

**THE NEW GENERATION
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Grades K-8

correlated to

California

Writing Content Standards

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Kindergarten

1.0 Writing Strategies

Students write words and brief sentences that legible.

Standard	Write Source, Kindergarten
<p>Organization and Focus:</p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p>	<p>Writers follow the writing process: SB 20-33; TE 20-43, 171-182</p> <p>Writers use the traits of good writing: SB 35-45; TE 48-57, 183</p> <p>Writers write in journals: SB 46-47; TE 60-61</p> <p>Writers make lists: SB 48-49; TE 62-63, 184-186</p> <p>Writers make signs and labels: SB 50-51; TE 64-65, 187</p> <p>Writers write notes and cards: SB 52-53; TE 66-67, 188-191</p> <p>Writers write captions: SB 54-55; TE 68-69</p> <p>Writers write the news: SB 56-57; TE 70-71</p> <p>Writers write stories: SB 58-59; TE 72-73, 192-194</p>
<p>1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</p>	<p>Alphabet Chart: SB 6-7; TE 4-5, 105, 106</p> <p>Writers use letters to make words: SB 8-9; TE 6-7, 105-106</p> <p>Writers have fun with words: SB 18-19; TE 16-17</p>
<p>1.3 Write by moving from left to right and from top to bottom.</p>	<p>Writers follow the writing process: SB 20-33; TE 20-43</p> <p>Writers use the traits of good writing: SB 35-45; TE 48-57</p> <p>Writers write in journals: SB 46-47; TE 60-61</p> <p>Writers make lists: SB 48-49; TE 62-63</p> <p>Writers make signs and labels: SB 50-51; TE 64-65</p> <p>Writers write notes and cards: SB 52-53; TE 66-67</p> <p>Writers write captions: SB 54-55; TE 68-69</p> <p>Writers write the news: SB 56-57; TE 70-71</p> <p>Writers write stories: SB 58-59; TE 72-73</p>

2.0 Writing and Oral Language Conventions

Students write and speak with a command of standard English conventions.

Standard	Write Source, Kindergarten
Sentence Structure: 1.1 Recognize and use complete, coherent sentences when speaking.	Writers put words together in sentences: SB 10-11; TE 8-9, 107, 113, 164 Writers start sentences with capital letters: SB 12-13; TE 10-11, 108 Writers end sentences with end marks: SB 14-15; TE 12-13, 109 Sentence Fluency: TE 48-49, 100-102
Spelling: 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letters.	Writers use letters to make words: SB 8-9; TE 6-7 Themes: SB 60-81; TE 74A-97, 195-206 My Word Dictionary: SB 82-96 Words we use often: TE 98-99, 207

1.0 Listening and Speaking

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Standard	Write Source, Kindergarten
Comprehension: 1.1 Understand and follow one-and two- step oral directions.	Any lesson meets this objective when the teacher gives directions to the students, but there is no specific lesson which addresses taking directions.
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	Writers put words together in sentences: SB 10-11; TE 8-9, 107, 113, 164 Sentence Fluency: TE 48-49, 100-102

2.0 Speaking Applications (Genres and Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking 1.0.

Standard	Write Source, Kindergarten
Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.1: 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	Writers talk and listen to get ideas: SB 21; TE 22-23 Themes: SB 60-81; TE 74A-97, 195-206
2.2 Recite short poems, rhymes, and songs.	Writers have fun with words: SB 18-19; TE 16-17
2.3 Relate an experience or creative story in a logical sequence.	Writers write stories: SB 58-59; TE 72-73, 192-194

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Grade 1

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider their audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Standard	Write Source, Grade 1
Organization and Focus: 1.2 Select a focus when writing.	Prewrite: SB/TE 16-17, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191, 242-247
1.2 Use descriptive words when writing.	Describing Words: SB 62-63, 65, 68-69, 170-174; SSB 92-93; TE 62-63, 65, 68-69, 170-174342

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 1
Using the writing strategies of grade One outlined in Writing Standard 1.0, students: 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Descriptive Writing: SB 60A-79; SSB 92-93; TE 60A-79, 342 Descriptive Writing Across the Curriculum: SB/TE 80-81 Narrative Writing: SB 82A-101; SSB 94-95; TE 82A-101, 343-344 Narrative Writing Across the Curriculum: SB/TE 102-102 Narrative Writing for Assessment: SB/TE 104-105 Writing Stories: SB 162-169; TE 162-169, 343

Standard	Write Source, Grade 1
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	Expository Writing: SB 106A- 125; SSB 96-97; TE 106A-125, 345 Expository Writing Across the Curriculum: SB/TE 126-127 Expository Writing for Assessment: SB/TE 128-129 Report Writing: SB/TE 178A-199; SSB 98-99

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 1
Sentence Structure: 1.3 Write and speaking complete, coherent sentences.	Writing a Sentence: SB 44-54; SSB 5-22; TE 44-54, 349-357 Kinds of Sentences: SB 54-55, 290; SSB 15-22 TE 54-55, 290, 355-357 Building Sentence Fluency: SB/TE 260-261 Understanding Sentences: SB/TE 288-290
Grammar: 1.4 Identify and correctly use singular and plural nouns.	Singular and Plural Nouns: SB : 223, 292, 374; SSB 71-72; TE 223, 292, 374, 384-385
1.5 Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i>) and singular possessive pronouns.	Contractions: SB 236-237, 274; SSB 31-33; TE 236-237, 274, 380;
Punctuation: 1.4 Distinguish between declarative, exclamatory, and interrogative sentences,	Kinds of Sentences: SB 54-55, 290; SSB 15-22 TE 54-55, 290, 355-357
1.5 Use a period, exclamation point, or question mark at the end of sentences.	Periods: SB 55, 270, 290; SSB 23, 26; TE 55, 270, 290, 358; Exclamation Point: SB 54-55, 271, 290; SSB 25-26; TE 54-55, 271, 290, 357 Question Mark: SB 55, 271, 290; SSB 25-26; TE 55, 271, 290, 359
1.6 Use knowledge of the basic rules of punctuation and capitalization in writing.	Using Punctuation: SB 270-274; SSB 23-34; TE 270-274, 358-360, 386-387 Using Capital Letters: SB 53, 275-277; SSB 35-42; TE 53, 275-277, 288, 368, 388-391
Capitalization: 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	Using Capital Letters: SB 53, 275-277; SSB 35-42; TE 53, 275-277, 288, 368, 388-391

Standard	Write Source, Grade 1
Spelling: 1.8 Spell three-and-four short vowel words and grade-level-appropriate sight words correctly.	Checking Spelling: SB/TE 279-283 Using the Right Word: SB 284-287; SSB 61-65; TE 284-287, 397, 399

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation

Standard	Write Source, Grade 1
Comprehension: 1.1 Listen attentively.	Learning to Listen: SB/TE 204-205
1.2 Ask questions for clarification and understanding.	Learning to Listen: SB/TE 205
1.3 Give, restate, and follow simple two-step directions.	No specific lesson addresses this standard, but any lesson applies when the teacher gives directions.
Organization and Delivery of Oral Communication: 1.4 Stay on topic when speaking.	Speaking to Others: SB/TE 202-203
1.5 Use descriptive words when speaking about people, places, things, and events.	Talk About It: SB 62, 85, 109, 133 Speaking to Others: SB/TE 202-203 Describing Words: SB/TE 62-63, 65, 68-69, 170-174

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English, organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Standard	Write Source, Grade 1
Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0 students: 2.1 Recite poems, rhymes, songs, and stories.	Narrative Writing: SB/TE 82-105 Writing Stories: SB/TE 162-169 Writing Poems: SB/TE 170-177
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>where</i> , <i>why</i> , and <i>how</i> questions.	Writing Stories: SB/TE 162-169
2.3 Relate an important life event or personal experience in a simple sequence.	Descriptive Writing SB/TE 60-81 Narrative Writing: SB/TE 82-105
2.4 Provide descriptions with careful attention to sensory detail.	Descriptive Writing SB/TE 60-81 Writing Poems: SB/TE 170-177 Describing Words: SB/TE 62-63, 65, 68-69, 170-174

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Grade 2

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider their audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Standard	Write Source, Grade 2
Organization and Focus: 1.3 Group related ideas and maintain a consistent focus	Understanding Ideas: SB/TE 19 Understanding Organization: SB/TE 20 Organization: SB/TE 57, 69, 71, 73, 82, 105, 107, 116, 137, 139, 141, 146, 168, 216, 229, 234, 274 Ideas: SB/TE 57, 71, 73, 82, 105, 107, 116, 137, 139, 141, 146, 168, 178, 188, 216, 226, 230-231, 234, 274 Using Graphic Organizers: SB 359-365
Research: 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	Encyclopedias: SB/TE 252 Thesaurus: SB/TE 253 Dictionary: SB/TE 254-255 Periodicals: SB/TE 257
Evaluation and Revision: 1.4 Revise original drafts to improve sequence and provide more descriptive detail,	Revising: SB/TE 6, 11, 29, 57, 69, 82-83, 103 , 116-117, 137, 146-147, 168, 178, 188, 196, 202, 216, 226, 234, 274-275

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 2
Using the writing strategies of grade two outlined in Writing Standard 1.0, students: 2.1 Write brief narratives based on their experiences:	Writing a Narrative Paragraph: SB/TE 64-69 Writing a Narrative Essay: SB/TE 70-87 Narrative Writing Across the Curriculum: SB/TE 90-93 Narrative Writing for Assessment: SB/TE 94-95 Writing Add-on Stories: SB/TE 208-217
<ul style="list-style-type: none"> Move through a logical sequence of events 	Gather Details: SB/TE 67, 75, 91, 93, 94, 212 Create Your first Draft: SB/TE 68 Writing Your Narrative Essay: SB/TE 76-81 Narrative Writing Across the Curriculum: SB/TE 91, 93 Narrative Writing for Assessment: SB/TE 94-95 Writing Add-on Stories: SB/TE 213-217
<ul style="list-style-type: none"> Understand the Parts of a Story: SB/TE 209 	Understand the Parts of a Story: SB/TE 209
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	Writing An E-Mail: SB/TE 60-61 Parts of a Letter: SB/TE 141

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 2
Sentence Structure: 1.6 Distinguish between complete and incomplete sentences.	Writing Complete Sentences: SB/TE 339-342; SSB 95-96 Fixing Sentence Problems: SB/TE 342-344; SSB 95-96 Understanding Sentences: SB/TE 429-436; SSB 97-106
1.7 Recognize and use the correct word order in written sentences.	Writing Complete Sentences: SB/TE 339-342; SSB 95-96 Fixing Sentence Problems: SB/TE 342-344; SSB 95-96 Understanding Sentences: SB/TE 429-436; SSB 97-106
Grammar: 1.8 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	Learning About Nouns: SB/TE 313-329, 438-441; SSB 109-118 Learning About Verbs: SB/TE 326-330, 444-449; SSB 125-132 Giving Speeches: SB/TE 286-291

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Standard	Write Source, Grade 2
Punctuation: 1.9 Use commas in the greeting and closure of a letter and with dates and items in a series.	Use a Comma: SB/TE 386-389; SSB 15-16, 23-26
1.10 Use quotation marks correctly.	Quotation Marks: SB/TE 394-395; SSB 37-38
Capitalization: 1.11 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	Capitalization: SB/TE 398-401; SSB 41-62
Spelling: 1.12 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	Check Your Spelling: SB/TE 409-418 Using the Right Word: SB/TE 419-428; SSB 81-92
1.13 Spell basic short-vowel, long vowel, r-controlled and consonant-blend patterns correctly.	Check Your Spelling: SB/TE 409-418

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation

Standard	Write Source, Grade 2
Comprehension: 1.4 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)	Know Your Purpose: SB/TE 288
Organization and Delivery of Oral Communication: 1.5 Organize presentations to maintain a clear focus	Gather Your Details: SB 289 Plan Your Speech: SB 289 Create Your Speech: SB 290
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report)	Give Your Speech: SB 291
1.7 Recount experiences in a logical sequence 1.8 Retell stories, including characters, setting, and plot 1.9 Report on a topic with supportive facts and details	Choose Your Topic SB 288 Gather Your Details: SB 289 Plan Your Speech: SB 289 Create Your Speech: SB 290



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Grade 3

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider their audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Standard	Write Source, Grade 3
<p>Organization and Focus: 1.1 Create a single paragraph:</p> <ul style="list-style-type: none"> Develop a topic sentence. Include simple supporting details. 	<p>Writing a Paragraph: SB/TE 44-55 Writing a Descriptive Paragraph: SB/TE 65 Writing a Narrative Paragraph: SB/TE 90-95 Writing an Expository Paragraph: SB/TE 136-141 Writing a Persuasive Paragraph: SB/TE 182-187 Writing a Response Paragraph: SB/TE 226-231 Writing a Summary Paragraph: SB/TE 306-309</p> <p>Writing Strong Topic Sentences: SB/TE 46, 63, 93, 139, 185, 421</p> <p>Using Details: SB/TE 48-49 Gathering Details: SB/TE 52, 62, 100-101, 126, 172, 235, 247, 259, 283, 316-317</p>
<p>Research: 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p>	<p>Using a Dictionary: SB/TE 300-301 Using a Thesaurus: SB/TE 302 Using an Encyclopedia: SB/TE 303</p>
<p>Evaluation and Revision: 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>Using a Rubric: SB/TE 26-33 Using a Narrative Rubric: SB/TE 122-123; TE 562, 565 Using an Expository Rubric: SB/TE 168-168; TE 563, 565 Using a Persuasive Rubric: SB/TE 212-213; TE 564, 566</p>

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 3
<p>Using the writing strategies of grade three outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <ul style="list-style-type: none"> • Provide a context within which an action takes place. • Include well-chosen details to develop the plot. • Provide insight into why the selected incident is memorable. 	<p>Writing a Narrative Paragraph: SB/TE 90-95 Writing a Narrative Essay: SB/TE 96-123 Narrative Writing Across the Curriculum: SB/TE 124-129 Narrative Writing for Assessment: SB/TE 130-133 Writing Imaginative Stories: SB/TE 268-279</p> <p>Finding an Idea: SB/TE 92 Select a Topic: SB/TE 100, 126 Narrative Writing for Assessment: SB/TE 94-95, 130-131 Writing Your Narrative Essay: SB/TE 102-107 Narrative Writing Across the Curriculum: SB/TE 127, Choosing a Setting: SB/TE 272</p> <p>Gather Details: SB/TE 62, 70, 126 Understanding Stories: SB/TE 269 Thinking About Your Plot: SB/TE 273</p> <p>Writing Your Narrative Essay: SB/TE 102-107 Narrative Writing Across the Curriculum: SB/TE 127, Narrative Writing for Assessment: SB/TE 94-95, 130-131</p>
<p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of <u>people, places, things, or experiences</u>.</p>	<p>Writing a Descriptive Paragraph: SB/TE 60-65 Writing a Descriptive Essay: SB/TE 66-87</p>
<p>2.3 Write personal and formal letters, thank -you notes, and invitations:</p> <ul style="list-style-type: none"> • Show awareness of the knowledge and interests of the audience and establish a purpose and context. • Include the date, proper salutation, body, closing, and signature. 	<p>Friendly Letter: SB/TE 128-129 Writing a Persuasive Letter: SB/TE 188-212 E-Mail Message: SB/TE 218-219</p> <p>Friendly Letter: SB/TE 128-129 Parts of a Business Letter: SB/TE 190-191 E-Mail Message: SB/TE 218-219</p>

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 3
<p>Sentence Structure:</p> <p>1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking..</p>	<p>Writing Complete Sentences: SB/TE 395-400; SSB 77-88 Declarative and Imperative Sentences: SB/TE 409; SSB 89-90 Kinds of Sentences: SB/TE 409; SSB 91-92</p>
<p>Grammar:</p> <p>1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p> <p>1.3 Identify and use past, present and future verb tenses properly in writing and speaking.</p> <p>1.4 Identify and use subjects and verbs correctly in speaking and writing.</p>	<p>Simple Subjects and Predicates: SB/TE 398, 510-512; SSB 77-78 Subject of a Sentence: SB/TE 396, 510; SSB 79-80 Predicate of a Sentence: SB/TE 397, 512; SSB 81-82 Subject and Predicate Review: SB/TE 396-399, 510, 512; SSB 83-84 Using Pronouns: SB/TE 377-380, 520; SSB 125-132 Articles: SB/TE 387, 530 Selecting Adjectives: SB/TE 387-388, 530; SSB 151-158 Compound Adjectives: SB/TE 530; SSB 156 Giving Speeches: SB/TE 342-347</p> <p>Choosing Verbs: How can I show tense in writing? SB/TE 384-385, 524; SSB 137-142</p> <p>Simple Subjects and Predicates: SB/TE 398, 510-512; SSB 77-78 Subject of a Sentence: SB/TE 396, 510; SSB 79-80 Predicate of a Sentence: SB/TE 397, 512; SSB 81-82 Subject and Predicate Review: SB/TE 396-399, 510, 512; SSB 83-84 Using Pronouns: SB/TE 377-380, 520; SSB 125-132 Articles: SB/TE 387, 530 Selecting Adjectives: SB/TE 387-388, 530; SSB 151-158 Compound Adjectives: SB/TE 530; SSB 156 Giving Speeches: SB/TE 342-347</p>

Standard	Write Source, Grade 3
<p>Punctuation:</p> <p>1.5 Punctuate dates, city and state, and titles of books correctly.</p> <p>1.6 Use commas in dates, locations, and addresses and for items in a series.</p>	<p>Commas... In a Series: SB/TE 450-451; SSB 9-10 Commas...Dates and Addresses: SB/TE 452; SSB 13-14 Underlining and Italics...For Titles: SB/TE 462-463; SSB 33-34 Quotation Marks...To Punctuate Titles: SB/TE 460; SSB 33-34</p> <p>Commas... In a Series: SB/TE 450-451; SSB 9-10 Commas...Dates and Addresses: SB/TE 452; SSB 13-14</p>
<p>Capitalization:</p> <p>1.7 Capitalize geographic names, holidays, historical periods, and special events correctly</p>	<p>Capitalization: SB/TE 470-474; SSB 41-50</p>
<p>Spelling:</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from –y to –ies when forming the plural) and common homophones (e.g., hair-hare).</p> <p>1.9 Arrange words in alphabetic order.</p>	<p>Improving Spelling SB/TE 486-493; SSB 63-66 Using the Right Word: SB/TE 484-509; SSB 67-74</p> <p>Spelling and Alphabetizing: SB/TE 487; SSB 61</p>

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Grade 4

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider their audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Standard	Write Source, Grade 4
<p>Organization and Focus:</p> <p>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length and format requirements.</p> <p>1.2 Create multiple-paragraph compositions:</p> <ul style="list-style-type: none"> • Provide an introductory paragraph • Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • Include supporting paragraphs with simple facts, details and explanations. • Conclude with a paragraph that summarizes the points. <p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and differences, posing and answering a question).</p>	<p>Understanding Organization: SB/TE 25-26 Focus Statement: SB/TE 25, 151, 184, 465 Methods of Organization: SB/TE 56-57, 458 Order of Importance: SB/TE 219</p> <p>Starting Your Essay: SB/TE 72, 99, 155, 211, 263, 350 Topic Sentences: SB/TE 53, 54, 58, 141, 151, 206, 210, 288, 454-455, 460, 465</p> <p>Developing the Middle: SB/TE 73, 100, 156-157, 212-213, 264-265, 351-352 Ending Your Essay: SB/TE 74, 102, 158, 214, 266, 353</p> <p>Understanding Organization: SB/TE 25-26 Methods of Organization: SB/TE 56-57, 458</p>
<p>Research and Technology:</p> <p>1.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).</p>	<p>Avoiding Plagiarism and Citing Sources: SB/TE 352</p> <p>Understanding Parts of a Book: SB/TE 328</p>

Standard	Write Source, Grade 4
<p>Research and Technology:</p> <p>1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p> <p>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p>	<p>Researching on the Internet: SB/TE 323 Using the Library: SB/TE 324-328 Using Reference Materials: SB/TE 329-332</p> <p>Using the Library: SB/TE 324-328 Using Reference Materials: SB/TE 329-332</p>
<p>Evaluation and Revision:</p> <p>1.9 Edit and revise selected drafts to improve the coherence and progression by adding, deleting, consolidating, and rearranging text.</p>	<p>Revising and Editing: SB/TE 74, 267-268, 305, 315 Revising for Ideas: SB/TE 104-105, 160-161, 216-217, 356 Revising for Organization: SB/TE 106-107, 162-163, 218-219, 357 Revising for Voice: SB/TE 108-109, 164-165, 220-221 Revising for Word Choice: SB/TE 110-111, 166-167, 222-223 Revising for Sentence Fluency: SB/TE 112-113, 168-169, 224-225 Editing for Conventions: SB/TE 116-117, 172-173, 228-229</p>

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 4
<p>Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p> <p>2.1 Write Narratives:</p> <ul style="list-style-type: none"> • Relate ideas, observations, or recollections of an event or experience • Provide a context to enable the reader to imagine the world of the event or experience. • Use concrete sensory details. • Provide insight into why the selected incident is memorable. 	<p>Writing a Narrative Paragraph: SB/TE 83-86 Writing a Narrative Essay: SB/TE 87-124 Narrative Writing Across the Curriculum: SB/TE 125-131 Narrative Writing for Assessment: SB/TE 134-137 Writing Stories: SB/TE 299-310</p> <p>Sharing an Experience: SB/TE 87-124</p> <p>Sizing Up Your Topic: SB/TE 93 Putting Events in Order: SB/TE 94 Creating a Plot: SB/TE 303</p> <p>Gathering Sensory Details: SB/TE 95 Creating Your First Draft: SB/TE 304</p> <p>Writing Your Narrative Essay: SB/TE 98-102 Narrative Writing for Assessment: SB/TE 134-135</p>

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Standard	Write Source, Grade 4
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the literary work. • Support judgments through references to both text and prior knowledge. 	<p>Response Paragraph: SB/TE 253-256 Writing a Book Review: SB/TE 257-297 Responding to a Biography: SB/TE 274-279 Responding to a Poem: SB/TE 280-285 Responding to a Nonfiction Article: SB/TE 286-291 Responding to a Tall Tale: SB/TE 292-297</p> <p>Prewriting: Selecting a Topic, Gathering and Organizing Details, Identifying Character Traits: SB/TE 260-262 Planning Your Response: SB/TE 275, 281 Gathering Details: SB/TE 293 Planning Your Response: SB/TE 294</p> <p>Writing Your Book Review: SB/TE 263-266 Developing Your Response to a Biography: SB/TE 276 Developing Your Response to a Poem: SB/TE 282 Developing Your Response to a Tall Tale: SB/TE 294</p>
<p>2.3 Write information reports:</p> <ul style="list-style-type: none"> • Frame a central question about an issue or situation. • Include facts and details for focus. • Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources) 	<p>Expository Paragraph: SB/TE 139-142 Explaining a Career: SB/TE 143-179 Research Writing: SB/TE 321-361</p> <p>Selecting a Topic: SB/TE 148, 342 Writing a Focus Statement: SB/TE 151 Writing Your Thesis Statement: SB/TE 347</p> <p>Finding Details: SB/TE 149 Sizing Up Your Topic: SB/TE 342-343 Use a Gathering Grid: SB/TE 344 Writing: Explaining a Career: SB/TE 154-158 Writing: Research Report: SB/TE 350-354</p> <p>Gathering Information: SB/TE 322 Researching on the Internet: SB/TE 323 Using the Library: SB/TE 324-328 Using Reference Materials: SB/TE 329-332</p>
<p>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>Responding to a Nonfiction Article: SB/TE 286-288 Writing for Assessment: SB/TE 290-291 Writing a Summary Paragraph: SB/TE 333-336</p>

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 4
<p>Sentence Structure:</p> <p>1.1 Use simple and compound sentences in writing and speaking.</p> <p>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p>	<p>Use Effective Simple Sentences: SB/TE 442; SSB 117-118 Write Compound Sentences: SB/TE 443; SSB 119-122</p> <p>Describing with Adjectives: How can I improve my writing with adjectives? SB/TE 425 Describing with Adverbs: How can I improve my writing with adverbs? SB/TE 427 Combine Short Sentences: Use Key Words and Phrases: SB/TE 445-447; SSB 105-106, 107-108 Expand Sentences with Prepositional Phrases: SB/TE 448; SSB 12-128 Appositive Phrases: SB/TE 566.5; SSB 107-108</p>
<p>Grammar:</p> <p>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p>	<p>Choosing Verbs: SB/TE 416-422, 586.4, 588; SSB 159-166 Describing with Adverbs: SB/TE 426-427, 594-597; SSB 171-174 Connecting with Prepositions: SB/TE 428, 598-599; SSB 175-176 Giving Speeches: SB/TE 373-378</p>
<p>Punctuation:</p> <p>1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and contractions.</p> <p>1.5 Use underlining, quotations marks, or italics to identify titles of documents.</p>	<p>Commas...In Direct Quotations: SB/TE 482.2; SSB 12 Apostrophes: SB/TE 492; SSB 19-22 Parentheses: SB/TE 504.4; SSB 36</p> <p>Quotation Marks...To Punctuate Titles: SB/TE 494.3; SSB 33-34 Italics and Underlining: SB/TE 502; SSB 32</p>
<p>Capitalization:</p> <p>1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p>	<p>Capitalization: SB/TE 508-515; SSB 43-46</p>
<p>Spelling:</p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>	<p>Improving Spelling SB/TE 528-535; SSB 55-56, 59-62 Learn About Word Parts: SB/TE 468-469; SSB 57-58</p>

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Grade 5

1.0 Writing Strategies

Students write clear, coherent and focused essays. The writing exhibits students awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Standard	Write Source, Grade 5
<p>Organization and Focus:</p> <p>1.1 Create multiple-paragraph narrative compositions:</p> <ul style="list-style-type: none"> • Establish and develop a situation or plot. • Describe the setting. • Present an ending 	<p>Sharing a Personal Success: SB/TE 87-124 Sharing a Moment in History: SB/TE 126-130 Sharing a Personal Experience: SB/TE 130-132 Writing Stories: SB/TE 299-310</p> <p>Selecting a Topic: SB/TE 92, 127, 302 Finding the Basics: SB/TE 93 Collecting Sensory Details: SB/TE 95, 127 Writing Your Personal Narrative: SB/TE 99-102 Creating Your First Draft: SB/TE 129, 304 Bringing Your Story to Life: SB/TE 128 Creating a Plot: SB/TE 303</p> <p>Setting: SB/TE 310</p> <p>Ending Your Personal Narrative: SB/TE 102</p>
<p>1.2 Create multiple-paragraph expository compositions.</p> <ul style="list-style-type: none"> • Establish a topic, important ideas, or events in sequence or chronological order. • Provide details and transitional expressions that link one paragraph o another in a clear line of thought. • Offer a concluding paragraph that summarizes important ideas and details. 	<p>Explaining How Something Works: SB/TE 143-180 Writing a Comparison-Contrast Essay: SB/TE 182-185</p> <p>Selecting a Topic: SB/TE 148, 183 Gathering Details: SB/TE 148-150, 183 Writing Your Focus Statement: SB/TE 151, 184 Organizing Your Ideas: SB/TE 152, 194</p> <p>Transitions: SB/TE 56, 57, 156, 207, 212, 219, 465, 472-473 Writing Your Expository Essay: SB/TE 154-158 Connecting Your Sentences: SB/TE 156 Writing Your Comparison-Contrast Essay: SB/TE 185</p> <p>Ending Your Expository Essay: SB/TE 158</p>

Standard	Write Source, Grade 5
<p>Research and Technology:</p> <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell check).</p> <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p>	<p>Understanding the Parts of Books: SB/TE 328 Using Encyclopedias: SB/TE329 Checking a Dictionary: SB/TE 330-331</p> <p>Designing Your Writing: SB/TE 44-46</p> <p>Using a Thesaurus: SB/TE 332</p>
<p>Evaluation and Revision:</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>	<p>Revising and Editing: SB/TE 14, 74, 267-268, 305, 315, 359 Revising for Ideas: SB/TE 104-105, 160-161, 216-217, 356 Revising for Organization: SB/TE 106-107, 162-163, 218-219, 357 Revising for Voice: SB/TE 108-109, 164-165, 220-221 Revising for Word Choice: SB/TE 110-111, 166-167, 222-223 Revising for Sentence Fluency: SB/TE 112-113, 168-169, 224-225 Editing for Conventions: SB/TE 116-117, 172-173, 228-229</p>

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 5
<p>Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <ul style="list-style-type: none"> • Establish a plot, point of view, and conflict. • Show, rather than tell, the events of the story. 	<p>Sharing a Personal Success: SB/TE 87-124 Sharing a Moment in History: SB/TE 126-130 Sharing a Personal Experience: SB/TE 130-132 Writing Stories: SB/TE 299-310</p> <p>Creating a Plot: SB/TE 303 Point of View: SB/TE 270, 310 Conflict: SB/TE 309</p> <p>Understanding Voice: SB/TE 27, 462 Understanding Word Choice: SB/TE 28 Use Some Writing Techniques: SB/TE 464</p>

Standard	Write Source, Grade 5
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support judgments through references to the text and to prior knowledge. • Develop interpretations that exhibit careful reading and understanding. 	<p>Response Paragraph: SB/TE 253-256 Writing a Book Review: SB/TE 257-272 Responding to a Quotation: SB/TE 274-277 Responding to a Poem: SB/TE 280-283 Responding to a Nonfiction Article: SB/TE 286-289 Responding to an Anecdote: SB/TE 292-295</p> <p>Selecting a Topic: SB/TE 260 Gathering and Organizing Details: SB/TE 261, 293 Thinking About the Theme: SB/TE 262 Planning Your Response: SB/TE 275, 281, 287</p> <p>Writing Your Book Review: SB/TE 263-266 Developing Your Response: SB/TE 276, 282, 288, 294</p> <p>Writing Your Book Review: SB/TE 263-266 Developing Your Response: SB/TE 276, 282, 288, 294</p>
<p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> • Frame questions that direct the investigation. • Establish a controlling idea or topic. • Develop the topic with simple facts, details, examples, and explanations. 	<p>Writing a Summary Paragraph: SB/TE 333-336 Writing a Research Report: SB/TE 337-362</p> <p>Selecting a Topic: SB/TE 342 Sizing Up Your Topic: SB/TE 343 Using a Gathering Grid: SB/TE 334</p> <p>Writing Your Thesis Statement: SB/TE 347</p> <p>Organizing Ideas: SB/TE 347 Making an Outline: SB/TE 348 Writing Your Research Report: SB/TE 350-354</p>
<p>2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> • State a clear position in support of a proposal. • Support a position with relevant evidence • Follow a simple organizational pattern. • Address reader concerns. 	<p>Persuasive Paragraph: SB/TE 195-198 Expressing an Opinion: SB/TE 188-236 Writing an Editorial: SB/TE 238-241 Drafting a Persuasive Letter: SB/TE 244-247</p> <p>Selecting a Topic: SB/TE 197, 204 Gathering Reasons: SB/TE 197, 205 Writing an Opinion Statement: SB/TE 207 Writing Topic Sentences: SB/TE 207</p> <p>Selecting Main Reasons: SB/TE 205 Researching the Topic: SB/TE 240</p> <p>Understanding Order of Importance: SB/TE 206 Organizing Your Ideas: SB/TE 208</p> <p>Writing Your Persuasive Essay: SB/TE 211-214 Writing an Editorial: SB/TE 241 Drafting a Persuasive Letter: SB/TE 245-247</p>

SB = Student Book

TE = Teacher's Edition

SSB = Student SkillsBook

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 5
<p>Sentence Structure: 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p>	<p>Transitions: SB/TE 56, 57, 156, 207, 212, 219, 465, 472-473 Connecting with Prepositions: SB/TE 428, 430, 598-599; SSB 173-176 Conjunctions: SB/TE 429-430; SSB 177-182 Independent Clauses: SB/TE 444, 482.3, 500.1, 564.2; SSB 115-118 Dependent Clauses: SB/TE 444, 564.3; SSB 81, 115-118</p>
<p>Grammar: 1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set/ rise/raise), modifiers, and pronouns.</p>	<p>Using Pronouns: SB/TE 412-415, 576-581; SSB 139-150 Choosing Verbs: SB/TE 416-422, 582-589; SSB 151-162 Describing with Adjectives: SB/TE 423-425, 590-593; SSB 163-168 Describing with Adverbs: SB/TE 426-427, 594-597; SSB 169-172</p>
<p>Punctuation: 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p>	<p>Quotation Marks: SB/TE 494-495; SSB 25-28 Colons: SB/TE 498-499; SSB 31-32</p>
<p>Capitalization: 1.4 Use correct capitalization.</p>	<p>Capitalization: SB/TE 508-514; SSB 45-48</p>
<p>Spelling: 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p>	<p>Contractions: SB/TE 439, 490.1; SSB 21-22 Learn About Word Parts: SB/TE 468-469</p>

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Grade 6

1.0 Writing Strategies

Students write clear, coherent and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Standard	Write Source, Grade 6
<p>Organization and Focus:</p> <p>1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> • Engage the interest of the reader and state a clear purpose. • Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. • Conclude with a detailed summary linked to the purpose of the composition. 	<p>Each genre of writing includes Writing Guidelines where the “purpose” for the writing is stated. SB/TE 71, 75, 93, 97, 157, 161, 219, 223, 283, 287, 343 Purpose: SB/TE 561</p> <p>Explaining a Process: SB/TE 161-193 Writing as Classification Essay: SB/TE 199-204 Writing an Explanation: SB/TE 210-211</p> <p>Sizing Up Your Topic: SB/TE 167 Writing a Focus Statement: SB/TE 168 Selecting a Topic: SB/TE 202</p> <p>Gathering and Sorting Details: SB/TE 168, 202 Organizing Your Ideas: SB/TE 170, 203 Writing Your Expository Essay: SB/TE 172-176, 204 Writing Your Classification Essay: SB/TE 204 Writing Your Explanation Essay: SB/TE 209 Using Nouns: SB/TE 470-473 Choosing Verbs: SB/TE 480-485 Describing with Adjectives: SB/TE 486-489 Enriching Your Writing Voice: SB/TE 555-557</p> <p>Ending Your Essay: SB/TE 176, 204</p>

Standard	Write Source, Grade 6
<p>Organization and Focus:</p> <p>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast, organization by categories; and arrangement by spatial order, order of importance, or climatic order.</p>	<p>Understanding Organization: SB/TE 37-39 Methods of Organization: SB/TE 13, 38, 139, 170, 534-537 Order of Importance: SB/TE 231, 536 Organization by Comparison: SB/TE 448, 537, 549, 551 Cause and Effect Organization: SB/TE 548 Use of Patterns of Organization: SB/TE 551</p>
<p>Research and Technology:</p> <p>1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p>	<p>Searching the Internet: SB/TE 366 Searching a Computer Catalog: SB/TE 368</p> <p>Publishing Your Writing: SB/TE 57-64 Sharing Your Report: SB/TE 405-409</p>
<p>Evaluation and Revision:</p> <p>1.6 Revise writing to improve the organizational and consistency of ideas within and between paragraphs.</p>	<p>Understanding Ideas: SB/TE 35-36 Understanding Organization: SB/TE 37-39 Revising for Ideas: SB/TE 114-115, 178-179, 240-241, 302-303 Revising for Organization: SB/TE 116-117, 180-181, 242-243, 304-305 Create Unity in Your Writing: SB/TE 538 Use an Essay Plan: SB/TE 540 Develop Coherence from Start to Finish: SB/TE 539</p>

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 6
<p>Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <ul style="list-style-type: none"> • Establish and develop a plot, and setting and present a point of view that is appropriate to the stories.. • Include sensory details and concrete language to develop plot and character. • Use a range of narrative devices (e.g., dialogue, suspense). 	<p>Writing a Narrative Paragraph: SB/TE 93-96 Sharing an Experience: SB/TE 97-129 Writing a Biographical Narrative: SB/TE 135-142 Writing an Anecdote: SB/TE 148-149 Writing Stories: SB/TE 343-349</p> <p>Sizing Up Your Idea: SB/TE 103 Selecting a Topic: SB/TE 346 Creating a Plot: SB/TE 347 Point of View: SB/TE 352, 561</p> <p>Gathering Details About People: SB/TE 103 Gathering Sensory Details: SB/TE 105, 347 Reviewing Your Details: SB/TE 106 Gathering and Organizing Details: SB/TE 138-139</p> <p>Dialogue in Narrative: SB/TE 119 Dialogue: SB/TE 351, 556, 557, 560</p>
<p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution:</p>	<p>Writing a Descriptive Paragraph: SB/TE 71-74 Describing an Event: SB/TE 75-82 Descriptive Writing Across the Curriculum: SB/TE 83-89 Writing an Expository Paragraph: SB/TE 157-160 Explaining a Process: SB/TE 157-160 Writing a Classification Essay: SB/TE 199-204 Expository Writing Across the Curriculum: SB/TE 205-213 Expository Writing for Assessment: SB/TE 214-217</p>

Standard	Write Source, Grade 6
<p>2.2 Write expository compositions (cont.):</p> <ul style="list-style-type: none"> • State the thesis or purpose. • Explain the situation. • Follow an organizational pattern appropriate to the type of composition. 	<p>Purpose: SB/TE 71, 75, 157, 161 Starting Your Descriptive Essay: SB/TE 80 Writing Your Topic Sentence: SB/TE 159 Writing a Focus Statement: SB/TE 168 Creating Your First Draft: SB/TE 204</p> <p>Writing Explaining a Process: SB/TE 172-176 Writing a Classification Essay: SB/TE 204 Writing Explaining a Concept: SB/TE 208-209 Writing an Explanation: SB/TE 210-211 Drafting Directions: SB/TE 212-213</p> <p>Writing Explaining a Process: SB/TE 172-176 Writing a Classification Essay: SB/TE 204 Writing Explaining a Concept: SB/TE 208-209 Writing an Explanation: SB/TE 210-211 Drafting Directions: SB/TE 212-213 Methods of Organization: SB/TE 534-537</p>
<p>2.3 Write research reports:</p> <ul style="list-style-type: none"> • Pose relevant questions with a scope narrow enough to be thoroughly covered. • Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). • Include a bibliography: 	<p>Research Writing: SB/TE 381-410</p> <p>Selecting a Topic: SB/TE 386 Sizing Up Your Topic: SB/TE 387 Writing Your Thesis Statement: SB/TE 392</p> <p>Primary vs Secondary Sources: SB/TE 364 Types of Primary Sources: SB/TE 365 Using the Internet: SB/TE 366 Using the Library: SB/TE 367-371 Using Reference Materials: SB/TE 372-375 Evaluating Sources: SB/TE 376 Using a Gathering Grid: SB/TE 388 Creating Note Cards: SB/TE 389 Keeping Track of Your Sources: SB/TE 391</p> <p>Creating Your Works-Cited Page: SB/TE 399-400 Model Works Cited: SB/TE 409</p>

Standard	Write Source, Grade 6
<p>2.4 Write responses to literature:</p> <ul style="list-style-type: none"> • Develop an interpretation exhibiting careful reading, understanding, and insight. • Organize the interpretation around several clear ideas, premises, or images. • Develop and justify the interpretation through sustained use of examples and textual evidence. 	<p>Writing a Response Paragraph: SB/TE 283-286 Writing a Book Review: SB/TE 287-322 Writing a Fictionalized Journal Entry: SB/TE 323-328 Response Writing Across the Curriculum: SB/TE 329-335 Response Writing for Assessment: SB/TE 336-341</p> <p>Focusing on an Important Event: SB/TE 285 Gathering Details: SB/TE 293 Writing a Focus Statement: SB/TE 294</p> <p>Writing Your First Draft: SB/TE 286 Planning the Middle of Your Essay: SB/TE 294 Getting the Big Picture: SB/TE 296 Selecting a Character: SB/TE 326</p> <p>Writing a Book Review: SB/TE 297-300 Creating Your Fictionalized Journal Entry: SB/TE 327</p>
<p>2.5 Write persuasive compositions:</p> <ul style="list-style-type: none"> • State a clear position on a proposition or proposal. • Support the position with organized and relevant evidence. • Anticipate and address reader concerns and counterarguments. 	<p>Writing a Persuasive Paragraph: SB/TE 219-222 Promoting a Cause: SB/TE 223-260 Writing a Pet-Peeve Essay: SB/TE 261-266 Persuasive Writing Across the Curriculum: SB/TE 267-277 Persuasive Writing for Assessment: SB/TE 278-280</p> <p>Selecting a Topic: SB/TE 221 Writing an Opinion Statement: SB/TE 230 Understanding Opinion and Facts: SB/TE 230</p> <p>Gathering Reasons: SB/TE 221 Gathering Ideas and Information: SB/TE 229 Making a Plan: SB/TE 231 Organizing Your Ideas: SB/TE 232 Organizing Your Pet Peeve: SB/TE 265</p> <p>Writing Your Persuasive Essay: SB/TE 234-238</p>

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 6
<p>Sentence Structure:</p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>	<p>Understanding Sentence Fluency: SB/TE 42-43 Types of Sentences: SSB 101-102 Sentence Variety Review: SSB 117-120 Coordinating Conjunctions in Compound Sentences: SB/TE 123, 248-249, 496, 516, 590.2, 744. Subordinating Conjunctions: SB/TE 190, 496, 498, 553, 744, 746.1 Coordinating Conjunctions: SB/TE 496, 497, 590.2, 744.1 Writing Complete Sentences: SB/TE 500-510 Adding Variety to Your Sentences: SB/TE 511-522; SSB 111-116 Parts of a Sentence: SB/TE 698-701 Conjunctions: SB/TE 744-746; SSB 175-179</p>
<p>Grammar:</p> <p>1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect tense; ensure that verbs agree with compound subjects.</p>	<p>Using Pronouns: SB/TE 474-479 Make Subjects and Verbs Agree: SB/TE 508-509, 728-729; SSB 63-68 Indefinite Pronouns: SB/TE 710-711; SSB 135-136 Tenses of Verbs: SB/TE 720-724; SSB 147-156</p>
<p>Punctuation:</p> <p>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p>	<p>Commas...In Compound Sentences: SB/TE 590; SSB 15-6 Semicolons: SB/TE 594-595; SSB 21-22 Colons: SB/TE 596-597; SSB 21-22</p>
<p>Capitalization:</p> <p>1.4 Use correct capitalization.</p>	<p>Capitalization: SB/TE 620-628; SSB 41-46</p>
<p>Spelling:</p> <p>1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>	<p>Improving Your Spelling: SB/TE 642-651; SSB 51-52 Using the Right Word: SB/TE 652-689; SSB 53-60</p>

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Grade 7

1.0 Writing Strategies

Students write clear, coherent and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Standard	Write Source, Grade 7
<p>Organization and Focus:</p> <p>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p>	<p>Understanding Organization: SB/TE 38-39 Transitions: SB/TE 39, 116, 117, 298, 304, 561, 572-573 Methods of Organization: SB/TE 170, 203, 534-537, 571 Graphic Organizers: SB/TE 548-549; TE 801-805 Improving Organization: SB/TE 550-554</p>
<p>1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p>Understanding Ideas: SB/TE 35-36 Gathering Details: SB/TE 8, 13, 37, 73, 78, 95, 103, 105, 139, 167, 202, 229, 230, 285, 293, 303, 327, 347, 355, 390 Sensory Details: SB/TE 36, 114, 115, 488, 531, 549, 557, 559 Anecdote: SB/TE 554, 558</p>
<p>1.3. Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.</p>	<p>Organized Lists: SB/TE 170, 203, 232 Summary Paragraph: SB/TE 305, 332-333, 377-380, 555 Creating Note Cards: SB/TE 391-392 Sentence Outline: SB/TE 395, 550 Taking Notes: SB/TE 441-448</p>

Standard	Write Source, Grade 7
<p>Research and Technology:</p> <p>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p> <p>1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p>1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>	<p>Selecting a Topic: SB/TE 388 Sizing Up Your Topic: SB/TE 389 Gathering Details: SB/TE 390 Creating Note Cards: SB/TE 391 Writing Your Thesis Statement: SB/TE 394</p> <p>Avoiding Plagiarism: SB/TE 392 Keeping Track of Your Sources: SB/TE 393 Creating Your Works Cited Page: SB/TE 403-404</p> <p>Publishing Your Writing: SB/TE 57-64 Designing and Sharing Your Essay: SB/TE 409-410</p>
<p>Evaluation and Revision:</p> <p>1.7 Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	<p>Understanding the Traits of Writing: SB/TE 33-44 Revising for Ideas: SB/TE 114-115, 178-179, 240-241, 302-303 Revising for Organization: SB/TE 116-117, 180-181, 242-243, 304-305 Understanding Voice: SB/TE 118-119, 182-183, 244-245, 306-307 Understanding Word Choice: SB/TE 120-121, 184-185, 246-247, 308-309 Understanding Sentence Fluency: SB/TE 122-123, 186-187, 248-249, 310-311</p>

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 7
<p>Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:</p> <p>2.1 Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> • Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. • Develop complex major and minor characters and a definite setting. • Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions). 	<p>Writing a Narrative Paragraph: SB/TE 93-96 Sharing an Experience: SB/TE 97-129 Writing a Phase Biography: SB/TE 135-142 Narrative Writing Across the Curriculum: SB/TE 143-151 Writing Stories: SB/TE 343-349</p> <p>Creating a Conflict: SB/TE 346 Plot (story) Line: SB/TE 347, 351 Point of View: SB/TE 352, 561</p> <p>Character: SB/TE 285, 351 Setting the Scene and Gathering Details: SB/TE 347</p> <p>Dialogue in Narrative Writing: SB/TE 106, 119, 126 Dialogue: SB/TE 348, 351, 556, 560 Story Patterns: SB/TE 350 Elements of Fiction: SB/TE 351-352</p>
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> • Develop interpretations exhibiting careful reading, understanding, and insight. • Organize interpretations around several clear ideas, premises, or images from the literary work. • Justify interpretations through sustained use of examples and textual evidence. 	<p>Response Paragraph: SB/TE 283-286 Interpreting a Story: SB/TE 287-322 Poetry Review: SB/TE 323-328 Response to Literature Across the Curriculum: SB/TE 329-335 Response to Literature for Assessment: SB/TE 336-341</p> <p>Selecting a Topic: SB/TE 292 Gathering Details: SB/TE 293, 327 Writing a Focus Statement: SB/TE 284 Planning the Middle of Your Essay: SB/TE 294 Creating Your First Draft: SB/TE 327</p> <p>Writing Your Interpretation: SB/TE 297-300 Writing Your Poetry Review: SB/TE 324, 327</p> <p>Writing Your Interpretation: SB/TE 297-300 Writing Your Poetry Review: SB/TE 324, 327</p>

Standard	Write Source, Grade 7
<p>2.3 Write research reports:</p> <ul style="list-style-type: none"> • Pose relevant and tightly drawn questions about the topic. • Convey clear and accurate perspectives on the subject. • Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader’s Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries). • Document reference sources by using footnotes and a bibliography: 	<p>Research Writing: SB/TE 381-410</p> <p>Selecting a Topic: SB/TE 388 Sizing Up Your Topic: SB/TE 389 Gathering Details: SB/TE 390 Writing Your Thesis Statement: SB/TE 392</p> <p>Writing Your Thesis statement: SB/TE 394 Outlining Your Ideas: SB/TE 395 Writing Your Research Report: SB/TE 398-402</p> <p>Using the Internet: SB/TE 365-366 Using the Library: SB/TE 367-371 Using Reference Materials: SB/TE 372-375</p> <p>Citing Sources in Your Report: SB/TE 397 Creating Your Works Cited Page: SB/TE 403</p>
<p>2.4 Write persuasive compositions:</p> <ul style="list-style-type: none"> • State a clear position or perspective in support of a proposition or proposal. • Describe the points in support of the proposition, employing well-articulated evidence. • Anticipate and address reader concerns and counterarguments. 	<p>Writing a Persuasive Paragraph: SB/TE 219-222 Proposing a Solution: SB/TE 223-260 Creating an Editorial: SB/TE 261-266 Persuasive Writing Across the Curriculum: SB/TE 267-277 Persuasive Writing for Assessment: SB/TE 278-281</p> <p>Defining the Problem and Solution: SB/TE 221 Selecting a Topic: SB/TE 221 Selecting a Problem: SB/TE 228 Proposing a Solution: SB/TE 230</p> <p>Gathering Details About the Problem: SB/TE 229 Gathering Details About the Solution: SB/TE 230 Avoid Fuzzy Thinking: SB/TE 231 Planning Your Essay: SB/TE 232 Supporting Your Opinion: SB/TE 264 Refining Your Opinion Statement: SB/TE 265</p> <p>Writing Your Persuasive Essay: SB/TE 234-254 Writing Your Editorial: SB/TE 265-266</p>

Standard	Write Source, Grade 7
<p>2.5 Write summaries of reading materials:</p> <ul style="list-style-type: none"> • Include the main ideas and most significant details. • Use the student’s own words, except for quotations. • Reflect underlying meaning, not just the superficial details. 	<p>Summary Paragraphs: SB/TE 305, 332-333, 377-380, 440</p> <p>Finding the Main Idea: SB/TE 379</p> <p>Summarizing a Science Article: SB/TE 332-333 Summary Paragraph: SB/TE 377-380</p> <p>Summarizing a Science Article: SB/TE 332-333 Summary Paragraph: SB/TE 377-380</p>

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 7
<p>Sentence Structure:</p> <p>1.1 Place modifiers properly and use the active voice.</p>	<p>Misplaced Modifiers: SSB 91-92 Active Voice: SB/TE 482, 726.1 Simple Verb Tenses: SSB 153-154 Irregular Verbs: SSB 155-156 Perfect Tenses: SSB 157-158 Describing with Adjectives: SB/TE 486-489 Describing with Adverbs: SB/TE 490-493 Verbs: Active and Passive Voice: SB/TE 726-727 Adjectives: 732-735; SSB 163-170 Adverbs: 736-739; SSB 171-174</p>
<p>Grammar:</p> <p>1.4 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>1.3 Identify all parts of speech and types and structures of sentences.</p> <p>1.4 Demonstrate the mechanics of writing (e.g., quotations marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p>	<p>Pronouns: Make Your Reference Clear: SB/TE 479 Form Verbals: SB/TE 485 Verbals: SB/TE 730-731; SSB 161-162 Pronouns/Antecedents: SB/TE 706; SSB 137-138, 147-148</p> <p>Working with Words: SB/TE 470-498 Building Effective Sentences: SB/TE 500-522 Understanding Sentences: SB/TE 690-701; SSB 69-79, 80-100, 101-128 Using the Parts of Speech: SB/TE 702-749; SSB 129-186</p> <p>Commas: SB/TE 582-593; SSB 15-16, 23-24 Quotation Marks: SB/TE 598-601; SSB 33-34</p>

Standard	Write Source, Grade 7
<p>Punctuation: 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p>	<p>Hyphens: SB/TE 608-611; SSB 41-42 Dashes: SB/TE 612-613; SSB 43-44 Semicolons: SB/TE 594-595; SSB 29-30</p>
<p>Capitalization: 1.6 Use correct capitalization.</p>	<p>Capitalization: SB/TE 618-629; SSB 49-52, 55-58</p>
<p>Spelling: 1.7 Spell derivatives correctly by applying the spelling of bases and affixes.</p>	<p>Improving Your Spelling: SB/TE 642-651; SSB 59-60 Learn About Prefixes: SB/TE 564-565 Study Suffixes: SB/TE 566 Understand Roots: SB/TE 567-569</p>

NEW GENERATION WRITE SOURCE © 2006 CORRELATED TO CALIFORNIA WRITING CONTENT STANDARDS

Grade 8

1.0 Writing Strategies

Students write clear, coherent and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Standard	Write Source, Grade 8
<p>Organization and Focus:</p> <p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3. Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p>	<p>Focus Statement: SB/TE 36, 39, 167, 203, 294, 302, 304, 560 Middle Paragraphs: SB/TE 81, 110-111, 174-175, 236-237, 242, 294, 298-299, 398-401 Ending Paragraphs: SB/TE 82, 112, 140, 176, 238, 300, 305, 402 Topic Sentence: SB/TE 159, 169, 231, 294, 304, 525, 552-553 Thesis statement: SB/TE 393, 394, 397 Use an Essay Plan: SB/TE 540</p> <p>Transitions: SB/TE 38, 42, 109, 236, 299, 539, 561, 572-573; SSB 73 Parallelism: SB/TE 512, 522, 559 Learn Writing Techniques: SB/TE 558-550</p> <p>Quotations: SB/TE 303, 391, 553 Interviewing: SB/TE 364 Paraphrasing: SB/TE 380-391 Analogy: SB/TE 558</p>
<p>Research and Technology:</p> <p>1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>1.5 Achieve an effective balance between researched information and original ideas.</p>	<p>Using the Internet: SB/TE 365 Using the Library: SB/TE 366-369 Using Reference Materials: SB/TE 370-374</p> <p>Using the Internet: SB/TE 365 Using the Library: SB/TE 366-369 Using Reference Materials: SB/TE 370-374</p>

Standard	Write Source, Grade 8
Evaluation and Revision: 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Revising: SB/TE 7, 9, 16-21, 50-51, 74, 82, 96, 141, 160, 204, 222, 286, 328, 349, 378, 405-406 Understanding the Traits of Writing: SB/TE 33-44 Revising for Ideas: SB/TE 114-115, 178-179, 240-241, 302-303 Revising for Organization: SB/TE 116-117, 180-181, 242-243, 304-305 Understanding Voice: SB/TE 118-119, 182-183, 244-245, 306-307 Understanding Word Choice: SB/TE 120-121, 184-185, 246-247, 308-309 Understanding Sentence Fluency: SB/TE 122-123, 186-187, 248-249, 310-311

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Standard	Write Source, Grade 8
Using the writing strategies of grade eight outlined in Writing Standard 1.0, students: 2.1 Write biographies, autobiographies, short stories, or narratives: <ul style="list-style-type: none"> • Relate a clear, coherent incident, event, or situation by using well-chosen details • Reveal the significance of, or the writer’s attitude about, the subject. • Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	Writing a Narrative Paragraph: SB/TE 93-96 Writing a Phase Autobiography: SB/TE 97-142 Writing a Biographical Narrative: SB/TE 135-142 Writing Stories: SB/TE 343-352 Gathering Details: SB/TE 105, 138 Finding a Character: SB/TE 346 Selecting a Conflict: SB/TE 346 Changing a Main Character: SB/TE 347 Organizing Details: SB/TE 139 Writing Your Phase Autobiography: SB/TE 109-112 Writing Your Biographical Narrative: SB/TE 140 Understanding Tone and Connotation: SB/TE 106 Using Dialogue: SB/TE 348, 351, 556, 557, 560 Story Patterns: SB/TE 350 Action in a Story: SB/TE 351 Learn Some Writing Techniques: SB/TE 558-559

Standard	Write Source, Grade 8
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> • Exhibit careful reading and insight in their interpretations. • Connect the student’s own responses to the writer’s techniques and to specific textual references. • Draw supported inferences about the effects of a literary work on its audience. • Support judgments through references to the text, other works, other authors, or to personal knowledge. 	<p>Response Paragraph: SB/TE 284-286 Analyzing a Theme: SB/TE 287-319 Writing a Letter to an Author: SB/TE 323-328 Response to Literature Across the Curriculum: SB/TE 329-335 Response to Literature for Assessment: SB/TE 336-341</p> <p>Writing a Response Paragraph: SB/TE 285-286 Writing Analyzing a Theme: SB/TE 296-300 Writing a Letter to an Author: SB/TE 336-341</p> <p>Finding a Theme: SB/TE 285 Writing a Focus Statement: SB/TE 294 Gathering Details: SB/TE 293, 326</p> <p>Writing a Response Paragraph: SB/TE 285-286 Writing Analyzing a Theme: SB/TE 296-300 Writing a Letter to an Author: SB/TE 336-341</p> <p>Writing a Response Paragraph: SB/TE 285-286 Writing Analyzing a Theme: SB/TE 296-300 Writing a Letter to an Author: SB/TE 336-341</p>
<p>2.3 Write research reports:</p> <ul style="list-style-type: none"> • Define a thesis. • Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. • Use a variety of primary and secondary sources and distinguish the nature and value of each. • Organize and display information on charts, maps, and graphs. 	<p>Research Writing: SB/TE 379-410</p> <p>Writing Your Thesis Statement: SB/TE 393</p> <p>Creating Note Cards: SB/TE 390 Avoiding Plagiarism: SB/TE 391 Keeping Track of Your Sources: SB/TE 392</p> <p>Primary vs Secondary Sources: SB/TE 364 Using the Internet: SB/TE 365 Using the Library: SB/TE 366-369 Using Reference Material: SB/TE 370-373 Evaluating Sources: SB/TE 374</p> <p>Add Graphs to Your Writing: SB/TE 574-575</p>

Standard	Write Source, Grade 8
<p>2.4 Write persuasive compositions:</p> <ul style="list-style-type: none"> • Include a well-defined thesis (e.g., one that makes a clear and knowledgeable judgment). • Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. • Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 	<p>Writing a Persuasive Paragraph: SB/TE 219-222 Defending a Position: SB/TE 223-260 Creating an Personal Commentary: SB/TE 261-266 Writing an Editorial: SB/TE 268-269 Persuasive Writing for Assessment: SB/TE 278-281</p> <p>Writing a Position Statement: SB/TE 231 Writing Topic Sentences: SB/TE 231</p> <p>Gathering Reasons: SB/TE 221 Gathering Reasons to Support Your Viewpoint: SB/TE 229 Gathering Objections: SB/TE 230 Connecting Your Topic to Life: SB/TE 264 Gathering Details and Developing Your Viewpoint: SB/TE 265</p> <p>Writing a Persuasive Paragraph: SB/TE 222 Organizing Your Essay: SB/TE 232 Writing Your Persuasive Essay: SB/TE 235-238 Writing an Editorial: SB/TE 268-269</p>
<p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <ul style="list-style-type: none"> • Present information purposefully and succinctly and meet the needs of the intended audience. • Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). 	<p>Creating an E-Mail Message: SB/TE 150-151 Writing a Memo: SB/TE 212-213 Developing a Statistical Argument: SB/TE 270-271 Drafting a Business Letter: SB/TE 274-277</p> <p>Writing Tips: SB/TE 151, 213, 271, 275</p> <p>Model E-Mail Message: SB/TE 150 Model Memo: SB/TE 212 Model Statistical Argument: SB/TE 270 Model Business Letter SB/TE 274 Parts of a Business Letter: SB/TE 276-277</p>

Standard	Write Source, Grade 8
<p>2.6 Write documents related to career development, including simple business letters and job applications:</p> <ul style="list-style-type: none"> Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. Include all the factors and variables that need to be considered. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. 	<p>Explaining a Mathematical Operation: SB/TE 208-209 Writing an Observation Report: SB/TE 210-211 Developing a Statistical Graph: SB/TE 270 Creating a Persuasive Graph: SB/TE 272-273</p> <p>Writing Tips: SB/TE 209, 211, 271, 273</p> <p>Writing Tips: SB/TE 209, 211, 271, 273</p> <p>Model Explaining a Mathematical Operation: SB/TE 208 Model Observation Report: SB/TE 210 Model Statistical Argument: SB/TE 270 Model Persuasive Graph: SB/TE 272</p>

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Standard	Write Source, Grade 8
<p>Sentence Structure:</p> <p>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p>	<p>Building Effective Sentences: SB/TE 500-511 Improving Your Sentence Style: SB/TE 511-523 Improving sentence Fluency: SB/TE 570-573 Understanding Sentences: SB/TE 690-701: SSB 65-130</p> <p>Combine with a Series: SB/TE 512: SSB 103-104 Combine with Phrases: SB/TE 513; SSB 103-104, 123-124 Combine with Infinitives and Participial Phrases: SB/TE 514; SSB 123-124</p> <p>Appositive Phrases: SB/TE 122, 472, 513; SSB 123-124 Check for Dependent Clauses: SB/TE 503 Create Compound Sentences: SB/TE 516; SSB 115-116 Develop Complex Sentences: SB/TE 517; SSB 115-116, 117-118 Conjunctions: SB/TE 744-747; SSB 175-180 Phrases: SB/TE 584.1, 586.1, 700.2, 730.3, 730.4.; SSB 69-72</p>
<p>Grammar:</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p>	<p>Checking for Conventions: SB/TE 22-23 Understanding Conventions: SB/TE 44 Editing: SB/TE 74, 82, 96, 142, 222, 266, 286, 328, 349, 357, 398, 407-408 Editing for Conventions: SB/TE 126-127, 190-191, 2252-253, 314-315</p>

SB = Student Book

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TE = Teacher's Edition

SSB = Student SkillsBook

Standard	Write Source, Grade 8
<p>Punctuation and Capitalization: 1.5 Use correct punctuation and capitalization.</p>	<p>Marking Punctuation: SB/TE 579-617; SSB 3-40 Capitalization: SB/TE 618-629; SSB 41-50</p>
<p>Spelling: 1.6 Use correct spelling conventions.</p>	<p>Improving Spelling: SB/TE 642-651; SSB 51-52 Using the Right Word: SB/TE 690-701; SSB 53-62</p>



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