

THE NEW GENERATION

WRITE SOURCE

GRADES K-5

correlated to

North Carolina English Language
Arts Standard Course of Study &
Grade Level Competencies



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Write Source © 2007 correlated to North Carolina Grade Level Competencies Kindergarten

Strands: Oral language, Written Language, and Other Media/Technology

Competency Goal 1

The learner will develop and apply enabling strategies and skills to read and write.

| Standard | Write Source, Kindergarten |
|--|--|
| 1.01 Develop book and print awareness: Identify the parts of books and functions of each part. | Student Book: 24 Teacher’s Edition: 28, 29, 176 |
| Demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. | Student Book: 24, 26 Teacher’s Edition: 28, 29, 32, 33 |
| Demonstrate and understanding of letters, words, sentence and story. | Student Book: 6-19, 23, 25, 26-32, 46-63, 82-95 Teacher’s Edition: 4-17, 26-27, 30-42, 60-73, 76-98, 105-113, 121-138, 139-152, 207 |
| Identify the title, name of the author and the name of the illustrator. | The opportunity to address this objective is available on the following pages: Student Book: 24 Teacher’s Edition: 28, 29, 176 |
| 1.02 Develop phonemic awareness and knowledge of alphabetic principle: Demonstrate understanding that spoken language is a sequence of identifiable speech sounds. | Student Book: 8, 9, 18, 106 Teacher’s Edition: 6, 7, 16, 17 |

| Standard | Write Source, Kindergarten |
|--|---|
| Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. | The opportunity to address this objective is available on the following pages: Student Book: 8, 9, 18, 106 Teacher's Edition: 6, 7, 16, 17 |
| Demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). | Student Book: 8, 9, 18, 19 Teacher's Edition: 6, 7, 16, 17, 106 |
| 1.03 Demonstrate decoding and word recognition strategies and skills: Recognize and name upper and lower case letters of the alphabet. | Student Book: 6-9 Teacher's Edition: 4-7, 105, 106 |
| Recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. | The opportunity to address this objective is available on the following pages: Student Book: 60-81, 82-95 Teacher's Edition: 76-99, 128-138, 139-152, 207 |
| Recognize most beginning consonant letter-sound associations in one-syllable words. | The opportunity to address this objective is available on the following pages: Student Book: 82-95 Teacher's Edition: 98-99, 139-152 |
| 1.04 Read or begin to read: Read or attempt to read own dictated story. | Student Book: 58, 59 Teacher's Edition: 72, 73, 127 |

C o m p e t e n c y G o a l 2

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Standard | Write Source, Kindergarten |
|---|--|
| 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting). | The opportunity to address this objective is available on the following pages: Student Book: 58, 59 Teacher's Edition: 72, 73, 127 |

| Standard | Write Source, Kindergarten |
|--|---|
| 2.02 Demonstrate familiarity with a variety of types of books, and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories). | The opportunity to address this objective is available on the following pages: Student Book: 18, 19 Teacher’s Edition: 16, 17 |
| 2.09 Identify the sequence of events in a story. | The opportunity to address this objective is available on the following pages: Student Book: 58-59 Teacher’s Edition: 72, 73, 127 |

C o m p e t e n c y G o a l 3

The learner will make connections through the use of oral language, written language, and media and technology.

| Standard | Write Source, Kindergarten |
|---|--|
| 3.04 Use speaking and listening skills and media to connect experiences and text: Listening to and re-visiting stories. | Student Book: 58, 59 Teacher’s Edition: 72, 73, 127 |
| Discussing, illustrating, and dramatizing stories. | The opportunity to address this objective is available on the following pages: Student Book: 58, 59 Teacher’s Edition: 72, 73, 127 |

C o m p e t e n c y G o a l 4

The learner will apply strategies and skills to create oral, written, and visual texts.

| Standard | Write Source, Kindergarten |
|--|---|
| 4.01 Use new vocabulary in own speech and writing. | The opportunity to address this objective is available on the following pages: Student Book: 25-27, 30, 32, 46-60, 62-81, 82-95 Teacher’s Edition: 30-35, 40, 41, 42, 60-73, 76-98, 111, 113, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139-152 |
| 4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences). | Student Book: 46-81, 82-95 Teacher’s Edition: 60-72, 76-98, 121-138, 139-152, 207 |

| Standard | Write Source, Kindergarten |
|--|---|
| <p>4.03 Use words that describe color, size, and location in a variety of texts: e.g. oral retelling, written stories, lists, journal entries of personal experiences.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 46-81, 82-95 Teacher's Edition: 60-72, 76-98, 121-138, 139-152, 207</p> |
| <p>4.04 Maintain conversation and discussions: Attending to oral presentations.</p> | <p>Student Book: 38, 39, 43, 114 Teacher's Edition: 29, 33</p> |
| <p>Taking turns expressing ideas and asking questions.</p> | <p>Student Book: 21 Teacher's Edition: 22, 23</p> |
| <p>4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 10-17 Teacher's Edition: 8-15</p> |
| <p>Write from left to right and from top to bottom.</p> | <p>Student Book: 26 Teacher's Edition: 32, 33</p> |
| <p>4.06 Write and/or participate in writing behaviors by using authors' models of language.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 46-95 Teacher's Edition: 60-73, 76-98, 121-152</p> |

C o m p e t e n c y G o a l 5

The learner will apply grammar and language conventions to communicate effectively.

| Standard | Write Source, Kindergarten |
|--|---|
| <p>5.01 Develop spelling strategies and skills by: Representing spoken language with temporary and/or conventional spelling.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 10, 11, 25, 26, 27, 47-95 Teacher's Edition: 8, 9, 30-31, 32-33, 34, 35, 40, 41, 42, 60-73, 76-98, 107, 111, 113, 121-152</p> |
| <p>Writing most letters of the alphabet.</p> | <p>Student Book: 6, 7 Teacher's Edition: 4, 5, 105</p> |
| <p>Analyzing sounds in a word and writing dominant consonant letters.</p> | <p>Student Book: 8-11, 23, 25, 26, 27, 30, 32, 46-59 Teacher's Edition: 6, 7, 8, 9, 26, 27, 30-31, 32-35, 40-43, 60-73, 106, 107, 111, 113, 121-127</p> |
| <p>5.02 Use capital letters to write the word I and the first letter in own name.</p> | <p>Student Book: 16, 17 Teacher's Edition: 14, 15, 110</p> |
| <p>5.03 Use legible manuscript handwriting.</p> | <p>Student Book: 20, 29, 33 Teacher's Edition: 20-21, 38-39, 43, 114 The opportunity to address this objective is also available throughout the text.</p> |



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Write Source © 2007 correlated to North Carolina Grade Level Competencies First Grade

Strands: Oral language, Written Language, and Other Media/Technology

Competency Goal 1

The learner will develop and apply enabling strategies and skills to read and write.

| Standard | Write Source, First Grade |
|---|---|
| 1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: Blend the phonemes of one-syllable words. | The opportunity to address this objective is available on the following pages: Student Book: 300-311 Teacher’s Edition: 300-311 |
| Segment the phonemes of one-syllable words. | The opportunity to address this objective is available on the following pages: Student Book: 300-311 Teacher’s Edition: 300-311 |
| Create and state a series of rhyming words that may include consonant blends (e.g., flag, brag). | The opportunity to address this objective is available on the following page: Student Book: 177 Teacher’s Edition: 177 |
| 1.02 Demonstrate decoding and word recognition strategies and skills: Generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. | Student Book: The opportunity to address this objective is available throughout the text. Teacher’s Edition: The opportunity to address this objective is available throughout the text. |
| Use phonics knowledge of sound-letter relationship to decode regular one-syllable words when reading word and text. | Student Book: The opportunity to address this objective is available throughout the text. Teacher’s Edition: The opportunity to address this objective is available throughout the text. |

| Standard | Write Source, First Grade |
|--|---|
| Recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). | The opportunity to address this objective is available on the following pages: Student Book: 279-283 Teacher's Edition: 279-283 |
| Read compound words and contractions. | Student Book: 236, 237, 274 Teacher's Edition: 236, 237, 274 |
| 1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. | The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher's Edition: 142-159 |
| 1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters)... | The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher's Edition: 142-159 |
| 1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level. | The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher's Edition: 142-159 |

C o m p e t e n c y G o a l 2

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Standard | Write Source, First Grade |
|---|---|
| 2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers. | The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher's Edition: 142-159 |
| 2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays). | The opportunity to address this objective is available on the following pages: Student Book: 142-159, 170-177, 300-311 Teacher's Edition: 142-159, 170-177, 300-311 |

| Standard | Write Source, First Grade |
|---|--|
| <p>2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: Prior knowledge</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>Summary</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>Questions</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>Graphic Organizers</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>2.05 Predict and explain what will happen next in stories.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 142-159 Teacher’s Edition: 142-159</p> |
| <p>2.07 Respond and elaborate in answering what, when, where, and how questions.</p> | <p>Student Book: 142-159 Teacher’s Edition: 142-159</p> |

| Standard | Write Source, First Grade |
|--|--|
| 2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. | Student Book: 142-159 Teacher's Edition: 142-159, 378 |

C o m p e t e n c y G o a l 3

The learner will make connections through the use of oral language, written language, and media and technology.

| Standard | Write Source, First Grade |
|---|---|
| 3.01 Elaborate on how information and events connect to life experiences. | Student Book: 84-101, 104-105 Teacher's Edition: 84-101, 104-105 |
| 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. | The opportunity to address this objective is available on the following pages: Student Book: 142-159, 212-213 Teacher's Edition: 142-159, 212-213 |
| 3.04 Share personal experiences and responses to experiences with text: Discussing interpretations. | The opportunity to address this objective is available on the following pages: Student Book: 142-149, 208-209 Teacher's Edition: 142-149, 208-209 |
| Recording personal responses. | Student Book: 142-149, 208-209 Teacher's Edition: 142-149, 208-209 |
| 3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice. | The opportunity to address this objective is available on the following pages: Student Book: 28, 32, 142-149, 254-255 Teacher's Edition: 28, 32, 142-149, 254-255 |
| 3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message. | The opportunity to address this objective is available on the following pages: Student Book: 54-55, 142-159, 288-290 Teacher's Edition: 54-55, 142-159, 288-290, 349-360 |
| 3.07 Compare author's use of conventions of language that aid readers including: Kinds of sentences | The opportunity to address this objective is available on the following pages: Student Book: 54-55, 142-159, 288-290 Teacher's Edition: 54-55, 142-159, 288-290, 349-360, 401-402 |

| Standard | Write Source, First Grade |
|--|---|
| Capitalization of first word in a sentence and proper names. | The opportunity to address this objective is available on the following pages: Student Book: 142-159, 275-277 Teacher's Edition: 142-159, 275-277, 375 |
| Punctuation to end a declarative and interrogative sentence. | The opportunity to address this objective is available on the following pages: Student Book: 55, 142-159, 270-271 Teacher's Edition: 55, 142-159, 270-271, 355-360, 401-402 |

C o m p e t e n c y G o a l 4

The learner will apply strategies and skills to create oral, written, and visual texts.

| Standard | Write Source, First Grade |
|--|---|
| 4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event). | The opportunity to address this objective is available on the following pages: Student Book: 28-35, 54-55, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199, 202-203, 206-207 Teacher's Edition: 28-35, 54-55, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199, 202-203, 206-207 |
| 4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ----do) in simple texts. | Student Book: 12-41, 162-169 Teacher's Edition: 12-41, 162-169, 368-369 |
| 4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text). | Student Book: 28, 33, 65, 73, 173, 196, 220-223, 256-259 Teacher's Edition: 28, 33, 65, 73, 173, 196, 220-223, 256-259 |
| 4.04 Extend skills in using oral and written language. Clarifying purposes for engaging in communication. | Student Book: 14-17, 62-69, 84-91, 108-115, 132-134, 142-146, 162-166, 170-173, 188-191, 200-203, 206-207 Teacher's Edition: 14-17, 62-69, 84-91, 108-115, 132-134, 142-146, 162-166, 170-173, 188-191, 200-203, 206-207 |
| Engaging in more extended oral discussions. | Student Book: 202-203, 206-207 Teacher's Edition: 202-203, 206-207 |

| Standard | Write Source, First Grade |
|---|---|
| Producing written products. | Student Book: 38-39, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199 Teacher's Edition: 38-39, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199 |
| Completing graphic organizers. | Student Book: 16-17, 66-71, 90-91, 104, 112-113, 128, 145, 153, 159, 166, 173, 190-195, 243, 248-253 Teacher's Edition: 16-17, 66-71, 90-91, 104, 112-113, 128, 145, 153, 159, 166, 173, 190-195, 243, 248-253, 342, 343, 345, 346, 371, 383 |
| 4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for story, composing an innovation of a poem.) | Student Book: 170-177 Teacher's Edition: 170-177 |
| 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process. | Student Book: 14-41, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199, 208-211 Teacher's Edition: 14-41, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199, 208-211, 340-348 |

C o m p e t e n c y G o a l 5

The learner will apply grammar and language conventions to communicate effectively.

| Standard | Write Source, First Grade |
|---|---|
| 5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three and four-letter words. | Student Book: 279-283 Teacher's Edition: 279-283 The opportunity to address this objective is also available throughout the text. |
| 5.02 Apply phonics to write independently, using temporary and/or conventional spelling. | Student Book: 279-283 Teacher's Edition: 279-283 The opportunity to address this objective is also available throughout the text. |
| 5.03 Write all upper and lower case letters of the alphabet, using correct letter formation. | Student Book: The opportunity to address this objective is available throughout the text. Teacher's Edition: The opportunity to address this objective is available throughout the text. |

| Standard | Write Source, First Grade |
|--|--|
| <p>5.04 Use complete sentences to write simple texts.</p> | <p>Student Book: 44-59, 288-290</p> <p>Teacher’s Edition: 44-59, 288-290, 349-362, 369, 401-402 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.05 Use basic capitalization and punctuation: First word in a sentence.</p> | <p>Student Book: 44-55, 288-290</p> <p>Teacher’s Edition: 44-55, 288-290, 349, 355, 401</p> |
| <p>Proper names.</p> | <p>Student Book: 275-277</p> <p>Teacher’s Edition: 275-277, 375, 388, 389, 390, 391</p> |
| <p>Periods to end declarative sentence.</p> | <p>Student Book: 44-55, 288-290</p> <p>Teacher’s Edition: 44-55, 288-290, 355, 358, 401</p> |
| <p>Question mark to end interrogative sentence.</p> | <p>Student Book: 44-55, 288-290</p> <p>Teacher’s Edition: 44-55, 288-290, 356, 359, 401</p> |
| <p>5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).</p> | <p>Student Book: 14, 20-21, 26-27, 59, 72-73, 94-95, 118-119, 136, 168, 175, 196,</p> <p>Teacher’s Edition: 14, 20-21, 26-27, 59, 72-73, 94-95, 118-119, 136, 168, 175, 196,</p> |
| <p>5.07 Use legible manuscript handwriting.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text.</p> <p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |



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Write Source © 2006 correlated to North Carolina Grade Level Competencies Second Grade

Strands: Oral language, Written Language, and Other Media/Technology

Competency Goal 1

The learner will develop and apply enabling strategies and skills to read and write.

| Standard | Write Source, Second Grade |
|---|---|
| 1.01 Use phonic knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text. | Student Book: 368-374 Teacher's Edition: 368-374 The opportunity to address this objective is also available throughout the text. |
| 1.02 Read most high frequency and many irregularly spelled words accurately in text. | Student Book: The opportunity to address this objective is available throughout the text. Teacher's Edition: The opportunity to address this objective is available throughout the text. |
| 1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. | Student Book: The opportunity to address this objective is available throughout the text. Teacher's Edition: The opportunity to address this objective is available throughout the text. |
| 1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently. | The opportunity to address this objective is available on the following pages: Student Book: 164-205 Teacher's Edition: 164-205 |
| 1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level. | The opportunity to address this objective is available on the following pages: Student Book: 164-205 Teacher's Edition: 164-205 |

C o m p e t e n c y G o a l 2

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Standard | Write Source, Second Grade |
|--|---|
| 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: Determining purpose (reader’s and author’s) | The opportunity to address this objective is available on the following pages: Student Book: 164-205 Teacher’s Edition: 164-205 |
| Making predictions. | The opportunity to address this objective is available on the following pages: Student Book: 164-205 Teacher’s Edition: 164-205 |
| Asking questions. | The opportunity to address this objective is available on the following pages: Student Book: 164-205 Teacher’s Edition: 164-205 |
| Locating information for specific reasons/purposes. | The opportunity to address this objective is available on the following pages: Student Book: 164-205, 244-257 Teacher’s Edition: 164-205, 244-257 |
| Comprehending and examining author’s decisions and word choice. | The opportunity to address this objective is available on the following pages: Student Book: 164-205 Teacher’s Edition: 164-205 |
| Determining fact and opinion. | The opportunity to address this objective is available on the following pages: Student Book: 132-151 Teacher’s Edition: 132-151 |
| Recognizing and comprehending figurative language. | The opportunity to address this objective is available on the following pages: Student Book: 198-205 Teacher’s Edition: 198-205 |

| Standard | Write Source, Second Grade |
|--|--|
| Making inferences and draw conclusions. | <p>The opportunity to address this objective is available on the following pages: Student Book: 164-181, 194-197</p> <p>Teacher’s Edition: 164-181, 194-197</p> |
| <p>2.02 Use text for a variety of functions, including literary, informational, and practical.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 124-128, 182-191, 244-257</p> <p>Teacher’s Edition: 124-128, 182-191, 244-257</p> |
| <p>2.03 Read expository materials for answers to specific questions.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 98-129, 182-191</p> <p>Teacher’s Edition: 98-129, 182-191</p> |
| <p>2.04 Pose possible <i>how</i>, <i>why</i>, and <i>what if</i> questions to understand and/or interpret text.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 164-205, 244-257</p> <p>Teacher’s Edition: 164-205, 244-257</p> |
| <p>2.05 Self-monitor own difficulties in comprehending independently using several strategies.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 164-205, 256-257</p> <p>Teacher’s Edition: 164-205, 256-257</p> |
| <p>2.06 Recall main idea, facts, and details from a text.</p> | <p>Student Book: 164-169, 170-181, 182-205</p> <p>Teacher’s Edition: 164-169, 170-181, 182-205</p> |
| <p>2.07 Discuss similarities and differences in events, characters and concepts within and across texts.</p> | <p>Student Book: 192-197</p> <p>Teacher’s Edition: 192-197</p> |
| <p>2.08 Interpret information from diagrams, charts, and maps.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 377-397</p> <p>Teacher’s Edition: 377-379</p> |

C o m p e t e n c y G o a l 3

The learner will make connections through the use of oral language, written language, and media and technology.

| Standard | Write Source, Second Grade |
|--|---|
| <p>3.01 Use personal experiences and knowledge to interpret written and oral messages.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text.</p> <p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |
| <p>3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.</p> | <p>Student Book: 192-197</p> <p>Teacher’s Edition: 192-197</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 182-191, 228-241</p> <p>Teacher’s Edition: 182-191, 228-241</p> |
| <p>3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author’s message, connections, topic, key vocabulary, key concepts, text features).</p> | <p>Student Book: 98-129, 170-181, 182-191, 192-197, 258-279</p> <p>Teacher’s Edition: 98-129, 170-181, 182-191, 192-197, 258-279</p> |
| <p>3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).</p> | <p>Student Book: 164-205, 296-303</p> <p>Teacher’s Edition: 164-205, 296-303</p> |
| <p>3.05 Locate and discuss examples of an author’s use of: Kinds of sentences (declarative, interrogative, exclamatory).</p> | <p>Student Book: 164-205, 434-435</p> <p>Teacher’s Edition: 164-205, 434-435</p> |
| <p>Capitalization (titles, dates and days, names of countries).</p> | <p>Student Book: 398-401</p> <p>Teacher’s Edition: 398-401</p> |
| <p>Punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).</p> | <p>Student Book: 164-205, 381-391</p> <p>Teacher’s Edition: 164-205, 381-391</p> |

| Standard | Write Source, Second Grade |
|--|---|
| Use of paragraphs in texts and their effects on the reader. | Student Book: 44-49, 164-197 Teacher's Edition: 44-49, 164-197 |
| Genre(s) and specific word choice(s). | Student Book: 22, 29, 164-205 Teacher's Edition: 22, 29, 164-205 |
| 3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text. | The opportunity to address this objective is available on the following pages: Student Book: 170-197 Teacher's Edition: 170-197 |

C o m p e t e n c y G o a l 4

The learner will apply strategies and skills to create oral, written, and visual texts.

| Standard | Write Source, Second Grade |
|---|---|
| 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate. | Student Book: 44-49, 52-61, 64-95, 98-129, 132-161, 164-205, 208-241, 258-279, 280-283, 286-291, 338-341, 345-349 Teacher's Edition: 44-49, 52-61, 64-95, 98-129, 132-161, 164-205, 208-241, 258-279, 280-283, 286-291, 338-341, 345-349 |
| 4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication. | Student Book: 22, 29, 105, 116, 117, 137, 229, 234, 253, 368-374 Teacher's Edition: 22, 29, 105, 116, 117, 137, 229, 234, 253, 368-374 |
| 4.03 Read aloud with fluency and expression any text appropriate for early independent readers. | Student Book: The opportunity to address this objective is available throughout the text. Teacher's Edition: The opportunity to address this objective is available throughout the text. |
| 4.04 Use oral communication to identify, organize, and analyze information. | Student Book: 286-291 Teacher's Edition: 286-291 |
| 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences). | Student Book: 44-49, 52-61, 64-95, 98-129, 132-161, 164-105, 208-241, 258-279 Teacher's Edition: 44-49, 52-61, 64-95, 98-129, 132-161, 164-105, 208-241, 258-279 |

| Standard | Write Source, Second Grade |
|--|--|
| <p>4.07 Compose first drafts using an appropriate writing process: Planning and drafting.</p> | <p>Student Book: 4-7, 9-10, 14-17, 24-31, 44-49, 52-56, 58-61, 64-68, 74-81, 90-95, 98-102, 108-115, 124-127, 134-136, 142-145, 156-159, 166-167, 172-177, 184-187, 194-197, 200-203, 211-215, 220-225, 230-233, 237-241, 262-273, 281-283</p> <p>Teacher’s Edition: 4-7, 9-10, 14-17, 24-31, 44-49, 52-56, 58-61, 64-68, 74-81, 90-95, 98-102, 108-115, 124-127, 134-136, 142-145, 156-159, 166-167, 172-177, 184-187, 194-197, 200-203, 211-215, 220-225, 230-233, 237-241, 262-273, 281-283, 504-514, 521, 543, 544</p> |
| <p>Rereading for meaning.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 4-7, 11-13, 14-17, 24-31, 57, 58-61, 69, 82-87, 90-95, 103, 116-121, 124-127, 137, 147-153, 156-159, 168-169, 178-181, 188-191, 194-197, 216, 226-227, 234-236, 274-279, 281-283</p> <p>Teacher’s Edition: 4-7, 11-13, 14-17, 24-31, 57, 58-61, 69, 82-87, 90-95, 103, 116-121, 124-127, 137, 147-153, 156-159, 168-169, 178-181, 188-191, 194-197, 216, 226-227, 234-236, 274-279, 281-283</p> |
| <p>Revising to clarify and refine writing with guided instruction.</p> | <p>Student Book: 4-7, 11-13, 14-17, 24-31, 57, 58-61, 69, 82-87, 90-95, 103, 116-121, 124-127, 137, 147-153, 156-159, 168-169, 178-181, 188-191, 194-197, 216, 226-227, 234-236, 274-279, 281-283</p> <p>Teacher’s Edition: 4-7, 11-13, 14-17, 24-31, 57, 58-61, 69, 82-87, 90-95, 103, 116-121, 124-127, 137, 147-153, 156-159, 168-169, 178-181, 188-191, 194-197, 216, 226-227, 234-236, 274-279, 281-283, 477-483, 501-502, 503, 515-520, 522-542, 545-557</p> |
| <p>4.08 Write structured, informative presentations and narratives when given help with organization.</p> | <p>Student Book: 20, 27, 64-95, 280-283</p> <p>Teacher’s Edition: 20, 27, 64-95, 280-283, 504-513, 523-524</p> |
| <p>4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.</p> | <p>Student Book: 280-283</p> <p>Teacher’s Edition: 280-283</p> |

C o m p e t e n c y G o a l 5

The learner will apply grammar and language conventions to communicate effectively.

| Standard | Write Source, Second Grade |
|---|---|
| 5.01 Spell correctly using: Previously studied words. | Student Book: 409-417 Teacher's Edition: 409-417 The opportunity to address this objective is also available throughout the text. |
| Spelling patterns. | Student Book: 409-417 Teacher's Edition: 409-417 The opportunity to address this objective is also available throughout the text. |
| Analysis of sounds to represent all the sounds in a word in one's own writing. | Student Book: 409-417 Teacher's Edition: 409-417 The opportunity to address this objective is also available throughout the text. |
| 5.02 Attend to spelling, mechanics, and format for final product in one's own writing. | Student Book: 7, 12, 23, 30-31, 38-39, 57, 69, 86, 103, 120, 150-152, 169, 180, 190, 197, 203, 278-279, 283, 338-349, 381-459 Teacher's Edition: 7, 12, 23, 30-31, 38-39, 57, 69, 86, 103, 120, 150-152, 169, 180, 190, 197, 203, 278-279, 283, 338-349, 381-459 |
| 5.03 Use capitalization, punctuation, and paragraphs in own writing. | Student Book: 42-49, 52-61, 64-69, 98-103, 132-137, 164-169, 381-396, 398-401 Teacher's Edition: 42-49, 52-61, 64-69, 98-103, 132-137, 164-169, 381-396, 398-401 |
| 5.04 Use the following parts of the sentence: Subject | Student Book: 338-349, 429-436 Teacher's Edition: 338-349, 429-436 |
| Predicate | Student Book: 338-349, 429-436 Teacher's Edition: 338-349, 429-436 |
| Modifier | Student Book: 338-349, 429-436 Teacher's Edition: 338-349, 429-436 |

| Standard | Write Source, Second Grade |
|--|---|
| <p>5.05 Use editing to check and confirm correct use of conventions. Complete Sentences.</p> | <p>Student Book: 59, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 180, 189, 216-217, 226-227, 276-277, 283, 338-349, 429-436</p> <p>Teacher’s Edition: 59, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 180, 189, 216-217, 226-227, 276-277, 283, 338-349, 429-436, 477-483, 503, 516, 522-523, 527-528, 532, 534, 537, 540, 542, 546, 552-553, 557</p> |
| <p>Correct word order in sentences.</p> | <p>Student Book: 59, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 180, 189, 216-217, 226-227, 276-277, 283, 338-349, 429-436</p> <p>Teacher’s Edition: 59, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 180, 189, 216-217, 226-227, 276-277, 283, 338-349, 429-436, 477-483, 503, 516, 522-523, 527-528, 532, 534, 537, 540, 542, 546, 552-553, 557</p> |
| <p>5.06 Use correctly in written products: Letter formation, lines, and spaces to create readable documents.</p> | <p>Student Book: 36-39, 57, 69, 86, 103, 120, 150-152, 169, 180, 190, 197, 203, 278-279, 283</p> <p>Teacher’s Edition: 36-39, 57, 69, 86, 103, 120, 150-152, 169, 180, 190, 197, 203, 278-279, 283</p> <p>The opportunity to address this objective is also available throughout the text.</p> |
| <p>Plural forms of commonly used nouns.</p> | <p>Student Book: 315-317, 402-405, 440</p> <p>Teacher’s Edition: 315-317, 402-405, 440</p> <p>The opportunity to address this objective is also available throughout the text.</p> |
| <p>Common, age-appropriate contractions.</p> | <p>Student Book: 325, 390-391</p> <p>Teacher’s Edition: 325, 390-391</p> <p>The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.07 Use legible manuscript handwriting.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text.</p> <p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |



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Write Source © 2006 correlated to North Carolina Grade Level Competencies Third Grade

Strands: Oral language, Written Language, and Other Media/Technology

Competency Goal 1

The learner will develop and apply enabling strategies and skills to read and write.

| Standard | Write Source, Third Grade |
|--|---|
| 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks). | Student Book: 433-441 Teacher's Edition: 433-441 The opportunity to address this objective is also available throughout the text. |
| 1.02 Apply meaning of common prefixes and suffixes to decode words in text to assist comprehension. | Student Book: 437-439 Teacher's Edition: 437-439 The opportunity to address this objective is also available throughout the text. |
| 1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently. | The opportunity to address this objective is available on the following pages: Student Book: 226-265 Teacher's Edition: 226-265 |
| 1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: Wide reading | The opportunity to address this objective is available on the following pages: Student Book: 226-265, 294-305 Teacher's Edition: 226-265, 294-305 |
| Word study | Student Book: 433-441 Teacher's Edition: 433-441 |

| Standard | Write Source, Third Grade |
|--|--|
| Listening | <p>The opportunity to address this objective is available on the following pages: Student Book: 354-361</p> <p>Teacher’s Edition: 354-361</p> |
| Discussion | <p>The opportunity to address this objective is available on the following pages: Student Book: 16-19</p> <p>Teacher’s Edition: 16-19</p> <p>The opportunity to address this objective is also available throughout the text.</p> |
| Book talks | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265</p> <p>Teacher’s Edition: 226-265</p> |
| Book clubs | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265</p> <p>Teacher’s Edition: 226-265</p> |
| Viewing | <p>The opportunity to address this objective is available on the following pages: Student Book: 354-361</p> <p>Teacher’s Edition: 354-361</p> |
| Role play | <p>The opportunity to address this objective is available on the following pages: Student Book: 276-277</p> <p>Teacher’s Edition: 276-277</p> |
| Studying author’s craft | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265</p> <p>Teacher’s Edition: 226-265</p> |
| <p>1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meaning of words.</p> | <p>Student Book: 294-305</p> <p>Teacher’s Edition: 294-305</p> |

| Standard | Write Source, Third Grade |
|--|---|
| 1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: Increase fluency. | The opportunity to address this objective is available on the following pages: Student Book: 226-265 Teacher’s Edition: 226-265 |
| Build background knowledge. | The opportunity to address this objective is available on the following pages: Student Book: 226-265 Teacher’s Edition: 226-265 |
| Extend vocabulary. | The opportunity to address this objective is available on the following pages: Student Book: 226-265 Teacher’s Edition: 226-265 |

C o m p e t e n c y G o a l 2

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Standard | Write Source, Third Grade |
|---|---|
| 2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell). | The opportunity to address this objective is available on the following pages: Student Book: 226-265 Teacher’s Edition: 226-265 |
| 2.02 Interact with the text before, during, and after reading, listening, or viewing by: Setting a purpose. | The opportunity to address this objective is available on the following pages: Student Book: 226-265, 354-361 Teacher’s Edition: 226-265, 354-361 |
| Previewing the text. | The opportunity to address this objective is available on the following pages: Student Book: 226-265, 354-361 Teacher’s Edition: 226-265, 354-361 |
| Making predictions. | The opportunity to address this objective is available on the following pages: Student Book: 226-265, 354-361 Teacher’s Edition: 226-265, 354-361 |

| Standard | Write Source, Third Grade |
|--|--|
| Asking questions. | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265, 354-361</p> <p>Teacher’s Edition: 226-265, 354-361</p> |
| Locating information for specific purposes. | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265, 354-361</p> <p>Teacher’s Edition: 226-265, 354-361</p> |
| Making connections. | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265, 354-361</p> <p>Teacher’s Edition: 226-265, 354-361</p> |
| Using story structure and text organization to comprehend. | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265</p> <p>Teacher’s Edition: 226-265</p> |
| <p>2.03 Read a variety of texts, including: Fiction (short stories, novels, fantasies, fairy tales, fables).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-243, 250-255</p> <p>Teacher’s Edition: 226-243, 250-255</p> |
| Nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). | <p>The opportunity to address this objective is available on the following pages: Student Book: 244-249, 250-255</p> <p>Teacher’s Edition: 255-259, 250-255</p> |
| Poetry (proverbs, riddles, limericks, simple poems). | <p>The opportunity to address this objective is available on the following pages: Student Book: 256-265</p> <p>Teacher’s Edition: 256-265</p> |
| Drama (skits, plays). | <p>The opportunity to address this objective is available on the following pages: Student Book: 276-277</p> <p>Teacher’s Edition: 276-277</p> |

| Standard | Write Source, Third Grade |
|---|---|
| <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Author's purpose.</p> | <p>Student Book: 278 Teacher's Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 244-255 Teacher's Edition: 226-243, 244-255</p> |
| <p>Plot.</p> | <p>Student Book: 278 Teacher's Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255 Teacher's Edition: 226-243, 250-255</p> |
| <p>Conflict.</p> | <p>Student Book: 278 Teacher's Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255 Teacher's Edition: 226-243, 250-255</p> |
| <p>Sequence.</p> | <p>Student Book: 278 Teacher's Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255 Teacher's Edition: 226-243, 250-255</p> |
| <p>Resolution.</p> | <p>Student Book: 278 Teacher's Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255 Teacher's Edition: 226-243, 250-255</p> |

| Standard | Write Source, Third Grade |
|---------------------------------------|--|
| Lesson and/or message. | <p>Student Book: 278</p> <p>Teacher’s Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255</p> <p>Teacher’s Edition: 226-243, 250-255</p> |
| Main idea and supporting details. | <p>Student Book: 278</p> <p>Teacher’s Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-255</p> <p>Teacher’s Edition: 226-255</p> |
| Cause and effect. | <p>Student Book: 278</p> <p>Teacher’s Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-255</p> <p>Teacher’s Edition: 226-255</p> |
| Fact and opinion. | <p>Student Book: 278</p> <p>Teacher’s Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 244-249</p> <p>Teacher’s Edition: 244-249</p> |
| Point of view (author and character). | <p>Student Book: 278</p> <p>Teacher’s Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255</p> <p>Teacher’s Edition: 226-243, 250-255</p> |

| Standard | Write Source, Third Grade |
|--|--|
| <p>Author’s use of figurative language (e.g., simile, metaphor, imagery).</p> | <p>Student Book: 278</p> <p>Teacher’s Edition: 278</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 226-243, 250-255</p> <p>Teacher’s Edition: 226-243, 250-255</p> |
| <p>2.05 Draw conclusions, make generalizations, and gather support by referencing the text.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265</p> <p>Teacher’s Edition: 226-265</p> |
| <p>2.06 Summarize main idea(s) from written or spoken texts using succinct language.</p> | <p>Student Book: 306-309</p> <p>Teacher’s Edition: 306-309</p> |
| <p>2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265</p> <p>Teacher’s Edition: 226-265</p> |
| <p>2.08 Listen actively by: Facing the speaker.</p> | <p>Student Book: 354-361</p> <p>Teacher’s Edition: 354-361</p> |
| <p>Making eye contact.</p> | <p>Student Book: 354-361</p> <p>Teacher’s Edition:354-361</p> |
| <p>Asking questions to clarify the message.</p> | <p>Student Book: 354-361</p> <p>Teacher’s Edition: 354-361</p> |
| <p>Asking questions to gain additional information and ideas.</p> | <p>Student Book: 354-361</p> <p>Teacher’s Edition: 354-361</p> |

C o m p e t e n c y G o a l 3

The learner will make connections through the use of oral language, written language, and media and technology.

| Standard | Write Source, Third Grade |
|---|---|
| <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Considering the differences among genres.</p> | <p>Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>Relating plot, setting, and characters to own experiences and ideas.</p> | <p>Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>Considering main character’s point of view.</p> | <p>Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>Participating in creative interpretations.</p> | <p>Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>Making inferences and drawing conclusions about characters and events.</p> | <p>Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>Reflecting on learning, gaining new insights, and identifying areas for further study.</p> | <p>Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.</p> | <p>Student Book: 250-255 Teacher’s Edition: 250-255</p> |
| <p>3.04 Make informed judgments about television productions.</p> | <p>Student Book: 354-358 Teacher’s Edition: 354-358</p> |
| <p>3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> | <p>Student Book: 294-305, 310-335 Teacher’s Edition: 294-305, 310-335</p> |

C o m p e t e n c y G o a l 4

The learner will apply strategies and skills to create oral, written, and visual texts.

| Standard | Write Source, Third Grade |
|---|---|
| <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 226-265 Teacher’s Edition: 226-265</p> |
| <p>4.02 Use oral and written language to: Present information in a sequenced, logical manner.</p> | <p>Student Book: 336-339, 342-347 Teacher’s Edition: 336-339, 342-347</p> |
| <p>Discuss.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text. Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |
| <p>Sustain conversation on a topic.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text. Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |
| <p>Share information and ideas.</p> | <p>Student Book: 16-19 Teacher’s Edition: 16-19 The opportunity to address this objective is also available on the following pages: Student Book: 44-57, 60-89, 90-133, 136-179, 182-223, 226-265, 268-291, 294-339, 342-355 Teacher’s Edition: 44-57, 60-89, 90-133, 136-179, 182-223, 226-265, 268-291, 294-339, 342-355</p> |
| <p>Recount or narrate.</p> | <p>Student Book: 90-133 Teacher’s Edition: 90-133</p> |
| <p>Answer open-ended questions.</p> | <p>Student Book: 368 Teacher’s Edition: 368</p> |
| <p>Report information on a topic.</p> | <p>Student Book: 310-335 Teacher’s Edition: 310-335</p> |

| Standard | Write Source, Third Grade |
|---|--|
| Explain own learning. | Student Book: 350-353 Teacher's Edition: 350-353 |
| 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations). | Student Book: 7, 15, 34-37, 82, 112, 158, 200-202, 334 Teacher's Edition: 7, 15, 34-37, 82, 112, 158, 200-202, 334 |
| 4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g. drawing, mapping, discussing, listing). | Student Book: 10-11, 52, 62, 70, 71, 92, 100-101, 126, 138, 146-147, 172, 184, 192, 216, 228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337 Teacher's Edition: 10-11, 52, 62, 70, 71, 92, 100-101, 126, 138, 146-147, 172, 184, 192, 216, 228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337, 587-592 |
| 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task. | Student Book: 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 306-339, 342-361 Teacher's Edition: 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 306-339, 342-361 |
| 4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans. | Student Book: 12, 63, 72-77, 93, 102-107, 127, 139-140, 148-153, 170-179, 183, 194-195, 214-223, 229, 236-239, 248-249, 254, 260, 274, 286, 309, 322-327 Teacher's Edition: 12, 63, 72-77, 93, 102-107, 127, 139-140, 148-153, 170-179, 183, 194-195, 214-223, 229, 236-239, 248-249, 254, 260, 274, 286, 309, 322-327 |
| 4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions). | Student Book: 2-15, 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 306-309, 310-339, 348-353 Teacher's Edition: 2-15, 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 306-309, 310-339, 348-353, 587-592 |
| 4.08 Focus reflection and revision (with assistance) on target elements by: Clarifying ideas. | Student Book: 13, 20-21, 64, 78-79, 98, 108-109, 116-120, 127, 140, 154-155, 162, 186, 196-197, 206, 230, 240, 260, 275, 287, 309, 330-331, 339, 416-421 Teacher's Edition: 13, 20-21, 64, 78-79, 98, 108-109, 116-120, 127, 140, 154-155, 162, 186, 196-197, 206, 230, 240, 260, 275, 287, 309, 330-331, 339, 416-421, 561-567, 585 |

| Standard | Write Source, Third Grade |
|--|--|
| Adding descriptive words and phrases. | <p>Student Book: 13, 23, 24, 64, 78-79, 94, 108-109, 116-120, 118-119, 127, 140, 154-155, 164, 186, 196-197, 208, 230, 248, 260, 275, 287, 309, 330-331, 339, 433-441</p> <p>Teacher’s Edition: 13, 23, 24, 64, 78-79, 94, 108-109, 116-120, 118-119, 127, 140, 154-155, 164, 186, 196-197, 208, 230, 248, 260, 275, 287, 309, 330-331, 339, 433-441, 562-567, 585</p> |
| Sequencing events and ideas. | <p>Student Book: 13, 22, 50-51, 64, 78-79, 94, 117, 127, 140, 163, 186, 196-197, 207, 230, 240, 260, 275, 309, 330-331, 339, 422-429</p> <p>Teacher’s Edition: 13, 22, 50-51, 64, 78-79, 94, 117, 127, 140, 163, 186, 196-197, 207, 230, 240, 260, 275, 309, 330-331, 339, 422-429, 561-567, 585</p> |
| Combining short, related sentences. | <p>Student Book: 13, 24, 64, 78-79, 94, 120, 127, 140, 166, 186, 210, 230, 248, 260, 275, 330-331, 339, 406-408, 442, 443</p> <p>Teacher’s Edition: 13, 24, 64, 78-79, 94, 120, 127, 140, 166, 186, 210, 230, 248, 260, 275, 330-331, 339, 406-408, 442, 443, 561-567, 585</p> |
| Strengthening word choice. | <p>Student Book: 13, 23, 24, 64, 78-79, 94, 119, 127, 140, 154-155, 164-165, 196-197, 208-209, 230, 248, 260, 275, 287, 309, 330-331, 339</p> <p>Teacher’s Edition: 13, 23, 24, 64, 78-79, 94, 119, 127, 140, 154-155, 164-165, 196-197, 208-209, 230, 248, 260, 275, 287, 309, 330-331, 339, 562-567, 585</p> |
| <p>4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p> | <p>Student Book: 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 306-339</p> <p>Teacher’s Edition: 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 306-339</p> |
| <p>4.10 Explore technology as a tool to create a written product.</p> | <p>Student Book: 34-41</p> <p>Teacher’s Edition: 34-41</p> |

C o m p e t e n c y G o a l 5

The learner will apply grammar and language conventions to communicate effectively.

| Standard | Write Source, Third Grade |
|--|---|
| <p>5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underling book titles; periods after initials and abbreviated titles; apostrophes in contractions).</p> | <p>Student Book: 211, 373, 400, 447-469, 470-485</p> <p>Teacher’s Edition: 211, 373, 400, 447-469, 470-485 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.02 Use correct subject/verb agreement.</p> | <p>Student Book: 386, 404</p> <p>Teacher’s Edition: 386, 404 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p> | <p>Student Book: 395-413, 510-515</p> <p>Teacher’s Edition: 395-413, 510-515 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.04 Compose two or more paragraphs with: Topic sentences.</p> | <p>Student Book: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> <p>Teacher’s Edition: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> |
| <p>Supporting details.</p> | <p>Student Book: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> <p>Teacher’s Edition: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> |
| <p>Appropriate, logical sequence.</p> | <p>Student Book: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> <p>Teacher’s Edition: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> |
| <p>Sufficient elaboration.</p> | <p>Student Book: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> <p>Teacher’s Edition: 66-87, 84-86, 96-113, 130-132, 142-159, 176-178, 220-222, 232-255</p> |

| Standard | Write Source, Third Grade |
|--|---|
| <p>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p> | <p>Student Book: 486-493 Teacher’s Edition: 486-493 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p> | <p>Student Book: 300-301, 434, 486-493 Teacher’s Edition: 300-301, 486-493, 555-556, 586 The opportunity to address this objective is also available on the following pages: Student Book: 53, 65, 80-81, 95, 110-111, 121, 141, 156-157, 187, 198-199, 231, 241, 248, 254, 260, 275, 287, 309, 332, 333, 339 Teacher’s Edition: 53, 65, 80-81, 95, 110-111, 121, 141, 156-157, 187, 198-199, 231, 241, 248, 254, 260, 275, 287, 309, 332, 333, 339, 555-556, 586</p> |
| <p>5.07 Edit (with assistance) to use conventions of written language format.</p> | <p>Student Book: 53, 65, 80-81, 95, 110-111, 121, 141, 156-157, 187, 198-199, 231, 241, 248, 254, 260, 275, 287, 309, 332, 333, 339 Teacher’s Edition: 53, 65, 80-81, 95, 110-111, 121, 141, 156-157, 187, 198-199, 231, 241, 248, 254, 260, 275, 287, 309, 332, 333, 339, 555-556, 586</p> |
| <p>5.08 Create readable documents with legible handwriting (manuscript and cursive).</p> | <p>Student Book: 7. 15, 34-37, 82, 112, 158, 200-202, 334 Teacher’s Edition: 7. 15, 34-37, 82, 112, 158, 200-202, 334</p> |



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Write Source © 2006 correlated to North Carolina Grade Level Competencies Fourth Grade

Strands: Oral language, Written Language, and Other Media/Technology

Competency Goal 1

The learner will develop and apply enabling strategies and skills to read and write.

| Standard | Write Source, Fourth Grade |
|---|---|
| 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). | Student Book: The opportunity to address this objective is available throughout the text. Teacher's Edition: The opportunity to address this objective is available throughout the text. |
| 1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension. | Student Book: 468-469 Teacher's Edition: 468-469 The opportunity to address this objective is available throughout text. |
| 1.03 Identify key words and discover their meanings and relationships through a variety of strategies. | Student Book: The opportunity to address this objective is available throughout the text. Teacher's Edition: The opportunity to address this objective is available throughout the text. |
| 1.04 Increase reading and writing vocabulary through: Wide reading | The opportunity to address this objective is available on the following pages: Student Book: 253-297, 321-332, 466-469 Teacher's Edition: 253-297, 321-332, 466-469 |
| Word study | Student Book: 466-469 Teacher's Edition: 466-469 |

| Standard | Write Source, Fourth Grade |
|--|--|
| Knowledge of homophones, synonyms, antonyms, homonyms. | <p>Student Book: 222, 330, 467, 536-559</p> <p>Teacher’s Edition: 222, 330, 467, 536-559</p> |
| Writing process elements. | <p>Student Book: 9-49, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-368</p> <p>Teacher’s Edition: 9-49, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-368</p> |
| Writing as a tool for learning. | <p>Student Book: 337-362, 379-405</p> <p>Teacher’s Edition: 337-362, 379-405</p> |
| Book clubs. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |
| Discussions. | <p>Student Book: 39-42</p> <p>Teacher’s Edition: 39-42</p> <p>The opportunity to address this objective is also available throughout the text.</p> |
| 1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words. | <p>Student Book: 321-332</p> <p>Teacher’s Edition: 321-332</p> |
| 1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: Increase fluency. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |
| Build background knowledge. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |
| Expand vocabulary. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |

C o m p e t e n c y G o a l 2

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Standard | Write Source, Fourth Grade |
|--|---|
| <p>2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher’s Edition: 253-297</p> |
| <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: Setting a purpose using prior knowledge and text information.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 393-398 Teacher’s Edition: 253-297, 393-398</p> |
| <p>Making predictions.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 393-398 Teacher’s Edition: 253-297, 393-398</p> |
| <p>Formulating questions.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 393-398 Teacher’s Edition: 253-297, 393-398</p> |
| <p>Locating relevant information.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 321-332, 393-398 Teacher’s Edition: 253-297, 321-332, 393-398</p> |
| <p>Making connections with previous experiences, information, and ideas.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 393-398 Teacher’s Edition: 253-297, 393-398</p> |
| <p>2.03 Read a variety of texts, including: Fiction (legends, novels, folklore, science fiction).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272, 292-297 Teacher’s Edition: 253-272, 292-297</p> |

| Standard | Write Source, Fourth Grade |
|---|--|
| Nonfiction (autobiographies, informational books, diaries, journals). | <p>The opportunity to address this objective is available on the following pages: Student Book: 273-280, 286-291, 321-332</p> <p>Teacher’s Edition: 273-280, 286-291, 321-332</p> |
| Poetry (concrete, haiku). | <p>The opportunity to address this objective is available on the following pages: Student Book: 280-285</p> <p>Teacher’s Edition: 280-285</p> |
| Drama (skits, plays). | <p>The opportunity to address this objective is available on the following pages: Student Book: 307</p> <p>Teacher’s Edition: 307</p> |
| <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Plot:</p> | <p>Student Book: 309-310</p> <p>Teacher’s Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 253-272, 292-297</p> <p>Teacher’s Edition: 253-272, 292-297</p> |
| Theme. | <p>Student Book: 309-310</p> <p>Teacher’s Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 253-272, 292-297</p> <p>Teacher’s Edition: 253-272, 292-297</p> |
| Main idea and supporting details. | <p>Student Book: 309-310</p> <p>Teacher’s Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 286-291</p> <p>Teacher’s Edition: 286-291</p> |

| Standard | Write Source, Fourth Grade |
|---|--|
| Author's choice of words. | <p>Student Book: 309-310</p> <p>Teacher's Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 253-272, 280-285, 292-297</p> <p>Teacher's Edition: 253-272, 280-285, 292-297</p> |
| Mood. | <p>Student Book: 309-310</p> <p>Teacher's Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 253-272, 280-285, 292-297</p> <p>Teacher's Edition: 253-272, 280-285, 292-297</p> |
| Author's use of figurative language. | <p>Student Book: 309-310</p> <p>Teacher's Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 253-272, 280-285, 292-297</p> <p>Teacher's Edition: 253-272, 280-285, 292-297</p> |
| 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272</p> <p>Teacher's Edition: 253-272</p> |
| 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas. | <p>Student Book: 60-61, 286-291, 333-336</p> <p>Teacher's Edition: 60-61, 286-291, 333-336</p> |
| 2.07 Determine usefulness of information and ideas consistent with purpose. | <p>The opportunity to address this objective is available on the following pages: Student Book: 321-332</p> <p>Teacher's Edition: 321-332</p> |

| Standard | Write Source, Fourth Grade |
|---|---|
| 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources. | The opportunity to address this objective is available on the following pages: Student Book: 337-362 Teacher's Edition: 337-362 |
| 2.09 Listen actively by: Asking questions. | Student Book: 369-372 Teacher's Edition: 369-372 |
| Paraphrasing what was said. | Student Book: 369-372 Teacher's Edition: 369-372 |
| Interpreting speaker's verbal and non-verbal messages. | Student Book: 369-372 Teacher's Edition: 369-372 |
| Interpreting speaker's purposes and/or intent. | Student Book: 369-372 Teacher's Edition: 369-372 |

C o m p e t e n c y G o a l 3

The learner will make connections through the use of oral language, written language, and media and technology.

| Standard | Write Source, Fourth Grade |
|---|---|
| 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Analyzing the impact of authors' word choice and context. | Student Book: 253-297 Teacher's Edition: 253-297 |
| Examining the reasons for characters' actions. | Student Book: 253-297 Teacher's Edition: 253-297 |
| Identifying and examining characters' motives. | Student Book: 253-297 Teacher's Edition: 253-297 |
| Considering a situation or problem from different characters' points of view. | Student Book: 253-297 Teacher's Edition: 253-297 |

| Standard | Write Source, Fourth Grade |
|---|---|
| Analyzing differences among peers. | Student Book: 253-297 Teacher's Edition: 253-297 |
| Making inferences and drawing conclusions about characters, events, and themes. | Student Book: 253-297 Teacher's Edition: 253-297 |
| 3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence. | The opportunity to address this objective is available on the following pages: Student Book: 253-272, 292-297 Teacher's Edition: 253-272, 292-297 |
| 3.03 Consider the ways language and visuals bring characters to life , enhance plot development, and produce a response. | The opportunity to address this objective is available on the following pages: Student Book: 253-272, 292-297 Teacher's Edition: 253-272, 292-297 |
| 3.04 Make informed judgments about television and film/video productions. | The opportunity to address this objective is available on the following pages: Student Book: 393-398 Teacher's Edition: 393-398 |
| 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks). | Student Book: 321-367 Teacher's Edition: 321-367 |

C o m p e t e n c y G o a l 4

The learner will apply strategies and skills to create oral, written, and visual texts.

| Standard | Write Source, Fourth Grade |
|--|---|
| 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher's Edition: 253-297 |

| Standard | Write Source, Fourth Grade |
|---|--|
| <p>4.02 Use oral and written language to: Present information and ideas in a clear, concise manner.</p> | <p>Student Book: 119, 175, 231, 361, 363-367, 373-378 Teacher’s Edition: 119, 175, 231, 361, 363-367, 373-378</p> |
| <p>Discuss.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text. Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |
| <p>Interview.</p> | <p>Student Book: 322 Teacher’s Edition: 322</p> |
| <p>Solve problems.</p> | <p>Student Book: 125-126 Teacher’s Edition: 125-126</p> |
| <p>Make decisions.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text. Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |
| <p>4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.</p> | <p>Student Book: 119, 175, 231, 361, 363-367, 373-378 Teacher’s Edition: 119, 175, 231, 361, 363-367, 373-378</p> |
| <p>4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).</p> | <p>Student Book: 10, 11, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348, 364-365 Teacher’s Edition: 10, 11, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348, 364-365, 645-651</p> |
| <p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.</p> | <p>Student Book: 66, 72, 74, 86, 97-102, 128, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 314, 336, 349-354 Teacher’s Edition: 66, 72, 74, 86, 97-102, 128, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 314, 336, 349-354</p> |

| Standard | Write Source, Fourth Grade |
|---|---|
| <p>4.07 Compose fiction, non-fiction, poetry, and drama using self-selected and assigned topics, and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).</p> | <p>Student Book: 9-49, 52-61, 83-137, 139-193, 195-251, 253-297, 299-319, 321-368, 379-386</p> <p>Teacher’s Edition: 9-49, 52-61, 83-137, 139-193, 195-251, 253-297, 299-319, 321-368, 379-386, 645-651</p> |
| <p>4.08 Focus revision on a specific element such as: Word Choice.</p> | <p>Student Book: 10, 22, 28, 74, 86, 110-111, 120-121, 129, 142, 144, 160-161, 166-167, 185, 198, 222-223, 232-233, 241, 267, 277, 283, 289, 295, 305, 315, 336, 356, 358</p> <p>Teacher’s Edition: 10, 22, 28, 74, 86, 110-111, 120-121, 129, 142, 144, 160-161, 166-167, 185, 198, 222-223, 232-233, 241, 267, 277, 283, 289, 295, 305, 315, 336, 356, 358, 623-629</p> |
| <p>Sequence of events and ideas.</p> | <p>Student Book: 10, 22, 25, 74, 86, 104-107, 129, 142, 162-163, 185, 198, 216-219, 241, 267, 277, 283, 289, 295, 305, 315, 336, 357, 358</p> <p>Teacher’s Edition: 10, 22, 25, 74, 86, 104-107, 129, 142, 162-163, 185, 198, 216-219, 241, 267, 277, 283, 289, 295, 305, 315, 336, 357, 358, 623-629</p> |
| <p>Transitional words.</p> | <p>Student Book: 10, 22, 29, 74, 86, 112-112, 129, 142, 168-169, 185, 198, 224-225, 241, 267, 277, 283, 289, 295, 305, 315, 336, 358</p> <p>Teacher’s Edition: 10, 22, 29, 74, 86, 112-112, 129, 142, 168-169, 185, 198, 224-225, 241, 267, 277, 283, 289, 295, 305, 315, 336, 358, 623-629</p> |
| <p>Sentence patterns.</p> | <p>Student Book: 10, 22, 29, 74, 86, 112-113, 129, 142, 168-169, 185, 198, 224-225, 241, 267, 277, 283, 289, 295, 305, 315, 336, 358</p> <p>Teacher’s Edition: 10, 22, 29, 74, 86, 112-113, 129, 142, 168-169, 185, 198, 224-225, 241, 267, 277, 283, 289, 295, 305, 315, 336, 358, 623-629</p> |
| <p>4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).</p> | <p>Student Book: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-362</p> <p>Teacher’s Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-362, 623-629</p> |
| <p>4.10 Use technology as a tool to gather, organize, and present information.</p> | <p>Student Book: 44-46, 132-133</p> <p>Teacher’s Edition: 44-46, 132-133</p> |

C o m p e t e n c y G o a l 5

The learner will apply grammar and language conventions to communicate effectively.

| Standard | Write Source, Fourth Grade |
|--|---|
| <p>5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).</p> | <p>Student Book: 479-507, 508-527</p> <p>Teacher’s Edition: 479-507, 508-527 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of: Pronouns.</p> | <p>Student Book: 412-415, 576-581</p> <p>Teacher’s Edition: 412-415, 576-581 The opportunity to address this objective is also available throughout the text.</p> |
| <p>Subject/Verb agreement</p> | <p>Student Book: 172, 419, 421, 438-439</p> <p>Teacher’s Edition: 172, 419, 421, 438-439 The opportunity to address this objective is also available throughout the text.</p> |
| <p>Verb tense consistency.</p> | <p>Student Book: 117, 173, 418, 420, 584, 588</p> <p>Teacher’s Edition: 117, 173, 418, 420, 584, 588 The opportunity to address this objective is also available throughout the text.</p> |
| <p>Subject consistency.</p> | <p>Student Book: 432-435, 560</p> <p>Teacher’s Edition: 432-435, 560 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.03 Elaborate information and ideas in writing and speaking by using: Simple and compound sentences.</p> | <p>Student Book: 168, 442, 443, 482</p> <p>Teacher’s Edition: 168, 442, 443, 482 The opportunity to address this objective is also available throughout the text.</p> |
| <p>Regular and irregular verbs.</p> | <p>Student Book: 416-422, 582-589</p> <p>Teacher’s Edition: 416-422, 582-589 The opportunity to address this objective is also available throughout the text.</p> |

| Standard | Write Source, Fourth Grade |
|---|--|
| Adverbs. | <p>Student Book: 426-427, 594-597</p> <p>Teacher’s Edition: 426-427, 594-597 The opportunity to address this objective is also available throughout the text.</p> |
| Prepositions. | <p>Student Book: 428, 598-599</p> <p>Teacher’s Edition: 428, 598-599 The opportunity to address this objective is also available throughout the text.</p> |
| Coordinating conjunctions. | <p>Student Book: 429, 600</p> <p>Teacher’s Edition: 429, 600 The opportunity to address this objective is also available throughout the text.</p> |
| 5.04 Compose multiple paragraphs with: Topic sentences. | <p>Student Book: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> <p>Teacher’s Edition: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> |
| Specific, relevant details. | <p>Student Book: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> <p>Teacher’s Edition: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> |
| Logical progression and movement of ideas. | <p>Student Book: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> <p>Teacher’s Edition: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> |
| Coherence. | <p>Student Book: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> <p>Teacher’s Edition: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> |

| Standard | Write Source, Fourth Grade |
|--|--|
| Elaboration. | <p>Student Book: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> <p>Teacher’s Edition: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> |
| Concluding statement related to the topic. | <p>Student Book: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> <p>Teacher’s Edition: 53, 54, 58, 67-74, 87-124, 130-131, 141, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297, 454-455, 460, 465</p> |
| <p>5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.</p> | <p>Student Book: The opportunity to address this objective is available throughout the text.</p> <p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> |
| <p>5.06 Proofread and correct most misspellings, independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).</p> | <p>Student Book: 330-331, 466, 528-535</p> <p>Teacher’s Edition: 330-331, 466, 528-535</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 16, 59, 66, 74, 86, 115, 116-118, 129, 142, 171-174, 185, 198, 200, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 305, 336, 359-360, 367</p> <p>Teacher’s Edition: 16, 59, 66, 74, 86, 115, 116-118, 129, 142, 171-174, 185, 198, 200, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 305, 336, 359-360, 367, 617-618, 623-629</p> |
| <p>5.07 Use established criteria to edit for language conventions and format.</p> | <p>Student Book: 16, 59, 66, 74, 86, 115, 116-118, 129, 142, 171-174, 185, 198, 200, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 305, 336, 359-360, 367</p> <p>Teacher’s Edition: 16, 59, 66, 74, 86, 115, 116-118, 129, 142, 171-174, 185, 198, 200, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 305, 336, 359-360, 367, 617-618, 623-629</p> |
| <p>5.08 Demonstrate evidence of language cohesion by: Logical sequence of fiction and nonfiction retells.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 257-272, 286-289</p> <p>Teacher’s Edition: 257-272, 286-289</p> |

| Standard | Write Source, Fourth Grade |
|--|--|
| Time order sequence of events. | <p>The opportunity to address this objective is available on the following pages: Student Book: 257-272, 286-289</p> <p>Teacher's Edition: 257-272, 286-289</p> |
| Sustaining conversations on a topic. | <p>The opportunity to address this objective is available on the following pages: Student Book: 257-272, 286-289</p> <p>Teacher's Edition: 257-272, 286-289</p> |
| <p>5.09 Create readable documents through legible handwriting (cursive) and/or word processing.</p> | <p>Student Book: 7, 43-46, 119, 175, 231, 315, 361, 363-367</p> <p>Teacher's Edition: 7, 43-46, 119, 175, 231, 315, 361, 363-367</p> |



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Write Source © 2006 correlated to North Carolina Grade Level Competencies Fifth Grade

Strands: Oral language, Written Language, and Other Media/Technology

Competency Goal 1

The learner will develop and apply enabling strategies and skills to read and write.

| Standard | Write Source, Fifth Grade |
|--|---|
| 1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension. | Student Book: 466-469 Teacher's Edition: 466-469 The opportunity to address this objective is also available throughout the text. |
| 1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher's Edition: 253-297 |
| 1.03 Increase reading and writing vocabulary through: Wide reading. | The opportunity to address this objective is available on the following pages: Student Book: 253-297, 321-332, 466-469 Teacher's Edition: 253-297, 321-332, 466-469 |
| Word study. | Student Book: 466-469 Teacher's Edition: 466-469 |
| Word reference materials. | Student Book: 321-332 Teacher's Edition: 321-332 |

| Standard | Write Source, Fifth Grade |
|--|--|
| Writing process elements. | <p>Student Book: 9-49, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-367</p> <p>Teacher’s Edition: 9-49, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-367</p> |
| Writing as a tool. | <p>Student Book: 337-362, 379-405</p> <p>Teacher’s Edition: 337-362, 379-405</p> |
| Discussion. | <p>The opportunity to address this objective is available on the following pages: Student Book: 39-42</p> <p>Teacher’s Edition: 39-42 The opportunity to address this objective is also available throughout the text.</p> |
| Examining the author’s craft. | <p>Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |
| 1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words. | <p>Student Book: 321-332</p> <p>Teacher’s Edition: 321-332</p> |
| 1.05 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: Increase fluency. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |
| Build background knowledge. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |
| Expand and refine vocabulary. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297</p> <p>Teacher’s Edition: 253-297</p> |

C o m p e t e n c y G o a l 2

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Standard | Write Source, Fifth Grade |
|---|--|
| <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 333-336 Teacher’s Edition: 253-297, 333-336</p> |
| <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: Making predictions.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272, 393-398 Teacher’s Edition: 253-272, 393-398</p> |
| <p>Formulating questions.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272, 286-291, 393-398 Teacher’s Edition: 253-272, 286-291, 393-398</p> |
| <p>Supporting answers from textual information, previous, experience, and/or other sources.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272, 286-291, 393-398 Teacher’s Edition: 253-272, 286-291, 393-398</p> |
| <p>Drawing on personal, literary, and cultural understandings.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 333-336 Teacher’s Edition: 253-297, 333-336</p> |
| <p>Seeking additional information.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272, 286-291, 393-398 Teacher’s Edition: 253-272, 286-291, 393-398</p> |
| <p>Making connections with previous experiences, information, and ideas.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-297, 333-336 Teacher’s Edition: 253-297, 333-336</p> |

| Standard | Write Source, Fifth Grade |
|---|---|
| <p>2.03 Read a variety of texts, such as: Fiction (tall tales, myths).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272 Teacher's Edition: 253-272</p> |
| <p>Nonfiction (books of true experience, newspaper and magazine articles, schedules).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 286-289, 321-332 Teacher's Edition: 286-289, 321-332</p> |
| <p>Poetry (narrative, lyric, and cinquains).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 311-319 Teacher's Edition: 311-319</p> |
| <p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: Plot development.</p> | <p>Student Book: 309-310 Teacher's Edition: 309-310 The opportunity to address this objective is also available on the following pages: Student Book: 253-272 Teacher's Edition: 253-272</p> |
| <p>Author's choice of words.</p> | <p>Student Book: 309-310 Teacher's Edition: 309-310 The opportunity to address this objective is also available on the following pages: Student Book: 253-272 Teacher's Edition: 253-272</p> |
| <p>Effectiveness of figurative language (e.g., personification, flashback).</p> | <p>Student Book: 309-310 Teacher's Edition: 309-310 The opportunity to address this objective is also available on the following pages: Student Book: 253-272 Teacher's Edition: 253-272</p> |

| Standard | Write Source, Fifth Grade |
|--|--|
| Tone. | <p>Student Book: 309-310</p> <p>Teacher’s Edition: 309-310</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 253-272</p> <p>Teacher’s Edition: 253-272</p> |
| 2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s). | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272</p> <p>Teacher’s Edition: 253-272</p> |
| 2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment). | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272, 273-298, 321-332</p> <p>Teacher’s Edition: 253-272, 273-298, 321-332</p> |
| 2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experience, text(s), and graphics. | <p>The opportunity to address this objective is available on the following pages: Student Book: 273-298, 321-332</p> <p>Teacher’s Edition: 273-298, 321-332</p> |
| 2.09 Listen actively by: Asking questions. | <p>Student Book: 363-372</p> <p>Teacher’s Edition: 363-372</p> |
| Delving deeper into the topic. | <p>Student Book: 363-372</p> <p>Teacher’s Edition: 363-372</p> |
| Elaborating on the information and ideas presented. | <p>Student Book: 363-372</p> <p>Teacher’s Edition: 363-372</p> |
| Evaluating information and ideas. | <p>Student Book: 363-372</p> <p>Teacher’s Edition: 363-372</p> |
| Making inferences and drawing conclusions. | <p>Student Book: 363-372</p> <p>Teacher’s Edition: 363-372</p> |

| Standard | Write Source, Fifth Grade |
|---|---|
| Making judgments. | Student Book: 363-372 Teacher's Edition: 363-372 |
| 2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience. | The opportunity to address this objective is available on the following pages: Student Book: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-367, 369-378 Teacher's Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-367, 369-378 |

C o m p e t e n c y G o a l 3

The learner will make connections through the use of oral language, written language, and media and technology.

| Standard | Write Source, Fifth Grade |
|--|---|
| 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Analyzing word choice. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher's Edition: 253-297 |
| Examining reasons for a character's actions, taking into account the situation and basic motivation of the character. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher's Edition: 253-297 |
| Creating and presenting a product that effectively demonstrates a personal response to a selection or experience. | Student Book: 253-297 Teacher's Edition: 253-297 |
| Examining alternative perspectives. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher's Edition: 253-297 |
| Evaluating the differences among genres. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher's Edition: 253-297 |

| Standard | Write Source, Fifth Grade |
|---|--|
| Examining relationships among characters. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272</p> <p>Teacher’s Edition: 253-272</p> |
| Making and evaluating inferences and conclusions about characters, events, and themes. | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272</p> <p>Teacher’s Edition: 253-272</p> |
| <p>3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272</p> <p>Teacher’s Edition: 253-272</p> |
| <p>3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 253-272</p> <p>Teacher’s Edition: 253-272</p> |
| <p>3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 393-398</p> <p>Teacher’s Edition: 393-398</p> |
| <p>3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.</p> | <p>Student Book: 333-336</p> <p>Teacher’s Edition: 333-336</p> |
| <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> | <p>Student Book: 321-367</p> <p>Teacher’s Edition: 321-367</p> |
| <p>3.07 Make informed judgments about: Bias.</p> | <p>The opportunity to address this objective is available on the following pages: Student Book: 393-398</p> <p>Teacher’s Edition: 393-398</p> |

| Standard | Write Source, Fifth Grade |
|-------------------|---|
| Propaganda. | The opportunity to address this objective is available on the following pages: Student Book: 393-398 Teacher’s Edition: 393-398 |
| Stereotyping. | The opportunity to address this objective is available on the following pages: Student Book: 393-398 Teacher’s Edition: 393-398 |
| Media techniques. | The opportunity to address this objective is available on the following pages: Student Book: 393-398 Teacher’s Edition: 393-398 |

C o m p e t e n c y G o a l 4

The learner will apply strategies and skills to create oral, written, and visual texts.

| Standard | Write Source, Fifth Grade |
|--|---|
| 4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose. | The opportunity to address this objective is available on the following pages: Student Book: 253-297 Teacher’s Edition: 253-297 |
| 4.02 Use oral and written language to: Formulate hypotheses. | Student Book: 195-251 Teacher’s Edition: 195-251 |
| Present and support arguments. | Student Book: 195-251 Teacher’s Edition: 195-251 |
| Influence the thinking of others. | Student Book: 195-251 Teacher’s Edition: 195-251 |
| 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact. | Student Book: 175, 231, 361 Teacher’s Edition: 175, 231, 361 |

| Standard | Write Source, Fifth Grade |
|--|--|
| <p>4.04 Select a self-evaluated composition for publication and justify rationale for selection.</p> | <p>Student Book: 7, 43-46, 119, 175, 231, 175, 361, 363-367</p> <p>Teacher’s Edition: 7, 43-46, 119, 175, 231, 175, 361, 363-367</p> |
| <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p> | <p>Student Book: 10-11, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348, 364-365</p> <p>Teacher’s Edition: 10-11, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348, 364-365, 6545-651</p> |
| <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> | <p>Student Book: 66, 72, 74, 86, 97-102, 129, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 314, 336, 349-354</p> <p>Teacher’s Edition: 66, 72, 74, 86, 97-102, 129, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 314, 336, 349-354</p> |
| <p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</p> | <p>Student Book: 9-49, 52-61, 83-137, 139-193, 195-251, 253-297, 299-319, 321-367, 379-386</p> <p>Teacher’s Edition: : 9-49, 52-61, 83-137, 139-193, 195-251, 253-297, 299-319, 321-367, 379-386</p> |
| <p>4.08 Focus revision on a specific elements by: Improving words choice.</p> | <p>Student Book: 10, 22, 28, 74, 86, 110-111, 129, 142, 166-167, 185, 198, 222-223, 226, 241, 267, 277, 283, 289, 295, 305, 315, 336, 358</p> <p>Teacher’s Edition: 10, 22, 28, 74, 86, 110-111, 129, 142, 166-167, 185, 198, 222-223, 226, 241, 267, 277, 283, 289, 295, 305, 315, 336, 358, 623-629</p> |
| <p>Rearranging text for clarity.</p> | <p>Student Book: 10, 22, 25-26, 74, 86, 106-107, 129, 142, 162-163, 185, 198, 218-219, 226, 241, 267, 277, 283, 289, 295, 305, 315, 336, 357, 358</p> <p>Teacher’s Edition: 10, 22, 25-26, 74, 86, 106-107, 129, 142, 162-163, 185, 198, 218-219, 226, 241, 267, 277, 283, 289, 295, 305, 315, 336, 357, 358, 623-629</p> |

| Standard | Write Source, Fifth Grade |
|---|--|
| Creating simple and/or complex sentences for clarity or impact. | Student Book: 10, 22, 29, 74, 86, 112-113, 129, 142, 168-169, 185, 198, 224-225, 226, 241, 267, 277, 283, 289, 295, 305, 315, 336, 357, 358 Teacher's Edition: 10, 22, 29, 74, 86, 112-113, 129, 142, 168-169, 185, 198, 224-225, 226, 241, 267, 277, 283, 289, 295, 305, 315, 336, 357, 358, 623-629 |
| Developing a lead, characters, or mood. | Student Book: 10, 22-24, 299-310 Teacher's Edition: 10, 22-24, 299-310 |
| 4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter). | Student Book: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-362 Teacher's Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-362 |
| 4.10 Use technology as a tool to enhance and/or publish a product. | Student Book: 44-46, 132-133 Teacher's Edition: 44-46, 132-133 |

C o m p e t e n c y G o a l 5

The learner will apply grammar and language conventions to communicate effectively.

| Standard | Write Source, Fifth Grade |
|---|---|
| 5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences). | Student Book: 479-507, 508-527 Teacher's Edition: 479-507, 508-527 The opportunity to address this objective is also available throughout the text. |
| 5.02 Demonstrate understanding in speaking and writing by using: Troublesome verbs. | Student Book: 416-422, 582-589 Teacher's Edition: 416-422, 582-589 The opportunity to address this objective is also available throughout the text. |
| Nominative, objective, and possessive pronouns. | Student Book: 412-415, 576-581 Teacher's Edition: 412-415, 576-581 The opportunity to address this objective is also available throughout the text. |

| Standard | Write Source, Fifth Grade |
|---|---|
| <p>5.03 Elaborate information and ideas in writing and speaking by using: Prepositional phrases.</p> | <p>Student Book: 448, 566, 598 Teacher’s Edition: 448, 566, 598 The opportunity to address this objective is also available throughout the text.</p> |
| <p>Transitions.</p> | <p>Student Book: 56, 57, 156, 207, 212, 219, 465, 472-473 Teacher’s Edition: 56, 57, 156, 207, 212, 219, 465, 472-473 The opportunity to address this objective is also available throughout the text.</p> |
| <p>Coordinating and/or subordinating conjunctions.</p> | <p>Student Book: 429, 430, 600 Teacher’s Edition: 429, 430, 600 The opportunity to address this objective is also available throughout the text.</p> |
| <p>5.04 Determine the impact of word choice on written and spoken language.</p> | <p>Student Book: 7, 10, 22, 28, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315 Teacher’s Edition: 7, 10, 22, 28, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 623-629</p> |
| <p>5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.</p> | <p>Student Book: 330-331, 466, 518, 528, 532-535 Teacher’s Edition: 330-331, 466, 518, 528, 532-535</p> |
| <p>5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.</p> | <p>Student Book: 10, 16, 22, 30, 66, 86, 116, 118, 120-121, 129, 142, 144, 172-174, 176, 185, 198, 200, 228-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359, 360, 367 Teacher’s Edition: 10, 16, 22, 30, 66, 86, 116, 118, 120-121, 129, 142, 144, 172-174, 176, 185, 198, 200, 228-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359, 360, 367, 617-618, 623-629</p> |
| <p>5.07 Edit final product for grammar, language conventions, and format.</p> | <p>Student Book: 10, 16, 22, 30, 66, 86, 116, 118, 120-121, 129, 142, 144, 172-174, 176, 185, 198, 200, 228-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359, 360, 367 Teacher’s Edition: 10, 16, 22, 30, 66, 86, 116, 118, 120-121, 129, 142, 144, 172-174, 176, 185, 198, 200, 228-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359, 360, 367, 617-618, 623-629</p> |
| <p>5.08 Create readable documents through legible handwriting (cursive) and word processing.</p> | <p>Student Book: 7, 43-46, 119, 175, 231, 315, 361, 363-367 Teacher’s Edition: 7, 43-46, 119, 175, 231, 315, 361, 363-367</p> |



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