Student Handbook: 44, 128, 142, 192, 252, 253, 275, 316, 404, 486, 577, 618-626, 634, 636, 732
PO 2. Use commas to correctly punctuate: <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words d. direct address e. interrupters f. compound sentences 	Student Handbook: 44, 90, 128, 142, 190, 191, 192, 197, 253, 259, 274, 276-277, 316, 404, 497, 513, 577, 582-591
PO 3. Use quotation marks to punctuate: <ul style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 126-127, 133, 155, 253, 286, 316, 390, 399-400, 404, 556, 598-601

Grade 6 Performance Objectives	Write Source, Grade 6
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 286, 399-400, 404, 602-603
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 274, 276, 577, 596, 597
PO 6. Use apostrophes to punctuate: a. contractions b. singular possessives	Student Handbook: 44, 142, 192, 222, 266, 286, 315, 316, 349, 404, 604-607
PO 7. Spell high frequency words correctly.	Student Handbook: 44, 128, 133, 142, 192, 253, 316, 404, 630-633, 642-651
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 44, 128, 133, 142, 192, 253, 315, 404, 642-651
PO 9. Use homonyms correctly in context.	Student Handbook: 128, 142, 315, 192, 204, 222, 253, 286, 315, 316, 349, 404, 652-689
PO 10. Use resources to spell correctly.	Student Handbook: 9, 116, 125, 128, 174, 181, 189, 192, 217, 242-243, 251, 266, 281, 298, 305, 313, 316, 403, 561, 572-573, 645
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 14-15, 38, 81, 110-111, 116, 169-170, 174-175, 180-181, 204, 234, 237, 243, 265, 296, 298-299, 396-397, 524-525, 540, 572-573
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections	Student Handbook: 44, 128, 142, 192, 252, 253, 259, 314, 316, 321, 404, 469-522, 702-749
PO 13. Use subject/verb agreement in simple and compound sentences.	Student Handbook: 44, 128, 142, 192, 253, 404, 508-509, 728, 729

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 6 Performance Objectives	Write Source, Grade 6
<p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	<p>Student Handbook: 38, 93-155, 360, 488-493, 526, 547, 556-557, 560</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<p>Student Handbook: 126-127, 343-352, 353-361, 560</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 6 Performance Objectives	Write Source, Grade 6
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>Student Handbook: 73, 78, 85, 87, 89, 167, 168, 202, 203, 207, 209, 211, 213, 217, 388-389, 441-448, 548-549, 574-575</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	<p>Student Handbook: 332-333, 377-380, 555</p>

Grade 6 Performance Objectives	Write Source, Grade 6
PO 3. Write a process essay that includes: <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 	Student Handbook: 161-198, 210-211, 547, 549

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

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 18, 31-32, 55, 150-151, 206-207, 212-213, 334-335, 574-575, 576-577
PO 3. Write a friendly letter that includes a: <ol style="list-style-type: none"> heading salutation body closing signature 	Student Handbook: 90-91
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 274-275, 276-277, 577
PO 5. Address an envelope for correspondence that includes: <ol style="list-style-type: none"> an appropriate return address an appropriate recipient address 	Student Handbook: 577

C o n c e p t 4 : P e r s u a s i v e

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ol style="list-style-type: none"> establishes and develops a controlling idea supports arguments with detailed evidence includes persuasive techniques excludes irrelevant information 	Student Handbook: 219-281, 529, 547, 555

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner 	Student Handbook: 283-341, 555

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 6 Performance Objectives	Write Source, Grade 6
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 332-333, 377-380, 555
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 381-410



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Grade 7

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 3, 7, 8, 13, 35, 73, 78, 85, 87, 89, 91, 95, 101, 102, 138, 145, 149, 155, 159, 166, 202, 207, 209, 211, 217, 221, 227, 228, 264, 269, 271, 273, 275, 281, 285, 292, 346, 355, 379, 387, 388, 412, 544-547
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 34, 71, 83, 93, 97, 135, 157, 161, 199, 207, 217, 219, 223, 247, 261, 271, 281, 283, 287, 323, 343, 353, 377, 381, 526-529, 530, 532-533, 541, 546-547
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 40, 71, 75, 93, 97, 135, 157, 161, 199, 209, 219, 223, 247, 261, 283, 287, 323, 343, 353, 377, 381, 541
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 7, 8, 13, 35-36, 78, 85, 89, 91, 95, 102-103, 138, 145, 149, 155, 159, 162, 165, 166, 202, 207, 209, 211, 216, 217, 221, 227, 228, 264, 269, 271, 273, 275, 285, 291, 292, 331, 333, 346, 355, 379, 388
PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.	Student Handbook: 13, 78, 95, 101, 105, 138, 139, 159, 166, 167, 170, 202, 203, 221, 228, 229, 230, 232, 285, 292, 293, 294, 346, 347, 355, 390, 395, 412, 534-537, 548-549

Grade 7 Performance Objectives	Write Source, Grade 7
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Student Handbook: 13, 95, 159, 166, 285, 388, 439, 544-547
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 154, 216, 280, 329, 336-341, 450, 458, 461, 464-467

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

Grade 7 Performance Objectives	Write Source, Grade 7
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 12, 14-15, 34, 38, 74, 80-82, 89, 96, 107-112, 140, 145, 155, 160, 162, 171-176, 204, 207, 211, 217, 222, 233-238, 265, 269, 271, 275, 281, 286, 295-300, 333, 380, 396-404, 530, 540-541
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 8, 12, 34, 38-39, 49, 74, 80-82, 85, 89, 91, 96, 107-112, 130-131, 140, 155, 160, 162, 171-176, 194-195, 204, 209, 217, 222, 224, 233-238, 256-257, 265, 281, 286, 288, 295-300, 318-319, 327, 348, 380, 396-404, 530, 534-537, 540-541, 550-551

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 9, 16-21, 27, 33-43, 45-56, 74, 82, 85, 87, 89, 91, 96, 98, 113-124, 130-131, 133, 141, 145, 149, 151, 155, 160, 162, 177-188, 194-195, 197, 204, 217, 222, 224, 239-250, 256-257, 259, 266, 273, 280, 281, 286, 288, 301-312, 318-319, 321, 328, 331, 348, 357, 380, 405-406, 410, 469-541, 543-577
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 9, 16-17, 74, 82, 85, 87, 89, 91, 114-115, 124, 130-131, 133, 141, 147, 151, 155, 160, 178-179, 188, 194-195, 204, 207, 209, 211, 213, 217, 222, 240, 250, 256-257, 259, 266, 275, 281, 288, 303, 312, 318-319, 321, 328, 333, 348, 357, 380, 406, 530, 541
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 96, 141, 154, 181, 204, 213, 312, 318-319

Grade 7 Performance Objectives	Write Source, Grade 7
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 9, 19, 74, 82, 116-117, 124, 141, 154, 155, 160, 180-181, 188, 204, 216, 217, 222, 266, 281, 286, 312, 328, 406, 550-551
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 16, 17, 116-117, 124, 130-131, 141, 174, 194-195, 204, 298, 304-305, 312, 561, 572-573
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Student Handbook: 20-21, 42-43, 82, 96, 98, 122-123, 124, 130-131, 133, 141, 151, 155, 160, 162, 186-187, 188, 194-195, 197, 204, 217, 222, 224, 248-249, 250, 253, 256-257, 259, 266, 281, 286, 288, 310-311, 312, 318-319, 321, 328, 348, 357, 380, 406, 410, 499-522, 541, 570-571
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 18-19, 29-32, 45-56, 114-124, 130-131, 133, 141, 155, 160, 162, 178-188, 194-195, 197, 204, 211, 217, 222, 240-250, 256-257, 259, 266, 269, 281, 286, 288, 302-312, 318-319, 321, 328, 331, 348, 357, 380, 410, 541
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 41, 125, 189, 251, 313, 374-375, 403, 407, 562, 645

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 7 Performance Objectives	Write Source, Grade 7
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 7, 9, 22-23, 34, 44, 74, 82, 85, 87, 89, 91, 98, 96, 125-128, 130-131, 133, 142, 145, 149, 151, 155, 162, 194-195, 197, 204, 207, 209, 211, 213, 216, 217, 222, 224, 251-254, 256-257, 259, 266, 273, 275, 280, 281, 286, 288, 313-316, 318-319, 321, 328, 331, 333, 335, 349, 357, 380, 407-408, 410, 413, 468-522, 578-749
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 125, 251, 374-375, 403, 562, 618-640, 645-651, 652-686
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 23, 125, 127, 189, 191, 251, 253, 313, 315, 407, 408, inside back cover

Grade 7 Performance Objectives	Write Source, Grade 7
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 22, 41, 44, 45-56, 59, 74, 126-128, 130-131, 133, 142, 190-192, 194-195, 197, 217, 252-254, 256-257, 259, 281, 314-316, 318-319, 321, 410, 415

Concept 5: Publishing

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

Grade 7 Performance Objectives	Write Source, Grade 7
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 9, 24, 57-64, 74, 82, 129, 193, 255, 317, 349, 409, 411-415, 423-430, 576-577
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 24, 59-62, 129, 193, 255, 317, 409
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 60, 129, 193, 255, 317, 425, 574-575
PO 4. Write legibly.	Student Handbook: 24, 59, 74, 82, 129, 193, 222, 255, 317, 380

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 12, 16, 34, 35-36, 72, 77, 82, 98, 102, 114-115, 124, 130-131, 137, 141, 153, 158, 162, 164, 166, 178-179, 188, 194-195, 204, 215, 220, 224, 226, 228, 240-241, 250, 256-257, 266, 279, 284, 288, 290, 292, 302-303, 312, 318-319, 328, 339, 345, 348, 357, 380, 386, 410, 415, 540, 541, 544-549

Grade 7 Performance Objectives	Write Source, Grade 7
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 12, 16, 34, 35-36, 72, 82, 98, 103, 105, 114-115, 130-131, 137, 141, 153, 162, 178-179, 194-195, 224, 226, 228, 240-241, 256-257, 266, 279, 288, 290, 292, 302-303, 318-319, 328, 339, 345, 348, 357, 380, 415, 540, 547
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 34, 36, 82, 106, 114-115, 124, 163-164, 166, 178-179, 188, 194-195, 204, 228, 256-257, 266, 278-279, 302-303, 318-319, 338-339, 380, 541, 548-549
PO 4. Include ideas and details that show original perspective.	Student Handbook: 12, 16, 34, 36, 98, 105, 228, 264

Concept 2: Organization

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

Grade 7 Performance Objectives	Write Source, Grade 7
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 79-82, 84-86, 88-91, 94, 96, 98-100, 104, 108-112, 130-131, 133, 136-137, 140, 144-155, 158, 160, 162-164, 170, 172-176, 194-195, 197, 200-201, 203, 204, 206-217, 220, 222, 224-226, 232, 234-238, 256-257, 262-263, 265, 268-281, 284, 286, 288-290, 296-300, 318-319, 321, 325, 327, 330-339, 344-345, 347, 348, 350, 354, 356, 358-359, 378, 380, 382-386, 395-404, 410, 415, 540, 541, 550-551, 576-577
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 16, 37, 38, 80, 84, 85, 88, 89, 94, 96, 99, 108, 109, 116, 124, 130-131, 136, 140, 144, 145, 146, 148, 150, 152, 155, 158, 160, 163, 172, 173, 194-195, 200, 204, 206, 208, 210, 212, 214, 217, 220, 222, 225, 234, 235, 242, 250, 256-257, 262, 265, 268, 270, 271, 272, 273, 274, 278, 281, 284, 286, 289, 296, 297, 318-319, 325, 327, 330, 332, 338, 344, 347, 348, 378, 380, 382, 396, 398, 410, 540
PO 3. Place details appropriately to support the main idea.	Student Handbook: 15, 16, 38, 74, 76, 81, 84, 88, 89, 96, 99-100, 108, 110-111, 116, 124, 130-131, 136-137, 140, 144, 145, 146, 148, 150, 152-153, 155, 160, 162, 163-164, 174-175, 180, 194-195, 200-201, 204, 206, 208, 210, 212, 214-215, 217, 222, 225-226, 234, 231, 236-237, 256-257, 262-263, 265, 268, 270, 272, 274, 278-279, 281, 286, 289-190, 296, 298-299, 318-319, 325, 327, 330, 338-339, 344-345, 347, 348, 380, 383-385, 399-401, 530, 533, 534-539, 541, 550-551

Grade 7 Performance Objectives	Write Source, Grade 7
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 12, 16, 17, 39, 74, 116, 117, 124, 130-131, 174, 194-195, 298, 304, 312, 561, 572-573
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 14, 38-39, 74, 96, 110-111, 141, 160, 170, 174-175, 180-181, 221, 222, 232, 235, 266, 284, 286, 304-305, 534-537, 540, 550-551
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 16, 38, 74, 77, 82, 84, 85, 88, 89, 96, 100, 112, 117, 137, 140, 144, 146, 148, 150, 153, 155, 160, 164, 176, 194-195, 201, 204, 208, 210, 217, 222, 226, 234, 238, 243, 250, 256-257, 263, 265, 268, 272, 274, 281, 286, 290, 300, 305, 345, 347, 348, 380, 385, 402, 540

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 12, 16, 20, 34, 40, 72, 77, 82, 94, 98, 100, 105, 118-119, 124, 130-131, 137, 141, 155, 158, 160, 162, 164, 170, 182-183, 188, 194-195, 201, 204, 217, 220, 222, 224, 226, 231, 244-245, 250, 256-257, 263, 266, 279, 281, 284, 286, 288, 290, 293, 306-307, 312, 318-319, 328, 348, 354, 378, 380, 406, 410, 415, 541, 556-557
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 12, 16, 34, 98, 118-119, 124, 141, 183, 232, 244, 306, 354, 380, 556-557
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 12, 40, 82, 98, 105, 118-119, 124, 130-131, 137, 141, 158, 162, 164, 170, 182-183, 188, 194-195, 201, 204, 220, 222, 224, 226, 231, 237, 244-245, 250, 256-257, 263, 266, 279, 284, 286, 288, 290, 293, 306-307, 312, 318-319, 328, 339, 345, 348, 357, 360-361, 380, 410, 415, 541, 556-557
PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.	Student Handbook: 12, 16, 20, 34, 40, 72, 77, 82, 94, 98, 100, 105, 118-119, 124, 130-131, 137, 141, 155, 158, 160, 162, 164, 170, 182-183, 188, 194-195, 201, 204, 217, 220, 222, 224, 226, 231, 237, 244-245, 250, 256-257, 263, 266, 279, 281, 284, 286, 288, 290, 293, 306-307, 312, 318-319, 328, 339, 348, 354, 357, 378, 380, 406, 410, 415, 541, 556-557

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 12, 20, 34, 41, 80, 82, 94, 96, 98, 100, 120-121, 124, 130-131, 137, 141, 153, 155, 160, 162, 164, 174, 184, 188, 194-195, 197, 201, 204, 215, 217, 220, 222, 224, 226, 246-247, 250, 256-257, 263, 266, 284, 286, 288, 308-309, 312, 318-319, 325, 328, 345, 348, 354, 357, 360-361, 380, 402, 410, 415, 541
PO 2. Use words and phrases that consistently support style and type or writing.	Student Handbook: 12, 20, 34, 41, 80, 82, 94, 96, 98, 100, 120-121, 124, 130-131, 137, 141, 153, 155, 160, 162, 164, 174, 184-185, 188, 194-195, 197, 201, 204, 215, 217, 220, 222, 224, 226, 246-247, 250, 256-257, 263, 266, 284, 286, 288, 308-309, 312, 318-319, 325, 328, 345, 348, 354, 357, 360-361, 380, 402, 410, 415, 541
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 41, 77, 82, 98, 100, 120, 124, 130-131, 133, 141, 153, 222, 246-247, 266, 284, 309, 312, 318-319, 328, 380
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 41, 79, 80, 82, 309, 312, 318-319, 354, 356, 357, 360-361, 560

Concept 5: Sentence Fluency

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

Grade 7 Performance Objectives	Write Source, Grade 7
PO 1. Write simple, compound, and complex sentences.	Student Handbook: 224, 248-249, 250, 252-253, 496-498, 515-517, 590-591, 744-745
PO 2. Create sentences that flow together and sound natural when read aloud.	Student Handbook: 12, 20, 34, 42, 74, 82, 96, 122-124, 130-131, 141, 160, 162, 186-187, 188, 194-195, 197, 204, 222, 224, 248-250, 256-257, 266, 286, 288, 310-312, 318-319, 321, 328, 348, 410, 511-514
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 34, 42, 43, 82, 98, 122-124, 133, 141, 160, 194-195, 224, 248-250, 256-257, 281, 288, 310-312, 318-319, 321, 328, 348, 380, 410, 511-518, 522, 541, 570

Grade 7 Performance Objectives	Write Source, Grade 7
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 106, 119, 124, 348, 556, 557

Concept 6: Conventions

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

Grade 7 Performance Objectives	Write Source, Grade 7
PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) 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 	Student Handbook: 22, 44, 128, 142, 192, 253, 254, 316, 471, 486, 577, 618-629, 634-637, 702, 732-733
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 and clauses d. direct address e. interrupters f. compound sentences g. appositives 	Student Handbook: 22, 44, 96, 126, 127, 128, 142, 191, 192, 197, 252, 254, 153, 252, 253, 254, 276-277, 315, 316, 497, 513, 520, 577, 582-591
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 126, 127, 128, 192, 254, 286, 403-404, 556, 598-601
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 286, 316, 403, 602-603
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 276-277, 577, 596-597

Grade 7 Performance Objectives	Write Source, Grade 7
PO 6. Use apostrophes to punctuate: <ul style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives 	Student Handbook: 22, 44, 128, 142, 316, 472, 604-607
PO 7. Spell high frequency words correctly.	Student Handbook: 22, 44, 96, 128, 142, 160, 192, 204, 254, 316, 408, 630-633, 642-651
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 22, 44, 96, 128, 142, 160, 192, 204, 254, 316, 408, 630-633, 642-651
PO 9. Use homonyms correctly in context.	Student Handbook: 22, 44, 96, 128, 142, 160, 192, 204, 254, 316, 652-688
PO 10. Use resources to spell correctly.	Student Handbook: 22, 44, 125, 128, 174, 181, 189, 192, 251, 254, 313, 316, 374-375, 407, 561
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 80-82, 109-112, 172-176, 204, 234-238, 265, 296-300, 396, 540
PO 12. Use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	Student Handbook: 22, 44, 128, 142, 192, 254, 316, 469-498, 508-509, 702-748
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Student Handbook: 22, 44, 128, 142, 190, 192, 197, 254, 314, 316, 508-509, 726, 728

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 7 Performance Objectives	Write Source, Grade 7
<p>PO 1. Write a narrative that includes:</p> <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone 	<p>Student Handbook: 39, 93-155, 360, 488-493, 526, 547, 556-557, 560</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<p>Student Handbook: 126, 343-352, 353-361, 560</p>

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 7 Performance Objectives	Write Source, Grade 7
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>Student Handbook: 13, 37, 73, 78, 85, 87, 89, 91, 167, 202, 207, 209, 211, 217, 390-391, 441-448, 548-549, 574-575</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	<p>Student Handbook: 332-333, 377-380, 440, 555</p>

Grade 7 Performance Objectives	Write Source, Grade 7
PO 3. Write a process essay that includes: <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 	Student Handbook: 88-89, 208-209, 217, 549

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

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 31-32, 55, 90-91, 208-209, 270-271, 334-335, 528, 574-575, 576-577
PO 3. Write a friendly letter that includes a: <ol style="list-style-type: none"> heading salutation body closing signature 	Student Handbook: 206-207
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 274-280, 577
PO 5. Address an envelope for correspondence that includes: <ol style="list-style-type: none"> an appropriate return address an appropriate recipient address 	Student Handbook: 577

C o n c e p t 4 : P e r s u a s i v e

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ol style="list-style-type: none"> establishes and develops a controlling idea supports arguments with detailed evidence includes persuasive techniques excludes irrelevant information attributes sources of information when appropriate 	Student Handbook: 39, 219-281, 451, 457, 529, 547

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner 	Student Handbook: 283-341, 434, 440

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 7 Performance Objectives	Write Source, Grade 7
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 332-333, 377-380, 440, 555
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 381-410

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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 8

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 7, 8, 13, 35, 36, 73, 78, 85, 87, 89, 91, 95, 101, 102, 138, 145, 149, 155, 159, 162, 165, 166, 202, 207, 209, 217, 221, 227, 228, 264, 269, 271, 273, 275, 281, 285, 291, 292, 326, 331, 333, 346, 355, 386, 387, 544-547
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 8, 71, 75, 83, 93, 135, 143, 157, 199, 219, 223, 261, 283, 287, 323, 343, 353, 379, 561
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 36, 71, 75, 83, 93, 135, 143, 157, 183, 199, 219, 223, 261, 283, 287, 323, 343, 353, 379, 560
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 13, 35, 89, 101, 103, 159, 165, 167, 169, 202, 217, 227, 231, 265, 281, 285, 288, 291, 294, 352, 393, 552-553, 561
PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.	Student Handbook: 13, 79, 95, 105, 139, 151, 155, 165, 168, 170, 202, 217, 227, 229, 232, 265, 271, 281, 291, 294, 333, 386, 389, 394, 548-550
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Student Handbook: 6, 13, 35, 78, 87, 102, 155, 159, 211, 275, 333, 387, 432, 434, 439, 544, 545

Grade 8 Performance Objectives	Write Source, Grade 8
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 154, 216, 280, 458, 461, 464

Concept 2: Drafting

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

Grade 8 Performance Objectives	Write Source, Grade 8
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 14-15, 89, 96, 107, 108, 140, 155, 160, 171, 172, 180, 204, 209, 211, 217, 222, 233, 234, 266, 269, 271, 273, 275, 281, 286, 296, 304, 327, 331, 333, 356, 378, 380-385, 395, 538, 540, 552-553
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 14-15, 16, 27, 38-39, 80-82, 85, 87, 89, 91, 96, 98, 107-112, 117, 140, 155, 160, 162, 171-176, 181, 204, 207, 209, 211, 213, 217, 222, 224, 233-238, 242-243, 266, 269, 271, 273, 281, 286, 288, 295-300, 305, 327, 331, 333, 335, 348, 356, 378, 395-402, 534-537, 540, 541, 550-551

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 9, 12, 16-21, 33-43, 74, 82, 85, 87, 89, 91, 96, 98, 113-124, 141, 145, 147, 149, 151, 155, 160, 162, 177-188, 194-195, 204, 207, 209, 211, 213, 216, 217, 222, 224, 239-250, 256-257, 266, 269, 271, 273, 275, 281, 286, 288, 301-312, 318-319, 321, 322, 328, 331, 333, 335, 349, 357, 378, 405-406, 410, 458, 541
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 17, 82, 85, 87, 89, 91, 141, 147, 160, 179, 207, 209, 211, 213, 271, 273, 275, 321, 406, 519-520
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 147, 154, 160, 213, 312
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 17, 38-39, 149, 154, 181, 194-195, 197, 216, 242-243, 250, 256-257, 286, 331, 406, 541

Grade 8 Performance Objectives	Write Source, Grade 8
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 21, 38, 42, 109, 117, 124, 130-131, 133, 141, 155, 194-195, 220, 222, 236, 250, 259, 299, 539, 561, 572-573
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Student Handbook: 9, 12, 20-21, 27, 34, 42-43, 82, 133, 162, 177, 191, 197, 204, 222, 224, 249, 250, 256-257, 259, 266, 281, 286, 288, 310, 321, 328, 349, 406, 410, 458, 503, 516-517, 522, 541, 590, 744
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 9, 18-19, 27, 28, 29-32, 45-56, 74, 82, 114-124, 133, 134, 141, 160, 178-188, 197, 198, 204, 222, 242-250, 256-257, 259, 260, 273, 286, 302-312, 318-319, 321, 322, 328, 349, 357, 378, 410, 458, 541, 550-551
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 125, 188, 189, 251, 313, 372-373, 407, 562, 645, 652-689

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 9, 12, 22-23, 27, 34, 44, 74, 82, 85, 87, 89, 91, 96, 98, 125-128, 130-131, 133, 142, 145, 147, 149, 151, 155, 160, 162, 189-192, 194-195, 197, 204, 209, 211, 216, 217, 222, 224, 251-254, 259, 266, 269, 271, 273, 275, 281, 286, 318-319, 321, 328, 331, 333, 349, 357, 378, 407-408, 410, 458, 469-522, 530, 578-749
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 22, 44, 125, 184, 188, 189, 251, 254, 281, 313, 562, 645
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 23, 125, 127, 189, 191, 313, 315, 407-408, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 22, 29-32, 44, 45-56, 96, 125-128, 130-131, 142, 155, 189-192, 194-195, 217, 251-254, 313-316, 318-319, 407, 410

Concept 5: Publishing

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

Grade 8 Performance Objectives	Write Source, Grade 8
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 7, 9, 24-26, 57-64, 129, 142, 193, 255, 317, 328, 357, 409, 411-415
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 8, 24, 59, 60-62, 129, 193, 255, 317, 409,
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 60-61, 193, 255, 317, 409,
PO 4. Write legibly.	Student Handbook: 24, 59, 129, 193, 255, 317, 409,

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 8, 12, 16, 27, 34, 35-37, 74, 77, 78, 82, 85, 89, 91, 94, 95, 96, 101, 102-106, 114-115, 124, 130-131, 137, 138-139, 141, 145, 147, 149, 151, 153, 155, 158, 159, 162, 164, 166-170, 177, 178-179, 188, 194-195, 197, 201, 202-203, 207, 209, 215, 217, 220, 221, 222, 224, 226, 227-232, 239-241, 250, 256-257, 259, 263, 264-265, 269, 271, 273, 275, 279, 281, 284, 285, 286, 288, 289, 291-294, 301-303, 312, 318-319, 328, 331, 333, 339, 345, 346-348, 355, 376, 377, 385, 386-394, 405, 410, 458, 544-549

Grade 8 Performance Objectives	Write Source, Grade 8
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 9, 12, 13, 16, 34, 35-37, 72, 77, 78, 82, 85, 89, 91, 95, 96, 100, 101, 103-105, 114-115, 124, 130-131, 133, 137, 138, 141, 145, 147, 149, 151, 155, 158, 162, 164, 168, 177, 178-179, 188, 194-195, 197, 201, 202-203, 207, 209, 215, 217, 220, 221, 222, 224, 226, 227, 229-230, 239, 250, 256-257, 259, 265, 269, 271, 273, 275, 279, 281, 285, 286, 288, 289, 291, 292-293, 301, 303, 318-319, 331, 333, 339, 345, 346-348, 355, 376, 377, 385, 386-389, 393-394, 405, 410, 458, 544-549
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 13, 34, 36-37, 74, 77, 78, 82, 85, 89, 91, 94, 95, 96, 100, 101, 103-105, 114-115, 124, 130-131, 133, 137, 138, 141, 145, 147, 149, 151, 155, 158, 162, 164, 168, 177, 178-179, 188, 194-195, 197, 201, 202-203, 207, 209, 215, 217, 220, 221, 222, 224, 226, 227, 229-230, 239, 240-241, 250, 256-257, 259, 264-265, 269, 271, 273, 275, 279, 281, 285, 286, 288, 289, 291, 292-293, 303, 312, 318-319, 331, 333, 339, 345, 346-348, 355, 376, 377, 385, 386-394, 405, 410, 458, 544-549
PO 4. Include ideas and details that show original perspective.	Student Handbook: 9, 13, 36, 79, 85, 89, 96, 106, 113, 114, 141, 145, 147, 149, 151, 153, 166, 177, 209, 221, 227-232, 239, 240-241, 250, 256-257, 259, 264, 265, 269, 275, 279, 281, 284, 288, 289,

Concept 2: Organization

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

Grade 8 Performance Objectives	Write Source, Grade 8
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 8, 38-39, 72, 74, 80-82, 85, 87, 89, 91, 94, 98, 107-112, 116-117, 124, 130-131, 158, 160, 172, 181, 188, 194-195, 204, 207, 209, 215, 222, 224, 229, 233-238, 243, 250, 256-257, 259, 266, 269, 271, 273, 290, 295-300, 304-305, 312, 318-319, 321, 327, 328, 331, 348, 349, 357, 358-359, 376, 395, 534-541, 550-551
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 9, 14, 16, 27, 72, 74, 80, 87, 89, 91, 98, 108, 109, 117, 124, 130-131, 155, 160, 172, 173, 188, 194-195, 204, 207, 209, 222, 224, 234, 235, 243, 256-257, 266, 269, 271, 273, 284, 286, 288, 296, 297, 312, 325, 331, 348, 395, 540

Grade 8 Performance Objectives	Write Source, Grade 8
PO 3. Place details appropriately to support the main idea.	Student Handbook: 15, 80-82, 85, 87, 89, 91, 98, 108, 110-111, 155, 160, 162, 164, 168, 171-176, 180, 188, 201, 207, 209, 211, 213, 222, 224, 226, 236-237, 242-243, 250, 256-257, 263, 266, 269, 271, 273, 279, 286, 290, 296-300, 301, 312, 318-319, 321, 331, 333, 345, 348, 397-402, 540
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 21, 38, 42, 109, 117, 124, 130-131, 133, 141, 155, 194-195, 220, 222, 236, 250, 259, 299, 539, 561, 572-573
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 9, 12, 16, 39, 72, 74, 77, 85, 87, 89, 91, 98, 100, 109-112, 117, 155, 158, 168, 172-176, 177, 181, 188, 197, 201, 204, 207, 209, 222, 235-238, 256-257, 295-300, 304, 312, 333, 378, 397-402, 523-541, 551
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 9, 15, 16, 27, 72, 74, 82, 85, 87, 91, 89, 98, 112, 117, 124, 130-131, 155, 164, 172, 176, 188, 194-195, 204, 207, 209, 211, 222, 224, 234, 238, 243, 256-257, 266, 269, 271, 273, 284, 286, 288, 296, 300, 305, 312, 321, 331, 348, 395, 402, 540

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.

Grade 8 Performance Objectives	Write Source, Grade 8
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 34, 40, 82, 94, 96, 98, 162, 183, 188, 194-195, 197, 217, 247, 325, 349
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.	Student Handbook: 6, 12, 16, 27, 34, 40, 74, 77, 80, 82, 85, 98, 106, 113, 119, 124, 130-131, 133, 137, 158, 160, 164, 177, 194-195, 187, 201, 215, 226, 239, 256-257, 259, 263, 266, 281, 284, 286, 290, 301, 306, 307, 312, 318-319, 321, 328, 349, 378, 385, 405, 410, 556-557
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 40, 94, 96, 98, 100, 106, 118, 119, 124, 130-131, 133, 137, 141, 149, 151, 153, 162, 169, 182, 188, 201, 204, 207, 213, 220, 222, 224, 244, 245, 250, 275, 288, 307, 318-319, 321, 339, 345, 556-557

Grade 8 Performance Objectives	Write Source, Grade 8
PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Student Handbook: 40, 98, 100, 106, 113, 118, 119, 124, 130-131, 133, 137, 141, 149, 151, 153, 162, 169, 182, 188, 204, 213, 220, 222, 224, 250, 275, 281, 288, 306

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 9, 12, 20, 34, 41, 72, 74, 77, 82, 89, 91, 94, 98, 100, 120, 121, 124, 130-131, 133, 137, 141, 153, 160, 162, 177, 184, 185, 188, 194-195, 197, 201, 204, 215, 217, 220, 222, 224, 246, 247, 250, 256-257, 259, 263, 266, 284, 288, 318-319, 321, 328, 339, 345, 349, 354, 357, 405, 410, 469-498
PO 2. Use words that consistently support style and type of writing.	Student Handbook: 41, 185, 188, 220, 222, 224, 246, 247, 250, 256-257, 259, 263, 281, 286, 288, 309, 318-319, 321, 349, 354, 410, 469-498
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 185, 308, 349, 357, 378
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 106, 121, 312, 356, 360-361, 488, 560

Concept 5: Sentence Fluency

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

Grade 8 Performance Objectives	Write Source, Grade 8
PO 1. Write simple, compound, and complex sentences.	Student Handbook: 186, 257, 516-517
PO 2. Create sentences that flow together and sound natural when read aloud.	Student Handbook: 9, 27, 34, 42, 74, 82, 98, 130-131, 133, 141, 155, 162, 186, 187, 188, 194-195, 197, 222, 248, 250, 256-257, 259, 266, 286, 310, 311, 312, 321, 328, 349, 357, 410, 499-522, 541, 570-573
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 9, 12, 20, 27, 34, 43, 82, 122, 123, 124, 133, 197, 204, 249, 250, 256-257, 259, 281, 321, 328, 378, 522, 541

Grade 8 Performance Objectives	Write Source, Grade 8
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 42, 116, 348, 434, 522, 556-557

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) 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 	Student Handbook: 22, 44, 128, 142, 192, 254, 316, 618-629, 702
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 and clauses d. direct address e. interrupters f. compound sentences g. appositives h. dialogue 	Student Handbook: 22, 44, 128, 133, 142, 191, 192, 197, 254, 274, 276, 313, 314, 315, 316, 321, 349, 407, 512, 516, 577, 582-591
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 22, 128, 142, 254, 313, 315, 316, 349, 391, 403, 404, 598-601
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 403, 404, 602-603

Grade 8 Performance Objectives	Write Source, Grade 8
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 274, 276, 577, 596, 597
PO 6. Use apostrophes to punctuate: a. contractions b. singular possessives c. plural possessives	Student Handbook: 44, 142, 190, 192, 316, 604-607
PO 7. Spell high frequency words correctly.	Student Handbook: 22, 34, 44, 128, 133, 142, 192, 197, 254, 316, 349, 407, 642-651
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 22, 34, 44, 128, 133, 142, 192, 197, 254, 316, 349, 407, 630-633, 642-651
PO 9. Use homonyms correctly in context.	Student Handbook: 22, 44, 128, 192, 286, 316,
PO 10. Use resources to spell correctly.	Student Handbook: 22, 44, 125, 128, 189, 192, 251, 254, 313, 316, 407, 562, 645
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 540, 652-689
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections	Student Handbook: 22, 44, 74, 128, 142, 192, 252, 254, 316, 469-522, 690-749
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Student Handbook: 22, 44, 126, 127, 128, 142, 192, 254, 316, 407, 508-509, 728

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 8 Performance Objectives	Write Source, Grade 8
<p>PO 1. Write a narrative that includes:</p> <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	<p>Student Handbook: 38, 93-155, 360, 488-493, 526, 547, 556-557, 560</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<p>Student Handbook: 116, 343-352, 353-361, 560</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 8 Performance Objectives	Write Source, Grade 8
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>Student Handbook: 36, 73, 78, 85, 87, 89, 91, 168, 202, 207, 109, 211, 213, 217, 441-448, 548-549, 574-575</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	<p>Student Handbook: 332-333, 375-378, 389-390, 440, 555</p>

Grade 8 Performance Objectives	Write Source, Grade 8
PO 3. Write an explanatory essay that includes: <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 	Student Handbook: 208-209, 528, 547

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

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 272-273, 574-575, 576
PO 3. Write a friendly letter that includes a: <ol style="list-style-type: none"> heading salutation body closing signature 	Student Handbook: 323-328
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 274-277, 577
PO 5. Address an envelope for correspondence that includes: <ol style="list-style-type: none"> an appropriate return address an appropriate recipient address 	Student Handbook: 577

C o n c e p t 4 : P e r s u a s i v e

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ol style="list-style-type: none"> establishes and develops a controlling idea supports arguments with detailed evidence includes persuasive techniques excludes irrelevant information attributes sources of information when appropriate 	Student Handbook: 38, 54, 56, 219-281, 529, 547, 555

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner d. provides support adequate to the literary selection (e.g. short poem vs. novel) 	Student Handbook: 283-341, 546, 555

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 8 Performance Objectives	Write Source, Grade 8
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 332-333, 375-378, 440, 555
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 379-410



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