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correlated to

Hawaii

**Content and Performance
Writing Standards III
Grades K-12**

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The Writing Spot © 2006
 correlated to
Hawaii Content and Performance Writing Standards III
Kindergarten

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	<i>The Writing Spot © 2006</i>
LA.K.4.1 Write for a variety of purposes related to daily class activities and own life	Program Guide: 30-31, 40-41, 50-51, 62, 72-74, 82, 94-96, 102-105, 110-112, 114-116, 124-126, 176-178, 184-186, 192-194, 200-202, 208-210, 214-216, 220-222, 226-228, 234-236
LA.K.4.2 Describe familiar topics and convey thought, ideas, and basic information using pictures and phonetically spelled word.	Program Guide: 30-31, 40-41, 50-51, 62, 72, 82, 94-96, 102-105, 110-112, 114-116, 124-126, 176-178, 184-186, 192-194, 200-202, 208-210, 214-216, 220-222, 226-228, 234-236

Topic: Spelling and Handwriting

Benchmark	<i>The Writing Spot © 2006</i>
LA.K.4.3 Write upper- and lower-case letters independently, attending to form and spatial alignment	Program Guide: 328-355
LA.K.4.4 Use phonetic spelling to write new words	Program Guide: 50, 62, 72-73, 94-96, 102-105, 110-112, 114-116, 124-126, 148-150, 419
LA.K.4.5 Use correct spelling for own name, commonly used high-frequency words, and words in environmental print	Program Guide: 40-41, 46-47, 193, 194, 356

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>The Writing Spot © 2006</i>
LA.K.5.1 Add details to drawings and other products with simple words	Program Guide: 40, 50-51, 68, 72, 94-96, 102-105, 110-112, 114-116, 124-126, 176-178, 184-186, 192-194, 200-202, 208-210, 214-216, 220-222, 226-228, 234-236

Topic: Design

Benchmark	<i>The Writing Spot © 2006</i>
LA.K.5.2 Use spacing and appropriate sizes of letters, words, titles, and pictures to show a rudimentary sense of form	Program Guide: 154-156

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correlated to
Hawaii Content and Performance Writing Standards III
Grade 1

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write One © 2006
LA.1.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> ▪ descriptions about familiar people, places, events, or experiences 	Student Book: 44-45, 46-47
<ul style="list-style-type: none"> ▪ non-fiction formats that explain or give basic information about familiar topics 	Student Book: 48-49, 58-61
<ul style="list-style-type: none"> ▪ reflections on learning 	Student Book: 52-53, 62-63

Topic: Sentence Structure and Grammar

Benchmark	Write One © 2006
LA.1.4.2 Write complete sentences	Student Book: 126-127

Topic: Punctuation, Capitalization, Spelling, and Handwriting

Benchmark	Write One © 2006
LA.1.4.3 Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences	Student Book: 126, 128, 130-131
LA.1.4.4 Use letter-sound knowledge and segmenting strategies to spell unfamiliar words	Student Book: 86-95
LA.1.4.5 Edit writing to correct capitalization: The pronoun <i>I</i> and proper names	Student Book: 26, 128
LA.1.4.6 Edit writing to correct use of the following punctuation: <ul style="list-style-type: none"> ▪ periods as end marks 	Student Book: 26, 130

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write One</i> © 2006
LA.1.5.1 Focus on a single piece of writing	Student Book: 22, 25, 40, 44, 48, 58, 66
LA.1.5.2 Add simple descriptions and details to develop a topic	Student Book: 40-41, 44, 46-47, 58, 66

Topic: Design

Benchmark	<i>Write One</i> © 2006
LA.1.5.3 Add titles and sequence ideas to organize writing	Student Book: 22, 41, 44, 48-49, 61, 67

Topic: Clarity

Benchmark	<i>Write One</i> © 2006
LA.1.5.4 Use descriptive words when writing about people, places, things, or events	Student Book: 23, 46-47

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Hawaii Content and Performance Writing Standards III
Grade 2

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write Source, Grade 2 © 2006
LA.2.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> ▪ brief narratives with logical sequencing and some detail 	Student Book: 64-69, 70-89, 90-91, 92-93
<ul style="list-style-type: none"> ▪ simple explanations of an event or circumstance 	Student Book: 98-103, 104-123, 124-125, 126-127

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 2 © 2006
LA.2.4.2 Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> ▪ correct word order when constructing complete sentences 	Student Book: 12, 339-341
<ul style="list-style-type: none"> ▪ declarative, interrogative, and exclamatory sentences 	Student Book: 345, 434-435
<ul style="list-style-type: none"> ▪ plural forms of regular nouns 	Student Book: 315, 316-317, 402-405, 440
<ul style="list-style-type: none"> ▪ adjectives 	Student Book: 332-335, 450-453

Topic: Punctuation, Capitalization, Spelling, and Handwriting

Benchmark	Write Source, Grade 2 © 2006
LA.2.4.3 Spell grade-appropriate high-frequency words with basic short-vowel, long vowel, and consonant-blend patterns.	Student Book: 409-418
LA.2.4.4 Edit writing to correct capitalization: <ul style="list-style-type: none"> ▪ proper nouns 	Student Book: 12, 23, 30-31, 398
<ul style="list-style-type: none"> ▪ words at the beginning of sentences 	Student Book: 12, 23, 30-31, 400
<ul style="list-style-type: none"> ▪ months of the year 	Student Book: 12, 23, 30-31, 400
LA.2.4.5 Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> ▪ apostrophes in common contractions, including <i>don't</i>, <i>isn't</i>, and <i>can't</i> 	Student Book: 12, 23, 30-31, 390
<ul style="list-style-type: none"> ▪ question marks and exclamation points 	Student Book: 12, 23, 30-31, 384
LA.2.4.6 Print legibly and space letters, words, and sentences appropriately	Student Book: 38

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	Write Source, Grade 2 © 2006
LA.K.5.3 Choose and maintain a focus in a single piece of writing	Student Book: 9, 26, 46, 54, 66, 74, 100, 108, 134, 172, 184, 194, 200, 230, 262, 268, 352-357

Topic: Design

Benchmark	Write Source, Grade 2 © 2006
LA.K.5.4 Add details from personal experience to elaborate upon and amplify ideas	Student Book: 9-10, 26, 55, 67, 75, 101, 135, 166, 173, 175, 185, 195, 212, 264-267, 281, 361-362
LA.K.5.5 Use a beginning, middle, and ending in a piece of writing	Student Book: 20, 48-49, 53, 56, 65, 68, 73, 76-81, 99, 102, 107, 110-115, 133, 136, 144, 165, 174-177, 183, 186, 193, 196, 199, 202, 213-215, 223-225, 269-273

Topic: Clarity

Benchmark	Write Source, Grade 2 © 2006
LA.K.5.6 Use specific nouns and adjectives to describe people, places, things, or events	Student Book: 22, 29, 83, 116, 117, 137, 168, 178, 188, 216, 226, 274-275
LA.K.5.7 Add or replace phrases and parts of sentences to make meaning clearer or more logical	Student Book: 11, 29, 69, 82, 102, 116, 137, 146-147, 168, 178, 188, 226, 234, 274-275

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Hawaii Content and Performance Writing Standards III
Grade 3

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write Source, Grade 3 © 2006
LA.3.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 268-279, 280-291
▪ stories with a beginning, middle, and end and poems with sensory details	
▪ short reports on content area topics	Student Book: 310-335, 336-339
▪ pieces related to completing tasks	Student Book: 174-175
▪ friendly letters	Student Book: 128-129, 429
▪ responses to literature	Student Book: 226-231, 232-243, 244-249, 250-255, 256-261
▪ pieces to reflect on learning and to solve problems	Student Book: 352-353

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 3 © 2006
LA.3.4.2 Form and use the following grammatical constructions correctly when editing writing:	Student Book: 409, 447
▪ imperative sentences	
▪ past, present, and future verb tenses	Student Book: 384-385, 524
▪ subject-verb agreement with single-word subject	Student Book: 386, 404
▪ plural forms of irregular nouns	Student Book: 374, 476
▪ adverbs	Student Book: 389, 534

Topic: Punctuation, Capitalization, Spelling, and Handwriting

Benchmark	Write Source, Grade 3 © 2006
LA.3.4.3 Spell grade-appropriate high-frequency words; irregular plurals; common homophones; and words that have blends, contractions, and orthographic patterns	Student Book: 121, 374, 456, 476, 486-493, 494-509
LA.3.4.4 Edit writing to correct use of following punctuation:	Student Book: 167, 450-455
▪ commas in letters, dates, addresses, and items in a simple series	
▪ apostrophes in contractions and singular possessives	Student Book: 456, 459
▪ quotation marks and commas or end marks in direct quotations and dialogue	Student Book: 454, 460

Topic: Punctuation, Capitalization, Spelling, and Handwriting (cont'd.)

LA.3.4.5	Edit writing to correct capitalization: ▪ geographical names	Student Book: 211, 373, 474
	▪ special events	Student Book: 211, 373
	▪ titles and initials of people	Student Book: 211, 373, 470, 472
LA.3.4.6	Print legibly adhering to margins and correct spacing between letters in a word and words in a sentence	Student Book: 36-37

Topic: Citing Sources

Benchmark	<i>Write Source, Grade 3 © 2006</i>
LA.3.4.7	Differentiate between own information and information from other sources Student Book: 313

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write Source, Grade 3 © 2006</i>
LA.3.5.1	Add details, descriptions, and information from different sources to elaborate meaning Student Book: 48-49, 62, 235, 237, 247, 294-305, 307, 318-327

Topic: Design

Benchmark	<i>Write Source, Grade 3 © 2006</i>
LA.3.5.2	Organize information by introducing it, elaborating on it, and drawing a conclusion about it Student Book: 22, 44-53, 60-61, 68-69, 72-77, 90-91, 98-99, 102-107, 136-137, 144-145, 148-153, 171, 182-183, 194-195, 226-227, 232-233, 236-239, 244-245, 250-251, 256-257, 309, 318-327
LA.3.5.3	Group related ideas into paragraphs Student Book: 54-55, 68-69, 72-77, 98-99, 102-107, 144-145, 148-153, 194-195, 232-233, 236-239, 244-245, 250-251, 256-257, 318-327

Topic: Clarity

Benchmark	<i>Write Source, Grade 3 © 2006</i>
LA.3.5.4	Use specific verbs and adverbs to describe people, places, things, or events Student Book: 24, 67, 78-79, 97, 99, 119, 162, 183, 209, 381-386, 389-390, 510
LA.3.5.5	Write with increased sentence variety by using compound subjects, questions, or dialogue Student Book: 120, 210, 399, 405-411

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 correlated to
Hawaii Content and Performance Writing Standards III
Grade 4

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write Source, Grade 4 © 2006
LA.4.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> ▪ narratives that follow a plot and describe a setting and characters 	Student Book: 299-310
<ul style="list-style-type: none"> ▪ poems that provide insight into why the topic is memorable 	Student Book: 311-319
<ul style="list-style-type: none"> ▪ responses to literature 	Student Book: 253-256, 257-272, 274-279, 280-285, 286-289, 292-297
<ul style="list-style-type: none"> ▪ reports that focus on a central question and incorporate summaries from research 	Student Book: 337-362, 363-367
<ul style="list-style-type: none"> ▪ accounts based on personal experience that have a clear focus and supporting details 	Student Book: 83-86, 87-119
<ul style="list-style-type: none"> ▪ pieces to reflect on learning and to solve problems 	Student Book: 186-187, 383-386

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 4 © 2006
LA.4.4.2 Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> ▪ compound sentences 	Student Book: 168, 443, 482
<ul style="list-style-type: none"> ▪ dialogue 	Student Book: 96, 482, 494
<ul style="list-style-type: none"> ▪ forms of common irregular verbs 	Student Book: 420, 586, 588
<ul style="list-style-type: none"> ▪ plural possessives 	Student Book: 228, 492
<ul style="list-style-type: none"> ▪ transitional words 	Student Book: 56-57, 156, 212, 472-473

Topic: Punctuation, Capitalization, Spelling, and Handwriting

Benchmark	<i>Write Source, Grade 4 © 2006</i>
LA.4.4.3 Spell grade-appropriate appropriate words that have a variety of spelling patterns	Student Book: 330-331, 466, 528, 532-535
LA.4.4.4 Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> ▪ commas in series of multi-word items, in compound sentences, and after introductory phrases ▪ apostrophes in contractions with pronouns ▪ underlining/italics or quotation marks, as appropriate, to indicate titles 	Student Book: 482, 484
	Student Book: 490
	Student Book: 494, 502
LA.4.4.5 Edit writing to correct capitalization: <ul style="list-style-type: none"> ▪ first and important words in a title ▪ historical events ▪ special events 	Student Book: 514
	Student Book: 514
	Student Book: 514
LA.4.4.6 Write legibly and fluently in print or cursive	No specific lesson addresses this objective.

Topic: Citing Sources

Benchmark	<i>Write Source, Grade 4 © 2006</i>
LA.4.4.7 Write a simple bibliography entry for a book and website (e.g., author, publisher, copyright)	Student Book: 328, 340, 346, 352, 354

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write Source, Grade 4 © 2006</i>
LA.4.5.1 Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience	Student Book: 24-25, 53, 55, 65, 71, 73, 85, 93, 95, 100-101, 104-105, 141, 149, 156-157, 160-161, 205, 212-213, 216-217, 255, 264-265, 276, 282, 294, 313, 344, 351, 352, 456-457

Topic: Design

Benchmark	<i>Write Source, Grade 4 © 2006</i>
LA.4.5.2 Use paragraphs and transitions to organize related information and move the reader from one idea to the next	Student Book: 10, 22, 25-26, 56-57, 64, 74, 94, 106-107, 144, 152, 156, 162-163, 184, 200, 208, 212, 218-219, 261, 267, 277, 283, 289, 295, 305, 348, 357, 367, 458, 459, 465, 472-473

Topic: Clarity

Benchmark	<i>Write Source, Grade 4 © 2006</i>
LA.4.5.3 Use figurative language to emphasize meaning	Student Book: 318-319, 464
LA.4.5.4 Use a variety of simple and compound sentence structures for fluency and to support meaning	Student Book: 22, 29, 112-113, 144, 168-169, 440-449, 560-569

Topic: Voice

Benchmark	<i>Write Source, Grade 4 © 2006</i>
LA.4.5.5 Convey enthusiasm for the topic	Student Book: 10, 22, 72, 88, 96, 108-109, 144, 150, 164-165, 200, 207, 220-221, 267, 305, 358, 462-463

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Hawaii Content and Performance Writing Standards III
Grade 5

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write Source, Grade 5 © 2006
LA.5.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 299-310
<ul style="list-style-type: none"> ▪ narratives that include plot, setting, characters, and a conflict 	
<ul style="list-style-type: none"> ▪ poems that use figurative language to convey a theme or impression 	Student Book: 311-319
<ul style="list-style-type: none"> ▪ reports incorporating a framing question and including research from two or more resources 	Student Book: 337-362, 363-367
<ul style="list-style-type: none"> ▪ responses to literature 	Student Book: 253-256, 257-272, 274-276, 280-282, 286-288, 292-294
<ul style="list-style-type: none"> ▪ pieces related to completing tasks 	No specific lesson addresses this objective.
<ul style="list-style-type: none"> ▪ notes summarizing what they have read or heard 	Student Book: 188-189, 344-346, 388-392
<ul style="list-style-type: none"> ▪ pieces to reflect on learning and to solve problems 	Student Book: 78-79, 383-386

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 5 © 2006
LA.5.4.2 Form and use the following grammatical constructions correctly when editing writing:	Student Book: 444
<ul style="list-style-type: none"> ▪ complex sentences 	
<ul style="list-style-type: none"> ▪ introductory phrases and subordinate clauses 	Student Book: 228, 484, 564
<ul style="list-style-type: none"> ▪ noun-pronoun agreement with intervening words or phrases 	Student Book: 420, 586, 588
<ul style="list-style-type: none"> ▪ appositives 	Student Book: 566, 488
<ul style="list-style-type: none"> ▪ relative clauses 	No specific lesson addresses this objective.
LA.5.4.3 Recognize and correct run-on sentences and fragments	Student Book: 168, 225, 436, 437

Topic: Punctuation, Capitalization, and Spelling

Benchmark	<i>Write Source, Grade 5 © 2006</i>
LA.5.4.4 Use a variety of strategies and resources to spell grade-appropriate words	Student Book: 330-331, 518, 528, 532-535
LA.5.4.5 Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> ▪ parentheses ▪ commas with relative clauses ▪ commas with appositives, if needed 	Student Book: 504-505 Student Book: 484, 488 Student Book: 488

Topic: Citing Sources

Benchmark	<i>Write Source, Grade 5 © 2006</i>
LA.5.4.6 Write bibliographical entries for periodicals	Student Book: 340, 346, 352, 354

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write Source, Grade 5 © 2006</i>
LA.5.5.1 Use information from appropriate sources: self, peers, and a variety of grade-appropriate sources	Student Book: 24, 65, 70-71, 85, 93, 95, 127, 149, 183, 197, 205, 261, 321-332, 344-345
LA.5.5.2 Use significant details and relevant information to develop meaning	Student Book: 11, 23, 25, 53, 55, 58, 65, 71, 85, 93, 95, 104-105, 127, 128, 149, 150, 160-161, 205, 216-217, 344-345, 456-457

Topic: Design

Benchmark	<i>Write Source, Grade 5 © 2006</i>
LA.5.5.3 Organize writing to exclude extraneous details and inconsistencies	Student Book: 25-26, 56-57, 71, 73, 94, 106-107, 152, 184, 208, 218-219, 240, 261, 348, 357, 458-459
LA.5.5.4 Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness	Student Book: 56, 57, 156, 206, 207, 212, 219, 465, 472-473

Topic: Clarity

Benchmark	<i>Write Source, Grade 5 © 2006</i>
LA.5.5.5 Use clear and precise vocabulary to support meaning	Student Book: 10, 22, 28, 71, 74, 106, 110-111, 144, 146, 166-167, 200, 222-223, 267, 313-315, 410, 411, 422, 423, 425, 427
LA.5.5.6 Improve clarity by combining sentences, varying sentences, or rearranging text	Student Book: 29, 112-113, 56, 168-169, 212-213, 224-225, 428-429, 440-449, 470

Topic: Voice

Benchmark	<i>Write Source, Grade 5 © 2006</i>
LA.5.5.7 Adjust voice to suit the purpose and form of writing (e.g., funny story, report, serious poem)	Student Book: 10, 22, 27, 72, 88, 96, 108-109, 144, 164-165, 200, 220-221, 267, 358, 367, 462-463

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Grade 6

Strand	Writing
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Topic: Range of Writing

Benchmark	Write Source, Grade 6 © 2006
LA.6.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> ▪ narratives that establish a point of view and experiment with a range of devices (i.e., dialogue, suspense, flashback) 	Student Book: 343-352, 556
<ul style="list-style-type: none"> ▪ poems that experiment with poetic devices (figurative language, graphic elements) 	Student Book: 353-361
<ul style="list-style-type: none"> ▪ reports with a narrowed focus that allows for thorough treatment 	Student Book: 381-410, 411-415
<ul style="list-style-type: none"> ▪ business letters 	Student Book: 276-277
<ul style="list-style-type: none"> ▪ responses to literature 	Student Book: 283-286, 287-322, 323-328, 330-331, 332-333, 334-335
<ul style="list-style-type: none"> ▪ functional pieces that complete a task or fulfill a civic responsibility 	Student Book: 150-151, 206-207, 212-213, 268-269, 274-275, 334-335
<ul style="list-style-type: none"> ▪ pieces to reflect on learning and to solve problems 	Student Book: 146-147, 208-209, 210-211, 270-271, 272-273

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 6 © 2006
LA.6.4.2 Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> ▪ consistent verb tense across paragraphs 	Student Book: 297, 314, 483-484, 720-726
<ul style="list-style-type: none"> ▪ comparative and superlative forms of adjectives 	Student Book: 252, 487, 570, 734
<ul style="list-style-type: none"> ▪ coordinating and subordinating conjunctions 	Student Book: 190, 496-497, 498, 553, 590, 744, 746
<ul style="list-style-type: none"> ▪ prepositional phrases 	Student Book: 181, 473, 494-495, 519, 700, 742
<ul style="list-style-type: none"> ▪ compound sentence joined by semicolon rather than conjunction and comma 	Student Book: 594
<ul style="list-style-type: none"> ▪ subject-verb agreement with intervening phrase 	No specific lesson addresses this objective.

Topic: Punctuation, Capitalization, and Spelling

Benchmark	<i>Write Source, Grade 6 © 2006</i>
LA.6.4.3 Edit writing to correct punctuation:	Student Book: 588
▪ commas in direct address	
▪ colon after salutation	Student Book: 596
▪ hyphens in written numbers	Student Book: 508
▪ italics or underlining for emphasis	Student Book: 602
▪ semicolons to join related independent clauses	Student Book: 594
LA.6.4.4 Use a variety of strategies and resources to spell grade-appropriate words	Student Book: 374-375, 632, 642, 645-651

Topic: Citing Sources

Benchmark	<i>Write Source, Grade 6 © 2006</i>
LA.6.4.5 Incorporate information from references by quoting, paraphrasing, and/or summarizing	Student Book: 332-333, 377-380, 389-390, 553, 555
LA.6.4.6 Describe the reasons for citing sources (e.g., giving credit to original source, providing information for readers to follow up on an idea)	Student Book: 390, 395
LA.6.4.7 Cite various grade-appropriate sources using a consistent format when reporting information	Student Book: 385, 390-391, 395, 399-400, 409

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write Source, Grade 6 © 2006</i>
LA.6.5.1 Select appropriate details, examples, reasons, and/or facts to support an insight, message, or theses	Student Book: 8, 13, 36, 38, 73, 78, 79, 95, 103, 106, 114, 115, 138, 139, 166, 168, 178, 179, 186, 202, 221, 230, 232, 236, 285, 347, 355, 386, 439, 446, 489, 531, 544, 548, 549, 557, 559, 561

Topic: Design

Benchmark	<i>Write Source, Grade 6 © 2006</i>
LA.6.5.2 Use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning	Student Book: 12, 16, 34, 37-39, 72, 77, 82, 94, 98, 100, 104, 116-117, 124, 137, 139, 141, 153, 158, 162, 164, 168, 180-181, 188, 201, 204, 215, 220, 224, 226, 231, 242-243, 250, 263, 266, 279, 284, 288, 290, 204-205, 312, 325, 325, 328, 339, 345, 346, 348, 354, 357, 378, 380, 385, 402, 410, 415, 534-537, 550-551

Topic: Clarity

Benchmark	<i>Write Source, Grade 6 © 2006</i>
LA.6.5.3 Select words and phrases to establish the desired tone	Student Book: 12, 20, 34, 41, 72, 77, 82, 94, 98, 100, 120-121, 124, 137, 141, 153, 158, 162, 164, 184-185, 188, 204, 220, 224, 226, 246-247, 250, 263, 266, 284, 288, 308-309, 312, 325, 328, 339, 345, 348, 357, 378, 380, 385, 402, 410, 415, 428, 541
LA.6.5.4 Vary sentence structure and grammatical forms (e.g., forms of adjectives, prepositional phrases, compound sentences) to improve clarity	Student Book: 42, 120, 122-123, 141, 181, 186, 247, 248-249, 252, 311, 473, 486-489, 494-496, 511-522, 590, 700, 732, 734, 742, 744

Topic: Voice

Benchmark	<i>Write Source, Grade 6 © 2006</i>
LA.6.5.5 Adjust voice to suit the audience and situation (e.g., informal note to a peer, business letter to organization, research report)	Student Book: 12, 16, 34, 40, 72, 77, 82, 94, 98, 100, 105, 118-119, 124, 137, 141, 153, 158, 162, 164, 182-183, 188, 201, 204, 215, 220, 224, 226, 232, 244-245, 250, 263, 266, 279, 284, 288, 290, 293, 306-307, 312, 325, 328, 339, 345, 348, 354, 357, 378, 380, 385, 402, 410, 415, 541, 556-557

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 correlated to
Hawaii Content and Performance Writing Standards III
Grade 7

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write Source, Grade 7 © 2006
LA.7.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 343-352
<ul style="list-style-type: none"> ▪ narratives with clear conflict and satisfying resolution 	
<ul style="list-style-type: none"> ▪ poems that experiment with poetic forms (i.e., limerick, ballad, free verse) 	Student Book: 353-361
<ul style="list-style-type: none"> ▪ reports that incorporate research in the form of quotations, paraphrases, and summaries 	Student Book: 381-410, 411-415
<ul style="list-style-type: none"> ▪ persuasive letters or statements 	Student Book: 223-260, 261-266, 268-269
<ul style="list-style-type: none"> ▪ responses to literature 	Student Book: 283-286, 287-322, 323-328
<ul style="list-style-type: none"> ▪ functional pieces that complete a task or fulfill a civic responsibility 	Student Book: 90-91, 150-151, 212-213, 272-273, 274-275
<ul style="list-style-type: none"> ▪ pieces to reflect on learning and to solve problems 	Student Book: 88-89, 146-147, 208-209, 210-211, 334-335, 435-438

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 7 © 2006
LA.7.4.2 Form and use the following grammatical constructions correctly when editing writing:	No specific lesson addresses this objective.
<ul style="list-style-type: none"> ▪ numbers represented using numbers or words, whichever is appropriate 	
<ul style="list-style-type: none"> ▪ comparative and superlative forms of adjectives 	Student Book: 487, 734
<ul style="list-style-type: none"> ▪ compound-complex sentences 	No specific lesson addresses this objective.

Topic: Punctuation, Capitalization, and Spelling

Benchmark	Write Source, Grade 7 © 2006
LA.7.4.3 Edit writing to correct punctuation:	Student Book: 584
<ul style="list-style-type: none"> ▪ commas to set off non-restrictive relative clauses 	
<ul style="list-style-type: none"> ▪ commas to set off interrupters 	Student Book: 584
LA.7.4.4 Use a variety of strategies and resources to spell grade-appropriate words	Student Book: 374-375, 632, 642, 645-651

Topic: Citing Sources

Benchmark	<i>Write Source, Grade 7 © 2006</i>
LA.7.4.5 Cite various grade-appropriate sources using a consistent format when reporting information	Student Book: 386, 392, 393, 397, 403-404

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write Source, Grade 7 © 2006</i>
LA.7.5.1 Connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a meaningful way	Student Book: 13, 39, 73, 116, 117, 168, 170, 203, 232, 298, 304, 534-537, 538-539, 550-551, 572-573

Topic: Design

Benchmark	<i>Write Source, Grade 7 © 2006</i>
LA.7.5.2 Use an organizational structure that unites the parts of the piece of writing and gives it coherence and completeness	Student Book: 12, 13, 16, 34, 38-39, 71, 79, 81, 98, 104, 116-117, 124, 141, 162, 168, 170, 180-181, 188, 204, 224, 229, 232, 242-243, 266, 288, 304-305, 312, 347, 348, 354, 357, 410, 415, 534-537, 550-551

Topic: Clarity

Benchmark	<i>Write Source, Grade 7 © 2006</i>
LA.7.5.3 Select words and phrases to establish consistency in word usage (e.g., formal, colloquial, technical) throughout the piece of writing	Student Book: 40, 247, 307
LA.7.5.4 Vary sentence structures and grammatical forms (e.g., forms of adverbs, prepositional phrases, compound, and compound-complex sentences) to improve clarity	Student Book: 42, 43, 122-123, 248, 252, 310, 490-493, 494-495, 496, 497-498, 511-522, 516, 590, 736, 738, 744, 748

Topic: Voice

Benchmark	<i>Write Source, Grade 7 © 2006</i>
LA.7.5.5 Use words, phrases, and sentence construction to begin to establish an individual rather than a generic voice	Student Book: 12, 16, 34, 40, 98, 105, 118-119, 124, 141, 158, 162, 170, 182-183, 224, 231, 244-245, 250, 288, 293, 306-307, 312, 348, 354, 357, 378, 380, 385, 410, 415, 541

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correlated to
Hawaii Content and Performance Writing Standards III
Grade 8

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Write Source, Grade 8 © 2006
LA.8.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 343-352
▪ narratives that reveal the significance of the subject or situation	
▪ poems that use a range of poetic devices and forms	Student Book: 353-361
▪ reports that incorporate research and distinguish the relative value of research sources	Student Book: 379-410, 411-415
▪ persuasive statements that anticipate and address the reader's questions	Student Book: 219-222, 223-260, 261-266, 268-269, 270-271
▪ responses to literature	Student Book: 283-286, 287-322, 323-328
▪ functional pieces that complete a task or fulfill a civic responsibility	Student Book: 84-85, 90-91, 150-151, 212-213, 268-269, 272-273, 334-335
▪ pieces to reflect on learning and to solve problems	Student Book: 86-87, 88-89, 144-145, 146-147, 148-149, 208-209, 210-211, 272-273, 330-331

Topic: Sentence Structure and Grammar

Benchmark	Write Source, Grade 8 © 2006
LA.8.4.2 Form and use the following grammatical constructions correctly when editing writing:	Student Book: 483, 724, 726
▪ present perfect, past perfect, and future perfect tenses	
▪ subject-verb agreement with compound subjects	Student Book: 127, 208-509,

Topic: Punctuation, Capitalization, and Spelling

Benchmark	Write Source, Grade 8 © 2006
LA.8.4.3 Edit writing to correct punctuation:	Student Book: 612
▪ dash to interrupt thought	
▪ brackets to enclose information	No specific lesson addresses this objective.
▪ Semicolon to separate items in a series that contain internal commas	Student Book: 594
LA.8.4.4 Use a variety of strategies and resources to spell grade-appropriate words	Student Book: 372-373, 632, 642, 645-651

Topic: Citing Sources

Benchmark	<i>Write Source, Grade 8 © 2006</i>
LA.8.4.5 Cite various grade-appropriate sources using a consistent format when reporting information	Student Book: 385, 392, 396, 403-404

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Write Source, Grade 8 © 2006</i>
LA.8.5.1 Use relevant ideas and details in writing to show insight into people, events, new knowledge, and personal background	Student Book: 12, 13, 16, 34, 35-37, 73, 78, 82, 95, 98, 102, 105, 114-115, 124, 138, 141, 162, 166, 168, 178-179, 188, 202, 204, 221, 224, 228, 229, 230, 240-241, 250, 264, 265, 266, 288, 292, 293, 302-303, 312, 326, 346, 349, 355, 357, 378, 410, 415, 439, 466, 519-250, 531, 544, 549, 557, 559, 561

Topic: Design

Benchmark	<i>Write Source, Grade 8 © 2006</i>
LA.8.5.2 Use an organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence	Student Book: 12, 13, 16, 34, 38-39, 79, 82, 98, 105, 116-117, 124, 139, 141, 162, 168, 170, 180-181, 188, 203, 204, 224, 229, 232, 242-243, 250, 266, 288, 304-305, 312, 349, 354, 357, 410, 415, 448, 534-537, 541, 550-551

Topic: Clarity

Benchmark	<i>Write Source, Grade 8 © 2006</i>
LA.8.5.3 Use action verbs, less obvious modifiers, and active rather than passive voice	Student Book: 41, 43, 118, 480, 561, 570, 694, 718, 726
LA.8.5.4 Vary sentence types (e.g., simple, compound, compound-complex) and word order within a sentence to improve clarity	Student Book: 42, 122, 123, 141, 186, 191, 310, 498, 503, 511-522, 590, 744

Topic: Voice

Benchmark	<i>Write Source, Grade 8 © 2006</i>
LA.8.5.5 Use words, phrases, and sentence construction to create a consistent voice throughout a piece of writing	Student Book: 12, 16, 34, 40, 82, 98, 106, 118-119, 124, 141, 168, 169, 182-183, 188, 224, 244-245, 250, 288, 306-307, 312, 328, 349, 357, 378, 410, 415, 541

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 correlated to
Hawaii Content and Performance Writing Standards III
Grade 9

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Writers INC, Grades 9-12 © 2006
LA.9.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 151-162
<ul style="list-style-type: none"> ▪ narratives or scripts with a theme and details that contribute to mood or tone 	
<ul style="list-style-type: none"> ▪ poems using a range of poetic techniques and figurative language in a variety of forms 	Student Book: 163-171
<ul style="list-style-type: none"> ▪ literary, persuasive, and personal essays 	Student Book: 135-138, 139-149, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231, 239-244, 245-261
<ul style="list-style-type: none"> ▪ research papers that state and support a thesis 	Student Book: 173-182, 263-272
<ul style="list-style-type: none"> ▪ functional writing including forms, applications, and questionnaires 	Student Book: 210-211, 321-329, 329-337, 344-345
<ul style="list-style-type: none"> ▪ pieces to reflect on learning and to solve problems 	Student Book: 131-134, 214-215, 233-238, 410-414, 415-422

Topic: Sentence Structure and Grammar

Benchmark	Writers INC, Grades 9-12 © 2006
LA.9.4.2 Form and use the following grammatical constructions correctly when editing writing:	Student Book: 94, 118, 125, 126, 464
<ul style="list-style-type: none"> ▪ parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis) 	
<ul style="list-style-type: none"> ▪ subordination and coordination to indicate relationship between ideas 	Student Book: 548
<ul style="list-style-type: none"> ▪ restrictive clauses with appropriate use of <i>that</i> 	Student Book: 491
<ul style="list-style-type: none"> ▪ abbreviations used in research citation 	Student Book: 281-298, 309-319

Topic: Punctuation, Capitalization, and Spelling

Benchmark	Writers INC, Grades 9-12 © 2006
LA.9.4.3 Edit writing to correct punctuation:	Student Book: 505
<ul style="list-style-type: none"> ▪ ellipsis 	
<ul style="list-style-type: none"> ▪ italics/underlining for foreign words 	Student Book: 502
LA.9.4.4 Use a variety of strategies and resources to spell grade-appropriate words	Student Book: 362-363, 510-511, 512, 516, 517-521, 522

Topic: Citing Sources

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.9.4.5 Describe the meaning and consequence of plagiarism	Student Book: 230, 275-277
LA.9.4.6 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations	Student Book: 281-298, 309-319
LA.9.4.7 Use quotations and citations in writing while maintaining the flow of ideas	Student Book: 58, 103, 175, 247, 230, 273-280

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.9.5.1 Use accurate and useful research information in writing	Student Book: 339-346, 347-352, 353-365

Topic: Design

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.9.5.2 Use a variety of structural patterns and transitional devices to organize writing	Student Book: 22, 23, 52, 67-68, 105-109

Topic: Clarity

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.9.5.3 Use a variety of sentence structures (e.g., parallel phrasing, subordination) and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning	Student Book: 25, 85-98, 115, 118, 550-557

Topic: Voice

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.9.5.4 Use voice and tone appropriate for the topic, purpose, and purpose	Student Book: 22, 24, 69, 128, 261, 541

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Hawaii Content and Performance Writing Standards III
Grade 10

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Writers INC, Grades 9-12 © 2006
LA.10.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 151-162
<ul style="list-style-type: none"> ▪ narratives or scripts with a theme and details that contribute to mood or tone 	
<ul style="list-style-type: none"> ▪ poems using a range of poetic techniques and figurative language in a variety of forms 	Student Book: 163-171
<ul style="list-style-type: none"> ▪ literary, persuasive, and personal essays 	Student Book: 135-138, 139-149, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231, 239-244, 245-261
<ul style="list-style-type: none"> ▪ research papers that state and support a thesis 	Student Book: 173-182, 263-272
<ul style="list-style-type: none"> ▪ functional writing including forms, applications, and questionnaires 	Student Book: 210-211, 321-329, 329-337, 344-345
<ul style="list-style-type: none"> ▪ pieces to reflect on learning and to solve problems 	Student Book: 131-134, 214-215, 233-238, 410-414, 415-422

Topic: Grammar and Mechanics

Benchmark	Writers INC, Grades 9-12 © 2006
LA.10.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English	Student Book: 85-98, 487-563

Topic: Citing Sources

Benchmark	Writers INC, Grades 9-12 © 2006
LA.10.4.3 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations	Student Book: 281-298, 309-319
LA.10.4.4 Use quotations and citations in writing to achieve effective balance between researched information and original ideas	Student Book: 58, 103, 175, 247, 230, 273-280

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.10.5.1 Establish a controlling focus that guides the reader to the intended insight, message, or thesis of the piece	Student Book: 42, 56, 65-66, 142, 179, 203, 224, 227, 246, 271

Topic: Design

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.10.5.2 Use an organizational structure that creates fluency between ideas, links ideas to the message, and creates the desired impression	Student Book: 22, 23, 52, 67-68, 105-109

Topic: Clarity

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.10.5.3 Use a variety of sentence structures and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning	Student Book: 25, 85-98, 115, 118, 550-557

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Hawaii Content and Performance Writing Standards III
Grade 11

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Writers INC, Grades 9-12 © 2006
LA.11.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	Student Book: 151-162
<ul style="list-style-type: none"> ▪ narratives or scripts with a theme and details that contribute to mood or tone 	
<ul style="list-style-type: none"> ▪ poems using a range of poetic techniques and figurative language in a variety of forms 	Student Book: 163-171
<ul style="list-style-type: none"> ▪ literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic 	Student Book: 135-138, 139-149, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231, 239-244, 245-261
<ul style="list-style-type: none"> ▪ research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources 	Student Book: 263-272, 341
<ul style="list-style-type: none"> ▪ functional writing including college and job applications 	Student Book: 210-211, 321-329, 329-337, 344-345
<ul style="list-style-type: none"> ▪ reflections that draw comparisons between specific incidents and broader themes 	Student Book: 233-238, 245-261, 415-422

Topic: Grammar and Mechanics

Benchmark	Writers INC, Grades 9-12 © 2006
LA.11.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English	Student Book: 85-98, 487-563

Topic: Citing Sources

Benchmark	Writers INC, Grades 9-12 © 2006
LA.11.4.3 Synthesize and cite information from multiple sources (e.g., almanacs, websites, periodicals, field studies, speeches, interviews) while maintaining the flow of ideas	Student Book: 263-272, 273-280, 299-308
LA.11.4.4 Use grade-appropriate conventions for documentation in text, notes, and bibliographies	Student Book: 273-280, 281-298, 309-319

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.11.5.1 Develop ideas and details in writing to address a specific purpose and audience	Student Book: 22, 23, 42, 53-58, 65-66, 103-109, 136, 142, 179, 203, 227, 246, 271

Topic: Design

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.11.5.2 Organize writing so that it conveys a clear perspective on the topic, maintains a consistent focus, and addresses the needs of the audience	Student Book: 22, 23, 52, 67-68, 105-109

Topic: Clarity

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.11.5.3 Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message	Student Book: 25, 85-98, 115, 118, 550-557

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Hawaii Content and Performance Writing Standards III
Grade 12

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.	

Topic: Range of Writing

Benchmark	Writers INC, Grades 9-12 © 2006
LA.12.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> ▪ narratives or scripts with a theme and details that contribute to mood or tone 	Student Book: 151-162
<ul style="list-style-type: none"> ▪ poems using a range of poetic techniques and figurative language in a variety of forms 	Student Book: 163-171
<ul style="list-style-type: none"> ▪ literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic 	Student Book: 135-138, 139-149, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231, 239-244, 245-261
<ul style="list-style-type: none"> ▪ research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources 	Student Book: 263-272, 341
<ul style="list-style-type: none"> ▪ functional writing including college and job applications 	Student Book: 210-211, 321-329, 329-337, 344-345
<ul style="list-style-type: none"> ▪ reflections that draw comparisons between specific incidents and broader themes 	Student Book: 233-238, 245-261, 415-422

Topic: Grammar and Mechanics

Benchmark	Writers INC, Grades 9-12 © 2006
LA.12.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English	Student Book: 85-98, 487-563

Topic: Citing Sources

Benchmark	Writers INC, Grades 9-12 © 2006
LA.12.4.3 Synthesize and cite information from multiple sources (e.g., almanacs, websites, periodicals, field studies, speeches, interviews) while maintaining the flow of ideas	Student Book: 263-272, 273-280, 299-308
LA.12.4.4 Use grade-appropriate conventions for documentation in text, notes, and bibliographies	Student Book: 273-280, 281-298, 309-319

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic: Meaning

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.12.5.1 Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience	Student Book: 22, 23, 42, 53-58, 65-66, 103-109, 136, 142, 179, 203, 227, 246, 271

Topic: Clarity

Benchmark	<i>Writers INC, Grades 9-12 © 2006</i>
LA.12.5.2 Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message	Student Book: 25, 85-98, 115, 118, 550-557



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