

WRITE SOURCE © 2006

correlated to

**Indiana Content Standards
Language Arts
Grades 6-8**

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Write Source © 2006
Grade 6
correlated to
Indiana Content Standards- Language Arts
Grade 6

STANDARD 4
WRITING: PROCESSES and FEATURES

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

Objectives	Write Source Grade 6
6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Student Book: 3, 8, 13, 35, 73, 78-79, 95, 101-106, 139-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 264, 281, 285, 291-294, 326, 346-347, 355-356, 379, 389-393, 412, 544-550
6.4.2 Choose the form of writing that best suits the intended purpose.	Student Book: The opportunity to address this objective is available on the following pages: 70-91, 92-155, 156-217, 218-281, 282-341, 342-361, 362-415, 554-555
6.4.3 Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> • Engage the interest of the reader. • State a clear purpose. • Develop the topic with supporting details and precise language. • Conclude with a detailed summary linked to the purpose of the composition. 	Student Book: 156-217
6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	Student Book: 13, 38, 139, 170, 534-537, 550-551

Research Process and Technology

Objectives	<i>Write Source Grade 6</i>
6.4.5 Use note-taking skills when completing research for writing.	Student Book: 388-391, 445-448
6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	Student Book: 366
6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	Student Book: 60-62

Evaluation and Revision

Objectives	<i>Write Source Grade 6</i>
6.4.8 Review, evaluate, and revise writing for meaning and clarity.	Student Book: 9, 16-21, 27-28, 29-32, 33-43, 45-56, 74, 82, 92, 113-124, 130-134, 141, 160, 177-188, 194-198, 204, 222, 239-250, 256-260, 266, 286, 301-312, 318-322, 328, 348, 357, 380, 401-402, 410, 415, 541
6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Student Book: 9, 22-23, 44, 74, 82, 82, 125-128, 142, 160, 189-192, 204, 222, 251-254, 266, 286, 313-316, 328, 349, 357, 380, 403-404, 410, 413, 415, 532-539, 548-551, 578-749
6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Student Book: 9, 16-21, 29-32, 37-39, 74, 82, 92, 116-117, 141, 160, 180-181, 204, 222, 242-243, 266, 286, 304-305, 328, 348, 357, 380, 401-402, 410, 415, 534-539, 551

STANDARD 5: WRITING APPLICATIONS

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	<i>Write Source Grade 6</i>
<p>6.5.1 Write narratives that:</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 clear language to develop plot and character. • Use a range of narrative devices, such as dialogue or suspense. 	<p>Student Book: 92-155, 343-352</p>
<p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</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. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. 	<p>Student Book: 70-91, 156-217</p>
<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • Develop an interpretation that shows careful reading, understanding, and insight. • Organize the interpretation around several clear ideas. • Support statements with evidence from the text. 	<p>Student Book: 282-341</p>
<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • State a clear position on a proposition or proposal. • Support the position with organized and relevant evidence and effective emotional appeals. • Anticipate and address reader concerns and counterarguments. 	<p>Student Book: 218-281</p>

Objectives	<i>Write Source Grade 6</i>
6.5.6 Use varied word choices to make writing interesting.	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, 290, 308-309, 312, 325, 328, 339, 345, 348, 357, 378, 380, 385, 402, 410, 415, 469-498
6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.	Student Book: The opportunity to address this objective is available on the following pages: 70-91, 92-155, 156-217, 218-281, 282-341, 342-361, 362-415
6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.	Student Book: 332-333, 377-380

R e s e a r c h A p p l i c a t i o n

Objectives	<i>Write Source Grade 6</i>
<p>6.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • Used information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited). 	Student Book: 381-410

STANDARD 6
WRITING: ENGLISH LANGUAGE
CONVENTIONS

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

Objectives	Write Source Grade 6
<p>6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p>	<p>Student Book: 12, 42-43, 82, 122-123, 141, 186-187, 248-249, 310-311, 348, 380, 402, 410, 499-522, 690-700</p> <p>SkillsBook: 63-120</p>
<p>6.6.6 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, <u>the team from Newport</u></i>), main clauses (words that express a complete thought), a subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> • <i>We began our canoe <u>trip on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).</i> • <i><u>Famous for their first flight at Kitty Hawk</u> (appositive), <i>the Wright brothers are legendary in aviation</i> (main clause).</i> 	<p>Student Book: 181, 473, 494-495, 498, 515, 517, 519, 520, 586, 594, 698, 700, 742</p> <p>SkillsBook: 69-70, 171-172</p>

Grammar

Objectives	Write Source Grade 6
<p>6.6.2 Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <i><u>Each</u> should do his or her homework.</i> • Indefinite pronouns: <i><u>Many</u> were absent today.</i> • Correct verb agreement: <i>Todd and Amanda <u>were chosen</u> to star in the play.</i> • Incorrect verb agreement: <i>Todd and Amanda <u>was</u> chosen to star in the play.</i> 	<p>Student Book: 475, 484, 508-509, 606, 710, 724, 728</p> <p>SkillsBook: 135-136, 147-154</p>

P u n c t u a t i o n

Objectives	Write Source Grade 6
6.4.3 Use colons after the salutation (greeting) in business letters (<i>Dear Sir</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).	Student Book: 590, 594, 596 SkillsBook: 15-16, 21-22

C a p i t a l i z a t i o n

Objectives	Write Source Grade 6
6.4.4 Use correct capitalization.	Student Book: 618-626 SkillsBook: 41-46

S p e l l i n g

Objectives	Write Source Grade 6
6.4.5 Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).	Student Book: 652-686 SkillsBook: 53-60

STANDARD 7
LISTENING AND SPEAKING: SKILLS,
STRATEGIES, AND APPLICATIONS

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

C o m p r e h e n s i o n

Objectives	Write Source Grade 6
6.7.1 Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	Student Book: The opportunity to address this objective is available on the following pages: 418, 421
6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.	Student Book: The opportunity to address this objective is available on the following pages: 418, 421
6.7.3 Restate and carry out multiple-step oral instructions and directions.	Student Book: 418-419
6.7.15 Ask questions that seek information not already discussed.	Student Book: 430

O r g a n i z a t i o n a n d D e l i v e r y o f O r a l
C o m m u n i c a t i o n

Objectives	Write Source Grade 6
6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	Student Book: 423-430
6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.	Student Book: 423-430
6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	Student Book: The opportunity to address this objective is available on the following pages: 411-415, 423-430

Objectives	<i>Write Source Grade 6</i>
6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	Student Book: 423-430

Analysis and Evaluation of Oral and Media Communications

Objectives	<i>Write Source Grade 6</i>
6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.	Student Book: The opportunity to address this objective is available on the following pages: 360-361, 428
6.7.9 Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.	Student Book: The opportunity to address this objective is available on the following page: 240

Speaking Applications

Objectives	<i>Write Source Grade 6</i>
6.7.10 Deliver narrative presentations that: <ul style="list-style-type: none"> • Establish a context, plot and point of view. • Included sensory details and specific language to develop the plot and character. • Use a range of narrative (story) devices, including dialogue, tension, or suspense. 	Student Book: 423-430 The opportunity to address this objective is also available on the following pages: 97-129, 135-142, 343-349
6.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Student Book: 423-430 The opportunity to address this objective is also available on the following pages: 71-74, 75-79

Objectives	<i>Write Source Grade 6</i>
<p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> • Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • Develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	<p>Student Book: 423-430 The opportunity to address this objective is also available on the following pages: 161-193, 199-204, 411-415</p>
<p>6.7.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • Develop an interpretation that shows careful reading, understanding, and insight. • Organize the presentation around several clear ideas, premises, or images. • Develop and justify the interpretation through the use of examples from the text. 	<p>Student Book: 423-430 The opportunity to address this objective is also available on the following pages: 287-317</p>
<p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • Provide a clear statement of the position. • Include relevant evidence. • Offer a logical sequence of information. • Engage the listener and try to gain acceptance of the proposition or proposal. 	<p>Student Book: 423-430 The opportunity to address this objective is also available on the following pages: 219-222, 223-255, 261-266</p>
<p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> • Theorize on the causes and effects of each problem. • Establish connections between the defined problem and at least one solution. • Offer persuasive evidence to support the definition of the problem and the proposed solutions. 	<p>Student Book: 423-430</p>



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Grade 7
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Indiana Content Standards- Language Arts
Grade 7

STANDARD 4
WRITING: PROCESSES and FEATURES

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

Objectives	<i>Write Source Grade 7</i>
7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Student Book: 3, 8, 13, 35-37, 73, 78-79, 95, 105-106, 138-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 264-265, 281, 285, 291-294, 346-347, 355-356, 379, 387-395, 412, 544-550
7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Student Book: 38-39, 79, 104, 116-117, 139, 168, 170, 180-181, 229, 232, 242-243, 294, 304-305, 347, 380, 394-395, 534-537, 551, 561, 572-573
7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	Student Book: 167, 168, 202-203, 229-231, 390-391, 394-395
7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	Student Book: 13, 60-62, 73, 78, 95, 104, 105, 139, 166, 167, 170, 180, 202, 203, 221, 228, 229, 232, 285, 292, 293, 303, 327, 346, 347, 355, 390, 395, 446, 447, 448, 488, 534-537, 548-550

Research Process and Technology

Objectives	<i>Write Source Grade 7</i>
7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Student Book: 387-395
7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.	Student Book: 392-393, 397, 403-404
7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	Student Book: 60-62, 409

Evaluation and Revision

Objectives	<i>Write Source Grade 7</i>
7.4.8 Review, evaluate, and revise writing for meaning and clarity.	Student Book: 9, 16-21, 27-28, 29-32, 40, 42-43, 45-56, 74, 82, 96, 113-124, 130-134, 141, 160, 177-188, 194-198, 204, 222, 239-250, 256-260, 266, 286, 301-312, 318-322, 328, 348, 357, 380, 405-406, 410, 413, 415, 541
7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Student Book: 9, 22-23, 44, 74, 82, 96, 125-128, 142, 160, 189-192, 204, 222, 251-254, 266, 286, 313-316, 328, 349, 357, 380, 407-408, 410, 413, 415, 578-749
7.4.10 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary.	Student Book: 9, 16-21, 29-32, 38-39, 41, 74, 82, 86, 116-117, 120-121, 141, 160, 180-181, 184-185, 204, 222, 242-243, 246-247, 266, 286, 304-305, 308-309, 328, 348, 357, 380, 405-406, 410, 413, 415, 534-539, 551, 558-559

STANDARD 5: WRITING APPLICATIONS

At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials.

The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	<i>Write Source Grade 7</i>
<p>7.5.1 Write autobiographical or autobiographical compositions that:</p> <ul style="list-style-type: none"> • Develop a standard plot line-including a beginning, conflict, rising action, climax, and denouement (resolution)-and point of view. • Develop complex major and minor characters and a definite setting. • Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	<p>Student Book: 92-155, 343-352</p>
<p>7.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • Develop interpretations that show careful reading, understanding, and insight. • Organize interpretations around several clear ideas, premises, or images from the literary work. • Support statements with evidence from the text. 	<p>Student Book: 282-341</p>
<p>7.5.4 Write persuasive compositions that:</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 and effective emotional appeals. • Anticipate and address reader concerns and counterarguments. 	<p>Student Book: 218-281</p>

Objectives	<i>Write Source Grade 7</i>
<p>7.5.5 Write summaries of reading materials that:</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>Student Book: 332-333, 377-380</p>
<p>7.5.6 Use varied word choices to make writing interesting and more precise.</p>	<p>Student Book: 12, 20, 34, 41, 72, 77, 80, 98, 120-121, 124, 141, 153, 158, 162, 164, 184-185, 188, 204, 215, 220, 224, 226, 246-247, 250, 263, 266, 279, 284, 286, 290, 308-309, 312, 325, 328, 339, 345, 348, 357, 380, 410, 415, 469-498, 558-559</p>
<p>7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.</p>	<p>Student Book: 70-91, 92-155, 156-217, 218-281, 282-341, 342-361, 362-415</p>

R e s e a r c h A p p l i c a t i o n

Objectives	<i>Write Source Grade 7</i>
<p>7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • Used information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited). 	<p>Student Book: 381-410</p>

STANDARD 6
WRITING: ENGLISH LANGUAGE
CONVENTIONS

Students write using Standard English conventions appropriate to this grade level.

S e n t e n c e S t r u c t u r e

Objectives	Write Source Grade 7
<p>7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.</p> <ul style="list-style-type: none"> • Clear: <i>She left the book, which she bought at the bookstore, on the table.</i> • Unclear: <i>She left the book on the table, which she bought at the bookstore.</i> • Active voice: <i>The man called the dog.</i> • Passive voice: <i>The dog was called by the man.</i> 	<p>Student Book: 482, 488, 505, 561, 694, 726</p> <p>SkillsBook: 91-92</p>
<p>7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p>	<p>Student Book: 12, 20, 34, 42-43, 82, 122-123, 186-187, 248-249, 282-253, 310-311, 348, 380, 410, 499-522, 690-700</p> <p>SkillsBook: 69-126</p>

G r a m m a r

Objectives	Write Source Grade 7
<p>7.6.2 Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i>, <i>-d</i>, <i>-n</i>, <i>-en</i>, or <i>-t</i> to the base form of the verb, such as <i>dreaming</i>, <i>chosen</i>, <i>built</i>, and <i>grown</i>.)</p>	<p>Student Book: 121-122, 485, 730</p> <p>SkillsBook: 161-162</p>
<p>7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.</p> <ul style="list-style-type: none"> • Clear: <i>Chris said to Jacob, "You will become a great musician."</i> • Confusing: <i>Chris told Jacob that he would become a great musician.</i> 	<p>Student Book: 474, 479, 706</p> <p>SkillsBook: 91-92</p>

Objectives	Write Source Grade 7
7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.	Student Book: 469-498, 500-510, 570-571, 690-701, 702-749 SkillsBook: 69-125, 129-186
7.6.5 Demonstrate appropriate English usage (such as pronoun reference).	Student Book: The opportunity is available to address this objective is available throughout the text.

P u n c t u a t i o n

Objectives	Write Source Grade 7
7.6.6 Identify and correctly use hyphens, dashes, brackets, and semicolons.	Student Book: 594-595, 608-612 SkillsBook: 29-30, 41-44
7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	Student Book: 582-591, 598-600 SkillsBook: 13-14, 33-34

C a p i t a l i z a t i o n

Objectives	Write Source Grade 7
7.6.8 Use correct capitalization.	Student Book: 618-627 SkillsBook: 49-58

S p e l l i n g

Objectives	Write Source Grade 7
7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	Student Book: The opportunity to address this objective is available on the following pages: 564-569

STANDARD 7
**LISTENING AND SPEAKING: SKILLS,
 STRATEGIES, AND APPLICATIONS**

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

C o m p r e h e n s i o n

Objectives	Write Source Grade 7
7.7.1 Ask questions to elicit information, including evidence to support the speaker’s claims and conclusions.	Student Book: The opportunity to address this objective is available on the following pages: 419, 430
7.7.2 Determine the speaker’s attitude toward a subject.	Student Book: The opportunity to address this objective is available on the following pages: 417-421

**O r g a n i z a t i o n a n d D e l i v e r y o f O r a l
 C o m m u n i c a t i o n**

Objectives	Write Source Grade 7
7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	Student Book: The opportunity to address this objective is available on the following pages: 423-430
7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.	Student Book: 411-415, 423-430
7.7.5 Use speaking techniques-including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact-for effective presentations.	Student Book: 419, 422, 428-430

Analysis and Evaluation of Oral and Media Communications

Objectives	<i>Write Source Grade 7</i>
<p>7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p>	<p>Student Book: The opportunity to address this objective is available on the following pages: 428-430</p>

Speaking Applications

Objectives	<i>Write Source Grade 7</i>
<p>7.7.8 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • Establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • Describe major and minor characters and a definite setting. • Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 97-134, 135-142, 343-349</p>
<p>7.7.12 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • Establish a clear point of view on the subject of the presentation. • Establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • Contain effective, factual descriptions of appearance, concrete images, shifting perspectives and sensory details. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 75-82</p>
<p>7.7.9 Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources. • Demonstrate a complete understanding of sources, not just superficial details. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 332-333, 377-380</p>

Objectives	<i>Write Source Grade 7</i>
<p>7.7.10 Deliver research presentations that:</p> <ul style="list-style-type: none"> • Pose relevant and concise questions about the topic. • Provide accurate information on the topic. • Include evidence generated through the formal research process, including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. • Cite reference sources appropriately. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 381-410, 411-415</p>
<p>7.7.11 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • State a clear position in support of an argument or proposal. • Describe the points in support of the proposal and include supporting evidence. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 223-260</p>



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Grade 8
correlated to
Indiana Content Standards- Language Arts
Grade 8

STANDARD 4
WRITING: PROCESSES and FEATURES

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

Objectives	Write Source Grade 8
8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Student Book: 3, 8, 13, 35-37, 73, 78-79, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 264-265, 281, 285, 291-294, 326, 346-348, 355-356, 377, 386-394, 412, 544-550
8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.	Student Book: 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 343-352, 375-378, 379-410
8.4.3 Support these or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	Student Book: 36-37, 168, 170, 202-203, 221, 229-232, 265, 389-391, 394, 531, 538-539, 558
8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Student Book: 38-39, 79, 170, 181, 203, 232, 294, 465, 466, 534-537, 551 The opportunity to also address this objective is available throughout the Forms of Writing unit: 70-415

Research Process and Technology

Objectives	<i>Write Source Grade 8</i>
8.4.4 Plan and conduct multiple-step information searches using computer networks.	Student Book: The opportunity to address this objective is available on the following page: 365
8.4.5 Achieve an effective balance between researched information and original ideas.	Student Book: The opportunity to address this objective is available on the following pages: 363-374, 379-410
8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	Student Book: 60-62, 409

Evaluation and Revision

Objectives	<i>Write Source Grade 8</i>
8.4.7 Review, evaluate, and revise writing for meaning and clarity.	Student Book: 9, 16-21, 27-28, 29-32, 33-43, 45-56, 74, 82, 96, 113-124, 130-134, 141, 160, 177-188, 194-198, 204, 222, 239-250, 256-260, 266, 286, 301-312, 318-322, 328, 349, 357, 378, 405-406, 410, 413, 415, 541
8.4.11 Identify topics' ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Student Book: 387-392
8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Student Book: 9, 22-23, 44, 74, 82, 96, 125-128, 142, 160, 189-192, 204, 222, 251-254, 266, 286, 313-316, 328, 349, 357, 378, 407-408, 410, 413, 415, 578-749
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, and ideas.	Student Book: 9, 16-21, 38-39, 41, 42, 74, 82, 96, 109, 116-117, 120-121, 141, 160, 180-181, 184-185, 204, 222, 236, 242-243, 246-247, 266, 286, 299, 304-305, 308-309, 328, 349, 357, 378, 405-406, 410, 413, 415, 534-539, 551, 561, 572-573

STANDARD 5: WRITING APPLICATIONS

At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	<i>Write Source Grade 8</i>
<p>8.5.1 Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> • Tell about an incident, event, or situation, using well-chosen details. • Reveal the significance of, or the writer’s attitude about, the subject. • Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>Student Book: 92-155, 343-352</p>
<p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • Demonstrate careful reading and insight into interpretations. • Connect response to the writer’s techniques and to specific textual references. • Make supported inferences about the effects of a literary work on its audience. • Support statements with evidence from the text. 	<p>Student Book: 282-341</p>
<p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • Include a well-defined thesis that makes a clear and knowledgeable appeal. • Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.. 	<p>Student Book: 218-281</p>

Objectives	<i>Write Source Grade 8</i>
8.5.5 Write technical documents that: <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’s constitution or guidelines. • Include all the factors and variables that need to be considered. • Use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. 	Student Book: 208-209, 210-211
8.5.6 Write using precise word choices to make writing interesting and more exact.	Student Book: 12, 20, 34, 41, 82, 98, 120-121, 124, 141, 162, 184-185, 188, 204, 224, 246-247, 250, 288, 308-309, 312, 328, 349, 378, 410, 415
8.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.	Student Book: 70-91, 92-155, 156-217, 218-281, 282-341, 342-361, 375-378, 379-410, 411-415

R e s e a r c h A p p l i c a t i o n

Objectives	<i>Write Source Grade 8</i>
8.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> • Used information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited). 	Student Book: 379-410

STANDARD 6
WRITING: ENGLISH LANGUAGE
CONVENTIONS

Students write using Standard English conventions appropriate to this grade level.

S e n t e n c e S t r u c t u r e

Objectives	Write Source Grade 8
8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.	Student Book: 12, 20, 34, 42-43, 82, 98, 122-123, 124, 161, 162, 186-186, 188, 191, 224, 248-249, 288, 310-311, 312, 328, 349, 357, 378, 410, 499-522, 690-700 SkillsBook: 65-130
8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. <ul style="list-style-type: none"> • Correct: <i>Students <u>having</u> difficulty and <u>needing</u> help should stay after class.</i> • Incorrect: <i>Students <u>having</u> difficulty and <u>who need help</u> should stay after class.</i> 	Student Book: 512, 522, 559
8.6.3 Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures-acts of friendship-were notices but not appreciated</i>), and other devices to indicate clearly the relationship between ideas.	Student Book: 503, 520 SkillsBook: 69-70,

G r a m m a r

Objectives	Write Source Grade 8
8.6.4 Edit written manuscripts to ensure that correct grammar is used.	Student Book: 9, 22-23, 44, 74, 82, 96, 125-128, 142, 160, 189-192, 204, 222, 251-254, 266, 286, 313-316, 328, 349, 357, 378, 407-408, 410, 413, 415, 578-749 SkillsBook: 65-130, 131-186
8.6.8 Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i>).	Student Book: 43, 123, 485, 514, 520, 730 SkillsBook: 161-162

P u n c t u a t i o n

Objectives	Write Source Grade 8
8.6.5 Use correct punctuation.	Student Book: 579-617 SkillsBook: 3-40

C a p i t a l i z a t i o n

Objectives	Write Source Grade 8
8.6.6 Use correct capitalization.	Student Book: 618-627 SkillsBook: 41-46

S p e l l i n g

Objectives	Write Source Grade 8
8.6.7 Use correct spelling conventions.	Student Book: 642-651 SkillsBook: 51-52

S T A N D A R D 7 L I S T E N I N G A N D S P E A K I N G : S K I L L S , S T R A T E G I E S , A N D A P P L I C A T I O N S

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

C o m p r e h e n s i o n

Objectives	Write Source Grade 8
8.7.1 Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	Student Book: 418, 421

Organization and Delivery of Oral Communication

Objectives	<i>Write Source Grade 8</i>
8.7.2 Match the message, vocabulary, voice modulation (change in tone), expression, and tone to the audience and purpose.	Student Book: 411-415, 428-430
8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	Student Book: 411-415, 423-430
8.7.4 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (<i>I recommend that you write drafts.</i>) rather than the passive voice (<i>The writing of drafts is recommended.</i>) in ways that enliven oral presentations.	Student Book: 411-415, 423-430
8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.	Student Book: 411-415, 423-430
8.7.6 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.	Student Book: The opportunity to address this objective is available on the following pages: 411-415, 423-430

Analysis and Evaluation of Oral and Media Communications

Objectives	<i>Write Source Grade 8</i>
8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	Student Book: The opportunity to address this objective is available on the following page: 317
8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	Student Book: The opportunity to address this objective is available on the following pages: 418, 426-427

Speaking Applications

Objectives	<i>Write Source Grade 8</i>
<p>8.7.9 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • Relate a clear incident, event, or situation, using well-chosen details. • Reveal the significance of the incident, event, or situation. • Use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 97-134, 135-142, 343-349</p>
<p>8.7.15 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • Establish a clear point of view on the subject of the presentation. • Establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 75-82</p>
<p>8.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • Interpret a reading and show insight. • Connect personal responses to the writer’s techniques and to specific textual references. • Make supported inferences about the effects of a literary work on its audience. • Support judgments through references to the text, other works, other authors, or personal knowledge. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 287-322</p>
<p>8.7.12 Deliver research presentations that:</p> <ul style="list-style-type: none"> • Define a thesis (a position on a topic). • Research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • Use a variety of research sources and distinguish the nature and value of each. • Present information on charts, maps, and graphs. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 379-410</p>

Objectives	<i>Write Source Grade 8</i>
<p>8.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • Include a well-defined thesis (position on the topic). • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • Anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements. • Maintain a reasonable tone. 	<p>Student Book: 423-430 The opportunity to also address this objective is available on the following pages: 223-260</p>



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