

**WRITE SOURCE © 2006**

correlated to

**New Jersey  
Core Curriculum Content  
Standards for Language Arts  
Literacy  
Grades 2-8**

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EDUCATION GROUP



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**YOUR NEW JERSEY GREAT SOURCE REPRESENTATIVES**

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 correlated to  
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 Language Arts Literacy**

**GRADE 2**

**A . Writing as a Process**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

<b>Standard</b>	<b>Write Source, Grade 2</b>
1. Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing.	Becoming a Writer: p. 5 Choosing a Topic: pp. 9, 26, 352-357 Prewriting: Choosing a Topic: pp. 54, 66, 74, 172, 184, 194, 200, 230, 236, 262
2. Observe the modeling of writing.	Model Paragraphs: pp. 45, 53, 99, 129, 133, 161 Model Essays: pp. 72, 95, 106, 165 Model Book Reviews: pp. 171, 183, 193, 199 Model Add-on Story: p. 210 Model Play: p. 219 Model Poems: pp. 229, 238, 239, 240 Model Report: pp. 259-261 Model Journals and Learning Logs: pp. 293-295
3. Begin to develop awareness of simple story structures and author’s voice.	Voice: pp. 21, 28 Writing Add-on Stories: pp. 208-217 Understand the Parts of a Story: p. 209 How should my writing voice change? pp. 366-367
4. Use sentences to convey ideas in writing.	Writing Sentences: pp. 338-349 Understanding Sentences: pp. 429-436
5. Maintain the use of a basic writing process to develop writing.	Using the Writing Process: pp. 4-7 Studying One Writer’s Process: pp. 8-13 Connecting the Process and the Traits: pp. 24-31 Descriptive Writing: pp. 54-57 Narrative Writing: pp. 66-69, 74-85 Expository Writing: pp. 100-103, 108-120 Persuasive Writing: pp. 134-137, 142-152 Respond to Literature: pp. 166-169, 172-180, 184-190, 194-197, 200-203 Creative Writing: pp. 211-217, 220-227, 230-235, 237-238 Report Writing: pp. 262-279

<b>Standard</b>	<b>Write Source, Grade 2</b>
6. Use graphic organizers to assist in planning writing.	Sensory Details: pp. 55, 59, 61, 231 Clustering: pp. 75, 93, 134, 157, 361 Ideas Chart: pp. 75, 128, 262 Five W's: pp. 127, 159, 173, 205, 211 Gathering Grid: pp. 212, 264, 265, 281 Storyboard: pp. 222, 282 Use Graphic Organizers: pp. 359-365
7. Compose readable first drafts.	Write a First Draft: p 10 Writing a Descriptive Paragraph: p. 56 Writing a Narrative Paragraph: p. 68 Writing a Narrative Essay: pp. 76-81 Writing an Expository Paragraph: p. 102 Writing an Expository Essay: pp. 110-115 Writing a Persuasive Paragraph: p. 136 Writing a Persuasive Letter: pp. 144-145 Writing a Response Paragraph: p. 167 Writing Response Essays: pp. 174-177, 186-187, 196, 202 Writing Creative Stories and Poems: pp. 213-215, 223-225, 233, 238 Report Writing: pp. 268-273
8. Use everyday words in appropriate written context.	Word Choice: pp. 22, 105, 107, 116, 137, 229, 234, 253 Working With Words: pp. 310-227 Improving Word Choice: pp. 368-376 Using the Right Word: pp. 419-428
9. Reread drafts for meaning, to add details, and to improve correctness.	Revising: pp. 6, 11, 29, 57, 69, 103, 137, 168, 178, 188, 196, 202, 216, 226, 234, 274-275 Improve Your Writing: pp. 82-83, 116-117 Improve Your Letter: pp. 146-147
10. Focus on elaboration as a strategy for improving writing.	Ideas: p. 19 Revising: pp. 6, 11, 29, 57, 69, 103, 137, 168, 178, 188, 196, 202, 216, 226, 234, 274-275 Improve Your Writing: pp. 82-83, 116-117 Improve Your Letter: pp. 146-147
11. Participate with peers to comment on and react to each other's writing.	Working with a Partner: pp. 14-16 Using a Worksheet: p. 17
12. Use a simple checklist to improve elements of own writing.	Editing for Conventions: pp. 23, 69, 84, 118, 137, 148, 169, 179, 189, 276 Revising and Editing: Use This Checklist: pp. 69, 82, 103, 116, 137, 146, 168, 178, 188, 216, 226, 234, 274
13. Use computer applications during some parts of the writing process.	Using a Computer: p. 39 Researching on the Computer: pp. 252, 256 View Web Sites: p. 301

## B . W r i t i n g a s a P r o d u c t

### Writing as a product (resulting in a formal product or publication).

Standard	Write Source, Grade 2
1. Produce finished writings to share with classmates and/or for publication.	Publishing: pp. 7, 13, 36-39, 57, 69, 103, 169 Finish Your Essay: pp. 86, 120, 180, 190, 197, 203, 278-279 Send Your Letter: pp. 150-152 Creating a Multimedia Presentation: pp. 280-283 Presenting Your Writing: pp. 377-379
2. Produce stories from personal experiences.	Writing a Narrative Paragraph: pp. 64-69 Writing a Narrative Essay: pp. 70-89 Personal Music Story: pp. 92-93 Writing Add-on Stories: pp. 208-217 Writing in Journals and Learning Logs: pp. 292-295
3. Produce a narrative with a beginning, middle, and end.	Writing a Narrative Paragraph: pp. 64-69 Writing a Narrative Essay: pp. 70-89
4. Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.	Writing an Expository Paragraph: pp. 98-103 Writing an Expository Essay: pp. 104-121 Practical Writing: Writing an Invitation: pp. 126-127 Writing a Persuasive Letter: pp. 138-153 Report Writing: pp. 242-279
5. Organize favorite work samples in a writing folder or portfolio.	Understanding Portfolios: p. 40 Making Your Own Portfolio: p. 41

## C . M e c h a n i c s , S p e l l i n g a n d H a n d w r i t i n g

Standard	Write Source, Grade 2
1. Use correct end punctuation.	Using a Period: pp. 382-383 Using a Question Mark: pp. 384-385 Using an Exclamation Point: pp. 384-385
2. Apply basic rules of capitalization.	Use Capital Letters: pp. 398-401
3. Use correct spelling of some high frequency words.	Checking Your Spelling: pp. 409-418 Using the Right Word: pp. 419-428
4. Apply sound/symbol relationships to writing words.	Divide the Word into Parts: p. 371 Learn Suffixes: p. 372 Remember Root Words: pp. 373-374
5. Recognize and apply basic spelling patterns.	Checking Your Spelling: pp. 409-418

## D. Writing Forms, Audiences, and Purposes

### Writing forms, audiences, and purposes (exploring a variety of forms)

Standard	Write Source, Grade 2
1. Create written text for others to read.	Paragraph Writing: pp. 42-49 Descriptive Writing: pp. 50-61 Narrative Writing: pp. 62-95 Expository Writing: pp. 96-129 Persuasive Writing: pp. 130-161 Responding to Literature: pp. 162-205 Creative Writing: pp. 206-241 Report Writing: pp. 242-283
2. Generate ideas and write on topics in forms appropriate to science, social studies, and other subject areas.	Narrative Writing Across the Curriculum: pp. 90-93 Narrative Writing for Assessment: pp. 94-95 Expository Writing Across the Curriculum: pp. 124-127 Expository Writing for Assessment: pp. 128-129 Persuasive Writing Across the Curriculum: pp. 156-159 Persuasive Writing for Assessment: pp. 160-161 Responding to Literature for Assessment: pp. 204-205
3. Use writing as a tool for learning and self-discovery and reflection.	Writing in Journals and Learning Logs: pp. 292-295 Reflect on Your Writing: pp. 87, 121, 153, 181, 191
4. Use reading and technology to support writing.	Sources of Information: pp. 246-251 Parts of a Book: p. 251 Encyclopedias: p. 252 Thesaurus: p. 253 Dictionary: pp. 254-255 Internet: p. 256 Periodicals: p. 257 Proofreader's Guide: pp. 380-458 CD-ROM: Interactive Writing Skills
5. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.	Paragraph Writing: pp. 42-49 Descriptive Writing: pp. 50-61 Narrative Writing: pp. 62-95 Narrative Writing Across the Curriculum: pp. 90-93 Narrative Writing for Assessment: pp. 94-95 Expository Writing: pp. 96-129 Expository Writing Across the Curriculum: pp. 124-127 Expository Writing for Assessment: pp. 128-129 Persuasive Writing: pp. 130-161 Persuasive Writing Across the Curriculum: pp. 156-159 Persuasive Writing for Assessment: pp. 160-161 Responding to Literature: pp. 162-205 Responding to Literature for Assessment: pp. 204-205 Creative Writing: pp. 206-241 Report Writing: pp. 242-283

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**GRADE 3**

**A . Writing as a Process**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

<b>Standard</b>	<b>Write Source, Grade 3</b>
1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and drawing.	Becoming a Writer: pp. 8-9 Selecting a Topic: pp. 70, 100-101, 126, 138, 146, 172, 184, 192-193, 216, 234, 246, 252, 258, 272-273, 282, 314, 337 Keep a Writer’s Notebook: pp. 416-417 Look at a List of Topics: p. 418 Consider Topics for Each Form of Writing: p. 419
2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice.	Model Paragraphs: pp. 45, 51, 61, 91, 137, 183, 227, 307 Model Essays: pp. 68, 73, 73-77, 85, 98, 103-107, 125, 131, 144, 149-153, 171, 174, 177, 221, 233, 236, 242, 245, 251, 257, 263 Model Letters: pp. 128, 195, 218 Model Story: pp. 270-271 Model Play: pp. 276-277 Model Poems: pp. 281, 288, 290, 291 Model Research Report: pp. 311-313 Model Journals and Learning Logs: pp. 349-353
3. Use graphic organizers to assist with planning writing.	Diagrams: pp. 11, 57, 71, 220, 253 Gathering Wheel: pp. 100-101 T-Chart: pp. 116, 192, 193, 252, 283 Charts: pp. 126, 146-147, 184, 247, 279 Clustering: pp. 138, 315, 420 Graphic Organizers: pp. 422-428
4. Compose first drafts from prewriting work.	Writing a First Draft: p. 12 Writing a Descriptive Essay: pp.72-77 Writing a Narrative Essay: pp. 102-107 Writing an Expository Essay: pp. 148-153 Writing a Persuasive Essay: pp. 194-195 Responding to Literature: pp. 236-239, 248, 254, 260 Creative Writing: pp. 274, 283-285 Research Writing: pp. 322-327

<b>Standard</b>	<b>Write Source, Grade 3</b>
5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with details, improve openings, closing, and word choice to show voice.	Revising: pp. 13, 78-79, 108-109, 154-155, 196-197, 240 Revising for Ideas: pp. 116, 162, 206, 330 Revising for Organization: pp. 117, 163, 207 Revising for Voice: pp. 118, 164, 208 Revising for Word Choice: pp. 119, 165, 209 Revising for Sentence Fluency: pp. 120, 166, 210
6. Participate with peers to comment on and react to each other's writing.	Working with a Partner: pp. 16-19 Getting a Partner's Response: pp. 115, 161, 205, 329
7. Build awareness of ways authors use of paragraphs to support meaning.	Paragraph Writing: pp. 16-19 Model Essays: pp. 22, 68, 98, 112, 125, 131, 144, 158, 171, 174, 177, 201, 221, 233, 242, 245, 249, 251, 255, 257, 261, 263, 327 Topic Sentences: pp. 44, 46, 60, 63, 90, 93, 136, 139, 182, 185, 324-325, 421 Model Paragraphs: pp. 45, 47, 51, 61, 91, 137 Body: pp. 44, 48-49, 60, 63, 90, 93, 136 Closing Sentences: pp. 44, 47, 60, 90, 93, 136
8. Begin to develop author's voice in own writing.	Voice: pp. 23, 61, 67, 69, 97, 122, 143, 168, 189, 212, 271, 307 Revising for Voice: pp. 118, 164, 208 Discovering Your Writing Voice: pp. 430-432
9. Use reference materials to revise work, such as a dictionary or internet/software resource.	Using a Dictionary: pp. 300-301 Using a Thesaurus: p. 302 Proofreader's Guide: pp. 447-542 CD-ROM Interactive Writing Skills
10. Edit work for basic spelling and mechanics.	Editing Paragraphs: pp. 53, 65, 95, 141, 187, 231 Checking for Conventions: pp. 80-81, 110-111, 156-157, 198-199, 231, 241, 2248, 254, 260, 275, 287, 309, 332, 333, 339 Editing for Conventions: pp. 121, 167, 211
11. Use computer word-processing applications during parts of the writing process.	Using a Computer: p. 37
12. Understand and use a checklist and/or rubric to improve writing.	Using a Rubric: pp. 26-33 Narrative Rubric: pp. 122-123 Expository Rubric: pp. 168-169 Persuasive Rubric: pp. 212-213
13. Reflect on own writing, noting strengths and areas needing improvement.	Reflecting on Your Writing: pp. 83, 113, 159, 203, 243, 335

## B . W r i t i n g a s a P r o d u c t

### Writing as a product (resulting in a formal product or publication).

Standard	Write Source, Grade 3
1. Write a descriptive piece, such as a description of a person, place, or object.	Descriptive Writing: pp. 60-87
2. Write a narrative piece based on personal experiences.	Narrative Writing: pp. 88-133
3. Write a nonfiction piece and/or simple informational report across the curriculum.	Expository Writing: pp. 134-169 Expository Writing Across the Curriculum: pp. 170-175 Expository Writing for Assessment: pp. 176-181 Research Writing: pp. 310-335
4. Present and discuss writing with other students.	Using a Rubric: pp. 26-33 Narrative Rubric: pp. 122-123 Expository Rubric: pp. 168-169 Persuasive Rubric: pp. 212-213
5. Apply elements of grade-appropriate rubrics to improve writing.	Understanding Portfolios: p. 40 Making Your Own Portfolio: p. 41
6. Develop a collection of writings (e.g., a literary folder or portfolio).	Using a Portfolio: pp. 38-39 Creating a Portfolio: pp. 40-41

## C . M e c h a n i c s , S p e l l i n g a n d H a n d w r i t i n g

Standard	Write Source, Grade 3
1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.	Writing Complete Sentences: pp. 395-400 Fixing Sentence Problems: pp. 401-404 Improving Sentence Style: pp. 405-411 Improving Sentence Fluency: pp. 442-443 Marking Punctuation: pp. 447-469 Editing for Mechanics: pp. 470-485 Capitalization: pp. 470-475 Improving Spelling: pp. 486-493 Using the Right Word: pp. 494-509 Understanding Sentences: pp. 510-515
2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.	Working with Words: pp. 373-394 Using the Parts of Speech: pp. 516-542
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.	Model Narrative Paragraph: p. 91 Model Narrative Essays: pp. 98, 103-107, 125, 131 Model Expository Paragraph: p. 137 Model Expository essays: pp. 144, 149-153, 171, 174, 177

<b>Standard</b>	<b>Write Source, Grade 3</b>
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.	Divide the Word into Parts: p. 437 Learn Suffixes: p. 437 Study Suffixes: pp. 438-439 Remember Root Words: pp. 400-441 Improving Spelling: pp. 486-493 Using the Right Word: pp. 494-509

**D . W r i t i n g F o r m s , A u d i e n c e s , a n d P u r p o s e s**  
Writing forms, audiences, and purposes (exploring a variety of forms)

<b>Standard</b>	<b>Write Source, Grade 3</b>
1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).	Paragraph Writing: pp. 45-57 Descriptive Writing: pp. 60-87 Narrative Writing: pp. 90-133 Expository Writing: pp. 136-179 Persuasive Writing: pp. 182-223 Responding to Literature: pp. 226-265 Creative Writing: pp. 268-291 Research Writing: pp. 294-335 Writing in Journals and Learning Logs: pp. 348-353
2. Develop fluency by writing daily and for sustained amounts of time.	This standard will be monitored by the teachers based on curriculum and time constraints.
3. Generate ideas for writing in a variety of situations and across the curriculum.	Becoming a Better Writer: pp. 8-9 Selecting a Topic: pp. 11, 70, 100-101, 126, 138, 146, 172, 184, 192, 216, 234, 246, 252, 258, 272-273, 282, 314 Understanding Ideas: p. 21 Narrative Writing Across the Curriculum: pp. 124-129 Expository Writing Across the Curriculum: pp. 170-175 Persuasive Writing Across the Curriculum: pp. 214-219 How can I find a good topic to write about? pp. 416-419
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.	Paragraph Writing: pp. 45-57 Descriptive Writing: pp. 60-87 Narrative Writing: pp. 90-133 Expository Writing: pp. 136-179 Persuasive Writing: pp. 182-223 Responding to Literature: pp. 226-265 Creative Writing: pp. 268-291 Research Writing: pp. 24-335 Writing in Journals and Learning Logs: pp. 348-353
5. Write the events of a story sequentially.	Writing Imaginative Stories: pp. 268-279 Understanding Stories: p. 269 Thinking About Your Plot: p. 273 Learning Elements of Fiction: p. 278
6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.	Writing Complete Sentences: pp. 395-400 Fixing Sentence Problems: pp. 401-404 Improving Sentence Style: pp. 405-411 Improving Sentence Fluency: pp. 442-443 Understanding Sentences: pp. 510-515

<b>Standard</b>	<b>Write Source, Grade 3</b>
7. Respond to literature through writing to demonstrate an understanding of a text.	Writing a Response Paragraph: pp. 226-231 Writing a Book Review for Fiction: pp. 232-243 Writing a Book Review for Nonfiction: pp. 242-244 Comparing a Fiction and a Nonfiction Book: pp. 250-255 Responding to a Poem: pp. 256-261 Responding to Literature for Assessment: pp. 262-265
8. Write narrative text (e.g., realistic or humorous story).	Writing a Narrative Paragraph: pp. 90-95 Writing a Narrative Essay: pp. 96-123 Writing a Biographical Narrative: pp. 125-127 Writing Imaginative Stories: pp. 268-275
9. Write non-fiction text (e.g., reports, procedures, letters ).	Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-168 Writing a News Report: pp. 171-173 Writing a How-to Essay: pp. 174-175 Writing a Persuasive Letter: pp. 188-213 Research Writing: pp. 294-335

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**GRADE 4**

**A . Writing as a Process**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

<b>Standard</b>	<b>Write Source, Grade 4</b>
1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.	Becoming a Writer: p. 4 Selecting a Topic: pp. 6, 11, 23, 65, 70, 85, 92-93, 127, 141, 148, 183, 197, 204, 239, 255, 260, 302, 313, 335, 342 Paragraph Models: pp. 51, 64, 84, 140, 196, 254 Essay Models: pp. 68-69, 89-90, 145-146, 201-202, 258-259 Model Story: pp. 300-301 Model Poems: pp. 312, 316, 317 Model Research Report: pp. 338-340 Try a Topic Selecting Strategy: p. 454 Use a List of Writing Topics: p. 455
2. Develop an awareness of form, structure, and author’s voice in various genres.	Paragraph Writing: pp. 51-61 Descriptive Writing: pp. 63-81 Narrative Writing: pp. 83-137 Expository Writing: pp. 139-193 Persuasive Writing: pp. 195-251 Response to Literature: pp. 253-297 Creative Writing: pp. 299-319 Research Writing: pp. 321-362 Keeping Journals and Learning Logs: pp. 379-386
3. Use strategies such as reflecting on personal experiences, reading, doing interviews and research, and using graphic organizers to generate and organize ideas for writing.	Understanding Ideas: pp. 23-24 Understanding Organization: pp. 25-26 Organizing Your Paragraph: pp. 56-57 Gathering Details: pp. 6, 11, 58, 65, 85, 95, 127, 141, 149, 183, 205, 239, 261, 275, 281, 293, 313 Try Graphic Organizers: pp. 456-457 Put Ideas in Order: p. 458

<b>Standard</b>	<b>Write Source, Grade 4</b>
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	Writing Your First Draft: pp. 6, 12-13 Writing a Descriptive Paragraph: p. 66 Writing a Descriptive Essay: pp.72-74 Writing a Narrative Paragraph: p. 86 Writing a Narrative Essay: pp. 97-102 Writing an Expository Paragraph: p. 142 Writing an Expository Essay: pp. 153-158, 185 Writing a Persuasive Paragraph: p. 198 Writing a Persuasive Essay: pp. 210-214, 241 Writing a Response to Literature Paragraph: p. 256 Writing Response to Literature Essays: pp. 263-266, 276, 282, 288, 284 Writing Stories: p. 304 Writing Poems: p. 314 Writing a Summary Paragraph: p. 336 Research Writing: pp. 349-354
5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.	Revising: pp. 7, 14-15, 74, 267, 305, 315, 356-358 Revising for Ideas: pp. 104-105, 160-161, 216-217 Revising for Organization: pp. 106-107, 162-163, 218-219 Revising for Voice: pp. 108-109, 164-165, 220-221 Revising for Word Choice: pp. 110-111, 166-167, 222-223 Revising for Sentence Fluency: pp. 112-113, 168-169, 224-225
6. Review own writing with others to understand the reader's perspective and to consider ideas for revision.	Using a Peer Response Sheet: p. 15 Peer Responding: pp. 39-42
7. Review and edit work for spelling, mechanics, clarity, and fluency.	Editing: Checking for Conventions: pp. 16, 74, 268, 277, 283, 289, 295, 305, 315, 359 Understanding Conventions: p. 30 Editing for Conventions: pp. 116-117, 172-173, 228-229
8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.	Checking a Dictionary: pp. 330-331 Using a Thesaurus: p. 332 CD-ROM Interactive Writing Skills
9. Use computer writing applications during most of the writing process.	Designing Your Writing: pp. 44-46
10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.	Using a Rubric: pp. 31-38 Narrative Rubric: pp. 120-121 Expository Rubric: pp. 176-177 Persuasive Rubric: pp. 232-233
11. Reflect on one's writing, noting strengths and areas needing improvement.	Reflecting on Your Writing: pp. 20, 124, 180, 236, 269, 362

## B . W r i t i n g a s a P r o d u c t

### Writing as a product (resulting in a formal product or publication).

Standard	Write Source, Grade 4
1. Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience.	Writing a Narrative Paragraph: pp. 83-86 Sharing an Experience: pp. 87-119 Narrative Writing Across the Curriculum: pp. 125-133 Narrative Writing for Assessment: pp. 134-137
2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.	Writing an Expository Paragraph: pp. 139-142 Explaining a Career: pp. 143-175 Expository Writing Across the Curriculum: pp. 181-189 Expository Writing for Assessment: pp. 190-193 Writing a Summary Paragraph: pp. 333-336 Writing a Research Report: pp. 339-362
3. Craft writing to evaluate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.	Understanding Ideas: pp. 23-24 Understanding Organization: pp. 25-26 Closings: pp. 52, 53, 61, 64, 84, 98, 140, 154, 196, 254, 286, 288, 290, 334 Topic Sentences: pp. 53, 54, 58, 141, 151, 206, 210, 288, 460, 465 Dialogue: pp. 96, 109, 310, 465 Selecting Ideas: pp. 454-457 Improving Organization: pp. 458-461
4. Build knowledge of the characteristics and structures of a variety of genres.	Paragraph Writing: pp. 51-61 Descriptive Writing: pp. 63-81 Narrative Writing: pp. 83-137 Expository Writing: pp. 139-193 Persuasive Writing: pp. 195-251 Response to Literature: pp. 253-297 Creative Writing: pp. 299-319 Research Writing: pp. 321-362 Keeping Journals and Learning Logs: pp. 379-386
5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.	Revising: pp. 7, 14-15, 74, 267, 305, 315, 356-358 Revising for Ideas: pp. 104-105, 160-161, 216-217 Revising for Organization: pp. 106-107, 162-163, 218-219 Revising for Voice: pp. 108-109, 164-165, 220-221 Revising for Word Choice: pp. 110-111, 166-167, 222-223 Revising for Sentence Fluency: pp. 112-113, 168-169, 224-225
6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.	Working with Words: pp. 408-430 Writing Complete Sentences: pp. 432-435 Improving Sentence Style: pp. 440-449 Improving Sentence Fluency: pp. 470-473 Understanding Sentences: pp. 560-569
7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.	Writing Complete Sentences: pp. 432-435 Fixing Sentence Problems: pp. 436-439

<b>Standard</b>	<b>Write Source, Grade 4</b>
8. Improve the clarity of writing by rearranging words, sentences, and paragraphs.	Revising: pp. 7, 14-15, 74, 267, 305, 315, 356-358 Revising for Ideas: pp. 104-105, 160-161, 216-217 Revising for Organization: pp. 106-107, 162-163, 218-219 Revising for Voice: pp. 108-109, 164-165, 220-221 Revising for Word Choice: pp. 110-111, 166-167, 222-223 Revising for Sentence Fluency: pp. 112-113, 168-169, 224-225
9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and author's writing style.	Model Paragraph: p. 52 Model Descriptive Paragraph: p. 64 Model Descriptive Essay: pp. 68-69 Model Narrative Paragraph: p. 84 Model Narrative essay: pp. 87-88 Model Expository Paragraph: p. 140 Model Expository Essay: pp. 145-146 Model Persuasive Paragraph: p. 196 Model Persuasive Essay: pp. 201-202 Model Response to Literature Paragraph: p. 254 Model Response to Literature Book Review: pp. 258-259 Model Story: pp. 300-301 Model Poem: p. 312 Model Research Paragraph: p. 334 Model Research Report: pp. 338-340 Model Journals and Learning Logs: pp. 381, 384
10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.	Understanding Organization: pp. 25-26 Transitions: pp. 56-57, 156, 212, 465, 472-473 Revising for Organization: pp. 106-107, 162-163, 218-219, 357 Improving Organization: pp. 458-461
11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	Topic Sentences: pp. 53, 54, 58, 141, 151, 206, 210, 288, 454-455, 460, 465 Middle Paragraphs: pp. 25, 73, 98, 100-101, 154, 156-157, 212-213, 264-265, 276, 282, 294, 351-352 Endings: pp. 26, 52, 64, 74, 102, 158, 214, 266, 276, 288, 294, 353

## C. Mechanics, Spelling and Handwriting

<b>Standard</b>	<b>Write Source, Grade 4</b>
1. Use Standard English conventions that are appropriate to the grade level such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	Working with Words: pp. 408-430 Marking Punctuation: pp. 479-507 Editing for Mechanics: pp. 508-527 Improving Spelling: pp. 528-535 Using the Right Word: pp. 536-559 Understanding Sentences: pp. 560-569 Using the Parts of Speech: pp. 570-605
2. Use increasingly complex sentence structure and syntax to express ideas.	Writing Complete Sentences: pp. 432-435 Fixing Sentence Problems: pp. 436-439 Improving Sentence Style: pp. 440-449 Improving Sentence Fluency: pp. 470-473

<b>Standard</b>	<b>Write Source, Grade 4</b>
3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.	Using Nouns: pp. 408-411 Using Pronouns: pp. 412-415 Choosing Verbs: pp. 416-422 Pronouns: pp. 576-581 Verbs: pp. 582-589
4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.	Marking Punctuation: pp. 479-507
5. Use capital letters correctly in sentences, for proper nouns, and in titles.	Capitalization: pp. 508-515
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentations.	Narrative Writing: pp. 83-137 Expository Writing: pp. 139-193
7. Indent in own writing to show the beginning of a paragraph.	Paragraph Writing: pp. 51-61 Essay Writing: pp. 67-74, 87-119, 143-175, 199-231, 257-268
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.	Improving Spelling: pp. 528-535 Using the Right Word: pp. 536-559
9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.	Beginning with Prefixes: p. 468 Ending with Suffixes: p. 468 Knowing Your Roots: p. 469
10. Use a variety of reference materials, such as a dictionary, grammar reference, and inter/software resources to edit written work.	Checking a Dictionary: pp. 330-331 Using a Thesaurus: p. 332 Proofreader's Guide: pp. 479-605 CD-ROM Interactive Writing Skills

## **D . W r i t i n g F o r m s , A u d i e n c e s , a n d P u r p o s e s**

### **Writing forms, audiences, and purposes (exploring a variety of forms)**

<b>Standard</b>	<b>Write Source, Grade 4</b>
1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).	Paragraph Writing: pp. 51-61 Descriptive Writing: pp. 63-74 Descriptive Writing Across the Curriculum: pp. 75-79 Descriptive Writing for Assessment: pp. 80-81 Narrative Writing: pp. 83-124 Narrative Writing Across the Curriculum: pp. 125-133 Narrative Writing for Assessment: pp. 134-137 Expository Writing: pp. 139-180 Expository Writing Across the Curriculum: pp. 181-189 Expository Writing for Assessment: pp. 190-193 Persuasive Writing: pp. 195-236 Persuasive Writing Across the Curriculum: pp. 237-245 Persuasive Writing for Assessment: pp. 248-251 Responding to Literature: pp. 253-297 Writing Stories: pp. 299-310 Writing Poems: pp. 311-319 Research Writing: pp. 321-362 Writing in Journals and Learning Logs: pp. 379-386

<b>Standard</b>	<b>Write Source, Grade 4</b>
2. Study the characteristics of a variety of genres, including expository, narrative, and reflection.	Student Reflections: p. 49 Narrative Writing: pp. 83-137 Expository Writing: pp. 139-193
3. Develop independence by setting self-selected purposes and generating topics for writing.	Becoming a Writer: p. 4 Selecting a Topic: pp. 6, 11, 23, 65, 70, 85, 92-93, 127, 141, 148, 183, 197, 204, 239, 246, 255, 260, 302, 313, 335, 342 Try a Topic Selecting Strategy: p. 454 Use a List of Writing Topics: p. 455 Purpose: p. 465
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).	Writing to an E-Pal: pp. 132-133 Drafting a Letter of Request: pp. 244-245 Writing Stories: pp. 299-310 Writing Poems: pp. 311-319 Writing a Summary Paragraph: pp. 333-336
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.	Descriptive Writing Across the Curriculum: pp. 75-79 Narrative Writing Across the Curriculum: pp. 125-133 Expository Writing Across the Curriculum: pp. 181-189 Persuasive Writing Across the Curriculum: pp. 237-245 Creating Note Cards: p. 345 Keeping Journals and Learning Logs: pp. 379-386
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.	Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-272 Other Forms of Responding: pp. 273-297
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.	Writing a Narrative Paragraph: pp. 83-86 Sharing an Experience: pp. 87-124 Writing Stories: pp. 297-310
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.	Writing a Expository Paragraph: pp. 139-142 Explaining a Career: pp. 143-180 Research Writing: pp. 321-362
9. Write formal and informal letters for a variety of audiences and purposes.	Writing to an E-Pal: pp. 132-133 Drafting a Letter of Request: pp. 244-247 Follow Guidelines for Letter Writing: pp. 476-477

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 Language Arts Literacy**

**GRADE 5**

**A . W r i t i n g a s a P r o c e s s**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

<b>Standard</b>	<b>Write Source, Grade 5</b>
1. Write stories with multiple paragraphs that present the setting and include an ending.	Writing Stories: pp. 299-305 Creating a Plot: p. 303 Creating a Tall Tale: p. 306 Story Patterns: p. 308 Elements of Fiction: pp. 309-310
2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.	Writing an Expository Paragraph; pp. 139-142 Explaining How a Process Works: pp. 143-175 Writing a Comparison-Contrast Essay: pp 182-185 Research Writing: 321-362
3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.	Becoming a Better Writer: p. 4 Understanding Ideas: pp. 23-24 Selecting a Topic: pp.11, 58, 65, 70, 85, 92, 127, 141, 148, 183, 197, 204, 239, 255, 260, 302, 323, 342 Selecting Ideas: pp. 454-457
4. Develop an awareness of form, structure, and author’s voice in various genres.	<b>Form and Structure</b> Descriptive Writing: pp. 64, 68-69, 76, 78 Narrative Writing: pp. 84, 89-90, 126, 130, 132 Expository Writing: pp. 140, 145-146, 182 Persuasive Writing: pp. 196, 201-202, 238, 244, Response to Literature: pp. 254, 258-259, 274, 280, 286, 292 Writing Stories: p. 300-301 Writing Poems: pp. 312 Research Writing: pp. 334, 338-340 Try These Forms of Writing: p. 461

<b>Standard</b>	<b>Write Source, Grade 5</b>
4. Develop an awareness of form, structure, and author’s voice in various genres. (Continued)	<b>Voice</b> Voice: pp. 10, 22, 27, 465 Voice in Narrative Writing: pp. 88, 96, 108-109, 120-121 Voice in Persuasive Writing: pp. 200, 220-221, 232-233 Voice in Response to Literature: p. 267 Voice in Stories, p. 305 Voice in Research Writing: p. 358 Discovering Your Writing Voice: pp. 462-463
5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.	<b>Graphics Organizers</b> Clustering: pp. 24, 65, 128, 141, 342, 364, 454, 456 Story Board: p. 36 People Chart: p. 65 Topic Chart: pp. 70, 85 Organized List: pp. 71, 152, 184, 208 Time Line: pp. 94, 261, 457 Sensory Details: pp. 71, 95, 313, 456 Five “W’s”: pp. 93, 127, 302, 391 Gathering Grid: pp. 85, 344 KWL Chart: p.149 Plot Chart: 303 Sentence Outline: pp. 348, 459 Topic Outline: p. 459 Improving Organization: pp. 458-461
6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	<b>Writing First Drafts</b> Completing Your First Draft: pp. 12-13 Writing Paragraphs: pp. 59, 66, 86, 142, 198, 256, 336 Descriptive Writing: pp. 66, 72-74 Narrative Writing: pp. 86, 97-102, 129 Keys to Writing: pp. 97, 153, 209, 349 Expository Writing: pp. 142, 153-158, 185 Persuasive Writing: pp. 198, 209-214, 241 Response to Literature: pp. 256, 263-266, 276, 282 Writing Stories: p. 304 Writing Poems: p. 314 Research Writing: pp. 336, 349-354
7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justifying the choices made.	Using Nouns: pp. 408-411 Using Pronouns: pp. 412-415 Choosing Verbs: pp 416-422 Describing with Adjectives: pp. 423-425 Describing with Adverbs: pp. 426-427 Building Word Choice: pp. 464-469

<b>Standard</b>	<b>Write Source, Grade 5</b>
8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	Revising: pp. 7, 14 Revising: Improving Your Paragraph/Writing: pp. 59, 86, 142, 198, 241, 256, 305, 315 Revising for Ideas: pp. 104-105, 160-161, 216-217 Revising for Organization: pp. 106-107, 162-163, 218-219 Revising for Voice: pp. 108-109, 164-165, 220-221 Revising for Word Choice: pp. 110-111, 166-167, 222-223 Revising for Sentence Fluency: pp. 112-113, 168-169, 224-225 Revising Using a Checklist: pp. 114, 170, 226, 267, 277, 283, 289, 295, 358 Revising Research Writing: pp. 336, 356, 357
9. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.	Using a Peer Response Sheet: p. 15 Peer Responding Guidelines: p. 40 Making Effective Responses: p. 41 Peer Response Sheet: p. 42
10. Review and edit work for spelling, usage, clarity, organization, and fluency.	Editing : Checking for Conventions: pp. 19, 59, 66, 74, 86, 142, 198, 241, 256, 305, 315, 369 Editing: pp. 115, 171, 227 Editing for Conventions: pp. 116-117, 172-173, 228-229 Editing Using a Checklist: pp. 118, 174, 230, 269, 277, 283, 289, 295 Editing and Proofreading Marks: Inside Back Cover
11. Use a variety of reference materials to revise work.	Checking a Dictionary: pp. 330-331 Using a Thesaurus: p. 332 Editing and Proofreading Marks: inside back cover
12. Use computer writing applications during the writing process.	Writing with a Computer: pp. 44-46
13. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	Using a Rubric: pp. 31-38 Rubric for Narrative Writing: pp. 120-121 Rubric for Expository Writing: pp. 176-177 Rubric for Persuasive Writing: pp. 232-233
14. Reflect on own writing, noting strengths and setting goals for improvement.	Student Self-Assessment: pp. 36-37, 122-123, 178-179, 234-235 Reflecting on Your Writing: pp. 124, 180, 236

## B . W r i t i n g a s a P r o d u c t

### Writing as a product (resulting in a formal product or publication).

Standard	Write Source, Grade 5
1. Expand knowledge of characteristics and structures of selected genres.	Descriptive Writing: pp. 64, 68-69, 76, 78 Narrative Writing: pp. 84, 89-90, 126, 130, 132 Expository Writing: pp. 140, 145-146, 182 Persuasive Writing: pp. 196, 201-202, 238, 244, Response to Literature: pp. 254, 258-259, 274, 280, 286, 292 Writing Stories: pp. 300-301 Writing Poems: pp. 312 Research Writing: pp. 334, 338-340
2. Write a range of grade appropriate essays across curricula (e.g. persuasive, personal, descriptive, issue-based).	<b>Writing Across the Curriculum</b> Social Studies: pp. 76-77, 126-129, 182-185, 242-243 Science: pp. 78-79, 238-241 Math: pp. 130-131, 186-187 Practical Writing: pp. 132-133, 188-189, 244-247
3. Write grade appropriate, multi-paragraph, expository pieces across the curricula (e.g.; problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).	Exploring How Something Works: pp. 143-175 Social Studies: Writing a Comparison-Contrast Essay: pp. 182-185 Responding to a Nonfiction Article: pp. 286-289 Writing a Research Report: pp. 337-362
4. Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.	Sharing a Personal Success: pp. 87-119 Sharing a Moment in History: pp. 127-129 Sharing a Personal Experience: pp. 130-131 Writing Stories: pp. 299-305 Writing a Tall Tale: p. 306 Story Patterns: p. 308 Elements of Fiction: pp. 309-310
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.	Gathering Details: pp. 11, 58, 65, 70, 85, 95, 127, 149, 150, 183, 187, 205, 261, 275, 281, 293, 313, 456 Using Different Levels of Details: p. 55 Sensory Details: 71, 95, 425, 464 Supporting Details: pp. 216-217
6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.	Writing Topic Sentences: pp. 53-54, 141, 151, 207, 465 Revising for Ideas: pp. 104-105, 160-161, 216-217 Writing Your Focus Statement: pp. 151, 184, 338, 348, 465 Writing Your Thesis Statement: p. 347
7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	Using Specific Nouns: pp. 410-411 Choosing Verbs: pp. 416-422 Using Specific Adjectives and Sensory Details: p. 425 Describing with Adverbs: pp. 426-427 Writing Complete Sentences: pp. 432-435 Fixing Sentence Problems: pp. 436-439 Improving Sentence Style: pp. 440-449
8. Prepare a works consulted page for reports or research papers.	Sample Works Cited Page: p. 340 Keeping Track of Your Sources: p. 346 Creating Your Works-Cited Page: p. 354

<b>Standard</b>	<b>Write Source, Grade 5</b>
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	Understanding Organization: pp. 25-26 Organizing Your Paragraphs: pp. 56-57 Transitions: pp. 56, 57, 156, 207, 212, 219, 465, 472-473 Organizing Your Details: p. 71 Putting Things in Order: p. 94 Revising for Organization: pp. 106-107, 162-163 Organizing Your Ideas: p. 208 Improving Organization: pp. 458-461
10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusions.	Endings: pp. 26, 74, 102, 158, 214, 266, 276, 288, 294, 353 Topic Sentences: pp. 53, 54, 141, 151, 207, 465 Middle Paragraphs: pp. 73, 100-101, 156-157, 212-213, 264-265, 276, 282, 288, 294, 351-352 Writing Your Essay: pp. 72-74 Narrative Writing: pp. 87-119 Expository Writing: pp. 143-172 Writing a Comparison-Contrast Essay: pp. 182-185 Persuasive Writing: pp. 199-231 Writing a Response to Literature: pp. 257-268

## C. Mechanics, Spelling and Handwriting

<b>Standard</b>	<b>Write Source, Grade 5</b>
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	Using Nouns: pp. 408-411 Using Pronouns: pp. 412-415 Choosing Verbs: pp. 416-422 Describing with Adjectives: pp. 423-427 Describing with Adverbs: pp. 426-427 Connecting with Prepositions: p. 428 Connecting with Conjunctions: p. 430 Building Effective Sentences: pp. 432-449 Marking Punctuation: pp. 479-507 Editing for Mechanics: pp. 508-527 Improving Spelling: pp. 528-535 Understanding Sentences: pp. 560-569 Using the Parts of Speech: pp. 570-603
2. Use increasingly complex sentence structure and syntax to express ideas.	Building Effective Sentences: pp. 432-449 Improving Sentence Fluency: pp. 470-473 Understanding Sentences: pp. 560-569
3. Use knowledge of English grammar and usage to express ideas.	Working with Words: pp. 408-431 Using the Parts of Speech: pp. 570-603
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	Marking Punctuation: pp. 479-507 Capitalization: pp. 508-515
5. Use quotation marks and related punctuation correctly in passages of dialogue.	Thinking About Dialogue: p. 96 Does my dialogue work well? p. 109 Is my dialogue punctuated correctly? p. 116 Is my dialogue indented correctly? p. 117 Quotation Marks: pp. 494-495

<b>Standard</b>	<b>Write Source, Grade 5</b>
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	Learn About Word Parts: pp. 468-469 Improving Spelling: pp. 528-535 Using the Right Word: pp. 536-559
7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.	<b>Student Models</b> Narrative Writing: pp. 84, 89-90, 126, 130 Expository Writing: pp. 140, 144-145, 182
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	Understanding Conventions: p. 30 Editing-Checking for Conventions: pp. 16, 59, 66, 74, 174, 185, 230, 241, 256, 268, 277, 283, 289, 295, 336, 359-360 Editing for Conventions: pp. 117-118, 172-173, 228-229
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	Using Reference Materials: pp. 379-332 Interactive Writing Skills: Supplementary Software)

**D . W r i t i n g F o r m s , A u d i e n c e s , a n d P u r p o s e s**  
**Writing forms, audiences, and purposes (exploring a variety of forms)**

<b>Standard</b>	<b>Write Source, Grade 5</b>
1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).	Narrative Writing: pp. 83-124 Narrative Writing – Writing Across the Curriculum: pp. 125-133 Narrative Writing – Writing for Assessment: pp. 134-136 Expository Writing: pp. 139-180 Expository Writing – Writing Across the Curriculum: pp. 181-189 Expository Writing - Writing for Assessment: pp. 190-192 Persuasive Writing: pp. 195-236 Persuasive Writing – Writing Across the Curriculum: pp. 237-247 Persuasive Writing – Writing for Assessment: pp. 248-250 Writing Response to Literature: pp. 253-297 Creative Writing: pp. 299-317 Research Writing: pp. 321-362 Writing to Learn: pp 379-405

<b>Standard</b>	<b>Write Source, Grade 5</b>
2. Gather, select, and organize information appropriate to a topic, task, and audience.	Understanding Ideas: p. 23 Understanding Organization: pp. 25-26 Prewriting – Selecting a Topic: pp. 6, 11, 58, 65, 70, 85, 92-93, 127, 141, 148, 183, 197, 204, 239, 255, 260, 302, 313, 342-343 Prewriting – Gathering Details: pp. 6, 11, 58, 65, 70-71, 85, 95, 127,149-150, 183, 197, 205, 239, 261, 313, 344 Organization: pp. 10, 22, 56-57, 59, 74, 94, 120-121, 144, 170, 176-177, 200, 232-233, 256, 267, 277, 283, 289, 295, 305, 357 Organizing Your Details: pp. 71, 94, 98-99, 152, 184, 208, 240, 261 Revising for Ideas: pp. 104-105, 160-161, 216-217 Revising for Organization: pp. 106-107, 162-163, 218-219 Selecting Ideas: pp. 454-457 Improving Organization: pp. 458-461
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.	Narrative Writing: pp. 83-131 Creating an E-Mail Message: pp. 132-133 Narrative Writing – Writing for Assessment: pp. 134-136 Expository Writing: pp. 139-193 Persuasive Writing: pp. 195-243 Drafting a Persuasive Letter: pp. 244-247 Persuasive Writing – Writing for Assessment: pp. 248-250 Writing Response to Literature: pp. 253-297 Writing Stories: pp. 299-310 Writing Poems: pp. 311-319 Research Writing: pp. 321-362 Writing to Learn: pp 379-405
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.	Response to Literature – Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-272 Other Forms of Responding: pp. 273-297
5. Use transitions between and within paragraphs.	Transitions: pp. 56, 57, 156, 207, 212, 219, 465 Use Transitions: pp. 472-473
6. Organize paragraphs using topic sentences.	Topic Sentences: pp. 53, 54, 141, 151, 207, 465
7. Write narratives, establishing a plot or conflict, setting, characters. point of view, and resolution.	Writing a Narrative Paragraph: pp. 83-86 Sharing a Personal Success: pp. 87-124 Plot (story) Line: pp. 270, 303 Characters: pp. 270, 309 Writing Stories: pp. 299-310 Conflict: p. 309 Point of View: pp. 310, 465 Characters: pp. 310, 465
8. Use narrative techniques ( e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters.	Sensory Details: pp. 71, 95, 425, 464 Dialogue in Narratives: pp. 96,109, 116-117 Story Patterns: pp. 308 Elements of Fiction: pp. 309-310 Characters: pp. 310, 365 Dialogue: pp. 310, 465

<b>Standard</b>	<b>Write Source, Grade 5</b>
9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topics with facts, examples, and explanations, and including a works consulted page.	Building Research Skills: pp. 321-332 Research Writing – Writing a Summary Paragraph: pp. 333-336 Writing a Research Report: pp. 337-362
10. Write persuasive essays with clearly stated position or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	Writing a Persuasive Paragraph: pp. 195-198 Expressing an Opinion: pp. 199-236 Writing an Editorial: pp. 238-241 Creating Your Works-Cited Page: p. 354
11. Demonstrate the ability to write friendly/business letters in correct format and coherent style.	Drafting a Persuasive Letter: pp. 244-247 Follow Guidelines for Letters: pp. 476-477
12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	Organizing Your Paragraphs: pp. 56-57 Writing a Comparison-Contrast Essay: pp. 182-185 Put Ideas in Order: p. 458
13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as a response to literature.	Response to Literature – Other Forms of Responding: pp. 273-297 Responding to Writing Prompts: pp. 404-405
14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).	Creating a Circle Graph: pp. 186-187 Add Diagrams and Graphs: p. 474 Add Pictures: p. 475
15. Demonstrate the development of a personal style and voice in writing.	Understanding Voice: p. 27 Understanding Word Choice: p. 28 Revising for Voice: pp. 108-109, 164-165, 220-211 Revising for Word Choice: pp. 110-111, 166-167, 222-223 Discovering Your Writing Voice: pp. 462-463 Building Word Choice: pp. 464-469
16. Review scoring criteria of relevant rubrics.	Using a Rubric: pp. 31-38 Rubric for Narrative Writing: pp. 120-121 Rubric for Expository Writing: pp. 176-177 Rubric for Persuasive Writing: pp. 232-233
17. Develop a collection of writings (e.g., a literary folder, a literacy portfolio).	Publishing and Portfolios: pp. 43-49

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**GRADE 6**

**A . W r i t i n g   a s   a   P r o c e s s**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

<b>Standard</b>	<b>Write Source, Grade 6</b>
1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.	Writing an Expository Paragraph: pp. 157-160 Explaining a Process: pp. 161-198 Writing a Classification Essay: pp. 199-204 Writing Across the Curriculum – Math: pp. 208-209 Writing Across the Curriculum – Science: pp. 210-211
2. Generate ideas for writing through reading and making connections across the curriculum and with current events,	Selecting a Topic: pp. 8, 13, 73, 159, 166, 203, 221, 228, 236, 264, 285, 292, 346, 386 Use a List of Writing Topics: pp. 546-547
3. Expand knowledge about form, structure, and voice in a variety of genres.	<p><b>Form and Structure</b></p> Descriptive Writing: pp. 72, 76-77, 84, 86, 88 Narrative Writing: pp. 94, 99-100, 136-137, 147, 148 Expository Writing: pp. 158, 163-164, 200-201, 208, 210 Persuasive Writing: pp. 220- 225-226, 262-263, 272 Response to Literature: pp. 284, 289-290, 324-325, 330, 332, Writing Stories: pp. 344-345 Writing Poems: p. p. 354 Research Writing: pp. 378, 382-385 Try These Forms of Writing: pp. 554-555
	<p><b>Voice</b></p> Voice: pp. 12, 16, 34, 40 Voice in Descriptive Writing: pp. 72, 77, 82 Voice in Narrative Writing: pp. 94, 98, 100, 105, 118-119, 124, 130-131, 137, 141, 153 Voice in Expository Writing: pp. 158, 162, 164, 182-183, 188, 194-195, 201, 204, 215 Voice in Persuasive Writing: pp. 220, 224, 226, 232, 244-245, 250, 256-257, 263, 266, 279, Voice in Response to Literature: pp. 284, 288, 290, 293, 306-307, 312, 318-319, 325, 328, 339 Voice in Stories, pp. 345, 348 Voice in Research Writing: pp. 378, 380, 385, 402, 410, 415 Enriching Your Writing Voice: pp. 556-557

<b>Standard</b>	<b>Write Source, Grade 6</b>
4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.	<b>Graphics Organizers</b> Clustering: pp. 13, 95, 166, 285, 385, 396, 439, 544 Location: p. 38 Order of Importance: pp. 38, 536 Five “W’s”: pp. 103, 106, 114, 138, 186 Sensory Details: pp. 105, 115, 178, 347, 355, 489, 531, 557, 559 Line Diagram: pp. 138, 230, 574 Organized List: pp. 170, 232 Sentence Outline: p. 393 Comparison/Contrast: pp. 448, 537 Venn Diagram: pp. 448, 537 Topic Outline: p. 550 Improving Organization: pp. 550-551
5. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	<b>Writing First Drafts</b> Completing Your First Draft: pp. 14-15 Descriptive Writing: pp. 74, 80-82 Narrative Writing: pp. 96, 108-112, 140, Keys to Effective Writing: pp. 107, 171, 233, 295 Expository Writing: pp. 160, 172-176, 204 Persuasive Writing: pp. 222, 234-238, 265 Response to Literature: pp. 286, 296-300, 327 Writing Stories: p. 349 Writing Poems: p. 356 Research Writing: pp. 380, 394-400
6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justifying the choices made.	Understanding Word Choice: p. 41 Using Nouns: pp. 470-473 Using Pronouns: pp. 474-479 Choosing Verbs: pp. 480-485 Describing with Adjectives: pp. 486-489 Describing with Adverbs: pp. 490-493 Strengthening Word Choice and Vocabulary: pp. 558-561
7. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	Revising: pp. 16-21 Revising: Improving Your Paragraph/Writing: pp. 59, 86, 142, 198, 241, 256, 305, 315 Revising for Ideas: pp. 114-115, 178-179, 240-241, 302-303 Revising for Organization: pp. 116-117, 180-181, 242-243, 304-305 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice: pp. 120-121, 184-185, 246-247, 308-309 Revising for Sentence Fluency: pp. 122-123, 186-187, 248-249, 310-311 Revising Using a Checklist: pp. 124, 188, 250, 312 Creative Writing and Revising: pp. 348-357 Revising Research Writing: pp. 401-402
8. Review own writing with others to understand the reader’s perspective and to consider and incorporate ideas for revision.	Revising: Using a Peer Response Sheet: pp. 18-19 Basic Rules for Peer Responding: pp. 30-31 Writing Group Guidelines: pp. 32-33 Doing a Peer Assessment: pp. 54-55

<b>Standard</b>	<b>Write Source, Grade 6</b>
9. Review and edit work for spelling, usage, clarity, organization, and fluency.	Editing : Checking for Conventions: pp. 9, 22-23, 74, 82, 96, 142, 160, 204, 222, 266, 349, Keys to Effective Editing: pp. 125, 189, 251, 313, 403 Editing for Conventions: pp. 126-127, 190-191, 252-253, 314-315 Editing Using a Checklist: pp. 128, 192, 254, 316, 404
10. Use a variety of reference materials to revise work.	Using Encyclopedias: p. 372 Checking a Dictionary: pp. 374-375 Editing and Proofreading Marks: inside back cover
11. Use computer writing applications during the writing process.	Designing Your Work: pp. 60-62
12. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	Using a Rubric: pp. 45-56 Rubric for Narrative Writing: pp. 114-123, 126-127, 130-131 Rubric for Expository Writing: pp. 178-186, 190-191, 194-195 Rubric for Persuasive Writing: pp. 240-249, 252-253, 256-257 Rubric for Response to Literature: pp. 302-311, 314-315, 318-319
13. Reflect on own writing, noting strengths and setting goals for improvement.	Student Self-Assessment: pp. 54-55, 132-133, 196-197, 258-259, 320-321 Reflecting on Your Writing: pp. 28, 134, 198, 260, 322, 410

## **B . W r i t i n g a s a P r o d u c t**

### **Writing as a product (resulting in a formal product or publication).**

<b>Standard</b>	<b>Write Source, Grade 6</b>
1. Expand knowledge of characteristics and structures of selected genres.	Descriptive Writing: pp. 72, 76-77, 84, 86, 88 Narrative Writing: pp. 94, 99-100, 136-137, 147, 148 Expository Writing: pp. 158, 163-164, 200-201, 208, 210 Persuasive Writing: pp. 220, 225-226, 262-263, 272 Response to Literature: pp. 284, 289-290, 324-325, 330, 332, Writing Stories: pp. 344-345 Writing Poems: p. 354 Research Writing: pp. 378, 382-385 Try These Forms of Writing: pp. 554-555
2. Write a range of grade appropriate essays across curricula (e.g. persuasive, personal, descriptive, issue-based).	<b>Writing Across the Curriculum</b> Social Studies: pp. 84-85, 144-145, 206-207, 268-269, 330-331 Math: pp. 86-87, 146-147, 208-209, 270-271 Science: pp. 88-89, 148-149, 210-211, 272-273, 332-333 Practical Writing: pp. 90-91, 150-151, 212-213, 274-275, 334-335

<b>Standard</b>	<b>Write Source, Grade 6</b>
3. Write grade appropriate, multi-paragraph, expository pieces across the curricula (e.g.; problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).	Writing an Expository Paragraph: pp. 157-160 Explaining a Process: p. 161-198 Writing a Classification Essay: pp. 199-204 Math: Explaining a Concept: pp. 208-209 Science: Writing an Explanation: pp. 210-211 Writing a Research Report: pp. 381-410
4. Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.	Writing a Narrative Paragraph: pp. 93-96 Sharing an Experience: pp. 97-134 Writing a Biographical Narrative: pp. 135-142 Science: Writing an Anecdote: pp. 148-149 Writing Stories: pp. 343-351 Story Patterns: p. 350 Elements of Fiction: pp. 351-352
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.	Understanding Ideas: 35-36 Facts: pp. 36, 230, 236 Gathering Details: pp. 73, 78, 95, 103, 105-106, 138, 168, 202, 221, 229, 264, 285, 293, 388 Sensory Details: 105, 115, 178, 347, 355, 489, 531, 549, 557, 559
6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.	Revising: 16, 82, 348, 357, 401-402 Writing Topic Sentences: pp. 159, 169, 174-175, 180, 231, 236-237, 525, 552-553, 561 Revising for Ideas: pp. 114-115, 178-179, 240-241, 302-303 Writing Your Focus Statement: pp. 35, 168, 294, 297, 302 Writing Your Thesis Statement: p. 561
7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	Using Nouns: pp. 470-473 Choosing Verbs: pp. 480-485 Describing with Adjectives: pp. 486-489 Describing with Adverbs: pp. 490-493 Writing Complete Sentences: pp. 500-510 Adding Variety to Your Sentences: pp. 511-523 Improving Sentence Fluency: pp. 570-573
8. Prepare a works consulted page for reports or research papers.	Citing Sources in Your Report: pp. 395-398 Creating Your Works-Cited Page: pp. 399-400 Sample Works-Cited Page: p. 385
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	Methods of Organization: pp. 13, 139, 170, 534-537, 550-551 Understanding Organization: pp. 37-39 Revising for Organization: pp. 116-117, 180-181, 242-243, 304-305 Transitions: pp. 117, 174, 181, 242-243, 298, 305, 561, 572-573 Improving Organization: pp. 550-554

<b>Standard</b>	<b>Write Source, Grade 6</b>
10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusions.	Middle Paragraphs: pp. 38, 81, 110-111, 116, 140, 174-175, 236-237, 298-299, 396-397 Endings: pp. 39, 82, 112, 117, 140, 176, 238, 300, 398 Descriptive Writing: pp. 80-82 Narrative Writing: pp. 108-112 Expository Writing: pp. 172-176 Writing Topic Sentences: pp. 159, 169, 174-175, 180, 231, 236-237, 525, 552-553, 561 Persuasive Writing: pp. 234-238 Writing a Response to Literature: pp. 296-300 Writing a Research Report: p. 394

## C. Mechanics, Spelling and Handwriting

<b>Standard</b>	<b>Write Source, Grade 6</b>
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	Using Nouns: pp. 470-473 Using Pronouns: pp. 474-479 Choosing Verbs: pp. 480-485 Describing with Adjectives: pp. 486-489 Describing with Adverbs: pp. 490-493 Connecting with Prepositions: pp. 494-495 Connecting with Conjunctions: pp. 496-498 Building Effective Sentences: pp. 500-522 Marking Punctuation: pp. 579-617 Editing for Mechanics: pp. 618-641 Improving Spelling: pp. 642-651 Using the Right Word: pp. 652-689 Understanding Sentences: pp. 690-701 Using the Parts of Speech: pp. 702-749
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way..	Revising for Sentence Fluency: pp. 122-123, 186-187, 248-249, 310-311 Connecting with Prepositions: pp. 494-495 Connecting with Conjunctions: pp. 496-498 Writing Complete Sentences: pp. 500-511 Adding Variety to Your Sentences: 511-522 Improving Sentences Fluency: pp. 570-573 Understanding Sentences: pp. 690-701
3. Use knowledge of English grammar and usage to express ideas effectively.	Working with Words: pp. 470-498 Using the Parts of Speech: pp. 702-749
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	Marking Punctuation: pp. 579-617 Capitalization: pp. 618-629
5. Use quotation marks and related punctuation correctly in passages of dialogue.	Punctuating Dialogue: pp. 126, 556, 588.1, 598.1, 600.1 Editing for Conventions: pp. 126-127
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	Learn About Prefixes: pp. 564-565 Study Suffixes: p. 566 Understanding Roots: pp. 567-569 Improving Spelling: pp. 642-651

<b>Standard</b>	<b>Write Source, Grade 6</b>
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing..	Narrative Writing – Getting the Big Picture: pp. 108-112 Expository Writing – Getting the Big Picture: pp. 172-176 The Parts of a Paragraph: pp. 524-529 Writing Effective Paragraphs: pp. 531-541
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	Checking for Conventions: pp. 22-23 Understanding Conventions: p. 44 Editing: 82, 349, 357, 403 Editing for Conventions: pp. 126-127, 190-191, 252-253, 314-315 Editing Using a Checklist: pp. 128, 192, 254, 316, 349, 357, 404
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	Checking a Dictionary: pp. 374-375 Interactive Writing Skills: Supplementary Software

## **D . W r i t i n g F o r m s , A u d i e n c e s , a n d P u r p o s e s**

### **Writing forms, audiences, and purposes (exploring a variety of forms)**

<b>Standard</b>	<b>Write Source, Grade 6</b>
1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).	Descriptive Writing: pp. 71-83 Descriptive Writing – Writing Across the Curriculum: pp. 84-91 Narrative Writing: pp. 94-142 Narrative Writing – Writing Across the Curriculum: pp. 144-151 Narrative Writing – Writing for Assessment: pp. 152-154 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 205-213 Expository Writing - Writing for Assessment: pp. 214-216 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 267-277 Persuasive Writing – Writing for Assessment: pp. 278-280 Writing Response to Literature: pp. 283-328 Writing Response to Literature – Writing Across the Curriculum: pp. 329-335 Writing Response to Literature – Writing for Assessment: pp. 336-341 Creative Writing: pp. 343-352 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 Constructing Strong Paragraphs: pp. 524-541

Standard	Write Source, Grade 6
2. Gather, select, and organize information appropriate to a topic, task, and audience.	Prewriting: pp. 7, 8, 13 Understanding Ideas: pp. 35-36 Understanding Organization: pp. 37-39 <b>Prewriting</b> Descriptive Writing: pp. 78-79 Narrative Writing: pp. 101-106 Expository Writing: pp. 165-170 Persuasive Writing: pp. 227-232 Response to Literature: pp. 291-294 Writing Stories: p. 346 Writing Poems: p. 355 Research Writing: pp. 386-393 Selecting Ideas: pp. 554-549 Improving Organization: pp. 550-557
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.	Descriptive Writing: pp. 71-83 Descriptive Writing – Writing Across the Curriculum: pp. 84-91 Narrative Writing: pp. 94-142 Narrative Writing – Writing Across the Curriculum: pp. 144-151 Narrative Writing – Writing for Assessment: pp. 152-154 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 205-213 Expository Writing - Writing for Assessment: pp. 214-216 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 267-277 Persuasive Writing – Writing for Assessment: pp. 278-280 Writing Response to Literature: pp. 283-328 Writing Response to Literature – Writing Across the Curriculum: pp. 329-335 Writing Response to Literature – Writing for Assessment: pp. 336-341 Creative Writing: pp. 343-352 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 Types of Paragraphs: pp. 526-529
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal: pp. 323-328 Social Studies – Reviewing a Biography: pp. 330-331 Science – Summarizing an Article: pp. 332-333
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	Writing a Narrative Paragraph: pp. 93-96 Sharing an Experience: pp. 97-129 Writing a Biographical Narrative: pp. 135-142 Plot (story) Line: pp. 139, 346, 351 Science – Writing an Anecdote: pp. 148-149 Writing Stories: pp. 343-351 Characters: pp. 351, 554 Conflict: p. 351 Point of View: pp. 352, 561

<b>Standard</b>	<b>Write Source, Grade 6</b>
6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).	Sensory Details: pp. 105, 115, 178, 347, 355, 489, 531, 549, 557, 559 Dialogue: pp. 119, 351, 556, 557, 560 Story Patterns: pp. 350 Elements of Fiction: pp. 351-352 Characters: p. 351
7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topics with facts, examples, and explanations, and including a works consulted page.	Building Research Skills: pp. 363-376 Research Writing – Writing a Summary Paragraph: pp. 377-380 Writing a Research Report: pp. 381-410
8. Write persuasive essays with clearly stated position or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	Writing a Persuasive Paragraph: pp. 219-222 Promoting a Cause: pp. 223-260 Writing a Pet-Peeve Essay: pp. 261-266 Science – Supporting a Theory: pp. 272-273 Creating Your Works-Cited Page: pp. 399-400
9. Demonstrate the ability to write business letters in correct format and coherent style.	Drafting a Persuasive Letter: pp. 274-277 How should I set up my practical writing? pp. 576-577
10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	Methods of Organization: 13, 38, 139, 170, 534-537, 550-551 Revising for Organization: pp. 116-117, 180-181, 242-243, 304-305
11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as a response to literature.	Writing for Assessment: pp. 152-154, 214-216, 278-280, 336-341 Understanding the Assignment: p. 450 Thinking Through Each Assignment: pp. 451-457
12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).	Add Graphics to Your Writing: pp. 574-575
13. Demonstrate the development of a personal style and voice in writing.	Understanding Voice: p. 40 Understanding Word Choice: p. 41 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice: pp. 120-121, 184-185, 246-247, 308-309 Enriching Your Writing Voice: pp. 556-557 Strengthening Word Choice and Vocabulary: pp. 558-569
14. Review scoring criteria of relevant rubrics.	Using a Rubric: pp. 45-56 Rubric for Narrative Writing: pp. 130-131 Rubric for Expository Writing: pp. 194-195 Rubric for Persuasive Writing: pp. 256-257 Rubric for Writing About Literature: pp. 318-319
15. Develop a collection of writings (e.g., a literary folder, a literacy portfolio).	Publishing Your Writing: pp. 57-64 Creating a Portfolio: pp. 65-69

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 Language Arts Literacy**

**GRADE 7**

**A . W r i t i n g   a s   a   P r o c e s s**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

Standard	Write Source, Grade 7
1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive details.	Dialogue in Narratives: pp. 106, 119, 126 Writing a TV Script: pp. 148-149 Writing Stories: pp. 343-350 Creating a Conflict: p. 346 Setting the Scene and Gathering Details: p. 347 Elements of Fiction: pp. 351-352 Use Dialogue: p. 556
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	Describing a Place: pp. 75-82 Sharing a Learning Experience: pp. 97-129 Comparing Two Subjects: pp. 161-193 Proposing a Solution: pp. 223-255 Interpreting a Story: pp. 287-317
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).	Selecting a Topic: pp. 8, 13, 73, 78, 95, 102, 138, 159, 202, 221, 228, 264, 285, 292, 346, 355, 388-289 Understanding Ideas: pp. 35-36 Try a Topic-Selecting Strategy: pp. 544-545 Use a List of Writing Topics: pp. 546-547 Try Graphic Organizers: pp. 548-549
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.	Revising: pp. 16-21, 82, 348, 349, 405-406 Editing – Editing for Conventions: pp. 22, 82, 128, 192, 254, 316, 349, 357, 407-408 Revising for Ideas: pp. 114-15, 178-179, 240-241, 302-303 Revising for Organization: pp. 116-117, 180-181, 242-243, 304-305 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice: pp. 120-121, 184-185, 246-247, 308-309 Revising for Sentence Fluency: pp. 122-123, 186-187, 248-249, 310-311 Editing for Conventions: pp. 126-127, 190-191, 252-253, 314-315 Editing Using a Checklist: pp. 128, 192, 254, 316 Research Paper Checklist: p. 410

<b>Standard</b>	<b>Write Source, Grade 7</b>
5. Demonstrate understanding of a scoring rubric to improve and evaluate writing.	Using A Rubric: pp. 46-55 Rubric for Narrative Writing: pp. 130-131 Rubric for Expository Writing: pp. 194-195 Rubric for Persuasive Writing: pp. 256-257 Rubric for Response to Literature: pp. 318-319
6. Compose, revise, edit, and publish writing using appropriate word processing software.	Designing Your Writing: pp. 60-62
7. Reflect on own writing, noting strengths and setting goals for improvement.	Student Self-Assessment: pp. 133, 197, 259, 321 Reflecting on Your Writing: pp. 134, 198, 260, 322

## **B . W r i t i n g a s a P r o d u c t**

### **Writing as a product (resulting in a formal product or publication).**

<b>Standard</b>	<b>Write Source, Grade 7</b>
1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.	Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Narrative Writing – Writing for Assessment: pp. 152-155 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 205-213 Expository Writing – Writing for Assessment: pp. 214-217 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 268-277 Persuasive Writing – Writing for Assessment: pp. 278-281 Response to Literature: pp. 283-328 Response to Literature – Writing Across the Curriculum: pp. 329-335 Response to Literature – Writing for Assessment: pp. 336-341 Writing Stories: pp. 343-352 Writing Poems: p. p. 353-361 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 The Parts of a Paragraph: pp. 524-529 Writing Effective Paragraphs: pp. 530-541 Try These Forms of Writing: pp. 554-555
2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.	Writing a Phase Autobiography: pp. 135-142 Writing Stories: pp. 343-352

<b>Standard</b>	<b>Write Source, Grade 7</b>
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, a works consulted page.	Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 206-213 Response to Literature: pp. 283-328 Response to Literature – Writing Across the Curriculum: pp. 329-335 Building Research Skills: pp. 363-380 Writing a Research Report: pp. 381-410
4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.	Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Narrative Writing – Writing for Assessment: pp. 152-155 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 205-213 Expository Writing – Writing for Assessment: pp. 214-217 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 268-277 Persuasive Writing – Writing for Assessment: pp. 278-281 Response to Literature: pp. 283-328 Response to Literature – Writing Across the Curriculum: pp. 329-335 Response to Literature – Writing for Assessment: pp. 336-341 Writing Stories: pp. 343-352 Writing Poems: p. 353-361 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 Types of Paragraphs: pp. 526-529 Try These Forms of Writing: pp. 554-555

## C. Mechanics, Spelling and Handwriting

Standard	Write Source, Grade 7
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	Using Nouns: pp. 470-473 Using Pronouns: pp. 474-479 Choosing Verbs: pp. 480-485 Describing with Adjectives: pp. 486-489 Describing with Adverbs: pp. 490-493 Connecting with Prepositions: pp. 494-495 Connecting with Conjunctions: pp. 496-498 Building Effective Sentences: pp. 500-522 Marking Punctuation: pp. 579-617 Editing for Mechanics: pp. 618-641 Improving Spelling: pp. 642-651 Using the Right Word: pp. 652-689 Understanding Sentences: pp. 690-701 Using the Parts of Speech: pp. 702-749
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	Understanding Sentence Fluency: pp. 42-43 Describing with Adverbs: pp. 490-493 Connecting with Propositions: pp. 494-495 Writing Complete Sentences: pp. 500-510 Improving Your Sentence Style: pp. 511-522 Connecting with Phrases: p. 512
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	Combine with a Series of Words: p. 513 Develop a Sentence Style: p. 522 Parallelism: p. 559
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.	Coordinating Conjunctions: pp. 186, 248, 496-497, 590.2, 744.1 Subordinating Conjunctions: pp. 187, 249, 496, 498, 553, 744, 746.1 Coordinating Conjunctions in Compound Sentences: pp. 248, 516, 552, 553 Connecting with Conjunctions: p. 496
5. Use transition words to reinforce a logical progression of ideas.	Transitions: pp. 39, 116, 117, 298, 304, 561 Use Transitions: pp. 572-573
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	Editing for Conventions: pp. 126-127, 190-191, 252-253, 314-315 Editing Using a Checklist: pp. 128, 192, 254, 316
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.	Checking a Dictionary: pp. 374-375 Interactive Writing Skills: Supplementary Software

## D . W r i t i n g F o r m s , A u d i e n c e s , a n d P u r p o s e s

### Writing forms, audiences, and purposes (exploring a variety of forms)

<b>Standard</b>	<b>Write Source, Grade 7</b>
1. Gather, select, and organize information appropriate to a topic, task, and audience.	Prewriting – Gather, select, and organize information: pp. 8, 13, 78-79, 101-106, 165-170. 227-232, 291-294, 346, 355, 389-395 Writing Guidelines: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 381
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).	Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Narrative Writing – Writing for Assessment: pp. 152-155 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp.205-213 Expository Writing – Writing for Assessment: pp. 214-217 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 268-277 Persuasive Writing – Writing for Assessment: pp 278-281 Response to Literature: pp. 283-328 Response to Literature – Writing Across the Curriculum: pp. 329-335 Response to Literature – Writing for Assessment: pp. 336-341 Writing Stories: pp. 343-352 Writing Poems: p. p. 353-361 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 Writing Effective Paragraphs: pp. 530-541 Try These Forms of Writing: pp. 554-555
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	Writing a Response Paragraph: pp. 282-286 Interpreting a Story: pp. 287-322 Writing a Poetry Review: pp. 323-328 Writing Across the Curriculum: pp. 329-335 Writing for Assessment: pp. 336-341
4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	Narrative Writing: pp. 93-142 Expository Writing: pp. 157-204 Persuasive Writing: pp. 219-266 Writing Stories: pp. 343-352 Writing Poems: pp. 353-361

<b>Standard</b>	<b>Write Source, Grade 7</b>
5. Use narrative and descriptive techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).	Sensory Details: pp. 36, 78, 105, 114, 115, 347, 355, 488, 531, 549, 557, 559 Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Dialogue in Narrative: pp. 106, 119, 126
6. Use primary and secondary sources to understand the value of each when writing a research report.	Primary vs. Secondary Sources: p. 364 Using the Internet: pp. 365-366 Using the Library: pp. 367-371 Using Reference Materials: pp. 372-375 Evaluating Sources: p. 376
7. Write reports based on research and include citations, quotations, and works consulted page.	Building Research Skills: pp. 363-376 Writing a Research Report: pp. 381-409
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	Theme: pp. 305, 352, 561 Summarizing a Science Article: pp. 332-333 Evaluating a Book: pp. 334-335 Writing a Summary Paragraph: pp. 377-380
9. Demonstrate writing clarity and supportive evidence when answering an open-ended and essay questions across the curriculum.	Writing Across the Curriculum: pp. 143-151, 205-213, 267-277, 329-335 Writing for Assessment: pp. 152-154, 214-216, 278-280, 336-341 Taking Essay Tests: pp. 464-467
10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	Writing a Persuasive Paragraph: pp. 219-222 Proposing a Solution: pp. 223-260 Selecting a Problem: p. 228 Gathering Details About the Problem: p. 229 Proposing and Gathering Details About the Solution: p. 230 Avoid Fuzzy Thinking: p. 231
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.	Gathering Details About the Problem: p. 229 Proposing and Gathering Details About the Solution: p. 230 Avoid Fuzzy Thinking: p. 231
12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.	Understanding Organization: pp. 38-39 Methods of Organization: pp. 170, 203, 534-537, 551
13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	Understanding Voice: p. 40 Understanding Word Choice: p. 41 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice: pp. 120-121, 184-185, 246-247, 308-309 Enriching Your Writing Voice: pp. 556-557 Learn Some Writing Techniques: pp. 558-559

<b>Standard</b>	<b>Write Source, Grade 7</b>
14. Maintain a collection of writing (e.g., literacy folder, or a literary portfolio).	Publishing Your Writing: pp. 57-64 Creating a Portfolio: pp. 65-69
15. Review scoring criteria of relevant rubrics:	Using a Rubric: pp. 57-64 Rubric for Narrative Writing: pp. 130-131 Rubric for Expository Writing: pp. 194-195 Rubric for Persuasive Writing: pp. 256-257 Rubric for Response to Literature: pp. 318-319

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**GRADE 8**

**A . Writing as a Process**

**Writing as a process (prewriting, drafting, revising, editing, post-writing).**

<b>Standard</b>	<b>Write Source, Grade 8</b>
1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive details.	Dialogue in Narratives: p. 116 Writing Stories: pp. 343-352 Finding a Character: p. 346 Changing a Main Character: p. 347 Elements of Fiction: pp. 351-352 Use Dialogue: pp. 556, 557, 560
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	Describing a Person: pp. 75-82 Writing a Phase Autobiography: pp. 97-129 Classification Essay: pp. 161-193 Defending a Position: pp. 223-255 Analyzing a Theme: pp. 287-317
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).	Selecting a Topic: pp. 8, 13, 35, 73, 78, 95, 102, 138, 159, 166, 202, 221, 228, 264, 285, 292, 326, , 355, 387-388 Understanding Ideas: pp. 35-36 Try a Topic-Selecting Strategy: pp. 544-545 Use a List of Writing Topics: pp. 546-547 Try Graphic Organizers: pp. 548-549

<b>Standard</b>	<b>Write Source, Grade 8</b>
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.	Revising: pp. 7, 9, 16-21, 74, 82, 96, 141, 160, 222, 286, 328, 349, 378, 405-406 Editing –Checking for Conventions: pp. 22, 74, 82, 96, 142, 222, 266, 286, 328, 349, 357, 378, 407-408 Editing with a Rubric: pp. 50-51, 126-127, 190-191, 252-253, 314-315 Revising for Ideas: pp. 114-15, 178-179, 240-241, 302-303 Revising for Organization: pp. 116-117, 180-181, 242-243, 304-305 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice: pp. 120-121, 184-185, 246-247, 308-309 Revising for Sentence Fluency: pp. 122-123, 186-187, 248-249, 310-311 Revising Using a Checklist: pp. 124, 188, 250, 312 Editing for Conventions: pp. 126-127, 190-191, 252-253, 314-315 Editing Using a Checklist: pp. 128, 192, 254, 316 Research Paper Checklist: p. 410
5. Demonstrate understanding of a scoring rubric to improve and evaluate writing.	Understanding Rubrics: pp. 46-49 Revising and Editing Using a Rubric: pp. 50-56 Rubric for Narrative Writing: pp. 130-131 Rubric for Expository Writing: pp. 194-195 Rubric for Persuasive Writing: pp. 256-257 Rubric for Response to Literature: pp. 318-319
6. Compose, revise, edit, and publish writing using appropriate word processing software.	Designing Your Writing: pp. 60-62
7. Reflect on own writing, noting strengths and setting goals for improvement.	Student Self-Assessment: pp. 54-55, 132-133, 196-197, 258-259, 320-321 Reflecting on Your Writing: pp. 134, 198, 260, 322

## B . W r i t i n g a s a P r o d u c t

### Writing as a product (resulting in a formal product or publication).

<b>Standard</b>	<b>Write Source, Grade 8</b>
<p>1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p>	<p>Descriptive Writing: pp. 71-82                      Descriptive Writing – Writing Across the Curriculum: pp. 83-91                      Narrative Writing: pp. 93-142                      Narrative Writing – Writing Across the Curriculum: pp. 143-151                      Narrative Writing – Writing for Assessment: pp. 152-155                      Expository Writing: pp. 157-204                      Expository Writing – Writing Across the Curriculum: pp. 205-213                      Expository Writing – Writing for Assessment: pp. 214-217                      Persuasive Writing: pp. 219-266                      Persuasive Writing – Writing Across the Curriculum: pp. 267-277                      Persuasive Writing – Writing for Assessment: pp. 278-281                      Response to Literature: pp. 283-328                      Response to Literature – Writing Across the Curriculum: pp. 329-335                      Response to Literature – Writing for Assessment: pp. 336-341                      Writing Stories: pp. 343-352                      Writing Poems: p. 353-361                      Research Writing: pp. 363-410                      Writing to Learn: pp. 431-467                      Writing Effective Paragraphs: pp. 530-541                      Try These Forms of Writing: pp. 554-555</p>
<p>2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.</p>	<p>Writing a Phase Autobiography: pp. 97-134                      Writing a Biographical Narrative: pp. 135-142                      Writing a Math Autobiography: pp. 146-147                      Writing Stories: pp. 343-352</p>
<p>3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, a works consulted page.</p>	<p>Expository Writing: pp. 157-204                      Expository Writing – Writing Across the Curriculum: pp. 206-213                      Response to Literature: pp. 283-328                      Response to Literature – Writing Across the Curriculum: pp. 329-335                      Building Research Skills: pp. 363-378                      Writing a Research Report: pp. 380-410</p>

<b>Standard</b>	<b>Write Source, Grade 8</b>
4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.	Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Narrative Writing – Writing for Assessment: pp. 152-155 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 205-213 Expository Writing – Writing for Assessment: pp. 214-217 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 268-277 Persuasive Writing – Writing for Assessment: pp. 278-281 Response to Literature: pp. 283-328 Response to Literature – Writing Across the Curriculum: pp. 329-335 Response to Literature – Writing for Assessment: pp. 336-341 Writing Stories: pp. 343-352 Writing Poems: p. 353-361 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 Types of Paragraphs: 526-529 Try These Forms of Writing: pp. 554-555

## C. Mechanics, Spelling and Handwriting

<b>Standard</b>	<b>Write Source, Grade 8</b>
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	Using Nouns: pp. 470-473 Using Pronouns: pp. 474-479 Choosing Verbs: pp. 480-485 Describing with Adjectives: pp. 486-489 Describing with Adverbs: pp. 490-493 Connecting with Prepositions: pp. 494-495 Connecting with Conjunctions: pp. 496-498 Building Effective Sentences: pp. 500-522 Marking Punctuation: pp. 579-617 Editing for Mechanics: pp. 618-641 Improving Spelling: pp. 642-651 Using the Right Word: pp. 652-689 Understanding Sentences: pp. 690-701 Using the Parts of Speech: pp. 702-749
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	Understanding Sentence Fluency: pp. 42-43 Describing with Adverbs: pp. 490-493 Connecting with Propositions: pp. 494-495 Writing Complete Sentences: pp. 500-510 Improving Your Sentence Style: pp. 511-522 Connecting with Phrases: p. 512

<b>Standard</b>	<b>Write Source, Grade 8</b>
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	Parallelism: pp. 512, 522, 559 Combine with a Series: p. 513 Develop a Sentence Style: p. 522
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.	Appositive Phrase: pp. 122, 472, 515 Subordinating Conjunctions: pp. 186,191, 496, 498, 517, 553, 744, 746.1 Coordinating Conjunctions: pp. 496-497, 504, 590.2, 744.1 Connecting with Conjunctions: pp. 496-498 Coordinating Conjunctions in a Series: p. 582.1 Punctuating Appositives: p. 586.1
5. Use transition words to reinforce a logical progression of ideas.	Transitions: pp. 38, 42, 109, 236, 299, 539, 561 Use Transitions: pp. 572-573
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	Editing for Conventions: pp. 126-127, 190-191, 252-253, 314-315 Editing Using a Checklist: pp. 128, 192, 254, 316
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.	Checking a Dictionary: pp. 372-373 Interactive Writing Skills :Supplementary Software

**D . W r i t i n g F o r m s , A u d i e n c e s , a n d P u r p o s e s**  
**Writing forms, audiences, and purposes (exploring a variety of forms)**

<b>Standard</b>	<b>Write Source, Grade 8</b>
1. Gather, select, and organize information appropriate to topic, task, and audience.	Prewriting – Gather, select, and organize information: pp. 8, 13, 78-79, 101-106, 165-170. 227-232, 291-294, 346-348, 355-356, 388-394 Writing Guidelines: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 375, 379

<b>Standard</b>	<b>Write Source, Grade 8</b>
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).	Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Narrative Writing – Writing for Assessment: pp. 152-155 Expository Writing: pp. 157-204 Expository Writing – Writing Across the Curriculum: pp. 205-213 Expository Writing – Writing for Assessment: pp. 214-217 Persuasive Writing: pp. 219-266 Persuasive Writing – Writing Across the Curriculum: pp. 268-277 Persuasive Writing – Writing for Assessment: pp. 278-281 Response to Literature: pp. 283-328 Response to Literature – Writing Across the Curriculum: pp. 329-335 Response to Literature – Writing for Assessment: pp. 336-341 Writing Stories: pp. 343-352 Writing Poems: p. 353-361 Research Writing: pp. 363-410 Writing to Learn: pp. 431-467 Writing Effective Paragraphs: pp. 530-541 Try These Forms of Writing: pp. 554-555
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	Writing a Paragraph Response: pp. 283-286 Analyzing a Theme: pp. 287-322 Writing a Letter to an Author: pp. 323-328 Writing Across the Curriculum: pp. 329-335 Writing for Assessment: pp. 336-341
4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	Narrative Writing: pp. 93-142 Expository Writing: pp. 157-204 Persuasive Writing: pp. 219-266 Writing Stories: pp. 343-352 Writing Poems: pp. 353-361
5. Use narrative and descriptive techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).	Descriptive Writing: pp. 71-82 Descriptive Writing – Writing Across the Curriculum: pp. 83-91 Narrative Writing: pp. 93-142 Sensory Details: pp. 114, 355, 488, 531, 549, 557, 559 Dialogue in Narrative: pp.116 Narrative Writing – Writing Across the Curriculum: pp. 143-151 Dialogue: pp. 348, 351, 556, 557, 560
6. Use primary and secondary sources to understand the value of each when writing a research report.	Primary vs. Secondary Sources: p. 364 Using the Internet: p. 365 Using the Library: pp. 366-369 Using Reference Materials: pp. 370-373 Evaluating Sources: p. 374

<b>Standard</b>	<b>Write Source, Grade 8</b>
7. Write reports based on research and include citations, quotations, and works consulted page.	Building Research Skills: pp. 363-378 Writing a Research Report: pp. 379-410
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	Theme: pp. 285, 352, 561 Analyzing a Theme: pp. 287-322 Writing a Summary Paragraph: pp. 375-378
9. Demonstrate writing clarity and supportive evidence when answering an open-ended and essay questions across the curriculum.	Writing Across the Curriculum: pp. 83-91, 143-151, 205-213, 267-277, 329-335 Writing for Assessment: pp. 152-154, 214-216, 278-280, 336-341 Taking Essay Tests: pp. 464-467
10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	Writing a Persuasive Paragraph: pp. 219-222 Defending a Position: pp. 223-260 Selecting a Controversy: p. 228 Gathering Reasons to Support Your Position: p. 229 Gathering Objections: p. 230
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.	Gathering Reasons to Support Your Position: p. 229 Gathering Objections: p. 230
12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.	Understanding Organization: pp. 38-39 Methods of Organization: pp. 79, 170, 203, 232, 294, 465, 466, 534-537, 551
13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	Understanding Voice: p. 40 Understanding Word Choice: p. 41 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice: pp. 120-121, 184-185, 246-247, 308-309 Enriching Your Writing Voice: pp. 556-557 Learn Some Writing Techniques: pp. 558-559
14. Maintain a collection of writing (e.g., literacy folder, or a literary portfolio).	Publishing Your Writing: pp. 57-64 Creating a Portfolio: pp. 65-69
15. Review scoring criteria of relevant rubrics:	Using a Rubric: pp. 45-56 Rubric for Narrative Writing: pp. 130-131 Rubric for Expository Writing: pp. 194-195 Rubric for Persuasive Writing: pp. 256-257 Rubric for Response to Literature: pp. 318-319



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