

WRITE SOURCE © 2007

Grades 9-12

correlated to

Arizona

**Writing Standards Articulated
by Grade Level**

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SUSAN VERMILYEA
800-289-4490, option 4
Susan_Vermilyea@hmco.com



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Write Source © 2007 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 Source, Grade 9
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: 3, 9, 10, 15, 20, 35, 42, 95, 96, 132, 138, 152, 188, 208, 242, 256, 262, 318, 327-328, 335, 365, 446, 448, 450, 458, 486, 582-585, 598
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 10, 14, 40, 54, 89, 92, 129, 137, 138, 145, 146, 148, 185, 193, 201, 202, 203, 204, 205, 207, 239, 242, 247, 248, 255, 258, 295, 302, 313, 323, 333, 355, 456, 586-587
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 14, 40, 46, 58, 89, 129, 137, 138, 145, 185, 193, 201, 204, 223, 239, 247, 248, 255, 295, 313, 323, 333, 355, 394, 586-587
PO 4. Establish a controlling idea appropriate to the type of writing.	Student Handbook: 9, 10, 12, 14, 17, 42, 92, 95, 146, 148, 151, 155, 156, 164, 188, 190, 205, 207, 209, 244, 258, 261, 263, 266, 297, 311, 371, 450, 594
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 10, 12, 17, 35, 97, 98, 133, 139, 146, 151, 153, 156, 189, 195, 209, 243, 249, 261, 262, 264-265, 297, 311, 314-315, 328, 335, 367, 372, 588-591
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 3, 4-5, 15, 35, 96, 132, 152, 188, 582-585

Grade 9 Performance Objectives	Write Source, Grade 9
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 139, 143, 195, 199, 249, 253, 311, 399, 500, 523, 531

Concept 2: Drafting

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

Grade 9 Performance Objectives	Write Source, Grade 9
PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.	Student Handbook: 9, 10, 17-19, 36, 101-106, 134, 140-141, 157-162, 190, 196-197, 211-216, 244, 250-251, 267-272, 298-299, 319, 330, 336, 373-384
PO 2. Sequence ideas into a cohesive, meaningful order.	Student Handbook: 12, 18-19, 36, 98, 101-106, 134, 140-141, 157-162, 190, 196-197, 211-216, 221, 244, 250-251, 267-272, 298-299, 314-315, 319, 330, 336, 373-384, 595-596

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 Source, Grade 9
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 11, 20-25, 39-54, 107-118, 135, 142, 163-174, 217-228
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 11, 20-23, 67, 97, 108-109, 111, 118, 135, 163, 167, 169, 191, 202, 209, 219, 245, 275, 320, 386, 387, 388, 410, 412, 420, 434, 456, 458, 564-567, 568, 569-570
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 20, 21, 171, 174, 221, 310, 320, 414, 434, 486, 568
PO 4. Rearrange words, sentences, and paragraphs in the draft to clarify meaning or enhance the writing style.	Student Handbook: 24-25, 54, 111, 116-117, 118, 135, 166-167, 174, 191, 221, 228, 310, 387, 388, 446, 486, 568, 571-574, 577, 579
PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Student Handbook: 20, 25, 54, 103, 111, 124-125, 159, 180-181, 190, 191, 214-215, 220, 221, 228, 234-235, 245, 258, 271, 277, 284, 379, 386, 446, 458, 592, 577, 592-593

Grade 9 Performance Objectives	Write Source, Grade 9
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Student Handbook: 50-51, 54, 92, 116-117, 118, 135, 148, 163, 172-173, 174, 191, 204, 226-227, 228, 245, 258, 283, 284, 310, 388, 410, 412, 414, 420, 434, 456, 458, 486, 549-560, 579
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 11, 20-23, 55-60, 61-72, 107-118, 124-125, 135, 142, 174, 180-181, 191, 217-228, 234-235, 245, 273-284, 290-291, 310, 320, 331, 337, 385, 388, 403, 410, 412, 414, 420, 434, 446, 450, 458, 486, 500, 579
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Student Handbook: 48-49, 119, 175, 229, 285, 352-353, 539, 664, 668

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 9 Performance Objectives	Write Source, Grade 9
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 9, 11, 12, 14, 26-27, 38, 40, 52-53, 54, 92, 119-122, 124-125, 136, 142, 148, 175-178, 180-181, 192, 198, 204, 229-232, 234-235, 246, 252, 285-288, 290-291, 310, 320, 331, 337, 389-392, 403, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 448, 450, 456, 458, 486, 533-560, 568, 579, 605-763
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 26, 38, 52, 119, 175, 178, 192, 229, 232, 246, 285, 288, 352, 389, 391, 664, 666-667, 604-763
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 27, 119, 121, 175, 177, 229, 231, 285, 287, 320, 389, 390, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 11, 26, 38, 52-53, 55-60, 61-72, 119-122, 124-125, 136, 142, 175-178, 180-181, 192, 198, 229-232, 234-235, 246, 252, 285-288, 290-291, 310, 331, 389-391, 579

Concept 5: Publishing

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

Grade 9 Performance Objectives	Write Source, Grade 9
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: 28, 38, 74-81, 123, 136, 179, 192, 233, 289, 392
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: 10, 28, 38, 40, 76-78, 123, 179, 192, 233, 289, 392, 602-603
PO 3. Write legibly.	Student Handbook: 28, 40, 74, 123, 179, 233, 289, 392, 420, 424, 434, 436, 438, 440, 446, 448

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 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 Source, Grade 9
PO 1. Maintain a clear, narrow focus to support the topic.	Student Handbook: 14, 20, 40, 42, 54, 58, 92, 97, 102-106, 118, 124-125, 134, 148, 164, 174, 180-181, 188, 191, 204, 208, 228, 245, 258, 284, 290-291, 310, 388, 414, 434, 446, 486
PO 2. Write with an identifiable purpose and for a specific audience.	Student Handbook: 10, 12, 14, 40, 54, 58, 89, 92, 97, 105, 129, 135, 137, 138, 145, 148, 164-165, 185, 188, 191, 193, 201, 204, 208, 228, 239, 242, 245, 247, 248, 255, 258, 284, 295, 302, 313, 323, 333, 355, 388, 394
PO 3. Provide sufficient, relevant, and carefully selected details for support.	Student Handbook: 10, 11, 12, 16, 20, 40, 43, 54, 58, 90, 92, 97, 104, 108-109, 118, 124-125, 132-133, 135, 148, 159, 174, 180-181, 188, 191, 202, 204, 208, 218-219, 219, 228, 234-235, 242, 245, 258, 274-275, 284, 290-291, 310, 337, 388, 414, 420, 434, 438, 446, 458, 486, 563-567, 569-570

Grade 9 Performance Objectives	Write Source, Grade 9
PO 4. Demonstrate a thorough, balanced explanation of the topic.	Student Handbook: 12, 20, 58, 102-106, 134, 190, 218-219, 414, 422, 434, 436, 438, 440, 446, 448
PO 5. Include ideas and details that show original perspective and insights.	Student Handbook: 10, 90, 104, 132-133, 159, 165, 189-190, 242, 331, 337, 414, 458

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 Source, Grade 9
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 44-45, 91-94, 98, 101-106, 102-106, 130-134, 157-162, 185-190, 196-197, 212-216, 244, 250-251, 267-272, 290-291, 300-301, 313-319, 330, 373-380, 336, 375-384, 410, 412, 414, 416, 420, 422, 424, 434, 436, 438, 440, 442, 446, 448, 450, 452, 456, 458, 461, 486, 564-567, 516-517
PO 2. Include a strong beginning or introduction that draws in the reader.	Student Handbook: 11, 12, 14, 20, 54, 92, 93, 98, 102, 103, 102, 103, 107, 110, 118, 124-125, 134, 135, 140, 148, 149, 158, 159, 166, 180-181, 186, 190, 191, 196, 204, 205, 212, 213, 227, 234-235, 240, 244, 250, 258, 259, 268, 269, 284, 300, 306, 310, 319, 330, 375, 375, 388, 410, 411, 412, 413, 414, 420, 422, 424, 434, 436, 446, 448, 449, 458, 459, 486, 577, 595
PO 3. Place details appropriately to support the main idea.	Student Handbook: 11, 12, 20, 43, 44-45, 54, 98, 104-105, 118, 130, 134, 135, 140, 160-161, 167, 190, 191, 204-205, 212, 214-215, 220, 234-235, 244, 250-251, 259-260, 268, 270-271, 300, 306-307, 310, 376-379, 388, 410, 412, 414, 422, 424, 434, 436, 446, 448, 450, 457, 459-460, 486, 569-570, 577, 579
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).	Student Handbook: 20, 25, 54, 103, 111, 124-125, 159, 180-181, 190, 191, 214-215, 220, 221, 228, 234-235, 245, 258, 271, 277, 284, 379, 386, 446, 458, 592, 577, 592-593
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	Student Handbook: 118, 148, 191, 209, 215, 221, 228, 245, 265, 410, 412, 420, 438, 440, 459, 571-574

Grade 9 Performance Objectives	Write Source, Grade 9
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 11, 12, 14, 20, 54, 92, 94, 98, 102, 106, 107, 110, 118, 124-125, 131, 134, 135, 141, 148, 150, 158, 162, 166, 180-181, 187, 190, 191, 197, 204, 206, 212, 216, 234-235, 241, 244, 251, 258, 260, 268, 272, 276, 284, 301, 307, 310, 319, 330, 380, 388, 410, 411, 412, 413, 414, 420, 422, 424, 434, 436, 446, 448, 449, 457, 460, 486, 577, 596

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

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 Source, Grade 9
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 12, 13, 20, 40, 46-47, 54, 92, 118, 168-169, 180-181, 191, 204, 222-223, 228, 258, 410, 412, 414, 420, 422, 424, 434, 436, 448, 456, 458, 579
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 12, 40, 46-47, 54, 92, 112, 113, 124-125, 135, 148, 169, 174, 191, 245, 258, 278, 279, 284, 337, 403, 579
PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Student Handbook: 12, 13, 20, 46-47, 54, 92, 118, 135, 148, 168, 174, 180-181, 204, 222, 228, 245, 258, 278-279, 234-235, 331, 412, 579
PO 4. Use engaging and expressive language that shows a commitment to the topic.	Student Handbook: 12, 40, 46-47, 92, 112, 124-125, 135, 169, 174, 191, 245, 258, 279, 284, 337, 378, 388, 403, 458, 486, 579
PO 5. Use language appropriate to purpose, topic, and audience.	Student Handbook: 12, 13, 20, 40, 46-47, 54, 92, 113, 118, 168, 191, 180-181, 191, 204, 222, 228, 234-235, 245, 278-279, 331, 579

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

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

Grade 9 Performance Objectives	Write Source, Grade 9
PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Student Handbook: 12, 14, 24, 48-49, 114-115, 118, 124-125, 135, 148, 170-171, 174, 180-181, 191, 204, 224, 228, 234-235, 245, 258, 281, 284, 290-291, 310, 337, 388, 410, 412, 414, 420, 434, 436, 438, 446, 448, 450, 458

Grade 9 Performance Objectives	Write Source, Grade 9
PO 2. Use vocabulary that is original, varied, and natural.	Student Handbook: 48, 148, 170-171, 174, 180-181, 224-225, 228, 234-235, 245, 279, 388
PO 3. Use words that evoke clear images.	Student Handbook: 11, 23-24, 40, 48-49, 114-115, 124-125, 135, 281
PO 4. Use literal and figurative language intentionally when appropriate.	Student Handbook: 115, 118, 191, 263, 280, 284, 290-291, 337, 340, 601
PO 5. Use clichés only when appropriate to purpose.	Student Handbook: 263, 280, 340

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

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

Grade 9 Performance Objectives	Write Source, Grade 9
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: 12, 14, 24, 25, 50-51, 54, 59, 116-117, 118, 124-125, 135, 148, 172-173, 174, 180-181, 191, 204, 226-227, 228, 234-235, 245, 258, 283, 284, 290-291, 388, 486, 549-560, 579, 748-751
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 12, 14, 24, 25, 50-51, 54, 59, 116-117, 118, 124-125, 135, 148, 172-173, 174, 180-181, 191, 204, 226-227, 228, 234-235, 245, 258, 283, 284, 290-291, 388, 486, 549-560, 579
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	Student Handbook: 11, 12, 14, 50-51, 54, 59, 116-117, 124-125, 135, 148, 174, 180-181, 191, 245, 258, 282-283, 284, 331, 337, 388, 410, 412, 414, 420, 434, 446, 448, 450, 456, 458, 577, 592-593

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 9 Performance Objectives	Write Source, Grade 9
<p>PO 1. Use capitals correctly for:</p> <ol 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) 	<p>Student Handbook: 26, 52, 121, 136, 142, 178, 192, 198, 231, 246, 252, 288, 310, 391, 648-653</p>
<p>PO 2. Use commas to correctly punctuate:</p> <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 	<p>Student Handbook: 26, 52, 121, 136, 142, 178, 192, 230, 232, 246, 287, 288, 514, 516, , 517, 518, 608-617</p>
<p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue b. titles c. exact words from sources 	<p>Student Handbook: 26, 52, 120, 121, 246, 286, 288, 310, 391, 632-635</p>
<p>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	<p>Student Handbook: 26, 391, 636-637</p>
<p>PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p>Student Handbook: 514, 516, 517, 620-621</p>
<p>PO 6. Use semicolons to punctuate compound and compound complex sentences when appropriate.</p>	<p>Student Handbook: 52, 618-619</p>

Grade 9 Performance Objectives	Write Source, Grade 9
PO 7. Use apostrophes to punctuate: <ul style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives 	Student Handbook: 26, 52, 121, 136, 628-631
PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.	Student Handbook: 286, 288, 329, 330, 391, 624-627, 638-645
PO 9. Spell words correctly.	Student Handbook: 26, 38, 52, 121, 136, 142, 178, 192, 198, 232, 246, 252, 288, 310, 331, 352-353, 389, 390, 391, 654-657, 664-671
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	Student Handbook: 18-19, 21, 23, 25, 27, 29, 76, 102-106, 134, 140-141, 149-150, 158-162, 186-187, 190, 196-197, 205-206, 212-216, 240-241, 244, 259-260, 268-272, 300-301, 306-307, 316-317, 357-363, 375-380, 412, 413, 424, 425-426, 429-430, 446, 447, 448, 449, 456, 457, 458, 459-460, 577, 578
PO 11. Demonstrate control of grammar and usage in writing: <ul 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: 26, 38, 52, 120, 121, 136, 142, 170, 176, 178, 192, 198, 230, 231, 232, 246, 252, 282, 288, 310, 390, 391, 533-548, 549-560, 700-763
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: 177, 178, 286, 374, 381-384, 391

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 Source, Grade 9
<p>PO 1. Write a personal narrative that:</p> <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) 	<p>Student Handbook: 89-128, 137-143</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 9 Performance Objectives	Write Source, Grade 9
<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: 14-32, 185-192, 193-199, 344-345, 355-392, 412-413, 458-460</p>

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 9 Performance Objectives	Write Source, Grade 9
PO 1. Write a business letter that: 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)	Student Handbook: 513-519
PO 2. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 520

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 9 Performance Objectives	Write Source, Grade 9
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: 201-253, 332, 450-451, 513-519

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 Source, Grade 9
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 poems)	Student Handbook: 255-311

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 Source, Grade 9
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: 355-392, 597

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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 Source Teacher's Edition, Grade 10
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).	Teacher's Edition: 3, 9, 10, 12, 15, 16, 35, 42, 96-97, 132, 139, 146, 151, 152-153, 188, 194, 207, 208, 242, 248, 256, 261, 262, 318, 327-329, 335, 364-365, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 519, 582-583, 584-586, 588-589
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Teacher's Edition: 10, 14, 46, 89, 129, 137, 145, 185, 193, 201, 239, 247, 255, 295, 313, 323, 333, 355, 405-416, 417-430, 431-442, 443-452, 453-46
PO 3. Determine the intended audience of a writing piece.	Teacher's Edition: 46, 89, 129, 137, 145, 185, 193, 201, 239, 247, 255, 295, 313, 323, 333, 355, 405-416, 417-430, 431-442, 443-452, 453-461
PO 4. Establish a controlling idea appropriate to the type of writing.	Teacher's Edition: 9, 10, 12, 17, 42, 95, 98, 132-133, 138, 146, 155, 189, 202, 208, 243, 263, 266, 297, 299, 305, 327, 371, 412, 414, 420, 422, 424, 434, 438, 440, 446, 448, 450, 456, 458, 513, 594-595
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram , web , story map , plot pyramid) to plan writing.	Teacher's Edition: 10, 12, 17, 35, 44-45, 98, 133, 154-155, 156, 189, 194, 209-210, 243, 248, 256, 264-265, 266, 297, 299, 305, 314-315, 336, 356, 366-367, 372, 591, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 588-589, 590-591
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Teacher's Edition: 4-5, 83-85
PO 7. Use time management strategies , when appropriate, to produce a writing product within a set time period.	Teacher's Edition: 137-143, 193-199, 247-253, 295-311, 440-441, 456-457

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Use a prewriting plan to develop the main idea(s) with supporting details.	Teacher's Edition: 9, 10, 18-19, 95-100, 132-134, 151-156, 188-189, 195, 207-210, 242-244, 248-249, 261-266, 296-297, 299, 305, 318, 327-329, 335, 366-372, 408, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458,
PO 2: Sequence ideas into a cohesive, meaningful order.	Teacher's Edition: 9, 10, 18-19, 101-106, 134, 157-162, 190, 196, 211-216, 244, 250-251, 267-272, 298-299, 319, 330, 336, 373-380, 408, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 571-574

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Teacher's Edition: 20-25, 42-51, 108-117, 164-173, 218-227, 274-283, 410, 412, 414, 420, 424, 434, 436, 438, 446, 448, 450, 458
PO 2: Add details to the draft to more effectively accomplish the purpose.	Teacher's Edition: 11, 20-25, 37, 107, 142, 163, 198, 217, 252, 273, 310, 320, 337, 385-388
PO 3: Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Teacher's Edition: 11, 20-25, 37, 107, 142, 163, 198, 217, 252, 273, 310, 320, 337, 385-388
PO 4: Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Teacher's Edition: 11, 20-25, 37, 107, 142, 163, 198, 217, 252, 273, 310, 320, 337, 385-388
PO 5: Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Teacher's Edition: 577-578, 592-593
PO 6: Use a variety of sentence structures (e.g., simple, compound, complex) to improve sentence fluency in the draft.	Teacher's Edition: 172-173, 226-227, 282-283, 549-560, 738-763
PO 7: Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Teacher's Edition: 55-60, 61-72, 118, 124-125, 135, 174, 228, 245, 180-181, 191 234-235, 284, 290-291, 320, 331, 388, 579, 594, 784-791
PO 8: Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Teacher's Edition: 351, 352-353, 488

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Identify punctuation, spelling, and grammar and usage errors in the draft.	Teacher's Edition: 9, 11, 27, 119-121, 175-177, 229-231, 285-287, 320, 389-390, 392, 410, 412, 414, 420, 422, 424, 434, 436, 348, 440, 446, 448, 450, 456, 458, 515, 519
PO 2: Use resources (e. g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Teacher's Edition: 38, 351-353, 664-671, 678-699
PO 3: Apply proofreading marks to indicate errors in conventions.	Teacher's Edition: Editing and Proofreading marks inside back cover. Modeling proofreading marks: 27, 121, 177, 231, 287, 390
PO 4: Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to edit the draft.	Teacher's Edition: 26, 52, 67, 122, 124-125, 136, 142, 178, 192, 198, 232, 234-235, 246, 252, 288, 290-291, 310, 331, 391

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

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	Teacher's Edition: 9, 11, 29, 73-82, 179, 192, 233, 289, 337, 392
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.	Teacher's Edition: 38, 73-82, 602-603

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 10 Performance Objectives	Write Source Teacher’s Edition, Grade 10
PO 1: Maintain a clear, narrow focus to support the topic.	Teacher’s Edition: 17, 42-43, 90, 103, 146, 155, 164, 188, 189, 213, 243, 250, 263, 266, 274, 297, 299, 305, 318, 327-329, 335, 371, 412, 414, 420, 434, 438, 446, 438, 450, 458, 594
PO 2: Write with an identifiable purpose and for a specific audience.	Teacher’s Edition: 10, 14, 46, 89, 129, 137, 145, 185, 193, 201, 239, 247, 255, 295, 313, 323, 333, 355, 405-416, 417-430, 431-442, 443-452, 453-461
PO 3: Provide sufficient, relevant, and carefully selected details for support.	Teacher’s Edition: 90, 97-99, 102-106, 108-109, 132, 134, 140-141, 147, 154-155, 159-162, 165, 189, 190, 196-197, 203, 209-210, 212-216, 218-219, 243, 244, 250-251, 257, 264-265, 268-272, 275, 298-299, 318-319, 327-330, 336, 367-370, 375-380, 412, 414, 420, 434, 438, 446, 438, 450, 458
PO 4: Demonstrate a thorough, balanced explanation of a topic.	Teacher’s Edition: 90, 97-99, 102-106, 108-109, 132, 134, 140-141, 147, 154-155, 159-162, 165, 189, 190, 196-197, 203, 209-210, 212-216, 218-219, 243, 244, 250-251, 257, 264-265, 268-272, 275, 298-299, 318-319, 327-330, 336, 367-370, 375-380, 412, 414, 420, 434, 438, 446, 438, 450, 458
PO 5: Include ideas and details that show original perspective and insights.	Teacher’s Edition: 90, 97-99, 102-106, 108-109, 132, 134, 140-141, 147, 154-155, 159-162, 165, 189, 190, 196-197, 203, 209-210, 212-216, 218-219, 243, 244, 250-251, 257, 264-265, 268-272, 275, 298-299, 318-319, 327-330, 336, 367-370, 375-380, 412, 414, 420, 434, 438, 446, 438, 450, 458

C o n c e p t 2 : O r g a n i z a t i o n

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Use a structure that fits the type of writing (e.g., letter format, narrative , play, an essay).	Teacher's Edition: 88A-143, 144A-199, 200A-253, 254A-311, 312A-341, 342A-392, 404A-461, 513-520, 586-587, 562-579
PO 2: Include a strong beginning or introduction that draws in the reader.	Teacher's Edition: 44, 93, 102-103, 110, 134, 140, 147, 158-159, 190, 196, 203, 205, 212, 213, 220, 240, 244, 250, 259, 268, 269, 300, 306, 316, 319, 330, 375, 411, 413, 420, 422, 424, 429, 434, 436, 438, 440, 446, 448, 450, 456, 458, 514, 595
PO 3: Place details appropriately to support the main idea .	Teacher's Edition: 45, 91, 93, 102-105, 134, 140-141, 147, 160-161, 190, 196-107, 203, 205, 214-215, 240-241, 244, 250-251, 259-260, 270, 300, 306-307, 316-317, 319, 330, 376-379, 411, 413, 420, 422, 424, 429, 434, 436, 438, 440, 446, 448, 450, 456, 458, 514, 597
PO 4: Use effective transitions among all elements (sentences, paragraphs, and ideas).	Teacher's Edition: 45, 103, 111, 161, 167, 214, 271, 276-277, 577, 592-593
PO 5: Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to applications and purpose.	Teacher's Edition: 45, 139, 157-162, 195, 212-216, 572-574
PO 6: Create an ending that provides a sense of resolution or closure.	Teacher's Edition: 44, 94, 106, 110, 134, 141, 147, 162, 166, 190, 197, 203, 205, 216, 221, 242, 244, 251, 261, 271, 300, 307, 317, 319, 330, 380, 411, 413, 420, 422, 424, 429, 434, 436, 438, 440, 446, 448, 450, 456, 458, 514, 596

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

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Show awareness of the audience through word choice, style, and appropriate connection with, or distance from, the audience.	Teacher's Edition: 46-47, 112-113, 168-169, 222-223, 279
PO 2: Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Teacher's Edition: 46-47, 112-113, 168-169, 222-223, 279
PO 3: Chose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Teacher's Edition: 46-47, 92, 112-113, 118, 124-125, 135, 148, 168-169, 174, 180-181, 191, 204, 222-223, 228, 234-235, 245, 258, 278-279, 284, 290-292, 378, 388
PO 4: Use engaging and expressive language that shows a commitment to the topic.	Teacher's Edition: 46-47, 112-113, 168-169, 222-223, 279

Grade 10 Performance Objectives	Write Source Teacher’s Edition, Grade 10
PO 5: Use language appropriate to purpose, topic, and audience.	Teacher’s Edition: 46-47, 92, 112-113, 118, 124-125, 135, 148, 168-169, 174, 180-181, 191,204, 222-223, 228, 234-235, 245, 258, 278-279, 284, 290-292, 378, 388

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

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

Grade 10 Performance Objectives	Write Source Teacher’s Edition, Grade 10
PO 1: Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Teacher’s Edition: 48-49, 114-115, 170-171, 224-225, 280-281, 337, 388, 534-535, 536-537, 538-539, 540-541, 542-543, 544-545, 546-547
PO 2: Use vocabulary that is original, varied, and natural.	Teacher’s Edition: 48-49, 114-115, 170-171, 280-281, 388, 534-535, 536-537, 538-539, 540-541, 542-543, 544-545, 546-547
PO 3: Use words that evoke clear images.	Teacher’s Edition: 48-49, 114-115, 170-171, 224-225, 280-281, 388, 534-535, 536-537, 538-539, 540-541, 542-543, 544-545, 546-547
PO 4: Use literal and figurative language intentionally when appropriate.	Teacher’s Edition: 48-49, 114, 170-171, 280-281, 337, 534-535, 536-537, 538-539, 540-541, 542-543, 544-545, 546-547
PO 5: Use clichés only when appropriate to purpose.	Teacher’s Edition: 114

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

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

Grade 10 Performance Objectives	Write Source Teacher’s Edition, Grade 10
PO 1: Use a variety of sentence structures (simple, compound, complex, compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of writing.	Teacher’s Edition: 50-51, 116-117, 172-173, 226-227, 282-283, 550-560, 738-763
PO 2: Show extensive variation in sentences beginnings, lengths, and patterns to enhance the flow of the writing.	Teacher’s Edition: 50-51, 116-117, 172-173, 226-227, 282-283, 550-560, 738-763
PO 3: Demonstrate a flow that is natural and powerful when read aloud.	Teacher’s Edition: 50-51, 116-117, 172-173, 226-227, 282-283, 550-560, 738-763

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

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
<p>PO 1: Use capital correctly for:</p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • holidays, place and regional names, languages, historical events, organizations, academic courses (e.g., algebra/Algebra), product names <p>b. words used as names (e.g., Grandma, Aunt Lyn)</p> <p>c. literary titles (book, story, poem, play, song)</p> <p>d. titles</p> <p>e. abbreviations</p> <p>f. proper adjectives (e.g. German shepherd, Chinese restaurant)</p>	<p>Teacher's Edition: 648-653</p>
<p>PO 2: Use commas to correctly punctuate:</p> <p>a. items in a series</p> <p>b. greetings and closing in letters</p> <p>c. introductory words, phrases and clauses</p> <p>d. direct address</p> <p>e. interruptors</p> <p>f. compound sentences</p> <p>g. appositives</p> <p>h. dialogue</p>	<p>Teacher's Edition: 608-617</p>

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

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
<p>PO 3: Use quotation marks to punctuate:</p> <p>a. dialogue</p> <p>b. titles</p> <p>c. exact words from sources</p>	<p>Teacher's Edition: 176, 632-635</p>
<p>PO 4: Use underlining or italics to correctly identify titles and vessels (e.g., ships, spaceships, planes, trains)</p>	<p>Teacher's Edition: 636-637</p>
<p>PO 5: Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p>Teacher's Edition: 620-623</p>
<p>PO 6: Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p>Teacher's Edition: 618-619, 748-749</p>

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 7: Use apostrophes to punctuate: a. contractions b. singular possessives c. plural possessives	Teacher's Edition: 628-631
PO 8: Use hyphens, dashes, parentheses, ellipses, and brackets correctly	Teacher's Edition: 624-627, 638-639, 640-641, 642-643, 644-645
PO 9: Spell words correctly	Teacher's Edition: 664, 656.2, 666-667, 678-699
PO 10: Use paragraph breaks to reinforce the organizational structure, including dialogue.	Teacher's Edition: 99, 562-567, 568-570, 577
PO 11: Demonstrate control of grammar and usage in writing: a. parts of speech	Teacher's Edition: 533-548, 700-737
b. verb forms and tenses	Teacher's Edition: 538-539, 718-723
c. subject/verb agreement	Teacher's Edition: 718, 752, 754
d. pronoun/antecedent agreement	Teacher's Edition: 230, 756
e. parallel structure	Teacher's Edition: 601
f. comparative and superlative degrees of adjectives	Teacher's Edition: 728.2
g. modifier placement	Teacher's Edition: 540-541, 542-543, 728-729, 730-731
h. homonyms	Teacher's Edition: 678-699
PO 12: Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, and other recognized style manual).	Teacher's Edition: 355-363, 381-384

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Write a reflective personal narrative that: <ul style="list-style-type: none"> a. describes a sequence of events, communicating the significance of the events to the audience 	Teacher's Edition: 90-92, 93-128, 129-136, 137-143, 420-421, 565; Stories: 313-322; Plays: 323-332; Poetry: 333-340
<ul style="list-style-type: none"> b. sets scenes and incidents in specific times and places 	Teacher's Edition: 90-92, 93-128, 129-136, 137-143, 420-421, 565; Stories: 313-322; Plays: 323-332; Poetry: 333-340
<ul style="list-style-type: none"> c. describes with specific details the sights, sounds, and smells of the scenes 	Teacher's Edition: 90-92, 93-128, 129-136, 137-143, 420-421, 446-447, 565; Stories: 313-322; Plays: 323-332; Poetry: 333-340
<ul style="list-style-type: none"> d. describes with specific details the actions, movements, gestures, and feelings of the characters 	Teacher's Edition: 90-92, 93-128, 129-136, 137-143, 420-421, 565; Stories: 313-322; Plays: 323-332; Poetry: 333-340
<ul style="list-style-type: none"> e. uses interior monologue 	Teacher's Edition: 90-92, 93-128, 129-136, 137-143, 565; Stories: 313-322; Plays: 323-332; Poetry: 333-340
<ul style="list-style-type: none"> f. uses figurative language (e.g., simile, metaphor, personification) 	Teacher's Edition: 90-92, 93-128, 129-136, 137-143, 340-341, 565; Stories: 313-322; Plays: 323-332; Poetry: 333-340

Concept 2: Expository

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Write an explanatory, multi-paragraph essay that: <ul style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question) as appropriate 	Teacher's Edition: 146-147, 148-184, 185-192, 193-199, 410-411, 412-413, 424-430, 438-439, 446-447, 448-449, 450-451, 456-457
<ul style="list-style-type: none"> b. states a thesis (hypothesis, essential question) with a narrow focus 	Teacher's Edition: 155, 158-162, 189, 196, 410-411, 412-413, 424-430, 438-439, 446-447, 448-449, 450-451, 456-457

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples or reasons	Teacher's Edition: 153-155, 158-162, 189, 190, 196-197, 410-411, 412-413, 424-430, 438-439, 446-447, 448-449, 450-451, 456-457
d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate.	Teacher's Edition: 153, 154-155, 189, 190, 196-197, 412-413, 424-430, 438-439, 448-449, 450-451, 456-457
e. attributes sources of information, as appropriate	Teacher's Edition: 153, 189, 438-439, 450-451
f. includes a topic sentence for each body paragraph	Teacher's Edition: 159-162, 376-379, 190, 196-197, 412-413, 424-430, 438-439, 448-449, 450-451, 456-457, 577-578
g. includes relevant factors and variables that need to be considered	Teacher's Edition: 153, 154-155, 189, 190, 196-197, 410-411, 412-413, 424-430, 438-439, 446-447, 448-449, 450-451, 456-457
h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate	Teacher's Edition: 602-603
i. includes an effective conclusion	Teacher's Edition: 162, 190, 197, 410-411, 412-412, 430, 439, 447, 449, 451, 457

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Write a business letter and/or memo that: a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional format (block, modified block, memo, email)	Teacher's Edition: 513-517, 518-519
PO 2: Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Teacher's Edition: 520

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 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Write a persuasive composition (e.g., business letter, essay, letter to the editor) that: <ul style="list-style-type: none"> a. states a position or claim 	Teacher's Edition: 208-210, 212, 242-243, 248-249
<ul style="list-style-type: none"> b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals 	Teacher's Edition: 202-203, 212-238, 242-244, 250-251
<ul style="list-style-type: none"> c. attributes sources of information when appropriate 	Teacher's Edition: 202-203, 214
<ul style="list-style-type: none"> d. structures ideas 	Teacher's Edition: 202-203, 212-216, 244, 250-251
<ul style="list-style-type: none"> e. addresses the reader's concerns 	Teacher's Edition: 215, 244, 249, 251

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

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Write a literary analysis that: <ul style="list-style-type: none"> a. analyzes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot) 	Teacher's Edition: 255-294, 296-297, 298-301
<ul style="list-style-type: none"> b. compares the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (i.e., novel and play, poem and short story) 	Teacher's Edition: 255-294, 296-297, 298-301
<ul style="list-style-type: none"> c. identifies how an author's choice of words and imagery sets the tone and advances the work's theme 	Teacher's Edition: 255-294, 296-297, 298-301

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

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

Grade 10 Performance Objectives	Write Source Teacher's Edition, Grade 10
PO 1: Write a research report that: a. incorporates evidence in support of a thesis/claim	Teacher's Edition: 367, 369, 371-372, 375-380, 458-460
b. integrates information from two or more pieces of primary and/or secondary research information	Teacher's Edition: 344, 346, 347-349, 350-354, 458-460
c. makes distinctions between the relative value and significance of specific data, facts, and ideas	Teacher's Edition: 345, 368, 458-460
d. integrates direct quotes	Teacher's Edition: 375-380, 458-460
e. uses internal citations	Teacher's Edition: 375-380, 458-460
f. includes a works cited, bibliography, or reference page	Teacher's Edition: 381-384, 460

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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 Source Teacher's Edition, Grade 11
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).	Teacher's Edition: 2-5, 9, 10, 12, 15, 16, 48, 51-58, 98-101, 144-145, 158-159, 170-172, 206-207, 213, 226-230, 262-263, 269, 276, 282-284, 318-319, 325, 333, 346-347, 355-357, 363, 394-401, 456, 466, 480, 482, 484, 490, 492, 494, 500, 503
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Teacher's Edition: 69, 102, 141, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 492, 514, 516, 518
PO 3. Determine the intended audience of a writing piece.	Teacher's Edition: 70, 100, 102, 141, 163, 203, 211, 219, 259, 267, 315, 323, 341, 351, 361, 383, 482, 492, 503, 512, 514, 516, 518, 520
PO 4. Establish a controlling idea appropriate to the type of writing.	Teacher's Edition: 17, 54-55, 103, 144, 173, 183, 207, 226, 263, 285, 319, 325, 327, 333, 400, 456, 461, 466, 482, 490, 492, 500, 592
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram , web , story map , plot pyramid) to plan writing.	Teacher's Edition: 61-63, 100, 104, 145, 158-159, 171-172, 174, 207, 213, 220, 227-230, 263, 269, 283-284, 319, 325, 327, 333, 347, 357, 396-397, 401, 456, 461, 466, 470, 482, 490, 492, 500, 505, 512, 514, 516, 518
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Teacher's Edition: 136-137
PO 7. Use time management strategies , when appropriate, to produce a writing product within a set time period.	Teacher's Edition: 211-217, 267-273, 323-339, 461, 484-485, 494-495, 505-506, 569-575

Concept 2: Drafting

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

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
PO 1: Use a prewriting plan to develop the main idea(s) with supporting details.	Teacher's Edition: 10, 15-17, 97-104, 144-145, 158-159, 169-174, 206-207, 213, 225-230, 262-263, 269, 281-286, 318-319, 324-325, 333, 346-347, 355-357, 363, 393-401, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520
PO 2: Sequence ideas into a cohesive, meaningful order.	Teacher's Edition: 10, 18-19, 105-112, 146, 159, 175-180, 208, 214-215, 231-236, 264-270-271, 287-292, 320, 326, 332-333, 348, 358, 364, 402-407, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520

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 Source Teacher's Edition, Grade 11
PO 1: Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Teacher's Edition: 47-88, 181-191, 237-247, 293-303, 456, 459, 466, 468, 470, 482, 490, 492, 500, 512, 514, 516, 518, 520
PO 2: Add details to the draft to more effectively accomplish the purpose.	Teacher's Edition: 11, 20-25, 37, 113-116, 118-120, 147, 182, 216, 238, 272, 294-295, 338, 365, 408-410
PO 3: Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Teacher's Edition: 11, 20-25, 37, 113-116, 118-120, 147, 182, 216, 238, 272, 294-295, 338, 365, 408-410
PO 4: Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Teacher's Edition: 11, 20-25, 37, 113-116, 118-120, 147, 182, 216, 238, 272, 294-295, 338, 365, 408-410
PO 5: Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Teacher's Edition: 64-65, 234, 240-241, 594-595
PO 6: Use a variety of sentence structures (e.g., simple, compound, complex) to improve sentence fluency in the draft.	Teacher's Edition: 81-88, 246, 302-303, 738-763
PO 7: Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Teacher's Edition: 33-45, 121-126, 148, 150-151, 160, 192, 198-199, 248, 254-255, 265, 304, 310-311, 321, 338, 349, 359, 411, 784-795
PO 8: Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Teacher's Edition: 380-381, 548

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 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
PO 1: Identify punctuation, spelling, and grammar and usage errors in the draft.	Teacher's Edition: 9, 11, 27, 89-90, 127-132, 193-195, 249-251, 305-307, 365, 412-414, 456, 459, 466, 468, 470, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520
PO 2: Use resources (e. g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Teacher's Edition: 380-381, 656.2, 664.1-664.4, 666-667, 668-669
PO 3: Apply proofreading marks to indicate errors in conventions.	Teacher's Edition: Editing and Proofreading marks inside back cover. Modeling proofreading marks: 27, 129-131, 195, 251, 307, 413
PO 4: Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to edit the draft.	Teacher's Edition: 38-39, 149, 150-151, 161, 195, 198-199, 210, 216, 252, 254-255, 266, 308, 310-311, 322, 338, 349, 359, 415

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

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

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
PO 1: Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	Teacher's Edition: 9, 133-139, 197, 253, 309, 365, 416,
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.	Teacher's Edition: 91-95, 133-139, 508

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 Source Teacher’s Edition, Grade 11
PO 1: Maintain a clear, narrow focus to support the topic.	Teacher’s Edition: 17, 103, 107, 110, 165, 173, 183, 184, 207, 221, 230, 233, 285, 288, 294, 319, 325-326, 327, 333, 384, 385, 400, 545, 578-579, 592
PO 2: Write with an identifiable purpose and for a specific audience.	Teacher’s Edition: 69,70, 100, 102, 141, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 482, 492, 503, 512, 514, 516, 518, 520
PO 3: Provide sufficient, relevant, and carefully selected details for support.	Teacher’s Edition: 56-58, 100-101, 146-147, 159, 170-172, 182, 207, 228-229, 238-239, 263, 283-284, 286, 294-295, 319, 325, 327, 333, 346-347, 355-357, 363, 396-397, 456, 459, 466, 468, 482, 490, 492, 500, 512, 514, 516, 518, 520
PO 4: Demonstrate a thorough, balanced explanation of a topic.	Teacher’s Edition: 105-112, 146, 159, 165, 175-180, 208, 214-215, 221, 231-236, 264, 270, 277, 287-292, 320, 326, 348, 358, 364, 402-407, 456, 459, 41, 466, 468, 470, 480, 482, 490, 492, 494, 500, 512, 514, 516, 518, 520
PO 5: Include ideas and details that show original perspective and insights.	Teacher’s Edition: 105-112, 146, 159, 165, 175-180, 208, 214-215, 221, 231-236, 264, 270, 277, 287-292, 320, 326, 348, 358, 364, 402-407, 456, 459, 41, 466, 468, 470, 480, 482, 490, 492, 494, 500, 512, 514, 516, 518, 520

Concept 2: Organization

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

Grade 11 Performance Objectives	Write Source Teacher’s Edition, Grade 11
PO 1: Use a structure that fits the type of writing (e.g., letter format, narrative , play, an essay).	Teacher’s Edition: 140A-161, 162A-217, 218A-273, 274A-339, 340A-369, 370A-449, 450A-506, 507-521, 577-588, 589-597

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
PO 2: Include a strong beginning or introduction that draws in the reader.	Teacher's Edition: 18, 106-107, 146, 159, 176, 177, 208, 214, 221, 232, 233, 264, 270, 277, 288, 289, 296, 320, 326, 348, 358, 364, 403, 456, 459, 466, 468, 470, 480, 482, 490, 492, 494, 500, 510, 512, 514, 516, 518, 520, 590, 593
PO 3: Place details appropriately to support the main idea .	Teacher's Edition: 18-19, 108-111, 146, 159, 178-179, 208, 215, 221, 234-235, 264, 271, 277, 290-291, 320, 328, 348, 358, 404-405, 457-458, 460, 491, 493, 495, 501-502, 504, 510, 512, 514, 516, 518, 520, 590, 594
PO 4: Use effective transitions among all elements (sentences, paragraphs, and ideas).	Teacher's Edition: 64-65, 234, 240-241, 594-595
PO 5: Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to applications and purpose.	Teacher's Edition: 59-66, 146, 184, 577-588,
PO 6: Create an ending that provides a sense of resolution or closure.	Teacher's Edition: 19, 112, 146, 159, 180, 208, 215, 221, 236, 264, 271, 277, 292, 297, 320, 329, 348, 358, 406, 458, 460, 491, 493, 495, 502, 504, 510, 512, 514, 516, 518, 520, 590, 597

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

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 Source Teacher's Edition, Grade 11
PO 1: Show awareness of the audience through word choice, style, and appropriate connection with, or distance from, the audience.	Teacher's Edition: 67-72, 186-187, 242-243, 298-299
PO 2: Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Teacher's Edition: 67-72, 186-187, 242-243, 298-299
PO 3: Chose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Teacher's Edition: 67-72, 117, 148, 160, 186-187, 209, 222, 242-243, 265, 278, 298-299, 321, 338, 349, 359, 365, 411, 456, 459, 466, 470, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520
PO 4: Use engaging and expressive language that shows a commitment to the topic.	Teacher's Edition: 67-72, 186-187, 242-243, 298-299
PO 5: Use language appropriate to purpose, topic, and audience.	Teacher's Edition: 67-72, 117, 148, 160, 186-187, 209, 222, 242-243, 265, 278, 298-299, 321, 338, 349, 359, 365, 411, 456, 459, 466, 470, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520

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

Word choice reflects the writer’s use of specific words and phrases that effectively 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 Source Teacher’s Edition, Grade 11
PO 1: Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Teacher’s Edition: 73-80, 188-189, 244-245, 300-301
PO 2: Use vocabulary that is original, varied, and natural.	Teacher’s Edition: 73-80, 188-189, 244-245, 300-301
PO 3: Use words that evoke clear images.	Teacher’s Edition: 73-80, 188-189, 244-245, 300-301
PO 4: Use literal and figurative language intentionally when appropriate.	Teacher’s Edition: 73-80, 300-301
PO 5: Use clichés only when appropriate to purpose.	Teacher’s Edition: 79

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

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

Grade 11 Performance Objectives	Write Source Teacher’s Edition, Grade 11
PO 1: Use a variety of sentence structures (simple, compound, complex, compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of writing.	Teacher’s Edition: 81-88, 190-191, 246-247, 302-303, 738-763
PO 2: Show extensive variation in sentences beginnings, lengths, and patterns to enhance the flow of the writing.	Teacher’s Edition: 81-88, 190-191, 246-247, 302-303, 738-763
PO 3: Demonstrate a flow that is natural and powerful when read aloud.	Teacher’s Edition: 81-88, 190-191, 246-247, 302-303, 738-763

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

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

Grade 11 Performance Objectives	Write Source Teacher’s Edition, Grade 11
<p>PO 1: Use capital correctly for:</p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • holidays, place and regional names, languages, historical events, organizations, academic courses (e.g., algebra/Algebra), product names <p>b. words used as names (e.g., Grandma, Aunt Lyn)</p> <p>c. literary titles (book, story, poem, play, song)</p> <p>d. titles</p> <p>e. abbreviations</p> <p>f. proper adjectives (e.g. German shepherd, Chinese restaurant)</p>	<p>Teacher’s Edition: 648-653</p>
<p>PO 2: Use commas to correctly punctuate:</p> <p>a. items in a series</p> <p>b. greetings and closing in letters</p> <p>c. introductory words, phrases and clauses</p> <p>d. direct address</p> <p>e. interruptors</p> <p>f. compound sentences</p> <p>g. appositives</p> <p>h. dialogue</p>	<p>Teacher’s Edition: 608-617</p>
<p>PO 3: Use quotation marks to punctuate:</p> <p>a. dialogue</p> <p>b. titles</p> <p>c. exact words from sources</p>	<p>Teacher’s Edition: 632-635</p>
<p>PO 4: Use underlining or italics to correctly identify titles and vessels (e.g., ships, spaceships, planes, trains)</p>	<p>Teacher’s Edition: 636-637</p>
<p>PO 5: Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p>Teacher’s Edition: 620-623</p>
<p>PO 6: Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p>Teacher’s Edition: 618-619, 748-749</p>
<p>PO 7: Use apostrophes to punctuate:</p> <p>a. contractions</p> <p>b. singular possessives</p> <p>c. plural possessives</p>	<p>Teacher’s Edition: 628-631</p>

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
PO 8: Use hyphens, dashes, parentheses, ellipses, and brackets correctly	Teacher's Edition: 624-627, 638-639, 640-641, 642-643, 644-645
PO 9: Spell words correctly	Teacher's Edition: 656.2, 664-667, 668-669
PO 10: Use paragraph breaks to reinforce the organizational structure, including dialogue.	Teacher's Edition: 65, 184-185, 566-567
PO 11: Demonstrate control of grammar and usage in writing:	
a. parts of speech	Teacher's Edition: 700-737
b. verb forms and tenses	Teacher's Edition: 718-723
c. subject/verb agreement	Teacher's Edition: 130, 194, 754-755
d. pronoun/antecedent agreement	Teacher's Edition: 131, 195, 756
e. parallel structure	Teacher's Edition: 85, 601
f. comparative and superlative degrees of adjectives	Teacher's Edition: 306, 728.2
g. modifier placement	Teacher's Edition: 76, 84, 86, 728-729, 730-731
h. homonyms	Teacher's Edition: 678-699
PO 12: Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, and other recognized style manual).	Teacher's Edition: 384-392, 425-436, 437-438

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 Source Teacher's Edition, Grade 11
PO 1: Write in a variety of expressive forms (e.g., poetry, short story, and/or drama) that:	
a. use voice and style appropriate to audience and purpose	Teacher's Edition: 141-161, 341-350, 351-360, 361-369, 580, 581

Grade 11 Performance Objectives	Write Source Teacher’s Edition, Grade 11
b. organize ideas in writing to ensure coherence, logical progression, and support	Teacher’s Edition: 141-161, 341-350, 351-360, 361-369, 580, 581
c. employ literary devices (e.g., irony, conceit, foreshadowing, symbolism) to enhance style and voice	Teacher’s Edition: 141-161, 341-350, 351-360, 361-369, 580, 581

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

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

Grade 11 Performance Objectives	Write Source Teacher’s Edition, Grade 11
PO 1: Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that: a. includes background information to establish the thesis (hypothesis, essential question) as appropriate	Teacher’s Edition: 164-165, 166-202, 203-210, 211-217, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504, 582
b. states a thesis (hypothesis, essential question) with a narrow focus	Teacher’s Edition: 165, 173, 207, 214, 456, 460, 470, 491, 492, 494, 503, 592-593
c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples or reasons	Teacher’s Edition: 170-173, 176-180, 206-207, 208, 213, 214-215, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504
d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate.	Teacher’s Edition: 171, 172-173, 206-208, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504
e. attributes sources of information, as appropriate	Teacher’s Edition: 171, 207, 425-438
f. includes a topic sentence for each body paragraph	Teacher’s Edition: 177-180, 208, 190, 214-215, 457-458, 467, 475-476, 491, 493, 504, 506, 590, 594
g. includes relevant factors and variables that need to be considered	Teacher’s Edition: 170-173, 176-180, 206-207, 208, 213, 214-215, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504
h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate	Teacher’s Edition: 91-95
i. includes an effective conclusion	Teacher’s Edition: 180, 208, 215, 458, 460, 462, 467, 476, 481, 491, 493, 495, 502, 504, 506

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 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
<p>PO 1: Write a work-related document (e.g., application, minutes, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ul 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>Teacher's Edition: 508-511, 512-513, 514-515, 516-517, 518-510, 520-521</p>

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 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
<p>PO 1: Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ul style="list-style-type: none"> a. states a position or claim 	<p>Teacher's Edition: 212, 226-229, 233, 263, 264, 270-271, 482-483</p>
<ul style="list-style-type: none"> b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals 	<p>Teacher's Edition: 220-221, 232-236, 264, 270-271, 482-483</p>
<ul style="list-style-type: none"> c. attributes sources of information when appropriate 	<p>Teacher's Edition: 220-221, 234 264</p>
<ul style="list-style-type: none"> d. structures ideas 	<p>Teacher's Edition: 220-221, 232-236, 264, 270-271, 482-483</p>
<ul style="list-style-type: none"> e. addresses the reader's concerns 	<p>Teacher's Edition: 234-235, 239, 264, 482-483</p>

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

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

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
<p>PO 1: Write a 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) 	<p>Teacher's Edition: 275-314, 315-321, 323-338</p>

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
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 the reader's emotions	Teacher's Edition: 275-314, 315-321, 323-338
c. analyzes the way in which theme , or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified themes	Teacher's Edition: 275-314, 315-322, 323-338
d. explains the writer's use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection	Teacher's Edition: 275-314, 315-322, 323-338
e. analyzes an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks	Teacher's Edition: 275-314, 315-322, 323-338
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)	Teacher's Edition: 315-322

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

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

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
PO 1: Write a research report that: a. incorporates evidence in support of a thesis/claim	Teacher's Edition: 395-396, 398, 400, 403-406, 500-502
b. integrates information from two or more pieces of primary and/or secondary sources	Teacher's Edition: 372, 373, 374, 375-382, 399, 418, 419-423
c. makes distinctions between the relative value and significance of specific data, facts, and ideas	Teacher's Edition: 373, 397, 418, 419-423, 500-502
d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate	Teacher's Edition: 92-95, 403-406, 500-502

Grade 11 Performance Objectives	Write Source Teacher's Edition, Grade 11
e. uses direct quotes	Teacher's Edition: 424, 403-406, 500-502
f. uses internal citations	Teacher's Edition: 426-427, 428
g. includes a works cited, bibliography, or reference page	Teacher's Edition: 407

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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 Source Teacher’s Edition, Grade 12
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).	Teacher’s Edition: 2-5, 9, 10, 12, 15, 16, 48, 51-58, 98-101, 144-145, 158-159, 170-172, 206-207, 213, 226-230, 262-263, 269, 276, 282-284, 318-319, 325, 333, 346-347, 355-356, 363, 394-401, 456, 466, 480, 482, 484, 490, 492, 494, 500, 503
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Teacher’s Edition: 69, 102, 141, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 492, 514, 516, 518
PO 3. Determine the intended audience of a writing piece.	Teacher’s Edition: 69, 100, 102, 141, 163, 203, 211, 219, 259, 267, 315, 323, 341, 351, 361, 383, 459, 482, 492, 503, 512, 514, 516, 518, 520
PO 4. Establish a controlling idea appropriate to the type of writing.	Teacher’s Edition: 17, 54-55, 103, 144, 173, 207, 228, 263, 285, 319, 325, 327, 333, 400, 456, 461, 466, 482, 490, 492, 500, 503
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram , web , story map , plot pyramid) to plan writing.	Teacher’s Edition: 62-66, 100, 104, 145, 174, 207, 213, 220, 227-230, 263, 269, 283-284, 319, 325, 327, 333, 347, 357, 401, 456, 461, 466, 470, 482, 490, 492, 500, 503, 505, 512, 514, 516, 518, 520
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.	Teacher’s Edition: 136-137
PO 7. Use time management strategies , when appropriate, to produce a writing product within a set time period.	Teacher’s Edition: 211-217, 267-273, 323-339, 461, 484-485, 494-495, 505-506, 569-575

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 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Use a prewriting plan to develop the main idea(s) with supporting details.	Teacher's Edition: 10, 15-17, 97-104, 144-145, 158, 169-174, 206-207, 213, 225-230, 262-263, 269, 281-286, 318-319, 324-325, 333, 346-347, 355-357, 363, 393-401, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520
PO 2: Sequence ideas into a cohesive, meaningful order.	Teacher's Edition: 10, 18-19, 105-112, 146, 159, 175-180, 208, 214-215, 231-236, 264-270-271, 287-292, 320, 326, 332-333, 348, 358, 364, 402-407, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520

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 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Teacher's Edition: 47-88, 160, 181-191, 237-247, 293-303, 456, 459, 466, 468, 470, 482, 490, 492, 500, 512, 514, 516, 518, 520
PO 2: Add details to the draft to more effectively accomplish the purpose.	Teacher's Edition: 11, 20-25, 37, 113-116, 118-120, 147, 182-183, 216, 238-239, 272, 295, 338, 365, 408-410
PO 3: Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Teacher's Edition: 11, 20-25, 37, 113-116, 118-120, 147, 182-183, 216, 238-239, 272, 295, 338, 365, 408-410
PO 4: Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Teacher's Edition: 11, 20-25, 37, 113-116, 118-120, 147, 182-183, 216, 238-239, 272, 295, 338, 365, 408-410
PO 5: Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Teacher's Edition: 234, 296-297, 594-596
PO 6: Use a variety of sentence structures (e.g., simple, compound, complex) to improve sentence fluency in the draft.	Teacher's Edition: 81-88, 246-247, 302-303, 738-763
PO 7: Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Teacher's Edition: 33-45, 121-126, 148, 150-151, 192, 198-199, 248, 254-255, 265, 304, 310-311, 321, 338, 349, 359, 411, 784-795
PO 8: Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Teacher's Edition: 380-381, 548

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 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Identify punctuation, spelling, and grammar and usage errors in the draft.	Teacher's Edition: 9, 11, 27, 89-90, 127-132, 193-195, 249-251, 305-307, 365, 412-414, 456, 459, 466, 468, 470, 480, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520
PO 2: Use resources (e. g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Teacher's Edition: 380-381, 656.2, 664.1-664.4, 666-667, 668-669
PO 3: Apply proofreading marks to indicate errors in conventions.	Teacher's Edition: Editing and Proofreading marks inside back cover. Modeling proofreading marks: 27, 129-131, 195, 251, 307, 413-414
PO 4: Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to edit the draft.	Teacher's Edition: 38-39, 149, 150-151, 196, 198-199, 210, 216, 252, 254-255, 266, 308, 310-311, 322, 338, 349, 359, 415

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

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

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	Teacher's Edition: 9, 133-139, 197, 253, 309, 365, 416,
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.	Teacher's Edition: 91-95, 133-139, 508

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 Source Teacher’s Edition, Grade 12
PO 1: Maintain a clear, narrow focus to support the topic.	Teacher’s Edition: 17, 103, 107, 165, 173, 207, 221, 230, 233, 285, 288, 319, 325-326, 327, 333, 384, 385, 400, 545, 578-579, 592
PO 2: Write with an identifiable purpose and for a specific audience.	Teacher’s Edition: 69, 70, 100, 102, 141, 155, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 482, 503, 512, 514, 516, 518, 520
PO 3: Provide sufficient, relevant, and carefully selected details for support.	Teacher’s Edition: 56-58, 100-101, 146-147, 158-159, 170-172, 182, 207, 228-229, 238-239, 263, 283-284, 286, 319, 325, 327, 333, 346-347, 355-357, 363, 396-397, 456, 459, 466, 468, 482, 490, 492, 500, 512, 514, 516, 518, 520
PO 4: Demonstrate a thorough, balanced explanation of a topic.	Teacher’s Edition: 105-112, 146, 159, 165, 175-180, 208, 214-215, 221, 231-236, 264, 270, 277, 287-292, 320, 326, 348, 358, 364, 402-407, 456, 459, 41, 466, 468, 470, 480, 482, 490, 492, 494, 500, 512, 514, 516, 518, 520
PO 5: Include ideas and details that show original perspective and insights.	Teacher’s Edition: 105-112, 146, 159, 165, 175-180, 208, 214-215, 221, 231-236, 264, 270, 277, 287-292, 320, 326, 348, 358, 364, 402-407, 456, 459, 41, 466, 468, 470, 480, 482, 490, 492, 494, 500, 512, 514, 516, 518, 520

Concept 2: Organization

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

Grade 12 Performance Objectives	Write Source Teacher’s Edition, Grade 12
PO 1: Use a structure that fits the type of writing (e.g., letter format, narrative , play, an essay).	Teacher’s Edition: 140A-161, 162A-217, 218A-273, 274A-339, 340A-369, 370A-449, 450A-506, 507-521, 577-588, 589-597

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 2: Include a strong beginning or introduction that draws in the reader.	Teacher's Edition: 18, 106-107, 146, 159, 176, 177, 208, 214, 221, 232, 233, 264, 270, 277, 288, 289, 320, 326, 348, 358, 364, 403, 456, 459, 466, 468, 470, 480, 482, 490, 492, 494, 500, 510, 512, 514, 516, 518, 520, 590, 593
PO 3: Place details appropriately to support the main idea .	Teacher's Edition: 18-19, 108-111, 146, 159, 178-179, 208, 215, 221, 234-235, 264, 271, 277, 290-291, 320, 328-329, 348, 358, 404-405, 457-458, 460, 491, 493, 495, 501-502, 504, 510, 512, 514, 516, 518, 520, 590, 594
PO 4: Use effective transitions among all elements (sentences, paragraphs, and ideas).	Teacher's Edition: 234, 296-297, 594-595
PO 5: Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to applications and purpose.	Teacher's Edition: 59-66, 146, 184, 577-588
PO 6: Create an ending that provides a sense of resolution or closure.	Teacher's Edition: 19, 112, 146, 159, 180, 208, 215, 221, 236, 240, 264, 271, 277, 292, 320, 329, 348, 358, 406, 458, 460, 491, 493, 495, 502, 504, 510, 512, 514, 516, 518, 520, 590, 597

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

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 Source Teacher's Edition, Grade 12
PO 1: Show awareness of the audience through word choice, style, and appropriate connection with, or distance from, the audience.	Teacher's Edition: 67-72, 186-187, 242-243, 298-299
PO 2: Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Teacher's Edition: 67-72, 186-187, 242-243, 298-299
PO 3: Chose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Teacher's Edition: 67-72, 117, 148, 160, 186-187, 209, 222, 242-243, 265, 278, 298-299, 321, 338, 349, 359, 365, 411, 456, 459, 466, 470, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520
PO 4: Use engaging and expressive language that shows a commitment to the topic.	Teacher's Edition: 67-72, 186-187, 242-243, 298-299
PO 5: Use language appropriate to purpose, topic, and audience.	Teacher's Edition: 67-72, 117, 148, 160, 186-187, 209, 222, 242-243, 265, 278, 298-299, 321, 338, 349, 359, 365, 411, 456, 459, 466, 470, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520

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

Word choice reflects the writer’s use of specific words and phrases that effectively 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 Source Teacher’s Edition, Grade 12
PO 1: Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Teacher’s Edition: 73-80, 188-189, 244-245, 300-301
PO 2: Use vocabulary that is original, varied, and natural.	Teacher’s Edition: 73-80, 188-189, 244-245, 300-301
PO 3: Use words that evoke clear images.	Teacher’s Edition: 73-80, 188-189, 244-245, 300-301
PO 4: Use literal and figurative language intentionally when appropriate.	Teacher’s Edition: 73-80, 300-301, 356
PO 5: Use clichés only when appropriate to purpose.	Teacher’s Edition: 79

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

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

Grade 12 Performance Objectives	Write Source Teacher’s Edition, Grade 12
PO 1: Use a variety of sentence structures (simple, compound, complex, compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of writing.	Teacher’s Edition: 81-88, 190-191, 246-247, 302-303, 738-763
PO 2: Show extensive variation in sentences beginnings, lengths, and patterns to enhance the flow of the writing.	Teacher’s Edition: 81-88, 190-191, 246-247, 302-303, 738-763
PO 3: Demonstrate a flow that is natural and powerful when read aloud.	Teacher’s Edition: 81-88, 190-191, 246-247, 302-303, 738-763

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

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

Grade 12 Performance Objectives	Write Source Teacher’s Edition, Grade 12
<p>PO 1: Use capital correctly for:</p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • holidays, place and regional names, languages, historical events, organizations, academic courses (e.g., algebra/Algebra), product names <p>b. words used as names (e.g., Grandma, Aunt Lyn)</p> <p>c. literary titles (book, story, poem, play, song)</p> <p>d. titles</p> <p>e. abbreviations</p> <p>f. proper adjectives (e.g. German shepherd, Chinese restaurant)</p>	<p>Teacher’s Edition: 648-653</p>
<p>PO 2: Use commas to correctly punctuate:</p> <p>a. items in a series</p> <p>b. greetings and closing in letters</p> <p>c. introductory words, phrases and clauses</p> <p>d. direct address</p> <p>e. interruptors</p> <p>f. compound sentences</p> <p>g. appositives</p> <p>h. dialogue</p>	<p>Teacher’s Edition: 608-617</p>
<p>PO 3: Use quotation marks to punctuate:</p> <p>a. dialogue</p> <p>b. titles</p> <p>c. exact words from sources</p>	<p>Teacher’s Edition: 632-635</p>
<p>PO 4: Use underlining or italics to correctly identify titles and vessels (e.g., ships, spaceships, planes, trains)</p>	<p>Teacher’s Edition: 636-637</p>
<p>PO 5: Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p>Teacher’s Edition: 620-623</p>
<p>PO 6: Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p>Teacher’s Edition: 618-619, 748-749</p>
<p>PO 7: Use apostrophes to punctuate:</p> <p>a. contractions</p> <p>b. singular possessives</p> <p>c. plural possessives</p>	<p>Teacher’s Edition: 628-631</p>

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 8: Use hyphens, dashes, parentheses, ellipses, and brackets correctly	Teacher's Edition: 624-627, 638-639, 640-641, 642-643, 644-645
PO 9: Spell words correctly	Teacher's Edition: 656.2, 664-667, 668-669
PO 10: Use paragraph breaks to reinforce the organizational structure, including dialogue.	Teacher's Edition: 184-185, 296-297, 566-567
PO 11: Demonstrate control of grammar and usage in writing:	
a. parts of speech	Teacher's Edition: 700-737
b. verb forms and tenses	Teacher's Edition: 718-723
c. subject/verb agreement	Teacher's Edition: 130, 250, 754-755
d. pronoun/antecedent agreement	Teacher's Edition: 131, 195, 756
e. parallel structure	Teacher's Edition: 191, 601
f. comparative and superlative degrees of adjectives	Teacher's Edition: 728.2
g. modifier placement	Teacher's Edition: 78, 84, 728-729, 730-731
h. homonyms	Teacher's Edition: 678-699
PO 12: Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, and other recognized style manual).	Teacher's Edition: 384-392, 425-436, 437-438

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 Source Teacher's Edition, Grade 12
PO 1: Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative , and/or drama) that:	
a. use voice and style appropriate to audience and purpose	Teacher's Edition: 141-161, 341-350, 351-360, 361-369, 580, 581

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
b. organize ideas in writing to ensure coherence, logical progression, and support	Teacher's Edition: 141-161, 341-350, 351-360, 361-369, 580, 581
c. employ literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice	Teacher's Edition: 141-161, 341-350, 351-360, 361-369, 580, 581

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

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

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Write a multi-paragraph essay (e.g., analysis, deduction/induction, extended definition) that:	
a. includes background information to establish the thesis (hypothesis, essential question) as appropriate	Teacher's Edition: 62-63, 164-165, 166-202, 203-210, 211-217, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504, 582
b. states a thesis (hypothesis, essential question) with a narrow focus	Teacher's Edition: 62-63, 165, 173, 207, 214, 456, 460, 470, 491, 492, 494, 503, 592-593
c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples or reasons	Teacher's Edition: 62-63, 170-173, 176-180, 206-207, 208, 213, 214-215, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504
d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate.	Teacher's Edition: 171, 172-173, 206-208, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504
e. attributes sources of information, as appropriate	Teacher's Edition: 171, 207, 425-438
f. includes a topic sentence for each body paragraph	Teacher's Edition: 177-180, 208, 214-215, 457-458, 467, 475-476, 491, 493, 504, 506, 590, 594
g. includes relevant factors and variables that need to be considered	Teacher's Edition: 170-173, 176-180, 206-207, 208, 213, 214-215, 456-458, 459-460, 461-462, 466-467, 470-476, 480-481, 490-491, 492-493, 494-495, 503-504
h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate	Teacher's Edition: 91-95
i. includes an effective conclusion	Teacher's Edition: 180, 208, 215, 458, 460, 462, 467, 476, 481, 491, 493, 495, 502, 504, 506

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 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Write a work-related document (e.g., resume, application essay) that: <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 	Teacher's Edition: 155-161, 508-511, 512-513, 514-515, 516-517, 518-510, 520-521

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 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that: <ol style="list-style-type: none"> a. states a position or claim 	Teacher's Edition: 226-229, 233, 263, 264, 270-271
<ol style="list-style-type: none"> b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals 	Teacher's Edition: 220-221, 232-236, 264, 270-271
<ol style="list-style-type: none"> c. attributes sources of information when appropriate 	Teacher's Edition: 220-221, 234, 264
<ol style="list-style-type: none"> d. structures ideas 	Teacher's Edition: 220-221, 232-236, 264, 270-271
<ol style="list-style-type: none"> e. addresses the reader's concerns 	Teacher's Edition: 234-235, 239, 264

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

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

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Write a literary analysis that: <ol style="list-style-type: none"> a. evaluates the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot) 	Teacher's Edition: 275-314, 315-321, 323-338

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
<p>b. interprets figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit and allegory) with emphasis on how the writer uses language to evoke readers' emotions</p>	<p>Teacher's Edition: 76-77, 275-314, 315-321, 323-338</p>
<p>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)</p>	<p>Teacher's Edition: 275-314, 315-322, 323-338, 361-369</p>
<p>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.</p>	<p>Teacher's Edition: 275-314, 315-322, 323-338</p>
<p>e. describes the function of dialogue scene design, soliloquies, asides, and/or character foils in dramatic literature</p>	<p>Teacher's Edition: 275-314, 315-322, 323-338, 341-350, 351-360</p>
<p>f. compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme</p>	<p>Teacher's Edition: 275-314, 315-322, 323-338</p>
<p>g. analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classification such as poetry, novel, drama, short story, essay) or editorial</p>	<p>Teacher's Edition: 275-314, 315-322, 323-338, 341-350, 351-360, 351-369</p>

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

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

Grade 12 Performance Objectives	Write Source Teacher's Edition, Grade 12
PO 1: Write a research product that: a. incorporates evidence in support of a thesis/claim	Teacher's Edition: 395-396, 398, 400, 403-406, 500-502
b. integrates information from two or more pieces of primary and/or secondary sources	Teacher's Edition: 372, 373, 374, 375-382, 399, 418, 419-423
c. makes distinctions between the relative value and significance of specific data, facts, and ideas	Teacher's Edition: 373, 397, 418, 419-423, 500-502
d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate	Teacher's Edition: 92-95, 403-406, 500-502
e. integrate direct quotes	Teacher's Edition: 403-406, 424, 500-502
f. uses internal citations	Teacher's Edition: 426-427, 428
g. includes a works cited, bibliography, or reference page	Teacher's Edition: 407



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