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correlated to

Massachusetts Language and  
Composition Standards  
Grades K-12



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LANGUAGE STRAND

**LEARNING STANDARD 1: Discussion**

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Grade Level/Standard	Write Source
<p><b>K-2</b> Follow agreed upon rules for discussion.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> No specific lesson addresses this objective. Teachers may encourage their students to follow rules for discussion. Pages 22-23 suggest listening and speaking tips.</p> <p><b>Write Source Grade 1</b> No specific lesson addresses this objective. Teachers may encourage their students to follow rules for discussion. Pages 200-207 focus on listening and speaking skills.</p> <p><b>Write Source Grade 2</b> No specific lesson addresses this objective. Teachers may encourage their students to follow rules for discussion. Pages 291, 302-303 focus on speaking and listening skills.</p>
<p><b>3-4</b> Follow agreed upon rules for class discussion and carry out assigned roles in self-run small group discussions.</p>	<p><b>Write Source Grade 3</b> No specific lesson addresses this objective. Teachers may encourage their students to follow rules for discussion. Pages 346, 360-361 focus on speaking and listening skills.</p> <p><b>Write Source Grade 4</b> Participating in a group: 371 Speaking in class: 372</p>
<p><b>5-6</b> Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p>	<p><b>Write Source Grade 5</b> Participating in a group: 371 Speaking in class: 372</p> <p><b>Write Source Grade 6</b> Participating in a group: 420 Group skills: 421 Speaking in class: 422</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Know and apply rules for formal discussions.</p>	<p><b>Write Source Grade 7</b> Participating in a group: 420-421 Speaking in class: 422</p> <p><b>Write Source Grade 8</b> Participating in a group: 420-421 Speaking in class: 422</p>
<p><b>9-10</b> Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.</p>	<p><b>Write Source Grade 9</b> No specific lesson addresses this objective. Teachers may encourage their students to follow rules for discussion. Pages 463-466 focus on speaking and listening skills.</p> <p><b>Write Source Grade 10</b> No specific lesson addresses this objective. Teachers may encourage their students to follow rules for discussion. Pages 463-466 focus on speaking and listening skills</p>
<p><b>11-12</b> Drawing on one of the widely used professional evaluation forms for group discussion, evaluate how well participants engage in discussions at a local meeting.</p>	<p><b>Write Source Grade 11</b> No specific lesson addresses this objective. Teachers may encourage their students to evaluate participation in discussions at local meetings. Pages 523-526 focus on speaking and listening skills</p> <p><b>Write Source Grade 12</b> No specific lesson addresses this objective. Teachers may encourage their students to evaluate participation in discussions at local meetings. Pages 523-526 focus on speaking and listening skills</p>

**L E A R N I N G   S T A N D A R D   2 :   Q u e s t i o n i n g ,   L i s t e n i n g  
a n d   C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Grade Level/Standard	Write Source
<p><b>K-2</b> Contribute knowledge to class discussion in order to develop a topic for a class project</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Writers talk and listen to get ideas: 22-23 Writers list words to find a topic: 26-27 I list words to find a topic: 40-41 Writers think of ideas: 50-51</p> <p><b>Write Source Grade 1</b> No specific lesson addresses this objective. Teachers may encourage their students to brainstorm ideas aloud to develop a class project.</p> <p><b>Write Source Grade 2</b> No specific lesson addresses this objective. Teachers may encourage their students to brainstorm ideas aloud to develop a class project.</p>

<b>Grade Level/Standard</b>	<b>Write Source</b>
<b>3-4</b> Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.	<p><b>Write Source Grade 3</b> Planning an interview: 318-319</p> <p><b>Write Source Grade 4</b> Guidelines for interviewing: 322 Speaking in class: 372</p>
<b>5-6</b> Gather relevant information for a research project or composition through interviews.	<p><b>Write Source Grade 5</b> Interviewing: 24, 322</p> <p><b>Write Source Grade 6</b> Interviews: 365, 388 Participating in a group: 420-422</p>
<b>7-8</b> Integrate relevant information gathered from group discussions and interviews for reports.	<p><b>Write Source Grade 7</b> Interviewing a person from history: 330-332 Participating in a group: 420-422</p> <p><b>Write Source Grade 8</b> Interviews: 364 Participating in a group: 420-422</p>
<b>9-10</b> Summarize in a coherent and organized way information and ideas learned from a focused discussion.	<p><b>Write Source Grade 9</b> Listening in class: 464 Speaking in class: 465</p> <p><b>Write Source Grade 10</b> Listening in class: 464 Speaking in class: 465</p>
<b>11-12</b> Analyze differences in responses to focused group discussion in an organized and systemic way.	<p><b>Write Source Grade 11</b> Listening in class: 524 Speaking in class: 525</p> <p><b>Write Source Grade 12</b> Listening in class: 524 Speaking in class: 525</p>

**LEARNING STANDARD 3: Oral Presentation**

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed,**

<b>Grade Level/Standard</b>	<b>Write Source</b>
<b>K-2</b> Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.	<p><b>Write Source Kindergarten Teacher’s Edition</b> Writers share to explain and entertain: 38-39 I share to explain and entertain: 42-43</p> <p><b>Write Source Grade 1</b> Speaking to others: 202-203</p> <p><b>Write Source Grade 2</b> Giving speeches: 286-291</p>

Grade Level/Standard	Write Source
<p><b>K-2</b> Maintain focus on the topic</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>  Writers share to explain and entertain: 38-39  I share to explain and entertain: 42-43</p> <p><b>Write Source Grade 1</b>  Speaking to others: 202-203</p> <p><b>Write Source Grade 2</b>  Giving speeches: 286-291</p>
<p><b>3-4</b> Give oral presentations about experiences or interests using eye contact, proper place, adequate volume and clear pronunciation.</p>	<p><b>Write Source Grade 3</b>  Creating a multimedia presentation: 336-339  Giving speeches: 342-347</p> <p><b>Write Source Grade 4</b>  Developing multimedia presentations: 363-366  Giving speeches: 373-378</p>
<p><b>3-4</b> Express an opinion of a literary work or film in an organized way, with supporting detail.</p>	<p><b>Write Source Grade 3</b>  Creating a multimedia presentation: 336-339  Giving speeches: 342-347</p> <p><b>Write Source Grade 4</b>  Developing multimedia presentations: 363-366  Giving speeches: 373-378</p>
<p><b>5-6</b> Give oral presentations for various purposes, showing appropriate changes in delivery and using language for dramatic effect.</p>	<p><b>Write Source Grade 5</b>  Developing multimedia presentations: 363-366  Giving speeches: 373-378</p> <p><b>Write Source Grade 6</b>  Developing multi media presentations: 411-413  Making oral presentations: 423-430</p>
<p><b>7-8</b> Present an organized interpretation of a literary work, film, or dramatic production.</p>	<p><b>Write Source Grade 7</b>  Making oral presentations: 423-430  Developing multimedia presentations: 411-415</p> <p><b>Write Source Grade 8</b>  Making oral presentations: 423-430  Developing multimedia presentations: 411-415</p>
<p><b>7-8</b> Use appropriate techniques for oral persuasion.</p>	<p><b>Write Source Grade 7</b>  Writing a campaign speech: 268-269  Delivering your speech: 428  Overcoming stage fright: 429  Presentations tips: 430</p> <p><b>Write Source Grade 8</b>  Delivering your speech: 428  Overcoming stage fright: 429  Presentations tips: 430</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Give oral presentations to different audiences for various purposes, show appropriate changes in delivery and using language for dramatic effect.</p>	<p><b>Write Source Grade 7</b>  Writing a campaign speech: 268-269  Delivering your speech: 428  Overcoming stage fright: 429  Presentations tips: 430</p> <p><b>Write Source Grade 8</b>  Delivering your speech: 428  Overcoming stage fright: 429  Presentations tips: 430</p>
<p><b>7-8</b> Create a scoring guide based on categories supplied by the teacher to prepare and assess their presentations.</p>	<p><b>Write Source Grade 7</b>  No specific lesson addresses this objective. Teachers may encourage their students to create a scoring guide for preparing and assessing presentations.</p> <p><b>Write Source Grade 8</b>  No specific lesson addresses this objective. Teachers may encourage their students to create a scoring guide for preparing and assessing presentations.</p>
<p><b>9-10</b> Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.</p>	<p><b>Write Source Grade 9</b>  Making oral presentations: 393-403</p> <p><b>Write Source Grade 10</b>  Making oral presentations: 393-403</p>
<p><b>9-10</b> Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.</p>	<p><b>Write Source Grade 9</b>  Although no specific lesson addresses analyze effective speeches, students may use the following guidelines to prepare and deliver a speech.</p> <p>Making oral presentations: 393-403</p> <p><b>Write Source Grade 10</b>  Although no specific lesson addresses analyze effective speeches, students may use the following guidelines to prepare and deliver a speech.</p> <p>Making oral presentations: 393-403</p>
<p><b>9-10</b> Create an appropriate scoring guide to prepare, improve and assess presentations.</p>	<p><b>Write Source Grade 9</b>  Evaluating a presentation: 401</p> <p><b>Write Source Grade 10</b>  Evaluating a presentation: 401</p>
<p><b>11-12</b> Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p>	<p><b>Write Source Grade 11</b>  Making oral presentations: 439-449</p> <p><b>Write Source Grade 12</b>  Making oral presentations: 439-449</p>
<p><b>11-12</b> Create an appropriate scoring guide to evaluate final presentations.</p>	<p><b>Write Source Grade 11</b>  Evaluating a presentation: 447</p> <p><b>Write Source Grade 12</b>  Evaluating a presentation: 447</p>

**L E A R N I N G   S T A N D A R D   4 :   V o c a b u l a r y   a n d   C o n c e p t  
D e v e l o p m e n t**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Grade Level/Standard	Write Source
<p><b>K</b> Identify and sort common words into various classifications.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Themes: 76-97 Words we often use: 98-99</p>
<p><b>K</b> Describe common objects and events in general and specific language.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Writers gather details: 30-31 Writers add details: 34-35 Writers use their senses: 54-55</p>
<p><b>1-2</b> Identify and sort common words into conceptual categories.</p>	<p><b>Write Source Grade 1</b> Theme words: 300-311</p> <p><b>Write Source Grade 2</b> No specific lesson addresses this objective. Teachers may encourage their students to identify and sort common words into categories.</p>
<p><b>1-2</b> Identify base words and their inflectional forms.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Writers use letters to make words: 6-7</p> <p><b>Write Source Grade 1</b> Learning about verbs: 228-233</p> <p><b>Write Source Grade 2</b> Learning about verbs: 326-331 Verb tenses: 446-447</p>
<p><b>1-2</b> Identify the relevant meaning for a word with multiple meanings using its context.</p>	<p><b>Write Source Grade 1</b> Using the right word: 284-286</p> <p><b>Write Source Grade 2</b> Use context clues: 370 Using the right word: 419-428</p>
<p><b>1-2</b> Identify common antonyms and synonyms.</p>	<p><b>Write Source Grade 1</b> Use a dictionary: 369 Use a thesaurus: 369</p> <p><b>Write Source Grade 2</b> Synonym: 253 Antonyms: 426-427</p>
<p><b>1-2</b> Determine meanings of words by using a beginning dictionary.</p>	<p><b>Write Source Grade 1</b> Using a dictionary: 186-187 Make your own dictionary: 256-257</p>

Grade Level/Standard	Write Source
<p><b>3-4</b> Identify the meaning of common prefixes.</p>	<p><b>Write Source Grade 3</b>  Learn prefixes: 437-438  Study suffixes: 438-439  Remember root words: 440-441</p> <p><b>Write Source Grade 4</b>  Beginning prefixes: 466, 468</p>
<p><b>3-4</b> Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.</p>	<p><b>Write Source Grade 3</b>  Remember root words: 440-441</p> <p><b>Write Source Grade 4</b>  Knowing your roots: 469</p>
<p><b>3-4</b> Identify the meaning of common idioms and figurative phrases.</p>	<p><b>Write Source Grade 3</b>  No specific lesson addresses this objective.</p> <p><b>Write Source Grade 4</b>  Idiom: 464</p>
<p><b>3-4</b> Determine the meaning of unknown words using their context.</p>	<p><b>Write Source Grade 3</b>  Use the context of a word: 434, 435</p> <p><b>Write Source Grade 4</b>  Use context: 466, 467</p>
<p><b>3-4</b> Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence.</p>	<p><b>Write Source Grade 3</b>  Use the context of a word: 434, 435</p> <p><b>Write Source Grade 4</b>  Use context: 466, 467</p>
<p><b>3-4</b> Determine meanings of words and alternate word choices using a dictionary and thesaurus.</p>	<p><b>Write Source Grade 3</b>  Using a dictionary: 300-301  Using a thesaurus: 302  Use dictionary: 434  Use a thesaurus: 434</p> <p><b>Write Source Grade 4</b>  Checking a dictionary: 330-331  Using a thesaurus: 332  Look up words in a dictionary: 466</p>
<p><b>3-4</b> Identify and apply the meaning of the terms antonym, synonym, and homophone.</p>	<p><b>Write Source Grade 3</b>  Antonym and synonym: 302  Using the right word: 494-504</p> <p><b>Write Source Grade 4</b>  Antonym and synonym: 330, 467  Using the right word: 536-559</p>

Grade Level/Standard	Write Source
<p><b>5-8</b> Determine the meaning of unfamiliar words using context clues</p>	<p><b>Write Source Grade 5</b> Use context: 466-467</p> <p><b>Write Source Grade 6</b> Use context: 562-563</p> <p><b>Write Source Grade 7</b> Use context: 562-563</p> <p><b>Write Source Grade 8</b> Use context: 562-563</p>
<p><b>5-8</b> Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p>	<p><b>Write Source Grade 5</b> Beginning with prefixes: 468 Ending with suffixes: 468 Knowing your roots: 469</p> <p><b>Write Source Grade 6</b> Learn common roots, prefixes, and suffixes: 562 Learn about prefixes: 564-565 Study suffixes: 566 Understand roots: 567-569</p> <p><b>Write Source Grade 7</b> Learn common roots, prefixes, and suffixes: 562 Learn about prefixes: 564-565 Study suffixes: 566 Understand roots: 567-569</p> <p><b>Write Source Grade 8, 2005</b> Learn common roots, prefixes, and suffixes: 562 Learn about prefixes: 564-565 Study suffixes: 566 Understand roots: 567-569</p>
<p><b>5-8</b> Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p>	<p><b>Write Source Grade 5</b> Checking a dictionary: 330-331 Using a thesaurus: 332</p> <p><b>Write Source Grade 6</b> Checking a dictionary: 374-375</p> <p><b>Write Source Grade 7</b> Checking a dictionary: 374-375</p> <p><b>Write Source Grade 8</b> Checking a dictionary: 374-375</p>
<p><b>9-10</b> Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.</p>	<p><b>Write Source Grade 9</b> Understanding word choice: 48-49 Connotation: 115, 218 Using words effectively: 533-548 Using the right word: 678-696</p> <p><b>Write Source Grade 10</b> Understanding word choice: 48-49 Using words effectively: 533-539 Using the right word: 678-696</p>

<b>Grade Level/Standard</b>	<b>Write Source</b>
<b>9-10</b> Use knowledge of Greek, Latin, and Morse mythology, the Bible and other works often alluded to in British and American literature to understand the meaning of new words.	<p><b>Write Source Grade 9</b> No specific lesson addresses this objective.</p> <p><b>Write Source Grade 10</b> No specific lesson addresses this objective.</p>
<b>9-10</b> Use general dictionaries, thesauruses, or related references as needed to increase learning.	<p><b>Write Source Grade 9</b> Using reference books: 350-351 Check a dictionary: 352-353</p> <p><b>Write Source Grade 10</b> Using reference books: 350-351 Check a dictionary: 352-353</p>
<b>11-12</b> Identify and use correctly new words as acquired through study of their different relationships to other words.	<p><b>Write Source Grade 11</b> Word choice: 73-80</p> <p><b>Write Source Grade 12</b> Word Choice: 73-80</p>
<b>11-12</b> Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.	<p><b>Write Source Grade 11</b> Using reference books: 378-379 Check a dictionary: 380-381</p> <p><b>Write Source Grade 12</b> Using reference books: 378-379 Check a dictionary: 380-381</p>

**LEARNING STANDARD 5: Structure and Origins of  
Modern English**

**Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.**

<b>Grade Level/Standard</b>	<b>Write Source</b>
<b>K-2</b> Use language to express spatial and temporal relationships.	<p><b>Write Source Kindergarten Teacher's Edition</b> Use time words: 78-79 Use location words: 94-95</p> <p><b>Write Source Grade 1</b> Use place-order words: 261</p> <p><b>Write Source Grade 2</b> Use place-order words: 376</p>

Grade Level/Standard	Write Source
<p><b>K-2</b> Recognize that the names of things can also be the names of actions.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Use exercise words: 92-93</p> <p><b>Write Source Grade 1</b> Learning about verbs: 228-233 Nouns: 291-292 Verbs: 294-296 Theme words: 30-31</p> <p><b>Write Source Grade 2</b> Learning about nouns: 313-319 Learning about verbs: 326-331 Nouns: 438-441 Verbs: 444-449</p>
<p><b>K-2</b> Identify correct capitalization for names and places.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Writers start sentences with capital letters: 10-11 Writers use capital letters for special words: 14-15 Writers check their writing: 36-37 Following the writing rules: 120 Finding capital letters: 168 Checking your writing: 179</p> <p><b>Write Source Grade 1</b> Using capital letters: 275-277</p> <p><b>Write Source Grade 2</b> Use capital letters: 398-401</p>
<p><b>K-2</b> Identify appropriate end marks.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b> Writers finish sentences with end marks: 12-13 Writers check their writing: 36-37 Adding end marks: 109 Following the writing rules: 120 End marks: 166 Checking your writing: 179K</p> <p><b>Write Source Grade 1</b> Period: 270 Question mark, exclamation point: 271</p> <p><b>Write Source Grade 2</b> Use a period: 382-383 Use a question mark: 383-385</p>
<p><b>3-4</b> Recognize the subject-predicate relationship in sentences.</p>	<p><b>Write Source Grade 3</b> Basic parts of a sentence: 396-399 Parts of a sentence: 510-515</p> <p><b>Write Source Grade 4</b> Writing complete sentences: 432-435 Parts of a sentence: 560-562.4</p>

Grade Level/Standard	Write Source
3-4 Identify the four basic parts of speech.	<p><b>Write Source Grade 3</b>  Using nouns: 373-375  Choosing verbs: 381-386  Selecting adjectives: 387-388  Selecting adverbs: 389-390  Nouns: 516-519  Verbs: 522-529  Adjectives: 530-533  Adverbs: 534-535</p>
3-4 Identify the four basic parts of speech.	<p><b>Write Source Grade 4</b>  Using nouns: 408-411  Choosing verbs: 416-422  Describing with adjectives: 423-425  Describing with adverbs: 426-427  Nouns: 570-575  Verbs: 582-589  Adjectives: 590-593  Adverbs: 594-597</p>
3-4 Identify correct mechanics, correct usage, and correct sentence structure.	<p><b>Write Source Grade 3</b>  End marks: 400, 447-448  Commas in a series: 450  Capitalization: 470-476  Subject-verb agreement: 386-404  Writing complete sentences: 395-404  Improving sentence style: 405-411  Sentence fragments: 401</p> <p><b>Write Source Grade 4</b>  End marks: 441, 479-481  Commas in a series: 482.1  Capitalization: 508-515  Subject-verb agreement: 172, 419, 421, 438-439  Sentence fragments: 224, 436  Writing complete sentences: 432-435  Fixing sentence problems: 436-439  Improving sentence style: 440-449</p>

Grade Level/Standard	Write Source
<p><b>5-6</b> Identify the eight basic parts of speech.</p>	<p><b>Write Source Grade 5</b>  Using nouns: 408-411  Using pronouns: 412-415  Choosing verbs: 416-422  Describing with adjectives: 423-425  Describing with adverbs: 426-437  Connecting with prepositions: 428  Connecting with conjunctions: 429  Using the parts of speech: 570-602</p> <p><b>Write Source Grade 6</b>  Using nouns: 470-473  Using pronouns: 474-479  Choosing verbs: 480-485  Describing with adjectives: 486-489  Describing with adverbs: 490-493  Connecting with prepositions: 494-495  Connecting with conjunctions: 496-498  Using the parts of speech: 702-748  Interjections: 746-747</p>
<p><b>5-6</b> Expand or reduce sentences.</p>	<p><b>Write Source, Grade 5</b>  Understanding sentence fluency: 29  Revising for sentence fluency: 224-225  Writing complete sentences: 432-435  Fixing sentence problems: 436-439  Improving sentence style: 440-449</p> <p><b>Write Source Grade 6</b>  Understanding sentence fluency: 42-43  Revising for sentence fluency: 122-123  Writing complete sentences: 500-510  Adding variety to your sentences: 511-522  Improving sentence fluency: 570-573</p>
<p><b>5-6</b> Identify verb phrases and verb tenses.</p>	<p><b>Write Source Grade 5</b>  Verb phrases: 566.3  Tenses of verbs: 418-419, 584, 588</p> <p><b>Write Source Grade 6</b>  Show when something happens: 483-438  Types of phrases: 700.2  Tenses of verbs: 720-725  Forms of verbs: 730-731</p>
<p><b>5-6</b> Recognize that a word performs different functions according to its position in the sentence.</p>	<p><b>Write Source Grade 5</b>  Writing complete sentences: 432-435</p> <p><b>Write Source Grade 6</b>  Writing complete sentences: 500-507</p>

Grade Level/Standard	Write Source
<p><b>5-6</b> Identify simple and compound sentences.</p>	<p><b>Write Source Grade 5</b>            Use simple sentences: 442            Form compound sentences: 443            Understanding sentences: 560-570</p> <p><b>Write Source Grade 6</b>            Revising for sentence fluency: 248-249            Write simple sentences: 515            Create compound sentences: 516            Understanding sentences: 690-701</p>
<p><b>5-6</b> Identify correct mechanics and correct sentence structure.</p>	<p><b>Write Source Grade 5</b>            How can I fix fragments in my writing? 168            How can I fix run-on sentences: 225            Writing complete sentences: 432-435            Marking punctuation: 479-507</p> <p><b>Write Source Grade 6</b>            How can I fix fragments? 187            Building effective sentences: 500-522            How can I make sure my sentences are complete? 504-505            Check for run-on sentences: 506-507            Marking punctuation: 579-627</p>
<p><b>7-8</b> Recognize the basic patterns of English sentences.</p>	<p><b>Write Source Grade 7</b>            Writing complete sentences: 500-510            Study sentence patterns: 570-571</p> <p><b>Write Source Grade 8</b>            Writing complete sentences: 500-510            Study sentence patterns: 570-571</p>
<p><b>7-8</b> Distinguish phrases from clauses.</p>	<p><b>Write Source Grade 7</b>            Independent clauses: 498, 515-517, 698.2            Dependent clauses: 498, 517, 594.1, 698.3            Clauses: 698.1            Phrases: 700.1            Types of phrases: 700.2</p> <p><b>Write Source Grade 8</b>            Independent clauses: 498, 503, 515, 516, 517, 594.1            Dependent: 498, 503, 517            Clauses: 698.1-698.3            Phrases: 700.1-700.2</p>
<p><b>7-8</b> Recognize the make-up and function of prepositional phrases.</p>	<p><b>Write Source Grade 7</b>            Connecting with prepositions: 494-495            Expand with prepositional phrases: 519            Prepositions: 742-743</p> <p><b>Write Source Grade 8</b>            Connecting with prepositions: 494-495            Expand with prepositional phrases: 519            Prepositions: 742-743</p>

Grade Level/Standard	Write Source
7 Identify past, present, and future tense verbs.	<p><b>Write Source Grade 7</b>  How can I use verbs effectively? 482-483  How else can I use verbs? 484  Tenses of verbs: 720-725</p> <p><b>Write Source Grade 8</b>  How can I use verbs effectively? 482-483  How else can I use verbs? 484  Tenses of verbs: 720-725</p>
7-8 Identify simple, compound, and complex sentences.	<p><b>Write Source Grade 7</b>  Do I use compound sentences well? 248  Do I use complex sentences well? 249  Write simple sentences: 515  Create compound sentences: 516  Develop complex sentences: 517</p> <p><b>Write Source Grade 8</b>  How do I know if my sentences are complete? 248  Writing complete sentences: 500-502  Create compound sentences: 516  Develop complex sentences: 517</p>
7-8 Recognize appropriate use of pronoun reference.	<p><b>Write Source Grade 7</b>  Using pronouns: 474-479  Pronouns: 706-714</p> <p><b>Write Source Grade 8</b>  Using pronouns.: 474-479  Pronouns: 706-714</p>
7-8 Identify correct mechanics and correct sentence structure.	<p><b>Write Source Grade 7</b>  How can I check for subject-verb agreement: 190  How can I strengthen my writing with adjectives? 488-489  Describing with adverbs: 490-493  Make your reference clear: 499  Writing complete sentences: 500  Basic parts of sentences: 501-502  Moving misplaced modifiers: 505  Make subjects and verbs agree: 508-509  Modifiers: 561, 694.3  Comma to separate introductory clauses and phrases: 590.1  Editing for mechanics: 618-641  Singular and plural verbs: 728.1</p> <p><b>Write Source Grade 8</b>  Describing with adverbs: 490-493  Writing complete sentences: 500-503  Moving misplaced modifiers: 507  Make subjects and verbs agree: 508-509  Modifiers: 561, 694.3  Commas: 582-593  Comma to separate introductory clauses and phrases: 590.1  Editing for mechanics: 618-641</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p>	<p><b>Write Source Grade 7</b>  Revising for sentence fluency: 122-123, 186-187, 248-249, 310-311  How do I combine short, choppy sentences? 310  Building effective sentences: 499-521  Develop a sentence style: 522</p> <p><b>Write Source Grade 8</b>  Building effective sentences: 499-521  Develop a sentence style: 522  Revising for sentence fluency: 122-123, 186-187, 248-249, 310-311</p>
<p><b>9-10</b> Identify simple, compound, complex, and compound-complex sentences.</p>	<p><b>Write Source Grade 9</b>  Understanding sentences, Types of sentence constructions: 748-749</p> <p><b>Write Source Grade 10</b>  Understanding sentences, Types of sentence constructions: 748-749</p>
<p><b>9-10</b> Identify nominalized, adjectival, and adverbial clauses.</p>	<p><b>Write Source Grade 9</b>  Using clauses: 744-745</p> <p><b>Write Source Grade 10</b>  Using clauses: 744-745</p>
<p><b>9-10</b> Recognize the functions of verbals: participles, gerunds, and infinitives.</p>	<p><b>Write Source Grade 9</b>  Verbals: 726-627  Types of phrases: 742-743</p> <p><b>Write Source Grade 10</b>  Verbals: 726-627  Types of phrases: 742-743</p>
<p><b>9-10</b> Analyze the structure of a sentence.</p>	<p><b>Write Source Grade 9</b>  Understanding sentences: 738-759  Diagramming sentences: 760-763</p> <p><b>Write Source Grade 10</b>  Understanding sentences: 738-759  Diagramming sentences: 760-763</p>
<p><b>9-10:</b> Identify rhetorically functional sentence structure.</p>	<p><b>Write Source Grade 9</b>  Understanding sentence style: 549-561</p> <p><b>Write Source Grade 10</b>  Understanding sentence style: 549-561</p>

Grade Level/Standard	Write Source
<p><b>9-10</b> Identify correct mechanics, correct usage, and correct sentence structure</p>	<p><b>Write Source Grade 9</b>            Understanding sentence style: 549-561            Marking punctuation: 605-647            Checking mechanics: 648-671            Understanding sentences: 738-759</p> <p><b>Write Source Grade 10</b>            Understanding sentence style: 549-561            Marking punctuation: 605-647            Checking mechanics: 648-671            Understanding sentences: 738-759</p>
<p><b>11-12</b> Identify, describe, and apply all conventions of standard English</p>	<p><b>Write Source Grade 11</b>            Marking punctuation: 605-647            Checking mechanics: 648-571            Understanding sentences: 738-763</p> <p><b>Write Source Grade 12</b>            Marking punctuation: 605-647            Checking mechanics: 648-571            Understanding sentences: 738-763</p>

**LEARNING STANDARD 6 : Formal and Informal English**

**Students will describe, analyze, and use appropriately formal and informal English.**

Grade Level/Standard	Write Source
<p><b>K-2</b> Identify formal and informal language in stories, poems, and plays.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>            Writers have fun with words: 16-17            Writers write notes and cards: 66-67            Writers write the news: 70-71            Writes write stories: 72-73</p> <p><b>Write Source Grade 1</b>            Responding to literature: 140-159            Creative writing: 160-177</p> <p><b>Write Source Grade 2</b>            Responding to literature: 162-205            Creative writing: 206-241</p>
<p><b>3-4</b> Identify formal and informal language use un advertisements read, heard, and/or seen.</p>	<p><b>Write Source Grade 3</b>            Viewing news programs: 355            Viewing TV specials: 356            Understanding commercials: 358</p> <p><b>Write Source Grade 4</b>            Watching the news and television specials: 394-395            Checking what you watch: 396            Being aware of commercials: 358</p>

Grade Level/Standard	Write Source
<p><b>5-6</b> Write stories using a mix of formal and informal language</p>	<p><b>Write Source Grade 5</b>  How can I find specific words about my topic? 222  Do my words have the right connotation? 223  Writing stories: 299-310</p> <p><b>Write Source Grade 6</b>  Does my voice fit my audience? 182  Is my voice too informal? 183  How do I know if my writing is formal enough? 307  Writing stories: 343-352</p>
<p><b>7-8</b> Analyze the language styles of different characters in literary works.</p>	<p><b>Write Source Grade 7</b>  Do my words fit my audience? 247  Is my voice too formal or informal? 307</p> <p><b>Write Source Grade 8</b>  How do I know whether my writing has natural voice? 306  Are my words appropriate for the reader? 309</p>
<p><b>9-10</b> Identify content-specific vocabulary, terminology, or jargon unique to particular social and professional groups</p>	<p><b>Write Source Grade 9</b>  Learning key writing terms: 598-601  Understanding idioms: 672-677  Using the right word: 678-699</p> <p><b>Write Source Grade 10</b>  Learning key writing terms: 598-601  Understanding idioms: 672-677  Using the right word: 678-699</p>
<p><b>9-10</b> Identify differences between the voice, tone, diction, and syntax used in media presentations and theses elements in informal speech.</p>	<p><b>Write Source Grade 9</b>  Listening and speaking: 464-466</p> <p><b>Write Source Grade 10</b>  Listening and speaking: 464-466</p>
<p><b>11-12</b> Analyze the role and place of standard American English in speech, writing, and literature</p>	<p><b>Write Source Grade 11</b>  No specific lesson addresses this objective.</p> <p><b>Write Source Grade 12</b>  No specific lesson addresses this objective.</p>

## Composition Strand

### LEARNING STANDARD 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

Grade Level/Standard	Write Source
<p><b>For imaginative/literary writing:</b>  <b>K</b> Draw pictures and/or use letters or phonetically spelled words to tell a story</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>            Alphabet chart: 4-5            Writers use letters to make words: 6-7            Writers write stories: 72-73</p> <p>The <b>Teacher’s Edition</b> provides multiple opportunities for students to draw pictures and use phonetically spelled words during the writing lesson, writing application, and writing across the curriculum activities detailed with each lesson.</p>
<p><b>K</b> Dictate sentences or a story and collaborate to put the sentences in chronological sequence.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>            Writers put words together in sentences: 8-9            Writers write stories: 72-73</p> <p>The <b>Teacher’s Edition</b> provides multiple opportunities for students to dictate sentences or a story using chronological sequence during the writing lesson, writing application, and writing across the curriculum activities detailed with each lesson.</p>
<p><b>For imaginative/literary writing:</b>  <b>1-2</b> Write or dictate stories that have a beginning, middle and end.</p>	<p><b>Write Source Grade 1</b>            Writing stories: 162-169</p> <p><b>Write Source Grade 2</b>            Writing add-on stories, 208-217            Creating a play, 218-227</p>
<p><b>1-2</b> Write or dictate short poems.</p>	<p><b>Write Source Grade 1</b>            Writing poems: 170-177</p> <p><b>Write Source Grade 2</b>            Writing poems, 228-238</p>
<p><b>3-4</b> Write stories that have a beginning, middle, and end.</p>	<p><b>Write Source Grade 3</b>            Narrative writing: 88-123            Write imaginative stories: 268-275</p> <p><b>Write Source Grade 4</b>            Narrative writing: 82-137            Writing stories: 299-305            Creating a fantasy: 306</p>

Grade Level/Standard	Write Source
<p><b>3-4</b> Write short poems that contain simple sense details.</p>	<p><b>Write Source Grade 3</b>  Writing poems: 280-287  Writing a limerick: 288  Writing a 5-W's poem: 290  Writing an alphabet poem: 291</p> <p><b>Write Source Grade 4</b>  Writing poems: 311-315  Writing a "where I'm from" poem: 316  Writing rhymed poetry: 317  Using special poetry techniques: 318-319</p>
<p><b>5-6</b> Write stories or scripts containing the basic elements of fiction.</p>	<p><b>Write Source Grade 5</b>  Narrative writing: 83-137  Writing stories: 299-305  Creating a plot: 306  Creating a tall tale: 307  Story patterns: 308  Elements of fiction: 308-310</p> <p><b>Write Source Grade 6</b>  Narrative writing: 93-155  Writing stories: 343-345  Creating a plot: 347-348  Element of fiction: 351-352</p>
<p><b>For imaginative/literary writing:</b>  <b>5-6</b> Write poems using poetic techniques, figurative language, and graphic elements.</p>	<p><b>Write Source, Grade 5</b>  Writing poems: 311-317  Using special poetry techniques: 318-319</p> <p><b>Write Source Grade 6</b>  Writing poems: 353-359  Using special poetry techniques: 351-352</p>
<p><b>7-8</b> Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p>	<p><b>Write Source Grade 7</b>  Narrative writing: 93-155  Writing stories: 343-349  Story patterns: 350  Elements of fiction: 351-352</p> <p><b>Write Source Grade 8</b>  Narrative writing: 93-155  Writing stories: 343-349  Story patterns: 350  Elements of fiction: 351-352</p>
<p><b>7-8</b> Write poems using poetic techniques, figurative language, and graphic elements.</p>	<p><b>Write Source Grade 7</b>  Writing poems: 353-359  Using special poetry techniques: 360-361</p> <p><b>Write Source Grade 8</b>  Writing poems: 353-359  Using special poetry techniques: 360-361</p>

Grade Level/Standard	Write Source
<p><b>9-10</b> Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p><b>Write Source Grade 9</b>  Narrative writing: 89-143  Writing stories: 313-321  Elements of fiction: 322  Writing plays: 323-332</p> <p><b>Write source Grade 10</b>  Narrative writing: 89-143  Writing stories: 313-321  Elements of fiction: 322  Writing plays: 323-332</p>
<p><b>9-10</b> Write poems using a range of poetic techniques, forms, and figurative language.</p>	<p><b>Write Source Grade 9</b>  Writing poetry: 334-339  Special poetry techniques: 340-341</p> <p><b>Write Source Grade 10</b>  Writing poetry: 334-339  Special poetry techniques: 340-341</p>
<p><b>For imaginative/literary writing:</b>  <b>11-12</b> Write well-organized stories or scripts with an explicit or implicit theme using a variety of literary techniques.</p>	<p><b>Write Source Grade 11</b>  Narrative writing: 141-161  Writing stories: 341-349  Elements of fiction: 350  Writing plays: 351-360</p> <p><b>Write Source Grade 12</b>  Narrative writing: 141-154  Writing stories: 341-349  Elements of fiction: 350  Writing plays: 351-360</p>
<p><b>11-12</b> Write poems using a range of poetic techniques, forms, and figurative language.</p>	<p><b>Write Source Grade 11</b>  Writing poetry: 363-367  Using special poetry techniques: 368-369</p> <p><b>Write Source Grade 12</b>  Writing poetry: 363-367  Using special poetry techniques: 368-369</p>
<p><b>For informational/expository writing:</b>  <b>K</b> Draw pictures and/or use letters or phonetically spelled words to give others information.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>  Writers make signs and labels: 64-65  Writers write the news: 70-71  Theme – Community: 76-77  Theme – Shapes: 82-83  Theme – Water: 84-85  Theme – Weather: 86-87  Theme – Food: 90-91</p> <p>The <b>Teacher’s Edition</b> provides multiple opportunities for students to draw pictures or use phonetically spelled words to give information during the writing lesson, writing application, and writing across the curriculum activities detailed with each lesson.</p>

Grade Level/Standard	Write Source
<p><b>K</b> Dictate sentences or a letter or directions and collaborate to put the sentences in order.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>  Writers write notes and cards: 66-67  Theme – Exercise: 92-93  Theme – Location Words: 94-95</p> <p>The <b>Teacher’s Edition</b> provides multiple opportunities for students to dictate sentences, a letter, or directions and collaborate to put the sentences in order during the writing lesson, writing application, and writing across the curriculum activities detailed with each lesson.</p>
<p><b>For informational/expository writing:</b>  <b>1-2</b> Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.</p>	<p><b>Write Source Grade 1</b>  Narrative writing: 82-105  Expository writing: 106-129  Persuasive writing: 130-139  Responding to literature: 140-159</p> <p><b>Write Source Grade 2</b>  Narrative writing: 64-95  Expository writing: 98-129  Practical writing: an invitation: 126-127  Writing a persuasive letter: 138-153</p>
<p><b>For informational/expository writing:</b>  <b>1-2</b> Write or dictate research questions.</p>	<p><b>Write Source Grade 1</b>  Writing a report: 188-199</p> <p><b>Write Source Grade 2</b>  Writing a report: 258-279</p>
<p><b>3-4</b> Write brief summaries of information gathered through research.</p>	<p><b>Write Source Grade 3</b>  Summary paragraph: 56-57  Research writing: writing a summary paragraph: 306-309</p> <p><b>Write Source Grade 4</b>  Summary paragraph: 60-61  Response to a nonfiction article: 286-291  Research writing: summary paragraph: 333-336</p>
<p><b>3-4</b> Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.</p>	<p><b>Write Source Grade 3</b>  Writing a book review for fiction: 232-243  Writing a book review for nonfiction: 244-249  Responding to a poem: 256-261  Writing for assessment: 262-265</p> <p><b>Write Source Grade 4</b>  Writing a book review: 257-269  Other forms of responding: 273-297</p>

Grade Level/Standard	Write Source
<p><b>3-4</b> Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p>	<p><b>Write Source Grade 3</b>  Writing a narrative paragraph: 90-95  Writing a narrative essay: 96-123  Biographical narrative: 125-127</p> <p><b>Write Source Grade 4</b>  Writing a narrative paragraph: 83-86  Sharing an experience: 87-124  Writing an observation report: 130-131</p>
<p><b>5-6</b> Write brief research reports with clear focus and supporting detail.</p>	<p><b>Write Source Grade 5</b>  Expository writing: explaining how something works: 143-174  Writing a research report: 337-360</p> <p><b>Write Source Grade 6</b>  Expository writing: explain a process: 161-198  Research report: 381-410</p>
<p><b>5-6</b> Write a short explanation of a process that includes a topic statement, supporting details and a conclusion.</p>	<p><b>Write Source Grade 5</b>  Explain how something works: 143-174</p> <p><b>Write Source Grade 6</b>  Explaining a process: 161-198  Explaining a concept: 208-209  Writing an explanation: 210-211</p>
<p><b>5-6</b> Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.</p>	<p><b>Write Source Grade 5</b>  Drafting a persuasive letter: 244-245  Parts of a business letter: 246-247</p> <p><b>Write Source Grade 6</b>  Drafting a persuasive letter: 274-275  Parts of a business letter: 276  Business letter format: 277, 577</p>
<p><b>For informational/expository writing:</b>  <b>7-8</b> Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.</p>	<p><b>Write Source Grade 7</b>  Research writing: 381-409  Avoiding plagiarism: 392  Citing sources in your report: 397</p> <p><b>Write Source Grade 8</b>  Research writing: 379-410  Avoiding plagiarism: 391  Creating your work-cited page: 403</p>
<p><b>7-8</b> Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p>	<p><b>Write Source Grade 7</b>  Cause-and-effect essay: 199-204  Interpreting a story: 287-322  Evaluating a book: 334-335</p> <p><b>Write Source Grade 8</b>  Response to literature: 283-322  Writing a focus statement: 294  Developing the middle part: 298-299  Ending your essay: 300</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	<p><b>Write Source Grade 7</b>  Comparing two subjects: 161-198  Proposing a solution: 223-260  Writing effective paragraphs: 530-541</p> <p><b>Write Source Grade 8</b>  Classification essay: 161-198  Writing topic sentences: 169  Analyzing a theme and book review: 287-322  Constructing strong paragraphs: 523-542</p>
<p><b>9-10</b> Write well-organized essays that have a clear focus, logical development, effective use of detail, and variety in sentence structure.</p>	<p><b>Write Source Grade 9</b>  Writing a comparison essay: 145-184  Explaining a process: 185-199  Writing s position essay: 201-238  Analyzing a Theme: 255-294</p> <p><b>Write Source Grade 10</b>  Cause-effect essay: 145-184  Defining a concept: 185-191  Problem-solution essay: 201-238  Writing an editorial: 239-246  Analyzing a theme: 255-294</p>
<p><b>For informational/expository writing:</b>  <b>9-10</b> Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.</p>	<p><b>Write Source Grade 9</b>  Research writing: 355-392</p> <p><b>Write Source Grade 10</b>  Research writing: 355-392</p>
<p><b>11-12</b> Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail well-developed paragraphs, and logical argumentation.</p>	<p><b>Write Source Grade 11</b>  Expository writing: 163-217  Persuasive writing: 219-273  Response to literature: 275-339  Research writing: 371-438</p> <p><b>Write Source Grade 12</b>  Expository writing: 163-217  Persuasive writing: 219-273  Response to literature: 275-339  Research writing: 371-438</p>

**L E A R N I N G   S T A N D A R D   2 0 :   C o n s i d e r a t i o n   o f  
A u d i e n c e   a n d   P u r p o s e**

**Students will write for different audiences and purposes.**

<b>Grade Level/Standard</b>	<b>Write Source</b>
<p><b>K-2</b> Use a variety of forms or genres when writing for different purposes.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>  Writers write in journals: 60-61  Writers make lists: 62-63  Writers make signs and labels: 64-65  Writers write notes and cards: 66-67  Writers write captions: 68-69  Writers write the news: 70-71  Writers write stories: 72-73</p> <p><b>Write Source Grade 1</b>  Descriptive writing: 62-80  Writing across the curriculum: 80-81, 102-103, 126-127, 140  Narrative writing: 84-101  Writing for assessment: 104-105, 128-129  Expository writing: 108-125  Persuasive writing: 132-138  Responding to literature: 142-159  Creative writing: 162-177  Report writing: 180-199  Writing in journals: 208-209  Using learning logs: 210-211</p> <p><b>Write Source Grade 2</b>  Paragraph writing: 42-49  Descriptive writing: 50-61  Writing across the curriculum: 58-61, 90-93, 124-127, 156-159  Writing for assessment: 94-95, 128-129, 160-161, 204-205  Narrative writing: 62-95  Expository writing: 96-129  Persuasive writing: 130-161  Responding to literature: 162-205  Creative writing: 206-241  Report writing: 242-283  Writing in journals and learning logs: 292-295</p>

Grade Level/Standard	Write Source Handbook
<p><b>3-4</b> Use appropriate language for different audiences and purposes.</p>	<p><b>Write Source Grade 3</b>  Paragraph writing: 44-59  Descriptive writing: 60-87  Narrative writing: 90-123  Writing across the curriculum: 124-129, 170-175, 214-219  Writing for assessment: 130-133, 176-179, 220-223, 262-265  Expository writing: 136-168  Persuasive writing: 182-212  Responding to literature: 226-257  Creative writing: 268-291  Research writing: 294-335  Writing in journals and learning logs: 348-353</p> <p><b>Write Source Grade 4</b>  Paragraph writing: 51-61  Descriptive writing: 63-79  Writing for assessment: 80-81, 134-137, 190-193  Narrative writing: 83-124  Writing across the curriculum: 125-133, 214-219, 181-189, 237-247, 248-251, 296-297  Expository writing: 139-180  Persuasive writing: 195-236  Responding to literature: 153-295  Creative writing: 299-319  Research writing: 321-362</p>
<p><b>5-6</b> Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>	<p><b>Write Source Grade 5</b>  Paragraph writing: 51-61  Descriptive writing: 63-80  Writing across the curriculum: 75-79, 125-133, 181-189, 237-247,  Writing for assessment: 80-81, 134-137, 190-193, 248-251, 296-297  Narrative writing: 83-124  Expository writing: 139-180  Audience: 182-183, 307, 560  Persuasive writing: 195-236  Response to literature: 253-295  Creative writing: 299-319  Research writing: 321-361  Keeping journals and learning logs: 379-386  Audience and purpose: 465</p>

Grade Level/Standard	Write Source Handbook
<p><b>5-6</b> Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes. (continued)</p>	<p><b>Write Source Grade 6</b>            Descriptive writing: 71-82            Writing across the curriculum: 83-91, 143-151, 205-213, 267-277, 329-335            Writing for assessment: 152-155, 214-217, 278-281, 336-341            Narrative writing: 93-142            Expository writing: 157-204            Audience: 182-183: 307, 560            Persuasive writing: 219-266            Response to literature: 283-328            Creative writing: 343-361            Research writing: 363-410            Keeping journals and learning logs: 431-440</p>
<p><b>7-8</b> Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p>	<p><b>Write Source Grade 7</b>            Audience: 40, 247, 560            Descriptive writing: 71-82            Writing across the curriculum: 83-91, 143-151, 205-213, 267-277, 329-335            Narrative writing: 93-142            Writing for assessment: 152-155, 214-217, 278-281, 336-341            Expository writing: 157-204            Persuasive writing: 219-266            Response to literature: 283-328            Creative writing: 343-361            Research writing: 363-410            Keeping journals and learning logs: 431-440</p> <p><b>Write Source Grade 8</b>            Audience: 36, 183, 560            Descriptive writing: 71-82            Writing across the curriculum: 83-91, 143-151, 205-213, 267-277, 329-335            Narrative writing: 93-142            Writing for assessment: 152-155, 214-217, 278-281, 336-341            Expository writing: 157-204            Persuasive writing: 219-266            Response to literature: 283-328            Creative writing: 343-361            Research writing: 363-410            Keeping journals and learning log: 431-440</p>

Grade Level/Standard	Write Source Handbook
<p><b>9-10</b> Use different of formality, style, and tone when composing for different audiences.</p>	<p><b>Write Source Grade 9</b>  Narrative writing: 89-136  Writing for assessment: 137-143, 193-199, 247-253: 295-311  Expository writing: 145-192  Persuasive writing: 201-246  Response to literature: 255-294  Creative writing: 313-341  Research writing: 343-392  Writing across the curriculum: 405-461</p> <p><b>Write Source Grade 10</b>  Narrative writing: 89-136  Writing for assessment: 137-143, 193-199, 247-253, 295-311  Expository writing: 145-192  Persuasive writing: 201-246  Response to literature: 255-294  Creative writing: 313-341  Research writing: 343-392  Writing across the curriculum: 405-461</p>
<p><b>11-12</b> Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.</p>	<p><b>Write Source Grade 11</b>  Narrative writing: 141-162  Writing for assessment: 137-143, 193-199, 247-253: 295-311  Expository writing: 163-210  Writing for assessment: 211-217, 267-273, 323-339  Persuasive writing: 219-266  Response to literature: 275-322  Creative writing: 341-368  Research writing: 371-438  Writing across the curriculum: 451-506  Writing in the workplace: 507-521</p> <p><b>Write Source Grade 12</b>  Narrative writing: 141-162  Writing for assessment: 137-143, 193-199, 247-253: 295-311  Expository writing: 163-210  Writing for assessment: 211-217, 267-273, 323-339  Persuasive writing: 219-266  Response to literature, 275-322  Creative writing: 341-368  Research writing: 371-438  Writing across the curriculum: 451-506  Writing in the workplace: 507-521</p>

## LEARNING STANDARD 21: Revising

**Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.**

Grade Level/Standard	Write Source
<p><b>K-2</b> After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>                      Writers follow the writing process: 20-21                      Writers add details: 34-35                      I write, revise, and edit: 42-43</p> <p><b>Write Source Grade 1</b>                      Revise: 14, 20-21, 72-73, 94-95, 118-119, 136, 147, 155, 168, 175, 196</p> <p><b>Write Source Grade 2</b>                      Revise: 11, 57, 69, 168, 178, 188, 216, 226, 234                      Revising, improve your writing: 82-83, 116-117, 146-147, 274-25</p>
<p><b>3-4</b> Revise writing to improve level of detail after determining what could be added or deleted.</p>	<p><b>Write Source Grade 3</b>                      Ideas: 21                      Improving your essay: 78-79, 108, 154, 196                      Revising for ideas: 116, 162, 206</p> <p><b>Write Source Grade 4</b>                      Ideas: 21                      Revising: 74                      Revising for ideas: 104-105, 160-161, 216-217</p>
<p><b>3-4</b> Improve word choice by using dictionaries.</p>	<p><b>Write Source Grade 3</b>                      Word choice: 24                      Revising for word choice: 118, 165, 209                      Using a dictionary: 300-301                      Using a thesaurus: 302</p> <p><b>Write Source Grade 4</b>                      Word choice: 28                      Revising for word choice: 110-111, 166-167, 222-223                      Checking a dictionary: 330-331                      Checking a thesaurus: 332</p>
<p><b>5-6</b> Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p>	<p><b>Write Source Grade 5</b>                      Improving your writing: 14-20                      Revising: 74, 267, 305, 315                      Revising for ideas: 104-105, 160-161, 216-217                      Revising for organization: 106-107, 162-163, 218-219                      Revising for voice: 108-109, 164-165, 220-221                      Revising for word choice: 110-111, 166-167, 223-224                      Revising for sentence fluency: 112-113, 168-169, 224-225</p>

Grade Level/Standard	Write Source
<p><b>5-6</b> Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p>	<p><b>Write Source Grade 6</b>  Revising: focusing on the big picture: 16-21  Revising and editing with a rubric: 50-51  Revising: 82, 348, 357, 401  Revising for ideas: 114-115, 178-179, 240-241, 302-303  Revising for organization: 116-117, 180-181, 242-243, 304-305  Revising for voice: 118-119, 182-183, 224-245, 306-307  Revising for word choice: 120-121, 184-185, 246-247, 308-309  Revising for sentence fluency: 122-123, 186-187, 248-249, 310-311  Revising using a checklist: 124, 188, 250, 312, 402</p>
<p><b>7-8</b> Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the provision of vocabulary used, and the economy of writing. Improve word choice by using a variety of references.</p>	<p><b>Write Source Grade 7</b>  Revising: focusing on the big picture: 16-21  Understanding word choice: 41  Revising and editing with a rubric: 50-51  Revising: 74, 82, 348, 357,  Gathering sensory details: 205  Revising for ideas: 114-115, 178-179, 240-241, 302-303  Revising for organization: 116-117, 180-181, 242-243, 304-305  Revising for voice: 118-119, 182-183, 224-245, 306-307  Revising for word choice: 120-121, 184-185, 246-247, 308-309  Revising for sentence fluency: 122-123, 186-187, 248-249, 310-311  Revising using a checklist: 124, 188, 250, 312  Checking a dictionary: 374-375</p>
<p><b>7-8</b> Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the provision of vocabulary used, and the economy of writing. Improve word choice by using a variety of references.</p>	<p><b>Write Source Grade 8</b>  Revising: improving your writing: 16-21  Understanding word choice: 41  Revising and editing with a rubric: 50-51  Revising for organization: 116-117, 180-181, 242-243, 304-305  Revising for voice: 118-119, 182-183, 224-245, 306-307  Revising for word choice: 120-121, 184-185, 246-247, 308-309  Revising for sentence fluency: 122-123, 186-187, 248-249, 310-311  Revising using a checklist: 124, 250, 312  Checking a dictionary: 372-373  Choosing verbs: 480-483  Use effective adjectives: 488  How can I expand my writing vocabulary? 560-561</p>

Grade Level/Standard	Write Source
<p><b>9-10</b> Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.</p>	<p><b>Write Source Grade 9</b>  Revising: 20-15, 320, 331, 337, 385  Understanding the traits of writing: 39-54  Revising for ideas: 108-109, 164-165, 218-219, 274-275  Revising for organization: 110-111, 166-167, 220-221, 276-277  Revising for voice: 112-113, 168-169, 222-223, 278-279  Revising for word choice: 114-115, 170-171, 224-225, 280-281  Revising for sentence fluency: 116-117, 172-173, 226-227, 282-283  Revising, improve your writing: 118, 174, 228, 284  Editing for conventions: 120-121, 176-177, 230-231, 286-287, 320  Editing, check your writing: 122, 178, 232, 288, 331, 337, 389</p>
<p><b>9-10</b> Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.</p>	<p><b>Write Source Grade 10</b>  Revising: 20-25, 320, 331, 337, 385  Understanding the traits of writing: 39-54  Revising for ideas: 108-109, 164-165, 218-219, 274-275  Revising for organization: 110-111, 166-167, 220-221, 276-277  Revising for voice: 112-113, 168-169, 222-223, 278-279  Revising for word choice: 114-115, 170-171, 224-225, 280-281  Revising for sentence fluency: 116-117, 172-173, 226-227, 282-283  Revising, improve your writing: 118, 174, 228, 284, 331, 337, 388  Editing for conventions: 120-121, 176-177, 230-231, 286-287, 320  Editing, check for conventions: 122, 178, 232, 288, 331, 337, 391</p>
<p><b>11-12</b> Revise writing to improve style, word choice, sentence variety, and subtlety if meaning after rethinking how well questions of purpose, audience, and genre have been addresses.</p>	<p><b>Write Source Grade 11</b>  Understanding the traits of writing: 47-50  Ideas: 51-58  Organization: 59-66  Voice: 67-72  Word Choice: 73-80  Sentence Fluency: 81-88  Conventions: 89-90  Revising: 113-120, 147, 160  Editing: 149, 161  Revising for ideas: 182-183, 238-239, 294-295  Revising for organization: 184-185, 240-241, 296-297  Revising for voice: 186-187, 242-243, 298-299,  Revising for word choice: 188-189, 244-245, 300-301  Revising for sentence fluency: 190-191, 246-247, 302-303  Revising checklist: 148, 193, 248, 304, 349, 359, 365, 408-411  Editing for conventions: 194-195, 250-251, 306-307  Editing checklist: 196, 252, 308, 349, 359, 365, 415</p>

Grade Level/Standard	Write Source
<p><b>11-12</b> Revise writing to improve style, word choice, sentence variety, and subtlety if meaning after rethinking how well questions of purpose, audience, and genre have been addresses.</p>	<p><b>Write Source Grade 12</b>            Understanding the traits of writing: 47-50            Ideas: 51-58            Organization: 59-66            Voice: 67-72            Word Choice: 73-80            Sentence Fluency: 81-88            Conventions: 89-90            Revising: 113-120, 147, 160            Editing: 149, 160            Revising for ideas: 182-183, 238-239, 294-295            Revising for organization: 184-185, 240-241,296-297            Revising for voice: 186-187, 242-243, 298-299,            Revising for word choice: 188-189, 244-245, 300-301            Revising for sentence fluency: 190-191, 246-247, 302-303            Revising checklist: 148,192, 248, 304, 349, 359, 365, 408-411            Editing for conventions: 194-195, 250-251, 306-307            Editing checklist: 196, 252, 308, 349, 359, 365, 415</p>

**L E A R N I N G   S T A N D A R D   2 2 :   S t a n d a r d   E n g l i s h**  
**C o n v e n t i o n s**

**Students will use knowledge of standard English conventions in their writing, revising, and editing.**

Grade Level/Standard	Write Source
<p><b>K</b> Print upper-and lower-case letters of the alphabet</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>            Alphabet chart: 4-5            Finding capital letters: 168</p>
<p><b>1-2</b> Use correct standard English mechanics as needed.</p>	<p><b>Write Source Grade 1</b>            Use a period: 270            Use a question mark and exclamation point: 271            Use a comma: 272-273            Use an apostrophe: 274            Use capital letters: 275-277            Checking your spelling: 279-283</p> <p><b>Write Source Grade 2</b>            Use a period: 382-383            Use a question mark and exclamation point: 384-385            Use a comma: 386-389            Use an apostrophe: 390-393            Use underlining and quotation marks: 394-396            Use capital letters: 398-401            Checking your spelling: 409-418</p>

Grade Level/Standard	Write Source
<p><b>3-4</b> Use knowledge of correct mechanics, usage, and sentence structure when writing and editing.</p>	<p><b>Write Source Grade 3</b>            Checking for conventions: 80, 110, 156, 198, 241, 332-333            Editing for conventions: 121, 167, 211            Subject-verb agreement: 386-404            Writing sentences: 395-404            End marks: 400, 447-448            Improving sentence style: 405-411            Commas in a series: 450            Capitalization: 470-476</p> <p><b>Write Source Grade 4</b>            Subject-verb agreement: 172, 419, 421, 438-439            Sentence fragments: 224, 436            Building effective sentences: 432-449            End marks: 441, 479-481            Commas in a series: 482.1            Capitalization: 508-515</p>
<p><b>3-4</b> Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p>	<p><b>Write Source Grade 3</b>            Improve spelling: 486-493            Using the right word: 494-509</p> <p><b>Write Source Grade 4</b>            Improve spelling: 528-535            Using the right word: 536-559</p>
<p><b>3-4</b> Spell most commonly used homophones correctly in writing.</p>	<p><b>Write Source Grade 3</b>            Using the right word: 494-509</p> <p><b>Write Source Grade 4</b>            Using the right word: 536-559</p>
<p><b>5-6</b> Use additional knowledge of correct mechanics, correct sentence structure, and correct standard English spelling.</p>	<p><b>Write Source Grade 5</b>            Building effective sentences: 432-449            Improving sentence fluency: 470-473            Marking punctuation: 479-507            Editing for mechanics: 508-527            Improving spelling: 528-535            Using the right word: 536-559            Understanding sentences: 560-569</p> <p><b>Write Source Grade 6</b>            Building effective sentences: 500-522            Improving sentence fluency: 570-573            Marking punctuation: 579-617            Editing for mechanics: 618-641            Improving spelling: 642-651            Using the right word: 652-689            Understanding sentences: 690-701</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Use knowledge of types of sentences, correct mechanics, correct usage, sentence structure, and standard English spelling when writing and editing.</p>	<p><b>Write Source Grade 7</b>            Building effective sentences: 500-522            Improving sentence fluency: 570-573            Marking punctuation: 579-617            Editing for mechanics: 618-641            Improving spelling: 642-651            Using the right word: 652-689            Understanding sentences: 690-701</p> <p><b>Write Source Grade 8</b>            Building effective sentences: 500-522            Improving sentence fluency: 570-573            Marking punctuation: 579-617            Editing for mechanics: 618-641            Improving spelling: 642-651            Using the right word: 652-689            Understanding sentences: 690-701</p>
<p><b>9-10</b> Use knowledge of types of clauses, verbals, mechanics, usage, sentence structure, and standard English spelling when writing and editing.</p>	<p><b>Write Source Grade 9</b>            Using words effectively: 533-548            Understanding sentence style: 549-560            Connecting sentences: 592-593            Marking punctuation: 605-647            Checking mechanics: 648-671            Using the right word: 678-699            Parts of speech: 700-737            Understanding sentences: 738-763</p> <p><b>Write Source Grade 10</b>            Using words effectively: 533-548            Understanding sentence style: 549-560            Connecting sentences: 592-593            Marking punctuation: 605-647            Checking mechanics: 648-671            Using the right word: 678-699            Parts of speech: 700-737            Understanding sentences: 738-763</p>
<p><b>11-12</b> Use all conventions of standard English when writing and editing.</p>	<p><b>Write Source Grade 11</b>            Marking punctuation: 605-647            Editing for mechanics: 648-671            Using the right word: 678-699            Parts of speech: 700-737            Understanding sentences: 738-763</p> <p><b>Write Source Grade 12</b>            Marking punctuation: 605-647            Editing for mechanics: 648-671            Using the right word: 678-699            Parts of speech: 700-737            Understanding sentences: 738-763</p>

**LEARNING STANDARD 23: Organizing Ideas in Writing**

**Students will organize ideas in writing in a way that makes sense for their purpose.**

Grade Level/Standard	Write Source
<p><b>K-2</b> Arrange events in order when writing or dictating.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>  Writers use the traits of good writing: 48-49  Writers plan their writing: 52-53  Introducing the traits: 100-101  Planning your writing: 118  Order chart: 183</p> <p><b>Write Source Grade 1</b>  Organization: 28, 31, 36-37, 87, 5, 111, 115  How can I organize my ideas? 248-253</p> <p><b>Write Source Grade 2</b>  Organization: 20, 27  The parts of an essay: 73, 107  Writing add-on stories: 213-215  Improving organization: 359-365</p>
<p><b>K-2</b> Arrange ideas in a way that makes sense.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>  Writers use the traits of good writing: 48-49  Writers plan their writing: 52-53  Introducing the traits: 100-101  Planning your writing: 118  Order chart: 183</p> <p><b>Write Source Grade 1</b>  Organization: 28, 31, 36-37, 87, 5, 111, 115  How can I organize my ideas? 248-253</p> <p><b>Write Source Grade 2</b>  Organization: 20, 27  The parts of an essay: 73, 107  Writing add-on stories: 213-215  Improving organization: 359-365</p>
<p><b>3-4</b> Organize plot events of a story in an order that leads to a climax.</p>	<p><b>Write Source Grade 3</b>  Plot (story line): 269, 273, 278, 279</p> <p><b>Write Source Grade 4</b>  Plot chart: 255  Plot (story) line: 270, 303, 310</p>
<p><b>3-4</b> Organize ideas for a brief response to a reading.</p>	<p><b>Write Source Grade 3</b>  Writing a book review for fiction: 232-243  Writing a book review for nonfiction: 244-249  Responding to a poem: 256-261</p> <p><b>Write Source Grade 4</b>  Writing a book review: 257-269  Other forms of responding: 273-297</p>

Grade Level/Standard	Write Source
<p><b>3-4</b> Organize ideas for an account of a personal experience in a way that makes sense.</p>	<p><b>Write Source Grade 3</b>  Writing a narrative paragraph: 90-95  Writing a narrative essay: 96-121</p> <p><b>Write Source Grade 4</b>  Sharing an experience: 87-119</p>
<p><b>5-6</b> Decide on the placement of descriptive details about setting, characters, and events in stories.</p>	<p><b>Write Source Grade 5</b>  Descriptive writing: 63-81  Sensory details: 71, 95, 425, 462  Writing stories: 299-310  Story patterns: 308  Elements of fiction: 309-310</p> <p><b>Write Source Grade 6</b>  Descriptive paragraph: 71-74  Sensory details: 105, 115, 178, 347, 355, 489, 531, 549, 557, 559  Writing stories: 343-349  Story patterns: 350</p>
<p><b>5-6</b> Group related ideas and place them in logical order when writing summaries or reports.</p>	<p><b>Write Source Grade 5</b>  Writing a summary paragraph: 333-336  Writing a research report: 337-360  Methods of organization: 56-57, 4578</p> <p><b>Write Source Grade 6</b>  Summarizing an article: 332-333  Summary paragraph: 377-380  Research report: 381-398  Use patterns of organization: 551</p>
<p><b>5-6</b> Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>	<p><b>Write Source Grade 5</b>  Understanding organization: 25-26  Endings: 26, 74, 102, 158, 214, 266, 276, 288, 294, 353  Writing paragraphs: 51-55  Topic sentences: 53, 54, 141, 151, 207, 465  Organizing your paragraph: 56-57  Supporting details: 216-217, 465</p> <p><b>Write Source Grade 6</b>  Understanding organization: 37-38  Endings: 39, 82, 112, 117, 140, 176, 238, 300, 398  Organizing your details: 79-82  Putting events in order: 104-106  Topic sentences: 159, 169, 174-175, 180, 231, 236-237, 525, 552-553, 561  The parts of a paragraph: 524-529  Writing effective paragraphs: 530-541  Use patterns of organization: 551</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Integrate the use of organizing techniques that break up strict chronological order in a story.</p>	<p><b>Write Source Grade 7</b>  Narrative writing: 97-134  Writing stories: 343-350  Elements of fiction: 551</p> <p><b>Write Source Grade 8</b>  Narrative writing: 97-134  Writing stories: 343-350  Elements of fiction: 551</p>
<p><b>7-8</b> Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p>	<p><b>Write Source Grade 7</b>  Focus statement: 35-36, 169, 294, 302, 303, 398  Transitions: 39, 116, 117, 298, 304, 561, 572-573  Ending paragraphs: 82, 112, 117, 140, 176, 238, 243, 300, 327, 398, 402  Expository writing: 157-214  Persuasive writing: 219-281  Response to literature: 283-341  Research writing: 363-415</p> <p><b>Write Source Grade 8</b>  Focus statement: 36, 39, 167, 203, 294, 302, 304, 560  Transitions: 38, 42, 109, 236, 299, 539, 561, 572-573  Ending paragraphs: 82, 112, 140, 176, 238, 300, 305, 402  Expository writing: 157-214  Persuasive writing: 219-281  Response to literature: 283-341  Research writing: 363-415</p>
<p><b>7-8</b> Organize ideas for writing comparison-and-contrast essays</p>	<p><b>Write Source Grade 7</b>  Comparing two subjects: 161-198  Use comparison/contrast order: 537  Venn diagram: 537, 549</p> <p><b>Write Source Grade 8</b>  Writing a comparison-contrast essay: 199-204  Organize details: 203  Using a comparison-contrast chart: 447  Use comparison/contrast order: 537  Venn diagram: 549  Use patterns of organization: 551</p>
<p><b>9-10</b> Integrate all elements of fiction to emphasize the theme and tone of the story.</p>	<p><b>Write Source Grade 9</b>  The shape of stories: 314-315  Writing stories: 316-321  Elements of fiction: 322</p> <p><b>Write Source Grade 10</b>  The shape of stories: 314-315  Writing stories: 316-321  Elements of fiction: 322</p>

Grade Level/Standard	Write Source
<p><b>9-10</b> Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.</p>	<p><b>Write Source Grade 9</b>  Analyzing a theme: 255-294  Write a thesis statement: 266  Organize the middle paragraphs of your essay: 266  Report writing: 355-392  Write your thesis statement: 371  Outline your ideas: 372</p> <p><b>Write Source Grade 10</b>  Analyzing a theme: 255-294  Write a thesis statement: 266  Organize the middle paragraphs of your essay: 266  MLA research report: 355-392  Write your thesis statement: 371  Outline your ideas: 372</p>
<p><b>11-12</b> Organize ideas for emphasis in a way that suits the purpose of the writer.</p>	<p><b>Write Source Grade 11</b>  Organization: 59-66  Organization in expository writing: 166, 172, 179, 184-185, 198-199, 201, 209  Organization in persuasive writing: 228, 240-241, 248, 254, 257, 265  Organization in response to literature: 278, 296-297, 304, 310-311, 321  Organization in a research writing: 411  Patterns of organization: 584-588</p> <p><b>Write Source Grade 12</b>  Organization: 59-66  Organization in narrative writing: 146, 148  Organization in expository writing: 209  Organization in persuasive writing: 240-241, 248, 254-255, 257, 265  Organization in response to literature: 296-297, 278  Organization in a research writing: 411  Patterns of organization: 584-588</p>
<p><b>11-12</b> Craft sentences in a way that supports the underlying logic of ideas.</p>	<p><b>Write Source Grade 11</b>  Sentence fluency: 81-88  Sentence fluency in expository writing: 166, 190-192, 198-199, 201, 209  Sentence fluency in persuasive writing: 246-248, 254, 257, 265  Sentence fluency in response to literature: 278, 302-304, 310-311, 321  Sentence fluency in research writing: 411  Basic essay skills: 589-603</p> <p><b>Write Source Grade 12</b>  Sentence fluency: 81-88  Sentence fluency in expository writing: 166, 190-192, 198-199, 201, 209  Sentence fluency in persuasive writing: 246-248, 254, 257, 265  Sentence fluency in response to literature: 278, 310-311  Sentence fluency in research writing: 411  Basic essay skills: 589-603</p>

**LEARNING STANDARD 24: Research**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

<b>Grade Level/Standard</b>	<b>Write Source</b>
<p><b>K-2</b> Generate questions and gather information from several sources in a classroom, school, or public library.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>            Across the Curriculum activities, components of every lesson in <i>Write Source</i>, provide opportunities for students to generate questions and gather information from various sources. The following pages specifically address this objective: 9, 23, 25, 27, 29, 33, 45,49, 51, 55, 67, 71, 77, 85, 95</p> <p><b>Write Source Grade 1</b>            Finding information: 180-187            Model research report: 189</p> <p><b>Write Source Grade 2</b>            Finding information: 244-257            Model research report: 259-261</p>
<p><b>3-4</b> Identify and apply steps in conducting and reporting research.</p>	<p><b>Write Source Grade 3</b>            Finding information: 294-305            Writing a summary paragraph: 306-309            Writing a research report: 310-334            Model research report: 311-313            Sharing your report: 334            Creating a multimedia presentation: 336-339</p> <p><b>Write Source Grade 4</b>            Building research skills: 321-332            Writing a summary paragraph: 333-336            Writing a research report: 337-361            Model research report: 338-340            Designing and sharing your report: 361-362            Developing multimedia presentations: 363-367</p>
<p><b>5-6</b> Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.</p>	<p><b>Write Source Grade 5</b>            Building research skills: 321-332            Writing a research report: 337-360            Model research report: 338-340            Creating your works-cited page: 354            Designing and sharing your report: 361-362            Developing multimedia presentations: 363-367</p> <p><b>Write Source Grade 6</b>            Building research skills: 363-380            Primary vs. secondary sources: 364-365            Evaluating sources: 376            Writing a research report: 381-410            Model research report: 382-385            Creating your works-cited page: 399-400            Publishing: sharing your report: 405-410            Developing multimedia presentations: 411-415</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects</p>	<p><b>Write Source Grade 7</b>            Building research skills: 363-380            Primary vs. secondary sources: 364            Model research report: 380-385            Writing a research report: 381-410            Creating note cards: 391            Avoiding plagiarism: 392            Creating your works-cited page: 403-404            Designing and sharing your essay: 409-410            Developing multimedia presentations: 411-415</p> <p><b>Write Source Grade 8</b>            Building research skills: 363-380            Primary vs. secondary sources: 364            Model research report: 380-385            Writing a research report: 381-410            Creating note cards: 391            Avoiding plagiarism: 392            Creating your works-cited page: 403-404            Designing and sharing your essay: 409-410            Developing multimedia presentations: 411-415</p>
<p><b>9-10</b> Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.</p>	<p><b>Great Source Grade 9</b>            Research skills: 343-354            Primary vs. secondary sources: 344            Evaluating sources of information: 345            Writing a research report: 355-392            Model research report: 356-363            Creating note cards: 368            Avoid plagiarism: 369            Create your works cited page: 381-384            Making oral presentations: 393-403            Summarizing and paraphrasing: 483-490</p> <p><b>Great Source Grade 10</b>            Research skills: 343-354            Primary vs. secondary sources: 344            Evaluating sources of information: 345            Writing a MLA research report: 355-392            Model research report: 356-363            Creating note cards: 368            Avoid plagiarism: 369            Create your works cited page: 381-384            Making oral presentations: 393-403            Summarizing and paraphrasing: 483-490</p>

Grade Level/Standard	Write Source
<p><b>11-12</b> Formulate original open-ended question to explore a topic of interest, design and carry out research, and evaluate the quality of research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.</p>	<p><b>Write Source Grade 11</b>            Research skills: 371-382            Primary vs. secondary sources: 372            Evaluating sources of information: 373            Writing a MLA research paper: 383-416            Model MLA research paper: 384-392            Create note cards: 397            Avoid plagiarism: 398            Create your works-cited page: 407            Writing responsibly: 417-424            Documenting research: 425-438            Making oral presentations: 439-449</p> <p><b>Write Source Grade 12</b>            Research skills: 371-382            Primary vs. secondary sources: 372            Evaluating sources of information: 373            Writing a MLA research paper: 383-416            Model MLA research paper: 384-392            Create note cards: 397            Avoid plagiarism: 398            Create your works-cited page: 407            Writing responsibly: 417-424            Documenting research: 425-438            Making oral presentations: 439-449</p>

**LEARNING STANDARD 25: Evaluating Writing and Presentations**

**Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.**

Grade Level/Standard	Write Source
<p><b>K-2</b> Support judgments about classroom activities or presentations.</p>	<p><b>Write Source Kindergarten Teacher’s Edition</b>            Writers check their writing: 36-37            I write, revise, and edit: 42</p> <p><b>Write Source Grade 1</b>            Working with a partner: 26-27            Learning about a rubric: 36-37            Reflect on your writing: 79, 101, 126</p> <p><b>Write Source Grade 2</b>            Working with a partner: 14-17            Using a rubric: 32-35, 88-89, 122-123, 154-155            Reflect on your writing: 87, 121, 153, 181, 191</p>

Grade Level/Standard	Write Source
<p><b>3-4</b> Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p>	<p><b>Write Source Grade 3</b>            Reviewing with partners: 18            Using a response sheet: 19            Using a rubric: 26-33, 122-123, 168-169, 212-213            Reflecting on your writing: 83, 113, 159, 203, 243, 335</p> <p><b>Write Source Grade 4</b>            Using a rubric: 31-38, 120-121, 176-177, 232-233            Peer responding: 39-42            Evaluating writing: 122-123, 178-179, 234-235            Student self-assessment: 123, 178, 234            Reflecting on your writing: 124, 180, 236, 269</p>
<p><b>5-6</b> Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p>	<p><b>Write Source Grade 5</b>            Using a rubric: 31-38            Revising rubrics for narrative writing: 104-113, 116-117, 120-121            Evaluating writing: 122-123, 178-179, 234-235            Revising rubrics for expository writing: 160-168, 172-173, 176-177            Revising rubrics for persuasive writing: 216-225, 227-228, 232-233</p> <p><b>Write Source Grade 6</b>            Using a rubric: 45-56            Revising rubrics for narrative writing: 114-123, 126-127, 130-131            Evaluating writing: 132-134, 196-198, 258-260, 320-322, 410, 415            Revising rubrics for expository writing: 178-187, 190-191, 194-195            Revising rubrics for persuasive writing: 240-249, 252-253, 256-257            Revising rubrics for response to literature: 302-311, 314-315, 318-319</p>

Grade Level/Standard	Write Source
<p><b>7-8</b> As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p><b>Write Source Grade 7</b>  Using a rubric: 45-56  Revising rubrics for narrative writing: 114-123, 126-127, 130-131  Evaluating writing: 132-134, 196-198, 258-260, 320-322  Revising rubrics for expository writing: 178-187, 190-191, 194-195  Revising rubrics for persuasive writing: 240-249, 252-253, 256-257  Revising rubrics for response to literature: 302-311, 314-315, 318-319</p> <p><b>Write Source Grade 8</b>  Using a rubric: 45-56  Revising rubrics for narrative writing: 114-123, 126-127, 130-131  Evaluating writing: 132-134, 196-198, 258-260, 320-322, 410, 415  Revising rubrics for expository writing: 178-187, 190-191, 194-195  Revising rubrics for persuasive writing: 240-249, 252-253, 256-257  Revising rubrics for response to literature: 302-311, 314-315, 318-319</p>
<p><b>9-10</b> Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them.</p>	<p><b>Write Source Grade 9</b>  Using a rubric: 61-72, 124-125, 180-181, 234-235, 290-291, 322  Evaluating writing: 126-127, 182-183, 236-237, 292-293</p> <p><b>Write Source Grade 10</b>  Using a rubric: 61-72, 124-125, 180-181, 234-235, 290-291, 322  Evaluating writing: 126-127, 182-183, 236-237, 292-293</p>
<p><b>11-12</b> Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them.</p>	<p><b>Write Source Grade 11</b>  Using a rubric: 33-45, 150-151, 198-199, 254-255, 310-311  Evaluating writing: 152-154, 200-202, 256-258, 312-314  Evaluating a presentation: 447  Writing across the curriculum: 451-521</p> <p><b>Write Source Grade 12</b>  Using a rubric: 33-45, 150-151, 198-199, 254-255, 310-311  Evaluating writing: 152-154, 200-202, 256-258, 312-314  Evaluating a presentation: 447  Writing across the curriculum: 451-521</p>



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