

WRITE SOURCE © 2007/2006

correlated to

**New York Core Curriculum
and Grade-Specific
Performance Indicators
for Writing
Grades K-12**

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correlated to
New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Kindergarten

Standard 1: Students will read, write, listen,
and speak for information and understanding.

GRADE SPECIFIC INDICATORS: Specific performance indicators that kindergarten students are
developing as they learn to write include:

Table with 2 columns: Standard and Write Source: Kindergarten. It lists various writing standards and their corresponding page numbers in the Write Source textbook.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: Specific performance indicators that kindergarten students are developing as they learn to write include:

Standard	Write Source: Kindergarten
Draw or write original literary texts to <ul style="list-style-type: none"> • create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance 	TE: 13, 72-73, 87
<ul style="list-style-type: none"> • create poems or jingles, using pictures/drawings and some words with assistance 	TE: 5, 13, 77, 81, 87, 89, 93, 97
Draw or write to respond to text to <ul style="list-style-type: none"> • express feelings about characters or events in a story 	TE: 61, 89
<ul style="list-style-type: none"> • describe characters or events 	TE: 31, 89
<ul style="list-style-type: none"> • list a sequence of events in a story, with assistance 	TE: 73, 89
Maintain a portfolio of writings and drawings in response to literature, with assistance	Teachers may encourage their students to address this standard every time they complete a writing assignment. The following pages specifically address maintaining a portfolio: TE: 5, 23, 25, 29

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: Specific performance indicators that kindergarten students are developing as they learn to write include:

Standard	Write Source: Kindergarten
Draw and/or write to express opinions and judgments to <ul style="list-style-type: none"> • share what they know and have learned about a theme or topic 	TE: 42-43, 71, 77, 87
<ul style="list-style-type: none"> • respond in pictures or words to an experience or event shared by a classmate 	TE: 85, 89, 93
<ul style="list-style-type: none"> • depict an opinion about statements, illustrations, characters, and events in written and visual texts 	TE: 79, 81, 85, 87, 91
<ul style="list-style-type: none"> • compare characters and settings within and between stories 	TE: 72-73

Standard	Write Source: Kindergarten
<ul style="list-style-type: none"> describe the differences between real and imaginary experiences 	TE: 25
Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance	Teachers may encourage their students to address this standard every time they complete a writing assignment. The following pages specifically address maintaining a portfolio: TE: 5, 23, 25, 29

S t a n d a r d 4 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n , a n d s p e a k f o r s o c i a l i n t e r a c t i o n .

GRADE SPECIFIC INDICATORS: Specific performance indicators that kindergarten students are developing as they learn to write include:

Standard	Write Source: Kindergarten
Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group	Teachers may address this standard in every lesson. The following pages specifically address sharing writing and drawings: TE: 11, 23, 25, 29, 33, 38-39, 43, 69, 73, 77, 79, 81, 85, 91, 95
Write friendly letters to others	TE: 66-67, 77
Maintain a portfolio of writings and drawings for social interaction, with assistance	Teachers may encourage their students to address this standard every time they complete a writing assignment. The following pages specifically address maintaining a portfolio: TE: 5, 23, 25, 29



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New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 1

Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 1 students are developing as they learn to write include:

Standard	Write Source: Grade 1
Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation	Teachers may use their discretion to encourage their students to address this standard.
Write data, facts, and ideas gathered from personal experiences	Ideas: 30 Descriptive Writing: 62-79 Descriptive Writing Across the Curriculum: 80-81 Narrative Writing: 84-101 Narrative Writing Across the Curriculum: 102-103 Narrative Writing for Assessment: 104-105 Expository Writing: 108-125 Expository Writing Across the Curriculum: 126-1127 Expository Writing for Assessment: 128-129 Writing a Report: 180-199
Maintain a portfolio of informational writings and drawings with assistance	Using a Portfolio: 40-41
Take notes to record facts from lessons, with assistance <ul style="list-style-type: none"> • write words or draw pictures in order to capture important understandings 	Descriptive Writing Across the Curriculum: 80-81 Narrative Writing Across the Curriculum: 102-103 Expository Writing Across the Curriculum: 126-112 Persuasive Writing Across the Curriculum: 139 Using Learning Logs: 210-211
State the main idea, with assistance	Write your first draft: 92, 116, 135, 146, 154
Use resources such as a picture dictionary or word wall to find and write words, with assistance	Words: 220-239 How can I learn new words? 256-259 Using the Right Word: 284-286 Understanding Opposites: 287 Theme Words: 300-311

**Standard 2: Students will read, write, listen,
and speak for literary response and
expression.**

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 1 students are developing as they learn to write include:

Standard	Write Source: Grade 1
Develop original literary texts to <ul style="list-style-type: none"> • create a story with a beginning, middle, and end, using words that can be understood by others 	Writing Stories: 162-169
<ul style="list-style-type: none"> • create poems or jingles, using words that can be understood by others 	Writing Poems: 170-177
Write to respond to text to <ul style="list-style-type: none"> • express feelings about characters or events in one or more stories 	Reviewing a Fiction Book: 142-149 Reviewing a Nonfiction Book: 150-157 Responding to Literature for Assessment:158-159
<ul style="list-style-type: none"> • describe characters, settings, or events 	Reviewing a Fiction Book: 142-149 Reviewing a Nonfiction Book: 150-157 Responding to Literature for Assessment:158-159
<ul style="list-style-type: none"> • list a sequence of events in a story 	Reviewing a Fiction Book: 142-149 Reviewing a Nonfiction Book: 150-157 Responding to Literature for Assessment:158-159
<ul style="list-style-type: none"> • retell a story, using words 	Reviewing a Fiction Book: 142-149 Reviewing a Nonfiction Book: 150-157 Responding to Literature for Assessment:158-159
<ul style="list-style-type: none"> • identify the problem and solution in a simple story 	Reviewing a Fiction Book: 142-149 Reviewing a Nonfiction Book: 150-157 Responding to Literature for Assessment:158-159
Maintain a portfolio of writings and drawings in response to literature, with assistance	Using a Portfolio: 40-41
Use personal experiences to stimulate own writing, with assistance	Writing Stories: 162-169 Writing Poems: 170-177

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 1 students are developing as they learn to write include:

Standard	Write Source Grade 1
Write to express opinions and judgments to <ul style="list-style-type: none"> share what they know, want to know, and have learned about a theme or topic 	Descriptive Writing: 62-79 Descriptive Writing Across the Curriculum: 80-81 Narrative Writing: 84-101 Narrative Writing Across the Curriculum: 102-103 Narrative Writing for Assessment: 104-105 Expository Writing: 108-125 Expository Writing Across the Curriculum: 126-1127 Expository Writing for Assessment: 128-129 Writing a Report: 180-199
<ul style="list-style-type: none"> respond in words to an experience or event shared with a classmate 	Descriptive Writing: 62-79 Narrative Writing: 84-101
<ul style="list-style-type: none"> depict an opinion about statements, illustrations, characters, and events in written and visual texts 	Persuasive Writing: 132-138 Persuasive Writing Across the Curriculum: 138-139 Responding to Literature: 142-157
<ul style="list-style-type: none"> compare characters, settings, and events within and between stories 	Reviewing a Fiction Book: 142-149 Reviewing a Nonfiction Book: 150-157
<ul style="list-style-type: none"> describe the differences between real and imaginary experiences 	Descriptive Writing: 62-79 Descriptive Writing Across the Curriculum: 80-81 Narrative Writing: 84-101 Narrative Writing Across the Curriculum: 102-103 Narrative Writing for Assessment: 104-105
<ul style="list-style-type: none"> describe the connections between personal experiences and ideas and information in written and visual texts 	Descriptive Writing: 62-79 Narrative Writing: 84-101 Expository Writing: 108-125 Writing a Report: 180-199
Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance	Using a Portfolio: 40-41
Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance	Prewriting: 14-17, 58, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191

Standard 4: Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 1 students are developing as they learn to write include:

Standard	Write Source: Grade 1
Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group	Using the Writing Process: 14-25 Working with a Partner: 26-27
Write friendly letters to others, using salutations and closings	Letter to an Author: 102 Parts of a Letter: 272-273
Maintain a portfolio of writings and drawings for social interaction, with assistance	Using a Portfolio: 40-41

Pre-kindergarten-Grade 1 Core Performance Indicators

Writing Core Performance Indicators

Throughout pre-kindergarten, kindergarten, and grade 1, students are developing the following core performance indicators in the key idea of writing.

Standard	Write Source: Kindergarten-Grade 1
Create a drawing, picture, sign, or other graphic to represent a word or concept	Kindergarten: (TE) 1,7, 9, 11, 15, 21, 23, 25, 29, 33, 39, 51, 61, 63, 69, 77, 79, 83, 85, 87, 89, 91, 95, 97 Grade 1: 16, 58, 80, 91, 104, 115, 166
Follow left-to-right and top-to-bottom direction when writing	Kindergarten: (TE) 6, 32-33, 60-61, 66-67, 70-71, 72-73 Grade 1: 42-59, 60-81, 82-105, 106-129, 130-139, 140-159, 160-177, 188-199
Use spacing between letters and words when writing on a line	Kindergarten: (TE) 8-9, 32-33, 36-37, 42, 56-57, 60-61, 66-67, 70-71, 72-73, 95 Grade 1: 42-59, 60-81, 82-105, 106-129, 130-139, 140-159, 160-177, 188-199
Write recognizable upper-and-lowercase letters in manuscript	Kindergarten: (TE) 4-5, 60-61, 66-67, 70-71, 72-73, 95 Grade 1: 42-59, 60-81, 82-105, 106-129, 130-139, 140-159, 160-177, 188-199
Capitalize the first words of sentences, the letter “I,” and proper nouns, such as names, days of week, and months	Kindergarten: (TE) 10-11, 16-17, 36-37, 42, 60-61, 63, 65, 68-69, 70-71, 72-73, 79, 85, 93, 95 Grade 1: 53, 275-277, 288
Write the letters of own first and last names	Kindergarten: (TE) 7, 14-15, 67 Grade 1: The teacher has the prerogative to require the students write their names on all assignments.

Standard	Write Source: Kindergarten-Grade 1
Spell high-frequency words correctly	Kindergarten: (TE) 6, 98-99 Grade 1: 279-283
Use the singular and plural of high- frequency words	Kindergarten (TE) 98-99 Grade 1: 223, 226-227, 278
Put words together in sentence format by using: <ul style="list-style-type: none"> • end punctuation, such as periods • various parts of speech, such as nouns and adjectives, and verbs 	Kindergarten: (TE) 8, 36-37, 42-43, 49, 54-55, 60-61, 65, 66-67, 68-69, 70-71, 72-73, 85, 93, 95 Grade 1: 44-55
Begin to edit your writings, with assistance	Kindergarten: (TE) 21, 42, 56-57, 66-67, 70-71, 72-73 Grade 1: 22-23, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 197
Use beginning-of-sentence capitalization and end punctuation	Kindergarten: (TE) 10-11, 12-13, 42, 60-61, 66-67, 70-71, 72-73, 93, 95 Grade 1: 53, 54-55, 270-271, 275, 288, 290
Use classroom resources such as word walls, picture dictionaries, teachers, and peers, to support the writing process	Kindergarten: (TE) 6, 16-17, 48-49, 76-99, 98 Grade 1: 186-187, 256-257, 298-311
Give and seek constructive feedback in order to improve writing	Kindergarten: (TE) 34-35, 38-39, 43, 71, 72-73, 97 Grade 1: 26-27, 73, 95, 119, 136, 147, 155, 168
Use computer software to support development of early writing skills	Kindergarten: (TE) 44-45 Grade 1: 38, 198-199, 266-267



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Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Use two sources of information in writing a report	List Your Resources: 263 Sources of Information: 256-257 Interview an Expert: 266-267
Take notes to record facts by following teacher directions, with assistance	Report Writing: Take Notes: 264-265
State a main idea and support it with facts, with assistance	Expository Paragraph: Create Your Paragraph: 102 Expository Essay: 110-115 Report Writing: Create Your Topic Sentence: 268 Report Writing: 269-273
Use organizational patterns, such as time/order, for expository writing	Organization: 20, 105, 107, 116, 274 Expository Writing, Create your paragraph: 102 Expository Essay: 110-115 Report Writing: 268-273
Connect personal experiences to new information from school subject areas, with assistance	Expository Writing, Create your paragraph: 102 Expository Essay: 110-115 Expository Writing Across the Curriculum: 124-127 Report Writing: 268-273
Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly	Dictionary: 254-255 Checking Your Spelling: 409-418
Produce clear, well-organized, short reports to demonstrate understanding of a topic	Writing an Expository Paragraph: 98-103 Writing an Expository Essay: 104-121 Expository Writing Across the Curriculum: 124-127 Expository Writing for Assessment: 128-129 Report Writing: 258-279

Standard	Write Source: Grade 2
Support explanations with evidence from text	Writing an Expository Paragraph: 98-103 Writing an Expository Essay: 104-121 Expository Writing Across the Curriculum: 124-127 Expository Writing for Assessment: 128-129 Report Writing: 258-279
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parent/caregivers, with assistance	Understanding Portfolios: 40 Making Your Own Portfolio: 41

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Develop original literary texts that <ul style="list-style-type: none"> • create characters, simple plot, and setting, with assistance 	Writing Add-on Stories: 208-217 Creating a Play: 218-227
<ul style="list-style-type: none"> • use rhythm and rhyme to create short poems and songs, with assistance 	Writing Poems: 228-238 Writing Other Kinds of Poems: 239-241
<ul style="list-style-type: none"> • use descriptive language 	Writing a Descriptive Paragraph: 52-57 Descriptive Writing Across the Curriculum: 58-63 Descriptive Voice: 366
Write interpretive and responsive essays that <ul style="list-style-type: none"> • identify the title, author, and illustrator 	Writing a Response Paragraph: 164-169 Reviewing a Fiction Book: 170-181 Reviewing a Nonfiction Book: 182-191 Comparing Fiction Books: 192-197 Responding to a Poem: 198-203 Responding to Literature for Assessment: 204-205
<ul style="list-style-type: none"> • describe literary elements, such as plot and characters, with assistance 	Writing a Response Paragraph: 164-169 Reviewing a Fiction Book: 170-181 Reviewing a Nonfiction Book: 182-191 Comparing Fiction Books: 192-197 Responding to a Poem: 198-203 Responding to Literature for Assessment: 204-205
<ul style="list-style-type: none"> • express a personal response to literature 	Writing a Response Paragraph: 164-169 Reviewing a Fiction Book: 170-181 Reviewing a Nonfiction Book: 182-191 Comparing Fiction Books: 192-197 Responding to a Poem: 198-203 Responding to Literature for Assessment: 204-205

Standard	Write Source: Grade 2
<ul style="list-style-type: none"> create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance 	Writing a Response Paragraph: 164-169 Reviewing a Fiction Book: 170-181 Reviewing a Nonfiction Book: 182-191 Comparing Fiction Books: 192-197 Responding to a Poem: 198-203 Responding to Literature for Assessment: 204-205
<ul style="list-style-type: none"> create imaginative stories and personal narratives that show development and organization, with assistance 	Writing a Narrative Paragraph: 64-69 Writing a Narrative Essay: 70-87 Narrative Writing Across the Curriculum: 90-93 Narrative Writing for Assessment: 94-95 Writing Add-on Stories: 208-217 Creating a Play: 218-227
<ul style="list-style-type: none"> use resources such as personal experiences to stimulate own writing 	Writing a Narrative Paragraph: 64-69 Writing a Narrative Essay: 70-87 Narrative Writing Across the Curriculum: 90-93 Narrative Writing for Assessment: 94-95
<ul style="list-style-type: none"> maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers 	Understanding Portfolios: 40 Making Your Own Portfolio: 41

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Use prewriting tools, such as semantic webs and concept webs, to organize ideas and information	Clustering: 75, 93, 134, 157, 361 Five W's: 127, 159, 173, 205, 211 Use Graphic Organizers: 359-365
State a main idea and provide supporting details from the text	Gathering Details: 9, 55, 67, 264, 265 Topic Sentences: 45, 46, 53, 56, 65, 99, 133, 165, 358 Gathering Details using a 5 W's Charts: 127, 159, 173, 205, 211, 364
Use relevant examples, such as reasons to support ideas, with assistance	Writing a Persuasive Paragraph: 132-137 Writing a Persuasive Letter: 138-155 Persuasive Writing Across the Curriculum: 156-159 Persuasive Writing for Assessment: 160-161
Express opinions and make judgments that demonstrate a personal point of view, with assistance	Writing a Persuasive Paragraph: 132-137 Writing a Persuasive Letter: 138-155 Persuasive Writing Across the Curriculum: 156-159 Persuasive Writing for Assessment: 160-161
Analyze and evaluate the author's use of plot and character in written and visual text	Reviewing a Fiction Book: 170-181 Comparing Fiction Books: 192-197 Responding to a Poem: 198-203 Responding to Literature for Assessment: 204-205

Standard	Write Source: Grade 2
Use effective vocabulary in expository writing, with assistance	Word Choice: 22, 105, 107, 116 Writing an Expository Paragraph: 98-103 Writing an Expository Essay: 104-121 Expository Writing Across the Curriculum: 124-127 Expository Writing for Assessment: 128-129 Expository Voice: 367
Use details from stories or informational texts to predict events	Writing an Expository Paragraph: 98-103 Writing an Expository Essay: 104-121 Expository Writing Across the Curriculum: 124-127 Expository Writing for Assessment: 128-129 Writing a Response Paragraph: 164-169 Reviewing a Fiction Book: 170-181 Reviewing a Nonfiction Book: 182-191 Comparing Fiction Books: 192-197 Responding to a Poem: 198-203 Responding to Literature for Assessment: 204-205 Report Writing: 258-279
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers	Understanding Portfolios: 40 Making Your Own Portfolio: 41

**S t a n d a r d 4 : S t u d e n t s w i l l , r e a d , w r i t e , l i s t e n ,
a n d s p e a k f o r s o c i a l i n t e r a c t i o n .**

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Share the process of writing with peers and adults; for example, write with a partner	Working with a Partner: 14-17 Finding Ideas for Publishing: 37-39
Respect the age, gender, social position, and cultural traditions of the recipient	Practical Writing: An E-Mail: 60-61 Practical Writing: An Invitation: 126-127 Writing a Persuasive Letter: 138-153 An Editorial: 156-157 A Flier: 158-159
Use the tone, vocabulary, and sentence structure of informal conversation, with assistance	Voice: 21, 28, 68, 71, 73, 82, 88-89, 122-123, 139, 141, 146, 154-155, 366-367 Word Choice: 22, 29, 88-89, 105, 107, 116, 122-123, 137, 154-155, 229, 234, 253 Sentence Fluency: 22, 29, 178, 274, 375-376 Working with Words: 312-337 Writing Sentences: 338-349 Understanding Sentences: 429-436
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers	Understanding Portfolios: 40 Making Your Own Portfolio: 41



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Performance Indicators for Writing
Grade 3

Standard 1: Students will read, write, listen,
and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 3 students
demonstrate as they learn to write include:

Table with 2 columns: Standard, Write Source: Grade 3. Rows include indicators like 'Use two sources of information in writing a report' and 'Take notes to record data, facts, and ideas, following teacher direction' with corresponding page numbers.

Standard	Write Source: Grade 3
Produce clear, well-organized reports and accounts that demonstrate understanding of a topic	Writing an Expository Paragraph: 136-141 Writing an Expository Essay: 142-157 Expository Writing Across the Curriculum: 170-175 Expository Writing for Assessment: 176-177 Writing a Research Report: 314-333 Writing a Research Report, Organization information: 320-321
Support interpretations and explanations with evidence from text	Writing an Expository Paragraph: 136-141 Writing an Expository Essay: 142-157 Expository Writing Across the Curriculum: 170-175 Expository Writing for Assessment: 176-177 Writing a Research Report: 314-333 Writing a Research Report, Organization information: 320-321
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parent/caregivers	Using a Portfolios: 38-39 Creating a Portfolio: 40 Sample Portfolio Introductions: 41
Compare and contrast ideas between two sources, with assistance	Comparing a Fiction and a Nonfiction Book: 250-255

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
Develop original literary texts that <ul style="list-style-type: none"> • contain characters, simple plot, and setting 	Writing Imaginative Stories: 269-275 Creating a Play: 276-277
<ul style="list-style-type: none"> • use rhythm and rhyme to create short poems and songs 	Writing Poems: 280-287 Writing a Limerick: 288 Writing a CheriheW: 289 Writing a 5 W's Poem: 290 Writing an Alphabet Poem: 291
<ul style="list-style-type: none"> • use dialogue 	Add Dialogue: 104 Creating a Play: 276-277 Punctuating Dialogue: 460-461
<ul style="list-style-type: none"> • use vivid language 	Word Choice: 24 Create a Sensory Chart: 62 Revising for Word Choice: 119, 165, 209 Building Word Choice: 433-441
<ul style="list-style-type: none"> • use descriptive language to create an image 	Writing a Descriptive Paragraph: 60-65 Writing a Descriptive Essay: 66-83 Descriptive Writing for Assessment: 84-87

Standard	Write Source: Grade 3
<p>Write interpretive and responsive essays that</p> <ul style="list-style-type: none"> Describe literary elements such as plot, setting, and characters 	<p>Writing a Response Paragraph: 226-231 Writing a Book Review for Fiction: 232-243 Writing a Book Review for Nonfiction: 244-249 Comparing Fiction and a Nonfiction Book: 250-255 Responding to a Poem: 256-261 Responding to Literature for Assessment: 262-265 Learning Elements of Fiction: 278 Understanding a Plot Line: 279</p>
<ul style="list-style-type: none"> express a personal response 	<p>Writing a Response Paragraph: 226-231 Writing a Book Review for Fiction: 232-243 Writing a Book Review for Nonfiction: 244-249 Comparing Fiction and a Nonfiction Book: 250-255 Responding to a Poem: 256-261 Responding to Literature for Assessment: 262-265</p>
<ul style="list-style-type: none"> describe themes of literary texts, with assistance 	<p>Writing a Book Review for Fiction: 232-243</p>
<ul style="list-style-type: none"> compare and contrast elements of texts, with assistance 	<p>Comparing Fiction and a Nonfiction Book: 250-255</p>
<p>Produce clear, well-organized responses to stories read or listened to, supporting the understanding of, characters and events with details from the story</p>	<p>Writing a Response Paragraph: 226-231 Writing a Book Review for Fiction: 232-243 Writing a Book Review for Nonfiction: 244-249 Comparing Fiction and a Nonfiction Book: 250-255 Responding to a Poem: 256-261 Responding to Literature for Assessment: 262-265</p>
<p>Produce imaginative stories and personal narratives that show development and organization and effective language</p>	<p>Writing a Narrative Paragraph: 90-95 Writing a Narrative Essay: 96-121 Narrative Writing Across the Curriculum: 124-129 Narrative Writing for Assessment: 130-133 Writing Imaginative Stories: 268-275 Creating a Play: 276-277</p>
<p>Use resources such as personal experiences and elements from other texts and performances to stimulate own writing</p>	<p>Writing a Narrative Paragraph: 90-95 Writing a Narrative Essay: 96-121 Narrative Writing Across the Curriculum: 124-129 Narrative Writing for Assessment: 130-133</p>
<p>Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers</p>	<p>Using a Portfolios: 38-39 Creating a Portfolio: 40 Sample Portfolio Introductions: 41</p>

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
Use a variety of prewriting tools to organize ideas and information	Prewriting: 6, 11 Diagrams: 57, 71, 220, 253 Sensory Details: 62 Time Line: 92, 100-101 Gathering Wheel: 100-101 Topic Chart: 126, 146-147 Clustering: 138, 315 Graphic Organizers: 422-429
State a main idea, theme, or opinion and provide supporting details from the text	Gathering Details: 52, 62, 70-71, 100-101, 126, 172, 235, 247, 259, 283, 316-317 Topic Sentences: 44, 46, 60, 63, 90, 93, 136, 138, 182, 185, 325, 421 Revising for Ideas: 116, 162, 206 Opinion Sentence: 192 Theme: 239, 278
Use relevant examples, reasons, and explanations to support ideas	Writing a Persuasive Paragraph: 182-187 Writing a Persuasive Letter: 188-211 Persuasive Writing Across the Curriculum: 214-219 Persuasive Writing for Assessment: 220-222
Express opinions and make judgments that demonstrate a personal point of view	Writing a Persuasive Paragraph: 182-187 Writing a Persuasive Letter: 188-211 Persuasive Writing Across the Curriculum: 214-219 Persuasive Writing for Assessment: 220-222
Analyze the author's use of plot, setting, character, rhyme, and rhythm in written and visual text	Writing a Book Review for Fiction: 242-243 Responding to a Poem: 256-261 Responding to Literature for Assessment: 262-265
Create an advertisement, using words and pictures, to illustrate an opinion about a product or event	Persuasive Writing Across the Curriculum: 215-217
Use effective vocabulary in expository writing	Word Choice: 24 Writing an Expository Paragraph: 136-141 Writing an Expository Essay: 142-167 Revising for Word Choice: 164 Expository Writing Across the Curriculum: 170-175 Expository Writing for Assessment: 176-179

Standard	Write Source: Grade 3
Use details from stories or informational texts to predict or explain relationships between information and events	Writing an Expository Paragraph: 136-141 Writing an Expository Essay: 142-167 Expository Writing Across the Curriculum: 170-175 Expository Writing for Assessment: 76-179 Writing a Response Paragraph: 226-231 Writing a Book Review for Fiction: 232-243 Writing a Book Review for Nonfiction: 244-249 Comparing a Fiction and Nonfiction Book: 250-255 Responding to a Poem: 256-261 Responding to Literature for Assessment: 262-264 Writing Imaginative Stories: 268-275 Writing a Research Report: 310-333
Use ideas from two sources of information to generalize about causes, effects, or other relationships	Comparing a Fiction and a Nonfiction Book: 250-255 Writing a Research Report: 310-333
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers	Using a Portfolios: 38-39 Creating a Portfolio: 40 Sample Portfolio Introductions: 41

**S t a n d a r d 4 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n ,
a n d s p e a k f o r s o c i a l i n t e r a c t i o n .**

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
Share the process of writing with peers and adults; for example, write with a partner	Working with a Partner: 16-19 Publishing Your Writing: 35 Writing a Neat Final Copy: 36
Respect the age, gender, social position, and cultural traditions of the recipient	Practical Writing: Friendly Letter: 128-129 Writing a Persuasive Letter: 188-211 Persuasive Poster: 215-217 Practical Writing: E-Mail Message: 218-219
Develop a personal voice that enables the reader to get to know the writer, with assistance	Voice: 23, 61, 67, 97, 122, 143, 168, 189,212, 430-431 Revising for Voice: 118, 164, 208 Discovering Your Writing Voice: 430-432
Use the tone, vocabulary, and sentence structure of informal conversation	Word Choice: 24, 67, 85, 91,97, 99, 122-123, 137, 143,168-169, 177, 183, 189, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 313, 330-331 Sentence Fluency: 24, 97, 122-123, 143, 168-169, 189, 212-213 Revising for Word Choice:119, 165, 209 Revising for Sentence Fluency: 120, 166, 210 Working with Words: 373-393 Writing Sentences: 395-413 Building Word Choice: 433-441 Improving Sentence fluency: 442-443 Understanding Sentences: 510-515

Standard	Write Source: Grade 3
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers	Using a Portfolios: 38-39 Creating a Portfolio: 40 Sample Portfolio Introductions: 41



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Write Source © 2006 correlated to New York Core Curriculum and Grade-Specific Performance Indicators for Writing Grade 4

Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
Take notes to record data, facts, and ideas by following teacher directions and by writing independently	Taking Two-Column Notes: 188-189 Writing a Research Report: Use a Gathering Grid: 344 Writing a Research Report: Creating Note Cards: 345 Taking Notes: 387-392
State a main idea and support it with details	Writing an Expository Paragraph: 139-142 Writing an Expository Essay: 143-175 Writing a Research Report, Starting your report: 350 Writing a Research Report: 337-362
Use organizational patterns, such as compare/contrast and time/order for expository writing	Organization: 25-26, 219 Methods of Organization: 56-57, 458 Writing an Expository Paragraph: 139-142 Writing an Expository Essay: 143-175 Writing a Research Report: 337-362 Writing a Research Report, Organization information: 347-348
Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs	Checking a Dictionary: 330-331 Improving Spelling: 528-535 Using the Right Word: 536-559
Produce clear, well-organized, and well developed explanations, reports, accounts and directions that demonstrate understanding of a topic	Writing an Observation Report: 130-131 Writing an Expository Paragraph: 139-142 Writing an Expository Essay: 143-175 Expository Writing Across the Curriculum: 181-189 Expository Writing for Assessment: 190-193 Writing a Problem-Solution Essay: 238-241 Writing a Research Report: 337-362

Standard	Write Source: Grade 4
Support interpretations and explanations with evidence from text	Writing an Observation Report: 130-131 Writing an Expository Paragraph: 139-142 Writing an Expository Essay: 143-175 Expository Writing Across the Curriculum: 181-189 Expository Writing for Assessment: 190-193 Writing a Problem-Solution Essay: 238-241 Writing a Research Report: 337-362
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parent/caregivers	Types of Portfolios: 44-46 Parts of a Portfolio: 48 Sample Portfolio Introductions: 49
Write labels and captions for graphics to convey information, with assistance	Add Diagrams and Graphs: 474 Add Pictures: 475

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
Write original literary texts that <ul style="list-style-type: none"> • use dialogue to create short plays 	Dialogue: 96, 109, 310, 465 Creating a Play: 307
<ul style="list-style-type: none"> • use vivid and playful language 	Word Choice: 10, 22, 28 Revising for Word Choice: 110-111, 166-167, 220-221 Building Word Choice: 464-469
Write interpretive and responsive essays that <ul style="list-style-type: none"> • describe literary elements such as plot, setting, and characters 	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Responding to a Biography: 274-279 Responding to a Poem: 280-285 Responding to a Nonfiction Article: 286-291 Responding to a Tall Tale: 292-297 Creating a Plot: 303 Story Patterns: 308 Elements of Fiction: 309-310
<ul style="list-style-type: none"> • describe themes of literary texts 	Writing a Book Review: 257-268 Responding to a Poem: 280-285 Responding to a Tall Tale: 292-297 Theme: 270, 310, 465
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of, characters and events with details from the story	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Responding to a Biography: 274-279 Responding to a Poem: 280-285 Responding to a Nonfiction Article: 286-291 Responding to a Tall Tale: 292-297

Standard	Write Source: Grade 4
Produce imaginative stories and personal narratives that show development and organization and effective language	Writing a Narrative Paragraph: 83-86 Sharing an Experience: 87-119 Narrative Writing Across the Curriculum: 125-133 Narrative Writing for Assessment: 134-137 Writing Stories: 299-305 Creating a Fantasy: 306 Creating a Play: 307
Use resources such as personal experiences and elements from other texts and performances to stimulate own writing	Writing a Narrative Paragraph: 83-86 Sharing an Experience: 87-119 Narrative Writing Across the Curriculum: 125-133 Narrative Writing for Assessment: 134-137 Additional Ideas for Book Reviews: 270 Additional Questions for Responding: 272 Writing Stories: 299-305 Creating a Fantasy: 306 Creating a Play: 307
Use a computer to create, respond to, and interpret literary texts	Designing Your Writing: 44-46
Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parent/caregivers	Types of Portfolios: 44-46 Parts of a Portfolio: 48 Sample Portfolio Introductions: 49
Summarize the plot, with assistance:	Additional Ideas for Book Reviews: 270 Creating a Plot: 303
Describe the characters and explain how they change, with assistance	Character Traits: 262 Characters: 270, 309 Character Chart: 302 Character Sketch: 461
Describe the setting and recognize its importance to the story, with assistance	Setting: 270, 310
Draw a conclusion about the work, with assistance	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Responding to a Biography: 274-279 Responding to a Poem: 280-285 Responding to a Nonfiction Article: 286-291 Responding to a Tall Tale: 292-297

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing	Prewriting: 6, 11 Time Line: 11, 94, 134, 184, 391 Sensory Details: 65, 71, 95, 319 Topic List: 70, 127, 260 Clustering: 85, 183, 239, 287, 364, 385 Venn Diagram: 293 Graphic Organizers: 456-457
State a main idea, theme, or opinion and provide supporting details from the text	Ideas: 23-24 Gathering Details: 6, 11, 24, 58, 65, 95, 127, 141, 149, 183, 205, 239, 261, 275, 281, 293, 323, 456-457 Topic Sentences: 53, 54, 58, 141, 151, 206, 210, 288, 454-455, 460, 465 Revising for Ideas: 104-105, 160-161, 216-217, 356 Writing an Opinion Statement: 197, 206 Theme: 262, 270, 310, 465
Use relevant examples, reasons, and explanations to support ideas	Writing a Persuasive Paragraph: 195-198 Writing a Persuasive Letter: 199-231 Persuasive Writing Across the Curriculum: 237-247 Persuasive Writing for Assessment: 248-251
Express opinions and make judgments that demonstrate a personal point of view	Writing a Persuasive Paragraph: 195-198 Writing a Persuasive Letter: 199-231 Persuasive Writing Across the Curriculum: 237-247 Persuasive Writing for Assessment: 248-251
Analyze and evaluate the author’s use of setting, plot, character, rhyme, and rhythm, and language in written and visual text	Writing a Book Review: 257-268 Responding to a Biography: 274-279 Responding to a Poem: 280-285 Responding to a Tall Tale: 292-297
Use effective vocabulary in persuasive and expository writing	Word Choice: 28 Writing an Expository Paragraph: 139-142 Explaining a Career: 143-175 Revising for Word Choice: 164-165 Expository Writing Across the Curriculum: 181-189 Expository Writing for Assessment: 190-193 Writing a Persuasive Paragraph: 195-198 Writing a Persuasive Letter: 199-231 Revising for Word Choice: 222-223 Persuasive Writing Across the Curriculum: 237-247 Persuasive Writing for Assessment: 248-251 Make Your Voice Fit Your Purpose: 462-463

Standard	Write Source: Grade 4
Use details from stories or informational texts to predict, explain, or show relationships between information and events	Writing an Expository Paragraph: 139-142 Explaining a Career: 143-175 Revising for Word Choice: 164-165 Expository Writing Across the Curriculum: 181-189 Expository Writing for Assessment: 190-193 Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Responding to a Biography: 274-279 Responding to a Poem: 280-285 Responding to a Nonfiction Article: 286-291 Responding to a Tall Tale: 292-297 Writing Stories: 299-307 Writing a Research Report: 333-359
Use ideas from two sources of information to generalize about causes, effects, or other relationships	Writing a Research Report: 333-359
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers	Types of Portfolios: 44-46 Parts of a Portfolio: 48 Sample Portfolio Introductions: 49

Standard 4: Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
Share the process of writing with peers and adults; for example, write with a partner	Peer Responding: 40-42 Designing Your Writing: 44-46
Respect the age, gender, position, and cultural traditions of the recipient	Practical Writing: Writing to an E-Pal: 132-133 Drafting a Letter of Request: 244-247
Develop a personal voice that enables the reader to get to know the writer, with assistance	Voice: 25-26, 88, 96, 120-121, 144, 150, 176-177, 200, 207, 232-233, 267, 305, 358 Revising for Voice: 108-109, 164-165, 220-221 Make Your Voice Fit Your Purpose: 462-463
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers	Types of Portfolios: 44-46 Parts of a Portfolio: 48 Sample Portfolio Introductions: 49

Grades 2-4 Core Performance Indicators

Writing Core Performance Indicators

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key area of writing.

Standard	Write Source: Grades 2-4
Begin to develop a voice in writing	Grade 2: 21, 28, 69, 71, 73, 82, 139, 141, 146, 366-367 Grade 3: 23, 61, 67, 69, 97, 118, 122, 143, 164, 168, 189, 208, 212, 430-431 Grade 4: 10, 22, 72, 88, 96, 120-121, 144, 150, 176-177, 200, 207, 232-233, 267, 305, 358, 462-463
Spell frequently used words correctly	Grade 2: 409-418, 419-428 Grade 3: 486-493, 494-509 Grade 4: 528-535, 536-559
Use basic punctuation correctly, such as <ul style="list-style-type: none"> • commas in a series, in compound sentences, and in friendly letters 	Grade 2: 386-389 Grade 3: 450-455 Grade 4: 482-489
<ul style="list-style-type: none"> • periods, exclamation points, and question marks 	Grade 2: 382-385 Grade 3: 447-449 Grade 4: 479-481
<ul style="list-style-type: none"> • apostrophes for contractions and singular possessives 	Grade 2: 390-393 Grade 3: 456-459 Grade 4: 490-493
<ul style="list-style-type: none"> • quotation marks for titles and simple dialogue 	Grade 2: 394-394 Grade 3: 460-461 Grade 4: 494-495
Use, in writing simple/compound sentences, <ul style="list-style-type: none"> • correct tense or regular/irregular verbs 	Grade 2: 326-331, 444-449 Grade 3: 381-386, 522-529 Grade 4: 416-422, 582-589
<ul style="list-style-type: none"> • subject-verb agreement 	Grade 2: 330-331, 344 Grade 3: 386, 404 Grade 4: 172, 419, 421, 438-439
<ul style="list-style-type: none"> • varied vocabulary and sentences structure 	Grade 2: 368-370, 419-425 (vocabulary); 338-351, 375-376, 429-436 (sentence structure) Grade 3: 433-441 (vocabulary); 395-413, 442-443, 510-515, (sentence structure) Grade 4: 466-469(vocabulary); 432-450, 470-472, 560-569 (sentence structure)
<ul style="list-style-type: none"> • various parts of speech, including personal pronouns 	Grade 2: 312-337, 437-458 Grade 3: 373-393, 516-542 Grade 4: 408-430, 570-605

Standard	Write Source: Grades 2-4
Capitalize words such as literary titles, holidays, and product names	Grade 2: 398-401 Grade 3: 470-475 Grade 4: 508-515
Write sentences in logical order and create paragraphs to develop ideas	Grade 2: 42-49, 52-57, 64-69, 98-103, 132-137, 164-169, 338-349, 429-438 Grade 3: 44-52, 60-65, 90-95, 136-141, 182-187, 226-231, 395-410, 510-515 Grade 4: 51-58, 63-66, 83-86, 139-142, 195-198, 253-256, 333-336, 432-449, 560-569
Use an organizational format that reflects a beginning, middle, and end	Grade 2: 72-73, 76-77, 107, 110-111, 144, 174-175, 186-187, 268-269 (beginning paragraphs); 78-79, 107, 112-113, 144, 145, 176, 186-187, 270-271 (middle paragraphs); 45, 48, 80-81, 107, 114-115, 144, 145, 177, 186-187, 272-273 (ending paragraphs) Grade 3: 22, 69, 73, 99, 145, 221, 233, 236, 245, 249, 250, 251, 255, 257, 261, 263, 270, 279, 322, 323 (beginning paragraphs); 69, 74-75, 99, 145, 221, 233, 238, 244, 248, 249, 250, 251, 255, 257, 261, 263, 324 (middle paragraphs); 22, 69, 77, 99, 145, 221, 233, 239, 245, 249, 250, 251, 255, 260, 263, 271, 279, 326, 327 (ending paragraphs) Grade 4: 25, 53, 72, 78, 80, 84, 98, 99, 126, 130, 132, 134, 145, 155, 182, 190, 211, 263, 274, 276, 282, 288, 294, 350 (beginning paragraphs); 25, 73, 98, 100-101, 154, 156-157, 212-213, 264-265, 276, 282, 294, 351-352 (middle paragraphs); 26, 52, 64, 74, 102, 158, 214, 266, 276, 288, 294, 353 (ending paragraphs)
Develop an idea within a brief text	Grade 2: 19, 42-49, 50-61, 62-95, 96-129, 120-161, 162-2-5, 206-241, 241-283 Grade 3: 21, 44-56, 60-87, 90-133, 136-179, 182-223, 226-265, 268-291, 294-335 Grade 4: 23, 51-61, 63-91, 83-137, 139-193, 195-251, 253-297, 299-317, 321-362
Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	Grade 2: 4-7, 8-13, 42-49, 50-61, 62-95, 96-129, 120-161, 162-2-5, 206-241, 241-283 Grade 3: 2-9, 10-15, 44-56, 60-87, 90-133, 136-179, 182-223, 226-265, 268-291, 294-335 Grade 4: 3-8, 9-20, 51-61, 63-91, 83-137, 139-193, 195-251, 253-297, 299-317, 321-362
Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting	Grade 2: 6, 11, 29, 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 188, 196, 202, 216, 226, 234, 274-275 Grade 3: 6, 13, 53, 64, 78-79, 94, 108-109, 116-120, 140, 154-155, 162-167, 186, 196-197, 230, 240, 248, 254, 260, 275, 287, 309, 328-331 Grade 4: 7, 14-15, 66, 74, 86, 103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358
Determine the intended audience before writing	Grade 2: 58-61, 90-95, 124-129, 156-161, 204-205, Grade 3: 124-133, 170-179, 214-223, 262-265 Grade 4: 63, 67, 75-81, 83, 87, 125-137, 139, 143, 181-193, 195, 199, 237-251, 253, 257, 299, 311, 333, 337

Standard	Write Source: Grades 2-4
Use word processing	Grade 2: 39, 60-61 Grade 3: 37, 218-219 Grade 4: 44-46, 132-133



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correlated to
New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 5

Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
Use at least three sources of information in writing a report, with assistance	Gathering and Evaluating Information: 322 Researching on the Internet: 323 Using the Library: 324-328 Using Reference Materials: 329-332
Take notes to record and organize relevant data, facts, and ideas, with assistance, as use notes as part of the prewriting activities	Taking Two-Column Notes: 188-189 Writing a Research Report, Use a gathering grid: 344 Writing a Research Report, Creating note cards: 345 Taking Notes: 387-392
State a main idea and support it with details and examples	Writing an Expository Paragraph: 139-142 Explaining How Something Works: 143-175 Writing a Research Report, Starting your report: 350 Writing a Research Report: 337-362
Compare and contrast ideas and information from two sources	Writing a Comparison-Contrast Essay: 182-185
Write labels or captions for graphics, such as charts, graphs, and diagrams to convey information	Creating a Circle Graph: 186-187 Creating a Brochure: 242-243 Add Diagrams and Graphs: 474 Add Pictures: 475
Adopt an organizational format, such as chronological order, that is appropriate for information writing	Organization: 10, 22, 25-26, 162-163, 170, 176-177, 200, 218-219, 232-233, 256, 267, 277, 283, 289, 295, 357 Methods of Organization: 56-57 Writing an Expository Paragraph: 139-142 Explaining How Something Works: 143-175 Writing a Research Report: 337-362 Writing a Research Report, Organizing ideas: 347 Improving Organization: 458-461

Standard	Write Source: Grade 5
Use paragraphing to organize ideas and information, with assistance	Writing Paragraphs: 51-61 Writing an Expository Paragraph: 138-142 Writing a Summary Paragraph: 333-336
Maintain a portfolio that includes informational writing	Types of Portfolios: 47 Parts of a Portfolio: 48 Sample Portfolio Reflections: 49

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
Develop original literary texts that <ul style="list-style-type: none"> use organizing structures such as stanzas and chapters 	Writing Stories: 299-305 Creating a Tall Tale: 306 Writing Poems: 311-315 Writing a Diamante: 316 Writing Other Forms of Poetry: 317
<ul style="list-style-type: none"> create a lead that attracts the reader's interest 	Starting Your Descriptive Essay: 72 Starting Your Personal Narrative: 99 Writing Stories: Creating Your First Draft: 304
<ul style="list-style-type: none"> provide a title that interests the reader 	Creating a Title: 118, 268, 305
<ul style="list-style-type: none"> develop characters and establish a plot 	Characters: 270, 309 Creating a Plot: 303
<ul style="list-style-type: none"> use examples of literary devices, such as rhyme, rhythm, and simile 	Writing Poems: 311-317 Using Special Poetry Techniques: 318-319
<ul style="list-style-type: none"> establish consistent point of view (e.g., first or third person) with assistance 	Point of View: 310, 465 Narrative Writing: 83-137 Writing Stories: 299-307
Write interpretive essays that <ul style="list-style-type: none"> summarize the plot 	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Creating a Plot: 303 Responding to an Anecdote: 292-295
<ul style="list-style-type: none"> describe the characters and how they change 	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Characters: 270, 309 Responding to an Anecdote: 292-295

Standard	Write Source: Grade 5
<ul style="list-style-type: none"> describe the setting and recognize its importance to the story 	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Setting: 270, 310 Responding to an Anecdote: 292-295
<ul style="list-style-type: none"> draw a conclusion about the work 	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Responding to an Anecdote: 292-295
<ul style="list-style-type: none"> interpret the impact of literary devices, such as simile and personification 	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Responding to a Poem: 280-283 Responding to an Anecdote: 292-295
<ul style="list-style-type: none"> recognize the impact of rhythm and rhyme in poems 	Responding to a Poem: 280-283
Respond to literature, connecting the response to personal experience	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Responding to a Quotation: 274-277 Response Writing for Assessment: 278-279, 284-285, 290-291, 296-297 Responding to a Poem: 280-283 Responding to a Nonfiction Article: 286-289 Responding to an Anecdote: 292-295
Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Responding to a Quotation: 274-277 Response Writing for Assessment: 278-279, 284-285, 290-291, 296-297 Responding to a Poem: 280-283 Responding to a Nonfiction Article: 286-289 Responding to an Anecdote: 292-295
Maintain a writing portfolio that includes literary, interpretive, and responsive writing	Types of Portfolios: 47 Parts of a Portfolio: 48 Sample Portfolio Reflections: 49

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
Use strategies, such as note taking, semantic webbing or mapping, to plan and organize writing	Clustering: 24, 65, 128, 141, 342, 364, 385 Sensory Details: 71, 95, 313 Five W's: 93, 127, 302, 391 Time Line: 94, 261 Outlining: 348, 459 Taking Notes: 387-392 Try Graphic Organizers: 456-457
Use supporting evidence from text to evaluate ideas, information, themes, or experiences	Ideas: 23-24 Gathering Details: 11, 58, 65, 70, 85, 95, 127, 149, 150, 183, 187, 261, 275, 281, 293, 313 456-457 Revising for Ideas: 104-105, 160-161, 216-217, 356 Gathering Reasons: 197, 205, 239 Revising for Ideas: 104-105, 160-161, 216-217, 356
Analyze the impact of an event or issue from personal and peer group perspectives	Writing a Persuasive Paragraph: 195-198 Expressing an Opinion: 199-231 Persuasive Writing Across the Curriculum: 237-247 Persuasive Writing for Assessment: 248-251
Analyze literary elements in order to evaluate the quality of ideas and information in the text	Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Responding to a Quotation: 274-277 Response Writing for Assessment: 278-279, 284-285, 290-291, 296-297 Responding to a Poem: 280-283 Responding to a Nonfiction Article: 286-289 Responding to an Anecdote: 292-295 Elements of Fiction: 309-310 Using Special Poetry Techniques: 318-319
Use information and ideas from other subject areas and personal experiences to form and express opinions	Descriptive Writing Across the Curriculum: 75-79 Narrative Writing Across the Curriculum: 125-133 Expository Writing Across the Curriculum: 181-189 Persuasive Writing Across the Curriculum: 237-237
Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance	Organization: 10, 22, 25-26, 162-163, 170, 176-177, 200, 218-219, 232-233, 256, 267, 277, 283, 289, 295, 357 Organizing Your Paragraph: 56-57 Writing an Expository Paragraph: 139-142 Explaining How Something Works: 143-175 Writing a Comparison-Contrast Essay: 182-185 Writing a Research Report: 337-362 Writing a Research Report: Organizing Ideas: 347 Improving Organization: 458-461

Standard	Write Source: Grade 5
Use precise vocabulary in writing analysis and evaluation, with assistance	Word Choice: 28-29 Revising for Word Choice: 110-111, 166-167, 222-223 Writing a Response Paragraph: 253-256 Writing a Book Review: 257-268 Additional Ideas for Book Reviews: 270 Responding to a Quotation: 274-277 Response Writing for Assessment: 278-279, 284-285, 290-291, 296-297 Responding to a Poem: 280-283 Responding to a Nonfiction Article: 286-289 Responding to an Anecdote: 292-295 Working with Words: 408-430 Building Word Choice: 464-469
Maintain a writing portfolio that includes writing for critical analysis and evaluation	Types of Portfolios: 47 Parts of a Portfolio: 48 Sample Portfolio Reflections: 49

Standard 4: Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Peer Responding: 40-42 Designing Your Writing: 44-46 Creating an E-Mail Message: 132-133 Follow Guidelines for Letters: 476-477
Respect the age, gender, position, and cultural traditions of the recipient	Practical Writing: Writing an E-Mail Message: 132-133 Drafting a Persuasive Letter: 244-247
Develop a personal voice that enables the reader to get to know the writer, with assistance	Voice: 10, 22, 27, 72, 88, 96, 120-121, 144, 176-177, 200, 232-233, 267, 305, 358 Revising for Voice: 108-109, 164-165, 220-221 Make Your Voice Fit Your Purpose: 462-463
Write personal reactions to experiences and events, using a form of social communication	Descriptive Writing: 63-81 Writing a Narrative Paragraph: 83-86 Sharing a Personal Success: 87-119 Narrative Writing Across the Curriculum: 125-133 Narrative Writing for Assessment: 134-137
Maintain a portfolio that includes writing for social communication	Types of Portfolios: 47 Parts of a Portfolio: 48 Sample Portfolio Reflections: 49



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New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 6

Standard 1: Students will read, write, listen,
and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 6 students
demonstrate as they learn to write include:

Table with 2 columns: Standard, Write Source: Grade 6. Rows include indicators like 'Use at least three sources of information...' and 'Take notes to record and organize relevant data...'.

Standard	Write Source: Grade 6
Adopt an organizational format, such as chronological order, that is appropriate for information writing	Organization: 12, 16, 34, 37-39, 158, 162, 164, 168, 180-181, 188, 194-195, 201, 204, 215, 378, 380, 385, 302, 410 Writing an Expository Paragraph: 157-160 Explaining a Process: 161-198 Writing a Classification Essay: 199-204 Writing a Research Report: 381-410 Writing a Research Report: Outlining Your Ideas: 393 Improving Organization: 550-551 Methods of Organization: 534-537
Use paragraphing to organize ideas and information, with assistance	Writing an Expository Paragraph: 157-160 Writing a Summary Paragraph: 377-380 Constructing Strong Paragraphs: 524-543
Use paraphrasing, with assistance	Avoiding Plagiarism: 389 Keeping Track of Your Sources: 390
Maintain a portfolio that includes informational writing	Creating a Portfolio: 65-69
Include relevant and exclude relevant information, with assistance	Writing an Expository Paragraph: 157-160 Explaining a Process: 161-198 Writing a Classification Essay: 199-204 Writing a Research Report: 381-410
Connect, compare, and contrast ideas and information from one or more sources, with assistance	Building Research Skills: 363-376 Writing a Research Report: 381-410
Support ideas with examples, definitions, analogies, and direct references, with assistance	Explaining a Process: Sizing Up Your Topic: 167 Explaining a Process: Gathering and Sorting Details: 168 Writing: Explaining a Process: 172-195 Writing a Research Report: 381-410
Answer questions about informational material and write accurate and complete responses, with assistance	Writing an Expository Paragraph: 157-160 Explaining a Process: 161-198 Writing a Classification Essay: 199-204 Writing a Research Report: 381-410

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
Write original literary texts <ul style="list-style-type: none"> use organizing structures, such as stanzas, chapters, scenes, and verses 	Writing Stories: 343-349 Writing Poems: 353-357 Writing Haiku: 358 Writing Other forms of Poetry: 359

Standard	Write Source: Grade 6
<ul style="list-style-type: none"> develop characters, create a setting, and establish a plot 	Creating a Plot: 347 Characters/Characterization: 351 Plot Line: 351 Setting: 352
<ul style="list-style-type: none"> use examples of literary devices, such as rhythm, rhyme, simile, and personification 	Writing Poems: 353-359 Using Special Poetry Techniques: 360-361
<ul style="list-style-type: none"> establish a consistent point of view (e.g., first or third person) 	Narrative Writing: 93-136 Writing Stories: 343-349 Point of View: 352, 561
Write interpretive essays to <ul style="list-style-type: none"> summarize the plot 	Writing a Biographical Narrative: 136-142 Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Creating a Plot: 347
<ul style="list-style-type: none"> describe the characters and explain how they change 	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Characters/Characterization: 351
<ul style="list-style-type: none"> describe the setting and recognize its importance to the story 	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Setting: 352
Write interpretive essays to <ul style="list-style-type: none"> draw a conclusion about the work 	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Reviewing a Biography: 330-331
<ul style="list-style-type: none"> interpret the impact of literary devices, such as simile and personification 	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Reviewing a Biography: 330-331 Writing Poems: 354-359
<ul style="list-style-type: none"> recognize the impact of rhythm and rhyme in poems 	Writing Poems: 354-359
Respond to literature, connecting the response to personal experiences	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Response Writing Across the Curriculum: 329-335 Response Writing for Assessment: 336-341
Maintain a writing portfolio that includes literary, interpretive, and responsive writing	Creating a Portfolio: 65-69

Standard	Write Source: Grade 6
Express opinions and support them through specific references to the text, with assistance	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Response Writing Across the Curriculum: 329-335 Response Writing for Assessment: 336-341
Demonstrate understanding of plot and theme, with assistance	Writing a Biographical Narrative: 135-142 Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Response Writing Across the Curriculum: 329-335 Response Writing for Assessment: 336-341 Plot Line: 139, 346, 351 Theme: 352, 561
Identify and describe characters and their motivations, with assistance	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Characters/Characterization: 351
Analyze the impact of setting	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Setting: 352
Identify how the use of literary devices, such as symbolism, metaphor, and simile, personification, and flashback, affects meaning, with assistance	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Elements of Fiction: 351-352 Using Special Poetry Techniques: 360-361
Draw conclusions and provide reasons for the conclusions, with assistance	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327
Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing	Clustering: 13, 95, 166, 285, 355, 386, 439 Five W's: 103, 106, 114, 138, 186 Sensory Details: 105, 115, 178, 347, 355, 489 Outlining: 170, 232, 393, 550 Time Line: 293, 446, 534 Taking Notes: 441-448 Try Graphic Organizers: 548-549

Standard	Write Source: Grade 6
Use supporting evidence from text to evaluate ideas, information, themes, or experiences	Gathering Details: 8, 13, 73, 78, 95, 103, 105, 138, 168, 202, 221, 293, 347, 355, 388 Gathering Ideas and Information: 29 Ideas: 35-36 Revising for Ideas: 114-115, 178-179, 240-241, 302-303, 402
Analyze the impact of an event or issue from personal and peer group, and school community perspectives	Writing a Persuasive Paragraph: 219-222 Promoting a Cause: 223-260 Writing a Pet-Peeve Essay: 261-266 Persuasive Writing Across the Curriculum: 267-277 Persuasive Writing for Assessment: 278-281
Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments	Descriptive Writing Across the Curriculum: 83-91 Narrative Writing Across the Curriculum: 143-151 Expository Writing Across the Curriculum: 205-213 Persuasive Writing Across the Curriculum: 267-277
Adapt an organizational format, (e.g., compare/contrast) appropriate for critical analysis and evaluation	Organization: 12, 16, 34, 37-39, 158, 162, 164, 148, 188, 194-195, 201, 204, 215, 220, 224, 226, 231, 250, 256-257, 263, 266, 279, 284, 288, 290, 312, 318-319, 325, 328, 339, 378, 380, 385, 402, 410 Writing an Expository Paragraph: 157-169 Explaining a Process: 161-193 Revising for Organization: 180-181, 242-243, 304-305 Writing a Classification Essay: 199-204 Writing a Research Report: 381-405 Organizing Details Effectively: 534-537 Improving Organization: 550-555
Use precise vocabulary in writing analysis and evaluation	Word Choice: 41-42 Revising for Word Choice: 184-185, 246-247, 308-309 Writing a Response Paragraph: 283-286 Writing a Book Review: 287-322 Writing a Fictionalized Journal: 323-328 Response Writing Across the Curriculum: 329-335 Response Writing for Assessment: 336-341 Working with Words: 470-498 Strengthening Word Choice and Vocabulary: 558-569
Maintain a writing portfolio that includes writing for critical analysis and evaluation	Creating a Portfolio: pp. 65-69
Present clear analysis, using examples, details, and reasons from text with assistance	Writing an Expository Paragraph: 157-169 Explaining a Process: 161-193 Writing a Classification Essay: 199-204 Writing a Persuasive Paragraph: 219-222 Promoting a Cause: 223-260 Writing a Pet-Peeve Essay: 261-266 Writing a Research Report: 381-405 Analyzing: 451, 455

Standard	Write Source: Grade 6
Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance	Describing Geometric Terms: 86-87 Writing for Assessment: 152-155, 214-217, 278-281, 336-341 Recording Class Minutes: 150-151 Explaining a Concept: 208-209 Drafting Directions: 212-213 Creating an Editorial Cartoon: 268-269 Drafting a Persuasive Letter: 274-277 Audience: 182-183, 307, 560 Purpose: 561
Explain connections between and among texts to extend the meaning of each individual text, with assistance	Writing a Research Report: 381-405
Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance	Writing a Response Paragraph: 283-286 Writing a Book Review: 287-317 Writing a Fictionalized Journal Entry: 323-327 Response Writing Across the Curriculum: 329-335 Elements of Fiction: 351-352 Using special Poetry Techniques: 360-361

**S t a n d a r d 4 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n ,
a n d s p e a k f o r s o c i a l i n t e r a c t i o n .**

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Peer Responding: 29-32 Sharing Your Writing: 58-63 Creating a Thank-you Note: 90-91 Follow Guidelines for Letters: 476-477
Respect the age, gender, position, and cultural traditions of the recipient	Practical Writing: Creating a Thank-you Note: 90-91 Drafting a Persuasive Letter: 274-277
Develop a personal voice that enables the reader to get to know the writer	Voice: 12, 16, 34, 40, 72, 77, 80, 82, 94, 98, 100, 105, 124, 130-131 137, 141, 153, 158, 162, 164, 169, 188, 194-195, 201, 204, 215, 220-,224, 226, 232, 250, 256-257, 263, 266, 279, 284, 288, 290, 293, 312, 318-319, 325, 328, 339, 345, 348, 354, 357, 378, 380, 385, 402, 410, 415 Revising for Voice: 118-119, 182-183, 244-245, 306-307 Enriching Your Writing Voice: 556-557
Write personal reactions to experiences, events, and observations, using a form of social communication	Descriptive Writing: 71-91 Writing a Narrative Paragraph: 93-96 Sharing an Experience: 97-129 Writing a Biographical Narrative: 135-142 Narrative Writing Across the Curriculum: 143-151 Narrative Writing for Assessment: 152-155

Standard	Write Source: Grade 6
Maintain a portfolio that includes writing for social communication	Creating a Portfolio: 65-69

Grades 5-6 Core Performance Indicators

Writing Core Performance Indicators

Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key area of writing.

Standard	Write Source: Grades 5-6
Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings	Grade 5: 63, 67, 83, 87, 139, 143, 195, 199, 253, 257, 299, 311, 333, 337, 465 Grade 6: 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561
Determine the intended audience before writing	Grade 5: 63, 67, 83, 87, 139, 143, 195, 199, 253, 257, 299, 311, 333, 337, 465 Grade 6: 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561
Use tone and language appropriate for audience and purpose	Grade 5: 10, 22, 28, 71, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 310, 313-315, 464-469 Grade 6: 12, 20, 34, 41, 72, 77, 82, 94, 98, 100, 120-121, 124, 130-131, 137, 141, 153, 158, 162, 164, 184-185, 188, 194-195, 204, 220-, 224, 226, 246-247, 250, 256-257, 263, 266, 284, 288, 290, 308-309, 312, 318-319, 325, 328, 339, 345, 348, 357, 378, 380, 385, 402, 410, 415, 352, 428, 558-569
Use prewriting activities (e.g., brainstorming, note taking, free-writing, outlining, and paragraphing)	Grade 5: 6, 11, 65, 70, 85, 91-96, 128, 141, 147-152, 183-184, 197, 203-208, 239, 155, 160-162, 175, 281, 287, 293, 302-303, 313-314, 335, 341-348 Grade 6: 7, 8, 13, 73, 78-79, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 264-265, 281, 285, 291-294, 326, 346-347, 355-356, 379, 386-393
Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	Grade 5: 11-18, 70-74, 91-118, 147-174, 203-230, 260-268, 302-305, 313-315, 342-360 Grade 6: 13-23, 78-82, 101-128, 227-254, 291-316, 346-349, 355-357, 386-404
Use teacher conferences and peer review to revise written work	Grade 5: 15, 39-42, Grade 6: 18-19, 29-32
Observe the rules of punctuation, capitalization, and spelling, such as <ul style="list-style-type: none"> punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotation); use italics/underlining for titles 	Grade 5: 479-507 Grade 6: 579-617

Standard	Write Source: Grades 5-6
<ul style="list-style-type: none"> capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events 	Grade 5: 508-515 Grade 6: 618-629
<ul style="list-style-type: none"> spelling of commonly misspelled words, homonyms, and content-area vocabulary 	Grade 5: 528-535, 536-559 Grade 6: 642-651, 652-689
Use correct grammatical construction in <ul style="list-style-type: none"> parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections 	Grade 5: 408-431, 570-605 Grade 6: 470-498, 702-749
<ul style="list-style-type: none"> simple/compound/complex sentences, using correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents 	Grade 5: 412-415, 416-422, 432-451, 470-473, 560-569 Grade 6: 474-479, 480-485, 500-522, 570-573, 690-701
Use signal/transitional words (e.g., <i>in addition, for example, finally, as a result, similarly, and on the other hand</i>) to provide clues to organizational format	Grade 5: 56, 57, 156, 207, 212, 219, 465, 472-473 Grade 6: 116, 174, 181, 242-243, 298, 305, 561, 572-573
Use dictionaries, thesauruses, and style manuals	Grade 5: 330-331, 332, 346, 354 Grade 6: 374-375, 391, 399-400
Use word processing skills	Grade 5: 44-46 Grade 6: 60-62



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correlated to
New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 7

Standard 1: Students will read, write, listen,
and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 7 students
demonstrate as they learn to write include:

Table with 2 columns: Standard and Write Source: Grade 7. It lists various writing standards and their corresponding page numbers in the Write Source textbook.

Standard	Write Source: Grade 7
Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information	Enhancing Your Presentation: 574-578
Cite sources in footnotes and bibliography, using correct form, with assistance	Sample Works-Cited Page:386 Keeping Track of Your Sources: 393 Citing Sources in Your Report: 397 Creating Your Works-Cited Page: 405-406
Write accurate and complete responses to questions about informational material	Writing an Expository Paragraph: 157-160 Comparing Two Subjects: 161-198 Writing a Cause-and Effect Essay: 199-204 Summarizing a Science Article: 332-333 Primary vs. Secondary Sources: 364 Evaluating Sources: 376 Writing a Summary Paragraph: 377-380 Writing a Research Report: 381-409
Maintain a portfolio that includes informational writing	Creating a Portfolio: 65-69

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include:

Standard	Write Source: Grade 7
Write original literary texts to <ul style="list-style-type: none"> develop a narrative, using an organizational plan such as chronology 	Writing a Narrative Paragraph: 93-96 Sharing a Learning Experience: 97-129 Writing a Phase Autobiography: 135-142 Narrative Writing Across the Curriculum: 143-151 Narrative Writing for Assessment: 152-155
<ul style="list-style-type: none"> sequence events (e.g., rising action, conflict, falling action, and resolution) to advance a plot, with assistance 	Writing Stories: 343-349 Organization: 347 Plot Line: 351
<ul style="list-style-type: none"> develop complex characters and create a setting 	Creating a Conflict: 346 Setting the Scene and Gathering Details: 347 Character/Characterization: 351 Setting: 352
<ul style="list-style-type: none"> use literary devices 	Elements of Fiction: 351-352 Using Special Poetry Techniques: 360-361
<ul style="list-style-type: none"> maintain a consistent point of view that enhances the message 	Point of View: 352

Standard	Write Source: Grade 7
<ul style="list-style-type: none"> select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance 	Writing Stories: 343-349 Story Patterns: 350 Elements of Fiction: 351-352 Writing Poems: 353-359 Using Special Poetry Techniques: 360-361
<ul style="list-style-type: none"> use language that is creative 	Understanding Word Choice: 41, 348, 357 Sensory Details: 347, 355 Using Special Poetry Techniques: 360-361
Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> express opinions and support them through specific references to the text 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Writing a Poetry Review: 323-328 Response Writing Across the Curriculum: 330-335 Response Writing for Assessment: 336-341
<ul style="list-style-type: none"> demonstrate understanding of plot and theme 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Evaluating a Book: 334-335 Plot Line: 351 Theme:352
<ul style="list-style-type: none"> identify and describe characters and their motivations 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Create a Character Chart: 292 Evaluating a Book:334-335 Character/Characterization:351
<ul style="list-style-type: none"> analyze the impact of setting 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Create a Character Chart: 292 Evaluating a Book: 334-335 Setting: 352
<ul style="list-style-type: none"> explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affect meaning 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Create a Character Chart: 292 Evaluating a Book: 334-335 Element of Fiction: 351-352 Using Special Poetry Techniques: 360-361
Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> draw conclusions and provide reasons for the conclusions 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Create a Character Chart: 292 Evaluating a Book: 334-335
<ul style="list-style-type: none"> compare and contrast characters, setting, mood, and voice in more than one literary text or performance 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Create a Character Chart: 292 Evaluating a Book: 334-335

Standard	Write Source: Grade 7
<ul style="list-style-type: none"> make connections between literary text and personal experience or knowledge 	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Create a Character Chart: 292 Evaluating a Book: 334-335
Maintain a writing portfolio that includes imaginative , interpretive and response writing	Creating a Portfolio: 65-69

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include:

Standard	Write Source: Grade 7
Present clear analysis, using examples, details, and reasons from text	Analyzing Information: 37, 451, 455 Writing an Expository Paragraph: 157-160 Comparing Two Subjects: 161-198 Writing a Cause-and Effect Essay: 199-204 Writing a Persuasive Paragraph: 219-222 Proposing a Solution: 223-255 Creating an Editorial: 261-266 Writing a Summary Paragraph: 377-380 Writing a Research Report: 381-409
Present an hypothesis and predict possible outcomes	Writing an Expository Paragraph: 157-160 Comparing Two Subjects: 161-198 Writing a Cause-and Effect Essay: 199-204 Writing a Persuasive Paragraph: 219-222 Proposing a Solution: 223-255 Creating an Editorial: 261-266 Writing a Summary Paragraph: 377-380 Writing a Research Report: 381-409
Select content and choose strategies for written presentations on the basis of audience, purpose, and content	Audience and Purpose: 157, 161, 188, 219, 223, 261, 283, 287, 323, 377, 381
Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects	Expository Writing Across the Curriculum: 205-213 Persuasive Writing Across the Curriculum: 267-277 Response Writing Across the Curriculum: 329-335 Using the Internet: 364 Using the Library: 365-266 Using Reference Materials: 372-375

Standard	Write Source: Grade 7
Explain connections between and among texts to extend the meaning of each individual text	Expository Writing Across the Curriculum:305-313 Persuasive Writing Across the Curriculum: 267-277 Response Writing Across the Curriculum: 329-335 Using the Internet: 364 Using the Library: 365-366 Using Reference Materials: 372-375 Writing a Research Report: 381-409
Compare and contrast literary elements in more than one genre and/or by more than one author	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Writing a Poetry Review: 323-328 Response Writing Across the Curriculum: 329-335 Response Writing for Assessment: 336-341 Evaluating a Book: 334-335 Use Comparison-Contrast Order: 537
Maintain a writing portfolio that includes writing for critical analysis and evaluation	Creating a Portfolio: 65-69

Standard 4: Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include

Standard	Write Source: Grade 7
Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Peer Responding: 29-32 Sharing Your Writing: 58-64 Writing a Friendly Letter: 206-207 Writing an E-Mail Request: 212-213 Follow Guidelines for Letters: 576-577
Respect the age, gender, position, and cultural traditions of the recipient	Writing a Friendly Letter: 206-207 Writing an E-Mail Request: 212-213 Writing a Proposal: 272-273 Drafting a Business Letter: 274-277
Develop a personal voice that enables the reader to get to know the writer	Voice: 12, 16, 34, 40, 98, 100, 105, 124, 130-131, 141, 158, 162, 170, 194-195, 224, 231, 250, 256-257, 288, 293, 312, 318-319, 348, 354, 357, 378, 380, 385, 410, 415 Revising for Voice: 118-119, 182-183, 244-245, 306-307 Enriching Your Writing Voice: 556-557
Write personal reactions to experiences, events, and observations, using a form of social communication	Descriptive Writing:71-91 Writing a Narrative Paragraph: 93-96 Sharing a Learning Experience: 97-129 Writing a Phase Autobiography: 135-142 Narrative Writing Across the Curriculum: 143-151 Narrative Writing for Assessment: 152-155

Standard	Write Source: Grade 7
Maintain a portfolio that includes writing for social communication	Creating a Portfolio: 65-69
Use the conventions of email	Writing a E-Mail Request: 212-213 E-Mail: Use the Proper Format: 576



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correlated to
New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 8

Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
Use several sources of information, in addition to an encyclopedia, in developing research reports	Using the Internet: 365 Using the Library: 366-369 Using Reference Materials: 70-373 Evaluating Sources: 374
Identify an appropriate format for sharing information with an intended audience	Publishing Your Writing: 57-64 Publishing: 129, 193, 255, 317, 349, 357, 409
Take research notes, using a note-taking process	Creating Note Cards: 390 Avoiding Plagiarism: 391 Taking Notes: 441-448
Use outlines and graphic organizers, such as semantic webs, to plan reports	Time Line: 13, 139, 448, 534 Listing: 36, 221, 439, 550 Clustering: 95, 264, 439 Outlines: 170, 232, 394, 550 Graphic Organizers: 548-549
Include relevant and exclude irrelevant information	Writing an Expository Paragraph: 157-160 Classification Essay: 161-198 Writing a Comparison-Contrast Essay: 199-204 Primary vs. Secondary Sources: 364 Evaluating Information: 374, 451, 454 Writing a Summary Paragraph: 375-378 Writing a Research Report: 379-409 Understanding Information: 451, 453
Use paraphrase and quotation correctly	Quotations: 303, 553 Paraphrasing: 390-391
Connect, compare, and contrast ideas and information from one or more sources	Writing a Comparison-Contrast Essay: 199-204 Writing a Research Report: 379-409

Standard	Write Source: Grade 8
Support ideas with examples, definitions, analogies, and direct reference to the text	Writing an Expository Paragraph: 157-160 Classification Essay: 161-198 Writing a Comparison-Contrast Essay: 199-204 Writing a Summary Paragraph: 375-378 Writing a Research Report: 379-409
Cite sources in notes and bibliography, using correct form	Sample Works-Cited Page: 385 Keeping Track of Your Sources: 392 Citing Sources in Your Report: 396 Creating Your Works-Cited Page: 403-404
Write accurate and complete responses to questions about informational material	Writing an Expository Paragraph: 157-160 Classification Essay: 161-198 Writing a Comparison-Contrast Essay: 199-204 Writing a Summary Paragraph: 375-378 Writing a Research Report: 379-409
Maintain a portfolio that includes informational writing	Creating a Portfolio: 65-69

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
Write original literary texts to <ul style="list-style-type: none"> develop a narrative, using an organizational plan such as chronology or flashback 	Writing a Narrative Paragraph: 93-96 Sharing a Learning Experience: 97-129 Writing a Biographical Narrative: 135-142 Narrative Writing Across the Curriculum: 143-151 Narrative Writing for Assessment: 152-155
<ul style="list-style-type: none"> sequence events to advance plot; use action, conflict, climax, falling action, and resolution 	Writing Stories: 343-349 Selecting a Conflict: 346 Plot Line: 351
<ul style="list-style-type: none"> maintain a consistent point of view that enhances the message and/or establishes the mood 	Writing Stories: 343-349 Mood: 351 Point of View: 352
<ul style="list-style-type: none"> select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme 	Writing Stories: 343-349 Story Patterns: 350 Elements of Fiction: 351-352 Writing Poems: 353-359 Using Special Poetry Techniques: 360-361

Standard	Write Source: Grade 8
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> express opinions and support them through specific references to text 	<p>Writing a Persuasive Paragraph: 219-222 Defending a Position: 223-255 Creating a Personal Commentary: 261-266 Persuasive Writing Across the Curriculum: 267-277 Persuasive Writing for Assessment: 278-281</p>
<ul style="list-style-type: none"> demonstrate an understanding of plot and theme 	<p>Writing a Response Paragraph: 283-286 Analyzing a Theme: 287-317 Plot Line: 351 Theme: 352</p>
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> identify and describe characters and their motivations 	<p>Writing a Response Paragraph: 283-286 Analyzing a Theme: 287-317 Finding a Character: 346 Changing a Main Character: 347 Character/Characterization: 351</p>
<ul style="list-style-type: none"> analyze the importance of setting 	<p>Writing a Response Paragraph: 283-286 Analyzing a Theme: 287-317 Setting: 352</p>
<ul style="list-style-type: none"> identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing affects meaning 	<p>Writing a Response Paragraph: 283-286 Analyzing a Theme: 287-317 Element of Fiction: 351-352 Using Special Poetry Techniques: 360-361</p>
<ul style="list-style-type: none"> draw conclusions and provide reasons for the conclusions 	<p>Writing a Response Paragraph: 283-286 Analyzing a Theme: 287-317</p>
<ul style="list-style-type: none"> compare and contrast characters, setting, mood, and voice in more than one literary text 	<p>Writing a Response Paragraph: 283-286 Analyzing a Theme: 287-317</p>
<p>Maintain a writing portfolio that includes literary, interpretive and responsive writing</p>	<p>Creating a Portfolio: 65-69</p>

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
Present clear analysis, using examples, details, and reasons from text	Analyzing Information: 451, 455 Writing an Expository Paragraph:157-160 Classification Essay: 161-198 Writing a Comparison-Contrast Essay: 199-204 Writing a Persuasive Paragraph: 219-222 Defending a Position: 223-255 Writing an Editorial:268-269 Analyzing a Theme: 287-317 Writing a Summary Paragraph: 375-378 Writing a Research Report:379-409
Present an hypothesis and predict possible outcomes from one or more perspectives	Analyzing Information: 451, 455 Writing an Expository Paragraph:157-160 Classification Essay:161-198 Writing a Comparison-Contrast Essay: 199-204 Writing a Persuasive Paragraph: 219-222 Defending a Position: 223-255 Writing an Editorial: 268-269 Analyzing a Theme: 287-317 Writing a Summary Paragraph: 375-378 Writing a Research Report: 379-409
Select content and choose strategies for written presentations on the basis of audience, purpose, and content	Audience: 36, 183, 560 Audience and Purpose: 157, 161, 199, 219, 223, 261, 283, 287, 323, 375, 379 Purpose: 561
Explain connections between and among texts to extend the meaning of each individual text	Expository Writing Across the Curriculum: 205-213 Persuasive Writing Across the Curriculum: 267-277 Response Writing Across the Curriculum: 329-335 Using the Internet: 365 Using the Library: 366-369 Using Reference Materials: 370-373 Writing a Research Report: 379-409
Compare and contrast the use of literary elements in more than one genre, by more than one author	Writing a Response Paragraph: 283-286 Interpreting a Story: 287-317 Response Writing Across the Curriculum: 329-335 Response Writing for Assessment: 336-341 Use Comparison-Contrast Order: 537
Maintain a writing portfolio that includes writing for critical analysis and evaluation	Creating a Portfolio: 65-69

Standard 4: Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS: The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Peer Responding: 29-32 Creating an E-Mail Message: 150-151 Follow Guidelines for Letters:576-577
Respect the age, gender, position, and cultural traditions of the recipient	Writing an Eye Witness Report: 84-85 Writing a Project Proposal: 90-91 Creating an E-Mail Message: 150-151 Writing a Memo: 212-213 Writing a News Report: 206-207 Drafting a Business Letter: 274-277
Develop a personal voice that enables the reader to get to know the writer	Voice: 12, 16, 34, 40, 82, 98, 106, 124, 130-131, 141, 162, 169, 188, 194-195, 224, 250, 256-257, 288, 312, 318-319, 349, 357, 378, 380, 410, 415 Revising for Voice:118-119, 182-183, 244-245, 306-307 Enriching Your Writing Voice: 556-557
Write personal reactions to experiences, events, and observations, using a form of social communication	Descriptive Writing: 71-92 Writing a Narrative Paragraph: 93-96 Writing a Phase Biography: 97-129 Writing a Biographical Narrative: 135-142 Narrative Writing Across the Curriculum: 143-151 Narrative Writing for Assessment: 152-155
Maintain a portfolio that includes writing for social communication	Creating a Portfolio: 65-69
Use the conventions of email	Creating an E-Mail Message: 150-151

Grades 7-8 Core Performance Indicators

Writing Core Performance Indicators

Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of writing.

Standard	Write Source: Grades 7-8
Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings	Grade 7: 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561 Grade 8: 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561
Determine the intended audience before writing	Grade 7: 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 560 Grade 8: 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 560
Use tone and language appropriate for audience and purpose	Grade 7: 12, 20, 34, 41, 98, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 348, 352, 357, 410-415, 428, 558-569 Grade 8: 12, 20, 34, 41, 82, 98, 120-121, 124, 130-141, 162, 164, 184-185, 188, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 349, 357, 378, 410, 415, 352, 428, 558-569
Use prewriting activities (e.g., brainstorming, note taking, free-writing, outlining, and paragraphing)	Grade 7: 13, 78-79, 101-106, 165-170, 227-232, 291-294, 346-347, 355, 386-395 Grade 8: 13, 78-79, 101-106, 165-170, 227-232, 291-294, 346-347, 355, 386-395
Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	Grade 7: 11-23, 78-82, 101-128, 165-193-2, 227-254, 291-316, 346-349, 355-357, 386-408 Grade 8: 11-23, 78-82, 101-128, 165-193-2, 227-254, 291-316, 346-349, 355-357, 386-408
Write clear, concise, and varied sentences developing a personal writing style and voice	Grade 7: 42-43, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (sentence fluency); 40, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (voice) Grade 8: 42-43, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (sentence fluency); 40, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (voice)
Observe ruled of punctuation, italicization, capitalization, and spelling as follows: <ul style="list-style-type: none"> • punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters 	Grade 7: 579-617 Grade 8: 579-617
<ul style="list-style-type: none"> • use italics and underlining for titles 	Grade 7: 602-603 Grade 8: 602-603

Standard	Write Source: Grades 7-8
<ul style="list-style-type: none"> capitalize proper nouns, such as geographical names, academic sources, and organizations 	Grade 7: 618-629 Grade 8: 618-629
<ul style="list-style-type: none"> spell correctly commonly misspelled words, homonyms, and content-area vocabulary 	Grade 7: 642-651, 652-689 Grade 8: 642-651, 652-689
Use correct grammatical construction in <ul style="list-style-type: none"> parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas 	Grade 7: 472-498, 702-749 Grade 8: 470-498, 702-749
<ul style="list-style-type: none"> simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice 	Grade 7: 474-479, 480-485, 486-493, 690-701, 706-717, 718-731, 732-741 Grade 8: 476-481, 482-487, 488-494, 690-701, 706-717, 718-731, 732-741
Use signal/transition words or phrases, such as <i>first</i> , <i>next</i> , and <i>in addition</i> , to produce organized, cohesive text	Grade 7: 39, 116, 117, 298, 304, 561, 572-573 Grade 8: 38, 42, 109, 236, 299, 539, 561, 572-573
Use dictionaries, thesauruses, and style manuals	Grade 7: 374-375, 386, 403-404 Grade 8: 372-373, 385, 403-404
Use computer software (e.g., word processing, import graphics) to support the writing process	Grade 7: 60-62 Grade 8: 60-62
Write for an authentic purpose, including publication	Grade 7: 57-64, 129, 193, 255, 317, 349, 357, 409 Grade 8: 57-64, 129, 193, 255, 317, 349, 357, 409



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correlated to
New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 9

Standard 1: Students will read, write, listen,
and speak for information and understanding.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 9 students are
developing as they learn to write include:

Table with 2 columns: Standard, Write Source: Grade 9. Rows include: Use both primary and secondary sources of information for research; Select and limit topics for informational writing, with assistance; Analyze data and facts to communicate information.

Standard	Write Source: Grade 9
Take notes from written and oral texts, such as lectures and interviews	Gather Details: 153 Create Note Cards: 154 Focus on Points of Comparison: 155 Explaining a Process, Gather and organize details: 189 Research Writing, Use a gathering grid: 367 Research Writing, Create note cards: 368-369 Writing Across the Curriculum, Taking Notes: 406, 407, 418, 432, 444, 454 Writing Across the Curriculum, Keeping a learning log: 408, 419, 433, 445, 455 Taking Classroom Notes: 468-470 Taking Reading Notes: 471-472
Use a range of organizational strategies to present information	Understanding Organization: 44-45 Outline your Essay: 156 Writing your Comparison Essay: 15-162 Revising for Organization: 166-167 Explaining a Process, Gather and organize details: 189 Explaining a Process: Create your first draft: 190 Responding to Expository Prompts, Plan your response: 195 Research Writing, Outline your ideas: 372 Writing Across the Curriculum, Writing guidelines: 420-430, 434-442, 446-452, 458-460 Patterns of Organization: 571-574 Collecting and Organizing Details: 588-589 Creating an Outline: 590-591
Apply new information in different contexts and situations	Expository Writing: 145-192 Expository Writing for Assessment: 193-197 Research Writing: 355-392 Making Oral Presentations: 393-403 Writing in Science: 405-416 Writing in Social Studies: 417-430 Writing in Math: 431-442 Writing in the Applied Sciences: 443-452 Writing in the Arts: 453-461
Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet	Keep Track of Your Sources: 370 Sample Research Paper: 356-363 Writing your Research Paper: 375-380 Create Your Works-Cited Page: 381-384
Define the meaning of and understand the consequences of plagiarism	Revising for Ideas: 274 Avoid Plagiarism: 368
Use paraphrase and quotation in order to communicate information effectively	Revising for Ideas: 275 Integrating Quotations: 597 Strategies for Paraphrasing: 488 Sample Paragraphs and Paraphrases: 489-490
Use charts, graphs, or diagrams to illustrate informational text	Adding Graphics to Your Writing: 602-603
Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography	Research Writing: 343-392

Standard	Write Source: Grade 9
Maintain a portfolio that includes informational writing	Understanding Portfolios: 84-86

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 9 students are developing as they learn to write include:

Standard	Write Source: Grade 9
Write original literary texts <ul style="list-style-type: none"> use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader 	Writing Stories: 313-320 Writing Plays: 323-331 Elements of Fiction: 322 Point of View: 322, 599
<ul style="list-style-type: none"> maintain consistent point of view, including first-person, third-person, or omniscient narrator 	Point of View: 322, 599
<ul style="list-style-type: none"> create a personal voice 	Understanding Voice: 46-47 Revising for Voice: 112-113, 278-279
Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> express judgments and support them through references to text, using direct quotations and paraphrase 	Analyzing a Theme: 255-294 Analyzing a Theme, Revising for Ideas: 274-275 Responding to Prompts About Literature: 295-311 Writing in the Arts: 453-461 Strategies for Paraphrasing: 488-490 Integrating Quotations: 597
<ul style="list-style-type: none"> explain how the author’s use of literary devices affects meaning 	Analyzing a Theme: 255-294 Analyzing a Theme, Revising for Word Choice: 280-281 Responding to Prompts About Literature: 295-311 Elements of Fiction: 322 Writing in the Arts: 453-461
<ul style="list-style-type: none"> engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights 	Prewriting, Analyzing a Theme: 261-266 Prewriting, Analyzing a Literature Prompt: 297, 299, 305
<ul style="list-style-type: none"> compare and contrast the treatment of literary elements in different genres and by more than one author 	Analyzing a Theme: 255-294 Responding to Prompts About Literature: 295-311

Standard	Write Source : Grade 9
Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts	Narrative Writing: 89-128 Biographical Narrative: 129-136 Responding to Narrative Prompts: 137-143 Analyzing a Theme: 255-294 Responding to Prompts About Literature: 295-311 Writing Stories: 313-320 Writing Plays: 323-331 Writing Poetry: 333-341 Writing in the Arts: 453-461
Maintain a portfolio that includes literary, interpretive, and responsive writing	Understanding Portfolios: 84-86

S t a n d a r d 3 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n , a n d s p e a k f o r c r i t i c a l a n a l y s i s a n d e v a l u a t i o n .

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 9 students are developing as they learn to write include:

Standard	Write Source : Grade 9
State an opinion or present a judgment by developing a thesis and providing support evidence, arguments, and details	Writing a Comparison Essay: 146-184 Explaining a Process: 186-192 Responding to Expository Prompts: 192-199 Writing a Position Essay: 201-238 Pet-Peeve Essay: 239-246 Responding to Persuasive Prompts: 247-253 Writing in Science: 405-416 Writing in Social Studies: 417-430 Writing in Math: 431-442 Writing in the Applied Sciences: 443-452
Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences	Writing a Comparison Essay: 146-184 Explaining a Process: 186-192 Responding to Expository Prompts: 192-199 Writing a Position Essay: 201-238 Pet-Peeve Essay: 239-246 Responding to Persuasive Prompts: 247-253 Writing in Science: 405-416 Writing in Social Studies: 417-430 Writing in Math: 431-442 Writing in the Applied Sciences: 443-452 Analyze Information: 497
Use strategies designed to influence or persuade in advertisements	Sample Advertising Script: 332 Persuasive Poster: 450-451
Maintain a writing portfolio that includes critical for critical analysis and evaluation	Understanding Portfolios: 84-86

**S t a n d a r d 4 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n ,
a n d s p e a k f o r s o c i a l i n t e r a c t i o n .**

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 9 students are developing as they learn to write include:

Standard	Write Source: Grade 9
Share the process of writing with peers and adults; for example, write a condolence note, a get-well card, or thank-you letter with writing partner(s)	All writing assignments are “published,” although, not necessarily in the form of social interaction.
Respect the age, gender, and cultural traditions of the recipient	Every writing assignment considers “audience.”
Write and share personal reactions to experiences, events, and observations, using a form of social communication	This objective can be met by assigning a friendly letter in the narrative writing unit. Narrative Writing: 89-143
Identify and model the social communications of academic writing and the conventions of email	Understanding Conventions: 52-53 Revising for Conventions: 120-122, 176-178, 230-232, 286-288 Writing a Business Letter: 514-517 Creating an E-Mail Message: 518-519
Distinguish between the conventions for academic writing and the conventions of email	Understanding Conventions: 52-53 Revising for Conventions: 120-122, 176-178, 230-232, 286-288 Writing a Business Letter: 514-517 Creating an E-Mail Message: 518-519
Maintain a portfolio that includes writing for social interaction	Understanding Portfolios: 84-86



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New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 10

Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 10 students are developing as they learn to write include:

Standard	Write Source: Grade 10
Use both primary and secondary sources of information for research	Primary vs. Secondary Sources: 344 Using the Internet: 346 Using the Library: 347-349 Using Reference Books: 350-354
Select and limit topics for informational writing	Writing a Cause-Effect Essay, Select a topic: 152, 155, Defining a Concept, Select and focus your topic: 188 Research Writing, Select and size up your topic: 365-366 Research Writing, Write your thesis statement: 371 Writing Across the Curriculum, Writing guidelines: 420-430, 434-442, 446-452, 458-460 Finding a Topic: 582-585 Writing Thesis Statements: 594
Analyze data, facts, and ideas to communicate information	Understanding Ideas: 42-43 Focus on Causes and Effects: 155 Analyze an Expository Prompt: 194 Levels of Thinking: 493 Analyze Information: 497
Take notes and organize information from written and oral texts, such as lectures and interviews	Collect and Organize Details: 154 Focus on Causes and Effects: 155 Defining a Concept, Gather and organize details: 189 Research Writing, Gathering questions and ideas: 367 Research Writing, Create note cards: 368 Writing Across the Curriculum, Taking notes: 406, 407, 418, 432, 444, 454 Writing Across the Curriculum, Keeping a learning log: 408, 419, 433, 445, 455 Taking Classroom Notes: 468-470 Taking Reading Notes: 471-472

Standard	Write Source: Grade 10
Use a range of organizational strategies (i.e., clustering, webbing, and mapping) to present information	Understanding Organization: 44-45 Outline your Essay: 156 Writing your Comparison Essay: 15-162 Revising for Organization: 166-167 Explaining a Process, Gather and organize details: 189 Explaining a Process: Create your first draft: 190 Responding to Expository Prompts, Plan your response: 195 Research Writing, Outline your ideas: 372 Writing Across the Curriculum, Writing guidelines: 420-430, 434-442, 446-452, 458-460 Patterns of Organization: 571-574 Collecting and Organizing Details: 588-589 Creating an Outline: 590-591
Define the meaning of and understand the consequences of plagiarism; investigate school policy	Avoid Plagiarism: 369
Use charts, graphs, or diagrams to illustrate informational text	Adding Graphics to Your Writing: 602-603
Maintain a portfolio that includes informational writing	Understanding Portfolios: 84-86

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 10 students are developing as they learn to write include:

Standard	Write Source: Grade 10
Write original literary texts <ul style="list-style-type: none"> use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness 	Figures of Speech: 114, 340 Writing Stories: 313-320 Writing Plays: 323-332 Figurative Language: 598
<ul style="list-style-type: none"> create multiple levels of meaning, with assistance 	Writing Stories: 313-320 Writing Plays: 323-332
<ul style="list-style-type: none"> use language and sentence structure creatively to elicit reader's emotional response 	Understanding Word Choice: 48-49 Understanding Sentence Fluency: 50-51 Using Words Effectively: 533-548 Understanding Sentence Style: 549-560 Writing Stories: 313-320 Writing Plays: 323-332

Standard	Write Source: Grade 10
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> express judgments and support them through references to text, using direct quotations and paraphrase 	<p>Analyzing a Theme: 255-294 Analyzing a Theme, Revising for Ideas: 275 Responding to Prompts About Literature: 295-311 Writing in the Arts: 453-461 Strategies for Paraphrasing: 488-490 Integrating Quotations: 597</p>
<ul style="list-style-type: none"> explain how the author’s use of literary devices affects meaning 	<p>Analyzing a Theme: 255-294 Analyzing a Theme, Revising for Word Choice: 280-281 Responding to Prompts About Literature: 295-311 Writing in the Arts: 453-461</p>
<ul style="list-style-type: none"> examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances 	<p>Analyzing a Theme: 255-294 Analyzing a Theme, Revising for Word Choice: 280-281 Responding to Prompts About Literature: 295-311 Writing in the Arts: 453-461 The Shape of Stories: 314-315 Elements of Fiction: 322</p>
<ul style="list-style-type: none"> compare and contrast the treatment of literary elements in different genres and by more than one author 	<p>Analyzing a Theme: 255-294 Responding to Prompts About Literature: 295-311</p>
<ul style="list-style-type: none"> engage in a variety of prewriting experiences, such as interpretations, feelings, and new insights 	<p>Analyzing a Theme, Prewriting: 264-266 Responding to Prompts About Literature, Prewriting: 296-297, 298-299, 305</p>
<p>Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</p>	<p>Narrative Writing: 89-128 Historical Narrative: 129-136 Responding to Narrative Prompts: 137-143 Analyzing a Theme: 255-294 Responding to Prompts About Literature: 295-311 Writing Stories: 313-320 Writing Plays: 323-332 Writing Poetry: 333-340 Writing in the Arts: 453-461</p>
<p>Maintain a portfolio that includes literary, interpretive, and responsive writing</p>	<p>Understanding Portfolios: 84-86</p>

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 10 students are developing as they learn to write include:

Standard	Write Source : Grade 10
Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues	Writing a Problem/Solution Essay: 201-238 Writing an Editorial: 239-246 Responding to Persuasive Prompts: 247-253 Writing in Science: 405-416 Writing in Social Studies: 417-430 Writing in Math: 431-442 Writing in the Applied Sciences: 443-452
Develop critiques from more than one perspective, such as historical and cultural	Writing a Problem/Solution Essay: 201-238 Writing an Editorial: 239-246 Responding to Persuasive Prompts: 247-253 Writing in Science: 405-416 Writing in Social Studies: 417-430 Writing in Math: 431-442 Writing in the Applied Sciences: 443-452
Analyze texts using, resources such as recognized experts, knowledge from school subjects and reading, and personal experiences	Writing a Cause-Effect Essay: 146-184 Defining a Concept: 185-192 Responding to Expository Prompts: 193-199 Writing a Problem/Solution Essay: 201-238 Writing an Editorial: 239-246 Responding to Persuasive Prompts: 247-253 Evaluating Sources of Information: 345 Writing in Science: 405-416 Writing in Social Studies: 417-430 Writing in Math: 431-442 Writing in the Applied Sciences: 443-452 Analyze Information: 497
Use strategies designed to influence or persuade in writing editorials	Writing an Editorial: 239-246
Maintain a writing portfolio that includes critical for critical analysis and evaluation	Understanding Portfolios: 84-86

**S t a n d a r d 4 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n ,
a n d s p e a k f o r s o c i a l i n t e r a c t i o n .**

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 10 students are developing as they learn to write include:

Standard	Write Source: Grade 10
Share the process of writing with peers and adults; for example, write a condolence note, a get-well card, or thank-you letter with writing partner(s)	All writing assignments are “published,” although, not necessarily in the form of social interaction.
Respect the age, gender, and cultural traditions of the recipient	Every writing assignment considers “audience.”
Identify and model the social communication techniques of published writers	This objective can be met by assigning a friendly letter in the narrative unit: Narrative Writing: 89-143
Identify and model the social communications of academic writing and the conventions of email	Understanding Conventions: 52-53 Revising for Conventions: 120-122, 176-178, 230-232, 286-288 Writing a Business Letter: 514-517 Creating an E-Mail Message: 518-519
Distinguish between the conventions for academic writing and the conventions of email and instant messaging	Understanding Conventions: 52-53 Revising for Conventions: 120-122, 176-178, 230-232, 286-288 Writing a Business Letter: 514-517 Creating an E-Mail Message: 518-519



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New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 11

Standard 1: Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 11 students are developing as they learn to write include:

Standard	Write Source: Grade 11
Use both primary and secondary sources of information for research	Primary vs. Secondary Sources: 372 Using the Internet: 374 Using the Library: 375-377 Using Reference Books: 378-382
Analyze and integrate data, facts, and ideas to communicate information	Ideas: 51-57 Writing an Informative Article: 163-202 Writing a Comparison-Contrast Essay: 203-210 Responding to Expository Prompts: 211-216 Research Writing: 383-415 Writing Guidelines, Document-Based Essay: 470-476
Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards	Avoid Plagiarism: 398, 419-421
Use a range of organizational strategies , such as clustering, webbing, and mapping, to present information	Organization: 59-66 Outline your Paper: 174 Writing your Informative Article: 175-180 Revising for Organization: 184-185 Writing a Comparison-Contrast Essay, Gather and organize details: 207 Responding to Expository Prompts, Plan your response: 213 Research Writing, Outline your ideas: 401 Writing Across the Curriculum, Writing guidelines: 456, 459, 466, 468, 470, 480, 484, 490, 492, 494, 500 Patterns of Organization: 584-588 Outlining Your Ideas: 591
Maintain a portfolio that includes informational writing	Preparing a Portfolio: 136-138

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 11 students are developing as they learn to write include:

Standard	Write Source: Grade 11
Write original literary texts <ul style="list-style-type: none"> • create social, historical, and/or cultural context 	Writing a Personal Narrative: 141-154 Writing a Reflective Narrative: 155-161 Writing Stories: 341-349 Writing Plays: 351-359
<ul style="list-style-type: none"> • create multiple levels of meaning, with assistance 	Writing Stories: 341-349 Writing Plays: 351-359
Write interpretive and responsive essays of approximately five pages to <ul style="list-style-type: none"> • express judgments and support them through references to text, using direct quotations and paraphrase 	Using Quoted Material: 111, 424 Analyzing a Theme: 275-314 Analyzing a Theme, Revising for Ideas: 294-295 Analyzing a Poem: 315-322 Responding to Prompts About Literature: 323-339 Writing in Social Studies: 463-476 Writing in Applied Sciences: 487-496 Writing in the Arts: 497-505 Strategies for Paraphrasing: 422-423
<ul style="list-style-type: none"> • explain how the author’s use of literary devices affects meaning 	Analyzing a Theme: 275-314 Analyzing a Theme, Revising for Word Choice: 300-301 Analyzing a Poem: 315-322 Responding to Prompts About Literature: 323-339
<ul style="list-style-type: none"> • examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances 	Analyzing a Theme: 275-314 Analyzing a Theme, Revising for Word Choice: 300-301 Responding to Prompts About Literature: 323-339 The Shape of Stories: 342-345 Elements of Fiction: 350
<ul style="list-style-type: none"> • compare and contrast the treatment of literary elements in different genres and by more than one author 	Analyzing a Theme: 275-314 Analyzing a Poem: 315-322 Responding to Prompts About Literature: 323-339
<ul style="list-style-type: none"> • use literary criticism to expand personal analysis of the literary text 	Analyzing a Theme: 275-314 Analyzing a Poem: 315-322 Responding to Prompts About Literature: 323-339
<ul style="list-style-type: none"> • engage in a variety of prewriting experiences, using a variety of visual representations, to express interpretations, feelings, and new insights 	Analyzing a Theme, Prewriting: 281-286 Analyzing a Poem, Prewriting: 318-319 Responding to Prompts About Literature, Prewriting: 324-325, 327, 333,

Standard	Write Source: Grade 11
Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts	Narrative Writing: 141-161 Analyzing a Theme: 275-314 Analyzing a Poem: 315-322 Responding to Prompts About Literature: 323-339 Writing Stories: 341-350 Writing Plays: 351-360 Writing Poetry: 360-369
Maintain a portfolio that includes literary, interpretive, and responsive writing	Understanding Portfolios: 136-138

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 11 students are developing as they learn to write include:

Standard	Write Source : Grade 11
Develop critiques from more than one perspective, such as historical and cultural	Defending a Position: 219-258 Writing a Satire: 259-266 Responding to Persuasive Prompts: 267-273 Writing in Science: 451-462 Writing in Social Studies: 463-476 Writing in Math: 477-486 Writing in the Applied Sciences: 487-496 Writing in the Arts: 497-506
Analyze a wide range of texts using resources, such as recognized experts, knowledge from school subjects and reading, and personal experiences	Writing an Informative Article: 163-202 Writing a Comparison-Contrast Essay: 203-210 Responding to Expository Prompts: 211-217 Defending a Position: 219-258 Writing a Satire: 259-266 Responding to Persuasive Prompts: 267-273 Evaluating Sources of Information: 373 Writing in Science: 451-462 Writing in Social Studies: 463-476 Writing in Math: 477-486 Writing in the Applied Sciences: 487-496 Writing in the Arts: 497-506
Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements	Sample Advertising Script: 360 Making Oral Presentations: 439-449 Persuasive Essay: 482-483 Writing a Proposal: 514-515
Maintain a writing portfolio that includes critical for critical analysis and evaluation	Understanding Portfolios: 136-138

**S t a n d a r d 4 : S t u d e n t s w i l l r e a d , w r i t e , l i s t e n ,
a n d s p e a k f o r s o c i a l i n t e r a c t i o n .**

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 11 students are developing as they learn to write include:

Standard	Write Source: Grade 11
Share the process of writing with peers and adults; for example, write a condolence note, a get-well cared, or thank-you letter with writing partner(s)	All writing assignments are “published,” although, not necessarily in the form of social interaction. Publishing: 133-139
Respect the age, gender, and cultural traditions of the recipient	Every writing assignment considers “audience.” Understanding Audience: 70, 100, 440



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correlated to
New York Core Curriculum and Grade-Specific
Performance Indicators for Writing
Grade 12

Standard 1: Students will read, write, listen,
and speak for information and understanding.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 12 students are
developing as they learn to write include:

Table with 2 columns: Standard, Write Source: Grade 12. Rows include organizational strategies, plagiarism, and portfolio writing.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 12 students are developing as they learn to write include:

Standard	Write Source: Grade 12
<p>Write interpretive and responsive essays of approximately five pages to</p> <ul style="list-style-type: none"> express judgments and support them through references to text, using direct quotations and paraphrase 	<p>Using Quoted Material: 111, 424 Analyzing a Theme: 275-314 Analyzing a Theme, Revising for Ideas: 294-295 Analyzing a Novel: 315-322 Responding to Prompts About Literature: 323-339 Writing Paraphrases: 422-423 Writing in Social Studies: 463-476 Writing in Applied Sciences: 487-496 Writing in the Arts: 497-506</p>
<ul style="list-style-type: none"> explain how the author’s use of literary devices, such as allegory, stream of consciousness, and irony, affects meaning 	<p>Analyzing a Theme:275-314 Analyzing a Theme, Revising for Word Choice: 300-301 Analyzing a Novel: 315-322 Responding to Prompts About Literature: 323-339</p>
<ul style="list-style-type: none"> engage in a variety of prewriting experiences, using a variety of visual representations, to express interpretations, feelings, and new insights 	<p>Analyzing a Theme, Prewriting: 281-286 Analyzing a Novel, Prewriting: 318-319 Responding to Prompts About Literature, Prewriting: 324-325, 327, 333</p>
<p>Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</p>	<p>Narrative Writing: 141-154 Writing the College Essay: 155-161 Analyzing a Theme: 275-314 Analyzing a Novel: 315-322 Responding to Prompts About Literature: 323-339 Writing Stories: 341-350 Writing Plays: 351-360 Writing Poetry: 361-369</p>
<p>Maintain a portfolio that includes literary, interpretive, and responsive writing</p>	<p>Understanding Portfolios: 136-138</p>

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 12 students are developing as they learn to write include:

Standard	Write Source : Grade 12
Develop critiques from more than one perspective, such as historical, cultural, social, and psychological	Writing an Essay of Argumentation: 219-258 Writing an Essay of Evaluation: 259-266 Responding to Persuasive Prompts: 267-273 Writing in Science: 451-462 Writing in Social Studies: 463-476 Writing in Math: 477-486 Writing in the Applied Sciences: 487-496 Writing in the Arts: 497-506
Maintain a writing portfolio that includes critical for critical analysis and evaluation	Understanding Portfolios: 136-138

Standard 4: Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS: Specific performance indicators that grade 12 students are developing as they learn to write include:

Standard	Write Source: Grade 12
Share the process of writing with peers and adults; for example, write a condolence note, a get-well card, or thank-you letter with writing partner(s)	All writing assignments are “published,” although, not necessarily in the form of social interaction. Publishing: 133-139
Respect the age, gender, and cultural traditions of the recipient	Every writing assignment considers “audience.” Understanding Audience: 69, 100, 243, 440

Grades 9-12 Core Performance Indicators

Writing Core Performance Indicators

Throughout grades 9, 10, 11, and 12, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Standard	Write Source : Grades 9-12
Understand the purpose or writing; the purpose may be to explain, describe, narrate, persuade, or express feelings	<p>Grade 9: 89, 129, 137, 145, 185, 193, 201, 239, 247, 255, 295, 313, 323, 333, 355</p> <p>Grade 10: 89, 129, 137, 145, 185, 193, 201, 221, 239, 247, 255, 295, 313, 323, 333, 355</p> <p>Grade 11: 69, 102, 141, 155, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 514, 516, 518, 599</p> <p>Grade 12: 69, 102, 141, 155, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 514, 516, 518, 599</p>
Identify the intended audience	<p>Grade 9: 89, 129, 137, 145, 185, 193, 201, 223, 239, 247, 255, 295, 313, 323, 333, 355</p> <p>Grade 10: 89, 129, 137, 145, 185, 193, 201, 221, 239, 247, 255, 295, 313, 323, 333, 355</p> <p>Grade 11: 70, 102, 141, 155, 163, 203, 211, 219, 259, 267, 275, 315, 323, 341, 351, 361, 383, 459, 514, 516, 518, 599</p> <p>Grade 12: 69, 100, 102, 141, 155, 163, 203, 211, 219, 243, 259, 267, 275, 315, 323, 341, 351, 361, 383, 440, 459, 514, 516, 518</p>
Use tone and language appropriate to the audience and purpose	<p>Grade 9: 24, 48-49, 114-115, 170-171, 224-225, 280-281, 337, 388, 410, 412, 414, 420, 422, 424, 434, 436, 448, 450, 456, 458, 534-548, 599</p> <p>Grade 10: 24, 48-49, 114-115, 170-171, 224-225, 280-281, 337, 388, 410, 412, 414, 420, 422, 424, 434, 436, 448, 450, 456, 458, 534-548, 599</p> <p>Grade 11: 24, 73-80, 117, 160, 188-189, 244-245, 300-301, 349, 350, 359, 411, 456, 459, 466, 468, 470, 480, 482, 490, 500, 503, 512, 514, 516, 518, 520, 599</p> <p>Grade 12: 24, 73-80, 117, 160, 188-189, 244-245, 300-301, 349, 350, 359, 411, 456, 459, 466, 468, 470, 480, 482, 490, 500, 503, 512, 514, 516, 518, 520, 599</p>

Standard	Write Source Handbook
<p>Use prewriting activities (e.g., brainstorming, free-writing, note taking, outlining, and paragraphing)</p>	<p>Grade 9: 10, 15-17, 95-100, 132-133, 138, 151-156, 188-189, 194, 207-210, 242-243, 248, 261-266, 296-297, 318, 327-329, 335-336, 364-372, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 448, 450, 456, 458</p> <p>Grade 10: 10, 15-17, 95-100, 132-133, 138, 151-156, 188-189, 194, 207-210, 242-243, 248, 261-266, 296-297, 318, 327-329, 335-336, 364-372, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 448, 450, 456, 458</p> <p>Grade 11: 10, 9, 97-104, 144-145, 158, 169-174, 206-207, 212, 225-230, 262-263, 281-286, 318-319, 324, 346-347, 355-357, 363, 393-401, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520</p> <p>Grade 12: 9, 97-104, 144-145, 158, 169-174, 206-207, 212, 225-230, 262-263, 281-286, 318-319, 324, 346-347, 355-356, 363, 393-401, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520</p>
<p>Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</p>	<p>Grade 9: 9-12, 13-32, 89-128, 129-136, 138-142, 145-184, 185-192, 194-198, 201-238, 239-246, 247-252, 255-294, 295-310, 313-322, 323-332, 333-339, 355-392, 405-416, 417-430, 431-442, 443-452, 453-461</p> <p>Grade 10: 9-12, 13-32, 89-128, 129-136, 138-142, 145-184, 185-192, 194-198, 201-238, 239-246, 247-252, 255-294, 295-310, 313-322, 323-332, 333-339, 355-392, 405-416, 417-430, 431-442, 443-452, 453-461</p> <p>Grade 11: 13-32, 97-139, 141-154, 155-161, 163-202, 203-210, 211-217, 219-258, 259-266, 267-273, 275-314, 315-322, 323-339, 341-350, 351,360, 361-367, 383-416, 451-462, 463-476, 477-486, 487-496, 497-506, 507-521</p> <p>Grade 12: 13-32, 97-139, 141-154, 155-161, 163-202, 203-210, 211-217, 219-258, 259-266, 267-273, 275-314, 315-322, 323-339, 341-350, 351,360, 361-367, 383-416, 451-462, 463-476, 477-486, 487-496, 497-506, 507-521</p>
<p>Write clear, concise sentences</p>	<p>Grade 9: 50-51, 116-117, 172-173, 226-227, 282-283, 549-560, 738-763</p> <p>Grade 10: 50-51, 116-117, 172-173, 226-227, 282-283, 549-560, 738-763</p> <p>Grade 11: 81-88, 190-191, 246-247, 302-303, 738-763</p> <p>Grade 12: 81-88, 190-191, 246-247, 302-303, 738-763</p>
<p>Observe the rules of punctuation, capitalization, and spelling</p> <ul style="list-style-type: none"> • punctuation of simple and compound sentences. dialogue, titles of articles 	<p>Grade 9: 287, 605-606.1, 608.1, 610-3, 612.2, 614.4, 616.1</p> <p>Grade 10: 605-606.1, 608.1, 610-3, 612.2, 614.4, 616.1</p> <p>Grade 11: 302, 605-606.1, 608.1, 610.3, 612.2, 614.4, 616.1, 748.1-749</p> <p>Grade 12: 605-606.1, 608.1, 610.3, 612.2, 614.4, 616.1 748.1-749</p>
<ul style="list-style-type: none"> • capitalization of words such as proper adjectives, titles of persons, and words in quotes 	<p>Grade 9: 648-653</p> <p>Grade 10: 648-653</p> <p>Grade 11: 648-653</p> <p>Grade 12: 648-653</p>

Standard	Write Source: Grade 9-12
<ul style="list-style-type: none"> spelling of commonly misspelled words, homonyms, content-area vocabulary 	Grade 9: 664-671, 672-677, 678-699 Grade 10: 664-671, 672-677, 678-699 Grade 11: 664-671, 672-677, 678-699 Grade 12: 664-671, 672-677, 678-699
<p>Use correct grammatical construction</p> <ul style="list-style-type: none"> parts of speech, such as nouns; adjectives and adverbs (comparative and superlative); conjunctions (coordinating and subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas 	Grade 9: 533-548, 700-737 Grade 10: 533-548, 700-737 Grade 11: 700-737 Grade 12: 700-737
<p>Use correct grammatical construction</p> <ul style="list-style-type: none"> complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents 	Grade 9: 549-560, 704-705, 718.3-722.1, 718, 752-755, 756-757 Grade 10: 549-560, 704-705, 718.3-722.1, 718, 752-755, 756-757 Grade 11: 718.3-722.1, 738-745, 748-751, 752-755, 756-757 Grade 12: 718.3-722.1, 738-745, 748-751, 752-755, 756-757
<p>Use dictionaries, thesauruses, and style manuals</p>	Grade 9: 352-353, 381-384, 488 Grade 10: 352-353, 381-384, 488 Grade 11: 380-381, 429-436, 437-438 Grade 12: 380-381, 429-436, 437-438
<p>Use an organizational format that provides direction, coherence, and/or unity</p>	Grade 9: 44-45, 110-111, 166-167, 220-221, 276-277, 314, 319, 386-387, 571-574 Grade 10: 44-45, 110-111, 166-167, 220-221, 276-277, 314, 319, 386-387, 571-574 Grade 11: 59-66, 184-185, 240-241, 296-297, 348, 357, 584-588 Grade 12: 59-66, 184-185, 240-241, 296-297, 348, 357, 584-588
<p>Use computer technology to create, manipulate, and edit text</p>	Grade 9: 33-38, 73-81 Grade 10: 33-38, 73-81 Grade 11: 133-139 Grade 12: 133-139



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