

WRITE SOURCE

GRADES K-8

correlated to

Arizona

Writing Standard

Articulated by Grade Level

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WRITE SOURCE
correlated to
Arizona Writing Standard Articulated by Grade Level
Grades K-8
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The Writing Spot © 2003
correlated to
Arizona Writing Standard Articulated by Grade Level
Kindergarten

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Generate ideas through class discussion.	Program Guide: 21, 30, 37, 40, 41, 42, 49, 50, 51, 52, 54, 62, 63, 74, 82, 83, 95, 102, 104, 111, 112, 115, 116, 160, 169, 177, 178, 184, 185, 192, 193, 194, 200, 201, 202, 208, 209, 210, 215, 216, 220, 222, 226, 228, 234, 236, 240, 242
PO 2. Draw a picture about ideas generated through class discussion.	Program Guide: 23, 33, 35, 36, 37, 40, 42, 53, 54, 57, 62, 66, 82, 103, 104, 111, 115, 116, 119, 161, 177, 178, 184, 185, 192, 193, 194, 201, 202, 208, 209, 210, 214, 215, 216, 221, 224, 228, 231, 234, 236, 240, 243, 244

Concept 2: Drafting

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Communicate by drawing, telling, or writing for a purpose.	Program Guide: 12, 15, 21, 30, 33, 35, 36, 37, 39, 40, 41, 42, 44, 45, 50, 53, 54, 55, 56, 57, 62, 63, 66, 74, 76, 77, 79, 85, 86, 87, 93, 94, 95, 96, 97, 98, 99, 100, 103, 104, 107, 109, 110, 111, 112, 113, 114, 115, 116, 119, 136, 143, 144, 158, 161, 164, 172, 177, 178, 184, 185, 188, 189, 192, 193, 194, 195, 198, 201, 202, 203, 204, 205, 206, 208, 209, 210, 212, 214, 215, 216, 221, 223, 224, 229, 230, 231, 234, 240, 243, 244, 248, 252, 253, 254, 256, 257, 258, 260, 262, 263, 264, 268, 269, 271, 272, 273, 284, 287, 289, 293, 294, 303, 306, 310, 311, 312, 313, 314, 316, 317, 318, 320, 322, 326, 358, 362, 404, 415, 416

Kindergarten Performance Objectives	The Writing Spot
PO 2. Create a group draft, scripted by the teacher.	Program Guide: 110, 115, 178, 200, 214, 215, 236, 415

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?)

Kindergarten Performance Objectives	The Writing Spot
PO 1. Reread original draft scripted by teacher or individual.	Program Guide: 58, 61, 64, 85, 143, 240, 273, 362
PO 2. Add additional details with prompting.	Program Guide: 37, 42, 53, 55, 56, 57, 103, 214, 217, 230, 243, 255, 273, 294, 416

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

Editing includes proofreading and correcting the draft for conventions.

Kindergarten Performance Objectives	The Writing Spot
PO 1. Review the draft for errors in conventions, with prompting.	Program Guide: 78, 149, 159-166, 298, 299, 418, 419

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

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Share a finished piece of writing.	Program Guide: 36, 37, 62, 85, 88, 93, 96, 97, 98, 99, 100, 103, 143, 175, 177, 240, 241, 263, 269, 272, 273, 281, 291, 315, 325

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Use pictures that convey meaning.	Program Guide: 21, 30, 36, 37, 39, 40, 42, 43, 45, 52, 53, 54, 56, 57, 62, 66, 76, 77, 79, 82, 85, 86, 87, 103, 104, 107, 109, 111, 113, 114, 116, 119, 141, 144, 158, 161, 169, 177, 185, 188, 192, 193, 195, 198, 201, 202, 205, 206, 208, 209, 210, 216, 221, 223, 224, 229, 230, 234, 240, 243, 254, 256, 258, 260, 262, 268, 269, 271, 272, 273, 284, 287, 289, 293, 306, 310, 312, 314, 316, 317, 318, 320, 326, 415, 416
PO 2. Use pictures with imitative text , letters, or recognizable words to convey meaning.	Program Guide: 21, 22, 23, 31, 36, 57, 68, 79, 82, 103, 104, 107, 116, 119, 141, 144, 158, 188, 189, 192, 229, 231, 240, 243, 252, 254, 260, 284, 287, 289, 290, 293, 306, 310, 317, 320, 326, 366
PO 3. Use labels, captions, or picture descriptors to expand meaning.	Program Guide: 15, 21, 40, 43, 45, 55, 56, 57, 123, 124, 126, 127, 128, 141, 144, 158, 177, 178, 183, 188, 189, 191, 192, 197, 199, 205, 207, 209, 211, 217, 230, 232, 235, 243, 244, 252, 254, 256, 256, 257, 260, 261, 264, 272, 274, 275, 276, 287, 289, 306, 310, 311, 312, 314, 316, 317, 318, 320, 321, 326, 364, 385, 406

Concept 2: Organization

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).	Program Guide: 21, 22, 30, 40, 42, 42, 43, 53, 54, 55, 56, 57, 66, 68, 76, 77, 79, 82, 85, 86, 87, 97, 98, 99, 100, 103, 104, 107, 114, 116, 119, 144, 158, 161, 188, 192, 195, 202, 210, 216, 223, 229, 240, 243, 244, 252, 253, 254, 256, 258, 260, 268, 269, 287, 289, 306, 310, 311, 312, 316, 317, 318, 320, 321, 326
PO 2. Consistently write left to right and top to bottom.	Program Guide: 12, 14-15, 16-17, 24, 33, 35, 39, 42, 45, 55, 56, 57, 62, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 158, 194, 208, 258, 263

Kindergarten Performance Objectives	The Writing Spot
PO 3. Space appropriately between words with some degree of accuracy.	Program Guide: 14-15, 16-17, 24, 33, 35, 39, 42, 45, 55, 56, 57, 62, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 158, 194, 208, 258, 263

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

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Create pictures or text with distinctive personal style and originality.	Program Guide: 22, 23, 24, 32, 33, 35, 36, 37, 39, 44, 45, 53, 54, 56, 57, 62, 66, 76, 77, 79, 82, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 104, 107, 110, 112, 113, 114, 116, 119, 120, 121, 122, 136, 144, 158, 161, 164, 188, 192, 194, 195, 198, 201, 202, 206, 208, 210, 212, 216, 221, 223, 224, 229, 234, 252, 254, 258, 260, 268, 269, 271, 272, 289, 310, 312, 314, 316, 317, 318, 320, 321, 326, 358

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.

Kindergarten Performance Objectives	The Writing Spot
PO 1. Select labels, captions, or descriptors to enhance pictures.	Program Guide: 21, 40, 42, 54, 55, 56, 57, 66, 104, 123, 124, 126, 127, 128, 144, 172, 177, 183, 188, 191, 199, 201, 202, 203, 205, 206, 207, 209, 210, 211, 216, 217, 223, 235, 244, 252, 254, 256, 261, 274, 275, 276, 287, 293, 310, 311, 312, 314, 316, 317, 318, 320, 321, 326, 364, 385, 406
PO 2. Use words, labels, or short phrases that clearly go with picture text.	Program Guide: 21, 22, 42, 43, 54, 55, 56, 57, 104, 123, 124, 126, 127, 128, 144, 172, 177, 183, 188, 191, 192, 199, 205, 207, 209, 211, 217, 223, 229, 235, 243, 252, 254, 256, 258, 260, 261, 262, 274, 275, 276, 287, 293, 310, 311, 314, 316, 317, 318, 320, 321, 326, 364, 385, 406

Concept 5: Fluency

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Attempt simple sentences (some may be fragments).	Program Guide: 12, 14-15, 16-17, 24, 33, 35, 36, 39, 41, 42, 45, 52, 55, 56, 57, 62, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 159, 160, 162, 163, 164, 165, 194, 208, 223, 258, 270, 271, 298, 299, 300, 301, 302, 303, 317, 327, 362, 363, 364, 408

Concept 6: Conventions

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Write the 26 letters of the alphabet in: a. lower case b. upper case	Program Guide: 12, 14-15, 16-17, 21, 22, 23, 24, 33, 35, 36, 41, 42, 44, 45, 52, 55, 56, 57, 62, 66, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 132, 135, 136, 144, 147, 148, 149, 151, 152, 154, 155, 158, 167, 169, 194, 208, 258, 300, 329-355
PO 2. Distinguish between upper and lower case letters.	Program Guide: 12, 14-15, 16-17, 55, 56, 57, 62, 66, 76, 77, 78, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 153, 160, 194, 208, 258, 362
PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.	Program Guide: 12, 14-15, 16-17, 24, 33, 35, 36, 41, 42, 55, 56, 57, 62, 66, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 153, 154, 160, 161, 162, 166, 192, 194, 208, 258, 313, 363
PO 4. Use spaces between words.	Program Guide: 14-15, 16-17, 24, 33, 35, 36, 39, 41, 42, 45, 55, 56, 57, 62, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 160, 194, 208, 258
PO 5. Write left to right and top to bottom.	Program Guide: 12, 14-15, 16-17, 24, 33, 35, 36, 39, 41, 42, 45, 55, 56, 57, 62, 76, 77, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 158, 194, 208, 258, 362
PO 6. Use punctuation in writing, although may be inconsistent or experimental.	Program Guide: 16-17, 24, 33, 35, 36, 39, 41, 42, 55, 56, 57, 62, 76, 77, 78, 85, 86, 87, 94, 96, 97, 98, 99, 100, 103, 107, 110, 112, 113, 114, 116, 119, 136, 144, 160, 161, 162, 194, 258, 362, 363

Kindergarten Performance Objectives	The Writing Spot
PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>I lik t d nts.</i> – I like to draw knights.)	Program Guide: 12, 15, 16-17, 40, 50, 62, 78, 147, 150, 153, 154, 155, 192, 200, 257, 259, 284, 285, 286, 287, 288, 289, 290, 315, 365, 369, 370, 371, 386-387, 407
PO 8. Use resources (e.g., environmental print, word walls) to spell correctly.	Program Guide: 15, 39, 40, 41, 42, 46, 47, 139, 167, 356, 357, 358
PO 9. Write own name on personal work.	Program Guide: 21, 23, 46, 64, 74, 77, 81, 82, 85, 86, 127, 143, 191, 192, 193, 195, 260, 358, 362

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.

Kindergarten Performance Objectives	The Writing Spot
PO 1. Create narratives by drawing, dictating, and/or emergent writing.	Program Guide: 16-17, 32, 35, 37, 40, 41, 42, 53, 55, 56, 57, 62, 76, 77, 87, 113, 114, 116, 119, 144, 198, 258, 263, 264, 271, 273, 301, 327, 357, 373, 384
PO 2. Participate in writing simple poetry, rhymes, songs, or chants.	Program Guide: 16-17, 34, 42, 51, 59, 62, 67, 103, 118, 156, 168, 169, 170, 172, 177, 194, 201, 208, 210, 212, 214, 215, 218, 226, 227, 233, 235, 237, 291, 302, 304-305, 306, 324, 325, 396, 409, 410, 411

Concept 2: Expository

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	Program Guide: 12, 15, 16-17, 35, 36, 40, 41, 42, 55, 74, 76, 83, 84, 91, 101, 102, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 123, 124, 126, 127, 128, 144, 156, 177, 179, 182, 183, 188, 191, 192, 194, 199, 200, 201, 202, 204, 205, 207, 209, 210, 211, 222, 235, 240, 254, 268, 269, 270, 271, 274, 275, 276, 281, 292, 294, 314, 316, 320, 321, 324, 325, 364, 383, 385, 403, 404, 405, 406, 414

Concept 3: Functional

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

Kindergarten Performance Objectives	The Writing Spot
PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).	Program Guide: 15, 24, 36, 40, 44, 67, 74, 75, 85, 86, 91, 94, 95, 96, 97, 98, 99, 123, 124, 126, 127, 128, 136, 144, 156, 157, 176, 177, 178, 180, 181, 183, 184, 185, 186, 187, 188, 191, 193, 196, 198, 199, 200, 201, 205, 206, 207, 209, 210, 211, 227, 229, 235, 254, 266, 267, 274, 275, 276, 302, 314, 316, 320, 321, 364, 382, 385, 404, 406, 407
PO 2. Participate in writing communications, with teacher as scribe, including: <ol style="list-style-type: none"> a. friendly letters b. thank-you notes 	Program Guide: 15, 36, 93, 94, 95, 96, 100, 138, 142, 184, 185, 186, 187, 196, 197, 198, 404, 405

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.

Kindergarten Performance Objectives	The Writing Spot
PO 1. Participate in a group discussion, based on a literature selection, that identifies the: <ol style="list-style-type: none"> a. character(s) b. setting c. sequence of events 	Program Guide: 30, 37, 50, 65, 74, 83, 116, 117, 118, 234, 235, 239, 240, 242, 272, 273, 364
PO 2. Participate in a group discussion in response to a given piece of literature that connects: <ol style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) 	Program Guide: 30, 37, 42, 50, 84, 111, 193, 194, 208, 210, 214, 215, 216, 220, 222, 228, 241

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.

Kindergarten Performance Objectives	The Writing Spot
PO 1. Participate in a creating a simple class report where the teacher is the scribe.	Program Guide: 12, 41, 42, 58, 83, 95, 103, 115, 194, 362, 363



Write One © 2002

correlated to

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

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 1 Performance Objectives	Write One
PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).	Student Handbook: 24, 30, 32-33, 40, 44, 58-59, 66
PO 2. Draw a picture or storyboard about ideas generated.	Student Handbook: 20-21, 24, 30, 66
PO 3. Organize ideas using simple webs, maps, or lists.	Student Handbook: 24, 58-59
PO 4. Discuss the purpose for a writing piece.	Student Handbook: 24, 30, 34-35, 38, 40, 44, 48, 58, 62, 66, 68, 72
PO 5. Discuss who the intended audience of a writing piece will be.	Student Handbook: 20-21, 24, 30, 34-35, 38, 40, 44, 48, 58, 62, 66, 68, 72

Concept 2: Drafting

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

Grade 1 Performance Objectives	Write One
PO 1. Write a draft (e.g., story, caption, letter, observations, message).	Student Handbook: 24-25, 30, 40, 44, 50, 58, 66, 72

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 1 Performance Objectives	Write One
PO 1. Reread original draft for clarity.	Student Handbook: 24, 26, 60
PO 2. Add additional details with prompting.	Student Handbook: 24, 44, 60

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 1 Performance Objectives	Write One
PO 1. Review the draft for errors in conventions, with prompting.	Student Handbook: 23, 26, 60

Concept 5: Publishing

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

Grade 1 Performance Objectives	Write One
PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.	Student Handbook: 24, 30, 60, 66
PO 2. Write legibly.	Student Handbook: 27, 61

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 1 Performance Objectives	Write One
PO 1. Write stand-alone text that expresses a clear message.	Student Handbook: 44, 46, 47, 58-61, 67
PO 2. Incorporate details in pictures and text.	Student Handbook: 24, 30, 44, 46, 47, 66

Concept 2: Organization

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

Grade 1 Performance Objectives	Write One
PO 1. Demonstrate sequencing or patterning in written text or storyboards.	Student Handbook: 48-49, 52-53, 62-63, 68-73
PO 2. Show a sense of beginning (e.g., This is a story of..., One day..., My favorite food...).	Student Handbook: 22, 25, 41, 44, 67
PO 3. Write multiple sentences in an order that supports a main idea or story.	Student Handbook: 24-25, 44, 59, 67

Concept 3: Voice

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

Grade 1 Performance Objectives	Write One
PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.	Student Handbook: 24, 30, 66-67

Concept 4: Word Choice

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

Grade 1 Performance Objectives	Write One
PO 1. Select words that convey a clear, general meaning.	Student Handbook: 24, 26, 41, 44, 46, 47, 48-49, 59, 67, 68-73
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	Student Handbook: 24-25, 26, 41, 44, 46, 47, 48-49, 59, 67, 68-73
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	Student Handbook: 44, 46, 47, 126-127

Concept 5: Sentence Fluency

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

Grade 1 Performance Objectives	Write One
PO 1. Write simple sentences.	Student Handbook: 23, 25, 59

Concept 6: Conventions

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

Grade 1 Performance Objectives	Write One
PO 1. Incorporate conventions into own text, including: <ul style="list-style-type: none"> a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title 	Student Handbook: 148
PO 2. Use capital letters correctly for: <ul style="list-style-type: none"> a. the pronoun I b. the beginning of a sentence c. names 	Student Handbook: 128
PO 3. Punctuate endings of sentences using: <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points 	Student Handbook: 130, 131
PO 4. Spell high frequency words correctly.	Student Handbook: 25, 86-123, 136-139, 140-145
PO 5. Use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.	Student Handbook: 91, 92-93, 96-123
PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.	Student Handbook: 136-139
PO 7. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.	Student Handbook: 86-95, 96-123
PO 8. Use subject /verb agreement in simple sentences.	Student Handbook: 126

Grade 1 Performance Objectives	Write One
PO 9. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs	Student Handbook: 134, 135
PO 10. Write own name on personal work.	Student Handbook: 21, 27, 34, 35, 37, 38, 39, 41, 44, 48, 53, 61, 66, 67, 68, 69

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 1 Performance Objectives	Write One
PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	Student Handbook: 40-41, 44-45, 66-67
PO 2. Participate in writing simple poetry, rhymes, songs, or chants.	Student Handbook: 68-71, 72-73

Concept 2: Expository

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

Grade 1 Performance Objectives	Write One
PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	Student Handbook: 30-31, 32-33
PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.	Student Handbook: 156-187

Concept 3: Functional

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

Grade 1 Performance Objectives	Write One
PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).	Student Handbook: 48-55
PO 2. Participate in writing communications, with teacher as scribe, including a. friendly letters b. thank-you notes	Student Handbook: 34, 35, 38

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 1 Performance Objectives	Write One
PO 1. Write a response to a literature selection identifies the: a. character(s) b. setting c. sequence of events d. main idea	Student Handbook: 84-85
PO 2. Participate in a group response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts)	Student Handbook: 58-61, 62-63

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 1 Performance Objectives	Write One
PO 1. Write a simple report with a title and three facts, using informational sources.	Student Handbook: 58-61, 62-63

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Arizona Writing Standard Articulated by Grade Level
Grade 2

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 2 Performance Objectives	Write Away
PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).	Student Handbook: 18, 20, 32-33, 59, 78-79, 84, 94, 104, 128, 132, 139, 145, 153, 185, 234-241
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	Student Handbook: 61-63, 78-79
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 13, 61-63
PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.	Student Handbook: 15, 20, 29-31, 32-33, 65-67, 186

Concept 2: Drafting

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

Grade 2 Performance Objectives	Write Away
PO 1. Write a draft with supporting details.	Student Handbook: 18, 20, 24, 34-35, 75, 79
PO 2. Organize details into a logical sequence.	Student Handbook: 18, 21, 25, 33, 234

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 2 Performance Objectives	Write Away
PO 1. Reread original draft for clarity.	Student Handbook: 19, 22, 60, 79
PO 2. Add additional relevant details for audience understanding.	Student Handbook: 22, 26
PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or rubric.	Student Handbook: 24-27, 79, 85, 95, 105, 125, 129, 135, 141, 147, 155

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 2 Performance Objectives	Write Away
PO 1. Review the draft for errors in conventions. (See Strand 2)	Student Handbook: 42-43, 60, 85
PO 2. Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.	Student Handbook: 111-113, 262-275

Concept 5: Publishing

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

Grade 2 Performance Objectives	Write Away
PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.	Student Handbook: 23, 33, 44, 46-47, 84, 118, 186
PO 2. Write legibly.	Student Handbook: 19, 23, 79, 85, 97, 294-297

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 2 Performance Objectives	Write Away
PO 1. Write stand-alone text that expresses a clear message.	Student Handbook: 13, 20-23, 25, 56-58, 61-63, 77, 93
PO 2. Incorporate relevant details that give the text interest.	Student Handbook: 33, 117

Concept 2: Organization

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

Grade 2 Performance Objectives	Write Away
PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).	Student Handbook: 61, 62, 68-71, 72-75
PO 2. Use beginning and concluding statements (other than simply "The End") in text.	Student Handbook: 34, 35, 39, 57, 59, 93, 118-119, 231
PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.	Student Handbook: 104
PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	Student Handbook: 53, 104
PO 5. Write multiple sentences that support a topic.	Student Handbook: 57

Concept 3: Voice

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

Grade 2 Performance Objectives	Write Away
PO 1. Show awareness of the audience through word choice and style.	Student Handbook: 270-275

Grade 2 Performance Objectives	Write Away
PO 2. Write text that is expressive, individualistic, engaging, and lively.	Student Handbook: 26, 52

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 2 Performance Objectives	Write Away
PO 1. Select words that convey the intended meaning and create a picture in the reader’s mind.	Student Handbook: 26, 156
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	Student Handbook: 19, 270-275
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	Student Handbook: 58

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 2 Performance Objectives	Write Away
PO 1. Write simple sentences.	Student Handbook: 52-53, 276-277
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 53
PO 3. Use a variety of sentence beginnings and lengths.	Student Handbook: 54-55

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 2 Performance Objectives	Write Away
PO 1. Use capital letters for: a. the pronoun I b. the beginning of a sentence c. proper nouns (i.e., names, days, months)	Student Handbook: 257-258, 276

Grade 2 Performance Objectives	Write Away
PO 2. Punctuate endings of sentences using: <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points 	Student Handbook: 250, 252, 276
PO 3. Use commas to punctuate: <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates 	Student Handbook: 253
PO 4. Use a colon to punctuate time.	Student Handbook: 312-313
PO 5. Use apostrophes to correctly punctuate contractions.	Student Handbook: 204-205, 254
PO 6. Spell high frequency words correctly.	Student Handbook: 262-267
PO 7. Use common spelling patterns, including: <ul style="list-style-type: none"> a. word families b. simple CVC words c. regular plurals d. simple prefixes e. simple suffixes 	Student Handbook: 180, 195, 200, 201, 202-203, 259, 279
PO 8. Use phonetic spelling and syllabication to create readable text.	Student Handbook: 189-199
PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.	Student Handbook: 111-113, 206-207
PO 10. Use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> a. nouns b. action verbs c. personal pronouns d. adjectives 	Student Handbook: 279, 280, 281, 284
PO 11. Use subject/verb agreement in simple sentences.	Student Handbook: 53
PO 12. Write own name on personal work.	Student Handbook: 31, 44, 49, 69, 70, 71, 73, 99, 101, 119, 152

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 2 Performance Objectives	Write Away
PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	Student Handbook: 62, 78, 79
PO 2. Write simple poetry, rhymes, or chants.	Student Handbook: 88, 120-121, 143-159

Concept 2: Expository

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

Grade 2 Performance Objectives	Write Away
PO 1. Write expository texts (e.g., labels, lists, observations, journals).	Student Handbook: 61, 65-67, 92-95
PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.	Student Handbook: 173-177, 298-303, 314-319, 320-330

Concept 3: Functional

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

Grade 2 Performance Objectives	Write Away
PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).	Student Handbook: 68-71, 72-75, 92-95, 102-105, 106-109, 112-113
PO 2. Write communications, including: a. friendly letters b. thank-you notes	Student Handbook: 70, 72-75, 96-101

Concept 5: Literary Response

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

Grade 2 Performance Objectives	Write Away
PO 1. Write a response to a literature selection identifies the: a. character(s) b. setting c. sequence of events d. main idea c. problem/solution	Student Handbook: 82-83, 84, 85
PO 2. Write a response to a literature selection that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts)	Student Handbook: 83, 84, 236

Concept 6: Research

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

Grade 2 Performance Objectives	Write Away
PO 1. Locate and use informational sources to write a simple report that includes: a. a title b. a main idea c. supporting details	Student Handbook: 114-119



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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 3

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 3 Performance Objectives	Write on Track
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material).	Student Handbook: 29, 33, 34, 35, 36, 37, 46, 47, 86, 87, 138, 264
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	Student Handbook: 37, 60, 61, 62, 63, 64, 130
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 37, 96
PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, logs) to plan writing.	Student Handbook: 204, 263, 264, 265, 266, 267
PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.	Student Handbook: 29, 33, 34, 35, 36, 37, 46, 47, 86, 87, 138, 264
PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 277, 278, 279

Concept 2: Drafting

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

Grade 3 Performance Objectives	Write on Track
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 12, 14, 15, 33, 34, 35, 36, 37
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 16, 18, 19, 37, 41, 42, 43, 45, 47, 58, 59, 64, 65, 69, 85, 101, 121, 122

Concept 3: Revising

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

Grade 3 Performance Objectives	Write on Track
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 13, 16, 19, 20, 21, 42, 46, 47, 48, 49, 50, 51, 64, 65, 69, 152
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 36, 37, 39, 44, 45, 69
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	Student Handbook: 13, 16, 19, 20, 21, 42, 46, 47, 48, 49, 50, 51, 64, 65, 69, 85
PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 74, 75, 325
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	Student Handbook: 85, 152, 153, 210
PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 13, 16, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51
PO 7. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 210, 211, 212, 213, 214, 215

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 3 Performance Objectives	Write on Track
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 13, 16, 50, 51, 140, 147, 152, 157, 172, 228
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 24, 210, 211, 212, 213, 214, 226, 227, 228, 229
PO 3. Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.	Student Handbook: inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 13, 16, 50, 51, inside back cover

Concept 5: Publishing

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

Grade 3 Performance Objectives	Write on Track
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 242, 244, 245, 246, 247, 248, 249, 250, 251
PO 2. Share the writing with the intended audience.	Student Handbook: 244, 245, 246, 247, 248, 249
PO 3. Use margins and spacing to enhance the final product.	Student Handbook: 25, 65
PO 4. Write legibly.	Student Handbook: 97, 131, 147, 152, 157

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 3 Performance Objectives	Write on Track
PO 1. Express ideas that are clear and directly related to the topic.	Student Handbook: 39, 58, 59, 60, 61, 62, 63, 64, 65, 85, 111
PO 2. Provide content and selected details that are well-suited to audience and purpose.	Student Handbook: 37, 44, 58, 59, 60, 61, 62, 63, 64, 65, 85, 130
PO 3. Use relevant details to provide adequate support for the ideas.	Student Handbook: 36, 37, 39, 44, 45, 69, 85

Concept 2: Organization

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

Grade 3 Performance Objectives	Write on Track
PO 1. Organize content in a selected format. (e.g., friendly letter, narrative, expository text).	Student Handbook: 60, 94, 95, 96, 97, 120, 121, 122, 123, 124, 125
PO 2. Create a beginning that captures the reader’s interest.	Student Handbook: 38, 43, 85, 109, 111, 153
PO 3. Place details appropriately to support the main idea.	Student Handbook: 39, 64, 65, 68, 69, 85
PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	Student Handbook: 62, 124
PO 5. Create an ending that provides a sense of resolution or closure.	Student Handbook: 39, 43, 119
PO 6. Construct a paragraph that groups sentences around a topic.	Student Handbook: 38, 39, 59, 64, 65

Concept 3: Voice

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

Grade 3 Performance Objectives	Write on Track
PO 1. Show awareness of the audience through word choice and style.	Student Handbook: 42, 61, 85, 152, 153
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 60, 85, 125, 152, 153

Concept 4: Word Choice

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

Grade 3 Performance Objectives	Write on Track
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	Student Handbook: 42, 61, 85, 152, 153, 177, 179
PO 2. Use descriptive words and phrases that energize the writing.	Student Handbook: 42, 61, 85, 152, 153, 177, 179
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	Student Handbook: 123, 124, 130, 131
PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.	Student Handbook: 172, 173

Concept 5: Sentence Fluency

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

Grade 3 Performance Objectives	Write on Track
PO 1. Write simple and compound sentences.	Student Handbook: 72, 74, 75, 325
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 74, 75, 325
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 74, 75, 322, 323, 324, 325

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 3 Performance Objectives	Write on Track
<p>PO 1. Use capital letters for:</p> <ul style="list-style-type: none"> a. proper nouns (i.e., names, days, months) b. titles c. names of places d. abbreviations e. literary titles (i.e., book, story, poem) 	Student Handbook: 305, 306, 307
<p>PO 2. Punctuate endings of sentences using:</p> <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points 	Student Handbook: 294, 301, 302
<p>PO 3. Use commas to punctuate:</p> <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates 	Student Handbook: 295, 296, 297
<p>PO 4. Use quotation marks to punctuate dialogue, although may be inconsistent or experimental.</p>	Student Handbook: 297, 300
<p>PO 5. Use a colon to punctuate time.</p>	Student Handbook: 298, 363
<p>PO 6. Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> a. contractions b. singular possessive 	Student Handbook: 299, 327
<p>PO 7. Spell high frequency words correctly.</p>	Student Handbook: 312, 313, 314, 315
<p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ul style="list-style-type: none"> a. word families b. regular plurals c. r-controlled d. diphthong e. consonant digraphs f. CVC words g. CCVC h. CVCC i. affixes 	Student Handbook: 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229
<p>PO 9. Spell simple homonyms correctly in context.</p>	Student Handbook: 316-321
<p>PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.</p>	Student Handbook: 211, 212, 226, 228

Grade 3 Performance Objectives	Write on Track
PO 11. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives	Student Handbook: 327, 328, 329, 333, 334
PO 12. Use subject/verb agreement in simple sentences.	Student Handbook: 324, 331

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 3 Performance Objectives	Write on Track
PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. ar language f. logical sequence of events	Student Handbook: 44, 82, 83, 84, 85, 119, 156, 157, 207
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format	Student Handbook: 119, 164, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179

Concept 2: Expository

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

Grade 3 Performance Objectives	Write on Track
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 37, 86, 87, 88, 89, 257, 258, 259, 364, 365
PO 2. Write an expository paragraph that contains: a. a topic sentence b. supporting details c. relevant information	Student Handbook: 62, 64, 65
PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).	Student Handbook: 62, 64, 65, 66, 67, 68, 69, 77, 78, 79, 108, 109, 110, 111, 112, 113, 274, 275

Concept 3: Functional

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

Grade 3 Performance Objectives	Write on Track
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	Student Handbook: 120, 121, 122, 123, 124, 125
PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	Student Handbook: 91, 94, 95, 96, 97, 126, 127, 128, 129, 130, 131, 132, 133
PO 3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 133, 311

Concept 4: Persuasive

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

Grade 3 Performance Objectives	Write on Track
PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.	Student Handbook: 63, 64, 65, 234

Concept 5: Literary Response

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

Grade 3 Performance Objectives	Write on Track
PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	Student Handbook: 49, 79, 114, 115, 116, 117, 118, 119
PO 2. Write a book report or review that may identify the: a. main idea b. character(s) c. setting d. sequence of events e. problem/solution	Student Handbook: 114, 115, 116, 117, 118, 119
PO 3. Write a response to a literature selection that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts)	Student Handbook: 79, 114, 115, 116, 117, 118, 119

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 3 Performance Objectives	Write on Track
PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).	Student Handbook: 136-141
PO 2. Organize notes in a meaningful sequence.	Student Handbook: 136-137, 138, 257, 258, 259, 267
PO 3. Write an informational report that includes main idea(s) and relevant details.	Student Handbook: 135, 136, 137, 138, 139, 140, 141



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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 4

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 4 Performance Objectives	Writers Express
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material).	Student Handbook: 4, 10, 35-39, 44, 45, 46, 129, 193, 194, 195, 334, 335
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	Student Handbook: 4, 5, 9, 39, 41-42, 43, 47, 131
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 4, 9, 10, 40, 47, 61
PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	Student Handbook: 10, 13, 14, 25, 273, 334, 335
PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.	Student Handbook: 10, 13, 30, 31, 35, 36, 37, 44, 45
PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 358, 359

Concept 2: Drafting

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

Grade 4 Performance Objectives	Writers Express
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 9, 10, 13, 14, 47, 48, 49, 52, 76, 77
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 19, 20, 23

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 4 Performance Objectives	Writers Express
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 18-23, 33, 344
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 56, 57, 58, 83, 90, 96, 102, 103, 104, 105, 107, 108, 109, 110, 111, 125, 131, 164, 173, 177, 228
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	Student Handbook: 6, 9, 11, 15, 19, 20, 25, 55, 56, 57, 84, 96, 111
PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 65, 118, 119, 120, 121, 380, 381, 415
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	Student Handbook: 19, 21, 23, 66, 127, 243, 244, 305
PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 9, 11, 15, 25, 55, 56, 57, 58, 59, 60, 61, 62, 63, 131
PO 7. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 292, 293, 299, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 4 Performance Objectives	Writers Express
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 9, 11, 16, 25, 64, 65, 66, 67, 131, 306, 307, 308, 309, 377, 378, 379, 380, 381, 382, 383, 384, 385, 398, 399, 400, 401
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 25, 306, 307, 308, 309, 398, 399, 400, 401
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 441, inside back cover
PO 4. Apply appropriate tools (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 9, 11, 16, 25, 64, 65, 66, 67, 129, 389, 390, 391, 392, 393, 394, 395, 396, 397, 441

Concept 5: Publishing

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

Grade 4 Performance Objectives	Writers Express
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 204, 205, 206, 207
PO 2. Share the writing with the intended audience.	Student Handbook: 68, 69, 70, 71, 72, 73, 316, 321, 322, 323
PO 3. Use margins and spacing to enhance the final product.	Student Handbook: 26, 202, 203, 205
PO 4. Write legibly.	Student Handbook: 164, 173, 202, 224

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 4 Performance Objectives	Writers Express
PO 1. Express ideas that are clear and directly related to the topic.	Student Handbook: 76, 77, 78, 79, 80, 81, 82, 83, 90, 91, 98, 99, 107
PO 2. Provide content and selected details that are well-suited to audience and purpose.	Student Handbook: 10, 40, 89, 95, 96, 97, 101, 107, 111, 129
PO 3. Use relevant details to provide adequate support for the ideas.	Student Handbook: 58, 83, 84, 125, 127, 131

Concept 2: Organization

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

Grade 4 Performance Objectives	Writers Express
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).	Student Handbook: 144, 145, 146, 147, 246, 247
PO 2. Create a beginning that captures the reader’s interest.	Student Handbook: 51, 59, 90, 97, 102, 108, 111, 160, 161, 162, 163, 198, 314
PO 3. Place details appropriately to support the main idea.	Student Handbook: 76, 77, 84, 130, 131, 272
PO 4. Use a variety of transitional words that creates smooth connections between ideas.	Student Handbook: 84, 85, 118, 119, 120, 121, 131
PO 5. Create an ending that provides a sense of resolution or closure.	Student Handbook: 53, 59, 90, 97, 102, 108, 276, 278
PO 6. Construct a paragraph that groups sentences around a topic.	Student Handbook: 75, 76, 77, 82, 83, 84

Concept 3: Voice

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

Grade 4 Performance Objectives	Writers Express
PO 1. Show awareness of the audience through word choice and style.	Student Handbook: 10, 19, 40, 89, 101, 107, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Student Handbook: 19, 20, 23, 209, 213, 214, 216, 219, 232, 234, 235

Concept 4: Word Choice

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

Grade 4 Performance Objectives	Writers Express
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	Student Handbook: 402, 403, 404, 405, 406, 407, 408, 409, 410, 411
PO 2. Use descriptive words and phrases that energize the writing.	Student Handbook: 19, 21, 23, 124, 125, 127
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	Student Handbook: 58, 127
PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.	Student Handbook: 126, 127

Concept 5: Sentence Fluency

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

Grade 4 Performance Objectives	Writers Express
PO 1. Write simple and compound sentences.	Student Handbook: 412, 413, 415
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 65, 118, 119, 120, 121, 380, 381, 415
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 65, 77, 118, 119, 120, 121

Grade 4 Performance Objectives	Writers Express
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 125, 136, 137, 215, 236, 277

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 4 Performance Objectives	Writers Express
PO 1. Use capital letters for: a. proper nouns (i.e., names, days, months) b. titles c. names of place d. abbreviations e. literary titles (i.e., book, story, poem)	Student Handbook: 389, 390, 391, 392
PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	Student Handbook: 377, 387
PO 3. Use commas to punctuate: a. items in a series b. greetings and closings of letters c. dates d. introductory words	Student Handbook: 378, 379, 380, 381
PO 4. Use quotation marks to punctuate: a. dialogue (although may be inconsistent or experimental) b. titles	Student Handbook: 378, 379, 386
PO 5. Use a colon to punctuate time.	Student Handbook: 382
PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive	Student Handbook: 384
PO 7. Spell high frequency words correctly.	Student Handbook: 398, 399, 400, 401
PO 8. Use common spelling patterns/generalizations to spell words correctly, including: a. r-controlled b. diphthong c. vowel digraphs d. CVC words e. CCVC f. CVCC g. silent e h. irregular plurals i. affixes	Student Handbook: 306, 307, 308, 309, 395

Grade 4 Performance Objectives	Writers Express
PO 9. Spell simple homonyms correctly in context.	Student Handbook: 402, 403, 404, 405, 406, 407, 408, 409, 410, 411
PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.	Student Handbook: 306, 307
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 86, 87
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	Student Handbook: 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 432, 433, 435
PO 13. Use subject/verb agreement in simple and compound sentences.	Student Handbook: 116, 413

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 4 Performance Objectives	Writers Express
PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	Student Handbook: 19, 20, 23, 83, 127, 213, 218, 221, 222, 229, 233, 234, 277, 278
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format	Student Handbook: 125, 126, 127, 245, 277, 278

Concept 2: Expository

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

Grade 4 Performance Objectives	Writers Express
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 374, 375, 457
PO 2. Write an expository paragraph that contains: a. a topic sentence b. supporting details c. relevant information	Student Handbook: 88, 89, 90, 91, 92, 93
PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	Student Handbook: 88, 89, 90, 91, 92, 93, 133, 134, 135, 136, 137, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 185, 186, 187

Concept 3: Functional

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

Grade 4 Performance Objectives	Writers Express
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	Student Handbook: 172, 173, 174, 175
PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	Student Handbook: 144, 145, 146, 147, 148, 149, 176, 177, 178, 179, 180, 182
PO 3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 181, 397

Concept 4: Persuasive

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

Grade 4 Performance Objectives	Writers Express
PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.	Student Handbook: 81, 94, 95, 96, 97, 98, 99, 130, 164, 165, 170, 344, 368

Concept 5: Literary Response

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

Grade 4 Performance Objectives	Writers Express
PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	Student Handbook: 63, 136, 166, 167, 168, 169, 170, 171
PO 2. Write a book report or review that identifies the: a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution	Student Handbook: 166, 167, 168, 169, 170, 171
PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: a. evidence from the text b. personal experience c. comparison to other text/media	Student Handbook: 166, 167, 168, 169, 170, 171

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 4 Performance Objectives	Writers Express
PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	Student Handbook: 185, 186, 187
PO 2. Organize notes in a meaningful sequence.	Student Handbook: 196, 197, 315
PO 3. Write an informational report that includes main idea(s) and relevant details.	Student Handbook: 88, 89, 90, 91, 92, 93, 317

Writers Express © 2000 correlated to Arizona Writing Standard Articulated by Grade Level Grade 5

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 5 Performance Objectives	Writers Express
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material).	Student Handbook: 4, 10, 35, 36, 37, 38, 39, 44, 45, 46, 129, 193, 194, 195, 334, 335
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	Student Handbook: 4, 5, 9, 39, 41, 42, 43, 47, 131
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 4, 9, 10, 40, 47, 61
PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	Student Handbook: 10, 13, 14, 25, 273, 334, 335
PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.	Student Handbook: 10, 13, 30, 31, 35, 36, 37, 44, 45
PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 358, 359

Concept 2: Drafting

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

Grade 5 Performance Objectives	Writers Express
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 9, 10, 13, 14, 47, 48, 49, 52, 76, 77
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 19, 20, 23

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 5 Performance Objectives	Writers Express
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 18, 19, 20, 21, 22, 23, 33, 344
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 56, 57, 58, 83, 90, 96, 102, 103, 104, 105, 107, 108, 109, 110, 111, 125, 131, 164, 173, 177, 228
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	Student Handbook: 6, 9, 11, 15, 19, 20, 25, 55, 56, 57, 84, 96, 111
PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve in the draft.	Student Handbook: 65, 118, 119, 120, 121, 380, 381, 415
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	Student Handbook: 19, 21, 23, 66, 127, 243, 244, 305
PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 9, 11, 15, 25, 55, 56, 57, 58, 59, 60, 61, 62, 63, 131
PO 7. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 292, 293, 299, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 5 Performance Objectives	Writers Express
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 9, 11, 16, 25, 64, 65, 66, 67, 131, 306, 307, 308, 309, 377, 378, 379, 380, 381, 382, 383, 384, 385, 398, 399, 400, 401
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 25, 306, 307, 308, 309, 398, 399, 400, 401
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 441, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 9, 11, 16, 25, 64, 65, 66, 67, 129, 389, 390, 391, 392, 393, 394, 395, 396, 397, 441

Concept 5: Publishing

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

Grade 5 Performance Objectives	Writers Express
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 204, 205, 206, 207
PO 2. Share the writing with the intended audience.	Student Handbook: 68, 69, 70, 71, 72, 73, 316, 321, 322, 323
PO 3. Use margins and spacing to enhance the final product.	Student Handbook: 26, 202, 203, 205
PO 4. Write legibly.	Student Handbook: 164, 173, 202, 224

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 5 Performance Objectives	Writers Express
PO 1. Express ideas that are clear and directly related to the topic.	Student Handbook: 76, 77, 78, 79, 80, 81, 82, 83, 90, 91, 98, 99, 107
PO 2. Provide content and selected details that are well-suited to audience and purpose.	Student Handbook: 10, 40, 89, 95, 96, 97, 101, 107, 111, 129
PO 3. Use relevant details to provide adequate support for the ideas.	Student Handbook: 58, 83, 84, 125, 127, 131

Concept 2: Organization

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

Grade 5 Performance Objectives	Writers Express
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).	Student Handbook: 144, 145, 146, 147, 246, 247
PO 2. Create a beginning that captures the reader’s interest.	Student Handbook: 51, 59, 90, 97, 102, 108, 111, 160, 161, 162, 163, 198, 314
PO 3. Place details appropriately to support the main idea.	Student Handbook: 76, 77, 84, 130, 131, 272
PO 4. Use a variety of words or phrases that creates smooth and effective transitions.	Student Handbook: 84, 85, 118, 119, 120, 121, 131
PO 5. Create an ending that provides a sense of resolution or closure.	Student Handbook: 53, 59, 90, 97, 102, 108, 276, 278
PO 6. Construct a paragraph that groups sentences around a topic.	Student Handbook: 75, 76, 77, 82, 83, 84

Concept 3: Voice

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

Grade 5 Performance Objectives	Writers Express
PO1. Show awareness of the audience through word choice and style.	Student Handbook: 10, 19, 40, 89, 101, 107, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and mode.	Student Handbook: 19, 20, 23, 209, 213, 214, 216, 219, 232, 234, 235
PO 3. Use language appropriate for topic and purpose.	Student Handbook: 19, 21, 23, 66, 305

Concept 4: Word Choice

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

Grade 5 Performance Objectives	Writers Express
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	Student Handbook: 402, 403, 404, 405, 406, 407, 408, 409, 410, 411
PO 2. Use descriptive words and phrases that energize the writing.	Student Handbook: 19, 21, 23, 124, 125, 127
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	Student Handbook: 58, 127
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 126, 127

Concept 5: Sentence Fluency

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

Grade 5 Performance Objectives	Writers Express
PO 1. Write simple and compound sentences.	Student Handbook: 412, 413, 415
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 65, 118, 119, 120, 121, 380, 381, 415
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 65, 77, 118, 119, 120, 121

Grade 5 Performance Objectives	Writers Express
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 125, 136, 137, 215, 236, 277

Concept 6: Conventions

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

Grade 5 Performance Objectives	Writers Express
PO 1. Use capital letters correctly for: <ul style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • place names • holidays • languages • historical events • organizations b. literary titles (i.e., book, story, poem, play, song) c. titles d. abbreviations e. words used as names (e.g., Mother, Uncle Jim) 	Student Handbook: 389, 390, 391, 392
PO 2. Punctuate endings of sentences using: <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points 	Student Handbook: 377, 387
PO 3. Use commas to punctuate: <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates d. introductory words e. dialogue f. direct address 	Student Handbook: 378, 379, 380, 381
PO 4. Use quotation marks to punctuate: <ul style="list-style-type: none"> a. simple dialogue b. titles 	Student Handbook: 378, 379, 386
PO 5. Use colons to punctuate: <ul style="list-style-type: none"> a. time b. business letter salutations 	Student Handbook: 382
PO 6. Use apostrophes to punctuate: <ul style="list-style-type: none"> a. contractions b. singular possessive 	Student Handbook: 384
PO 7. Spell high frequency words correctly.	Student Handbook: 398, 399, 400, 401

Grade 5 Performance Objectives	Writers Express
PO 8. Use common spelling patterns/generalizations to spell words correctly, including: a. irregular plurals b. silent e c. i before e d. words ending in -y e. doubling final consonant	Student Handbook: 306, 307, 308, 309, 395
PO 9. Spell homonyms correctly in context.	Student Handbook: 402, 403, 404, 405, 406, 407, 408, 409, 410, 411
PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.	Student Handbook: 306, 307
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 86, 87
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. conjunctions e. adverbs	Student Handbook: 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 432, 433, 435
PO 13. Use subject/verb agreement in simple and compound sentences.	Student Handbook: 116, 413

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 5 Performance Objectives	Writers Express
PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	Student Handbook: 19, 20, 23, 83, 127, 213, 218, 221, 222, 229, 233, 234, 277, 278

Grade 5 Performance Objectives	Writers Express
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: <ol style="list-style-type: none"> figurative language rhythm dialogue characterization a plot appropriate format 	Student Handbook: 125, 126, 127, 245, 277, 278

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

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

Grade 5 Performance Objectives	Writers Express
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 374, 375, 457
PO 2. Write an expository paragraph that contains: <ol style="list-style-type: none"> a topic sentence supporting details relevant information 	Student Handbook: 88, 89, 90, 91, 92, 93
PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	Student Handbook: 88, 89, 90, 91, 92, 93, 133, 134, 135, 136, 137, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 185, 186, 187

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

Grade 5 Performance Objectives	Writers Express
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	Student Handbook: 172, 173, 174, 175
PO 2. Write communications, including: <ol style="list-style-type: none"> thank-you notes friendly letters formal letters messages invitations 	Student Handbook: 144, 145, 146, 147, 148, 149, 176, 177, 178, 179, 180, 182
PO 3. Address an envelope for correspondence that includes: <ol style="list-style-type: none"> an appropriate return address an appropriate recipient address 	Student Handbook: 181, 397

Concept 4: Persuasive

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

Grade 5 Performance Objectives	Writers Express
PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader.	Student Handbook: 81, 94, 95, 96, 97, 98, 99, 130, 164, 165, 170, 344, 368

Concept 5: Literary Response

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

Grade 5 Performance Objectives	Writers Express
PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	Student Handbook: 63, 136, 166, 167, 168, 169, 170, 171
PO 2. Write a book report or review that identifies the: <ul style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution 	Student Handbook: 166, 167, 168, 169, 170, 171
PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: <ul style="list-style-type: none"> a. evidence from the text b. personal experience c. comparison to other text/media 	Student Handbook: 166, 167, 168, 169, 170, 171

Concept 6: Research

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

Grade 5 Performance Objectives	Writers Express
PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	Student Handbook: 185, 186, 187
PO 2. Organize notes in a meaningful sequence.	Student Handbook: 196, 197, 315
PO 3. Write an informational report that includes main ideas and relevant details.	Student Handbook: 88, 89, 90, 91, 92, 93, 317



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correlated to

**Arizona Writing Standard Articulated by Grade Level
Grade 6**

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 6 Performance Objectives	All Write
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge , discussion with others, printed material or other sources).	Student Handbook: 5, 6, 8, 9, 12, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 80, 81, 82, 83, 90, 91, 94, 98, 99, 100, 101, 102, 103, 121, 160
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 117
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 4, 9, 40, 41, 49, 53, 79, 84, 98, 99, 100, 101, 102, 103
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 36, 37, 47, 48, 50, 172, 198, 263, 267, 337
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 27, 28, 29, 30, 37, 38, 39, 120, 125, 126, 127, 128, 318
PO 7. Use time management strategies , when appropriate, to produce a writing product within a set time period.	Student Handbook: 341, 342

Concept 2: Drafting

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

Grade 6 Performance Objectives	All Write
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 5, 6, 7, 8, 12, 13, 43, 44, 45, 49, 52, 122, 193, 264, 265
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 50, 52, 53, 86, 87, 96, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275

Concept 3: Revising

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

Grade 6 Performance Objectives	All Write
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 10, 18, 20, 54, 55, 56, 58, 59, 60, 68, 69, 70, 71, 72, 105, 106, 110, 111, 112
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 6, 8, 43, 44, 45, 46, 47, 48, 83, 85, 95, 106, 122, 189
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 5, 7, 9, 14, 54, 55, 112, 121
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 54, 55, 84, 112
PO 5. Add transitional words , phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 74, 75, 76, 82, 87, 88, 106, 156
PO 6. Use a variety of sentence structures (i.e., simple , compound) to improve sentence fluency in the draft.	Student Handbook: 66, 76, 350, 406
PO 7. Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to refine the draft.	Student Handbook: 7, 9, 14, 54, 55, 56, 57, 58, 59, 60
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 110, 111, 287

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

Editing includes proofreading and correcting the draft for conventions.

Grade 6 Performance Objectives	All Write
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 5, 7, 10, 15, 61, 62, 63
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 119, 285, 286, 287, 288, 289, 372, 373, 374, 375, 376, 377, 378
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 61, 62, 63, inside back cover of book
PO 4. Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to edit the draft.	Student Handbook: 5, 7, 10, 15, 61, 62, 63

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

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

Grade 6 Performance Objectives	All Write
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 42, 324, 325, 326, 327, 328
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 24, 25
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 24, 25
PO 4. Write legibly.	Student Handbook: 32

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 6 Performance Objectives	All Write
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 49, 52, 53, 85, 95, 106, 119, 122, 193, 254, 255
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 8, 12, 43, 44, 45, 46, 47, 48, 49, 50, 85, 95, 106, 122, 189
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 52, 53, 78, 79, 84, 95, 123, 156, 157, 158, 159, 160
PO 4. Include ideas and details that show original perspective.	Student Handbook: 8, 12, 43, 44, 45, 46, 47, 48, 49, 50, 85, 95, 105, 106, 122, 189, 257, 258, 259

Concept 2: Organization

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

Grade 6 Performance Objectives	All Write
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative , play, essay).	Student Handbook: 90, 91, 92, 93, 94, 95, 96, 97, 102, 103, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 143, 144, 145, 146, 147, 148, 161, 162, 163, 164, 165, 166, 167, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 211, 212, 213, 214, 215, 216
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 6, 8, 18, 52, 55, 56, 202
PO 3. Place details appropriately to support the main idea .	Student Handbook: 50, 53, 122, 167, 192, 193, 203, 264, 265
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 74, 75, 76, 82, 87, 88, 106, 156

Grade 6 Performance Objectives	All Write
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 86, 87, 203
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 53, 203, 304

Concept 3: Voice

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

Grade 6 Performance Objectives	All Write
PO 1. Show awareness of the audience through word choice and style .	Student Handbook: 18, 105, 106, 107, 108, 109, 110, 111, 112
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 18, 105, 106, 107, 108, 109, 110, 111, 112, 116, 257, 258, 259
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 20, 22, 210
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 20, 22, 117, 122, 210

Concept 4: Word Choice

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

Grade 6 Performance Objectives	All Write
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 18, 105, 106, 110, 111, 112, 287
PO 2. Use words and phrases that consistently support style and type of writing.	Student Handbook: 18, 105, 106, 110, 111, 112, 287
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 18, 105, 106, 110, 111, 112, 287
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 119, 120

Concept 5: Sentence Fluency

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

Grade 6 Performance Objectives	All Write
PO 1. Write simple and compound sentences.	Student Handbook: 66, 76, 350, 406
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 63, 73, 74, 75, 76, 112
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 65, 66, 67, 73, 74, 75, 76, 112
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 113, 118, 127, 128, 134

Concept 6: Conventions

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

Grade 6 Performance Objectives	All Write
PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	Student Handbook: 362, 363, 364, 365, 366
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words d. direct address e. interrupters f. compound sentences 	Student Handbook: 347, 348, 349, 350, 351, 352
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 354, 357, 358

Grade 6 Performance Objectives	All Write
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 361
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 354
PO 6. Use apostrophes to punctuate: a. contractions b. singular possessives	Student Handbook: 359, 360
PO 7. Spell high frequency words correctly.	Student Handbook: 372, 373, 374, 375, 376, 377
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 372, 373, 374, 375, 376, 377, 378
PO 9. Use homonyms correctly in context.	Student Handbook: N/A
PO 10. Use resources to spell correctly.	Student Handbook: 285, 286, 287, 288, 289
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 86, 87
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections	Student Handbook: 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433,
PO 13. Use subject/verb agreement in simple and compound sentences .	Student Handbook: 69, 70

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 6 Performance Objectives	All Write
<p>PO 1. Write a narrative that includes:</p> <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	<p>Student Handbook: 119, 122, 123, 129, 130, 131, 132, 133, 134, 135, 136, 179, 180, 181, 182, 183, 184, 185</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<p>Student Handbook: 118, 119, 134, 150, 172, 173, 174, 176, 182, 303, 304</p>

Concept 2: Expository

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

Grade 6 Performance Objectives	All Write
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>Student Handbook: 277, 313, 314, 315, 316, 317, 318, 465</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	<p>Student Handbook: 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204</p>
<p>PO 3. Write a process essay that includes:</p> <ul style="list-style-type: none"> a. a thesis statement b. supporting details a. introductory, body, and concluding paragraphs 	<p>Student Handbook: 90, 91, 92, 93, 94, 95, 96, 97, 121, 123, 193, 268, 269</p>

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

Grade 6 Performance Objectives	All Write
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics , labels, posters, graphs/tables).	Student Handbook: 280, 281, 282
PO 3. Write a friendly letter that includes a: <ol style="list-style-type: none"> a. heading b. salutation c. body d. closing e. signature 	Student Handbook: 137, 138, 139, 140, 141
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 211, 212, 213, 214, 215, 216, 354
PO 5. Address an envelope for correspondence that includes: <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address 	Student Handbook: 216, 370

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

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

Grade 6 Performance Objectives	All Write
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information 	Student Handbook: 83, 95, 96, 97, 103, 121

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 6 Performance Objectives	All Write
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner 	Student Handbook: 149, 150, 151, 152, 153, 154

Concept 6: Research

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

Grade 6 Performance Objectives	All Write
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details	Student Handbook: 191, 192, 193, 194
PO 2. Write an informational report that includes: a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used	Student Handbook: 90, 91, 92, 93, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207



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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 6

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 6, 10, 11, 45-52, 53-55, 118, 155, 163, 169, 176-177, 188, 198, 211, 220, 224-225
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 1, 11, 51, 59, 69, 72, 97, 100-103, 110, 118, 167, 169, 172, 174, 192, 241, 251
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 69, 72
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 59, 104, 118, 155, 169
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 56-57, 113, 163, 170, 189, 198, 211, 221, 224, 225
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 47, 48, 52
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 377-380, 381-385

Concept 2: Drafting

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 11, 56, 59, 60, 110, 118, 177, 189, 221, 225
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 20, 21, 60, 63-66, 119, 210-211, 221, 226

Concept 3: Revising

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 14-15, 24, 68-73, 111, 120, 156, 171, 178, 191, 199, 211, 214, 222, 228, 244, 252, 254, 256, 258
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 7, 14-15, 68, 70, 73, 104, 111, 120, 156, 164, 171, 178, 191, 211, 214, 254
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 7, 14-15, 68, 70, 71, 73, 120, 130, 156, 164, 171, 178, 191, 211, 214, 254
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 7, 14-15, 68, 71, 73, 104, 111, 120, 130, 156, 164, 178, 211, 214, 222, 228, 252
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 20, 106, 143, 214, 244
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 20, 23, 81, 93-96, 120, 131, 437
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 24, 74, 75-78, 83, 92, 134
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 136, 325, 326-327

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

Editing includes proofreading and correcting the draft for conventions.

Grade 6 Performance Objectives	Write Source 2000
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 5, 7, 16-17, 79-83, 111, 120, 152, 156, 164, 171, 178, 191, 200, 211, 214, 228, 244, 252, 256, 258, 387-456
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 136, 152, 171, 326-327, 412-418, 419-433
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 464, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 24, 83, 120, 152, 164, 171, 178, 200

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

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 7, 18, 27-29, 38-41, 111, 120, 164, 175, 200-201, 214, 222, 228, 233-235, 248-250, 252-259, 364
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 27-29, 228, 242-244, 258, 364
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 27-29, 222
PO 4. Write legibly.	Student Handbook: 7, 38, 79-80, 111, 120, 164, 175, 214, 222, 228, 464

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 6, 11, 20, 53-57, 59, 60, 62, 64-65, 68, 70, 71, 105, 111, 118-122, 123-127, 142, 143, 155-156, 163-165, 171, 175, 211, 220, 228
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 6, 11, 20, 59, 62, 64-65, 68, 105, 111, 118-122, 123-127, 155-156, 163-165, 170-171, 211, 220, 228
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 6, 11, 20, 58, 64-65, 70, 111, 118-122, 170-171, 211, 228
PO 4. Include ideas and details that show original perspective.	Student Handbook: 6, 11, 20, 55, 63, 72, 105, 114, 118, 123-127, 165

Concept 2: Organization

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 4, 20, 51, 63-66, 100-103, 107-111, 112-113, 115-122, 123-127, 148, 150-151, 154-159, 171, 238-240, 241-250, 252-253, 254-255, 256-257, 258-259
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 63, 71, 111, 114, 120, 171, 184, 190, 222, 227-228
PO 3. Place details appropriately to support the main idea.	Student Handbook: 6, 11, 20, 21, 53-57, 60, 64-65, 104-105, 108-109, 111, 116-117, 120, 122, 227
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 12-13, 20, 21, 23, 58, 60, 64, 70, 71, 81, 106, 112
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 20, 21, 58, 60, 63-66, 71, 99, 100-103, 111, 112-113, 120, 123-127, 227

Grade 6 Performance Objectives	Write Source 2000
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 66, 71, 111, 120, 185, 188, 190, 227-228

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

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Show awareness of the audience through word choice and style.	Student Handbook: 19-23, 72, 82, 114, 121-122, 129-136
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 20, 22, 72, 114, 118, 123-127, 129-130, 134-136, 199
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 20, 22, 82, 91, 121-122, 135-136, 245
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 20, 22, 72, 245, 340

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 6 Performance Objectives	Write Source 2000
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 20, 22, 82, 130, 135-136, 325
PO 2. Use words and phrases that consistently support style and type of writing.	Student Handbook: 20, 22, 82, 91, 106, 130, 135-136, 199, 245, 340
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 82, 130, 134-136, 199, 325
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 138-140, 142, 194-195, 202-203

Concept 5: Sentence Fluency

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Write simple and compound sentences.	Student Handbook: 88, 93-96, 131, 132-133, 437
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 23, 60, 64, 81, 93-96, 98-99, 106
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 81, 93-96, 131-133
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 148, 186-187, 190, 343, 390

Concept 6: Conventions

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	Student Handbook: 246-247, 404-407
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words d. direct address e. interrupters f. compound sentences 	Student Handbook: 96, 150-151, 242-243, 248-250, 389-392

Grade 6 Performance Objectives	Write Source 2000
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 178, 190-191, 230-231, 399-400
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 178, 230-231, 401
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 242, 394
PO 6. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives 	Student Handbook: 402-403
PO 7. Spell high frequency words correctly.	Student Handbook: 411-418
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 411
PO 9. Use homonyms correctly in context.	Student Handbook: 419-423
PO 10. Use resources to spell correctly.	Student Handbook: 326-327, 412
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 27, 63-66, 71, 97-99, 104, 111, 120
PO 12. Use the following parts of speech correctly in simple sentences: <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	Student Handbook: 88-91, 439-457
PO 13. Use subject/verb agreement in simple and compound sentences.	Student Handbook: 88-89

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 6 Performance Objectives	Write Source 2000
<p>PO 1. Write a narrative that includes:</p> <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	<p>Student Handbook: 153-159, 183-192</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<p>Student Handbook: 183-192, 193-207</p>

Concept 2: Expository

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

Grade 6 Performance Objectives	Write Source 2000
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>Student Handbook: 211-212, 225-226, 309-321, 352, 362-364, 366-368</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	<p>Student Handbook: 143, 213-216</p>
<p>PO 3. Write a process essay that includes:</p> <ul style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs 	<p>Student Handbook: 107-111, 143, 318-319</p>

Concept 3: Functional

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 237-240, 252-259, 303-305
PO 3. Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature	Student Handbook: 149-152
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 241-250
PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 246-247

Concept 4: Persuasive

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information	Student Handbook: 103, 115-122, 143, 292-296

Concept 5: Literary Response

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner 	Student Handbook: 175-181

Concept 6: Research

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

Grade 6 Performance Objectives	Write Source 2000
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 143, 213-216, 364
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 217-222, 223-235



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Arizona Writing Standard Articulated by Grade Level
Grade 7

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 6, 10, 11, 45-52, 53-55, 118, 155, 163, 169, 176-177, 188, 198, 211, 220, 224-225
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 1, 11, 51, 59, 69, 72, 97, 100-103, 110, 118, 167, 169, 172, 174, 192, 241, 251
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 69, 72
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 59, 104, 118, 155, 169
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 56-57, 113, 163, 170, 189, 198, 211, 221, 224, 225
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 47, 48, 52
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 377-380, 381-385

Concept 2: Drafting

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 11, 56, 59, 60, 110, 118, 177, 189, 221, 225
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 20, 21, 60, 63-66, 119, 210-211, 221, 226

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 7 Performance Objectives	Write Source 2000
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 14-15, 24, 68-73, 111, 120, 156, 171, 178, 191, 199, 211, 214, 222, 228, 244, 252, 254, 256, 258
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 7, 14-15, 68, 70, 73, 104, 111, 120, 156, 164, 171, 178, 191, 211, 214, 254
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 7, 14-15, 68, 70, 71, 73, 120, 130, 156, 164, 171, 178, 191, 211, 214, 254
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 7, 14-15, 68, 71, 73, 104, 111, 120, 130, 156, 164, 178, 211, 214, 222, 228, 252
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 20, 106, 143, 214, 244
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 20, 23, 81, 93-96, 120, 131, 437
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 24, 74, 75-78, 83, 92, 134
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 136, 325, 326-327

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 7 Performance Objectives	Write Source 2000
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 5, 7, 16-17, 79-83, 111, 120, 152, 156, 164, 171, 178, 191, 200, 211, 214, 228, 244, 252, 256, 258, 387-456
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 136, 152, 171, 326-327, 412-418, 419-433
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 464, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 24, 83, 120, 152, 164, 171, 178, 200

Concept 5: Publishing

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 7, 18, 27-29, 38-41, 111, 120, 164, 175, 200-201, 214, 222, 228, 233-235, 248-250, 252-259, 364
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 27-29, 228, 242-244, 258, 364
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 27-29, 222
PO 4. Write legibly.	Student Handbook: 7, 38, 79-80, 111, 120, 164, 175, 214, 222, 228, 464

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 6, 11, 20, 53-57, 59, 60, 62, 64-65, 68, 70, 71, 105, 111, 118-122, 123-127, 142, 143, 155-156, 163-165, 171, 175, 211, 220, 228
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 6, 11, 20, 59, 62, 64-65, 68, 105, 111, 118-122, 123-127, 155-156, 163-165, 170-171, 211, 220, 228
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 6, 11, 20, 58, 64-65, 70, 111, 118-122, 170-171, 211, 228
PO 4. Include ideas and details that show original perspective.	Student Handbook: 6, 11, 20, 55, 63, 72, 105, 114, 118, 123-127, 165

Concept 2: Organization

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 4, 20, 51, 63-66, 100-103, 107-111, 112-113, 115-122, 123-127, 148, 150-151, 154-159, 171, 238-240, 241-250, 252-253, 254-255, 256-257, 258-259
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 63, 71, 111, 114, 120, 171, 184, 190, 222, 227-228
PO 3. Place details appropriately to support the main idea.	Student Handbook: 6, 11, 20, 21, 53-57, 60, 64-65, 104-105, 108-109, 111, 116-117, 120, 122, 227
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 12-13, 20, 21, 23, 58, 60, 64, 70, 71, 81, 106, 112
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 20, 21, 58, 60, 63-66, 71, 99, 100-103, 111, 112-113, 120, 123-127, 227

Grade 7 Performance Objectives	Write Source 2000
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 66, 71, 111, 120, 185, 188, 190, 227-228

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

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 19-23, 72, 82, 114, 121-122, 129-136
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 20, 22, 72, 114, 118, 123-127, 129-130, 134-136, 199
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 20, 22, 82, 91, 121-122, 135-136, 245
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 20, 22, 72, 245, 340

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 7 Performance Objectives	Write Source 2000
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 20, 22, 82, 130, 135-136, 325
PO 2. Use words and phrases that consistently support style and type or writing.	Student Handbook: 20, 22, 82, 91, 106, 130, 135-136, 199, 245, 340
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 82, 130, 134-136, 199, 325
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 138-140, 142, 194-195, 202-203

Concept 5: Sentence Fluency

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Write simple, compound, and complex sentences.	Student Handbook: 93-96, 131, 132-133, 437
PO 2. Create sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 23, 60, 64, 81, 93-96, 98-99, 106
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 81, 93-96, 131-133
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 148, 186-187, 190, 343, 390

Concept 6: Conventions

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	Student Handbook: 246-247, 404-407
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words and clauses d. direct address e. interrupters f. compound sentences g. appositives 	Student Handbook: 96, 150-151, 242-243, 248-250, 389-392

Grade 7 Performance Objectives	Write Source 2000
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 178, 190-191, 230-231, 399-400
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 178, 230-231, 401
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 242, 394
PO 6. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives 	Student Handbook: 402-403
PO 7. Spell high frequency words correctly.	Student Handbook: 411-418
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 411
PO 9. Use homonyms correctly in context.	Student Handbook: 419-423
PO 10. Use resources to spell correctly.	Student Handbook: 326-327, 412
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 27, 63-66, 71, 97-99, 104, 111, 120
PO 12. Use the following parts of speech correctly in simple sentences: <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	Student Handbook: 88-91, 439-457
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Student Handbook: 88-89

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 7 Performance Objectives	Write Source 2000
<p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	<p>Student Handbook: 153-159, 183-192</p>
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<p>Student Handbook: 183-192, 193-207</p>

Concept 2: Expository

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

Grade 7 Performance Objectives	Write Source 2000
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>Student Handbook: 211-212, 225-226, 309-321, 352, 362-364, 366-368</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	<p>Student Handbook: 143, 213-216</p>
<p>PO 3. Write a process essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs 	<p>Student Handbook: 107-111, 143, 318-319</p>

Concept 3: Functional

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 237-240, 252-259, 303-305
PO 3. Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature	Student Handbook: 149-152
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 241-250
PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 246-247

Concept 4: Persuasive

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate	Student Handbook: 103, 115-122, 143, 292-296

Concept 5: Literary Response

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Write a response to literature that: a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner	Student Handbook: 175-181

Concept 6: Research

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

Grade 7 Performance Objectives	Write Source 2000
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details	Student Handbook: 143, 213-216, 364
PO 2. Write an informational report that includes: a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used	Student Handbook: 217-222, 223-235



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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 8

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 6, 10, 11, 45-52, 53-55, 118, 155, 163, 169, 176-177, 188, 198, 211, 220, 224-225
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 1, 11, 51, 59, 69, 72, 97, 100-103, 110, 118, 167, 169, 172, 174, 192, 241, 251
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 69, 72
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 59, 104, 118, 155, 169
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 56-57, 113, 163, 170, 189, 198, 211, 221, 224, 225
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 47, 48, 52
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 377-380, 381-385

Concept 2: Drafting

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 11, 56, 59, 60, 110, 118, 177, 189, 221, 225
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 20, 21, 60, 63-66, 119, 210-211, 221, 226

Concept 3: Revising

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 14-15, 24, 68-73, 111, 120, 156, 171, 178, 191, 199, 211, 214, 222, 228, 244, 252, 254, 256, 258
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 7, 14-15, 68, 70, 73, 104, 111, 120, 156, 164, 171, 178, 191, 211, 214, 254
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 7, 14-15, 68, 70, 71, 73, 120, 130, 156, 164, 171, 178, 191, 211, 214, 254
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 7, 14-15, 68, 71, 73, 104, 111, 120, 130, 156, 164, 178, 211, 214, 222, 228, 252
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 20, 106, 143, 214, 244
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 20, 23, 81, 93-96, 120, 131, 437
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 24, 74, 75-78, 83, 92, 134
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 136, 325, 326-327

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 8 Performance Objectives	Write Source 2000
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 5, 7, 16-17, 79-83, 111, 120, 152, 156, 164, 171, 178, 191, 200, 211, 214, 228, 244, 252, 256, 258, 387-456
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 136, 152, 171, 326-327, 412-418, 419-433
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 464, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 24, 83, 120, 152, 164, 171, 178, 200

Concept 5: Publishing

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 7, 18, 27-29, 38-41, 111, 120, 164, 175, 200-201, 214, 222, 228, 233-235, 248-250, 252-259, 364
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 27-29, 228, 242-244, 258, 364
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 27-29, 222
PO 4. Write legibly.	Student Handbook: 7, 38, 79-80, 111, 120, 164, 175, 214, 222, 228, 464

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 6, 11, 20, 53-57, 59, 60, 62, 64-65, 68, 70, 71, 105, 111, 118-122, 123-127, 142, 143, 155-156, 163-165, 171, 175, 211, 220, 228
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 6, 11, 20, 59, 62, 64-65, 68, 105, 111, 118-122, 123-127, 155-156, 163-165, 170-171, 211, 220, 228
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 6, 11, 20, 58, 64-65, 70, 111, 118-122, 170-171, 211, 228
PO 4. Include ideas and details that show original perspective.	Student Handbook: 6, 11, 20, 55, 63, 72, 105, 114, 118, 123-127, 165

Concept 2: Organization

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 4, 20, 51, 63-66, 100-103, 107-111, 112-113, 115-122, 123-127, 148, 150-151, 154-159, 171, 238-240, 241-250, 252-253, 254-255, 256-257, 258-259
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 63, 71, 111, 114, 120, 171, 184, 190, 222, 227-228
PO 3. Place details appropriately to support the main idea.	Student Handbook: 6, 11, 20, 21, 53-57, 60, 64-65, 104-105, 108-109, 111, 116-117, 120, 122, 227
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 12-13, 20, 21, 23, 58, 60, 64, 70, 71, 81, 106, 112
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 20, 21, 58, 60, 63-66, 71, 99, 100-103, 111, 112-113, 120, 123-127, 227

Grade 8 Performance Objectives	Write Source 2000
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 66, 71, 111, 120, 185, 188, 190, 227-228

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

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 19-23, 72, 82, 114, 121-122, 129-136
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 20, 22, 72, 114, 118, 123-127, 129-130, 134-136, 199
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 20, 22, 82, 91, 121-122, 135-136, 245
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 20, 22, 72, 245, 340

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 8 Performance Objectives	Write Source 2000
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 20, 22, 82, 130, 135-136, 325
PO 2. Use words and phrases that consistently support style and type or writing.	Student Handbook: 20, 22, 82, 91, 106, 130, 135-136, 199, 245, 340
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 20, 22, 82, 130, 134-136, 199, 325
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 138-140, 142, 194-195, 202-203

Concept 5: Sentence Fluency

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Write simple, compound, and complex sentences.	Student Handbook: 93-96, 131, 132-133, 437
PO 2. Create sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 23, 60, 64, 81, 93-96, 98-99, 106
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 23, 81, 93-96, 131-133
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 148, 186-187, 190, 343, 390

Concept 6: Conventions

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives h. dialogue 	Student Handbook: 246-247, 399-400, 404-407
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words and clauses d. direct address e. interrupters f. compound sentences g. appositives h. dialogue 	Student Handbook: 96, 150-151, 242-243, 248-250, 389-392

Grade 8 Performance Objectives	Write Source 2000
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 178, 190-191, 230-231, 399-400
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 178, 230-231, 401
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 242, 394
PO 6. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives 	Student Handbook: 402-403
PO 7. Spell high frequency words correctly.	Student Handbook: 411-418
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 411
PO 9. Use homonyms correctly in context.	Student Handbook: 419-423
PO 10. Use resources to spell correctly.	Student Handbook: 326-327, 412
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 27, 63-66, 71, 97-99, 104, 111, 120
PO 12. Use the following parts of speech correctly in simple sentences: <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	Student Handbook: 88-91, 439-457
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Student Handbook: 88-89

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Write a narrative that includes: <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	Student Handbook: 153-159, 183-192
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	Student Handbook: 183-192, 193-207

Concept 2: Expository

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 211-212, 225-226, 309-321, 352, 362-364, 366-368
PO 2. Write a summary based on the information gathered that include(s): <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	Student Handbook: 143, 213-216
PO 3. Write a process essay that includes: <ol style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs 	Student Handbook: 107-111, 143, 318-319

Concept 3: Functional

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 237-240, 252-259, 303-305
PO 3. Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature	Student Handbook: 149-152
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 241-250
PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 246-247

Concept 4: Persuasive

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate	Student Handbook: 103, 115-122, 143, 292-296

Concept 5: Literary Response

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner d. provides support adequate to the literary selection (e.g. short poem vs. novel) 	Student Handbook: 175-181

Concept 6: Research

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

Grade 8 Performance Objectives	Write Source 2000
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 143, 213-216, 364
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 217-222, 223-235



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correlated to

Arizona Writing Standard Articulated by Grade Level Grade 6

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 6 Performance Objectives	Write Source
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 7, 8, 13, 35, 73, 78, 95, 101, 102, 104, 138, 155, 159, 165-170, 202, 207, 209, 211, 213, 216, 217, 221, 227-232, 264, 269, 271, 273, 275, 280, 281, 285, 291-294, 326, 331, 333, 335, 346-347, 355-356, 379, 386-388, 392, 412, 544-547
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 12, 38, 72, 83, 93, 97-98, 135, 155, 157, 161-162, 199, 205, 207, 216, 219, 223-224, 261, 267, 281, 283, 287-288, 323, 329, 343, 353, 546-547
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 71, 97, 161, 219, 223, 261, 283, 287, 323, 343, 353
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 7, 8, 35, 102-103, 166-170, 202, 207, 209, 211, 216, 217, 221, 227-228, 264, 273, 275, 291-292, 323, 326, 331, 333, 346, 379, 386, 392-393, 412
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 13, 38, 95, 101, 103-106, 108, 138-139, 159, 165-170, 202-203, 221, 227-232, 285, 292-294, 346-347, 355-356, 386-388, 392-393, 412, 548-549
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 431, 545-547

Grade 6 Performance Objectives	Write Source
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 152-154, 214-216, 278-280, 329, 336-341, 458, 464-467

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 6 Performance Objectives	Write Source
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 38, 78-82, 96, 108-112, 138-140, 155, 169-176, 204, 217, 231-238, 265, 281, 296-300, 346-348, 392-398, 530, 540, 544, 548-550
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 34, 37-38, 79-82, 108, 139, 155, 170, 172-174, 204, 217, 231-234, 265, 281, 346, 530, 534-537, 540, 550-551

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

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

Grade 6 Performance Objectives	Write Source
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 9, 16-21, 74, 82, 96, 113-124, 141, 155, 160, 177-188, 204, 217, 222, 239-250, 266, 281, 286, 301-312, 328, 348
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 9, 16-17, 82, 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 9, 20, 74, 82, 116-124, 141, 155, 160, 177, 180-188, 204, 217, 222, 239, 242-250, 266, 281, 286, 304-312, 328, 348
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 122-123, 248-249, 310-311, 511-516, 518-522

Grade 6 Performance Objectives	Write Source
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 18-19, 29-32, 44, 45-56, 114-123, 126-127, 128, 130-131, 178-187, 190-191, 192, 194-195, 240-249, 252-253, 254, 256-257, 302-311, 314-315, 316, 318-319, 402, 404, 410, 541
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 125, 189, 251, 313, 374-375, 403, 562

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 6 Performance Objectives	Write Source
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 7, 9, 22-23, 74, 82, 96, 125-128, 142, 155, 222, 251-254, 266, 281, 313-316, 349, 380, 403-404, 413
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 125, 251, 374-375, 403, 562, 579-612, 618-640, 645-651, 652-686
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 23, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 22, 50-51, 126-127, 128, 142, 190-191, 252-253, 254, 314-315, 316, 404

Concept 5: Publishing

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

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

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 6 Performance Objectives	Write Source
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 12, 16, 34, 35-36, 72, 77, 82, 98, 103, 114-115, 124, 130-131, 137, 141, 153, 158, 162, 163-164, 166, 178-179, 188, 194-195, 215, 220, 224, 225-226, 228, 240-241, 250, 256-257, 266, 278-279, 284, 288, 289-290, 292, 302-303, 312, 318-319, 328, 338-339, 344-345, 348, 380, 402, 410, 415, 540, 541
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 12, 16, 34, 35-36, 72, 82, 98, 103, 105, 114-115, 130-131, 137, 141, 153, 162, 163-164, 178-179, 194-195, 224, 225-226, 228, 240-241, 256-257, 266, 278-279, 288, 289-290, 292, 302, 318-319, 328, 338-339, 344-345, 348, 357, 380, 402, 415, 540
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 34, 36, 82, 106, 114-115, 124, 163-164, 166, 178-179, 188, 194-195, 204, 228, 256-257, 266, 278-279, 302-303, 318-319, 338-339, 380, 402, 541
PO 4. Include ideas and details that show original perspective.	Student Handbook: 12, 16, 34, 36, 98, 105, 228, 264, 402

Concept 2: Organization

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

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

Grade 6 Performance Objectives	Write Source
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 16, 37-39, 79, 81, 82, 110-111, 139-140, 170, 174-175, 180-181, 231, 236, 242-243, 304-305, 534-537, 540, 550-551
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 39, 82, 112, 117, 140, 155, 176, 234, 238, 265, 300, 398, 540

Concept 3: Voice

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

Grade 6 Performance Objectives	Write Source
PO 1. Show awareness of the audience through word choice and style.	Student Handbook: 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 220, 224, 246-247, 250, 256-257, 263, 288, 308-309, 312, 318-319, 328, 380, 402, 410, 415, 558-559
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 12, 34, 98, 121, 141, 230, 232, 244-245, 264, 556-557
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 12, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 244, 246-247, 250, 256-257, 266, 288, 307, 308-309, 312, 318-319, 328, 357, 360-361, 380, 402, 410, 415
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 12, 34, 98, 118-119, 130-131, 141, 162, 182-183, 188, 194-195, 204, 224, 237, 244-245, 250, 256-257, 266, 288, 306-307, 312, 318-319, 402, 410, 415

Concept 4: Word Choice

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

Grade 6 Performance Objectives	Write Source
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 12, 20, 34, 41, 82, 94, 98, 120-121, 124, 130-131, 141, 224, 246-247, 250, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415
PO 2. Use words and phrases that consistently support style and type of writing.	Student Handbook: 34, 41, 82, 98, 120-121, 124, 130-131, 224, 246-247, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415

Grade 6 Performance Objectives	Write Source
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 40-41, 82, 98, 120-121, 124, 141, 246-247, 266, 288, 308-309, 312, 318-319, 328, 357, 380, 415
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 79, 82, 356, 360, 560

Concept 5: Sentence Fluency

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

Grade 6 Performance Objectives	Write Source
PO 1. Write simple and compound sentences.	Student Handbook: 123, 224, 248-249, 250, 380, 515-516, 590, 744
PO 2. Write sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 34, 42, 82, 98, 122-123, 124, 130-131, 141, 162, 186-187, 188, 194-195, 204, 248-249, 256-257, 310-311, 318-319, 348, 410, 512-514
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 43, 82, 98, 122-123, 124, 188, 224, 248-249, 250, 266, 288, 310-311, 312, 328, 348, 380, 402, 511-518, 522, 541, 570
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 98, 119, 127, 556, 557, 560

Concept 6: Conventions

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

Grade 6 Performance Objectives	Write Source
PO 1. Use capital letters correctly for: <ul style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	Student Handbook: 253, 486, 577, 618-626, 634, 636, 732

Grade 6 Performance Objectives	Write Source
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words d. direct address e. interrupters f. compound sentences 	Student Handbook: 90-91, 190, 191, 276-277, 497, 513, 577, 582-590
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 126-127, 390, 399-400, 556, 598, 600
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 399-400, 602
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 276-277, 577, 596
PO 6. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives 	Student Handbook: 604, 606
PO 7. Spell high frequency words correctly.	Student Handbook: 640-650, 652-686
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 642, 644-650
PO 9. Use homonyms correctly in context.	Student Handbook: 315, 652-686
PO 10. Use resources to spell correctly.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 38, 81, 110-111, 116, 169-170, 174-175, 180-181, 204, 234, 237, 243, 265, 296, 298-299, 396-397, 524-525, 540, 572-573
PO 12. Use the following parts of speech correctly in simple sentences: <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	Student Handbook: 469-498, 702-748

Grade 6 Performance Objectives	Write Source
PO 13. Use subject/verb agreement in simple and compound sentences.	Student Handbook: 508-509, 728

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 6 Performance Objectives	Write Source
PO 1. Write a narrative that includes: <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	Student Handbook: 93-155, 343-350, 351-352, 488-493, 556-557
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	Student Handbook: 126-127, 343-352, 353-359

Concept 2: Expository

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

Grade 6 Performance Objectives	Write Source
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 388-389, 425, 435-440, 441-448, 574-575
PO 2. Write a summary based on the information gathered that include(s): <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	Student Handbook: 332-333, 377-380, 389-390, 555

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

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

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

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

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

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

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

Concept 5: Literary Response

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

Grade 6 Performance Objectives	Write Source
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner 	Student Handbook: 283-322, 323-328, 329-341

Concept 6: Research

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

Grade 6 Performance Objectives	Write Source
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 332-333, 377-380, 389-390, 555
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 381-410



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correlated to

Arizona Writing Standard Articulated by Grade Level Grade 7

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 7 Performance Objectives	Write Source
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 7, 8, 13, 35, 73, 78, 95, 101, 102, 104, 138, 155, 159, 165-170, 202, 207, 209, 211, 213, 216, 217, 221, 227-232, 264, 269, 271, 273, 275, 280, 281, 285, 291-294, 326, 331, 333, 335, 346-347, 355-356, 379, 386-388, 392, 412, 544-547
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 12, 38, 72, 83, 93, 97-98, 135, 155, 157, 161-162, 199, 205, 207, 216, 219, 223-224, 261, 267, 281, 283, 287-288, 323, 329, 343, 353, 546-547
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 71, 97, 161, 219, 223, 261, 283, 287, 323, 343, 353
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 7, 8, 35, 102-103, 166-170, 202, 207, 209, 211, 216, 217, 221, 227-228, 264, 273, 275, 291-292, 323, 326, 331, 333, 346, 379, 386, 392-393, 412
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 13, 38, 95, 101, 103-106, 108, 138-139, 159, 165-170, 202-203, 221, 227-232, 285, 292-294, 346-347, 355-356, 386-388, 392-393, 412, 548-549
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 431, 545-547

Grade 7 Performance Objectives	Write Source
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 152-154, 214-216, 278-280, 329, 336-341, 458, 464-467

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

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

Grade 7 Performance Objectives	Write Source
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 38, 78-82, 96, 108-112, 138-140, 155, 169-176, 204, 217, 231-238, 265, 281, 296-300, 346-348, 392-398, 530, 540, 544, 548-550
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 34, 37-38, 79-82, 108, 139, 155, 170, 172-174, 204, 217, 231-234, 265, 281, 346, 530, 534-537, 540, 550-551

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

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

Grade 7 Performance Objectives	Write Source
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 9, 16-21, 74, 82, 96, 113-124, 141, 155, 160, 177-188, 204, 217, 222, 239-250, 266, 281, 286, 301-312, 328, 348
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 9, 16-17, 82, 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 9, 20, 74, 82, 116-124, 141, 155, 160, 177, 180-188, 204, 217, 222, 239, 242-250, 266, 281, 286, 304-312, 328, 348
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 122-123, 248-249, 310-311, 511-517, 518-522

Grade 7 Performance Objectives	Write Source
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 18-19, 29-32, 44, 45-56, 114-123, 126-127, 128, 130-131, 178-187, 190-191, 192, 194-195, 240-249, 252-253, 254, 256-257, 302-311, 314-315, 316, 318-319, 402, 404, 410, 541
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 125, 189, 251, 313, 374-375, 403, 562

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 7 Performance Objectives	Write Source
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 7, 9, 22-23, 74, 82, 96, 125-128, 142, 155, 222, 251-254, 266, 281, 313-316, 349, 380, 403-404, 413
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 125, 251, 374-375, 403, 562, 579-612, 618-640, 645-651, 652-686
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 23, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 22, 50-51, 126-127, 128, 142, 190-191, 252-253, 254, 314-315, 316, 404

Concept 5: Publishing

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

Grade 7 Performance Objectives	Write Source
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 9, 24, 58, 129, 193, 255, 349, 411-415, 423-430, 405, 413, 576-577
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 24, 60, 61-62, 129, 193, 255, 317, 405
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 60, 129, 193, 255, 317, 425, 574-575
PO 4. Write legibly.	Student Handbook: 24, 59, 74, 82, 129, 193, 222, 255, 317, 380, 405

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 7 Performance Objectives	Write Source
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 12, 16, 34, 35-36, 72, 77, 82, 98, 103, 114-115, 124, 130-131, 137, 141, 153, 158, 162, 163-164, 166, 178-179, 188, 194-195, 215, 220, 224, 225-226, 228, 240-241, 250, 256-257, 266, 278-279, 284, 288, 289-290, 292, 302-303, 312, 318-319, 328, 338-339, 344-345, 348, 380, 402, 410, 415, 540, 541
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 12, 16, 34, 35-36, 72, 82, 98, 103, 105, 114-115, 130-131, 137, 141, 153, 162, 163-164, 178-179, 194-195, 224, 225-226, 228, 240-241, 256-257, 266, 278-279, 288, 289-290, 292, 302, 318-319, 328, 338-339, 344-345, 348, 357, 380, 402, 415, 540
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 34, 36, 82, 106, 114-115, 124, 163-164, 166, 178-179, 188, 194-195, 204, 228, 256-257, 266, 278-279, 302-303, 318-319, 338-339, 380, 402, 541
PO 4. Include ideas and details that show original perspective.	Student Handbook: 12, 16, 34, 36, 98, 105, 228, 264, 402

Concept 2: Organization

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

Grade 7 Performance Objectives	Write Source
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 38, 75-82, 84-89, 91, 108-112, 140, 144-154, 155, 172-176, 234, 276-277, 296-300, 348-350, 540, 576-577
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 16, 37, 80, 98, 108, 109, 116, 140, 155, 173, 234, 235, 265, 297, 304, 394, 540
PO 3. Place details appropriately to support the main idea.	Student Handbook: 16, 38, 79, 81, 139-140, 174-175, 231, 236-237, 534-537, 550-551
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573

Grade 7 Performance Objectives	Write Source
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 16, 37-39, 79, 81, 82, 110-111, 139-140, 170, 174-175, 180-181, 231, 236, 242-243, 304-305, 534-537, 540, 550-551
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 39, 82, 112, 117, 140, 155, 176, 234, 238, 265, 300, 398, 540

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

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

Grade 7 Performance Objectives	Write Source
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 182-183, 184-185, 188, 194-195, 204, 220, 224, 246-247, 250, 256-257, 263, 288, 306-307, 308-309, 312, 318-319, 328, 380, 402, 410, 415, 558-559
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 12, 34, 98, 121, 141, 230, 232, 244-245, 264, 556-557
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 12, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 244, 246-247, 250, 256-257, 266, 288, 307, 308-309, 312, 318-319, 328, 357, 360-361, 380, 402, 410, 415
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 12, 34, 98, 118-119, 130-131, 141, 162, 182-183, 188, 194-195, 204, 224, 237, 244-245, 250, 256-257, 266, 288, 306-307, 312, 318-319, 402, 410, 415

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 7 Performance Objectives	Write Source
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 12, 20, 34, 41, 82, 94, 98, 120-121, 124, 130-131, 141, 224, 246-247, 250, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415
PO 2. Use words and phrases that consistently support style and type or writing.	Student Handbook: 34, 41, 82, 98, 120-121, 124, 130-131, 224, 246-247, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415

Grade 7 Performance Objectives	Write Source
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 40-41, 82, 98, 120-121, 124, 141, 246-247, 266, 288, 308-309, 312, 318-319, 328, 357, 380, 415
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 79, 82, 356, 360, 560

Concept 5: Sentence Fluency

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

Grade 7 Performance Objectives	Write Source
PO 1. Write simple, compound, and complex sentences.	Student Handbook: 123, 224, 248-249, 250, 380, 515-517, 590, 744
PO 2. Create sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 34, 42, 82, 98, 122-123, 124, 130-131, 141, 162, 186-187, 188, 194-195, 204, 248-249, 256-257, 310-311, 318-319, 348, 410, 512-514
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 43, 82, 98, 122-123, 124, 188, 224, 248-249, 250, 266, 288, 310-311, 312, 328, 348, 380, 402, 511-518, 522, 541, 570
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 98, 119, 127, 556, 557, 560

Concept 6: Conventions

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

Grade 7 Performance Objectives	Write Source
PO 1. Use capital letters correctly for: <ul style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	Student Handbook: 253, 486, 577, 618-626, 634, 636, 732

Grade 7 Performance Objectives	Write Source
PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words and clauses d. direct address e. interrupters f. compound sentences g. appositives 	Student Handbook: 90-91, 190, 191, 276-277, 497, 513, 520, 577, 582-590
PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	Student Handbook: 126-127, 390, 399-400, 556, 598, 600
PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	Student Handbook: 399-400, 602
PO 5. Use colons to punctuate business letter salutations.	Student Handbook: 276-277, 577, 596
PO 6. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives 	Student Handbook: 604, 606
PO 7. Spell high frequency words correctly.	Student Handbook: 640-650, 652-686
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 642, 644-650
PO 9. Use homonyms correctly in context.	Student Handbook: 315, 652-686
PO 10. Use resources to spell correctly.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 38, 81, 110-111, 116, 169-170, 174-175, 180-181, 204, 234, 237, 243, 265, 296, 298-299, 396-397, 524-525, 540, 572-573

Grade 7 Performance Objectives	Write Source
PO 12. Use the following parts of speech correctly in simple sentences: <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	Student Handbook: 469-498, 702-748
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Student Handbook: 508-509, 728

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 7 Performance Objectives	Write Source
PO 1. Write a narrative that includes: <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. 	Student Handbook: 93-155, 343-350, 351-352, 488-493, 556-557
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	Student Handbook: 126-127, 343-352, 353-359

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

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

Grade 7 Performance Objectives	Write Source
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 388-389, 425, 435-440, 441-448, 574-575
PO 2. Write a summary based on the information gathered that include(s): a. a topic sentence b. supporting details c. relevant information	Student Handbook: 332-333, 377-380, 389-390, 555
PO 3. Write a process essay that includes: a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs	Student Handbook: 161-198, 210-211, 549

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

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

Grade 7 Performance Objectives	Write Source
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 18, 31-32, 55, 150-151, 206-207, 212-213, 334-335, 574-575, 576-577
PO 3. Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature	Student Handbook: 90-91
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 274-275, 276-277, 577
PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 577

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

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

Grade 7 Performance Objectives	Write Source
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate 	Student Handbook: 219-281, 388-391, 395, 399-400

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 7 Performance Objectives	Write Source
PO 1. Write a response to literature that: <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner 	Student Handbook: 283-322, 323-328, 329-341

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 7 Performance Objectives	Write Source
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	Student Handbook: 332-333, 377-380, 389-390, 555
PO 2. Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used 	Student Handbook: 381-410

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correlated to
Arizona Writing Standard Articulated by Grade Level
Grade 8

Strand 1: Writing Process

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

Concept 1: Prewriting

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

Grade 8 Performance Objectives	Write Source
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).	Student Handbook: 7, 8, 13, 35, 73, 78, 95, 101, 102, 104, 138, 155, 159, 165-170, 202, 207, 209, 211, 213, 216, 217, 221, 227-232, 264, 269, 271, 273, 275, 280, 281, 285, 291-294, 326, 331, 333, 335, 346-347, 355-356, 379, 386-388, 392, 412, 544-547
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Student Handbook: 12, 38, 72, 83, 93, 97-98, 135, 155, 157, 161-162, 199, 205, 207, 216, 219, 223-224, 261, 267, 281, 283, 287-288, 323, 329, 343, 353, 546-547
PO 3. Determine the intended audience of a writing piece.	Student Handbook: 71, 97, 161, 219, 223, 261, 283, 287, 323, 343, 353
PO 4. Establish a central idea appropriate to the type of writing.	Student Handbook: 7, 8, 35, 102-103, 166-170, 202, 207, 209, 211, 216, 217, 221, 227-228, 264, 273, 275, 291-292, 323, 326, 331, 333, 346, 379, 386, 392-393, 412
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Student Handbook: 13, 38, 95, 101, 103-106, 108, 138-139, 159, 165-170, 202-203, 221, 227-232, 285, 292-294, 346-347, 355-356, 386-388, 392-393, 412, 548-549
PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	Student Handbook: 431, 545-547

Grade 8 Performance Objectives	Write Source
PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.	Student Handbook: 152-154, 214-216, 278-280, 329, 336-341, 458, 464-467

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 8 Performance Objectives	Write Source
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	Student Handbook: 38, 78-82, 96, 108-112, 138-140, 155, 169-176, 204, 217, 231-238, 265, 281, 296-300, 346-348, 392-398, 530, 540, 544, 548-550
PO 2. Organize writing into a logical sequence that is clear to the audience.	Student Handbook: 34, 37-38, 79-82, 108, 139, 155, 170, 172-174, 204, 217, 231-234, 265, 281, 346, 530, 534-537, 540, 550-551

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

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

Grade 8 Performance Objectives	Write Source
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	Student Handbook: 7, 9, 16-21, 74, 82, 96, 113-124, 141, 155, 160, 177-188, 204, 217, 222, 239-250, 266, 281, 286, 301-312, 328, 348
PO 2. Add details to the draft to more effectively accomplish the purpose.	Student Handbook: 9, 16-17, 82, 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	Student Handbook: 114-117, 124, 141, 155, 160, 178-179, 204, 217, 222, 239-241, 266, 281, 301-303, 312, 328, 348
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Student Handbook: 9, 20, 74, 82, 116-124, 141, 155, 160, 177, 180-188, 204, 217, 222, 239, 242-250, 266, 281, 286, 304-312, 328, 348
PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Student Handbook: 122-123, 248-249, 310-311, 511-517, 518-522

Grade 8 Performance Objectives	Write Source
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Student Handbook: 18-19, 29-32, 44, 45-56, 114-123, 126-127, 128, 130-131, 178-187, 190-191, 192, 194-195, 240-249, 252-253, 254, 256-257, 302-311, 314-315, 316, 318-319, 402, 404, 410, 541
PO 8. Use resources and reference materials to select more precise vocabulary.	Student Handbook: 125, 189, 251, 313, 374-375, 403, 562

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

Grade 8 Performance Objectives	Write Source
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	Student Handbook: 7, 9, 22-23, 74, 82, 96, 125-128, 142, 155, 222, 251-254, 266, 281, 313-316, 349, 380, 403-404, 413
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Student Handbook: 125, 251, 374-375, 403, 562, 579-612, 618-640, 645-651, 652-686
PO 3. Apply proofreading marks to indicate errors in conventions.	Student Handbook: 23, inside back cover
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Student Handbook: 22, 50-51, 126-127, 128, 142, 190-191, 252-253, 254, 314-315, 316, 404

Concept 5: Publishing

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

Grade 8 Performance Objectives	Write Source
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Student Handbook: 9, 24, 58, 129, 193, 255, 349, 411-415, 423-430, 405, 413, 576-577
PO 2. Use margins and spacing to enhance the final product.	Student Handbook: 24, 60, 61-62, 129, 193, 255, 317, 405
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	Student Handbook: 60, 129, 193, 255, 317, 425, 574-575
PO 4. Write legibly.	Student Handbook: 24, 59, 74, 82, 129, 193, 222, 255, 317, 380, 405

Strand 2: Writing Elements

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

Concept 1: Ideas and Content

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

Grade 8 Performance Objectives	Write Source
PO 1. Use clear, focused ideas and details to support the topic.	Student Handbook: 12, 16, 34, 35-36, 72, 77, 82, 98, 103, 114-115, 124, 130-131, 137, 141, 153, 158, 162, 163-164, 166, 178-179, 188, 194-195, 215, 220, 224, 225-226, 228, 240-241, 250, 256-257, 266, 278-279, 284, 288, 289-290, 292, 302-303, 312, 318-319, 328, 338-339, 344-345, 348, 380, 402, 410, 415, 540, 541
PO 2. Provide content and selected details that are well suited to audience and purpose.	Student Handbook: 12, 16, 34, 35-36, 72, 82, 98, 103, 105, 114-115, 130-131, 137, 141, 153, 162, 163-164, 178-179, 194-195, 224, 225-226, 228, 240-241, 256-257, 266, 278-279, 288, 289-290, 292, 302, 318-319, 328, 338-339, 344-345, 348, 357, 380, 402, 415, 540
PO 3. Develop a sufficient explanation or exploration of the topic.	Student Handbook: 34, 36, 82, 106, 114-115, 124, 163-164, 166, 178-179, 188, 194-195, 204, 228, 256-257, 266, 278-279, 302-303, 318-319, 338-339, 380, 402, 541
PO 4. Include ideas and details that show original perspective.	Student Handbook: 12, 16, 34, 36, 98, 105, 228, 264, 402

Concept 2: Organization

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

Grade 8 Performance Objectives	Write Source
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Student Handbook: 38, 75-82, 84-89, 91, 108-112, 140, 144-154, 155, 172-176, 234, 276-277, 296-300, 348-350, 540, 576-577
PO 2. Develop a strong beginning or introduction that draws in the reader.	Student Handbook: 16, 37, 80, 98, 108, 109, 116, 140, 155, 173, 234, 235, 265, 297, 304, 394, 540
PO 3. Place details appropriately to support the main idea.	Student Handbook: 16, 38, 79, 81, 139-140, 174-175, 231, 236-237, 534-537, 550-551
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573

Grade 8 Performance Objectives	Write Source
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Student Handbook: 16, 37-39, 79, 81, 82, 110-111, 139-140, 170, 174-175, 180-181, 231, 236, 242-243, 304-305, 534-537, 540, 550-551
PO 6. Create an ending that provides a sense of resolution or closure.	Student Handbook: 39, 82, 112, 117, 140, 155, 176, 234, 238, 265, 300, 398, 540

Concept 3: Voice

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

Grade 8 Performance Objectives	Write Source
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Student Handbook: 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 182-183, 184-185, 188, 194-195, 204, 220, 224, 246-247, 250, 256-257, 263, 288, 306-307, 308-309, 312, 318-319, 328, 380, 402, 410, 415, 558-559
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	Student Handbook: 12, 34, 98, 121, 141, 230, 232, 244-245, 264, 556-557
PO 3. Use language appropriate for the topic and purpose.	Student Handbook: 12, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 244, 246-247, 250, 256-257, 266, 288, 307, 308-309, 312, 318-319, 328, 357, 360-361, 380, 402, 410, 415
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Student Handbook: 12, 34, 98, 118-119, 130-131, 141, 162, 182-183, 188, 194-195, 204, 224, 237, 244-245, 250, 256-257, 266, 288, 306-307, 312, 318-319, 402, 410, 415

Concept 4: Word Choice

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

Grade 8 Performance Objectives	Write Source
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Student Handbook: 12, 20, 34, 41, 82, 94, 98, 120-121, 124, 130-131, 141, 224, 246-247, 250, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415
PO 2. Use words and phrases that consistently support style and type or writing.	Student Handbook: 34, 41, 82, 98, 120-121, 124, 130-131, 224, 246-247, 256-257, 266, 288, 308-309, 312, 318-319, 328, 348, 357, 380, 402, 410, 415

Grade 8 Performance Objectives	Write Source
PO 3. Use vocabulary that is original, varied, and natural.	Student Handbook: 40-41, 82, 98, 120-121, 124, 141, 246-247, 266, 288, 308-309, 312, 318-319, 328, 357, 380, 415
PO 4. Use literal and figurative language where appropriate to purpose.	Student Handbook: 79, 82, 356, 360, 560

Concept 5: Sentence Fluency

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

Grade 8 Performance Objectives	Write Source
PO 1. Write simple, compound, and complex sentences.	Student Handbook: 123, 224, 248-249, 250, 380, 515-517, 590, 744
PO 2. Create sentences that flow together and sound natural when read aloud.	Student Handbook: 20, 34, 42, 82, 98, 122-123, 124, 130-131, 141, 162, 186-187, 188, 194-195, 204, 248-249, 256-257, 310-311, 318-319, 348, 410, 512-514
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Student Handbook: 20, 43, 82, 98, 122-123, 124, 188, 224, 248-249, 250, 266, 288, 310-311, 312, 328, 348, 380, 402, 511-518, 522, 541, 570
PO 4. Use effective and natural dialogue when appropriate.	Student Handbook: 98, 119, 127, 556, 557, 560

Concept 6: Conventions

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

Grade 8 Performance Objectives	Write Source
<p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives h. dialogue 	<p>Student Handbook: 253, 486, 577, 618-626, 634, 636, 732</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: 90-91, 126, 190, 191, 276-277, 497, 513, 520, 556, 577, 582-590, 600</p>
<p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources 	<p>Student Handbook: 126-127, 390, 399-400, 556, 598, 600</p>
<p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p>	<p>Student Handbook: 399-400, 602</p>
<p>PO 5. Use colons to punctuate business letter salutations.</p>	<p>Student Handbook: 276-277, 577, 596</p>
<p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions b. singular possessives 	<p>Student Handbook: 604, 606</p>
<p>PO 7. Spell high frequency words correctly.</p>	<p>Student Handbook: 640-650, 652-686</p>

Grade 8 Performance Objectives	Write Source
PO 8. Use common spelling patterns/generalizations to spell words correctly.	Student Handbook: 642, 644-650
PO 9. Use homonyms correctly in context.	Student Handbook: 315, 652-686
PO 10. Use resources to spell correctly.	Student Handbook: 116, 174, 181, 242-243, 298, 305, 561, 572-573
PO 11. Use paragraph breaks to indicate an organizational structure.	Student Handbook: 38, 81, 110-111, 116, 169-170, 174-175, 180-181, 204, 234, 237, 243, 265, 296, 298-299, 396-397, 524-525, 540, 572-573
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections	Student Handbook: 469-498, 702-748
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Student Handbook: 508-509, 728

Strand 3: Writing Applications

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

Concept 1: Expressive

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

Grade 8 Performance Objectives	Write Source
PO 1. Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone.	Student Handbook: 93-155, 343-350, 351-352, 488-493, 556-557

Grade 8 Performance Objectives	Write Source
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: <ol style="list-style-type: none"> figurative language rhythm dialogue characterization plot appropriate format 	Student Handbook: 126-127, 343-352, 353-359

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

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

Grade 8 Performance Objectives	Write Source
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Student Handbook: 388-389, 425, 435-440, 441-448, 574-575
PO 2. Write a summary based on the information gathered that include(s): <ol style="list-style-type: none"> a topic sentence supporting details relevant information 	Student Handbook: 332-333, 377-380, 389-390, 555
PO 3. Write a process essay that includes: <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 	Student Handbook: 161-198, 199-204, 208-217, 549

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

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

Grade 8 Performance Objectives	Write Source
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).	Student Handbook: 18, 31-32, 55, 150-151, 206-207, 212-213, 334-335, 574-575, 576-577
PO 3. Write a friendly letter that includes a: <ol style="list-style-type: none"> heading salutation body closing signature 	Student Handbook: 90-91

Grade 8 Performance Objectives	Write Source
PO 4. Write a formal letter that follows a conventional business letter format.	Student Handbook: 274-275, 276-277, 577
PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Student Handbook: 577

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

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

Grade 8 Performance Objectives	Write Source
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate	Student Handbook: 219-281, 388-391, 395, 399-400

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 8 Performance Objectives	Write Source
PO 1. Write a response to literature that: a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner d. provides support adequate to the literary selection (e.g. short poem vs. novel)	Student Handbook: 283-322, 323-328, 329-341

Concept 6: Research

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

Grade 8 Performance Objectives	Write Source
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details	Student Handbook: 332-333, 377-380, 389-390, 555
PO 2. Write an informational report that includes: a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used	Student Handbook: 381-410



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