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correlated to

Indiana Content Standards

Language Arts

Grades K-5

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correlated to
Indiana Content Standards- Language Arts
Grade Kindergarten**

**STANDARD 4
WRITING : PROCESSES and FEATURES**

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

Objectives	<i>Write Source</i> Kindergarten
K.4.1 Discuss ideas to include in a story	<p>The opportunity to address this objective is available on the following pages:</p> <p>Teacher’s Guide: 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 40-41, 50-51, 111, 112, 117, 118, 183</p> <p>Student Book: 20, 21, 22, 23, 24, 25, 30, 31, 38, 39</p>
K.4.2 Tell a story that the teacher or some other person will write.	<p>The opportunity to address this objective is available on the following pages:</p> <p>Teacher’s Guide: 72, 73, 127</p> <p>Student Book: 58</p>
K.4.3 Write using pictures, letters, and words.	<p>Teacher’s Guide: 6, 7, 8, 9, 32, 33, 34, 35, 40, 41, 42, 60-73, 76-97, 111, 113, 121-127</p> <p>Student Book: 8, 9, 10, 11, 26, 27, 30, 32, 46-59, 60-81</p>
K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).	<p>The opportunity to address this objective is available throughout the text.</p>

Objectives	Write Source Kindergarten
K.4.5 Write by moving from left to right and from top to bottom.	Teacher's Guide: 6-9, 32, 33, 42-43, 60-65, 68-73, 106, 107, 113, 121-127, 160-161, 162-163, 184-185, 186, 187, 194

R e s e a r c h P r o c e s s a n d T e c h n o l o g y

Objectives	Write Source Kindergarten
K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	The opportunity to address this objective is available on the following pages: Teacher's Guide: 28, 29 Student Book: 24
K.4.8 Organize and classify information into categories of how and why or by color or size.	The opportunity to address this objective is available on the following pages: Teacher's Guide: 28, 29 Student Book: 24

**S T A N D A R D 5 : W R I T I N G : A p p l i c a t i o n s
(D i f f e r e n t T y p e s o f W r i t i n g a n d T h e i r
C h a r a c t e r i s t i c s)**

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

Objectives	Write Source Kindergarten
K.5.1 Draw pictures and write words for a specific reason.	Teacher's Guide: 60-72, 76-97, 121-138, 184-208 Student Book: 46-59, 60-81
K.5.2 Draw pictures and write for specific people or persons.	Teacher's Guide: 60-72, 76-97, 121-138, 184-208 Student Book: 46-59, 60-81

STANDARD 6: WRITING: English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

Objectives	<i>Write Source Kindergarten</i>
K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	<p>Teacher’s Guide: 4, 5, 36, 37, 56, 57</p> <p>Student Book: 7, 28, 44, 45</p> <p>The opportunity to address this objective is also available on the following pages:</p> <p>Teacher’s Guide: 60-72</p> <p>Student Book: 46-59</p>

Spelling

Objectives	<i>Write Source Kindergarten</i>
K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.	<p>The opportunity to address this objective is available on the following pages:</p> <p>Teacher’s Guide: 6, 36, 37, 42, 43, 56, 57, 106, 113, 114, 116, 120</p> <p>Student Book: 9, 28, 32, 33, 44, 45</p>

STANDARD 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experience or interests.

Comprehension

Objectives	<i>Write Source Kindergarten</i>
K.7.1 Understand and follow one-and two-step spoken directions.	<p>The opportunity to address this objective is available on the following pages:</p> <p>Teacher’s Guide: 43, 114</p> <p>Student Book: 33</p>

O r g a n i z a t i o n C o m m u n i c a t i o n

Objectives	<i>Write Source Kindergarten</i>
K.7.2 Share information and ideas, speaking in complete, coherent sentences.	Teacher’s Guide: 22, 23, 38, 39, 114 Student Book: 21, 29

S p e a k i n g A p p l i c a t i o n s

Objectives	<i>Write Source Kindergarten</i>
K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.	The opportunity to address this objective is available on the following pages: Teacher’s Guide: 43 Student Book: 33
K.7.4 Recite short poems, rhymes, and songs.	The opportunity to address this objective is available on the following pages: Teacher’s Guide: 5, 13, 16, 17, 23, 43, 93, 95, 63, 73, 77, 79, 81, 87, 89, 114, 169-170 Student Book: 6, 7, 18, 19
K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).	The opportunity to address this objective is available on the following pages: Teacher’s Guide: 43, 72, 73, 127 Student Book: 33, 58, 59



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correlated to
Indiana Content Standards- Language Arts
Grade 1**

**STANDARD 4
WRITING: PROCESSES and FEATURES**

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

Objectives	<i>Write Source Grade 1</i>
1.4.1 Discuss ideas and select a focus for group stories or other writing.	The opportunity to address this objective is available on the following pages: Student Book: 14-17, 68, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191
1.4.2 Use various organizational strategies to plan writing.	Student Book: 28, 31, 36-37, 87, 95, 111, 115, 248-253

Evaluation and Revision

Objectives	<i>Write Source Grade 1</i>
1.4.3 Revise writing for others to read.	Student Book: 14, 20-21, 59, 72-73, 94-95, 118-119, 136, 147, 155, 168, 175

Research Process and Technology

Objectives	<i>Write Source Grade 1</i>
1.4.3 Begin asking questions to guide topic selections and ask <i>how</i> and <i>why</i> questions about a topic of interest.	Student Book: 188-191
1.4.3 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles)	The opportunity to address this objective is available on the following pages: Student Book: 180-187, 188-199
1.4.3 Organize and classify information by constructing categories on the basis of observation.	The opportunity to address this objective is available on the following pages: Student Book: 188-189

STANDARD 5: WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose of reading.

Using the writing strategies of Grade 1 outlined in Standard 4-Writing Processes and Features, students:

Objectives	<i>Write Source Grade 1</i>
1.5.1 Write brief narratives (stories) describing an experience.	Student Book: 84-105, 162-169
1.5.1 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory detail.	Student Book: 62-81, 108-129
1.5.1 Write simple rhymes.	Student Book: 177
1.5.1 Use descriptive words when writing.	Student Book: 28, 33, 65, 73, 173, 196, 256-259

Objectives	Write Source Grade 1
1.5.1 Write for different purposes and to a specific audience or person.	Student Book: 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199

STANDARD 6: WRITING: English Language Conventions

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

Handwriting

Objectives	Write Source Grade 1
1.6.1 Print legibly and space letters, words, and sentences appropriately.	The opportunity to address this objective is available throughout the text.

Sentence Structure

Objectives	Write Source Grade 1
1.6.1 Write in complete sentences.	Student Book: 44-53, 288-290 SkillsBook: 5-22

Grammar

Objectives	Write Source Grade 1
1.6.1 Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	Student Book: 223, 292 SkillsBook: 71, 72
1.6.1 Identify and correctly write contractions (<i>isn't, aren't, can't</i>)	Student Book: 236-237, 274

Punctuation

Objectives	Write Source Grade 1
1.6.6 Correctly use periods (<i>I am five</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	Student Book: 54, 55, 270, 271, 290 SkillsBook: 23-26

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

Objectives	<i>Write Source Grade 1</i>
1.6.6 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	Student Book: 53, 275-277, 288 SkillsBook: 35-42

S p e l l i n g

Objectives	<i>Write Source Grade 1</i>
1.6.6 Spell correctly three- and four-letter words (<i>can, will</i>) and at grade level appropriate sight words (<i>red, fish</i>).	Student Book: 279-283 The opportunity to address this objective is also available throughout the text.

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 listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). 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	<i>Write Source Grade 1</i>
1.7.1 Listen attentively.	Student Book: 204-205
1.7.1 Ask questions for clarification and understanding.	Student Book: 204-205
1.7.1 Give, restate, and follow simple two-step directions.	The opportunity to address this objective is available on the following pages: Student Book: 204-205

Organization and Delivery of Oral Communication

Objectives	<i>Write Source Grade 1</i>
1.7.1 Stay on the topic when speaking.	Student Book: 202-203
1.7.1 Use descriptive words when speaking about people, places, things, and events.	The opportunity to address this objective is available on the following pages: Student Book: 202-203

Speaking Applications

Objectives	<i>Write Source Grade 1</i>
1.7.1 Recite poems, rhymes, songs, and stories.	The opportunity to address this objective is available on the following pages: Student Book: 162-177, 202-203
1.7.1 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.	The opportunity to address this objective is available on the following pages: Student Book: 86-101
1.7.1 Relate an important life event or personal experience in a simple sequence.	The opportunity to address this objective is available on the following pages: Student Book: 86-101, 202-203
1.7.1 Provide descriptions with careful attention to sensory detail.	The opportunity to address this objective is available on the following pages: Student Book: 64-79, 202-203
1.7.1 Use visual aids, such as pictures and objects, to present oral information.	The opportunity to address this objective is available on the following pages: Student Book: 202-203



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correlated to
Indiana Content Standards- Language Arts
Grade 2**

**STANDARD 4
WRITING : PROCESSES and FEATURES**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

Objectives	Write Source Grade 2
2.4.1 Create a list of ideas for writing.	Student Book: 6, 9, 26-27, 54-55, 66-67, 74-75, 100-101, 108-109, 134-135, 142-143, 166, 172-173, 184-185, 194-195, 200-201, 211-212, 220-222, 230-232, 237, 262-267, 352-358
2.4.1 Organize related ideas together to maintain a consistent focus.	Student Book: 20, 27, 57, 69, 71, 73, 82, 105, 107, 116, 137, 139, 141, 146, 168, 216, 229, 234, 274

Research Process and Technology

Objectives	Write Source Grade 2
2.4.3 Find ideas for writing stories and descriptions in pictures or books.	The opportunity to address this objective is available on the following pages: Student Book: 6, 9, 26-27, 54-55, 66-67, 74-75, 100-101, 108-109, 134-135, 142-143, 166, 172-173, 184-185, 194-195, 200-201, 211-212, 220-222, 230-232, 237, 262-267, 352-358
2.4.3 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	Student Book: 244-257

Objectives	Write Source Grade 2
2.4.3 Use a computer to draft, revise, and publish writing.	The opportunity to address this objective is available on the following pages: Student Book: 6-7, 11-13, 28-31, 52-61, 64-95, 98-129, 132-167, 164-205, 208-241, 258-279

E v a l u a t i o n a n d R e v i s i o n

Objectives	Write Source Grade 2
2.4.3 Review, evaluate, and revise writing for meaning and clarity.	Student Book: 6, 11, 29, 57, 69, 82-83, 87, 88, 89, 103, 116-117, 121, 122, 123, 137, 146-147, 153, 154, 155, 168, 178, 188, 191, 202, 216, 226, 234, 274-275, 283
2.4.3 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.	Student Book: 7, 12, 30-31, 57, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 189, 196, 202, 216, 226, 234, 283, 381-459 SkillsBook: 3-92
2.4.3 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	Student Book: 6, 11, 29, 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 188, 196, 202, 216, 226, 234, 274-275, 283

**S T A N D A R D 5 : W R I T I N G : A p p l i c a t i o n s
(D i f f e r e n t T y p e s o f W r i t i n g a n d T h e i r
C h a r a c t e r i s t i c s)**

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting research, and organizational 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, Grade 2 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	Write Source Grade 2
2.5.1 Write brief narratives that: <ul style="list-style-type: none"> • Move through a logical sequence of events (chronological order, order of importance). • Describe the setting, characters, objects, and events in detail. 	Student Book: 64-65, 208-217

Objectives	<i>Write Source</i> Grade 2
2.5.1 Write a brief description of a familiar object, person, place, or event that: <ul style="list-style-type: none"> • Develops a main idea. • Use details to support the main idea. 	Student Book: 52-61
2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.	Student Book: 60-61 The opportunity to address this objective is also available on the following pages: Student Book: 138-152
2.5.3 Write rhymes and simple poems.	Student Book: 228-241
2.5.3 Use descriptive words when writing.	Student Book: 22, 29, 52-61, 105, 107, 116, 137, 229, 234, 253, 368-374 SkillsBook: 133-140
2.5.3 Write for different purposes and to a specific audience or person.	Student Book: 52-61, 64-95, 98-129, 132-161, 164-205, 208-241, 258-279, 280-283
2.5.7 Write responses to literature that: <ul style="list-style-type: none"> • Demonstrate an understanding of what is read. • Support statements with evidence from the text. 	Student Book: 164-205

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

Objectives	<i>Write Source Grade 2</i>
<p>2.5.7 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"> • Uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). • Organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. 	<p>Student Book: 244-257, 258-279</p>

S T A N D A R D 6 : W R I T I N G : E n g l i s h L a n g u a g e C o n v e n t i o n s

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

H a n d w r i t i n g

Objectives	<i>Write Source Grade 2</i>
<p>2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p>The opportunity to address this objective is available throughout the text.</p>

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

Objectives	<i>Write Source Grade 2</i>
<p>2.6.1 Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball.</i>)</p>	<p>Student Book: 338-349 SkillsBook: 95-106</p>
<p>2.6.1 Use the correct word order in written sentences.</p>	<p>Student Book: 338-349 SkillsBook: 95-106</p>

G r a m m a r

Objectives	<i>Write Source Grade 2</i>
2.6.1 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	<p>Student Book: 313-337</p> <p>SkillsBook: 109-152</p>

P u n c t u a t i o n

Objectives	<i>Write Source Grade 2</i>
2.6.1 Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your friend,</i>) and with dates (<i>March 22, 2000</i>) and items in a series (<i>Tony, Steve, and Bill</i>).	<p>Student Book: 386-389</p> <p>SkillsBook: 15-27</p>
2.6.6 Use quotation marks correctly to show that someone is speaking. <ul style="list-style-type: none"> • Correct: "You may go home now," she said. • Incorrect: "You may go home now she said." 	<p>Student Book: 78, 394-395</p> <p>SkillsBook: 37-38</p>

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

Objectives	<i>Write Source Grade 2</i>
2.6.7 Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr. Mr., Mrs., Miss</i>) and initials in names.	<p>Student Book: 398-401</p> <p>SkillsBook: 41-62</p>

S p e l l i n g

Objectives	<i>Write Source Grade 2</i>
2.6.7 Spell correctly words like <i>was, were, says, said, who, what, and why</i> , which are used frequently but do not fit common spelling patterns.	<p>The opportunity to address this objective is available on the following pages and throughout the text.</p> <p>Student Book: 409-417</p>

Objectives	<i>Write Source Grade 2</i>
<p>2.6.9 Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), r-controlled vowels, (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>).</p> <ul style="list-style-type: none"> • Short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>chop, <u>u</u>nless • Long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se • R-controlled: <u>a</u>rk, <u>e</u>pper, <u>i</u>rd, <u>o</u>rn, <u>u</u>rther • Consonant blends: <u>b</u>lue, <u>c</u>rash, <u>d</u>esk, <u>s</u>peak, <u>c</u>oast 	<p>The opportunity to address this objective is available on the following pages and throughout the text.</p> <p>Student Book: 409-417</p>

STANDARD 7
LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

Objectives	<i>Write Source Grade 2</i>
<p>2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).</p>	<p>Student Book: 296-303</p>
<p>2.7.1 Ask for clarification and explanation of stories and ideas.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 296-303</p>
<p>2.7.1 Paraphrase (restate in own words) information that has been shared orally by others.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 280-283, 286-291, 296-303</p>

Objectives	<i>Write Source Grade 2</i>
2.7.1 Give and follow three and four step oral directions.	The opportunity to address this objective is available on the following pages: Student Book: 302-303

**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	<i>Write Source Grade 2</i>
2.7.5 Organize presentations to maintain a clear focus.	Student Book: 280-283, 286-291
2.7.5 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Student Book: 14-17, 280-283, 286-291
2.7.5 Tell experiences in a logical order (chronological order, order of importance, spatial order).	Student Book: 280-283, 286-291
2.7.5 Retell stories, including characters, setting, and plot.	The opportunity to address this objective is available on the following pages: Student Book: 208-217, 286-291
2.7.5 Report on a topic with supportive facts and details.	Student Book: 286-291 The opportunity to address this objective is also available on the following pages: Student Book: 258-279, 280-283
2.7.12 Use descriptive words when speaking about people, places, things, and events.	The opportunity to address this objective is available on the following pages: Student Book: 286-291, 280-283

Speaking Applications

Objectives	<i>Write Source Grade 2</i>
<p>2.7.10 Recount experiences or present stories that:</p> <ul style="list-style-type: none"> • Move through a logical sequence of events (chronological order, order of importance, spatial order). • Describe story elements, including characters, plot, and setting. 	<p>Student Book: 286-291</p> <p>The opportunity to address this objective is also available on the following pages:</p> <p>Student Book: 208-217</p>
<p>2.7.10 Report on a topic with facts and details, drawing from several sources of information.</p>	<p>Student Book: 286-291</p> <p>The opportunity to address this objective is also available on the following pages:</p> <p>Student Book: 258-279, 280-283</p>
<p>2.7.13 Recite poems, rhymes, songs, and stories.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 228-241</p>
<p>2.7.13 Provide descriptions with careful attention to sensory detail.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 53-57, 286-291</p>



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STANDARD 4 WRITING : PROCESSES and FEATURES

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

Objectives	<i>Write Source Grade 3</i>
3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	The opportunity to address this objective is available on the following pages: Student Book: 6, 11, 70, 71, 52, 62, 92, 100, 101, 138, 146, 147, 184, 192-193, 228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337, 416-420, 423-428
3.4.1 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	Student Book: 6, 11, 70, 71, 52, 62, 92, 100, 101, 138, 146, 147, 184, 192-193, 228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337, 416-420, 423-428
3.4.1 Create single paragraphs with topic sentences and simple supporting facts and details.	Student Book: 44-46, 60-63, 90-93, 136-139, 182-185, 320-327, 421
3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.	Student Book: 22, 50-53, 422-429 The opportunity to address this objective is available on the following pages: Student Book: 61, 67, 69, 85, 91, 97, 99, 117, 122-123, 131, 137, 143, 145, 163, 168-169, 177, 183, 189, 191, 207, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 307

Research Process and Technology

Objectives	<i>Write Source Grade 3</i>
3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	<p>Student Book: 294-305</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 310-335</p>
3.4.4 Use a computer to draft, revise, and publish writing.	<p>Student Book: 37</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 310-335</p>

Evaluation and Revision

Objectives	<i>Write Source Grade 3</i>
3.4.4 Review, evaluate, and revise writing for meaning and clarity.	<p>Student Book: 6, 13, 53, 64, 78-79, 94, 108-109, 113, 116-120, 122-123, 140, 154-155, 159, 162-166, 186, 196, 197, 203, 206-210, 212-213, 217, 230, 240, 243, 248, 254, 260, 275, 287, 309, 328-330, 335, 339</p>
3.4.4 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	<p>Student Book: 14, 53, 65, 80-81, 95, 110-111, 121, 141, 156-157, 187, 198-199, 231, 241, 248, 254, 260, 275, 287, 309, 447-543</p> <p>SkillsBook: 3-74</p>
3.4.4 Revise writing for others to read, improving the focus and progression of ideas.	<p>Student Book: 6, 13, 53, 64, 78-79, 94, 108-109, 116-120, 140, 154-155, 162, 186, 196, 197, 200-210, 217, 230, 240, 248, 254, 260, 275, 287, 309, 339</p>

**STANDARD 5: WRITING: Applications
(Different Types of Writing and Their
Characteristics)**

At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational 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, Grade 3 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	<i>Write Source Grade 3</i>
3.5.7 Write narratives that: <ul style="list-style-type: none"> • Provide a context within which an action takes place. • Include details to develop the plot. 	Student Book:: 90-133, 268-279
3.5.7 Write descriptive pieces about people, places, things, or experiences that: <ul style="list-style-type: none"> • Develop a unified idea. • Use details to support the main idea. 	Student Book:: 60-87, 136-159, 170-179
3.5.6 Write persuasive pieces that ask for an action or response.	Student Book:: 182-187
3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that: <ul style="list-style-type: none"> • Show awareness of the knowledge and interests of the audience. • Establish a purpose and context. • Include the date, proper salutation, body, closing, and signature. 	Student Book:: 128-129, 188-203, 215-217, 218-223, 429
3.5.3 Use varied word choices to make writing interesting.	Student Book:: 24, 67, 85, 91, 97, 99, 119, 122-123, 131, 137, 143, 165, 168-169, 177, 183, 189, 209, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 313, 330-331, 433-441
3.5.3 Write for different purposes and to a specific audience or person.	Student Book:: 60-87, 90-133, 136-179, 182-223, 226-265, 268-279, 280-290, 306-309, 310-335, 336-339

Objectives	<i>Write Source Grade 3</i>
3.5.7 Write responses to literature that: <ul style="list-style-type: none"> • Demonstrate an understanding of what is read. • Support statements with evidence from the text. 	Student Book:: 226-265

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

Objectives	<i>Write Source Grade 3</i>
3.5.7 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"> • Uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). • Organizes information by categorizing it into one category (such as living and nonliving, hot and cold) or includes information gained through observation. 	Student Book:: 310-335

**S T A N D A R D 6 : W R I T I N G : E n g l i s h L a n g u a g e
C o n v e n t i o n s**

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

H a n d w r i t i n g

Objectives	<i>Write Source Grade 3</i>
3.6.1 Writing legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	The opportunity to address this objective is available throughout the text.

Sentence Structure

Objectives	Write Source Grade 3
3.6.1 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. <ul style="list-style-type: none"> • Declarative: This tastes very good. • Imperative: Please take your seats. • Interrogative: Are we there yet? • Exclamatory: It's a home run! 	Student Book:: 395-413, 447, 448, 510-515 SkillsBook: 3-8, 77-100

Grammar

Objectives	Write Source Grade 3
3.6.1 Identify and use subjects and verbs that are in agreement (<i>we are</i> instead of <i>we is</i>).	Student Book:: 386, 404
3.6.1 Identify and use past (<i>he danced</i>), present (<i>he dances</i>), and future (<i>he will dance</i>) verb tenses properly in writing.	Student Book:: 384-385, 524-525
3.6.1 Identify and correctly use pronouns (<i>it, him, her</i>), adjectives (<u>brown</u> eyes, <u>two younger</u> sisters), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.	Student Book:: 377-380, 387-388, 520, 530-533, 542 SkillsBook: 125-132, 151-158

Punctuation

Objectives	Write Source Grade 3
3.6.1 Use commas in date (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).	Student Book:: 167, 450-455 SkillsBook: 9-10, 13-14

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

Objectives	Write Source Grade 3
3.6.1 Capitalize correctly geographical names, holidays, historical periods, and special events (<i>We always celebrate the Forth of July by gathering at Mounds State Park in Anderson, Indiana.</i>).	Student Book:: 211, 370-375, 470-475 SkillsBook: 41, 42, 45-50

S p e l l i n g

Objectives	Write Source Grade 3
3.6.1 Spell correctly one-syllable words that have blends (<i>walk, play, blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i> ; changing <i>win</i> to <i>winning</i> ; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair/hare</i>).	Student Book:: 374, 456, 476, 486-493, 494-509, 518 SkillsBook: 61-66, 67-74

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 listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). 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 3
3.7.1 Retell, paraphrase, and explain what a speaker has said.	Student Book:: 360-361
3.7.1 Connect and relate experiences and ideas to those of a speaker.	The opportunity to address this objective is available on the following pages: Student Book:: 354-361

Objectives	Write Source Grade 3
3.7.1 Answer questions completely and appropriately.	The opportunity to address this objective is available on the following pages: Student Book:: 336-339, 360-361
3.7.1 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>).	The opportunity to address this objective is available on the following pages: Student Book:: 280-291
3.7.15 Follow three and four step oral directions.	The opportunity to address this objective is available on the following pages: Student Book:: 360-361

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 3
3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.	Student Book:: 336-339, 342-347
3.7.5 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	The opportunity to address this objective is available on the following pages: Student Book:: 336-339, 342-347
3.7.5 Use clear and specific vocabulary to communicate ideas and establish the tone.	The opportunity to address this objective is available on the following pages: Student Book:: 336-339, 342-347
3.7.5 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	Student Book:: 336-339, 346
3.7.5 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	Student Book:: 342-347 The opportunity to address this objective is available on the following pages: Student Book:: 280-291

Analysis and Evaluation of Oral and Media Communication

Objectives	<i>Write Source Grade 3</i>
3.7.5 Compare ideas and points of view expressed in broadcast and print media or on the Internet.	Student Book:: 354-359
3.7.5 Distinguish between the speaker’s opinions and verifiable facts.	Student Book:: 354-359

Speaking Applications

Objectives	<i>Write Source Grade 3</i>
3.7.12 Make brief narrative presentations: <ul style="list-style-type: none"> • Provide a context for an event that is the subject of the presentation. • Provide insight into why the selected event should be of interest to the audience. • Include well-chosen details to develop characters, setting, and plot that have a beginning, middle, and end. 	Student Book:: 342-347 The opportunity to address this objective is available on the following pages: Student Book:: 96-113, 268-279
3.7.12 Plan and present dramatic interpretations of experiences, stories, poems, or plays.	Student Book:: 342-347 The opportunity to address this objective is available on the following pages: Student Book:: 268-279, 280-291
3.7.12 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Student Book:: 342-347 The opportunity to address this objective is available on the following pages: Student Book:: 66-87



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correlated to
Indiana Content Standards- Language Arts
Grade 4**

**STANDARD 4
WRITING: PROCESSES and FEATURES**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

Objectives	Write Source Grade 4
4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	Student Book: 6, 11, 58, 65, 70, 77, 79, 91-96, 127, 141, 147-152, 183-184, 187, 197, 203-208, 239, 240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348
4.4.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	Student Book: 58-61, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362

Objectives	<i>Write Source Grade 4</i>
4.4.1 Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • Provide an introductory paragraph. • Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph • Include supporting paragraphs with simple facts, details, and explanations. • Present important ideas or events in sequence or in chronological order. • Provide details and transitions to link paragraphs. • Conclude with a paragraph that summarizes the points. • Use correct indentation at the beginning of paragraphs. 	Student Book: 145-180, 182-185, 257-272, 337-362
4.4.4. Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.	Student Book: 56, 57, 218, 219, 458-459, 460-461

R e s e a r c h P r o c e s s a n d T e c h n o l o g y

Objectives	<i>Write Source Grade 4</i>
4.4.5 Quote or paraphrase information sources, citing them appropriately.	Student Book: 346, 352, 354
4.4.5 Locate information in reference texts by using organizational features, such as prefaces and appendixes.	Student Book: 321-332 The opportunity to address this objective is available on the following pages: Student Book: 337-362
4.4.5 Use multiple reference materials and online information (the Internet) as aids to writing.	Student Book: 321-332 The opportunity to address this objective is available on the following pages: Student Book: 337-362

Objectives	<i>Write Source Grade 4</i>
4.4.5 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	The opportunity to address this objective is available on the following pages: Student Book: 321-332
4.4.5 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Student Book: 44-46

Evaluation and Revision

Objectives	<i>Write Source Grade 4</i>
4.4.10 Review, evaluate, and revise writing for meaning and clarity.	Student Book: 14-15, 59, 66, 74, 86, 103-114, 120-121, 122-124, 129, 142, 159, 160-170, 176-177, 178-180, 185, 198, 215-226, 232-233, 234-236, 256, 267, 277, 283, 289, 295, 305, 315, 355-358, 362
4.4.10 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 specific	Student Book: 10, 16, 22, 30, 59, 66, 86, 115-118, 120-121, 129, 142, 171-174, 176-177, 185, 198, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359-360, 478-605 SkillsBook: 3-74
4.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	Student Book: 14, 15, 59, 66, 74, 86, 103-114, 129, 142, 160-170, 185, 198, 215-226, 256, 277, 283, 289, 295, 305, 315, 355-358, 431-448 SkillsBook: 105-114

STANDARD 5: WRITING APPLICATIONS (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational 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 4 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	<i>Write Source Grade 4</i>
4.5.1 Write narratives that: <ul style="list-style-type: none"> • Include ideas, observations, or memories of an event or experience. • Provide a context to allow the reader to imagine the world of the event or experience. • Use concrete sensory details. 	Student Book: 83-137
4.5.1 Write responses to literature that: <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support statements with evidence from the text. 	Student Book: 253-297
4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details. <ul style="list-style-type: none"> • State a clear position in support of a proposal. • Support a position with relevant evidence and effective emotional appeals. • Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • Address reader concerns. 	Student Book: 333-336
4.5.4 Use varied word choices to make writing interesting.	Student Book: 10, 22, 28, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315

Objectives	Write Source Grade 4
4.5.4 Write for different purposes (information, persuasion, description) and to a specific audience or person.	Student Book: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362

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

Objectives	Write Source Grade 4
4.5.1 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"> • Includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • Demonstrates that information that has been gathered has been summarized • Organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. 	Student Book: 337-362

**S T A N D A R D 6 : W R I T I N G : E n g l i s h L a n g u a g e
C o n v e n t i o n s**

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

H a n d w r i t i n g

Objectives	Write Source Grade 4
4.6.1 Writing smoothly and legibly in cursive, forming letters and words that can be read by others.	The opportunity to address this objective is available throughout the text.

Sentence Structure

Objectives	Write Source Grade 4
<p>4.6.1 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities) in writing.</p>	<p>Student Book: 431-451</p> <p>SkillsBook: 77-84, 105-114, 115-130</p>
<p>4.6.1 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Verbs: We <u>strolled</u> by the river. • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: We walked <u>slowly</u>. • Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the team from Newport.</i> • Participial phrases: verb phrases that function as adjectives, such as <i>The man walking <u>down the street</u> saw the delivery truck.</i> • Prepositional phrases: in the field, across the room, over the fence • Conjunctions: <i>and, or, but</i> 	<p>Student Book: 29, 408-430, 431-448, 560-569, 570-605</p> <p>SkillsBook: 77-130</p>

Grammar

Objectives	Write Source Grade 4
<p>4.6.1 Identify and use in writing (<i>live/lived, shout/shouted</i>) and irregular verbs (<i>swim/swam, ride/rode, hit/hit</i>), adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>).</p>	<p>Student Book: 416-422, 426-427, 428, 582-589, 594-597, 598-599</p> <p>SkillsBook: 157-166, 175-176</p>

P u n c t u a t i o n

Objectives	<i>Write Source Grade 4</i>
<p>4.6.1 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, (<i>He said, "I'd be happy to go"</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).</p>	<p>Student Book: 482-483, 490-493, 494, 504-505</p> <p>SkillsBook: 12, 19-22, 36</p>
<p>4.6.1 Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer <i>italicize</i> the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	<p>Student Book: 494</p> <p>SkillsBook: 32-34</p>

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

Objectives	<i>Write Source Grade 4</i>
<p>4.6.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p>Student Book: 508-515</p> <p>SkillsBook: 43-46</p>

S p e l l i n g

Objectives	<i>Write Source Grade 4</i>
<p>4.6.1 Spell correctly roots (bases of words, such as <i>unnecessary, cowardly</i>), inflections (words like <i>care/careful/caring</i>), words with more than one acceptable spelling (like <i>advisor/adviser</i>), suffixes and prefixes (<i>-ly, -ness, mis-, un-</i>), and syllables (word parts each containing a vowel sound, such as <i>sur•prise or e•col•o•gy</i>).</p>	<p>Student Book: 330-331, 466, 468, 469, 528-535, 536-559</p> <p>SkillsBook: 55-62</p>

STANDARD 7
LISTENING AND SPEAKING: Skills,
Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). 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 4
4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	Student Book: 369-370
4.7.1 Summarize major ideas and supporting evidence presented in spoken presentations.	The opportunity to address this objective is available on the following pages: Student Book: 363-367, 373-378
4.7.1 Identify how language usage (sayings and expressions) reflects regions and cultures.	The opportunity to address this objective is available on the following pages: Student Book: 373-378
4.7.1 Give precise directions and instructions.	The opportunity to address this objective is available on the following pages: Student Book: 373-378
4.7.15 Connect and relate experiences and ideas to those of a speaker.	The opportunity to address this objective is available on the following pages: Student Book: 369-372

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 4
4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	The opportunity to address this objective is available on the following pages: Student Book: 363-367, 373-378

Objectives	<i>Write Source Grade 4</i>
4.7.5 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	The opportunity to address this objective is available on the following pages: Student Book: 363-367, 373-378
4.7.5 Emphasize points in a way that help the listener or viewer follow important ideas and concepts.	The opportunity to address this objective is available on the following pages: Student Book: 363-367, 373-378
4.7.5 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	The opportunity to address this objective is available on the following pages: Student Book: 363-367, 373-378
4.7.5 Engage the audience with appropriate words, facial expressions, and gestures.	The opportunity to address this objective is available on the following pages: Student Book: 175, 363-367, 373-378

**A n a l y s i s a n d E v a l u a t i o n o f O r a l a n d M e d i a
C o m m u n i c a t i o n**

Objectives	<i>Write Source Grade 4</i>
4.7.5 Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.	The opportunity to address this objective is available on the following pages: Student Book: 393-398
4.7.16 Distinguish between the speaker’s opinions and verifiable facts.	The opportunity to address this objective is available on the following pages: Student Book: 373-378

Speaking Applications

Objectives	<i>Write Source Grade 4</i>
<p>4.7.11 Make narrative presentations that:</p> <ul style="list-style-type: none"> • Relate ideas, observations, or memories about an event or experience. • Provide a context that allows the listener to imagine the circumstances of the event of experience. • Provide insight into why the selected event or experience should be of interest to the audience. 	<p>Student Book: 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 87-119</p>
<p>4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Student Book: 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 67-74</p>
<p>4.7.12 Make informational presentations that:</p> <ul style="list-style-type: none"> • Focus on the main topic. • Include facts and details that help listeners focus. • Incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 	<p>Student Book: 363-367, 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 337-362</p>
<p>4.7.12 Deliver oral summaries of articles and books that contain the main ideas of the events or article and the most significant details.</p>	<p>Student Book: 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 333-336</p>



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correlated to
Indiana Content Standards- Language Arts
Grade 5**

**STANDARD 4
WRITING : PROCESSES and FEATURES**

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students 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 5
5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Student Book: 6, 11, 58, 65, 70, 71, 85, 91-96, 127, 128, 141, 147-152, 183-184, 197, 203-208, 239, 240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348
5.4.1 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	Student Book: 299-310
5.4.1 Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • Present important ideas or events in sequence or in chronological order. • Provide details and transitions to link paragraphs. • Offer a concluding paragraph that summarizes important ideas and details. 	Student Book: 143-180, 181-185, 337-362
5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.	Student Book: 56-57, 182-185, 206, 458

Research Process and Technology

Objectives	<i>Write Source Grade 5</i>
5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.	<p>Student Book: 321-332</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 337-362</p>
5.4.4 Use note-taking skills when completing research writing.	<p>Student Book: 387-392</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 321-332, 337-362</p>
5.4.4 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	<p>Student Book: 44-46</p>

Evaluation and Revision

Objectives	<i>Write Source Grade 5</i>
5.4.8 Review, evaluate, and revise writing for meaning and clarity.	<p>Student Book: 14-15, 59, 66, 74, 86, 103-105, 109, 114, 120-121, 129, 137, 142, 159-161, 170, 176-177, 185, 198, 215-217, 232-233, 256, 267, 277, 283, 289, 295, 305, 315 355-356, 358</p>
5.4.8 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 specific errors.	<p>Student Book: 10, 16, 22, 30, 59, 66, 86, 115-118, 120-121, 129, 142, 171-174, 175-177, 185, 198, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359-360, 478-605, 508-527</p> <p>SkillsBook: 3-74</p>
5.4.8 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	<p>Student Book: 7, 15, 16, 30, 59, 66, 74, 86, 103-118, 129, 137, 142, 159-174, 185, 198, 215-230, 241, 256, 267-268, 277, 283, 289, 295, 305, 315, 336, 355-360, 431-451, 479-605</p> <p>SkillsBook: 3-74, 77-124</p>

STANDARD 5: WRITING APPLICATIONS (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative, expository (informational), persuasive, and descriptive texts. 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 5 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:

Objectives	<i>Write Source Grade 5</i>
5.5.1 Write narratives that: <ul style="list-style-type: none"> • Establish a plot, point of view, setting, and conflict. • Show, rather than tell, the events of the story. 	Student Book: 83-137
5.5.1 Write responses to literature that: <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support statements with evidence from the text. • Develop interpretations that exhibit careful reading and understanding. 	Student Book: 253-297
5.5.4 Write persuasive letters or compositions that: <ul style="list-style-type: none"> • State a clear position in support of a proposal. • Support a position with relevant evidence and effective emotional appeals. • Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • Address reader concerns. 	Student Book: 195-251
5.5.4 Use varied word choices to make writing interesting.	Student Book: 10, 22, 28, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222, 223, 232-233, 267, 305, 313-315

Objectives	<i>Write Source Grade 5</i>
5.5.4 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.	Student Book: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 379-392
5.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	Student Book: 333-336

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

Objectives	<i>Write Source Grade 5</i>
5.5.1 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"> • Uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • Demonstrates that information that has been gathered has been summarized • Organizes information by categorizing and sequencing 	Student Book: 321-362

STANDARD 6: WRITING: English Language Conventions

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

Sentence Structure

Objectives	Write Source Grade 5
<p>5.6.1 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 (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> • We began our canoe trip on the White River (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). • <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). 	<p>Student Book: 444, 448, 482, 500, 564, 566, 598</p> <p>SkillsBook: 81-84, 173-176</p>
<p>5.6.1 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (and, or, but) to connect ideas.</p>	<p>Student Book: 56, 57, 156, 207, 212, 219, 429, 430, 472-473, 600</p> <p>SkillsBook: 177-182</p>
<p>5.6.8 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth and Dr. Stone checks for cavities) in writing.</p>	<p>Student Book: 431-451, 560-569</p> <p>SkillsBook: 77-84, 103-124</p>

Grammar

Objectives	Write Source Grade 5
<p>5.6.1 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (<i>lit/lay, sit/set, rise/raise</i>).</p>	<p>Student Book: 418-419, 584-589</p> <p>SkillsBook: 155-157</p>

Objectives	<i>Write Source Grade 5</i>
<p>5.6.1 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).</p> <ul style="list-style-type: none"> • Correct: <u>On the walls</u> there are many pictures of people who have visited the restaurant. • Incorrect: There are many pictures of people who have visited the restaurant on the walls. • Correct: Jenny and Kate finished <u>their</u> game. • Incorrect: Jenny and Kate finished <u>her</u> game. 	<p>Student Book: 28, 412-415, 562, 576-581</p> <p>SkillsBook: 139-150</p>

P u n c t u a t i o n

Objectives	<i>Write Source Grade 5</i>
<p>5.6.1 Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done</i>).</p>	<p>Student Book: 228, 482-489, 494-495, 498-499</p> <p>SkillsBook: 25-28, 31-35</p>

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

Objectives	<i>Write Source Grade 5</i>
<p>5.6.1 Use correct capitalization.</p>	<p>Student Book: 508-515</p> <p>SkillsBook: 45-48</p>

S p e l l i n g

Objectives	<i>Write Source Grade 5</i>
<p>5.6.1 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.</p>	<p>Student Book: 330-331, 466, 468, 469, 490, 518, 528-535, 536-559</p> <p>SkillsBook: 55-62</p>

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	<i>Write Source Grade 5</i>
<p>5.7.1 Ask questions that seek information not already discussed.</p>	<p>Student Book: 369-370</p>
<p>5.7.1 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 143-175, 363-367, 369-372</p>
<p>5.7.1 Make inferences or draw conclusions based on an oral report.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 369-372, 373-378</p>
<p>5.7.12 Give precise directions and instructions.</p>	<p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 369-372, 373-378</p>

Organization and Delivery of Oral Communication

Objectives	<i>Write Source Grade 5</i>
5.7.1 Select a focus, organizational structure, and point of view for an oral presentation.	The opportunity to address this objective is available on the following pages: Student Book: 143-175, 363-367, 373-378
5.7.1 Clarify and support spoken ideas with evidence and examples.	The opportunity to address this objective is available on the following pages: Student Book: 143-175, 363-367, 373-378
5.7.1 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.	The opportunity to address this objective is available on the following pages: Student Book: 143-175, 363-367, 377-378
5.7.12 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	The opportunity to address this objective is available on the following pages: Student Book: 143-175, 363-367, 377-378

Analysis and Evaluation of Oral and Media Communication

Objectives	<i>Write Source Grade 5</i>
5.7.1 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	Student Book: 393-398
5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.	The opportunity to address this objective is available on the following pages: Student Book: 393-398
5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	The opportunity to address this objective is available on the following pages: Student Book: 393-398

Speaking Applications

Objectives	<i>Write Source Grade 5</i>
<p>5.7.9 Deliver narrative (story) presentation that:</p> <ul style="list-style-type: none"> • Establish a situation, plot, point of view, and setting with descriptive words and phrases. • Show, rather than tell, the listener what happens. 	<p>Student Book: 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 87-102, 119</p>
<p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Student Book: 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 67-74</p>
<p>5.7.10 Deliver informative presentations about an important idea, issue or event by the following means:</p> <ul style="list-style-type: none"> • Frame questions to direct the investigation. • Establish a controlling idea or topic. • Develop the topic with simple facts, details, examples, and explanations. 	<p>Student Book: 363-367, 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 337-362</p>
<p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • Summarize important events and details. • Demonstrate an understanding of several ideas or images communicated by the literary work. • Use examples from the work to support conclusions. 	<p>Student Book: 373-378</p> <p>The opportunity to address this objective is available on the following pages:</p> <p>Student Book: 253-266, 270</p>



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