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correlated to

**Missouri**

**Communication Arts  
Grade-Level Expectations  
Grades 1-12**

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**correlated to**

**Missouri Communication Arts Grade-Level Expectations  
Grade 1**

**Writing**

**Big Idea 1**

**Apply a writing process in composing text**

**Concept A: Writing Process**

| Grade-Level Expectations, Grade 1                                                                                                     | Write Source, Grade 1                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>brainstorm and record ideas in written form</li> </ul>             | <b>Student Book:</b> 16-17, 58, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191, 248-253<br><b>SkillsBook:</b> 93, 94, 96, 98 |
| <ul style="list-style-type: none"> <li>generate a draft in written form</li> </ul>                                                    | <b>Student Book:</b> 18-19, 59, 70-71, 92-93, 116-117, 135, 146, 154, 167, 174, 192-195<br><b>SkillsBook:</b> 91, 93, 95, 99                      |
| <ul style="list-style-type: none"> <li>revise by adding detail and deleting unnecessary information, with assistance</li> </ul>       | <b>Student Book:</b> 20-21, 59, 72-73, 94-95, 118-119, 136, 147, 155, 168, 175, 196-197                                                           |
| <ul style="list-style-type: none"> <li>edit and proofread for capitalization and punctuation in sentences, with assistance</li> </ul> | <b>Student Book:</b> 22-23, 35, 59, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 269-277, 288<br><b>SkillsBook:</b> 23-24, 35-41      |
| <ul style="list-style-type: none"> <li>publish writing with assistance</li> </ul>                                                     | <b>Student Book:</b> 24-25, 38-39, 59, 76-78, 98-100, 122-124, 138, 149, 157, 169, 176-177, 198-199                                               |

## Big Idea 2

Compose well-developed text using standard English conventions

### Concept A: Handwriting

| Grade-Level Expectations, Grade 1                                                                                                                   | Write Source, Grade 1                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom <b>directionality</b> and correct spacing between letters and words | <b>Student Book:</b> The opportunity to address this objective is available on the following pages: 42-199<br><b>SkillsBook:</b> 102-155 |

### Concept B: Capitalization

| Grade-Level Expectations, Grade 1                           | Write Source, Grade 1                                                   |
|-------------------------------------------------------------|-------------------------------------------------------------------------|
| Capitalize names of people and beginning words of sentences | <b>Student Book:</b> 53, 222, 275, 276, 288<br><b>SkillsBook:</b> 35-42 |

### Concept C: Punctuation

| Grade-Level Expectations, Grade 1                | Write Source, Grade 1                                              |
|--------------------------------------------------|--------------------------------------------------------------------|
| In composing text, use period at end of sentence | <b>Student Book:</b> 55, 270, 288, 290<br><b>SkillsBook:</b> 23-26 |

### Concept D: Parts of Speech

| Grade-Level Expectations, Grade 1                                    | Write Source, Grade 1                                                                                  |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Use parts of speech correctly in written text                        | <b>Student Book:</b> 48-49, 52-53, 220-221, 229, 288, 291-292<br><b>SkillsBook:</b> 9-10, 13-14, 67-72 |
| <ul style="list-style-type: none"><li>naming words (nouns)</li></ul> |                                                                                                        |
| <ul style="list-style-type: none"><li>action words (verbs)</li></ul> | <b>Student Book:</b> 50-53, 228-231, 288, 294-295<br><b>SkillsBook:</b> 11-14, 75-78                   |

## Concept E: Spelling

| Grade-Level Expectations, Grade 1                                                                                          | Write Source, Grade 1                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>• correct spelling of CVC words and high-frequency words</li> </ul> | <b>Student Book:</b> 22-23, 59, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 279-283, 298-311 |
| <ul style="list-style-type: none"> <li>• <b>phonetic spelling</b></li> </ul>                                               | <b>Student Book:</b> 22-23, 59, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 279-283, 298-311 |
| <ul style="list-style-type: none"> <li>• classroom resources to verify correct spelling</li> </ul>                         | <b>Student Book:</b> 186-187, 256-259<br><b>SkillsBook:</b> 102-155                                       |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grade 1         | Write Source, Grade 1                                          |
|-------------------------------------------|----------------------------------------------------------------|
| In composing text, write simple sentences | <b>Student Book:</b> 42-55, 288-290<br><b>SkillsBook:</b> 5-22 |

## Big Idea 3

Write effectively in various forms and types of writing

### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 1                           | Write Source, Grade 1                                        |
|-------------------------------------------------------------|--------------------------------------------------------------|
| Write <b>narrative</b> text that includes related sentences | <b>Student Book:</b> 82-105, 254<br><b>SkillsBook:</b> 94-95 |

### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 1            | Write Source, Grade 1                                                                    |
|----------------------------------------------|------------------------------------------------------------------------------------------|
| Write expository text with related sentences | <b>Student Book:</b> 106-129, 140-159, 188-199, 210-211, 255<br><b>SkillsBook:</b> 96-99 |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grade 1                                                                                                                                             | Write Source, Grade 1                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>Identify</p> <ul style="list-style-type: none"><li>different forms of written communication (e.g., thank you notes, friendly letters, lists, poems, invitations)</li></ul> | <p><b>Student Book:</b> 102, 139, 158-159, 170-177, 208-211, 248, 272-273</p> <p><b>SkillsBook:</b> 89-91</p> |
| <ul style="list-style-type: none"><li>audience and compose text, with assistance</li></ul>                                                                                    | <p><b>Student Book:</b> 18-19, 59, 70-71, 92-93, 116-117, 135, 146, 154, 167, 174, 192-195</p>                |



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correlated to
Missouri Communication Arts Grade-Level Expectations
Grade 2

Writing

Big Idea 1

Apply a writing process in composing text

Concept A: Writing Process

Table with 2 columns: Grade-Level Expectations, Grade 2 and Write Source, Grade 2. Rows list writing process steps like 'utilize a simple graphic organizer', 'generate a draft', 'reread and revise work', 'edit and proofread', and 'publish writing with assistance' with corresponding page numbers from the Student Book.

## Big Idea 2

Compose well-developed text using standard English conventions

### Concept A: Handwriting

| Grade-Level Expectations, Grade 2                                                                | Write Source, Grade 2                                                                                                                                              |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Create legible compositions with correct spacing between letters in words and words in sentences | <b>Student Book:</b> 7, 13, 36-39, 57, 59, 61, 69, 86, 91, 93, 103, 120, 125, 150-151, 157, 159, 169, 180, 190, 197, 203, 216-217, 226-227, 235, 278-279, 283, 291 |

### Concept B: Capitalization

| Grade-Level Expectations, Grade 2                                                                              | Write Source, Grade 2                                                                     |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"><li>days of week</li></ul> | <b>Student Book:</b> 169, 314, 398-399<br><b>SkillsBook:</b> 43-44                        |
| <ul style="list-style-type: none"><li>names of towns, cities, states</li></ul>                                 | <b>Student Book:</b> 23, 84, 118, 169, 179, 189, 314, 398-399<br><b>SkillsBook:</b> 51-52 |

### Concept C: Punctuation

| Grade-Level Expectations, Grade 2                                                                                                            | Write Source, Grade 2                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"><li>correct ending punctuation in declarative and interrogative sentences</li></ul> | <b>Student Book:</b> 12, 23, 31, 84-85, 118-119, 148-149, 169, 179, 189, 382-383, 384-385<br><b>SkillsBook:</b> 3-4, 7-8, 11-14 |
| <ul style="list-style-type: none"><li>comma in dates</li></ul>                                                                               | <b>Student Book:</b> 388-389<br><b>SkillsBook:</b> 23-24                                                                        |

### Concept D: Parts of Speech

| Grade-Level Expectations, Grade 2                                                                                            | Write Source, Grade 2                                               |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"><li>descriptive words (adjectives)</li></ul> | <b>Student Book:</b> 332-335, 450-453<br><b>SkillsBook:</b> 139-140 |

| Grade-Level Expectations, Grade 2                                               | Write Source, Grade 2                                                    |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>substitute pronouns for nouns</li> </ul> | <b>Student Book:</b> 320-325, 331, 442-443<br><b>SkillsBook:</b> 119-124 |

**Concept E: Spelling**

| Grade-Level Expectations, Grade 2                                                                                                                  | Write Source, Grade 2                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>correct spelling of words with simple spelling patterns and high-frequency words</li> </ul> | <b>Student Book:</b> 7, 12, 23, 31, 57, 61, 69, 84-85, 91, 93, 103, 118-119, 125, 127, 137, 148-149, 157, 158, 169, 179, 189, 226, 234, 276-277, 402-408, 409-418 |
| <ul style="list-style-type: none"> <li><b>transitional spelling</b></li> </ul>                                                                     | <b>Student Book:</b> 7, 12, 23, 31, 57, 61, 69, 84-85, 91, 93, 103, 118-119, 125, 127, 137, 148-149, 157, 158, 169, 179, 189, 226, 234, 276-277, 402-408, 409-418 |
| <ul style="list-style-type: none"> <li>classroom resources to verify correct spelling</li> </ul>                                                   | <b>Student Book:</b> 254-255, 409                                                                                                                                 |

**Concept F: Sentence Construction**

| Grade-Level Expectations, Grade 2                                                                                    | Write Source, Grade 2                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In composing text, identify and write sentences <ul style="list-style-type: none"> <li><b>declarative</b></li> </ul> | <b>Student Book:</b> 22, 29, 45, 46, 48, 49, 53, 56, 58, 59, 60, 61, 65, 68, 90-91, 92-93, 99, 102, 126, 133, 135, 136, 142, 156-157, 165, 167, 268, 354, 429-436<br><b>SkillsBook:</b> 95-108 |
| <ul style="list-style-type: none"> <li><b>interrogative</b></li> </ul>                                               | <b>Student Book:</b> 22, 29, 45, 46, 48, 49, 53, 56, 58, 59, 60, 61, 65, 68, 90-91, 92-93, 99, 102, 126, 133, 135, 136, 142, 156-157, 165, 167, 268, 354, 429-436<br><b>SkillsBook:</b> 95-108 |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 2                                                                                           | Write Source, Grade 2                                |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Write narrative text that <ul style="list-style-type: none"><li>records a series of events in chronological order</li></ul> | <b>Student Book:</b> 64-69, 90-91, 94-95, 365        |
| <ul style="list-style-type: none"><li>contains story elements</li></ul>                                                     | <b>Student Book:</b> 70-89, 90-91, 92-93, 94-95, 366 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 2      | Write Source, Grade 2                                            |
|----------------------------------------|------------------------------------------------------------------|
| Identify important information in text | <b>Student Book:</b> 166, 173, 175, 185, 195, 201, 264, 265, 266 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 2                                                                        | Write Source, Grade 2                                                                                                           |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Write expository text, with assistance, with <ul style="list-style-type: none"><li>a main idea</li></ul> | <b>Student Book:</b> 98-103, 104-129, 162-163, 164-169, 170-181, 182-191, 192-197, 198-205, 258-279, 266-267, 286-291, 357, 367 |
| <ul style="list-style-type: none"><li>supporting details</li></ul>                                       | <b>Student Book:</b> 98-103, 104-129, 162-163, 164-169, 170-181, 182-191, 192-197, 198-205, 258-279, 266-267, 286-291, 357, 367 |

#### Concept E: Audience and Purpose

| Grade-Level Expectations, Grade 2                                                                                   | Write Source, Grade 2                        |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Write simple friendly letters, messages, and directions for making or doing something, considering a given audience | <b>Student Book:</b> 60-61, 138-155, 158-159 |



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**Grade 3**

**Writing**

**Big Idea 1**

**Apply a writing process in composing text**

**Concept A: Writing Process**

| Grade-Level Expectations, Grade 3                                                                                                        | Write Source, Grade 3                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>independently use a simple graphic organizer in prewriting</li> </ul> | <b>Student Book:</b> 11, 52, 57, 62, 71, 86, 90, 92, 100-101, 116, 126, 129, 130, 132, 138, 146-147, 172, 175, 179, 184, 192, 193, 216, 220, 222, 247, 252, 253, 272, 279, 282-283, 284-285, 290, 314-315, 316-317, 337, 338, 369, 420, 422-428                                           |
| <ul style="list-style-type: none"> <li>generate a draft</li> </ul>                                                                       | <b>Student Book:</b> 6, 12, 53, 63, 72-77, 93, 102-107, 127, 129, 132, 133, 139, 148-153, 173, 175, 178, 179, 185, 194-195, 217, 219, 222, 223, 229, 236-239, 248, 254, 260, 264, 265, 274, 286, 309, 322-327, 338-339                                                                    |
| <ul style="list-style-type: none"> <li>routinely reread and revise work</li> </ul>                                                       | <b>Student Book:</b> 6, 13, 53, 64, 78-79, 86, 87, 94, 108-109, 116-120, 127, 129, 132, 133, 140, 154-155, 162-166, 173, 175, 178, 179, 186, 196-197, 206-210, 217, 219, 223, 230, 240, 248, 254, 260, 265, 275, 287, 309, 328-331, 339                                                   |
| <ul style="list-style-type: none"> <li>routinely edit and proofread for capitalization and ending punctuation</li> </ul>                 | <b>Student Book:</b> 7, 14, 17, 25, 53, 65, 67, 80, 86, 95, 97, 110-111, 127, 129, 132, 141, 143, 156-157, 173, 187, 198-199, 211, 217, 219, 222, 231, 241, 248, 254, 260, 275, 287, 309, 332, 339, 373, 400, 447, 448, 449, 470-475, 484-485<br><br><b>SkillsBook:</b> 3-8, 39-40, 41-49 |
| <ul style="list-style-type: none"> <li>independently publish writing</li> </ul>                                                          | <b>Student Book:</b> 7, 15, 34-37, 82, 87, 112, 133, 158, 179, 200-202, 223, 265, 334                                                                                                                                                                                                     |

## Big Idea 2

Compose well-developed text using standard English conventions

### Concept A: Handwriting

| Grade-Level Expectations, Grade 3                                                            | Write Source, Grade 3                              |
|----------------------------------------------------------------------------------------------|----------------------------------------------------|
| Create legible compositions with correct spacing between words in a sentences and in margins | <b>Student Book:</b> 7, 36, 82, 112, 158, 175, 334 |

### Concept B: Capitalization

| Grade-Level Expectations, Grade 3                                                                                | Write Source, Grade 3                                           |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"><li>months of year</li></ul> | <b>Student Book:</b> 472-474<br><b>SkillsBook:</b> 41-42, 49-50 |
| <ul style="list-style-type: none"><li>titles of individuals</li></ul>                                            | <b>Student Book:</b> 472-474<br><b>SkillsBook:</b> 45-46, 49-50 |
| <ul style="list-style-type: none"><li>greeting and closing of letter</li></ul>                                   | <b>Student Book:</b> 128, 190, 198-199, 201, 429                |

### Concept C: Punctuation

| Grade-Level Expectations, Grade 3                                                                                                         | Write Source, Grade 3                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"><li>correct ending punctuation in imperative and exclamatory sentences</li></ul> | <b>Student Book:</b> 25, 53, 65, 80, 95, 110, 127, 141, 156, 173, 187, 198, 199, 217, 241, 275, 332, 400, 447, 448<br><b>SkillsBook:</b> 3-8, 39-40 |
| <ul style="list-style-type: none"><li>comma in the greeting and closing of a letter</li></ul>                                             | <b>Student Book:</b> 128, 190, 200-201, 429, 450-451<br><b>SkillsBook:</b> 11                                                                       |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grade 3                                                                                                 | Write Source, Grade 3                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>verbs that agree with the subject</li> </ul> | <b>Student Book:</b> 14, 80, 110, 198, 241, 332, 381-386, 404, 522-529, 542<br><b>SkillsBook:</b> 77-78, 81-84, 133-150 |
| <ul style="list-style-type: none"> <li>words that answer when, where, why and how questions (adverbs)</li> </ul>                  | <b>Student Book:</b> 389-390, 534-535, 542<br><b>SkillsBook:</b> 159-162                                                |
| <ul style="list-style-type: none"> <li>words to compare (adverbs)</li> </ul>                                                      | <b>Student Book:</b> 389-390, 534-535, 542<br><b>SkillsBook:</b> 159-162                                                |

## Concept E: Spelling

| Grade-Level Expectations, Grade 3                                                                                                                                   | Write Source, Grade 3                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In writing, use: <ul style="list-style-type: none"> <li>correct spelling of words with simple compounds, homophones, contractions and words with affixes</li> </ul> | <b>Student Book:</b> 7, 14, 65, 80-81, 95, 110-111, 121, 127, 132, 141, 156-157, 173, 187, 198, 217, 219, 222, 231, 241, 248, 254, 260, 275, 287, 309, 332, 456-457, 476, 486-493<br><b>SkillsBook:</b> 61-66 |
| <ul style="list-style-type: none"> <li>standard spelling</li> </ul>                                                                                                 | <b>Student Book:</b> 7, 14, 65, 80-81, 95, 110-111, 121, 127, 132, 141, 156-157, 173, 187, 198, 217, 219, 222, 231, 241, 248, 254, 260, 275, 287, 309, 332, 476, 486-493<br><b>SkillsBook:</b> 61-66          |
| <ul style="list-style-type: none"> <li>classroom resources and dictionary to verify correct spelling</li> </ul>                                                     | <b>Student Book:</b> 121, 300-301, 434                                                                                                                                                                        |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grade 3                                                                             | Write Source, Grade 3                                                                                                    |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| In composing text, identify and write sentences <ul style="list-style-type: none"> <li>declarative</li> </ul> | <b>Student Book:</b> 20, 24, 60, 67, 90, 93, 108, 141, 143, 166, 210, 394-413, 447, 510-515<br><b>SkillsBook:</b> 77-116 |

| Grade-Level Expectations, Grade 3                               | Write Source, Grade 3                                           |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>interrogative</li> </ul> | <b>Student Book:</b> 141, 409, 448<br><b>SkillsBook:</b> 77-116 |
| <ul style="list-style-type: none"> <li>imperative</li> </ul>    | <b>Student Book:</b> 141, 409, 447<br><b>SkillsBook:</b> 77-116 |
| <ul style="list-style-type: none"> <li>exclamatory</li> </ul>   | <b>Student Book:</b> 141, 409, 448<br><b>SkillsBook:</b> 77-116 |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 3                                                                                 | Write Source, Grade 3                                              |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Write narrative text that contains <ul style="list-style-type: none"> <li>a beginning, middle, and end</li> </ul> | <b>Student Book:</b> 88, 90-95, 96-113, 114-123, 124-133, 419, 430 |
| <ul style="list-style-type: none"> <li>relevant details to develop the main idea</li> </ul>                       | <b>Student Book:</b> 5, 96-113, 114-123, 124-133, 419, 430         |
| <ul style="list-style-type: none"> <li>a clear, controlling idea</li> </ul>                                       | <b>Student Book:</b> 5, 96-113, 114-123, 124-133, 419, 430         |
| <ul style="list-style-type: none"> <li>precise and descriptive language</li> </ul>                                | <b>Student Book:</b> 5, 96-113, 114-123, 124-133, 419, 430         |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 3                             | Write Source, Grade 3             |
|---------------------------------------------------------------|-----------------------------------|
| Identify information in written text to complete an organizer | <b>Student Book:</b> 416-417, 433 |

## Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 3                                                          | Write Source, Grade 3                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Write expository text with <ul style="list-style-type: none"> <li>• a main idea</li> </ul> | <b>Student Book:</b> 56-57, 134, 136-141, 142-159, 160-169, 174-175, 176-178, 179, 190, 136-141, 142-159, 160-169, 170-179, 224, 226-243, 244-249, 250-265, 306-309, 310-339, 342-347, 352-353, 419, 431 |
| <ul style="list-style-type: none"> <li>• three or more supporting details</li> </ul>       | <b>Student Book:</b> 56-57, 134, 136-141, 142-159, 160-169, 174-175, 176-178, 179, 190, 136-141, 142-159, 160-169, 170-179, 224, 226-243, 244-249, 250-265, 306-309, 310-339, 342-347, 352-353, 419, 431 |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grade 3                                                                                     | Write Source, Grade 3                                              |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose | <b>Student Book:</b> 128-129, 209, 310-339, 348-353, 357, 429, 432 |



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# Missouri Communication Arts Grade-Level Expectations Grade 4

## Writing

### Big Idea 1

Apply a writing process in composing text

### Concept A: Writing Process

| Grade-Level Expectations, Grade 4                                                                                                               | Write Source, Grade 4                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>independently use a simple graphic organizer in prewriting</li> </ul> | <p><b>Student Book:</b> 11, 65, 70, 71, 85, 93, 94, 95, 127, 134, 148, 151, 183, 184, 197, 204, 205, 206, 239, 240, 248, 255, 260, 261, 262, 275, 281, 287, 291, 293, 297, 302, 303, 313, 342, 344, 347, 348, 364, 366, 385, 391, 392, 454, 456, 457, 459, 474</p>                                                                           |
| <ul style="list-style-type: none"> <li>generate a draft</li> </ul>                                                                              | <p><b>Student Book:</b> 5, 6, 12-13, 59, 66, 72-74, 77, 79, 81, 86, 97-102, 128, 131, 133, 134, 137, 142, 153-158, 185, 187, 189, 192, 193, 198, 209, 210-214, 241, 243, 245, 250, 251, 256, 263-266, 276, 282, 285, 288, 294, 297, 304, 314, 336, 349-354</p>                                                                               |
| <ul style="list-style-type: none"> <li>routinely revise, edit and proofread</li> </ul>                                                          | <p><b>Student Book:</b> 5, 7, 10, 14-19, 22-30, 59, 66, 74, 77, 79, 81, 86, 103-114, 115-118, 129, 131, 133, 134, 137, 142, 159-170, 171-174, 185, 187, 189, 192, 193, 198, 215-226, 227-230, 241, 243, 245, 250, 251, 256, 267, 268, 277, 283, 285, 289, 291, 295, 297, 305, 315, 336, 355-358, 359-360</p> <p><b>SkillsBook:</b> 3-185</p> |
| <ul style="list-style-type: none"> <li>independently publish writing</li> </ul>                                                                 | <p><b>Student Book:</b> 5, 7, 43-46, 119, 137, 175, 231, 268, 315, 361, 363-367</p>                                                                                                                                                                                                                                                          |

## Big Idea 2

Compose well-developed text using standard English conventions

### Concept B: Capitalization

| Grade-Level Expectations, Grade 4                                                                          | Write Source, Grade 4                                                                      |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"><li>holidays</li></ul> | <b>Student Book:</b> 118, 174, 230, 268, 508-509, 510-511, 514<br><b>SkillsBook:</b> 43-54 |
| <ul style="list-style-type: none"><li>names of counties and countries</li></ul>                            | <b>Student Book:</b> 30, 118, 174, 230, 268, 512-513<br><b>SkillsBook:</b> 43-54           |

### Concept C: Punctuation

| Grade-Level Expectations, Grade 4                                                                   | Write Source, Grade 4                                                  |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"><li>comma in a series</li></ul>            | <b>Student Book:</b> 268, 446, 482-483<br><b>SkillsBook:</b> 5-6       |
| <ul style="list-style-type: none"><li>comma between city and state</li></ul>                        | <b>Student Book:</b> 484-485<br><b>SkillsBook:</b> 15                  |
| <ul style="list-style-type: none"><li>apostrophe in contractions</li></ul>                          | <b>Student Book:</b> 490-491<br><b>SkillsBook:</b> 19-22               |
| <ul style="list-style-type: none"><li>apostrophe in singular possessives, with assistance</li></ul> | <b>Student Book:</b> 30, 228, 230, 490-493<br><b>SkillsBook:</b> 19-22 |

### Concept D: Parts of Speech

| Grade-Level Expectations, Grade 4                                                                                                    | Write Source, Grade 4                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"><li>verbs that agree with compound subject</li></ul> | <b>Student Book:</b> 30, 117, 118, 172, 173, 174, 268, 360, 416-422, 434, 438, 439, 442, 447, 582-589<br><b>SkillsBook:</b> 77-80, 157-166 |

| Grade-Level Expectations, Grade 4                                                               | Write Source, Grade 4                                                          |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>connecting words to link ideas (conjunctions)</li> </ul> | <b>Student Book:</b> 168, 429, 430, 443, 600-601<br><b>SkillsBook:</b> 177-182 |

### Concept E: Spelling

| Grade-Level Expectations, Grade 4                                                                                       | Write Source, Grade 4                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>correct spelling of grade-level frequently used words</li> </ul> | <b>Student Book:</b> 5, 7, 8, 10, 16, 22, 30, 59, 86, 118, 129, 131, 137, 142, 174, 185, 187, 198, 230, 241, 243, 245, 250, 256, 268, 283, 285, 289, 291, 295, 297, 305, 315, 360, 528-535<br><b>SkillsBook:</b> 55-62          |
| <ul style="list-style-type: none"> <li>spelling strategies and patterns</li> </ul>                                      | <b>Student Book:</b> 5, 7, 8, 10, 16, 22, 30, 59, 86, 118, 129, 131, 137, 142, 174, 185, 187, 198, 230, 241, 243, 245, 250, 256, 268, 283, 285, 289, 291, 295, 297, 305, 315, 360, 518-519, 528-535<br><b>SkillsBook:</b> 55-62 |
| <ul style="list-style-type: none"> <li>classroom resources and dictionary to verify correct spelling</li> </ul>         | <b>Student Book:</b> 115, 171, 227, 330-331, 359, 466, 532                                                                                                                                                                      |

### Concept F: Sentence Construction

| Grade-Level Expectations, Grade 4                                                                                                                   | Write Source, Grade 4                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| In composing text, <ul style="list-style-type: none"> <li>use complete declarative, interrogative, imperative, and exclamatory sentences</li> </ul> | <b>Student Book:</b> 66, 129, 168-169, 224-225, 226, 431-451, 479-481, 560-569<br><b>SkillsBook:</b> 77-132 |
| <ul style="list-style-type: none"> <li>identify and write compound sentences</li> </ul>                                                             | <b>Student Book:</b> 168, 443, 482<br><b>SkillsBook:</b> 119-122                                            |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 4                                                                                      | Write Source, Grade 4                                                     |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Write narrative text that <ul style="list-style-type: none"><li>• moves through a logical sequence of events</li></ul> | <b>Student Book:</b> 36-38, 83-86, 87-124, 125-137, 299-310, 379-382, 462 |
| <ul style="list-style-type: none"><li>• includes details to develop the plot, characters and setting</li></ul>         | <b>Student Book:</b> 36-38, 83-86, 87-124, 125-137, 299-310, 379-382, 462 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 4                                    | Write Source, Grade 4                           |
|----------------------------------------------------------------------|-------------------------------------------------|
| Identify concepts and ideas in written text to complete an organizer | <b>Student Book:</b> 188-189, 345, 370, 387-392 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 4                                                                                                      | Write Source, Grade 4                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Write expository and <b>persuasive</b> paragraphs with <ul style="list-style-type: none"><li>• a main idea or point to prove</li></ul> | <b>Student Book:</b> 139-142, 143-180, 181-198, 199-236, 237-251, 257-272, 463 |
| <ul style="list-style-type: none"><li>• three or more supporting details</li></ul>                                                     | <b>Student Book:</b> 139-142, 143-180, 181-198, 199-236, 237-251, 257-272, 463 |
| <ul style="list-style-type: none"><li>• a <b>concluding sentence</b></li></ul>                                                         | <b>Student Book:</b> 139-142, 143-180, 181-198, 199-236, 237-251, 257-272, 463 |

#### Concept E: Audience and Purpose

| Grade-Level Expectations, Grade 4                                                                                                                                             | Write Source, Grade 4                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Write informational reports, diary/journal entries, organized friendly letters, thank-you letters and invitations in a format appropriate to an intended audience and purpose | <b>Student Book:</b> 271-272, 380-381, 382, 383-386 |



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**Grade 5**

**Writing**

**Big Idea 1**

**Apply a writing process in composing text**

**Concept A: Writing Process**

| <b>Grade-Level Expectations, Grade 5</b>                                                                                                  | <b>Write Source, Grade 5</b>                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>organize information in a graphic organizer</li> </ul>                 | <b>Student Book:</b> 65, 70, 71, 85, 93, 94, 95, 127, 128, 148, 149, 151, 183, 184, 197, 204, 205, 207, 240, 248, 255, 261, 278, 279, 281, 285, 291, 297, 302, 303, 313, 342, 344, 347, 348, 364, 366, 385, 391, 392, 456, 457, 459 |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and <b>types of writing</b></li> </ul> | <b>Student Book:</b> 1-49, 51-61, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 321-367                                                                                                                                        |

**Big Idea 2**

**Compose well-developed text using standard English conventions**

**Concept B: Capitalization**

| <b>Grade-Level Expectations, Grade 5</b>                                                                                           | <b>Write Source, Grade 5</b>                             |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"> <li>titles (books, stories, poems)</li> </ul> | <b>Student Book:</b> 508-515<br><b>SkillsBook:</b> 45-46 |
| <ul style="list-style-type: none"> <li>proper nouns (departments of government, school subjects)</li> </ul>                        | <b>Student Book:</b> 508-515<br><b>SkillsBook:</b> 45-46 |

## Concept C: Punctuation

| Grade-Level Expectations, Grade 5                                                                      | Write Source, Grade 5                                           |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>• comma in compound sentences</li> </ul> | <b>Student Book:</b> 30, 174, 482-483<br><b>SkillsBook:</b> 7-8 |
| <ul style="list-style-type: none"> <li>• apostrophe in singular possessives</li> </ul>                 | <b>Student Book:</b> 30, 490-491<br><b>SkillsBook:</b> 21-24    |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grade 5                                                                             | Write Source, Grade 5                                                                                                |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>• verbs tense</li> </ul> | <b>Student Book:</b> 30, 174, 230, 268, 360, 416-422, 434, 438, 439, 442, 447, 582-589<br><b>SkillsBook:</b> 151-162 |
| <ul style="list-style-type: none"> <li>• adjective forms</li> </ul>                                           | <b>Student Book:</b> 28, 423-425, 428, 590-593<br><b>SkillsBook:</b> 163-168                                         |

## Concept E: Spelling

| Grade-Level Expectations, Grade 5                                                                                         | Write Source, Grade 5                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>• correct spelling of grade-level frequently-used words</li> </ul> | <b>Student Book:</b> 22, 59, 79, 88, 118, 198, 230, 283, 297, 518, 528, 532-535<br><b>SkillsBook:</b> 55-62 |
| <ul style="list-style-type: none"> <li>• spelling strategies and patterns</li> </ul>                                      | <b>Student Book:</b> 22, 59, 79, 88, 118, 198, 230, 283, 297, 518, 528, 532-535<br><b>SkillsBook:</b> 55-62 |
| <ul style="list-style-type: none"> <li>• classroom resources and dictionary to verify correct spelling</li> </ul>         | <b>Student Book:</b> 330-331, 466                                                                           |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grade 5                                                                  | Write Source, Grade 5                                            |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| In composing text, <ul style="list-style-type: none"><li>write compound sentences</li></ul>        | <b>Student Book:</b> 168, 443, 482<br><b>SkillsBook:</b> 117-118 |
| <ul style="list-style-type: none"><li>identify and eliminate <b>fragments</b> in writing</li></ul> | <b>Student Book:</b> 168, 436<br><b>SkillsBook:</b> 85-88        |

## Big Idea 3

Write effectively in various forms and types of writing

## Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 5                                                                                  | Write Source, Grade 5                                                     |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Write personal narrative text that <ul style="list-style-type: none"><li>chronicles a sequence of events</li></ul> | <b>Student Book:</b> 36-38, 83-86, 87-124, 125-137, 299-310, 379-382, 462 |
| <ul style="list-style-type: none"><li>focuses on the development of a single event</li></ul>                       | <b>Student Book:</b> 36-38, 83-86, 87-124, 125-137, 299-310, 379-382, 462 |

## Concept B: Note-Taking

| Grade-Level Expectations, Grade 5                                         | Write Source, Grade 5                           |
|---------------------------------------------------------------------------|-------------------------------------------------|
| Use a <b>note-taking</b> system to organize information from written text | <b>Student Book:</b> 188-189, 345, 370, 387-392 |

## Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 5                                                                                                                                                     | Write Source, Grade 5                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Write expository and persuasive paragraphs (emphasizing compare/contrast) with <ul style="list-style-type: none"><li>an effective <b>topic sentence</b> or a point to prove</li></ul> | <b>Student Book:</b> 139-142, 143-180, 181-198, 199-236, 237-251, 257-272, 463 |

| Grade-Level Expectations, Grade 5                                                    | Write Source, Grade 5                                                          |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>three or more supporting sentences</li> </ul> | <b>Student Book:</b> 139-142, 143-180, 181-198, 199-236, 237-251, 257-272, 463 |
| <ul style="list-style-type: none"> <li>a concluding sentence</li> </ul>              | <b>Student Book:</b> 139-142, 143-180, 181-198, 199-236, 237-251, 257-272, 463 |

**Concept D: Summary Writing**

| Grade-Level Expectations, Grade 5                     | Write Source, Grade 5               |
|-------------------------------------------------------|-------------------------------------|
| Write a summary/retell the main ideas of written text | <b>Student Book:</b> 60-61, 333-336 |

**Concept E: Audience and Purpose**

| Grade-Level Expectations, Grade 5                                                                                                            | Write Source, Grade 5                               |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Write well-organized communications in a selected form appropriate to a specific audience (e.g., parents, friend, younger child) and purpose | <b>Student Book:</b> 271-272, 380-381, 382, 383-386 |



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**Grade 6**

**Writing**

**Big Idea 1**

**Apply a writing process in composing text**

**Concept A: Writing Process**

| <b>Grade-Level Expectations, Grade 6</b>                                                                                           | <b>Write Source, Grade 6</b>                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>Choose and use an appropriate graphic organizer</li> </ul>      | <b>Student Book:</b> 13, 38, 78, 95, 103, 105, 138, 166, 186, 178, 285, 292, 347, 355, 386, 393, 439, 445, 446, 448, 536, 537, 544, 548-551, 557, 574, 801-804                                                                 |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and types of writing</li> </ul> | <b>Student Book:</b> 11-32, 57-64, 70-74, 78-79, 80-82, 92-96, 101-106, 107-129, 138-142, 155, 159-160, 165-193, 202-204, 217, 220-222, 227-255, 264-266, 281, 285-286, 291-317, 326-328, 346-357, 379, 380, 386, 393-394, 400 |

**Big Idea 2**

**Compose well-developed text using standard English conventions**

**Concept B: Capitalization**

| <b>Grade-Level Expectations, Grade 6</b>                                                                                                                           | <b>Write Source, Grade 6</b>            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"> <li>proper nouns (team names, companies, schools and institutions)</li> </ul> | <b>Student Book:</b> 253, 471, 618, 702 |
| <ul style="list-style-type: none"> <li>proper adjectives</li> </ul>                                                                                                | <b>Student Book:</b> 253, 486, 618, 732 |
| <ul style="list-style-type: none"> <li>first word of direct quotations</li> </ul>                                                                                  | <b>Student Book:</b> 624                |

### Concept C: Punctuation

| Grade-Level Expectations, Grade 6                                                                                       | Write Source, Grade 6                        |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>apostrophe in irregular and plural possessives</li> </ul> | <b>Student Book:</b> 604, 606                |
| <ul style="list-style-type: none"> <li>quotation marks in dialogue, with assistance</li> </ul>                          | <b>Student Book:</b> 126, 127, 556, 598, 600 |

### Concept D: Parts of Speech

| Grade-Level Expectations, Grade 6                                                                                     | Write Source, Grade 6                       |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>prepositional phrases</li> </ul> | <b>Student Book:</b> 181, 494-495, 742, 748 |
| <ul style="list-style-type: none"> <li>appositives</li> </ul>                                                         | <b>Student Book:</b> 520, 586               |

### Concept E: Spelling

| Grade-Level Expectations, Grade 6                                                                                       | Write Source, Grade 6        |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>correct spelling of grade-level frequently-used words</li> </ul> | <b>Student Book:</b> 642-651 |
| <ul style="list-style-type: none"> <li>classroom resources and dictionary to verify correct spelling</li> </ul>         | <b>Student Book:</b> 374-375 |

### Concept F: Sentence Construction

| Grade-Level Expectations, Grade 6                                                                         | Write Source, Grade 6                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>a variety of sentence structures</li> </ul> | <b>Student Book:</b> 500-522                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>precise and vivid language</li> </ul>                              | <b>Student Book:</b> 12, 20, 34, 41, 72, 77, 82, 94, 98, 100, 120-121, 130-131, 137, 141, 153, 158, 162, 164, 184-185, 188, 194-195, 204, 220, 224, 226, 246, 247, 250, 256-257, 263-266, 415, 541, 558-569 |

## Big Idea 3

Write effectively in various forms and types of writing

### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 6                                                                                               | Write Source, Grade 6         |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Write personal narrative that <ul style="list-style-type: none"> <li>• chronicles a sequence of three or more events</li> </ul> | <b>Student Book:</b> 97-134   |
| <ul style="list-style-type: none"> <li>• includes sensory detail and dialogue</li> </ul>                                        | <b>Student Book:</b> 105, 115 |

### Concept B: Note-Taking

| Grade-Level Expectations, Grade 6                                                         | Write Source, Grade 6             |
|-------------------------------------------------------------------------------------------|-----------------------------------|
| Use a note-taking system to organize information from oral presentations and written text | <b>Student Book:</b> 389, 441-448 |

### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 6                                                                                                                      | Write Source, Grade 6                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Write expository and persuasive paragraphs (including cause/effect) with <ul style="list-style-type: none"> <li>• a strong controlling idea</li> </ul> | <b>Student Book:</b> 157-217, 219-281, 528, 534, 541                                                                                                                              |
| <ul style="list-style-type: none"> <li>• supporting and concluding sentences</li> </ul>                                                                | <b>Student Book:</b> 39, 176, 238, 538, 561<br><br>The opportunity to address this objective is also available in the following lessons:<br><b>Student Book:</b> 157-217, 219-281 |
| <ul style="list-style-type: none"> <li>• appropriate logical sequence</li> </ul>                                                                       | <b>Student Book:</b> 12, 16, 34, 37-39, 158, 162, 164, 168, 180-181, 188, 194-195, 201-204, 215, 220, 224, 226, 231, 242-243, 250, 256-257, 263, 266, 279                         |
| <ul style="list-style-type: none"> <li>• relevant details, facts and/or examples from one or more sources</li> </ul>                                   | <b>Student Book:</b> 166, 168, 179, 202, 221<br><br>The opportunity to address this objective is available in the following lessons:<br><b>Student Book:</b> 157-217, 219-281     |
| <ul style="list-style-type: none"> <li>• multi-paragraph essays</li> </ul>                                                                             | <b>Student Book:</b> 161-198, 199-204, 223-260                                                                                                                                    |

## Concept D: Summary Writing

| Grade-Level Expectations, Grade 6                                                | Write Source, Grade 6                 |
|----------------------------------------------------------------------------------|---------------------------------------|
| Write summaries of text from magazines, newspapers and/or informational articles | <b>Student Book:</b> 332-333, 377-380 |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grade 6                                                                                                                       | Write Source, Grade 6                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Summarize information and construct a workplace communication, such as a memo or set of simple instructions, appropriate to topic and specific audience | <b>Student Book:</b> 150-151, 212-213, 274-277, 334-335 |



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## Missouri Communication Arts Grade-Level Expectations Grade 7

### Writing

#### Big Idea 1

Apply a writing process in composing text

#### Concept A: Writing Process

| Grade-Level Expectations, Grade 7                                                                                                                            | Write Source, Grade 7                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>• Create appropriate graphic organizers to provide a structure for information</li> </ul> | <b>Student Book:</b> 73, 13, 78, 104, 105, 166, 167, 170, 180, 202, 203, 221, 228, 229, 232, 292, 293, 303, 327, 346, 347, 390, 395, 446-448, 534-537, 548-549, 550, 551, 574                                                  |
| <ul style="list-style-type: none"> <li>• apply writing process to write effectively in various forms and types of writing</li> </ul>                         | <b>Student Book:</b> 11-32, 57-64, 70-74, 78-79, 80-82, 92-96, 101-106, 107-129, 138-142, 155, 159-160, 165-193, 202-204, 217, 220-222, 227-255, 264-266, 281, 285-286, 291-317, 326-328, 346-357, 379, 380, 386, 393-394, 400 |

#### Big Idea 2

Compose well-developed text using standard English conventions

#### Concept B: Capitalization

| Grade-Level Expectations, Grade 7                                                                                                                          | Write Source, Grade 7              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"> <li>• titles ( magazines, newspapers, songs, works of art)</li> </ul> | <b>Student Book:</b> 618, 624      |
| <ul style="list-style-type: none"> <li>• proper nouns (brand names of products, nationalities)</li> </ul>                                                  | <b>Student Book:</b> 471, 618, 702 |

## Concept C: Punctuation

| Grade-Level Expectations, Grade 7                                                                                                 | Write Source, Grade 7                                 |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>• comma rules for punctuating various sentence structure</li> </ul> | <b>Student Book:</b> 191, 252, 253, 497, 513, 582-590 |
| <ul style="list-style-type: none"> <li>• correct format in writing titles</li> </ul>                                              | <b>Student Book:</b> 584, 600, 602                    |
| <ul style="list-style-type: none"> <li>• quotation marks in dialogue</li> </ul>                                                   | <b>Student Book:</b> 126, 556, 588, 598, 600          |
| <ul style="list-style-type: none"> <li>• colons in business letter salutations</li> </ul>                                         | <b>Student Book:</b> 276-277, 596                     |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grade 7                                                                                          | Write Source, Grade 7                       |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>• pronouns and antecedents</li> </ul> | <b>Student Book:</b> 474-479, 706           |
| <ul style="list-style-type: none"> <li>• consistent verb tense</li> </ul>                                                  | <b>Student Book:</b> 314, 483, 484, 720-726 |

## Concept E: Spelling

| Grade-Level Expectations, Grade 7                                                                                                  | Write Source, Grade 7                           |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>• dictionary, spell-check and other resources to spell correctly</li> </ul> | <b>Student Book:</b> 374-375, 632, 642, 645-651 |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grade 7                                                            | Write Source, Grade 7                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>• complex sentences</li> </ul> | <b>Student Book:</b> 249, 253, 517                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• precise and vivid language</li> </ul>               | <b>Student Book:</b> 12, 20, 34, 36, 41, 80, 114-115, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 347, 348, 355, 357, 410, 415, 488, 513, 549, 558-569 |

| Grade-Level Expectations, Grade 7                                                         | Write Source, Grade 7                                     |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• editing to eliminate run on sentences</li> </ul> | <b>Student Book:</b> 252, 506                             |
| <ul style="list-style-type: none"> <li>• cohesive devices (transitions)</li> </ul>        | <b>Student Book:</b> 39, 116, 117, 298, 304, 561, 572-573 |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 7                                                                                                                                               | Write Source, Grade 7                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> <li>• Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols</li> </ul> | <b>Student Book:</b> 97-134, 135-142 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 7                                                                                | Write Source, Grade 7                 |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> <li>• Use a variety of note-taking methods to organize information</li> </ul> | <b>Student Book:</b> 390-392, 441-448 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 7                                                                                                                                                 | Write Source, Grade 7                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Write expository and persuasive paragraphs (including compare/contrast and cause/effect with</p> <ul style="list-style-type: none"> <li>• a strong controlling idea</li> </ul> | <b>Student Book:</b> 157-217, 219-281                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• supporting and concluding sentences</li> </ul>                                                                                           | <p><b>Student Book:</b> 176, 561</p> <p>The opportunity to address this objective is also available in the following lessons:<br/> <b>Student Book:</b> 157-217, 219-282</p> |
| <ul style="list-style-type: none"> <li>• appropriate logical sequence</li> </ul>                                                                                                  | <b>Student Book:</b> 12, 16, 34, 38, 39, 162, 168, 180-181, 188, 194-195, 204, 224, 229, 242, 243, 256-257, 266                                                              |
| <ul style="list-style-type: none"> <li>• effective writing techniques (e.g. imagery, humor, point of view and voice)</li> </ul>                                                   | <b>Student Book:</b> 12, 16, 34, 40, 158, 162, 170, 182-183, 194-195, 224, 231, 244-245, 250, 256-257                                                                        |
| <ul style="list-style-type: none"> <li>• multi-paragraph essays drawing from a variety of sources</li> </ul>                                                                      | <b>Student Book:</b> 161-198, 199-204, 223-260, 261-266                                                                                                                      |

| Grade-Level Expectations, Grade 7                                                                                                                                             | Write Source, Grade 7                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> <li>responses to literature that show an understanding of theme and characters, using details/examples from the text as support</li> </ul> | <b>Student Book:</b> 283-286, 287-322 |

**Concept D: Summary Writing**

| Grade-Level Expectations, Grade 7                                                                                                      | Write Source, Grade 7                          |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Write a multi-paragraph summary of a newspaper/magazine article, editorial or news program that includes supporting evidence from text | <b>Student Book:</b> 261-266, 332-333, 377-380 |

**Concept E: Audience and Purpose**

| Grade-Level Expectations, Grade 7                                                                                                                                                                                                        | Write Source, Grade 7                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Compose texts <ul style="list-style-type: none"> <li>that contain a created chart, graph, and/or other graphic organizer based on printed information</li> </ul>                                                                         | <b>Student Book:</b> 90, 390, 412, 414, 448, 574, 575                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>and write a formal business letter and address an envelope</li> </ul>                                                                                                                             | <b>Student Book:</b> 274-277                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>that addresses two different audiences and purposes using appropriate forms (e.g., explain the differences between seventh grade and second grade to a parents and to a second grader)</li> </ul> | <b>Student Book:</b> 40, 247<br><br>The opportunity to address this objective is also available in the following lessons:<br><b>Student Book:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 363-415, 417-430, 431-440 |



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**Missouri Communication Arts Grade-Level Expectations**  
**Grade 8**

**Writing**

**Big Idea 1**

Apply a writing process in composing text

**Concept A: Writing Process**

| Grade-Level Expectations, Grade 8                                                                                                           | Write Source, Grade 8                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>independently create appropriate graphic organizers as needed</li> </ul> | <b>Student Book:</b> 13, 73, 78, 95, 102, 105, 138, 139, 159, 166, 168, 170, 202, 203, 207, 229, 232, 264, 285, 326, 346, 347, 355, 394, 412, 446, 447, 448, 534, 536, 537, 548-549, 550, 574                            |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and types of writing</li> </ul>          | <b>Student Book:</b> 11-28, 57-64, 70-74, 78-79, 80-82, 92-96, 101-106, 107-129, 138-142, 156-160, 165-193, 202-204, 217, 220-222, 227-255, 264-266, 281, 285-286, 291-317, 326-328, 346-357, 379, 380, 386-410, 412-413 |

**Big Idea 2**

Compose well-developed text using standard English conventions

**Concept B: Capitalization**

| Grade-Level Expectations, Grade 8                                                                                         | Write Source, Grade 8    |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Use conventions of capitalization in written text <ul style="list-style-type: none"> <li>within divided quotes</li> </ul> | <b>Student Book:</b> 624 |
| <ul style="list-style-type: none"> <li>for historical periods and events</li> </ul>                                       | <b>Student Book:</b> 620 |

## Concept C: Punctuation

| Grade-Level Expectations, Grade 8                                                                                 | Write Source, Grade 8                   |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>• colon and semi-colon</li> </ul>                   | <b>Student Book:</b> 504, 516, 596, 594 |
| <ul style="list-style-type: none"> <li>• hyphens to divide words into syllables at the end of the line</li> </ul> | <b>Student Book:</b> 608-611            |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grade 8                                                                              | Write Source, Grade 8                 |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>• pronoun case</li> </ul> | <b>Student Book:</b> 474-479, 706-714 |
| <ul style="list-style-type: none"> <li>• adverb forms</li> </ul>                                               | <b>Student Book:</b> 491, 738         |

## Concept E: Spelling

| Grade-Level Expectations, Grade 8                                                                                                  | Write Source, Grade 8                           |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| In writing, use <ul style="list-style-type: none"> <li>• dictionary, spell-check and other resources to spell correctly</li> </ul> | <b>Student Book:</b> 372-373, 632, 642, 645-651 |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grade 8                                                                           | Write Source, Grade 8                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>• precise and vivid language</li> </ul>       | <b>Student Book:</b> 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 246-247, 250, 256—257, 288, 308-309, 312, 318-319, 328, 349, 357, 378, 410, 415, 531, 541, 549, 557, 558-569 |
| <ul style="list-style-type: none"> <li>• cohesive devices (transitions, repetition, parallelism)</li> </ul> | <b>Student Book:</b> 38, 42, 109, 236, 299, 512, 522, 539, 559, 561, 572-573                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• edit to eliminate fragments</li> </ul>                             | <b>Student Book:</b> 248, 502                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• repetition for effect</li> </ul>                                   | <b>Student Book:</b> 361, 522                                                                                                                                                                                               |

| Grade-Level Expectations, Grade 8                                    | Write Source, Grade 8              |
|----------------------------------------------------------------------|------------------------------------|
| <ul style="list-style-type: none"> <li>parallel structure</li> </ul> | <b>Student Book:</b> 512, 522, 559 |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grade 8                                                                                                                                             | Write Source, Grade 8                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <ul style="list-style-type: none"> <li>Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols</li> </ul> | <b>Student Book:</b> 37, 97-134, 135-142 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 8                                                                   | Write Source, Grade 8                 |
|-----------------------------------------------------------------------------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> <li>Select and use appropriate method for note-taking</li> </ul> | <b>Student Book:</b> 387-394, 441-448 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grade 8                                                                                                                                                                              | Write Source, Grade 8                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Write multi-paragraph expository and persuasive essays (including problem/solution with) <ul style="list-style-type: none"> <li>a thesis statement</li> </ul>                                                  | <b>Student Book:</b> 167, 203, 294, 302, 304, 393, 394, 397, 560, 561                                                                                                             |
| <ul style="list-style-type: none"> <li>supporting details and examples</li> </ul>                                                                                                                              | <b>Student Book:</b> 229, 531, 561<br><br>The opportunity to address this objective is also available in the following lessons:<br><b>Student Book:</b> 159-217, 218-282, 363-416 |
| <ul style="list-style-type: none"> <li>evidence that readers' concerns and arguments have been anticipated and addressed</li> </ul>                                                                            | <b>Student Book:</b> 219-282                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>effective multi-paragraph expository essays drawing from a variety of sources</li> </ul>                                                                                | <b>Student Book:</b> 161-198, 199-204                                                                                                                                             |
| <ul style="list-style-type: none"> <li>a logical response to a newspaper, magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence from text</li> </ul> | <b>Student Book:</b> 287-322, 323-341                                                                                                                                             |

## Concept D: Summary Writing

| Grade-Level Expectations, Grade 8                                                                                         | Write Source, Grade 8                 |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Summarize two or more articles and write a brief informational paper integrating supporting information from both sources | <b>Student Book:</b> 332-333, 375-378 |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grade 8                                                                                                                                                                              | Write Source, Grade 8                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Compose texts</p> <ul style="list-style-type: none"> <li>for a workplace communication (e.g. memo or letters that includes summaries, directives, meeting minutes and/or complaints or concerns)</li> </ul> | <b>Student Book:</b> 90-91, 150-151, 212-213, 274-277, 334-335                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>that address the same topic from two points of view, using appropriate forms (e.g. interpret a school rule from the perspective of an adult and a student)</li> </ul>   | <p><b>Student Book:</b> 40, 247</p> <p>The opportunity to address this objective is also available in the following lessons:<br/> <b>Student Book:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 363-415, 417-430, 431-440</p> |



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Grade 9

correlated to

Missouri Communication Arts Grade-Level Expectations  
Grade 9-12

**Writing**

**Big Idea 1**

Apply a writing process in composing text

**Concept A: Writing Process**

| Grade-Level Expectations, Grades 9-12                                                                                                       | Write Source, Grade 9                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>independently create appropriate graphic organizers as needed</li> </ul> | <b>Student Book:</b> 35, 97, 132, 139, 153, 155, 156, 167, 188, 189, 195, 209, 221, 249, 256, 262, 264, 297, 299, 305, 327, 328, 335, 356, 365, 367, 372, 571, 574, 583, 588-589, 603 |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and types of writing</li> </ul>          | <b>Student Book:</b> 13-32, 39-54, 73-82, 89-143, 144-199, 200-253, 254-311, 312-341, 342-403, 404-461, 483-490, 513-520, 561-579                                                     |

**Big Idea 2**

Compose well-developed text using standard English conventions

**Concept B: Capitalization**

| Grade-Level Expectations, Grades 9-12              | Write Source, Grade 9                                    |
|----------------------------------------------------|----------------------------------------------------------|
| Use conventions of capitalization in written text. | <b>Student Book:</b> 648-653<br><b>SkillsBook:</b> 41-46 |

## Concept C: Punctuation

| Grade-Level Expectations, Grades 9-12                                                                                                                            | Write Source, Grade 9                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>correct formatting (e.g., quotation marks, italics and underlining) in <b>citations</b></li> </ul> | <b>Student Book:</b> 381-384, 634, 636<br><b>SkillsBook:</b> 36 |
| <ul style="list-style-type: none"> <li>hyphens for compound adjectives</li> </ul>                                                                                | <b>Student Book:</b> 624<br><b>SkillsBook:</b> 25               |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grades 9-12         | Write Source, Grade 9                                                                               |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Use parts of speech correctly in written text | <b>Student Book:</b> 49, 121, 170, 173, 231, 533-548, 654-657, 700-737<br><b>SkillsBook:</b> 69-120 |

## Concept E: Spelling

| Grade-Level Expectations, Grades 9-12                                          | Write Source, Grade 9                                                     |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| In writing, use dictionary, spell-check and other resources to spell correctly | <b>Student Book:</b> 38, 352-353, 664-669<br><b>SkillsBook:</b> 51, 54-56 |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grades 9-12                                                                     | Write Source, Grade 9                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>a variety of sentence structures</li> </ul> | <b>Student Book:</b> 50-51, 116-117, 172-173, 226-227, 282-283, 287, 297, 388, 549-560, 738-763<br><b>SkillsBook:</b> 127-143, 153-158 |
| <ul style="list-style-type: none"> <li>cohesive devices</li> </ul>                                        | <b>Student Book:</b> 44-45, 167, 220-221, 271, 276-277, 577, 592-593                                                                   |
| <ul style="list-style-type: none"> <li>active voice</li> </ul>                                            | <b>Student Book:</b> 46-47, 112-113, 168-169, 222-223, 278-279, 722<br><b>SkillsBook:</b> 93                                           |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grades 9-12                                                                                     | Write Source, Grade 9       |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/college essays) | <b>Student Book:</b> 98-143 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 9-12                | Write Source, Grade 9                                                        |
|-----------------------------------------------------|------------------------------------------------------------------------------|
| Routinely use an appropriate method for note-taking | <b>Student Book:</b> 367-369, 406, 407, 418, 432, 444, 454, 467-472, 474-478 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Write Source, Grade 9                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Write <ul style="list-style-type: none"> <li>• multi-paragraph informative and persuasive essays with               <ul style="list-style-type: none"> <li>&gt; an effective thesis statement</li> <li>&gt; effective paragraphing</li> <li>&gt; convincing elaborations through specific and relevant details</li> <li>&gt; originality (freshness of thought) and individual perspective</li> <li>&gt; individual style and voice</li> <li>&gt; complex ideas in a sustained and compelling manner</li> </ul> </li> </ul> | <b>Student Book:</b> 144-199, 200-253, 355-392, 412-413, 424-425, 436-437, 448-449 |
| <ul style="list-style-type: none"> <li>• multi-paragraph texts that               <ul style="list-style-type: none"> <li>&gt; interpret, evaluate or persuade</li> <li>&gt; use specific <b>rhetorical devices</b></li> <li>&gt; use relevant evidence to defend a position</li> </ul> </li> </ul>                                                                                                                                                                                                                          | <b>Student Book:</b> 200-253                                                       |
| <ul style="list-style-type: none"> <li>• an analysis and/or evaluation on the use of imagery, language, themes, <b>stylistic devices</b> and tone in literature</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <b>Student Book:</b> 254-311                                                       |

## Concept D: Summary Writing

| Grade-Level Expectations, Grade 9-12                                                                                                                                                                      | Write Source, Grade 9                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>Write</p> <ul style="list-style-type: none"> <li>a multi-paragraph text that summarizes large amounts of information clearly and concisely</li> </ul>                                                  | <p><b>Student Book:</b> 414-415, 434-435, 483-490</p> |
| <ul style="list-style-type: none"> <li>complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a <b>style manual</b>(e.g., APA, MLA)</li> </ul> | <p><b>Student Book:</b> 355-392, 458-460</p>          |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                    | Write Source, Grade 9                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>Compose texts</p> <ul style="list-style-type: none"> <li>for a variety of career and workplace communications (e.g., job application, <b>résumé</b>, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions)</li> </ul> | <p><b>Student Book:</b> 513-520</p>                                                                                             |
| <ul style="list-style-type: none"> <li>for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view</li> </ul>                                                                                                                                           | <p><b>Student Book:</b> 13-32, 39-54, 73-82, 89-143, 144-199, 200-253, 254-311, 312-341, 342-403, 404-461, 483-490, 513-520</p> |



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Grade 10

correlated to

Missouri Communication Arts Grade-Level Expectations

Grade 9-12

**Writing**

**Big Idea 1**

Apply a writing process in composing text

**Concept A: Writing Process**

| Grade-Level Expectations, Grades 9-12                                                                                                       | Write Source, Grade 10                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>independently create appropriate graphic organizers as needed</li> </ul> | <b>Student Book:</b> 35, 97, 132, 139, 153, 155, 156, 167, 188, 189, 195, 209, 221, 249, 256, 262, 264, 297, 299, 305, 327, 328, 335, 356, 365, 367, 372, 571, 574, 583, 588-589, 603 |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and types of writing</li> </ul>          | <b>Student Book:</b> 13-32, 39-54, 73-82, 89-143, 144-199, 200-253, 254-311, 312-341, 342-403, 404-461, 483-490, 513-520, 561-579                                                     |

**Big Idea 2**

Compose well-developed text using standard English conventions

**Concept B: Capitalization**

| Grade-Level Expectations, Grades 9-12              | Write Source, Grade 10                                       |
|----------------------------------------------------|--------------------------------------------------------------|
| Use conventions of capitalization in written text. | <b>Student Book:</b> 648-653<br><br><b>SkillsBook:</b> 39-44 |

## Concept C: Punctuation

| Grade-Level Expectations, Grades 9-12                                                                                                                                   | Write Source, Grade 10                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p>In composing text, use</p> <ul style="list-style-type: none"> <li>correct formatting (e.g., quotation marks, italics and underlining) in <b>citations</b></li> </ul> | <p><b>Student Book:</b> 381-384, 634, 636</p> <p><b>SkillsBook:</b> 34-36</p> |
| <ul style="list-style-type: none"> <li>hyphens for compound adjectives</li> </ul>                                                                                       | <p><b>Student Book:</b> 624</p> <p><b>SkillsBook:</b> 22</p>                  |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grades 9-12                | Write Source, Grade 10                                                                          |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <p>Use parts of speech correctly in written text</p> | <p><b>Student Book:</b> 48, 225, 533-548, 654-657, 700-737</p> <p><b>SkillsBook:</b> 73-120</p> |

## Concept E: Spelling

| Grade-Level Expectations, Grades 9-12                                                 | Write Source, Grade 10                                                               |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>In writing, use dictionary, spell-check and other resources to spell correctly</p> | <p><b>Student Book:</b> 38, 352-353, 664-669</p> <p><b>SkillsBook:</b> 49, 53-60</p> |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grades 9-12                                                                            | Write Source, Grade 10                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In composing text, use</p> <ul style="list-style-type: none"> <li>a variety of sentence structures</li> </ul> | <p><b>Student Book:</b> 50-51, 116-117, 172-173, 226-227, 282-283, 287, 297, 388, 549-560, 738-763</p> <p><b>SkillsBook:</b> 127-143, 153-158</p> |
| <ul style="list-style-type: none"> <li>cohesive devices</li> </ul>                                               | <p><b>Student Book:</b> 44-45, 110-111, 167, 271, 276-277, 577, 592-593</p>                                                                       |
| <ul style="list-style-type: none"> <li>active voice</li> </ul>                                                   | <p><b>Student Book:</b> 46-47, 112-113, 168-169, 222-223, 278-279, 722</p> <p><b>SkillsBook:</b> 94</p>                                           |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grades 9-12                                                                                     | Write Source, Grade 10      |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/college essays) | <b>Student Book:</b> 98-143 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 9-12                | Write Source, Grade 10                                                       |
|-----------------------------------------------------|------------------------------------------------------------------------------|
| Routinely use an appropriate method for note-taking | <b>Student Book:</b> 367-369, 406, 407, 418, 432, 444, 454, 467-472, 474-478 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Write Source, Grade 10                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <p>Write</p> <ul style="list-style-type: none"> <li>• multi-paragraph informative and persuasive essays with               <ul style="list-style-type: none"> <li>&gt; an effective thesis statement</li> <li>&gt; effective paragraphing</li> <li>&gt; convincing elaborations through specific and relevant details</li> <li>&gt; originality (freshness of thought) and individual perspective</li> <li>&gt; individual style and voice</li> <li>&gt; complex ideas in a sustained and compelling manner</li> </ul> </li> </ul> | <b>Student Book:</b> 144-199, 200-253, 355-392, 412-413, 424-425, 448-449 |
| <ul style="list-style-type: none"> <li>• multi-paragraph texts that               <ul style="list-style-type: none"> <li>&gt; interpret, evaluate or persuade</li> <li>&gt; use specific <b>rhetorical devices</b></li> <li>&gt; use relevant evidence to defend a position</li> </ul> </li> </ul>                                                                                                                                                                                                                                 | <b>Student Book:</b> 200-253, 438-439                                     |
| <ul style="list-style-type: none"> <li>• an analysis and/or evaluation on the use of imagery, language, themes, <b>stylistic devices</b> and tone in literature</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <b>Student Book:</b> 254-311                                              |

## Concept D: Summary Writing

| Grade-Level Expectations, Grade 9-12                                                                                                                                                                      | Write Source, Grade 10                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>Write</p> <ul style="list-style-type: none"> <li>a multi-paragraph text that summarizes large amounts of information clearly and concisely</li> </ul>                                                  | <p><b>Student Book:</b> 414-415, 434-435, 483-490</p> |
| <ul style="list-style-type: none"> <li>complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a <b>style manual</b>(e.g., APA, MLA)</li> </ul> | <p><b>Student Book:</b> 355-392, 458-460</p>          |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                    | Write Source, Grade 10                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>Compose texts</p> <ul style="list-style-type: none"> <li>for a variety of career and workplace communications (e.g., job application, <b>résumé</b>, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions)</li> </ul> | <p><b>Student Book:</b> 436-437, 513-520</p>                                                                                    |
| <ul style="list-style-type: none"> <li>for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view</li> </ul>                                                                                                                                           | <p><b>Student Book:</b> 13-32, 39-54, 73-82, 89-143, 144-199, 200-253, 254-311, 312-341, 342-403, 404-461, 483-490, 513-520</p> |



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Grade 11

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Grade 9-12

**Writing**

**Big Idea 1**

Apply a writing process in composing text

**Concept A: Writing Process**

| Grade-Level Expectations, Grades 9-12                                                                                                       | Write Source, Grade 11                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>independently create appropriate graphic organizers as needed</li> </ul> | <b>Student Book:</b> 17, 53, 62, 63, 77, 98, 99, 104, 144, 145, 147, 158, 159, 170, 174, 206-207, 213, 220, 228, 238, 269, 276, 282, 283, 284, 325, 333, 355, 356, 394, 396, 584-588, 591 |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and types of writing</li> </ul>          | <b>Student Book:</b> 13-32, 47-95, 96-139, 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521, 543-549, 589-603                                                                |

**Big Idea 2**

Compose well-developed text using standard English conventions

**Concept B: Capitalization**

| Grade-Level Expectations, Grades 9-12              | Write Source, Grade 11                                       |
|----------------------------------------------------|--------------------------------------------------------------|
| Use conventions of capitalization in written text. | <b>Student Book:</b> 648-653<br><br><b>SkillsBook:</b> 41-46 |

## Concept C: Punctuation

| Grade-Level Expectations, Grades 9-12                                                                                                                            | Write Source, Grade 11                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>correct formatting (e.g., quotation marks, italics and underlining) in <b>citations</b></li> </ul> | <b>Student Book:</b> 392, 398, 425-438, 632-637<br><b>SkillsBook:</b> 32, 34-38 |
| <ul style="list-style-type: none"> <li>hyphens for compound adjectives</li> </ul>                                                                                | <b>Student Book:</b> 624<br><b>SkillsBook:</b> 22, 25                           |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grades 9-12         | Write Source, Grade 11                                           |
|-----------------------------------------------|------------------------------------------------------------------|
| Use parts of speech correctly in written text | <b>Student Book:</b> 74-76, 700-737<br><b>SkillsBook:</b> 71-120 |

## Concept E: Spelling

| Grade-Level Expectations, Grades 9-12                                          | Write Source, Grade 11                                                     |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| In writing, use dictionary, spell-check and other resources to spell correctly | <b>Student Book:</b> 132, 380-381, 664-671<br><b>SkillsBook:</b> 51, 55-59 |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grades 9-12                                                                     | Write Source, Grade 11                                                                                    |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>a variety of sentence structures</li> </ul> | <b>Student Book:</b> 48, 81-88, 190-192, 246-247, 302-304, 738-759<br><b>SkillsBook:</b> 126-144, 155-158 |
| <ul style="list-style-type: none"> <li>cohesive devices</li> </ul>                                        | <b>Student Book:</b> 64-65, 185, 241, 594-595                                                             |
| <ul style="list-style-type: none"> <li><b>active voice</b></li> </ul>                                     | <b>Student Book:</b> 67-72, 186-187, 242-243, 298-299, 722<br><b>SkillsBook:</b> 92                       |

### Big Idea 3

Write effectively in various forms and types of writing

#### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grades 9-12                                                                                     | Write Source, Grade 11                     |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/college essays) | <b>Student Book:</b> 140-161, 569-575, 580 |

#### Concept B: Note-Taking

| Grade-Level Expectations, Grade 9-12                | Write Source, Grade 11                                                      |
|-----------------------------------------------------|-----------------------------------------------------------------------------|
| Routinely use an appropriate method for note-taking | <b>Student Book:</b> 395-397, 452-453, 464, 478, 488, 498, 27-532, 535, 537 |

#### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Write Source, Grade 11                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Write <ul style="list-style-type: none"> <li>• multi-paragraph informative and persuasive essays with               <ul style="list-style-type: none"> <li>&gt; an effective thesis statement</li> <li>&gt; effective paragraphing</li> <li>&gt; convincing elaborations through specific and relevant details</li> <li>&gt; originality (freshness of thought) and individual perspective</li> <li>&gt; individual style and voice</li> <li>&gt; complex ideas in a sustained and compelling manner</li> </ul> </li> </ul> | <b>Student Book:</b> 162-217, 218-273, 383-416, 456-462, 468-476, 480-483, 490-496, 500-504, 512-513, 582-583 |
| <ul style="list-style-type: none"> <li>• multi-paragraph texts that               <ul style="list-style-type: none"> <li>&gt; interpret, evaluate or persuade</li> <li>&gt; use specific <b>rhetorical devices</b></li> <li>&gt; use relevant evidence to defend a position</li> </ul> </li> </ul>                                                                                                                                                                                                                          | <b>Student Book:</b> 218-273, 482-483                                                                         |
| <ul style="list-style-type: none"> <li>• a <b>reflective paper</b> that compares specific incidents and themes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Book:</b> 155-161                                                                                  |
| <ul style="list-style-type: none"> <li>• an analysis and/or evaluation on the use of imagery, language, themes, <b>stylistic devices</b> and tone in literature</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <b>Student Book:</b> 274-339, 368                                                                             |

## Concept D: Summary Writing

| Grade-Level Expectations, Grade 9-12                                                                                                                                                                      | Write Source, Grade 11                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <p>Write</p> <ul style="list-style-type: none"> <li>a multi-paragraph text that summarizes large amounts of information clearly and concisely</li> </ul>                                                  | <p><b>Student Book:</b> 543-550</p>          |
| <ul style="list-style-type: none"> <li>complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a <b>style manual</b>(e.g., APA, MLA)</li> </ul> | <p><b>Student Book:</b> 383-438, 500-501</p> |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                    | Write Source, Grade 11                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p>Compose texts</p> <ul style="list-style-type: none"> <li>for a variety of career and workplace communications (e.g., job application, <b>résumé</b>, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions)</li> </ul> | <p><b>Student Book:</b> 459-460, 492-493, 507-521</p>                                                                             |
| <ul style="list-style-type: none"> <li>for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view</li> </ul>                                                                                                                                           | <p><b>Student Book:</b> 13-32, 47-95, 96-139, 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521, 543-549, 589-603</p> |



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Grade 12

correlated to

Missouri Communication Arts Grade-Level Expectations  
Grade 9-12

**Writing**

**Big Idea 1**

Apply a writing process in composing text

**Concept A: Writing Process**

| Grade-Level Expectations, Grades 9-12                                                                                                       | Write Source, Grade 12                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow a writing process to <ul style="list-style-type: none"> <li>independently create appropriate graphic organizers as needed</li> </ul> | <b>Student Book:</b> 64-65, 98, 99, 144, 164, 170, 174, 206-207, 213, 220, 228, 229, 269, 276, 282, 319, 325, 327, 333, 347, 355, 356, 394, 396, 584-588, 591 |
| <ul style="list-style-type: none"> <li>apply writing process to write effectively in various forms and types of writing</li> </ul>          | <b>Student Book:</b> 13-32, 47-95, 96-139, 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521, 543-549, 589-603                                    |

**Big Idea 2**

Compose well-developed text using standard English conventions

**Concept B: Capitalization**

| Grade-Level Expectations, Grades 9-12              | Write Source, Grade 12                                        |
|----------------------------------------------------|---------------------------------------------------------------|
| Use conventions of capitalization in written text. | <b>Student Book:</b> 195, 650-653<br><b>SkillsBook:</b> 39-44 |

## Concept C: Punctuation

| Grade-Level Expectations, Grades 9-12                                                                                                                            | Write Source, Grade 12                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>correct formatting (e.g., quotation marks, italics and underlining) in <b>citations</b></li> </ul> | <b>Student Book:</b> 392, 398, 425-438, 632-637<br><b>SkillsBook:</b> 33-38 |
| <ul style="list-style-type: none"> <li>hyphens for compound adjectives</li> </ul>                                                                                | <b>Student Book:</b> 624<br><b>SkillsBook:</b> 22, 24                       |

## Concept D: Parts of Speech

| Grade-Level Expectations, Grades 9-12         | Write Source, Grade 12                                               |
|-----------------------------------------------|----------------------------------------------------------------------|
| Use parts of speech correctly in written text | <b>Student Book:</b> 74-75, 78, 700-737<br><b>SkillsBook:</b> 69-114 |

## Concept E: Spelling

| Grade-Level Expectations, Grades 9-12                                          | Write Source, Grade 12                                                |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| In writing, use dictionary, spell-check and other resources to spell correctly | <b>Student Book:</b> 380-381, 664-671<br><b>SkillsBook:</b> 47, 51-55 |

## Concept F: Sentence Construction

| Grade-Level Expectations, Grades 9-12                                                                     | Write Source, Grade 12                                                                          |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| In composing text, use <ul style="list-style-type: none"> <li>a variety of sentence structures</li> </ul> | <b>Student Book:</b> 48,72, 81-88, 246-247, 303, 738-759<br><b>SkillsBook:</b> 121-139, 149-156 |
| <ul style="list-style-type: none"> <li>cohesive devices</li> </ul>                                        | <b>Student Book:</b> 146, 240-241, 296-297, 594                                                 |
| <ul style="list-style-type: none"> <li><b>active voice</b></li> </ul>                                     | <b>Student Book:</b> 67-72, 186, 242-243, 298-299, 722<br><b>SkillsBook:</b> 91                 |

## Big Idea 3

Write effectively in various forms and types of writing

### Concept A: Narrative and Descriptive Writing

| Grade-Level Expectations, Grades 9-12                                                                                     | Write Source, Grade 12                     |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/college essays) | <b>Student Book:</b> 140-161, 569-575, 580 |

### Concept B: Note-Taking

| Grade-Level Expectations, Grade 9-12                | Write Source, Grade 12                                                      |
|-----------------------------------------------------|-----------------------------------------------------------------------------|
| Routinely use an appropriate method for note-taking | <b>Student Book:</b> 395-397, 452-453, 464, 478, 488, 498, 27-532, 535, 537 |

### Concept C: Expository and Persuasive Writing

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Write Source, Grade 12                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Write <ul style="list-style-type: none"> <li>• multi-paragraph informative and persuasive essays with               <ul style="list-style-type: none"> <li>&gt; an effective thesis statement</li> <li>&gt; effective paragraphing</li> <li>&gt; convincing elaborations through specific and relevant details</li> <li>&gt; originality (freshness of thought) and individual perspective</li> <li>&gt; individual style and voice</li> <li>&gt; complex ideas in a sustained and compelling manner</li> </ul> </li> </ul> | <b>Student Book:</b> 162-217, 218-273, 383-416, 456-462, 466-467, 470-475, 482-483, 490-491, 492-493, 500-502 |
| <ul style="list-style-type: none"> <li>• multi-paragraph texts that               <ul style="list-style-type: none"> <li>&gt; interpret, evaluate or persuade</li> <li>&gt; use specific <b>rhetorical devices</b></li> <li>&gt; use relevant evidence to defend a position</li> </ul> </li> </ul>                                                                                                                                                                                                                          | <b>Student Book:</b> 218-273, 482-483, 503-504                                                                |
| <ul style="list-style-type: none"> <li>• a <b>reflective paper</b> that compares specific incidents and themes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Book:</b> 155-161                                                                                  |
| <ul style="list-style-type: none"> <li>• an analysis and/or evaluation on the use of imagery, language, themes, <b>stylistic devices</b> and tone in literature</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <b>Student Book:</b> 76-77, 274-339, 368                                                                      |

## Concept D: Summary Writing

| Grade-Level Expectations, Grade 9-12                                                                                                                                                                      | Write Source, Grade 12                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p>Write</p> <ul style="list-style-type: none"> <li>a multi-paragraph text that summarizes large amounts of information clearly and concisely</li> </ul>                                                  | <p><b>Student Book:</b> 294, 480-481, 543-550</p> |
| <ul style="list-style-type: none"> <li>complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a <b>style manual</b>(e.g., APA, MLA)</li> </ul> | <p><b>Student Book:</b> 383-438, 500-502</p>      |

## Concept E: Audience and Purpose

| Grade-Level Expectations, Grades 9-12                                                                                                                                                                                                                                                                    | Write Source, Grade 12                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p>Compose texts</p> <ul style="list-style-type: none"> <li>for a variety of career and workplace communications (e.g., job application, <b>résumé</b>, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions)</li> </ul> | <p><b>Student Book:</b> 507-521</p>                                                                                               |
| <ul style="list-style-type: none"> <li>for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view</li> </ul>                                                                                                                                           | <p><b>Student Book:</b> 13-32, 47-95, 96-139, 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521, 543-549, 589-603</p> |



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