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CORRELATED TO

**OREGON GRADE LEVEL
FOUNDATIONS
GRADES K-12**



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correlated to
Oregon Grade Level Foundations
Kindergarten

W R I T I N G

Standard	Write Source, Kindergarten
Write by moving from left to right and from top to bottom.	Student Book: 8, 9, 10, 11, 12, 13, 32, 33, 44-45, 46-47, 52-59, 68, 69, 76, 77
Independently write many uppercase and lowercase letters.	Student Book: 6, 7
Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.	The opportunity to address this objective is available on the following pages: Student Book: 16, 17
Write most letters and some words when they are dictated.	The opportunity to address this objective is available on the following pages: Student Book: 46-51, 54, 55, 72, 73
Write some consonant-vowel-consonant words such as man, cat, and run (demonstrating the alphabetic principle).	The opportunity to address this objective is available on the following pages: Student Book: 8-11, 45-49, 52, 53
Write (unconventionally) to express own meaning.	Student Book: 26, 27, 32, 33, 46, 47, 52-59, 61, 63, 69, 71, 73, 77, 81
Produce or dictate writing that approximates natural or story language.	Student Book: 58, 59

CONVENTIONS

Spelling and Handwriting

Standard	Write Source, Kindergarten
Use phonemic awareness and letter knowledge to spell independently.	The opportunity to address this objective is available on the following pages: Student Book: 8-11, 16, 17, 23-27, 30-32, 39, 42, 43, 46-47, 68-69, 74-79
Spell some conventionally-spelled consonant-vowel-consonant words.	The opportunity to address this objective is available on the following pages: Student Book: 8-11, 26, 30, 31, 32, 46-59
Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters.	Student Book: 6, 7 The opportunity to address this objective is also available throughout the text.

WRITING APPLICATIONS

Narrative Writing and Expository Writing

Standard	Write Source, Kindergarten
Narrative Writing: Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.	Student Book: 58, 59 The opportunity to address this objective is also available on the following pages: Student Book: 20-23, 25-33, 35-45
Expository Writing: Write (unconventionally) simple messages or directions for a specific reason- or for a specific purpose or specific people.	Student Book: 33, 46, 47, 50-53, 56, 57, 76, 77

S P E A K I N G

Standard	Write Source, Kindergarten
Retell, reenact, or dramatize stories or parts of stories.	The opportunity to address this objective is available on the following pages: Student Book: 58-59
Share information and ideas, speaking in complete, coherent sentences.	Student Book: 29, 33 The opportunity to address this objective is also available on the following pages: Student Book: 46-59, 60-81
Describe people, places, things (e.g., size, color and shape), locations, and actions.	Student Book: 42-43
Tell an experience or story in a logical sequence.	Student Book: 29, 33, 58, 59
Speak audibly.	The opportunity to address this objective is available on the following pages: Student Book: 28, 29, 33
Look at listeners most of the time.	Student Book: 21

L I S T E N I N G

Standard	Write Source, Kindergarten
Listen when others are speaking.	The opportunity to address this objective is available on the following pages: Student Book: 21, 29, 33



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Oregon Grade Level Foundations
Grade 1

Planning, Evaluation, and Revision

Standard	Write Source, Grade 1
With guidance, discuss ideas and select a focus when writing.	Teacher’s Edition: 14-17, 58, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191, 242-247, 341-347
With assistance, compose fairly readable, first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction.	Teacher’s Edition: 14-27, 62-79, 84-101, 104-105, 108-125, 132-138, 142-159, 162-177, 188-199

Writing

Standard	Write Source, Grade 1
With assistance, write for different purposes and to a specific audience or person.	Teacher’s Edition: 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199, 206-207, 208-211, 212-213
Develop an idea with identifiable beginning, middle and end.	Teacher’s Edition: 70-71, 92-93, 116-117, 135, 136, 146, 154, 167, 194-195
Sequence two or more events.	Teacher’s Edition: 84-101, 110-125
Use descriptive words when writing.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 28, 33, 65, 73, 173, 196, 256-259 Student SkillsBook: 83
Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.	Teacher’s Edition: 44-59, 288-290, 349 Student SkillsBook: 5-22

C o n v e n t i o n s

Standard	Write Source, Grade 1
<p>Spelling Spell correctly three and four letter short vowel words (can, will).</p>	<p>Teacher’s Edition: 279-283 The opportunity to address this objective is available throughout the text.</p> <p>Student SkillsBook: 101-153</p>
<p>Use spelling/phonics-based knowledge to spell independently when necessary.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> <p>Student SkillsBook: 101-153</p>
<p>Show spelling consciousness or sensitivity to conventional spelling.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p> <p>Student SkillsBook: 101-153</p>
<p>Grammar Identify and correctly write singular and plural nouns (cat/cats).</p>	<p>Teacher’s Edition: 223, 292, 374, 384-385</p> <p>Student SkillsBook: 43-48, 71-72</p>
<p>Identify and correctly write simple possessive pronouns (my/mine; his/hers).</p>	<p>Teacher’s Edition: 224-227</p>
<p>Punctuation Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.</p>	<p>Teacher’s Edition: 22, 54, 55, 270-273, 288</p> <p>Student SkillsBook: 23-34</p>
<p>Capitalization Capitalize the first word of a sentence, names of people, and the pronoun I.</p>	<p>Teacher’s Edition: 275-277, 288, 368, 375, 388, 390-391</p> <p>Student SkillsBook: 35-42</p>
<p>Handwriting Print legibly and space letters, words, and sentences appropriately.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

Writing Applications

Standard	Write Source, Grade 1
Narrative Writing Write brief stories that describe an experience.	Teacher's Edition: 84-105, 162-169
Expository Writing Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described.	Teacher's Edition: 62-81
Write simple directions.	Teacher's Edition: 108-125, 126, 128-129
Research Report Writing With guidance, gather information about a topic and sort it into major categories.	Teacher's Edition: 180-187, 188-199

Speaking

Standard	Write Source, Grade 1
Recite poems, rhymes, songs, and stories.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 162-177, 202-203
Stay on topic when speaking.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 202-203
Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 162-169, 202-203
Relate an important life event or personal experience in a simple sequence.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 86-101, 202-203
With guidance, use descriptive words when speaking about people, places, things, and events.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 202-203
Speak clearly.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 202-203
Look at listeners.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 202-205

L i s t e n i n g

Standard	Write Source, Grade 1
Listens attentively.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 204-207
Ask questions for clarification and understanding.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 206-207



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Oregon Grade Level Standards
Grade 2

Planning, Evaluation, and Revision

Standard	Write Source, Grade 2
Create a list of ideas for writing.	Teacher's Edition: 6, 9, 26-27, 54-55, 66-67, 74-75, 100-101, 108-109, 134-135, 142-143, 166, 172-173, 184-185, 194-195, 200-201, 211-212, 220-222, 230-232, 237, 262-267, 504-514, 521
In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.	Teacher's Edition: 4-7, 8-13, 14-17, 28-31, 32-35, 36-41, 56-57, 68-69, 76-89, 103, 110-123, 144-155, 186-191, 196-197, 202-203, 213-217, 223-227, 233-236, 238-241, 268-279, 282-283, 501-502
With assistance, revise original drafts to improve sequence and provide more descriptive details.	Teacher's Edition: 6, 11, 57, 69, 82, 83, 103, 116-117, 137, 146-147, 168, 178, 188, 196, 202, 216, 226, 234, 274-275, 283, 522-523, 526-528, 531, 541, 545, 547, 551, 552, 553, 556
With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.	Teacher's Edition: 7, 12, 23, 30-31, 57, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 189, 196, 202, 216, 226, 234, 235, 276-277, 503, 516, 522, 523, 527, 528, 532, 534, 537, 540, 542, 546, 547, 549, 551-552, 553, 557

Writing

Standard	Write Source, Grade 2
With guidance, make reasonable judgments about what to include in written compositions.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 6, 9, 26-27, 54-55, 66-67, 74-75, 100-101, 108-109, 134-135, 142-143, 166, 172-173, 184-185, 194-195, 200-201, 211-212, 220-222, 230-232, 237, 262-267, 504-514, 521
Group related ideas to maintain a consistent focus.	Teacher's Edition: 19, 20, 26, 27, 57, 69, 71, 73, 75, 82, 93, 107, 116, 134, 137, 139, 141, 146, 157, 168, 178, 188, 216, 229-231, 234, 274, 361

Standard	Write Source, Grade 2
Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.	Teacher's Edition: 45-46, 53-57, 58-59, 65-69, 70-87, 90-93, 99-103, 104-121, 133-137, 138-153, 165-170, 171-181, 182-191, 192-197, 198-203, 358
Sequence three or more events.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 70-87, 104-121, 208-217, 218-227
Select and use descriptive words when writing.	Teacher's Edition: 22, 29, 50-61, 105, 107, 116, 137, 229, 234, 253, 515
Distinguish between complete (When Tom hit the ball, he was proud). and incomplete sentences (When Tom hit the ball).	Teacher's Edition: 338-349, 429-436 Student SkillsBook: 95-106
Use correct word order in written sentences.	Teacher's Edition: 338-341, 429-436 Student SkillsBook: 95-106

C o n v e n t i o n s

Standard	Write Source, Grade 2
Spelling Spell correctly words which are used frequently, but do not fit common spelling patterns such as was, were, says, said, who, what, and why.	Teacher's Edition: 409-417, 520 The opportunity to address this objective is also available throughout the text.
Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).	Teacher's Edition: 409-417 The opportunity to address this objective is also available throughout the text.
Spell correctly previously studied words and spelling patterns in own writing.	Teacher's Edition: 409-417 The opportunity to address this objective is also available throughout the text.
Represent all sounds in a word when spelling independently.	Teacher's Edition: 409-417 The opportunity to address this objective is also available throughout the text.
Grammar Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	Teacher's Edition: 313-337 Student SkillsBook: 109-152

Standard	Write Source, Grade 2
Identify and begin to correctly write a few contractions (isn't, can't).	Teacher's Edition: 325, 390-391 Student SkillsBook: 29-32
Punctuation Use commas in the greeting (Dear Eric), and closure of a letter (Love, or Your Friend), and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).	Teacher's Edition: 386-389 Student SkillsBook: 15-28
Capitalization Capitalize all proper nouns (names of specific people or things, such as Emma, Oregon, Jeep), words at the beginning of sentences and greetings, months, and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.	Teacher's Edition: 398-401, 519, 527, 532, 537, 540, 542, 546 Student SkillsBook: 41-62
Handwriting Form letters correctly and space words and sentences properly so that printing can be read easily by another person.	Teacher's Edition: The opportunity to address this objective is available throughout the text.

W r i t i n g A p p l i c a t i o n s

Standard	Write Source, Grade 2
Narrative Writing Write brief narratives based on personal experience: Move through a logical sequence of events.	Teacher's Edition: 64-95, 208-217, 523-526, 550-551
Describe the setting, characters, objects, and events.	Teacher's Edition: 64-95, 208-217, 523-526, 550-551
Expository Writing Write a brief description of a familiar object, person, place, or event: Develop a main idea.	Teacher's Edition: 52-61, 529-530
Use details to support the main idea.	Teacher's Edition: 52-61, 533
Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.	Teacher's Edition: 60-61, 535
Write instructions that illustrate multiple steps.	Teacher's Edition: 98-123, 528

Standard	Write Source, Grade 2
With organizational help, begin writing brief informative reports.	Teacher's Edition: 258-279
Research Report Writing Understand the purposes of various reference materials.	Teacher's Edition: 244-257
Find ideas for writing in pictures and/or books.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 244-257

S p e a k i n g

Standard	Write Source, Grade 2
Retell stories in own words including characters, setting, and plot.	Teacher's Edition: 286-291 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 208-217
Tell experiences in logical order.	Teacher's Edition: 286-291 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 72-89
With guidance, report on a topic with supportive facts and details.	Teacher's Edition: 280-283, 291
With guidance, organize presentation to maintain a clear focus.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 280-283, 291
Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class)	Teacher's Edition: The opportunity to address this objective is available throughout the text.

Listening

Standard	Write Source, Grade 2
Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Teacher's Edition: 296-303 The opportunity to address this objective is also available throughout the text.
Ask for clarification and explanation of stories and ideas.	Teacher's Edition: 296-303 The opportunity to address this objective is also available throughout the text.
Retell in own words information that has been shared orally by others.	Teacher's Edition: 296-303 The opportunity to address this objective is also available throughout the text.



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Oregon Grade Level Standards
Grade 3

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 3
Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.	Teacher's Edition: 10, 11, 52, 62, 70-71, 92, 100-101, 126, 138, 146-147, 172, 184, 192-193, 228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337
Discuss ideas for writing using diagrams and charts to develop ideas, and make a list or notebook of ideas.	Teacher's Edition: 10, 11, 52, 62, 70-71, 92, 100-101, 126, 138, 146-147, 172, 184, 192-193, 228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337, 587-592
With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.	Teacher's Edition: 10-41, 60-87, 90-133, 136-179, 182-223, 226-265, 279-291, 310-335, 584-592
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher's Edition: 26-33, 122-123, 168-169, 212-213, 562-567
With assistance, revise writing for others to read improving the focus and progression of ideas.	Teacher's Edition: 6, 13, 53, 64, 78, 79, 94, 108-109, 116-120, 140, 154-155, 162-167, 186, 196, 196-197, 206-210, 217, 230, 240, 248, 254, 260, 275, 287, 309, 328-331, 339
With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.	Teacher's Edition: 14, 25, 53, 65, 67, 80-81, 87, 95, 97, 110, 111, 121-123, 127, 141, 143, 156-157, 167-169, 173, 187, 189, 198-199, 211-213, 217, 231, 241-242, 248, 254, 260, 275, 287, 309, 332, 333, 339, 555-556, 586
Present and discuss own writing with other students, and respond helpfully to other students' compositions.	Teacher's Edition: 16-19, 34-41, 82, 112, 158, 200-202, 334, 336-339, 342-347, 444-446

W r i t i n g

Standard	Write Source, Grade 3
Write appropriately for purpose and audience.	Teacher's Edition: 44-57, 60-87, 90-133, 136-179, 182-223, 226-265, 268-279, 306-339, 348-353
Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.	Teacher's Edition: 44-57, 66-87, 90-95, 96-113, 136-141, 142-159, 182-187, 226-231, 232-255, 306-309
Use vivid adjectives and action verbs.	Teacher's Edition: 24, 67, 85, 91, 97, 99, 119, 131, 137, 143, 165, 177, 183, 189, 209, 221, 227, 233, 245, 251, 257, 263, 271, 275, 281, 330-331, 433-441
Begin to elaborate descriptions and incorporate figurative language wording in own writing.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 60-87
Write correctly complete sentences of statement, command, question, or exclamation.	Teacher's Edition: 395-413, 510-515 Student SkillsBook: 89-92

C o n v e n t i o n s

Standard	Write Source, Grade 3
Spelling Spell correctly one syllable words that have blends (play, blend) or a silent letter (walk).	Teacher's Edition: The opportunity to address this objective is available throughout the text.
Contractions (isn't, aren't, can't)	Teacher's Edition: 456 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 61-66
Compounds	Teacher's Edition: The opportunity to address this objective is available throughout the text. Student SkillsBook: 156
Common spelling patterns (qu-, changing win to winning, and changing the ending of a word from y to ies to make a plural such as berry/berries)	Teacher's Edition: 374, 476, 477 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 63-66, 121-122

Standard	Write Source, Grade 3
Common homophones (words that sound the same but have different spellings, such as hair/hare).	Teacher’s Edition: The opportunity to address this objective is also available throughout the text.
Spell correctly previously studied words and spelling patterns in own writing.	Teacher’s Edition: The opportunity to address this objective is available throughout the text.
Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).	Teacher’s Edition: 14, 25, 53, 65, 67, 80-81, 87, 95, 97, 110, 111, 121-123, 127, 141, 143, 156-157, 167-169, 173, 187, 189, 198-199, 211-213, 217, 231, 241-242, 248, 254, 260, 275, 287, 300-301, 309, 332, 333, 339, 555-556, 586
Grammar Use subjects and verbs that are in agreement (we are instead of we is).	Teacher’s Edition: 386, 404 Student SkillsBook: 77-84
Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.	Teacher’s Edition: 384, 385, 524 Student SkillsBook: 137-142
Correctly use pronouns (it, him, her) adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).	Teacher’s Edition: 377-380, 387-388, 520, 530-533, 542 Student SkillsBook: 125-132, 151-157
Identify and correctly write singular possessive nouns (dog’s tail).	Teacher’s Edition: 375, 458, 518 Student SkillsBook: 123-124
Punctuation Use commas in dates (On June 24, 2003, she’ll be nine), locations (Salem, Oregon) and addresses (421 Coral Way, Miami, FL) and for items in a series (beans, corn, cucumbers, and squash).	Teacher’s Edition: 167, 450-455 Student SkillsBook: 9-22, 56-68
Approximate correct use of quotation marks to show that someone is speaking (“You may go home now,” she said).	Teacher’s Edition: 460 Student SkillsBook: 29-32
Capitalization Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon).	Teacher’s Edition: 211, 373, 470-475 Student SkillsBook: 41-42, 45-50 The opportunity to address this objective is also available throughout the text.

Standard	Write Source, Grade 3
<p>Handwriting Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.</p>	<p>Teacher's Edition: The opportunity to address this objective is available throughout the text.</p>

Writing Applications

Standard	Write Source, Grade 3
<p>Narrative Writing Provide a context within which an action takes place.</p>	<p>Teacher's Edition: 90-133</p>
<p>Include well-chosen details to develop the plot.</p>	<p>Teacher's Edition: 90-133</p>
<p>With some guidance, provide insight into why the selected incident is memorable.</p>	<p>Teacher's Edition: 90-133</p>
<p>Expository Writing Write descriptive pieces about people, places, things, or experiences: Develop a unified main idea.</p>	<p>Teacher's Edition: 60-87</p>
<p>Use details to support the main idea.</p>	<p>Teacher's Edition: 60-87</p>
<p>Write letters, thank-you notes, and invitations: With assistance, determine the knowledge, and interests of the audience and establish a purpose and context.</p>	<p>Teacher's Edition: 128-129, 188-203</p>
<p>Include the date, proper salutation, body, closing, and signature.</p>	<p>Teacher's Edition: 128-129, 188-203, 429, 450, 464</p>
<p>Write brief reports: Include observations and information from two or more sources.</p>	<p>Teacher's Edition: 294-305, 310-335</p>
<p>Use diagrams, charts, or illustrations that are appropriate to the text.</p>	<p>Teacher's Edition: 310-335, 444-445</p>
<p>Write brief responses to literary text: Include what the text is about.</p>	<p>Teacher's Edition: 226-265</p>

Standard	Write Source, Grade 3
Include personal response to text supported by reasons.	Teacher's Edition: 226-265
Research Report Writing Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-rom, and online sources).	Teacher's Edition: 294-305

S p e a k i n g

Standard	Write Source, Grade 3
With guidance, organize ideas sequentially or around major points of information.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 336-339, 342-347
Provide a beginning, middle, and end, including concrete details that develop a central idea.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 336-339, 342-347
With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 336-339, 342-347
Use clear and specific vocabulary to communicate and, with assistance, establish the tone.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 336-339, 342-347
Use appropriate intonation and vocal patterns to emphasize important points.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 336-339, 342-347
Maintain good eye contact while speaking.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 336-339, 342-347

L i s t e n i n g

Standard	Write Source, Grade 3
Retell in own words and explain what has been said by a speaker.	Teacher's Edition: 354-361 The opportunity to address this objective is also available throughout the text.
Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).	Teacher's Edition: 354-361 The opportunity to address this objective is also available throughout the text.
Answer questions completely and with appropriate elaboration.	Teacher's Edition: 354-361 The opportunity to address this objective is also available throughout the text.
Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it such as hiss or buzz).	Teacher's Edition: 354-361 The opportunity to address this objective is also available throughout the text.

A n a l y s i s

Standard	Write Source, Grade 3
Distinguish between the speaker's opinions and verifiable facts.	Teacher's Edition: 354-361



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Grade 4

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 4
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher’s Edition: 6, 9-11, 50, 58, 65, 70, 91-96, 127, 141, 147-152, 183-184, 187, 189, 197, 203-208, 239, 240, 243, 245, 250, 255, 260-262, 275, 279, 281, 285, 287, 291, 293, 297, 302-303, 313-314, 335, 341-348, 645-651
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher’s Edition: 6, 10-13, 66, 72-74, 97-102, 142, 153-158, 185, 198, 209-214, 241, 243, 245, 250, 256, 263-266, 276, 279, 282, 285, 288, 291, 294, 297, 304, 336, 349-354
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-368, 379-392
Choose the form of writing that best suits the intended purpose—personal letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-368, 379-392
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	Teacher’s Edition: 9-42, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-368, 379-392
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 52-61, 67-74, 75-79, 87-124, 125-130, 143-175, 181-187, 199-236, 237, 244-247, 257-272, 273-298, 299-310, 333-336, 337-362
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher’s Edition: 31-38, 120-121, 176-177, 232-233, 624-629

Standard	Write Source, Grade 4
Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	Teacher's Edition: 7, 14-15, 59, 66, 74, 86, 103-114, 129, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358
Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher's Edition: 7, 10, 16, 22, 30, 59, 66, 74, 86, 115-118, 120-121, 129, 142, 144, 172-174, 176-177, 185, 198, 200, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 305, 336, 359-360, 367, 617-618 Student SkillsBook: 3-42, 43-54, 55-74

W r i t i n g

Standard	Write Source, Grade 4
Select a focus and a point of view based upon purpose and audience.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 63-81, 83-137, 139-193, 198-251, 253-297, 299-319, 333-336, 337-362, 363-368
Write multi-paragraph compositions that: Provide an inviting introductory paragraph.	Teacher's Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 143-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297
Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.	Teacher's Edition: 145-180, 199-236
Include supporting paragraphs with simple facts, details, and explanations.	Teacher's Edition: 145-180, 182-185, 257-272
Present important ideas or events in sequence or chronological order.	Teacher's Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 143-180, 182-185, 199-236, 458-462
Provide details and transitions to link paragraphs.	Teacher's Edition: 56, 57, 156, 212, 465, 470-473 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 143-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297
Conclude with a paragraph that summarizes the points.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 143-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297

Standard	Write Source, Grade 4
Use correct indentation.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 143-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297
Use words that describe, explain, or provide additional details and connections.	Teacher’s Edition: 10, 22, 28, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315 Student SkillsBook: 167-170
Use simple sentences and compound sentences in writing.	Teacher’s Edition: 431-451, 560-569 Student SkillsBook: 77-84, 105-114
Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.	Teacher’s Edition: 440-451 Student SkillsBook: 115-130

C o n v e n t i o n s

Standard	Write Source, Grade 4
Spelling Spell correctly roots (bases of words, such as un necessary, coward ly).	Teacher’s Edition: 466, 469 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 57-58
Inflections (words like care/careful/caring).	Teacher’s Edition: The opportunity to address this objective is available throughout the text. Student SkillsBook: 55-62
Suffixes and prefixes (-ly, -ness, mis-, un-).	Teacher’s Edition: 466, 468 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 57-58
Syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-ogy), and	Teacher’s Edition: 466 The opportunity to address this objective is also available throughout the text.

Standard	Write Source, Grade 4
Homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot).	<p>Teacher's Edition: 536-559 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 63-74</p>
<p>Grammar Correctly use regular verbs (live/lived, shout/shouted).</p>	<p>Teacher's Edition: 416-422</p> <p>Student SkillsBook: 157-162</p>
Correctly use irregular verbs (swim/swam, ride/rode, hit/hit).	<p>Teacher's Edition: 416-422</p> <p>Student SkillsBook: 163-166</p>
Correctly use adverbs (slowly, quickly, fast).	<p>Teacher's Edition: 426-427</p> <p>Student SkillsBook: 171-174</p>
Correctly use prepositions (over, under, through, between).	<p>Teacher's Edition: 428</p> <p>Student SkillsBook: 175-176</p>
Correctly use coordinating conjunctions (and, or, but).	<p>Teacher's Edition: 429-430</p> <p>Student SkillsBook: 177-182</p>
<p>Punctuation Correctly use apostrophes to show possession (Troy's shoes, the cat's food).</p>	<p>Teacher's Edition: 490-493</p> <p>Student SkillsBook: 21-22</p>
Apostrophes in contractions (can't, didn't, won't).	<p>Teacher's Edition: 490-493</p> <p>Student SkillsBook: 19</p>
Quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books.	<p>Teacher's Edition: 494-495</p> <p>Student SkillsBook: 23-26</p>
Use underlining, quotation marks, or italics to identify titles of documents.	<p>Teacher's Edition: 502-503</p> <p>Student SkillsBook: 32-34</p>
Correctly write plural possessive nouns (girls' hats).	<p>Teacher's Edition: 228, 409, 490, 492</p> <p>Student SkillsBook: 20-22</p>

Standard	Write Source, Grade 4
<p>Capitalization Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p>Teacher’s Edition: 508-515 Student SkillsBook: 45-46</p>
<p>Handwriting Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>
<p>Read cursive.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

W r i t i n g A p p l i c a t i o n s

Standard	Write Source, Grade 4
<p>Narrative Writing Write personal narratives Include ideas, observations, or memories of an event or experience.</p>	<p>Teacher’s Edition: 83-124</p>
<p>Provide a context to allow the reader to imagine the world of the event or experience.</p>	<p>Teacher’s Edition: 83-124</p>
<p>Use concrete sensory details.</p>	<p>Teacher’s Edition: 83-124, 130-133, 462-465</p>
<p>Provide insight into why the selected event or experience is memorable.</p>	<p>Teacher’s Edition: 83-124</p>
<p>Expository Writing: Response to Literary Text Write responses to literature: Demonstrate an understanding of the literary work.</p>	<p>Teacher’s Edition: 253-297</p>
<p>Support interpretations through references to both the text and prior knowledge.</p>	<p>Teacher’s Edition: 253-297</p>
<p>Expository Writing: Research Reports/Multimedia Presentations Write informational reports: Ask and then address a central question about an issue or event</p>	<p>Teacher’s Edition: 337-362, 363-367</p>

Standard	Write Source, Grade 4
Include facts and details for focus.	Teacher's Edition: 337-362, 363-367
Develop the topic with simple facts, details, examples, and explanations.	Teacher's Edition: 337-362, 363-367
Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.	Teacher's Edition: 321-332, 337-362, 363-367
Persuasive Writing Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.	Teacher's Edition: 195-198, 199-236, 237-251
Summaries, Business Letters, Job Applications and Resumes, Technical Writing Write summaries that contain the main idea of the reading selection.	Teacher's Edition: 333-336
Research Report Writing Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.	Teacher's Edition: 321-332, 337-362
Use note-taking skills.	Teacher's Edition: 336-362, 387-392
Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	Teacher's Edition: 321-332, 337-362
Understand the organization of almanacs, newspapers, periodicals and how to use those print materials.	Teacher's Edition: 321-332
Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.	Teacher's Edition: 43-46 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 337-362

S p e a k i n g

Standard	Write Source, Grade 4
Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 175, 361, 363-367, 373-378
Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 175, 361, 363-367, 373-378
Use details, examples, anecdotes (stores of a specific event), or experiences to clarify information.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 175, 361, 363-367, 373-378
Use a variety of descriptive words that help to convey a clear message.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 175, 361, 363-367, 373-378
Use correct grammar most of the time.	The opportunity to address this objective is available throughout the text.
Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 175, 361, 363-367, 373-378

L i s t e n i n g

Standard	Write Source, Grade 4
Ask thoughtful questions and respond orally to questions with appropriate discussion.	Teacher’s Edition: 369-372 The opportunity to address this objective is also available throughout the text.
Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	Teacher’s Edition: 333-336, 369-372 The opportunity to address this objective is also available throughout the text.
Follow detailed directions and instructions.	Teacher’s Edition: 369-372 The opportunity to address this objective is also available throughout the text.

A n a l y s i s

Standard	Write Source, Grade 4
Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 363-367

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correlated to
Oregon Grade Level Standards
Grade 5

Planning, Evaluation, and Revision

Standard	Write Source, Grade 5
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher's Edition: 6, 9, 11, 58, 65, 70-71, 85, 91-96, 127, 128, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275-281, 287, 293, 302-303, 313-314, 335, 341-348, 645-651
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher's Edition: 6, 12, 59, 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
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-367
Choose the form of writing that best suits the intended purpose—personal letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-367
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 9-49, 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-367, 611
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 333-336, 337-362, 363-367
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher's Edition: 19, 31-38, 176-177, 624-629

Standard	Write Source, Grade 5
Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.	Teacher’s Edition: 7, 14-15, 59, 66, 74, 86, 103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305
Edit and proofread one’s own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher’s Edition: 7, 15-18, 30, 66, 74, 86, 116-118, 120-121, 129, 144, 171-174, 176-177, 185, 198, 200, 227-230, 232-233, 241, 256, 268, 277, 283, 289, 295, 336, 359-360, 367, 617-618 Student SkillsBook: 3-44, 45-54, 55-74

W r i t i n g

Standard	Write Source, Grade 5
Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	Teacher’s Edition: 63-81, 83-137, 139-193, 195-251, 253-297, 299-319, 333-336, 337-362, 363-367
Write multi-paragraph compositions that: Engage readers with an interesting introduction.	Teacher’s Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 145-180, 182-185, 199-236, 238-241, 248-250, 273-297, 337-362
Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.	Teacher’s Edition: 52-61, 67-74, 87-124, 126-129, 130-131, 134-136, 145-180, 182-185, 199-236, 238-241, 248-250, 273-297, 337-362, 458-461
Develop new ideas in separate paragraphs.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 67-74, 87-124, 126-129, 130-131, 134-136, 145-180, 182-185, 199-236, 238-241, 248-250, 273-297, 337-362
Provide details and examples to support ideas.	Teacher’s Edition: 55, 67-74, 87-124, 126-129, 130-131, 134-136, 145-180, 182-185, 199-236, 238-241, 248-250, 273-297
Provide transitions to link paragraphs.	Teacher’s Edition: 56, 57, 156, 207, 212, 219, 465, 472-473
Offer a concluding paragraph that summarizes important ideas and details.	Teacher’s Edition: 74, 102, 158, 214, 266, 276, 288, 297, 353
Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.	Teacher’s Edition: 56, 57, 156, 207, 212, 219, 465, 472-473

Standard	Write Source, Grade 5
Use a variety of descriptive words, demonstrating awareness of impact on audience.	Teacher's Edition: 10, 22, 28, 71, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 313-315, 367
Use simple sentences and compound sentences and begin using complex sentences.	Teacher's Edition: 431-451 Student SkillsBook: 77-80, 103-112, 115-124
To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.	Teacher's Edition: 428-430, 470-473, 566 Student SkillsBook: 81-84, 103-112, 117-124

C o n v e n t i o n s

Standard	Write Source, Grade 5
Spelling Spell correctly roots or bases of words	Teacher's Edition: 466, 469 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 58
Prefixes (understood/misunderstood, excused/unexcused).	Teacher's Edition: 466, 468 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 58
Suffixes (final/finally, mean/mean-ness).	Teacher's Edition: 466, 468 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 58
Contractions (will not/won't, it is/it's, they would/they'd)	Teacher's Edition: 439, 490 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 21
Syllable constructions (in-for-ma-tion, mol-e-cule)	Teacher's Edition: 330-331 The opportunity to address this objective is also available throughout the text.
Words with more than one acceptable spelling (advisor, adviser).	Teacher's Edition: 536-560 The opportunity to address this objective is also available throughout the text.

Standard	Write Source, Grade 5
<p>Grammar Correctly use verbs that are often missed (lie/lay, sit/set, rise/raise)</p>	<p>Student SkillsBook: 160-162</p>
<p>Modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its)</p>	<p>Teacher’s Edition: 28, 412-415, 562, 576-581 Student SkillsBook: 139-150</p>
<p>Ensure that verbs agree with their subjects.</p>	<p>Teacher’s Edition: 420, 421, 438 Student SkillsBook: 97-102</p>
<p>Punctuation Correctly use parentheses to explain something that is not considered of primary importance to the sentence.</p>	<p>Teacher’s Edition: 504-505 Student SkillsBook: 40</p>
<p>A colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the following items for the project: map, pictures, scissors, tape),</p>	<p>Teacher’s Edition: 498-499 Student SkillsBook: 31-34</p>
<p>Commas in direct quotations (He said, “I’d be happy to go.”)</p>	<p>Teacher’s Edition: 494-495, 482 Student SkillsBook: 25-28</p>
<p>Correctly place commas and periods inside quotation marks.</p>	<p>Teacher’s Edition: 494-495 Student SkillsBook: 25-26</p>
<p>Capitalization Use correct capitalization.</p>	<p>Teacher’s Edition: 508-515 Student SkillsBook: 45-48</p>
<p>Handwriting Write legibly in cursive or manuscript.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>
<p>Read cursive fluently.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

Writing Applications

Standard	Write Source, Grade 5
<p>Narrative Writing Write fictional narratives Establish a plot, point of view, setting, conflict, and resolution.</p>	<p>Teacher's Edition: 299-310</p>
<p>Show through description, rather than tell (summarize), the events of the story.</p>	<p>Teacher's Edition: 299-310, 423-425, 466-469</p>
<p>Expository Writing: Response to Literary Text Write responses to literature: Demonstrate an understanding of the literary work.</p>	<p>Teacher's Edition: 253-297</p>
<p>Support interpretations through references to both the text and prior knowledge.</p>	<p>Teacher's Edition: 253-297</p>
<p>Develop interpretations that exhibit careful reading and understanding.</p>	<p>Teacher's Edition: 253-297</p>
<p>Expository Writing: Research Reports/Multimedia Presentations Write research reports about ideas, issues, or events: Frame questions that direct the investigation.</p>	<p>Teacher's Edition: 337-362, 363-367</p>
<p>Establish a main idea or topic.</p>	<p>Teacher's Edition: 337-362, 363-367</p>
<p>Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.</p>	<p>Teacher's Edition: 321-332 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 337-362</p>
<p>Cite references appropriately.</p>	<p>Teacher's Edition: 340, 352, 354</p>
<p>Persuasive Writing Write persuasive compositions: State a clear position in support of a proposal.</p>	<p>Teacher's Edition: 195-251</p>
<p>Support a position with relevant evidence.</p>	<p>Teacher's Edition: 195-251</p>
<p>Follow simple organizational patterns.</p>	<p>Teacher's Edition: 195-251</p>

Standard	Write Source, Grade 5
Address reader concerns.	Teacher's Edition: 195-251
Summaries, Business Letters, Job Applications and Resumes, Technical Writing Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).	Teacher's Edition: 333-336
Write business letters to request information (e.g., for school reports).	Teacher's Edition: 244-247, 477, 498
Research Report Writing Use organizational features of printed text to locate relevant information.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 321-332, 337-362
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 321-332, 337-362, 387-392
Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 321-332
Quote or paraphrase information sources, citing them appropriately e.g., Works Cited Entries-MLA)	The opportunity to address this objective is available on the following pages: Teacher's Edition: 337-362

S p e a k i n g

Standard	Write Source, Grade 5
Develop a focus and point of view that are appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 119, 175, 231, 270, 363-367, 373-378
Organize information to clarify and support spoken ideas with evidence and examples.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 119, 175, 231, 270, 363-367, 373-378

Standard	Write Source, Grade 5
Use descriptive words that clearly convey the message and establish the tone.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 270, 363-367, 373-378
Use appropriate technical words that support clear understanding.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 270, 363-367, 373-378
Use correct grammar consistently.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 270, 363-367, 373-378
Engage the audience with appropriate verbal cues-volume, pitch, phrasing, and modulation; facial expressions; gestures; and eye contact.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 119, 175, 231, 270, 363-367, 373-378

L i s t e n i n g

Standard	Write Source, Grade 5
Ask relevant questions that seek information not already discussed.	Teacher’s Edition: 369-372 The opportunity to address this objective is also available throughout the text.
Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 369-372, 373-378
Make inferences or draw conclusions based on an oral report.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 369-372, 373-378

A n a l y s i s

Standard	Write Source, Grade 5
Identify and discuss the purpose of media-information, entertainment, persuasion, interpretation of events, and transmission of culture.	Teacher’s Edition: 393-399
Identify and discuss the role of media in focusing people’s attention on events and influencing their opinions on issues.	Teacher’s Edition: 393-399



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correlated to
Oregon Grade Level Standards
Grade 6

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 6
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher’s Edition: 7, 8, 11-13, 73, 78-79, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 246-247, 264, 281, 285, 291-294, 326, 346-347, 355-356, 379, 386-393, 412, 530, 544-549, 800-804
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher’s Edition: 7, 8, 14-15, 74, 80-81, 96, 107-112, 140, 155, 160, 171-176, 204, 217, 222, 233-238, 265, 281, 286, 295-300, 327, 348, 356, 530
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415
Choose the form of writing that best suits the intended purpose—personal letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	Teacher’s Edition: 5-69, 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-352, 377-415
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher’s Edition: 45-56, 114-123, 126-127, 130-131, 178-187, 190-191, 194-195, 240-249, 252-253, 256-257, 302-311, 314-315, 318-319, 768, 769-775

Standard	Write Source, Grade 6
Revise drafts to improve the organization and consistency of ideas within and between paragraphs.	Teacher's Edition: 7, 9, 16-21, 74, 82, 96, 113-124, 141, 155, 160, 177-188, 204, 217, 222, 239-250, 266, 281, 286, 301-312, 326, 348, 357, 380, 401-402, 413, 530
Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher's Edition: 7, 9, 12, 22-23, 44, 50-51, 74, 83, 96, 98, 125-128, 130-131, 142, 160, 162, 189-192, 194-195, 204, 217, 222, 224, 252-254, 256-257, 266, 286, 288, 313-316, 318-319, 328, 349, 357, 380, 403-404, 410, 413, 415, 541, 761-762 Student SkillsBook: 3-40, 41-60

W r i t i n g

Standard	Write Source, Grade 6
Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 363-415, 556-561
Write multi-paragraph compositions that: Engage the interest of the reader.	Teacher's Edition: 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322
State a clear purpose.	Teacher's Edition: 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322 552-553
Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.	Teacher's Edition: 534-537, 550-555 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322
Develop the topic with supporting details and precise language.	Teacher's Edition: 538-541, 544-550, 560-561 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322
Provide transitions to link paragraphs.	Teacher's Edition: 116, 174, 181, 242-243, 298, 305, 561, 572, 573 Student SkillsBook: 73-74

Standard	Write Source, Grade 6
Conclude with a detailed summary linked to the purpose of the composition.	Teacher’s Edition: 82, 112, 117, 176, 238, 300, 398 The opportunity to address this objective is also available on the following pages: Teacher’s Edition: 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322
Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important details.	Teacher’s Edition: 12, 16, 34, 37-39, 72, 77, 82, 94, 100, 104, 116-117, 124, 130-131, 137, 139, 141, 153, 158, 162, 164, 168, 174, 180-181, 188, 194-195, 201, 204, 215, 220, 224, 226, 231, 242, 243, 250, 256-257, 263, 266, 279, 284, 288, 290, 298, 304-305, 312, 318-319, 325, 328, 339, 345, 346, 348 354, 357, 378, 380, 385, 402, 410, 415, 534-537, 550-554, 561, 572-573
Use a variety of descriptive words to paint a visual image in the mind of the reader.	Teacher’s Edition: 12, 20, 34, 41, 72, 77, 83, 94, 98, 100, 120-121, 124, 130-131, 137, 141, 153, 158, 162, 164, 184-185, 194-195, 204, 220, 224, 226, 246-247, 250, 256-257, 263, 266, 284, 288, 290, 308-309, 312, 318-319, 325, 328, 339, 345, 348, 357, 378, 380, 385, 402, 410, 415, 541
Use simple, compound, and complex sentences.	Teacher’s Edition: 500-522 Student SkillsBook: 91-120
To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas—including both main ideas and supporting ideas in single sentences.	Teacher’s Edition: 12, 16, 34-36, 72, 77, 82, 94, 98, 100, 102, 114-115, 124, 130-131, 137, 141, 153, 158, 162, 164, 166, 178-179, 188, 194-195, 201, 204, 215, 220, 224, 226, 228, 240-241, 250, 256, 257, 263, 266, 279, 284, 288, 290, 302-303, 312, 318-319, 325, 328, 339, 345, 348, 415, 541

C o n v e n t i o n s

Standard	Write Source, Grade 6
Spelling Spell correctly frequently misspelled words (their/they’re/there, loose/lose/loss, choose/chose, through/threw, it’s/its).	Teacher’s Edition: 374-375, 644-650 The opportunity to address this objective is available throughout the text. Student SkillsBook: 51, 52
Grammar Correctly use: Indefinite pronouns (all, another, each, either, few, many, none, one, several, some).	Teacher’s Edition: 475, 606, 710 Student SkillsBook: 135-136

Standard	Write Source, Grade 6
Present perfect, verb tense (have been, has been).	Teacher's Edition: 484, 724 Student SkillsBook: 147-150
Past perfect, verb tense (had/been).	Teacher's Edition: 484, 724 Student SkillsBook: 147-150
Future perfect verb tense (shall have been).	Teacher's Edition: 484, 724 Student SkillsBook: 147-150
Ensure that verbs agree with compound subjects.	Teacher's Edition: 508-509, 728 Student SkillsBook: 67-68
Punctuation Correctly use: Colons after the salutation (greeting) in business letters (Dear Sir:)	Teacher's Edition: 596 Student SkillsBook: 21, 22
Semicolons to connect main clauses (Katy went to school; her brother stayed home).	Teacher's Edition: 594 Student SkillsBook: 21, 22
Commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project).	Teacher's Edition: 584-591 Student SkillsBook: 15, 16
Semicolons and commas for transitions (The deadline is past; however, we can do it next year).	Teacher's Edition: 584-595 Student SkillsBook: 21, 22
Capitalization Use correct capitalization.	Teacher's Edition: 618-626 Student SkillsBook: 41-46
Handwriting Write legibly.	Teacher's Edition: The opportunity to address this objective is available throughout the text.

Writing Applications

Standard	Write Source, Grade 6
<p>Narrative Writing Write fictional narratives Establish and develop a plot and setting, and present a point of view that is suitable to the story.</p>	<p>Teacher’s Edition: 343-352,</p>
<p>Include sensory details and clear language to develop plot and character.</p>	<p>Teacher’s Edition: 343-352, 486-489, 556-557</p>
<p>Use a range of narrative devices, such as dialogue or suspense.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher’s Edition: 343-352, 556, 557, 598-599, 600-601</p>
<p>Expository Writing: Response to Literary Text Write responses to literature: Develop interpretations that show careful reading, understanding and insight.</p>	<p>Teacher’s Edition: 283-341</p>
<p>Organize the interpretations around several clear ideas.</p>	<p>Teacher’s Edition: 283-341</p>
<p>Develop and justify the interpretations through the use of examples and evidence from the text.</p>	<p>Teacher’s Edition: 283-341</p>
<p>Expository Writing: Research Reports/Multimedia Presentations Write research reports: Pose relevant questions that are focused enough to be thoroughly answered in the report.</p>	<p>Teacher’s Edition: 381-410, 411-415</p>
<p>Identify credible sources.</p>	<p>Teacher’s Edition: 395, 399, 400</p>
<p>Support the main idea or ideas with facts, details, examples, and explanation from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.</p>	<p>Teacher’s Edition: 363-376, 381-410, 411-415</p>
<p>Include references used.</p>	<p>Teacher’s Edition: 395, 399-400</p>
<p>Persuasive Writing Write persuasive compositions: State a clear position on a proposition or proposal.</p>	<p>Teacher’s Edition: 219-281</p>

Standard	Write Source, Grade 6
Support the position with organized and relevant evidence.	Teacher's Edition: 219-281
Anticipate and address reader concerns and counter-arguments.	Teacher's Edition: 219-281
<p>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</p> <p>Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.</p>	Teacher's Edition: 377-380
<p>Research Report Writing</p> <p>Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 363-376, 381-410</p>
<p>Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 363-376, 381-410, 441-448</p>
<p>Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 363-376, 381-410</p>
<p>Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margin, tabs, spacing, columns, page orientation).</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 57-64, 405-410</p>
<p>Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries- MLA)</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 381-410</p>

S p e a k i n g

Standard	Write Source, Grade 6
Develop a focus and point of view.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Match the purpose, message, occasion, and delivery to the audience.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Organize information using supporting details, reasons, descriptions, and examples.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Emphasize key points to assist the listener in following main idea and concepts.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Support opinions with detailed evidence and with visual or media displays.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Use language effectively to convey the message and make content clear.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Use correct grammar consistently.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430
Use effective rate, volume, pitch, and tone, and align nonverbal elements, including eye contact, to sustain audience interest and attention.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 411-415, 423-430

L i s t e n i n g

Standard	Write Source, Grade 6
<p>Relate the speaker’s verbal communication, including word choice, pitch, feeling, and tone to the nonverbal message, including posture, facial expressions, and gestures.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher’s Edition: 417-419</p>
<p>Identify the tone, mood, and emotion conveyed in oral communication.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher’s Edition: 417-419</p>

A n a l y s i s

Standard	Write Source, Grade 6
<p>Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.</p>	<p>Teacher’s Edition: 393-398</p>
<p>Compare ideas and points of view expressed in broadcast, print media, and electronic media.</p>	<p>Teacher’s Edition: 393-398</p>



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correlated to
Oregon Grade Level Standards
Grade 7

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 7
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher's Edition: 7, 8, 13, 73, 78-79, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 221, 227-232, 264-265, 285, 291-294, 326-327, 346-347, 355, 356, 379, 387-395, 801-805
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher's Edition: 7, 8, 14, 15, 74, 80-81, 96, 107-112, 140, 160, 171-176, 204, 222, 233-238, 265, 286, 295-300, 327, 356, 380, 396-404, 530
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415
Choose the form of writing that best suits the intended purpose—personal letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	Teacher's Edition: 4-10, 11-28, 29-69, 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-352, 377-415
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher's Edition: 45-56, 114-123, 126-127, 130-131, 178-187, 190-191, 194-195, 240-249, 252-253, 256-257, 302-311, 314-315, 318-319, 768-775

Standard	Write Source, Grade 7
Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Teacher's Edition: 7, 9, 16-21, 50, 51,74, 96, 113-124, 141, 149, 160, 177-188, 204-222, 239-250, 266, 302-312, 328, 348, 357, 380, 405-406
Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher's Edition: 12, 22-23, 34, 44, 74, 82, 96, 98, 126-128, 130, 131, 142, 160, 162, 189-192, 194-195, 204, 222, 224, 251-254, 256-257, 286, 288, 313-316, 318-319, 328, 349, 357, 407-408, 413 Student SkillsBook: 3-66

W r i t i n g

Standard	Write Source, Grade 7
Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to engage the interest of the reader.	Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 363-415, 560-561
Write multi-paragraph compositions –descriptions, explanations, comparison-and-contrast papers, problem and solution essays-that: State the thesis or purpose.	Teacher's Edition: 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410
Explain the situation.	Teacher's Edition: 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410
Organize the composition clearly, following an organizational pattern appropriate to the type of composition-comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	Teacher's Edition: 534-537, 550-555 The opportunity to address this objective is available on the following pages: Teacher's Edition: 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410
Provide evidence to support arguments and conclusions.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 161-198, 199-204, 223-260, 261-266
Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410

Standard	Write Source, Grade 7
Use varied word choices to make writing interesting and more precise.	Teacher's Edition: 12, 20, 34, 36, 41, 78, 98, 105, 114, 115, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 347, 348, 355, 357, 488, 531, 541, 549, 557, 559
To achieve clarity or meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).	Teacher's Edition: 488, 505, 561, 695
To convey a livelier effect, use the active voice rather than the passive voice.	Teacher's Edition: 12, 16, 34, 40, 98, 105, 118-119, 124, 130-131, 141, 158, 162, 170, 182-183, 194-195, 224, 231, 244-245, 250, 256-257, 288, 293, 306-307, 312, 318-319, 348, 354, 357, 378, 380, 385, 410, 415, 541
Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).	Teacher's Edition: 121, 122, 485, 730

C o n v e n t i o n s

Standard	Write Source, Grade 7
Spelling Spell correctly derivatives (words that come from a common base or root word) by applying the spelling of bases and affixes (prefixes and suffixes).	Teacher's Edition: 564-569 The opportunity to address this objective is available throughout the text.
Grammar Make clear references between pronouns and antecedents by placing the pronouns where it is shows to what word it refers.	Teacher's Edition: 474, 706 Student SkillsBook: 137, 138
Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.	Teacher's Edition: 470-498, 702-749 Student SkillsBook: 129-186
Demonstrate appropriate English usage.	Teacher's Edition: The opportunity to address this objective is available throughout the text. Student SkillsBook: 3-186

Standard	Write Source, Grade 7
<p>Punctuation Use a comma after a dependent clause that introduces a sentence.</p>	<p>Teacher’s Edition: 590-591, 698 Student SkillsBook: 15-18</p>
<p>Use appropriate internal punctuation, including commas, semicolons, and colons.</p>	<p>Teacher’s Edition: 582-597 Student SkillsBook: 7-48</p>
<p>Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.</p>	<p>Teacher’s Edition: 598-601 Student SkillsBook: 33-34</p>
<p>Capitalization Use correct capitalization.</p>	<p>Teacher’s Edition: 374, 375, 618-626 Student SkillsBook: 618-626</p>
<p>Handwriting Write legibly.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

W r i t i n g A p p l i c a t i o n s

Standard	Write Source, Grade 7
<p>Narrative Writing Write fictional or autobiographical narratives: Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.</p>	<p>Teacher’s Edition: 135-142, 343-352</p>
<p>Develop a point of view.</p>	<p>Teacher’s Edition: 135-142, 343-352</p>
<p>Develop complex major and minor characters and a definite setting.</p>	<p>Teacher’s Edition: 135-142, 343-352</p>
<p>Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.</p>	<p>Teacher’s Edition: 135-142, 343-352</p>
<p>Expository Writing: Response to Literary Text Write responses to literature: Develop interpretations exhibiting careful reading, understanding, and insight.</p>	<p>Teacher’s Edition: 283-341</p>

Standard	Write Source, Grade 7
Organize interpretations around several clear ideas, premises, or images from the literary work.	Teacher's Edition: 283-341
Justify interpretations through use of sustained examples and textual evidence.	Teacher's Edition: 283-341
Expository Writing: Research Reports/Multimedia Presentations Write research reports: Pose relevant questions about the topic.	Teacher's Edition: 381-410, 411-415
Distinguish credible sources.	Teacher's Edition: 381-410
Convey clear and accurate perspectives on the subject.	Teacher's Edition: 381-410, 411-415
Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.	Teacher's Edition: 363-376, 386, 391, 393, 397, 403
Document sources.	Teacher's Edition: 386, 391, 393, 397, 403
Persuasive Writing Write persuasive compositions: State a clear position or perspective in support of a proposition or proposal.	Teacher's Edition: 219-281
Describe the points in support of the proposition, employing well-articulated evidence.	Teacher's Edition: 219-281
Anticipate and address reader concerns and counter-arguments.	Teacher's Edition: 219-281
Summaries, Business Letters, Job Applications and Resumes, Technical Writing Write summaries for a variety of informational text: Include the main ideas and most significant details.	Teacher's Edition: 377-380
Use the student's own words, except for quotations.	Teacher's Edition: 377-380

Standard	Write Source, Grade 7
Reflect underlying meaning, not just the superficial details.	Teacher’s Edition: 377-380
Research Report Writing Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Teacher’s Edition: 381-410
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	Teacher’s Edition: 441-448 The opportunity to address this objective is available on the following pages: Teacher’s Edition: 381-410
Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 363-376, 381-410
Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	Teacher’s Edition: 57-64, 409, 411-415
Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries—MLA, Reference Entries—APA).	Teacher’s Edition: 386, 393, 397, 403

S p e a k i n g

Standard	Write Source, Grade 7
Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 129, 193, 255, 317, 409, 411-415, 423-430

Standard	Write Source, Grade 7
Use a variety of descriptive and accurate words appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Use correct grammar consistently.	The opportunity to address this objective is available throughout the text.
Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430

L i s t e n i n g

Standard	Write Source, Grade 7
Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.	Teacher's Edition: 417-421 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 268-269
Determine the speaker's attitude toward the subject.	Teacher's Edition: 417-421 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 268-269
Respond to persuasive presentations with questions, challenges, or affirmations.	Teacher's Edition: 417-421 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 268-269



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correlated to
Oregon Grade Level Standards
Grade 8

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 8
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher's Edition: 7, 8, 13, 73, 78-79, 95, 101-106, 138-139, 155, 165-170, 202-203, 221, 227-232, 264-265, 285, 291-294, 326, 346-347, 355-356, 377, 386-394, 801-805
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher's Edition: 7, 8, 14-15, 74, 80-82, 96, 107-112, 140, 160, 171-176, 204, 222, 233-238, 266, 286, 295-300, 327, 348, 356, 378, 395-404, 530
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415
Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	Teacher's Edition: 4-10, 11-28, 29-69, 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher's Edition: 45-46, 114-123, 126-127, 130-131, 178-187, 190-191, 194-195, 240-249, 252-253, 256-257, 302-311, 314-315, 318-319, 768-775

Standard	Write Source, Grade 8
Revise drafts for word choice, appropriate organization, consistent point of view-and transitions between paragraphs, passages, and ideas.	Teacher’s Edition: 7, 9, 16-21, 50-51, 74, 82, 96, 113-124, 141, 160, 177-188, 204, 222, 239-250, 286, 301-312, 328, 349, 357, 378, 405-406, 413, 530
Edit and proofread one’s own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher’s Edition: 12, 22-23, 34, 44, 74, 96, 98, 126-128, 130-131, 142, 160, 162, 190-192, 194-195, 222, 224, 252-254, 256-257, 266, 286, 288, 314-316, 318-319, 328, 349, 357, 378, 408, 410, 541, 761-762 Student SkillsBook: 3-40, 41-50, 51-60

W r i t i n g

Standard	Write Source, Grade 8
Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.	Teacher’s Edition: 223-260, 379-410
Support thesis or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 223-260, 379-410
Establish coherence within and among paragraphs through effective transitions and parallel structures.	Teacher’s Edition: 38, 42, 109, 235, 299, 512, 522, 539, 559, 561, 572, 573
Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.	Teacher’s Edition: 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 349, 357, 415, 541
To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.	Teacher’s Edition: 12, 20, 34, 42-43, 122-123, 124, 130-131, 141, 162, 186-187, 188, 194-195, 224, 248-249, 256-257, 288, 310-311, 312, 318-319, 328, 349, 357, 378, 410, 499-522, 570-573 Student SkillsBook: 101-130
To enhance clarity and to support meaning, using parallelism in sentence construction-to present items in a series and items juxtaposed for emphasis.	Teacher’s Edition: 512, 522, 559
To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.	Teacher’s Edition: 122, 186, 191, 496-498, 504, 513, 517, 553, 590, 744, 746 Student SkillsBook: 175-180

C o n v e n t i o n s

Standard	Write Source, Grade 8
<p>Spelling Use correct spelling conventions.</p>	<p>Teacher’s Edition: 642-651 The opportunity to address this objective is also available throughout the text.</p>
<p>Grammar Use consistent verb tenses.</p>	<p>Teacher’s Edition: 482-483, 720-726 Student SkillsBook: 153-156</p>
<p>Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>
<p>Demonstrate appropriate English usage.</p>	<p>Teacher’s Edition: 470-498, 702-750 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 3-186</p>
<p>Punctuation Use conventions of punctuation correctly; including commas, hyphens, dashes, and semicolons.</p>	<p>Teacher’s Edition: 579-617 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 3-40</p>
<p>Capitalization Use correct capitalization.</p>	<p>Teacher’s Edition: 618-629 The opportunity to address this objective is also available throughout the text. Student SkillsBook: 41-46</p>
<p>Handwriting Write legibly.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

W r i t i n g A p p l i c a t i o n s

Standard	Write Source, Grade 8
<p>Narrative Writing Write biographical or autobiographical narratives or short stories: Relate a clear, coherent incident, event, or situation by using well-chosen details.</p>	<p>Teacher’s Edition: 93-155, 342-352, 530-533, 548-549</p>

Standard	Write Source, Grade 8
Reveal the significance of, or the writer’s attitude about the subject.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 93-155, 342-352
Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	Teacher’s Edition: 93-155, 342-352, 556-559
Expository Writing: Response to Literary Text Write responses to literature: Demonstrate careful reading and insight into interpretations.	Teacher’s Edition: 283-341
Connect the student’s own responses to the writer’s techniques and to specific textual references.	Teacher’s Edition: 283-341
Draw supported inferences about the effects of a literary work on its audience.	Teacher’s Edition: 283-341
Support interpretations through references to the text, other works, other authors, or to personal knowledge.	Teacher’s Edition: 283-341
Expository Writing: Research Reports/Multimedia Presentations Write research reports: Specify a thesis.	Teacher’s Edition: 379-410
Use a variety of primary and secondary sources, and distinguish the nature and value of each.	Teacher’s Edition: 363-374, 379-410
Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 379-410, 411-415
Organize and display information on charts, tables, maps, and graphs.	Teacher’s Edition: 57-64, 409-410, 411-415
Document sources.	Teacher’s Edition: 385, 392, 396, 403-404

Standard	Write Source, Grade 8
<p>Persuasive Writing Write persuasive compositions: Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.</p>	<p>Teacher's Edition: 219-281</p>
<p>Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p>	<p>Teacher's Edition: 219-281</p>
<p>Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</p>	<p>Teacher's Edition: 219-281</p>
<p>Summaries, Business Letters, Job Applications and Resumes, Technical Writing Write documents related to career development, including simple business letters, job applications and resumes that: Present information purposefully and succinctly, meeting the needs of the intended audience.</p>	<p>Teacher's Edition: 274-277, 576-577</p>
<p>Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p>	<p>Teacher's Edition: 576-577</p>
<p>Write technical documents: Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guideline.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 90-91</p>
<p>Include all the factors and variables that need to be considered.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 90-91</p>
<p>Use formatting techniques, including headings, and changing the fonts to aid comprehension.</p>	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 90-91</p>
<p>Research Report Writing Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research or sub-topics.</p>	<p>Teacher's Edition: 379-410</p>
<p>Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</p>	<p>Teacher's Edition: 379-410, 445-448</p>

Standard	Write Source, Grade 8
Plan and conduct multiple-step information searches by using computer networks.	Teacher's Edition: 367-368 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 379-410
Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.	Teacher's Edition: 367-368 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 379-410
Achieve an effective balance between documented researched information and original ideas.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 379-410
Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries-MLA, Reference Entries-APA).	Teacher's Edition: 385, 392, 396, 403-404

S p e a k i n g

Standard	Write Source, Grade 8
Develop a focus and presentation information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Outline a speech based on a chosen pattern of organization, including an introduction; transitions; previews, and summaries; a logically developed body; and effective conclusions.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Use credible and relevant information to convey message.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Use feedback, including both verbal and nonverbal cues to reconsider and modify the organizational structures and to rearrange words and sentences to clarify the meaning.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430

Standard	Write Source, Grade 8
Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentation.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Use appropriate grammar.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430
Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentation.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 129, 193, 255, 317, 409, 411-415, 423-430

L i s t e n i n g

Standard	Write Source, Grade 8
Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 417-422
Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 417-422

A n a l y s i s

Standard	Write Source, Grade 8
Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 420-421
Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 423-430

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correlated to
Oregon Grade Level Standards
(CIM/CAM)
Grade 9

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 9
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher's Edition: 13-17, 95-100, 132-133, 138-139, 151-156, 188-189, 194-195, 207-210, 242-243, 261-266, 296-297, 318, 327-329, 364-372, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 568, 828-839
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher's Edition: 10, 18-19, 101-106, 134, 140-141, 157-162, 190, 196-197, 211-216, 244, 250-251, 267-272, 319, 330, 336, 373-384, 410, 412, 414, 420, 422, 424, 432, 436, 440, 448, 456, 458
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520
Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	Teacher's Edition: 7-87, 89-143, 145-199, 201-253, 255-311, 313-341, 355-392, 410-416, 420-430, 434-442, 446-452, 456-461, 486-487
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 89-143, 145-199, 201-253, 255-311, 313-341, 355-392, 405-462, 483-490, 513-520
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher's Edition: 61-72, 124-125, 180-181, 234-235, 290-291, 322, 784-791

Standard	Write Source, Grade 9
Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone-by taking into consideration the audience, purpose, and formality of the context.	Teacher’s Edition: 11, 20-25, 107-118, 135, 142, 163-174, 191, 198, 217-228, 245, 252, 273-284, 310, 320, 331, 337, 385-388, 403, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 568, 579
Edit and proofread one’s own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher’s Edition: 11, 26-27, 119-122, 136, 142, 175, 192, 198, 229-232, 246, 252, 285-288, 310, 320, 331, 337, 389-392, 403, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 568, 579, 777-778 Student SkillsBook: 3-66

W r i t i n g

Standard	Write Source, Grade 9
Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well-supported conclusion.	Teacher’s Edition: 156-181, 266-294, 299-304, 305-311, 371-392, 594
Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.	Teacher’s Edition: 103, 110-111, 166-167, 214, 220-221, 276-277, 314, 319, 372, 387, 571-574, 588-593, 828-834
Use precise language, action verbs, sensory details, and appropriate modifiers.	Teacher’s Edition: 97, 109, 114-115, 170-171, 202, 224-225, 280-281, 337, 388, 403, 533-548, 579 The opportunity to address this objective is also available on the following pages: Teacher’s Edition: 410-411, 420-421, 565, 572
Demonstrate an understanding of sentence construction-including parallel structure, and subordination-to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.	Teacher’s Edition: 116-117, 172-173, 226-227, 282-283, 388, 549-560, 738-763 Student SkillsBook: 123-184

C o n v e n t i o n s

Standard	Write Source, Grade 9
<p>Spelling Produce writing that shows accurate spelling.</p>	<p>Teacher’s Edition: 666-667 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 51-56, 57-66</p>
<p>Grammar Show control of clause, including main and subordinate, and phrases, including gerund, infinitive, and participial.</p>	<p>Teacher’s Edition: 173, 610, 726, 727, 742, 743, 744</p> <p>Student SkillsBook: 132-136</p>
<p>Understand and use proper placement of modifiers.</p>	<p>Teacher’s Edition: 559</p> <p>Student SkillsBook: 168-169</p>
<p>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</p>	<p>Teacher’s Edition: 700-737 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 3-120, 123-184</p>
<p>Punctuation Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens, and dashes.</p>	<p>Teacher’s Edition: 605-647 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 3-40</p>
<p>Capitalization Use correct capitalization.</p>	<p>Teacher’s Edition: 648-653 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 41-46</p>
<p>Handwriting Write legibly.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

Writing Applications

Standard	Write Source, Grade 9
<p>Narrative Writing Write biographical or autobiographical narratives or short stories: Relate a sequence of events, and communicate the significance of the events to the audience.</p>	<p>Teacher’s Edition: 89-143, 313-322</p>
<p>Locate scenes and incidents in specific places.</p>	<p>Teacher’s Edition: 89-143, 313-322</p>
<p>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings.</p>	<p>Teacher’s Edition: 89-143, 313-322, 533-548</p>
<p>Pace the presentation of actions to accommodate changes in time and mood.</p>	<p>Teacher’s Edition: 89-143, 313-322</p>
<p>Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p>	<p>Teacher’s Edition: 89-143, 313-322, 533-548</p>
<p>Expository Writing: Response to Literary Text Write responses to literature: Demonstrate an understanding of the significant ideas of literary works.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Demonstrate an awareness of the author’s use of stylist devices and an appreciation of the effects created.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Expository Writing: Research Reports/Multimedia Presentations Write analytical essays and research reports: Gather evidence in support of a thesis, including information on all relevant perspectives.</p>	<p>Teacher’s Edition: 156-179, 298-311, 355-392</p>

Standard	Write Source, Grade 9
Convey information and ideas from primary and secondary sources accurately and coherently.	Teacher's Edition: 343-354, 355-392
Make distinctions between the relative value and significance of specific data, facts, and ideas.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 343-354, 355-392
Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	Teacher's Edition: 74-82, 156-179, 392, 393-403
Anticipate and address readers' potential misunderstandings, biases, and expectations.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 355-392, 402-403
Use technical terms and notations accurately.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 355-392
Document sources.	Teacher's Edition: 177, 374, 381-384
Persuasive Writing Write persuasive compositions: Structure ideas and arguments in a sustained and logical fashion.	Teacher's Edition: 201-253
Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.	Teacher's Edition: 201-253
Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	Teacher's Edition: 201-253
Address readers' concerns, counter-claims, biases, and expectations.	Teacher's Edition: 201-253
Summaries, Business Letters, Job Applications and Resumes, Technical Writing Write business letters: Provide clear and purposeful information and address the intended audience appropriately.	Teacher's Edition: 513-520

Standard	Write Source, Grade 9
Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.	Teacher's Edition: 513-520
Emphasize central ideas or images.	Teacher's Edition: 513-520
Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.	Teacher's Edition: 513-520
Write technical documents, such as a manual or rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting: Report information and convey ideas logically and correctly.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Offer detailed and accurate specifications.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Include scenarios, definitions, and examples to aid comprehension.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Anticipate readers' problems, mistakes, and misunderstandings.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Research Report Writing Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.	Teacher's Edition: 343-354
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	Teacher's Edition: 343-354, 364-372
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	Teacher's Edition: 373-392

Standard	Write Source, Grade 9
Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 343-354, 355-392
Integrate quotations and citations into a written text while maintaining the flow of ideas.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 355-392
Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries-MLA, Reference Entries-APA).	Teacher's Edition: 381-392
Design and publish documents by using publishing software and graphics programs.	Teacher's Edition: 73-82, 392, 602-603
Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.	Teacher's Edition: 392

S p e a k i n g

Standard	Write Source, Grade 9
Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403
Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, reference to authoritative sources).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403
Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade by seeking agreement or action, or uniting audiences behind a common belief or cause.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403

Standard	Write Source, Grade 9
Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 233
Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.	Teacher's Edition: 399-400, 465-466 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403
Use appropriate grammar.	The opportunity to address this objective is available throughout the text.
Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).	Teacher's Edition: 179, 396, 402-403
Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 396-397
Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.	The opportunity to address this objective is available on the following pages: Teacher's Edition: : 123, 179, 233, 289, 393-400, 402-403

L i s t e n i n g

Standard	Write Source, Grade 9
Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 233, 464

A n a l y s i s

Standard	Write Source, Grade 9
Evaluate the clarity, quality, and effectiveness of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction and syntax.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 123, 289
Identify and analyze the types of arguments used by the speaker including argument by causation, analogy, authority, emotion, and logic.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 233
Identify the aesthetic effects of media presentation, and evaluate the techniques used to create them.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 179, 402-403
Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 123, 179, 233, 289, 392, 400, 402-403

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correlated to
Oregon Grade Level Standards
(CIM/CAM)
Grade 10

P l a n n i n g , E v a l u a t i o n , a n d R e v i s i o n

Standard	Write Source, Grade 10
Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher’s Edition: 13-17, 95-100, 132-133, 138-139, 151-156, 188-189, 194-195, 207-210, 242-243, 261-266, 296-297, 318, 327-329, 364-372, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 568, 833-839
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher’s Edition: 10, 18-19, 101-106, 134, 140-141, 157-162, 190, 196-197, 211-216, 244, 250-251, 267-272, 319, 330, 336, 373-384, 410, 412, 414, 420, 422, 424, 432, 436, 440, 448, 456, 458
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520
Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	Teacher’s Edition: 7-87, 89-143, 145-199, 201-253, 255-311, 313-341, 355-392, 410-416, 420-430, 434-442, 446-452, 456-461, 486-487
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 89-143, 145-199, 201-253, 255-311, 313-341, 355-392, 405-462, 483-490, 513-520
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher’s Edition: 61-72, 124-125, 180-181, 234-235, 290-291, 322, 784-791

Standard	Write Source, Grade 10
Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone-by taking into consideration the audience, purpose, and formality of the context.	Teacher’s Edition: 11, 20-25, 107-118, 135, 142, 163-174, 191, 198, 217-228, 245, 252, 273-284, 310, 320, 331, 337, 385-388, 403, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 568, 579
Edit and proofread one’s own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher’s Edition: 11, 26-27, 119-122, 136, 142, 175, 192, 198, 229-232, 246, 252, 285-288, 310, 320, 331, 337, 389-392, 403, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 568, 579, 777-778 Student SkillsBook: 3-70

W r i t i n g

Standard	Write Source, Grade 10
Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well-supported conclusion.	Teacher’s Edition: 156-181, 266-294, 299-304, 305-311, 371-392, 594
Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.	Teacher’s Edition: 103, 110-111, 166-167, 214, 220-221, 276-277, 314, 319, 372, 387, 571-574, 588-593, 828-834
Use precise language, action verbs, sensory details, and appropriate modifiers.	Teacher’s Edition: 97, 109, 114-115, 170-171, 202, 224-225, 280-281, 337, 388, 403, 533-548, 579 The opportunity to address this objective is also available on the following pages: Teacher’s Edition: 410-411, 420-421, 565, 572
Demonstrate an understanding of sentence construction-including parallel structure, and subordination-to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.	Teacher’s Edition: 116-117, 172-173, 226-227, 282-283, 388, 549-560, 738-763 Student SkillsBook: 123-184

C o n v e n t i o n s

Standard	Write Source, Grade 10
<p>Spelling Produce writing that shows accurate spelling.</p>	<p>Teacher’s Edition: 666-667 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 49-70</p>
<p>Grammar Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.</p>	<p>Teacher’s Edition: 173, 287, 555, 610, 612, 744</p> <p>Student SkillsBook: 133-136</p>
<p>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</p>	<p>Teacher’s Edition: 700-737 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 3-120, 123-184</p>
<p>Punctuation Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens, and dashes.</p>	<p>Teacher’s Edition: 605-647 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 3-38</p>
<p>Capitalization Use correct capitalization.</p>	<p>Teacher’s Edition: 648-653 The opportunity to address this objective is also available throughout the text.</p> <p>Student SkillsBook: 39-44</p>
<p>Handwriting Write legibly.</p>	<p>Teacher’s Edition: The opportunity to address this objective is available throughout the text.</p>

Writing Applications

Standard	Write Source, Grade 10
<p>Narrative Writing Write biographical or autobiographical narratives or short stories: Relate a sequence of events, and communicate the significance of the events to the audience.</p>	<p>Teacher’s Edition: 89-143, 313-322</p>
<p>Locate scenes and incidents in specific places.</p>	<p>Teacher’s Edition: 89-143, 313-322</p>
<p>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings.</p>	<p>Teacher’s Edition: 89-143, 313-322, 533-548</p>
<p>Pace the presentation of actions to accommodate changes in time and mood.</p>	<p>Teacher’s Edition: 89-143, 313-322</p>
<p>Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p>	<p>Teacher’s Edition: 89-143, 313-322, 533-548</p>
<p>Expository Writing: Response to Literary Text Write responses to literature: Demonstrate an understanding of the significant ideas of literary works.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Demonstrate an awareness of the author’s use of stylist devices and an appreciation of the effects created.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>Teacher’s Edition: 255-311</p>
<p>Expository Writing: Research Reports/Multimedia Presentations Write analytical essays and research reports: Gather evidence in support of a thesis, including information on all relevant perspectives.</p>	<p>Teacher’s Edition: 155-179, 258-294, 355-392, 450-451</p>

Standard	Write Source, Grade 10
Convey information and ideas from primary and secondary sources accurately and coherently.	Teacher's Edition: 343-354, 355-392
Make distinctions between the relative value and significance of specific data, facts, and ideas.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 343-354, 355-392
Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	Teacher's Edition: 74-82, 392, 393-403
Anticipate and address readers' potential misunderstandings, biases, and expectations.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 355-392, 402-403
Use technical terms and notations accurately.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 355-392
Document sources.	Teacher's Edition: 177, 374, 381-384
Persuasive Writing Write persuasive compositions: Structure ideas and arguments in a sustained and logical fashion.	Teacher's Edition: 201-253
Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.	Teacher's Edition: 201-253
Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	Teacher's Edition: 201-253
Address readers' concerns, counter-claims, biases, and expectations.	Teacher's Edition: 201-253
Summaries, Business Letters, Job Applications and Resumes, Technical Writing Write business letters: Provide clear and purposeful information and address the intended audience appropriately.	Teacher's Edition: 513-520

Standard	Write Source, Grade 10
Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.	Teacher's Edition: 513-520
Emphasize central ideas or images.	Teacher's Edition: 513-520
Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.	Teacher's Edition: 513-520
Write technical documents, such as a manual or rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting: Report information and convey ideas logically and correctly.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Offer detailed and accurate specifications.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Include scenarios, definitions, and examples to aid comprehension.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Anticipate readers' problems, mistakes, and misunderstandings.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 410-411, 436-437, 438-439, 440-441, 452
Research Report Writing Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.	Teacher's Edition: 343-354
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	Teacher's Edition: 343-354, 364-372
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	Teacher's Edition: 373-392

Standard	Write Source, Grade 10
Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 343-354, 355-392
Integrate quotations and citations into a written text while maintaining the flow of ideas.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 355-392
Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries-MLA, Reference Entries-APA).	Teacher's Edition: 381-392
Design and publish documents by using publishing software and graphics programs.	Teacher's Edition: 73-82, 392, 602-603
Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.	Teacher's Edition: 392

S p e a k i n g

Standard	Write Source, Grade 10
Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403
Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, reference to authoritative sources).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403
Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade by seeking agreement or action, or uniting audiences behind a common belief or cause.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403

Standard	Write Source, Grade 10
Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 233
Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.	Teacher's Edition: 399-400, 465-466 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 123, 179, 233, 289, 393-400, 402-403
Use appropriate grammar.	The opportunity to address this objective is available throughout the text.
Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).	Teacher's Edition: 179, 396, 402-403
Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 396-397
Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.	The opportunity to address this objective is available on the following pages: Teacher's Edition: : 123, 179, 233, 289, 393-400, 402-403

L i s t e n i n g

Standard	Write Source, Grade 10
Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.	The opportunity to address this objective is available on the following pages: Teacher's Edition: 233, 464

A n a l y s i s

Standard	Write Source, Grade 10
Evaluate the clarity, quality, and effectiveness of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction and syntax.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 123, 233, 289
Identify and analyze the types of arguments used by the speaker including argument by causation, analogy, authority, emotion, and logic.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 233
Identify the aesthetic effects of media presentation, and evaluate the techniques used to create them.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 179, 402-403
Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 123, 179, 233, 289, 392, 400, 402-403



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WRITE SOURCE © 2007
correlated to
Oregon Grade Level Pass Standards
Grade 11

Write For Varied Purposes

Standard

Quality of Thinking (Ideas and Content)	Write Source, Grade 11
Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose. Builds from the thinking of others while discovering, developing, and expressing original and well-developed ideas.	Student Book: 51-58, 146, 148, 166, 170, 182-183, 198-199, 206, 209, 226, 238-239, 248, 254-255, 262, 265, 278, 283, 294-295, 304, 310-311, 321, 349, 359, 411, 449
Conveys thinking that is comprehensible and interesting for its intended audience.	Student Book: 51-58, 146, 148, 166, 170, 182-183, 198-199, 206, 209, 226, 238-239, 248, 254-255, 262, 265, 278, 283, 294-295, 304, 310-311, 321, 349, 359, 411, 449
Fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content.	Student Book: 51-58, 146, 148, 166, 170, 182-183, 198-199, 206, 209, 226, 238-239, 248, 254-255, 262, 265, 278, 283, 294-295, 304, 310-311, 321, 349, 359, 411, 449
Develops and connect ideas.	Student Book: 51-58, 146, 148, 166, 170, 182-183, 198-199, 206, 209, 226, 238-239, 248, 254-255, 262, 265, 278, 283, 294-295, 304, 310-311, 321, 349, 359, 411, 449
Reasons carefully and supports claims using relevant details, examples, or evidence.	Student Book: 51-58, 146, 148, 166, 170, 182-183, 198-199, 206, 209, 226, 238-239, 248, 254-255, 262, 265, 278, 283, 294-295, 304, 310-311, 321, 349, 359, 411, 449
Achieve clarity, focus, and control of thinking through a balanced and insightful treatment of the topic.	Student Book: 51-58, 146, 148, 166, 170, 182-183, 198-199, 206, 209, 226, 238-239, 248, 254-255, 262, 265, 278, 283, 294-295, 304, 310-311, 321, 349, 359, 411, 449

Organization and Coherence (Organization)	Write Source, Grade 11
<p>Organization writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.</p> <p>Understands and uses a variety of organizational patterns, based on content, context, purpose, and audience.</p>	<p>Student Book: 59-66, 166, 172, 179, 184-185, 198-199, 201, 209, 228, 240-241, 248, 254, 257, 265, 278, 296-297, 304, 310-311, 321, 349, 411, 449</p>
<p>Organize to unify, highlight, develop, and enhance central ideas or images.</p>	<p>Student Book: 59-66, 166, 172, 179, 184-185, 198-199, 201, 209, 228, 240-241, 248, 254, 257, 265, 278, 296-297, 304, 310-311, 321, 349, 411, 449</p>
<p>Sequences ideas and information clearly, logically, and coherently.</p>	<p>Student Book: 59-66, 166, 172, 179, 184-185, 198-199, 201, 209, 228, 240-241, 248, 254, 257, 265, 278, 296-297, 304, 310-311, 321, 349, 411, 449</p>
<p>Manages complex ideas through effective paragraphing: uses paragraph structures and breaks to communicate and enhance the organizational structure of the work.</p>	<p>Student Book: 59-66, 166, 172, 179, 184-185, 198-199, 201, 209, 228, 240-241, 248, 254, 257, 265, 278, 296-297, 304, 310-311, 321, 349, 411, 449, 577-588</p>
<p>Establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences.</p>	<p>Student Book: 64, 179, 234, 240, 241, 595-599</p>
<p>Integrates details, examples, and supporting evidence smoothly and appropriately.</p>	<p>Student Book: 59-66, 166, 172, 179, 184-185, 198-199, 201, 209, 228, 240-241, 248, 254, 257, 265, 278, 296-297, 304, 310-311, 321, 349, 411, 449</p>
<p>Uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-350, 383-416, 456-462, 466-476, 482-483, 490-496, 500-506, 507-515, 543-550, 601</p> <p>Student SkillsBook: 170-174</p>

Style and Technique (Sentence Fluency and Word Choice)	Write Source, Grade 11
<p>Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing. Adapts voice, style, sentence patterns, and word choices to content, context, purpose, and audience.</p>	<p>Student Book: 48, 67-72, 73-88, 166, 186-189, 190-192, 198-199, 201, 209, 243, 245-248, 254, 257, 258, 265, 278, 298, 302-304, 310-311, 321, 349, 359, 411, 449</p> <p>Student SkillsBook: 137-144, 155-158</p>
<p>Uses language in natural, fresh, vivid, and lively ways.</p>	<p>Student Book: 48-73, 80, 166, 188-189, 192, 198-199, 201, 209, 244, 245, 248, 254, 258, 265, 278, 300-301, 304, 310-311, 321, 349, 359</p>
<p>Varies language to achieve interest.</p>	<p>Student Book: 48-73, 80, 166, 188-189, 192, 198-199, 201, 209, 244, 245, 248, 254, 258, 265, 278, 300-301, 304, 310-311, 321, 349, 359</p>
<p>Evokes clear and compelling images, using figurative language when appropriate.</p>	<p>Student Book: 48-73, 80, 166, 188-189, 192, 198-199, 201, 209, 244, 245, 248, 254, 258, 265, 278, 300-301, 304, 310-311, 321, 349, 359, 598</p>
<p>Crafts and varies sentences to achieve clarity and interest and to enhance meaning.</p>	<p>Student Book: 48, 81-88, 166, 190-192, 198-199, 201, 209, 246-248, 254, 257, 265, 278, 302-304, 310-311, 321, 349, 359, 738-760</p> <p>Student SkillsBook: 137-144, 155-158, 163-166</p>
<p>Demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective.</p>	<p>Student Book: 48, 81-88, 166, 190-192, 198-199, 201, 209, 246-248, 254, 257, 265, 278, 302-304, 310-311, 321, 349, 359, 738-760</p> <p>Student SkillsBook: 123-158, 159-184</p>

Conventions and Format	Write Source, Grade 11
<p>Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations.</p> <p>Uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 161, 166, 193-196, 201, 209, 249-252, 305-308, 322, 349, 359, 365, 412-415, 605-647, 648-671, 672-763</p> <p>Student SkillsBook: 3-40, 41-68, 71-120, 123-184</p>
<p>Selects and uses punctuation effectively to guide the reader through the text.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 161, 166, 193-196, 201, 209, 249-252, 305-308, 322, 349, 359, 365, 412-415, 605-647, 648-671, 672-763</p> <p>Student SkillsBook: 3-40</p>
<p>Spells words correctly in final drafts, using spell checks and other support resources when necessary.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 161, 166, 193-196, 201, 209, 249-252, 305-308, 322, 349, 359, 365, 380-381, 412-415, 605-647, 648-671, 672-763</p> <p>Student SkillsBook: 51-68</p>
<p>Uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that would impede readability.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 161, 166, 193-196, 201, 209, 249-252, 305-308, 322, 349, 359, 365, 412-415, 605-647, 648-671, 672-763</p> <p>Student SkillsBook: 71-120, 123-184</p>
<p>Correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)</p>	<p>Student Book: 383-416, 425-438</p> <p>Student SkillsBook: 34-40</p>
<p>Uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose.</p>	<p>Student Book: 91-95</p>
<p>Reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 161, 166, 193-196, 201, 209, 249-252, 305-308, 322, 349, 359, 365, 412-415, 605-647, 648-671, 672-763</p> <p>Student SkillsBook: 3-40, 41-59, 61-68, 159-184</p>

Modes, Purposes and Forms	Write Source, Grade 11
<p>Write for varied purposes in a variety of modes and forms. Writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, personal narrative, fictional narrative).</p>	<p>Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550</p>
<p>Writes effectively for a variety of purposes (to discover and work out ideas, express self, inform report, persuade, narrate, entertain).</p>	<p>Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550</p>
<p>Writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communication, fiction, poetry, drama).</p>	<p>Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550</p>

Writing Process	Write Source, Grade 11
<p>Uses effective processes to generate, compose, organize, revise, and present writing. Employs writing processes and strategies that fit purpose, context, audience, and personal style.</p>	<p>Student Book: 7-45, 97-133, 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 512-521, 546-550</p>
<p>Uses effective processes to organize and order ideas either before composing or in early drafts.</p>	<p>Student Book: 7-45, 97-133, 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 512-521, 546-550</p>
<p>Demonstrates a focused process of improvement from early to final drafts.</p>	<p>Student Book: 7-45, 97-133, 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 512-521, 546-550</p>

C o n d u c t I n q u i r y a n d R e s e a r c h

Research Process	Write Source, Grade 11
Identify and frame topics, questions, and purposes for inquiry; plan and conduct research. Identifies topics, asks questions, and develops ideas leading to inquiry, investigation, and research.	Student Book: 383-416
Plans and conducts multi-step information searches and/or investigations for varied purpose.	Student Book: 371-382, 383-416
Uses a variety of research methods and resources, including on-line information searches.	Student Book: 371-382, 383-416
Uses a variety of primary and secondary sources, distinguishing the nature and value of each.	Student Book: 371-382, 383-416
Plans and conducts scripted and/or open ended interviews, using appropriate questioning, recording, and analyzing techniques.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 602
Reports and reflects upon research processes (in journals, oral reports, “I-search” papers, research logs, etc.)	The opportunity to address this objective is available on the following pages: Student Book: 383-416

Analysis of Information Sources	Write Source, Grade 11
Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information. Independently uses organizational features of libraries, electronic media, information sources and texts to access information.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Locates varied and sufficient sources of information, using available library, electronic, and human resources.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Accurately interprets information presented in text and graphic forms.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424

Analysis of Information Sources	Write Source, Grade 11
Selects, categorize, organizes and records information to facilitate access and use.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Clearly distinguishes among facts, support inferences, and opinions in information sources.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources.	The opportunity to address this objective is available on the following pages: Student Book: 219-266, 371-382, 383-416, 418-424

Use of Researched Information	Write Source, Grade 11
Use, integrate, and cite researched information and evidence. Synthesize information attained through research to develop coherent conclusions, discussions, and presentations.	Student Book: 371-382, 383-416, 417-424
Supports conclusions and arguments with adequate and appropriate researched information.	Student Book: 383-416, 417-424
Quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting.	Student Book: 417-424 Student SkillsBook: 30-33
Integrate quotations and citations into written text, maintain flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas.	Student Book: 383-416 Student SkillsBook: 30-33
Correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used) for in-text documentation and words cited.	Student Book: 425-438 Student SkillsBook: 34-40
Coherently and appropriately combines and integrates information from inquiry-based research.	Student Book: 371-438
Achieves an accurate, balanced, and honest research presentation.	The opportunity to address this objective is available on the following pages: Student Book: 416, 439-449

Use of Researched Information	Write Source, Grade 11
Uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure.	Student Book: 577-603, 605-763 Student SkillsBook: 3-40, 41-68, 71-120, 123-184

C o m m u n i c a t e a n d A n a l y z e i n O r a l , V i s u a l , a n d W r i t t e n F o r m s

Use of Oral, Visual, and Written Forms	Write Source, Grade 11
Use and integrate oral, visual, written, and multimedia forms to communicate ideas in ways appropriate to topic, context, audience and purpose. Effectively use a variety of communication forms (oral, visual, written, multimedia) and methods (speeches, dramatization, informal presentations, slide presentations, computer and web graphics, posters, films/video, print, journalism, reports, essays, creative writing)	Student Book: 91-95, 197, 253, 309, 351-359, 416, 439-449 The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521
Selects a communication form appropriate for audience and purpose.	Student Book: 91-95, 197, 253, 309, 351-359, 416, 439-449 The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521
Demonstrates the principles of a chosen form of communication.	Student Book: 91-95, 197, 253, 309, 351-359, 416, 439-449 The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521
Communicate clear coherent thinking.	Student Book: 91-95, 197, 253, 309, 351-359, 416, 439-449 The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521

Use of Oral, Visual, and Written Forms	Write Source, Grade 11
Establish a tone appropriate for the form of communication, context, audience, and purpose.	Student Book: 91-95, 197, 253, 309, 351-359, 416, 439-449 The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521
Effectively integrates forms of communication in multimedia presentations.	Student Book: 448-449

Organization of Presentation	Write Source, Grade 11
Organize oral presentation in clear, coherent sequences appropriate to topic, context, audience, and purpose. Uses an effective organizational pattern based on audience and purpose.	Student Book: 439-449, 525-526
Incorporates an effective beginning, smooth transitions, and a strong sense of closure.	Student Book: 439-449, 525-526
Integrates visuals effectively to enhance audience interest and understanding.	Student Book: 439-449, 525-526

Use of Language and Techniques	Write Source, Grade 11
Use the language, techniques, and conventions of various communication forms to communicate ideas. In <i>oral communication</i> , uses precise language; clear enunciation; correct pronunciation; fluent delivery; variations in rate, volume, tone, and inflection; effective eye contact, expressions and gestures; visual aides, media, and props, where appropriate.	Student Book: 197, 253, 309, 351-359, 439-449, 525-526
In <i>visual/multimedia communication</i> , uses: clear and effective graphic language and symbols; elements and principles of design; appropriate and effective use of media; correct techniques and processes.	Student Book: 91-95, 253, 309, 448-449
In <i>written communication</i> , uses clear and precise language whole tone and aesthetic effect are appropriate for the ideas and purposes of the communication.	Student Book: The opportunity to address this objective is available throughout the text.
Choose language to achieve desired audience response.	Student Book: The opportunity to address this objective is available throughout the text.

Analysis of Oral, Visual, Written and Multimedia Communications	Write Source, Grade 11
<p>Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language. Identifies key information and ideas from oral, visual, written, or multimedia presentation.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 197, 253, 351-359, 416, 439-449</p>
<p>Analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communication.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 197, 253, 351-359, 416, 439-449</p>
<p>Evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose and delivery.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 197, 253, 351-359, 416, 439-449</p>
<p>Identifies and critically evaluates communications and language which reflects biases, stereotypes, persuasive techniques, and propaganda from various sources.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 253, 439-449</p>
<p>Reflects upon and critically evaluates student's own use of language in relationship to context, audience, purpose, personal voice and style.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 197, 253, 351-359, 416, 439-449</p>



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correlated to
Oregon Grade Level Pass Standards
Grade 12

Write For Varied Purposes

Standard

Quality of Thinking (Ideas and Content)	Write Source, Grade 12
Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose. Builds from the thinking of others while discovering, developing, and expressing original and well-developed ideas.	Student Book: 51-58, 117, 144, 148, 166, 170, 182-183, 198-199, 206, 209, 229, 234, 238, 239, 248, 254-255, 262, 265, 278, 282, 294-295, 304, 310-311, 338, 359, 394, 411
Conveys thinking that is comprehensible and interesting for its intended audience.	Student Book: 51-58, 117, 144, 148, 166, 170, 182-183, 198-199, 206, 209, 229, 234, 238, 239, 248, 254-255, 262, 265, 278, 282, 294-295, 304, 310-311, 338, 359, 394, 411
Fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content.	Student Book: 51-58, 117, 144, 148, 166, 170, 182-183, 198-199, 206, 209, 229, 234, 238, 239, 248, 254-255, 262, 265, 278, 282, 294-295, 304, 310-311, 338, 359, 394, 411
Develops and connect ideas.	Student Book: 51-58, 117, 144, 148, 166, 170, 182-183, 198-199, 206, 209, 229, 234, 238, 239, 248, 254-255, 262, 265, 278, 282, 294-295, 304, 310-311, 338, 359, 394, 411
Reasons carefully and supports claims using relevant details, examples, or evidence.	Student Book: 51-58, 117, 144, 148, 166, 170, 182-183, 198-199, 206, 209, 229, 234, 238, 239, 248, 254-255, 262, 265, 278, 282, 294-295, 304, 310-311, 338, 359, 394, 411
Achieve clarity, focus, and control of thinking through a balanced and insightful treatment of the topic.	Student Book: 51-58, 117, 144, 148, 166, 170, 182-183, 198-199, 206, 209, 229, 234, 238, 239, 248, 254-255, 262, 265, 278, 282, 294-295, 304, 310-311, 338, 359, 394, 411

Organization and Coherence (Organization)	Write Source, Grade 12
<p>Organization writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.</p> <p>Understands and uses a variety of organizational patterns, based on content, context, purpose, and audience.</p>	<p>Student Book: 59-66, 117, 146, 148, 166, 184-185, 198-199, 201, 209, 240-241, 248, 254-255, 257, 265, 278, 296-297, 359, 449, 584-588</p>
<p>Organize to unify, highlight, develop, and enhance central ideas or images.</p>	<p>Student Book: 59-66, 117, 146, 148, 166, 184-185, 198-199, 201, 209, 240-241, 248, 254-255, 257, 265, 278, 296-297, 359, 449, 584-588</p>
<p>Sequences ideas and information clearly, logically, and coherently.</p>	<p>Student Book: 59-66, 117, 146, 148, 166, 184-185, 198-199, 201, 209, 240-241, 248, 254-255, 257, 265, 278, 296-297, 359, 449, 584-588</p>
<p>Manages complex ideas through effective paragraphing: uses paragraph structures and breaks to communicate and enhance the organizational structure of the work.</p>	<p>Student Book: 59-66, 117, 146, 148, 166, 184-185, 198-199, 201, 209, 240-241, 248, 254-255, 257, 265, 278, 296-297, 359, 449, 577-588</p>
<p>Establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences.</p>	<p>Student Book: 234, 595, 596</p>
<p>Integrates details, examples, and supporting evidence smoothly and appropriately.</p>	<p>Student Book: 59-66, 117, 146, 148, 166, 184-185, 198-199, 201, 209, 240-241, 248, 254-255, 257, 265, 278, 296-297, 359, 449, 577-588</p>
<p>Uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-350, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 507-515, 543-550, 601</p> <p>Student SkillsBook: 169-172</p>

Style and Technique (Sentence Fluency and Word Choice)	Write Source, Grade 12
<p>Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing. Adapts voice, style, sentence patterns, and word choices to content, context, purpose, and audience.</p>	<p>Student Book: 67-72, 73-88, 117, 148, 166, 188-189, 190-192, 198-199, 201, 209, 244-248, 254-255, 265, 278, 298-299, 300-301, 304, 310-311, 321, 349, 359, 411, 449</p> <p>Student SkillsBook: 133-139, 149-156</p>
<p>Uses language in natural, fresh, vivid, and lively ways.</p>	<p>Student Book: 67-72, 73-80, 117, 146, 166, 186-189, 192, 198-199, 201, 209, 242-248, 254-255, 265, 275, 298-299, 300-301, 304, 310-311, 321, 349, 411, 449</p>
<p>Varies language to achieve interest.</p>	<p>Student Book: 67-72, 73-80, 117, 146, 166, 186-189, 192, 198-199, 201, 209, 242-248, 254-255, 265, 275, 298-299, 300-301, 304, 310-311, 321, 349, 411, 449</p>
<p>Evokes clear and compelling images, using figurative language when appropriate.</p>	<p>Student Book: 67-72, 73-80, 117, 146, 166, 186-189, 192, 198-199, 201, 209, 242-248, 254-255, 265, 275, 298-299, 300-301, 304, 310-311, 321, 349, 411, 449, 598</p>
<p>Crafts and varies sentences to achieve clarity and interest and to enhance meaning.</p>	<p>Student Book: 48, 81-88, 166, 190-192, 198-199, 201, 209, 246-248, 254-255, 257, 265, 278, 302-304, 310-311, 321, 349, 359, 411, 449</p> <p>Student SkillsBook: 133-139, 149-156, 162-165</p>
<p>Demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective.</p>	<p>Student Book: 48, 81-88, 166, 190-192, 198-199, 201, 209, 246-248, 254-255, 257, 265, 278, 302-304, 310-311, 321, 349, 359, 411, 449</p> <p>Student SkillsBook: 117-184</p>

Conventions and Format	Write Source, Grade 12
<p>Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations.</p> <p>Uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 166, 194-196, 198-199, 201, 210, 250-252, 254-255, 257, 266, 272, 278, 306-308, 310-311, 322, 338, 349, 359, 413-415</p> <p>Student SkillsBook: 3-38, 39-66, 69-114, 117-184</p>
<p>Selects and uses punctuation effectively to guide the reader through the text.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 166, 194-196, 198-199, 201, 210, 250-252, 254-255, 257, 266, 272, 278, 306-308, 310-311, 322, 338, 349, 359, 413-415</p> <p>Student SkillsBook: 3-38</p>
<p>Spells words correctly in final drafts, using spell checks and other support resources when necessary.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 166, 194-196, 198-199, 201, 210, 250-252, 254-255, 257, 266, 272, 278, 306-308, 310-311, 322, 338, 349, 359, 380-381, 413-415, 664-669</p> <p>Student SkillsBook: 47-56</p>
<p>Uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that would impede readability.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 166, 194-196, 198-199, 201, 210, 250-252, 254-255, 257, 266, 272, 278, 306-308, 310-311, 322, 338, 349, 359, 413-415, 700-763</p> <p>Student SkillsBook: 69-114, 117-184</p>
<p>Correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)</p>	<p>Student Book: 91-95, 383-416, 425-438</p> <p>Student SkillsBook: 35-38</p>
<p>Uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose.</p>	<p>Student Book: 91-95</p>
<p>Reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors.</p>	<p>Student Book: 26-27, 38-39, 89-90, 127-132, 149, 166, 194-196, 198-199, 201, 210, 250-252, 254-255, 257, 266, 272, 278, 306-308, 310-311, 322, 338, 349, 359, 413-415, 605-763</p> <p>Student SkillsBook: 3-66, 117-184</p>

Modes, Purposes and Forms	Write Source, Grade 12
Write for varied purposes in a variety of modes and forms. Writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, personal narrative, fictional narrative).	Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550
Writes effectively for a variety of purposes (to discover and work out ideas, express self, inform report, persuade, narrate, entertain).	Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550
Writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communication, fiction, poetry, drama).	Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550

Writing Process	Write Source, Grade 12
Uses effective processes to generate, compose, organize, revise, and present writing. Employs writing processes and strategies that fit purpose, context, audience, and personal style.	Student Book: 7-45, 97-133, 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 512-521, 546-550
Uses effective processes to organize and order ideas, either before composing or in revising early drafts.	Student Book: 7-45, 97-133, 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 512-521, 546-550
Demonstrates a focused process of improvement from early to final drafts.	Student Book: 7-45, 97-133, 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 456-462, 466-476, 480-486, 490-496, 500-506, 512-521, 546-550

C o n d u c t I n q u i r y a n d R e s e a r c h

Research Process	Write Source, Grade 12
Identify and frame topics, questions, and purposes for inquiry; plan and conduct research. Identifies topics, asks questions, and develops ideas leading to inquiry, investigation, and research.	Student Book: 383-416
Plans and conducts multi-step information searches and/or investigations for varied purpose.	Student Book: 371-382, 383-416
Uses a variety of research methods and resources, including on-line information searches.	Student Book: 371-382, 383-416
Uses a variety of primary and secondary sources, distinguishing the nature and value of each.	Student Book: 371-382, 383-416
Plans and conducts scripted and/or open ended interviews, using appropriate questioning, recording, and analyzing techniques.	Student Book: 602 The opportunity to address this objective is also available on the following pages: Student Book: 371-382, 383-416
Reports and reflects upon research processes (in journals, oral reports, “I-search” papers, research logs, etc.)	The opportunity to address this objective is available on the following pages: Student Book: 383-416

Analysis of Information Sources	Write Source, Grade 12
Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information. Independently uses organizational features of libraries, electronic media, information sources and texts to access information.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Locates varied and sufficient sources of information, using available library, electronic, and human resources.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Accurately interprets information presented in text and graphic forms.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424

Analysis of Information Sources	Write Source, Grade 12
Selects, categorize, organizes and records information to facilitate access and use.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Clearly distinguishes among facts, support inferences, and opinions in information sources.	The opportunity to address this objective is available on the following pages: Student Book: 371-382, 383-416, 418-424
Identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources.	The opportunity to address this objective is available on the following pages: Student Book: 219-266, 371-382, 383-416, 418-424

Use of Researched Information	Write Source, Grade 12
Use, integrate, and cite researched information and evidence. Synthesize information attained through research to develop coherent conclusions, discussions, and presentations.	Student Book: 371-382, 383-416, 417-424
Supports conclusions and arguments with adequate and appropriate researched information.	Student Book: 383-416, 417-424
Quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting.	Student Book: 417-424 Student SkillsBook: 30-34
Integrate quotations and citations into written text, maintain flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas.	Student Book: 383-416 Student SkillsBook: 30-34
Correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used) for in-text documentation and words cited.	Student Book: 425-438 Student SkillsBook: 35-38
Coherently and appropriately combines and integrates information from inquiry-based research.	Student Book: 371-438
Achieves an accurate, balanced, and honest research presentation.	The opportunity to address this objective is available on the following pages: Student Book: 416, 439-449
Uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure.	Student Book: 577-603, 605-763 Student SkillsBook: 3-66, 69-114, 117-184

C o m m u n i c a t e a n d A n a l y z e i n O r a l , V i s u a l , a n d W r i t t e n F o r m s

Use of Oral, Visual, and Written Forms	Write Source, Grade 12
<p>Use and integrate oral, visual, written, and multimedia forms to communicate ideas in ways appropriate to topic, context, audience and purpose.</p> <p>Effectively use a variety of communication forms (oral, visual, written, multimedia) and methods (speeches, dramatization, informal presentations, slide presentations, computer and web graphics, posters, films/video, print, journalism, reports, essays, creative writing)</p>	<p>Student Book: 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>
<p>Selects a communication form appropriate for audience and purpose.</p>	<p>Student Book: 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>
<p>Demonstrates the principles of a chosen form of communication.</p>	<p>Student Book: 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>
<p>Communicate clear coherent thinking.</p>	<p>Student Book: 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>
<p>Establish a tone appropriate for the form of communication, context, audience, and purpose.</p>	<p>Student Book: 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages: Student Book: 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>
<p>Effectively integrates forms of communication in multimedia presentations.</p>	<p>Student Book: 448-449</p>

Organization of Presentation	Write Source, Grade 12
Organize oral presentation in clear, coherent sequences appropriate to topic, context, audience, and purpose. Uses an effective organizational pattern based on audience and purpose.	Student Book: 439-449, 525-526
Incorporates an effective beginning, smooth transitions, and a strong sense of closure.	Student Book: 439-449, 525-526
Integrates visuals effectively to enhance audience interest and understanding.	Student Book: 439-449, 525-526

Use of Language and Techniques	Write Source, Grade 12
Use the language, techniques, and conventions of various communication forms to communicate ideas. In <i>oral communication</i> , uses precise language; clear enunciation; correct pronunciation; fluent delivery; variations in rate, volume, tone, and inflection; effective eye contact, expressions and gestures; visual aides, media, and props, where appropriate.	Student Book: 253, 309, 351-359, 439-449, 525-526
In <i>visual/multimedia communication</i> , uses: clear and effective graphic language and symbols; elements and principles of design; appropriate and effective use of media; correct techniques and processes.	Student Book: 91-95, 197, 253, 309, 448-449
In <i>written communication</i> , uses clear and precise language whole tone and aesthetic effect are appropriate for the ideas and purposes of the communication.	Student Book: The opportunity to address this objective is available throughout the text.
Choose language to achieve desired audience response.	Student Book: The opportunity to address this objective is available throughout the text.

Analysis of Oral, Visual, Written and Multimedia Communications	Write Source, Grade 12
<p>Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language. Identifies key information and ideas from oral, visual, written, or multimedia presentation.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 91-95, 197, 253, 309, 351-359, 439-449, 525-526</p>
<p>Analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communication.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 91-95, 197, 253, 309, 351-359, 439-449, 525-526</p>
<p>Evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose and delivery.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 91-95, 197, 253, 309, 351-359, 439-449, 525-526</p>
<p>Identifies and critically evaluates communications and language which reflects biases, stereotypes, persuasive techniques, and propaganda from various sources.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 91-95, 197, 253, 439-449, 525-526</p>
<p>Reflects upon and critically evaluates student's own use of language in relationship to context, audience, purpose, personal voice and style.</p>	<p>The opportunity to address this objective is available on the following pages: Student Book: 197, 253, 351-359, 416, 439-449</p>



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