

# WRITE SOURCE® & WRITE TRAITS®

correlated to

## Oregon

Grade Level English/  
Language Arts Standards  
Grades 6-12



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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**

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
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.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> Prewriting strategies, pp. 7-9  <b>Student Traitbook:</b> pp. 8-11
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> Ideas, pp. 7-18  <b>Student Traitbook:</b> pp. 8-23
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415	<b>Teacher’s Guide:</b> Voice, pp. 38-55  <b>Student Traitbook:</b> pp. 42-57
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: <b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415	<b>Teacher’s Guide:</b> Organization, pp. 20-37 <b>Student Traitbook:</b> pp. 24-40
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	<b>Teacher’s Edition:</b> 5-69, 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415	<b>Teacher’s Guide:</b> See Using Traits with the Writing Process, pp. xv-xvii (Also see Teacher Resources, pp. xviii-xix)

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-352, 377-415	<b>Teacher’s Guide:</b> pp. 2-6; 10-12 <b>Student Traitbook:</b> pp. 12-15
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> See pp. x-xi, 4-5; 22-23; 40-41; 58-59; 76-77; 94-95 (Also see Appendix, pp. 192-214)
Revise drafts to improve the organization and consistency of ideas within and between paragraphs.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> Revising ideas, pp. 13-18 and organization pp. 31-33 <b>Student Traitbook:</b> pp. 16-23; 33-36
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.	<b>Teacher’s Edition:</b> 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  <b>Student SkillsBook:</b> 3-40, 41-60	<b>Teacher’s Guide:</b> Editing sentence fluency, pp. 79-87 and conventions, pp. 92-115  <b>Student Traitbook:</b> pp. 75-87; 92-106

**W r i t i n g**

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	<b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 363-415, 556-561	<b>Teacher’s Guide:</b> pp. 34-36; 38-55 <b>Student Traitbook:</b> pp. 37-40; 42-57
Write multi-paragraph compositions that: Engage the interest of the reader.	<b>Teacher’s Edition:</b> 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322	<b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities, pp. 30, 36, 45, 48, 54, 63, 69, 72, 90 (Also see Sample Papers, pp. 120-122; 123-125; 138-140; 144-146; 162-164; and 171-173)

Standard	Write Source, Grade 6	Write Traits®, Grade 6
State a clear purpose.	<p><b>Teacher’s Edition:</b> 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322, 552-553</p>	<p><b>Teacher’s Guide:</b> pp. 13-15 (Also see <b>Objective</b> for Sample Paper, p. 123)</p> <p><b>Student Traitbook:</b> pp. 16-19</p>
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.	<p><b>Teacher’s Edition:</b> 534-537, 550-555</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher’s Edition:</b> 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322</p>	<p><b>Teacher’s Guide:</b> Organization, pp. 20-37</p> <p><b>Student Traitbook:</b> pp. 24-40</p>
Develop the topic with supporting details and precise language.	<p><b>Teacher’s Edition:</b> 538-541, 544-550, 560-561</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher’s Edition:</b> 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322</p>	<p><b>Teacher’s Guide:</b> 16-19; 25-27; 56-73 (Also see <b>Objective</b> for Sample Papers on pp. 120, 123, 126, 129, and 156, 159, 162, 165 )</p> <p><b>Student Traitbook:</b> pp. 20-23; 25-28; 59-74</p>
Provide transitions to link paragraphs.	<p><b>Teacher’s Edition:</b> 116, 174, 181, 242-243, 298, 305, 561, 572, 573</p> <p><b>Student SkillsBook:</b> 73-74</p>	<p><b>Teacher’s Guide:</b> pp. 31-37 (Also see <b>Objective</b> for Sample Papers on pp. 138, 141)</p> <p><b>Student Traitbook:</b> pp. 33-40</p>
Conclude with a detailed summary linked to the purpose of the composition.	<p><b>Teacher’s Edition:</b> 82, 112, 117, 176, 238, 300, 398</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher’s Edition:</b> 75-82, 97-134, 161-198, 199-204, 208-209, 210-211, 223-260, 261-266, 272-273, 289-322</p>	<p><b>Teacher’s Guide:</b> pp. 16-18; 31-33 (Also see <b>Objective</b> for Sample Papers on pp. 129, 138)</p> <p><b>Student Traitbook:</b> pp. 20-23; 33-36</p>

Standard	Write Source, Grade 6	Write Traits®, Grade 6
<p>Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important details.</p>	<p><b>Teacher’s Edition:</b> 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</p>	<p><b>Teacher’s Guide:</b> pp. 20-37 (Also see Sample Papers, pp. 132-143)</p> <p><b>Student Traitbook:</b> pp. 42-57</p>
<p>Use a variety of descriptive words to paint a visual image in the mind of the reader.</p>	<p><b>Teacher’s Edition:</b> 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</p>	<p><b>Teacher’s Guide:</b> pp. 56-73 (Also see Sample Papers, pp. 156-167)</p> <p><b>Student Traitbook:</b> pp. 59-74</p>
<p>Use simple, compound, and complex sentences.</p>	<p><b>Teacher’s Edition:</b> 500-522</p> <p><b>Student SkillsBook:</b> 91-120</p>	<p><b>Teacher Guide:</b> pp. 74-91 (Also see Sample Papers, pp. 168-179)</p> <p><b>Student Traitbook:</b> pp. 75-91</p>
<p>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.</p>	<p><b>Teacher’s Edition:</b> 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</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program. (Also see Sample Papers, pp. 168-179)</p>

## C o n v e n t i o n s

Standard	Write Source, Grade 6	Write Traits®, Grade 6
<p><b>Spelling</b> Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).</p>	<p><b>Teacher's Edition:</b> 374-375, 644-650 The opportunity to address this objective is available throughout the text. <b>Student SkillsBook:</b> 51, 52</p>	<p><b>Teacher's Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191) <b>Student Traitbook:</b> pp. 92-106</p>
<p><b>Grammar</b> Correctly use: Indefinite pronouns (all, another, each, either, few, many, none, one, several, some).</p>	<p><b>Teacher's Edition:</b> 475, 606, 710 <b>Student SkillsBook:</b> 135-136</p>	<p><b>Teacher's Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191) <b>Student Traitbook:</b> pp. 92-106</p>
<p>Present perfect, verb tense (have been, has been).</p>	<p><b>Teacher's Edition:</b> 484, 724 <b>Student SkillsBook:</b> 147-150</p>	<p><b>Teacher's Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191) <b>Student Traitbook:</b> pp. 92-106</p>
<p>Past perfect, verb tense (had/been).</p>	<p><b>Teacher's Edition:</b> 484, 724 <b>Student SkillsBook:</b> 147-150</p>	<p><b>Teacher's Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191) <b>Student Traitbook:</b> pp. 92-106</p>
<p>Future perfect verb tense (shall have been).</p>	<p><b>Teacher's Edition:</b> 484, 724 <b>Student SkillsBook:</b> 147-150</p>	<p><b>Teacher's Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191) <b>Student Traitbook:</b> pp. 92-106</p>
<p>Ensure that verbs agree with compound subjects.</p>	<p><b>Teacher's Edition:</b> 508-509, 728 <b>Student SkillsBook:</b> 67-68</p>	<p><b>Teacher's Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191) <b>Student Traitbook:</b> pp. 92-106</p>
<p><b>Punctuation</b> Correctly use: Colons after the salutation (greeting) in business letters (Dear Sir:)</p>	<p><b>Teacher's Edition:</b> 596 <b>Student SkillsBook:</b> 21, 22</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program.</p>

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Semicolons to connect main clauses (Katy went to school; her brother stayed home).	<b>Teacher’s Edition:</b> 594 <b>Student SkillsBook:</b> 21, 22	<b>Teacher’s Guide:</b> pp. 82-84, 92-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 168-170; 180-191)  <b>Student Traitbook:</b> pp. 92-106
Commas before the conjunction in compound sentences (We worked all day, but we didn’t complete the project).	<b>Teacher’s Edition:</b> 584-591 <b>Student SkillsBook:</b> 15, 16	<b>Teacher’s Guide:</b> pp. 82-84, 92-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 168-170; 180-191)  <b>Student Traitbook:</b> pp. 92-106
Semicolons and commas for transitions (The deadline is past; however, we can do it next year).	<b>Teacher’s Edition:</b> 584-595 <b>Student SkillsBook:</b> 21, 22	The opportunity to address this objective is available in the independent writing activities throughout the program.
<b>Capitalization</b> Use correct capitalization.	<b>Teacher’s Edition:</b> 618-626 <b>Student SkillsBook:</b> 41-46	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191)  <b>Student Traitbook:</b> pp. 92-106
<b>Handwriting</b> Write legibly.	<b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available in the independent writing activities throughout the program.

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

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
<b>Narrative Writing</b> Write fictional narratives Establish and develop a plot and setting, and present a point of view that is suitable to the story.	<b>Teacher’s Edition:</b> 343-352,	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 4-5; 22-23
Include sensory details and clear language to develop plot and character.	<b>Teacher’s Edition:</b> 343-352, 486-489, 556-557	<b>Teacher’s Guide:</b> pp. 61-63 (Also see Sample Papers, pp. 156-158)  <b>Student Traitbook:</b> pp. 58-62

Standard	Write Source, Grade 6	Write Traits®, Grade 6
Use a range of narrative devices, such as dialogue or suspense.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 343-352, 556, 557, 598-599, 600-601	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper, pp. 177-179
<b>Expository Writing: Response to Literary Text</b> Write responses to literature: Develop interpretations that show careful reading, understanding and insight.	<b>Teacher’s Edition:</b> 283-341	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 16-18; 52-54  <b>Student Traitbook:</b> pp. 20-23; 54-57
Organize the interpretations around several clear ideas.	<b>Teacher’s Edition:</b> 283-341	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See “Voice and Expository Writing,” pp. 46-48 (Also see Sample Papers, pp. 120-143)  <b>Student Traitbook:</b> pp. 46-49
Develop and justify the interpretations through the use of examples and evidence from the text.	<b>Teacher’s Edition:</b> 283-341	The opportunity to address this objective is available in the independent writing activities throughout the program.
<b>Expository Writing: Research Reports/Multimedia Presentations</b> Write research reports: Pose relevant questions that are focused enough to be thoroughly answered in the report.	<b>Teacher’s Edition:</b> 381-410, 411-415	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See “Voice and Expository Writing,” pp. 46-48 and <b>Extending the Lesson</b> activities, pp. 36 and 66
Identify credible sources.	<b>Teacher’s Edition:</b> 395, 399, 400	The opportunity to address this objective is available in the independent writing activities throughout the program.
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.	<b>Teacher’s Edition:</b> 363-376, 381-410, 411-415	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 2-5 (Also see Sample Papers, pp. 120-131)

Standard	Write Source, Grade 6	Write Traits®, Grade 6
Include references used.	<b>Teacher’s Edition:</b> 395, 399-400	The opportunity to address this objective is available in the independent writing activities throughout the program.
<b>Persuasive Writing</b> Write persuasive compositions: State a clear position on a proposition or proposal.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper, pp. 153-155
Support the position with organized and relevant evidence.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 31-33 (Also see Rubrics, pp. 22-23 and Unit 2 Sample Papers, pp. 132-143)
Anticipate and address reader concerns and counter-arguments.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics for Organization, pp. 22-23
<b>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</b> Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student’s own words, except for quotations.	<b>Teacher’s Edition:</b> 377-380	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities and Sample Paper <b>Extensions</b>
<b>Research Report Writing</b> Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 363-376, 381-410	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities and Sample Paper <b>Extensions</b>
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: <b>Teacher’s Edition:</b> 363-376, 381-410, 441-448	The opportunity to address this objective is available in the independent writing activities throughout the program.

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 363-376, 381-410	The opportunity to address this objective is available in the independent writing activities throughout the program.
Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margin, tabs, spacing, columns, page orientation).	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 57-64, 405-410	The opportunity to address this objective is available in the independent writing activities throughout the program.
Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries- MLA)	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 381-410	This objective is not specifically addressed.

## S p e a k i n g

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Develop a focus and point of view.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.
Match the purpose, message, occasion, and delivery to the audience.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.
Organize information using supporting details, reasons, descriptions, and examples.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Support opinions with detailed evidence and with visual or media displays.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.
Use language effectively to convey the message and make content clear.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.
Use correct grammar consistently.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 411-415, 423-430	This objective is not specifically addressed.

## L i s t e n i n g

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the nonverbal message, including posture, facial expressions, and gestures.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 417-419	This objective is not specifically addressed.
Identify the tone, mood, and emotion conveyed in oral communication.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 417-419	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See <b>Setting Up the Lesson</b> , p. 86

## A n a l y s i s

<b>Standard</b>	<b>Write Source, Grade 6</b>	<b>Write Traits®, Grade 6</b>
Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.	<b>Teacher's Edition:</b> 393-398	This objective is not specifically addressed.
Compare ideas and points of view expressed in broadcast, print media, and electronic media.	<b>Teacher's Edition:</b> 393-398	<b>Teacher's Guide:</b> See <b>Extending the Lesson</b> , p. 87



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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**

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
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.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> Prewriting strategies, pp. 7-9  <b>Student Traitbook:</b> pp. 8-11
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> Ideas, pp. 7-18  <b>Student Traitbook:</b> pp. 8-23
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415	<b>Teacher’s Guide:</b> Voice, pp. 38-55  <b>Student Traitbook:</b> pp. 42-57
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: <b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415	<b>Teacher’s Guide:</b> Organization, pp. 20-37  <b>Student Traitbook:</b> pp. 24-40
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	<b>Teacher’s Edition:</b> 4-10, 11-28, 29-69, 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 377-415	<b>Teacher’s Guide:</b> See Using Traits with the Writing Process, pp. xv-xvii (Also see Teacher Resources, pp. xviii-xix)

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-352, 377-415	<b>Teacher’s Guide:</b> pp. 2-6; 7-9 <b>Student Traitbook:</b> pp. 7-11
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> See pp. x-xi, 4-5; 22-23; 40-41; 58-59; 76-77; 94-95 (Also see Appendix, pp. 193-214)
Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	<b>Teacher’s Edition:</b> 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	<b>Teacher’s Guide:</b> Revising ideas, pp. 16-18, organization, pp. 34-36, voice, pp. 49-51, and word choice, pp. 70-72 <b>Student Traitbook:</b> pp. 20-23; 37-40; 50-53; 71-74
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.	<b>Teacher’s Edition:</b> 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 <b>Student SkillsBook:</b> 3-66	<b>Teacher’s Guide:</b> Editing sentence fluency, pp. 88-90 and conventions, pp. 108-111 <b>Student Traitbook:</b> pp. 88-90, 104-107

## W r i t i n g

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to engage the interest of the reader.	<b>Teacher’s Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 363-415, 560-561	<b>Teacher’s Guide:</b> pp. 46-48 <b>Student Traitbook:</b> pp. 46-49
Write multi-paragraph compositions –descriptions, explanations, comparison-and-contrast papers, problem and solution essays-that: State the thesis or purpose.	<b>Teacher’s Edition:</b> 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410	<b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities, pp. 18, 27, 30, 36, 51, 66, 69, and 72 (Also see Sample Papers, pp. 120-122; 123-125; 132-134 and 144-146)
Explain the situation.	<b>Teacher’s Edition:</b> 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410	<b>Teacher’s Guide:</b> Organization, pp. 25-27 and Word Choice, pp. 64-66 (Also see Rubrics, 22-23 and Sample Paper, pp. 132-134; 160-162)

Standard	Write Source, Grade 7	Write Traits®, Grade 7
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.	<p><b>Teacher’s Edition:</b> 534-537, 550-555</p> <p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher’s Edition:</b> 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410</p>	<p><b>Teacher’s Guide:</b> pp. 20-24; 25-27; 28-30; 31-33; 34-37; 85-87 (Also see <b>Objective</b> for Sample Papers, pp. 135, 139)</p> <p><b>Student Traitbook:</b> pp. 25-40; 84-87</p>
Provide evidence to support arguments and conclusions.	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher’s Edition:</b> 161-198, 199-204, 223-260, 261-266</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program. (Also see Sample Paper, pp. 120-122)</p>
Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher’s Edition:</b> 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 381-410</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program. (Also see Sample Paper, pp. 132-134)</p>
Use varied word choices to make writing interesting and more precise.	<p><b>Teacher’s Edition:</b> 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</p>	<p><b>Teacher’s Guide:</b> pp. 38-55; 56-73</p> <p><b>Student Traitbook:</b> pp. 42-57; 58-74 (Also see Sample Paper, pp. 157-159)</p>
To achieve clarity or meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).	<p><b>Teacher’s Edition:</b> 488, 505, 561, 695</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program. (Also see Sample Paper, pp. 172-174)</p>
To convey a livelier effect, use the active voice rather than the passive voice.	<p><b>Teacher’s Edition:</b> 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</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program. (Also see Sample Papers, pp. 144-156)</p>
Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).	<p><b>Teacher’s Edition:</b> 121, 122, 485, 730</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program. (Also see Sample Paper, pp. 178-180)</p>

## C o n v e n t i o n s

Standard	Write Source, Grade 7	Write Traits®, Grade 7
<p><b>Spelling</b> Spell correctly derivatives (words that come from a common base or root word) by applying the spelling of bases and affixes (prefixes and suffixes).</p>	<p><b>Teacher’s Edition:</b> 564-569 The opportunity to address this objective is available throughout the text.</p>	<p><b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192)  <b>Student Traitbook:</b> pp. 91-107</p>
<p><b>Grammar</b> Make clear references between pronouns and antecedents by placing the pronouns where it shows to what word it refers.</p>	<p><b>Teacher’s Edition:</b> 474, 706  <b>Student SkillsBook:</b> 137, 138</p>	<p><b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192)  <b>Student Traitbook:</b> pp. 91-107</p>
<p>Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.</p>	<p><b>Teacher’s Edition:</b> 470-498, 702-749  <b>Student SkillsBook:</b> 129-186</p>	<p><b>Teacher’s Guide:</b> pp. 74-78; 79-81; 82-84; 92-96; 108-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 169-171; 172-174; 190-192)  <b>Student Traitbook:</b> pp. 75-83; 104-107</p>
<p>Demonstrate appropriate English usage.</p>	<p><b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.  <b>Student SkillsBook:</b> 3-186</p>	<p><b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192)  <b>Student Traitbook:</b> pp. 91-107</p>
<p><b>Punctuation</b> Use a comma after a dependent clause that introduces a sentence.</p>	<p><b>Teacher’s Edition:</b> 590-591, 698  <b>Student SkillsBook:</b> 15-18</p>	<p>The opportunity to address this objective is available. <b>Teacher’s Guide:</b> pp. 79-81; 96-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 169-171; 181-192)  <b>Student Traitbook:</b> pp. 76-79; 92-106</p>
<p>Use appropriate internal punctuation, including commas, semicolons, and colons.</p>	<p><b>Teacher’s Edition:</b> 582-597  <b>Student SkillsBook:</b> 7-48</p>	<p><b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192)  <b>Student Traitbook:</b> pp. 91-107</p>

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.	<b>Teacher’s Edition:</b> 598-601 <b>Student SkillsBook:</b> 33-34	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Paper, pp. 187-189) <b>Student Traitbook:</b> pp. 91-107
<b>Capitalization</b> Use correct capitalization.	<b>Teacher’s Edition:</b> 374, 375, 618-626 <b>Student SkillsBook:</b> 618-626	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) <b>Student Traitbook:</b> pp. 91-107
<b>Handwriting</b> Write legibly.	<b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available in the independent writing activities throughout the program.

## Writing Applications

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
<b>Narrative Writing</b> Write fictional or autobiographical narratives: Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.	<b>Teacher’s Edition:</b> 135-142, 343-352	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 4-5; 22-23; 40-41 (Also see <b>Objective</b> for Sample Papers, pp. 129, 144, 147)
Develop a point of view.	<b>Teacher’s Edition:</b> 135-142, 343-352	<b>Teacher’s Guide:</b> pp. 46-48 (Also see Rubrics, pp. 40-41 and Sample Papers, pp. 144-156) <b>Student Traitbook:</b> 46-49
Develop complex major and minor characters and a definite setting.	<b>Teacher’s Edition:</b> 135-142, 343-352	This objective is not specifically addressed.
Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.	<b>Teacher’s Edition:</b> 135-142, 343-352	<b>Teacher’s Guide:</b> pp. 49-51 (Also see Sample Paper, pp. 150-153)

Standard	Write Source, Grade 7	Write Traits®, Grade 7
<p><b>Expository Writing: Response to Literary Text</b> Write responses to literature: Develop interpretations exhibiting careful reading, understanding, and insight.</p>	<p><b>Teacher’s Edition:</b> 283-341</p>	<p>The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 10-12, 13-15, 34-36; 49-51  <b>Student Traitbook:</b> pp. 12-15; 16-19; 37-40; 50-53</p>
<p>Organize interpretations around several clear ideas, premises, or images from the literary work.</p>	<p><b>Teacher’s Edition:</b> 283-341</p>	<p>The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 4-5; 22-23 (Also see Sample Papers, pp. 120-143)</p>
<p>Justify interpretations through use of sustained examples and textual evidence.</p>	<p><b>Teacher’s Edition:</b> 283-341</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program.</p>
<p><b>Expository Writing: Research Reports/Multimedia Presentations</b> Write research reports: Pose relevant questions about the topic.</p>	<p><b>Teacher’s Edition:</b> 381-410, 411-415</p>	<p>The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities, pp. 18, 27, 30, 36, 51, 66, 69, and 72 (Also see <b>Objective</b> for Sample Papers, pp. 120, 132, 136, 138, 141)</p>
<p>Distinguish credible sources.</p>	<p><b>Teacher’s Edition:</b> 381-410</p>	<p>The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b>, p. 45</p>
<p>Convey clear and accurate perspectives on the subject.</p>	<p><b>Teacher’s Edition:</b> 381-410, 411-415</p>	<p>The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities, pp. 18, 27, 30, 36, 51, 66, 69, and 72</p>
<p>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.</p>	<p><b>Teacher’s Edition:</b> 363-376, 386, 391, 393, 397, 403</p>	<p>This objective is not specifically addressed.</p>
<p>Document sources.</p>	<p><b>Teacher’s Edition:</b> 386, 391, 393, 397, 403</p>	<p>This objective is not specifically addressed.</p>

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
<p><b>Persuasive Writing</b> Write persuasive compositions: State a clear position or perspective in support of a proposition or proposal.</p>	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper, pp. 154-156.
Describe the points in support of the proposition, employing well-articulated evidence.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper, pp. 141-143
Anticipate and address reader concerns and counter-arguments.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper 1, <b>Extensions</b> , p. 121
<p><b>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</b> Write summaries for a variety of informational text: Include the main ideas and most significant details.</p>	<b>Teacher’s Edition:</b> 377-380	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper <b>Extensions</b> , pp. 130, 133, 142
Use the student’s own words, except for quotations.	<b>Teacher’s Edition:</b> 377-380	The opportunity to address this objective is available in the independent writing activities throughout the program.
Reflect underlying meaning, not just the superficial details.	<b>Teacher’s Edition:</b> 377-380	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 28-30; 37 <b>Student Traitbook:</b> pp. 29-32
<p><b>Research Report Writing</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p>	<b>Teacher’s Edition:</b> 381-410	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 7-9; 34-36 (Also see Sample Paper, pp. 120-122) <b>Student Traitbook:</b> pp. 7-11; 37-40
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	<b>Teacher’s Edition:</b> 441-448  The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 381-410	The opportunity to address this objective is available in the independent writing activities throughout the program.

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
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: <b>Teacher’s Edition:</b> 363-376, 381-410	The opportunity to address this objective is available in the independent writing activities throughout the program.
Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	<b>Teacher’s Edition:</b> 57-64, 409, 411-415	The opportunity to address this objective is available in the independent writing activities throughout the program.
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).	<b>Teacher’s Edition:</b> 386, 393, 397, 403	The opportunity to address this objective is available in the independent writing activities throughout the program.

**S p e a k i n g**

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
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: <b>Teacher’s Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
Use correct grammar consistently.	The opportunity to address this objective is available throughout the text.	This objective is not specifically addressed.
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.

## L i s t e n i n g

<b>Standard</b>	<b>Write Source, Grade 7</b>	<b>Write Traits®, Grade 7</b>
Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.	<b>Teacher's Edition:</b> 417-421  The opportunity to address this objective is also available on the following pages: <b>Teacher's Edition:</b> 268-269	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See <b>Extending the Lesson</b> , p. 12 and <b>Teaching the Lesson</b> , p. 17
Determine the speaker's attitude toward the subject.	<b>Teacher's Edition:</b> 417-421  The opportunity to address this objective is also available on the following pages: <b>Teacher's Edition:</b> 268-269	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See <b>Extending the Lesson</b> , p. 12 and <b>Setting Up the Lesson</b> , p. 65
Respond to persuasive presentations with questions, challenges, or affirmations.	<b>Teacher's Edition:</b> 417-421  The opportunity to address this objective is also available on the following pages: <b>Teacher's Edition:</b> 268-269	This objective is not specifically addressed.



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**WRITE SOURCE © 2005 and WRITE TRAITS®**  
**correlated to**  
**Oregon Grade Level Standards**  
**Grade 8**

**Planning, Evaluation, and Revision**

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
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.	<b>Teacher's Edition:</b> 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	<b>Teacher's Guide:</b> Focusing, pp. 7-12  <b>Student Traitbook:</b> pp. 7-15
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	<b>Teacher's Edition:</b> 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	<b>Teacher's Guide:</b> Ideas, pp. 7-19  <b>Student Traitbook:</b> pp. 7-23
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415	<b>Teacher's Guide:</b> pp. 13-15; 25-27; 28-30; 49-51  <b>Student Traitbook:</b> pp. 16-19; 24-28; 29-32; 50-53
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: <b>Teacher's Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415	<b>Teacher's Guide:</b> pp. 20-37  <b>Student Traitbook:</b> pp. 24-40
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	<b>Teacher's Edition:</b> 4-10, 11-28, 29-69, 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415	<b>Teacher's Guide:</b> See Using Traits with the Writing Process, pp. xv-xvii (Also see Teacher Resources, pp. xviii-xix)

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 71-91, 93-155, 157-217, 219-281, 283-341, 343-361, 375-415	<b>Teacher's Guide:</b> Ideas, pp. 2-19 <b>Student Traitbook:</b> pp. 7-23
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	<b>Teacher's Edition:</b> 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	<b>Teacher's Guide:</b> See pp. x-xi, 4-5; 22-23; 40-41; 58-59; 76-77; 94-95 (Also see Appendix, pp. 192-213)
Revise drafts for word choice, appropriate organization, consistent point of view-and transitions between paragraphs, passages, and ideas.	<b>Teacher's Edition:</b> 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	<b>Teacher's Guide:</b> Revising ideas, pp. 2-29, organization, pp. 20-37, voice, pp. 38-55, and word choice, pp. 56-73 <b>Student Traitbook:</b> pp. 7-23, 24-40; 41-57; 58-74
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.	<b>Teacher's Edition:</b> 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 <b>Student SkillsBook:</b> 3-40, 41-50, 51-60	<b>Teacher's Guide:</b> Editing sentence fluency, pp. 74-89 and conventions, pp. 92-112 <b>Student Traitbook:</b> pp. 75-90; 91-107

## W r i t i n g

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.	<b>Teacher's Edition:</b> 223-260, 379-410	<b>Teacher's Guide:</b> pp. 49-51 <b>Student Traitbook:</b> pp. 50-53
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: <b>Teacher's Edition:</b> 223-260, 379-410	<b>Teacher's Guide:</b> pp. 34-39 <b>Student Traitbook:</b> pp. 37-40
Establish coherence within and among paragraphs through effective transitions and parallel structures.	<b>Teacher's Edition:</b> 38, 42, 109, 235, 299, 512, 522, 539, 559, 561, 572, 573	<b>Teacher's Guide:</b> pp. 31-33; 82-84 <b>Student Traitbook:</b> pp. 33-36; 80-83

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.	<b>Teacher’s Edition:</b> 12, 20, 34, 41, 82, 98, 120-121, 124, 130-131, 141, 162, 184-185, 188, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 349, 357, 415, 541	<b>Teacher’s Guide:</b> pp. 61-63; 67-69 <b>Student Traitbook:</b> pp. 58-62; 63-66
To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.	<b>Teacher’s Edition:</b> 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  <b>Student SkillsBook:</b> 101-130	<b>Teacher’s Guide:</b> pp. 74-91 <b>Student Traitbook:</b> pp. 75-90
To enhance clarity and to support meaning, using parallelism in sentence construction-to present items in a series and items juxtaposed for emphasis.	<b>Teacher’s Edition:</b> 512, 522, 559	<b>Teacher’s Guide:</b> pp. 85-87 <b>Student Traitbook:</b> pp. 84-87
To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.	<b>Teacher’s Edition:</b> 122, 186, 191, 496-498, 504, 513, 517, 553, 590, 744, 746  <b>Student SkillsBook:</b> 175-180	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 76-77 and Sample Papers, 168-179

## C o n v e n t i o n s

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
<b>Spelling</b> Use correct spelling conventions.	<b>Teacher’s Edition:</b> 642-651 The opportunity to address this objective is also available throughout the text.	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191)  <b>Student Traitbook:</b> pp. 91-107
<b>Grammar</b> Use consistent verb tenses.	<b>Teacher’s Edition:</b> 482-483, 720-726  <b>Student SkillsBook:</b> 153-156	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191)  <b>Student Traitbook:</b> pp. 91-107
Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).	<b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available. <b>Teacher’s Edition:</b> See Rubrics, pp. 58-59; 94-95 (Also see Sample Paper, pp. 186-188)

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
Demonstrate appropriate English usage.	<b>Teacher’s Edition:</b> 470-498, 702-750 The opportunity to address this objective is also available throughout the text.  <b>Student SkillsBook:</b> 3-186	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191)  <b>Student Traitbook:</b> pp. 91-107
<b>Punctuation</b> Use conventions of punctuation correctly; including commas, hyphens, dashes, and semicolons.	<b>Teacher’s Edition:</b> 579-617 The opportunity to address this objective is also available throughout the text.  <b>Student SkillsBook:</b> 3-40	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191)  <b>Student Traitbook:</b> pp. 91-107
<b>Capitalization</b> Use correct capitalization.	<b>Teacher’s Edition:</b> 618-629 The opportunity to address this objective is also available throughout the text.  <b>Student SkillsBook:</b> 41-46	<b>Teacher’s Guide:</b> pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 180-191)  <b>Student Traitbook:</b> pp. 91-107
<b>Handwriting</b> Write legibly.	<b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available in the independent writing activities throughout the program.

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

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
<b>Narrative Writing</b> Write biographical or autobiographical narratives or short stories: Relate a clear, coherent incident, event, or situation by using well-chosen details.	<b>Teacher’s Edition:</b> 93-155, 342-352, 530-533, 548-549	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 4-5; 22-23 (Also see Sample Papers, pp. 120-122; 135-137; 138-140)
Reveal the significance of, or the writer’s attitude about the subject.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 93-155, 342-352	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 52-54 <b>Student Traitbook:</b> pp. 54-57

Standard	Write Source, Grade 8	Write Traits®, Grade 8
Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	<b>Teacher's Edition:</b> 93-155, 342-352, 556-559	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See Rubrics, pp. 4-5; 22-23; 40-41; 58-59 (Also see Sample Papers, pp. 120-122; 135-137; 138-140; 144-146; 147-149; 150-152; 153-155; 159-161; 165-167)
<b>Expository Writing: Response to Literary Text</b> Write responses to literature: Demonstrate careful reading and insight into interpretations.	<b>Teacher's Edition:</b> 283-341	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See pp. 10-12; 46-48  <b>Student Traitbook:</b> pp 12-15; 46-49
Connect the student's own responses to the writer's techniques and to specific textual references.	<b>Teacher's Edition:</b> 283-341	<b>Teacher's Guide:</b> See <b>Objectives</b> , pp. 13, 46, 49, 52; 82; 85
Draw supported inferences about the effects of a literary work on its audience.	<b>Teacher's Edition:</b> 283-341	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See <b>Extending the Lesson</b> activities, pp. 15, 48, 51, 84, 87
Support interpretations through references to the text, other works, other authors, or to personal knowledge.	<b>Teacher's Edition:</b> 283-341	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See <b>Extending the Lesson</b> activities, pp. 18, 30, 48, 51, 69, 84
<b>Expository Writing: Research Reports/Multimedia Presentations</b> Write research reports: Specify a thesis.	<b>Teacher's Edition:</b> 379-410	The opportunity to address this objective is available in the independent writing activities throughout the program.
Use a variety of primary and secondary sources, and distinguish the nature and value of each.	<b>Teacher's Edition:</b> 363-374, 379-410	The opportunity to address this objective is available. <b>Teacher's Guide:</b> See <b>Extending the Lesson</b> , p. 48

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
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: <b>Teacher’s Edition:</b> 379-410, 411-415	The opportunity to address this objective is available in the independent writing activities throughout the program.
Organize and display information on charts, tables, maps, and graphs.	<b>Teacher’s Edition:</b> 57-64, 409-410, 411-415	This objective is not specifically addressed.
Document sources.	<b>Teacher’s Edition:</b> 385, 392, 396, 403-404	This objective is not specifically addressed.
<b>Persuasive Writing</b> Write persuasive compositions: Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 4-5 and Sample Paper, pp. 123-125
Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 22-23 and Sample Paper, pp. 141-143
Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.	<b>Teacher’s Edition:</b> 219-281	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Rubrics, pp. 4-5; 22-23, and Sample Papers, pp. 126-128 and 132-134
<b>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</b> 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.	<b>Teacher’s Edition:</b> 274-277, 576-577	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Sample Paper, pp. 189-191

Standard	Write Source, Grade 8	Write Traits®, Grade 8
Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	<b>Teacher’s Edition:</b> 576-577	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 25-27; 28-30  <b>Student Traitbook:</b> pp. 24-28; 29-32
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.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 90-91	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities, p. 48
Include all the factors and variables that need to be considered.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 90-91	The opportunity to address this objective is available in the independent writing activities throughout the program.
Use formatting techniques, including headings, and changing the fonts to aid comprehension.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 90-91	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See Conventions: A Definition, p. 92
<b>Research Report Writing</b> Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research or sub-topics.	<b>Teacher’s Edition:</b> 379-410	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 7-9; 34-36  <b>Student Traitbook:</b> pp. 7-11; 37-40
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	<b>Teacher’s Edition:</b> 379-410, 445-448	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 13-15  <b>Student Traitbook:</b> p. 16-19
Plan and conduct multiple-step information searches by using computer networks.	<b>Teacher’s Edition:</b> 367-368  The opportunity to address this objective is also available on the following pages: <b>Teacher’s Edition:</b> 379-410	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activity, “A Writer’s Question,” p. 9
Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.	<b>Teacher’s Edition:</b> 367-368  The opportunity to address this objective is also available on the following pages: <b>Teacher’s Edition:</b> 379-410	The opportunity to address this objective is available in the independent writing activities throughout the program.

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
Achieve an effective balance between documented researched information and original ideas.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 379-410	The opportunity to address this objective is available in the independent writing activities throughout the program.
Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries-MLA, Reference Entries-APA).	<b>Teacher's Edition:</b> 385, 392, 396, 403-404	The opportunity to address this objective is available in the independent writing activities throughout the program.

## S p e a k i n g

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
Use credible and relevant information to convey message.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher's Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
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: <b>Teacher’s Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
Use appropriate grammar.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> 129, 193, 255, 317, 409, 411-415, 423-430	This objective is not specifically addressed.

## L i s t e n i n g

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
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: <b>Teacher’s Edition:</b> 417-422	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 43-45 <b>Student Traitbook:</b> pp. 41-45
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: <b>Teacher’s Edition:</b> 417-422	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See pp. 52-54 <b>Student Traitbook:</b> pp. 54-57

## A n a l y s i s

<b>Standard</b>	<b>Write Source, Grade 8</b>	<b>Write Traits®, Grade 8</b>
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: <b>Teacher’s Edition:</b> 420-421	The opportunity to address this objective is available. <b>Teacher’s Guide:</b> See <b>Extending the Lesson</b> activities, p. 51
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: <b>Teacher’s Edition:</b> 423-430	This objective is not specifically addressed.



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**WRITE SOURCE © 2007 and  
WRITE TRAITS® ADVANCED, LEVEL I  
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	Write Traits® Advanced, Level I
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.	<b>Teacher’s Edition:</b> 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	<b>Notebook:</b> See Ideas Unit Overview, pp. 1-2; and pp. 7-10 (Also see Sample Paper, pp. 322-325)
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	<b>Teacher’s Edition:</b> 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	<b>Notebook:</b> See Ideas lessons for Informational/ expository writing, pp. 7-10; Persuasive writing, pp. 17-20; Personal/narrative writing, pp. 27-30; Business/ professional writing, pp. 37-40 (Also see “Genres of Writing,” pp. xiv-xvi)
Identify audience and purpose.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520	<b>Notebook:</b> See Voice lessons for Informational/ expository writing, pp. 103-106; Persuasive writing, pp. 113-122; Personal/narrative writing, pp. 123-126; Business/professional writing, pp. 37-40 (Also see Identifying Genre by Purpose, pp. xxviii-xxix and xxxvi-xxxvii, and Unit Overview, pp. 97-98)

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
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: <b>Teacher’s Edition:</b> 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520	<b>Notebook:</b> See Organization lessons for Informational/expository writing, pp. 55-58; Persuasive writing, pp. 65-68; Personal/narrative writing, pp. 75-78; Business/professional writing, pp. 85-88 (Also see Genres of Writing, pp. xiv-xvi, Defining Genres, pp. xxx-xxxi and xl, and Unit Overview, pp. 49-50)
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	<b>Teacher’s Edition:</b> 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	<b>Notebook:</b> pp. xii-xiii (Also see Teacher Resources, pp. xix-xx)
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 89-143, 145-199, 201-253, 255-311, 313-341, 355-392, 405-462, 483-490, 513-520	<b>Notebook:</b> See Ideas, pp. 1-2; Getting to the Point, pp. 37-48 (Also see Writer’s Rubric for Ideas, pp. 5-6)
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	<b>Teacher’s Edition:</b> 61-72, 124-125, 180-181, 234-235, 290-291, 322, 784-791	<b>Notebook:</b> See Writer’s Rubrics, pp. 5-6; 53-54; 101-102; 149-150; 197-198; 245-246 (Also see Sample Papers, pp. 322-432 and Appendix, pp. 434-440)
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.	<b>Teacher’s Edition:</b> 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	<b>Notebook:</b> See Organization, pp. 49-96; Voice, pp. 97-144; Word Choice, pp. 145-192 (Also see Sample Papers, pp. 322-395)
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.	<b>Teacher’s Edition:</b> 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  <b>Student SkillsBook:</b> 3-66	<b>Notebook:</b> See Sentence Fluency, pp. 193-218 and Conventions, pp. 241-296 (Also see Sample Papers, pp. 326-432)

## W r i t i n g

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
<p>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.</p>	<p><b>Teacher’s Edition:</b> 156-181, 266-294, 299-304, 305-311, 371-392, 594</p>	<p><b>Notebook:</b> pp. 7-16; 103-112 (Also see Writer’s Rubrics for Ideas and Voice, pp. 5-6; 101-102 and Sample Papers, 322-325; 358-363)</p>
<p>Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.</p>	<p><b>Teacher’s Edition:</b> 103, 110-111, 166-167, 214, 220-221, 276-277, 314, 319, 372, 387, 571-574, 588-593, 828-834</p>	<p><b>Notebook:</b> pp. 55-64 (Also see Organization Overview, pp. 49-52; Writer’s Rubric for Organization, pp. 53-54, and Sample Paper, pp. 338-342)</p>
<p>Use precise language, action verbs, sensory details, and appropriate modifiers.</p>	<p><b>Teacher’s Edition:</b> 97, 109, 114-115, 170-171, 202, 224-225, 280-281, 337, 388, 403, 533-548, 579</p> <p>The opportunity to address this objective is also available on the following pages: <b>Teacher’s Edition:</b> 410-411, 420-421, 565, 572</p>	<p><b>Notebook:</b> pp. 151-160; 173-180; 181-192 (Also see Writer’s Rubric for Word Choice, pp.149-150 and Sample Papers, pp. 380-383; 388-391; 392-395)</p>
<p>Demonstrate an understanding of sentence construction- including parallel structure, and subordination- to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</p>	<p><b>Teacher’s Edition:</b> 116-117, 172-173, 226-227, 282-283, 388, 549-560, 738-763</p> <p><b>Student SkillsBook:</b> 123-184</p>	<p><b>Notebook:</b> pp. 199-208; 209-218; 219-228; 229-240 (Also see Writer’s Rubric for Sentence Fluency, pp. 197-198 and Sample Papers,</p>

## C o n v e n t i o n s

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
<p><b>Spelling</b> Produce writing that shows accurate spelling.</p>	<p><b>Teacher’s Edition:</b> 666-667 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 51-56, 57-66</p>	<p><b>Notebook:</b> See Conventions, pp. 241-242; pp. 283-296 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 429-432)</p>
<p><b>Grammar</b> Show control of clause, including main and subordinate, and phrases, including gerund, infinitive, and participial.</p>	<p><b>Teacher’s Edition:</b> 173, 610, 726, 727, 742, 743, 744</p> <p><b>Student SkillsBook:</b> 132-136</p>	<p><b>Notebook:</b> See Sentence Fluency lessons, pp. 199-240, and Conventions lessons, pp. 247-296 (Also see Sentence Fluency Unit Overview, pp. 193-194, Conventions Unit Overview, pp. 241-241, Writer’s Rubrics, pp. 197-198; 245-246, and Sample Papers, pp. 410-414; 429-432)</p>
<p>Understand and use proper placement of modifiers.</p>	<p><b>Teacher’s Edition:</b> 559</p> <p><b>Student SkillsBook:</b> 168-169</p>	<p><b>Notebook:</b> See “A Little Restraint, Please,” pp. 181-192 (Also see Sentence Fluency Unit Overview, pp. 193-194, Conventions Unit Overview, pp. 241-241, Writer’s Rubrics, pp. 197-198; 245-246, and Sample Paper, pp. 392-395)</p>
<p>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</p>	<p><b>Teacher’s Edition:</b> 700-737 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 3-120, 123-184</p>	<p><b>Notebook:</b> See “Revving Up the Engine,” pp. 173-180, Sentence Fluency Overview pp.193-194, and Conventions Overview, pp. 241-242 (Also see Writer’s Rubrics, pp. 149-150; 197-198; 245-246, and Sample Papers, pp. 410-414; 429-432)</p>
<p><b>Punctuation</b> Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens, and dashes.</p>	<p><b>Teacher’s Edition:</b> 605-647 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 3-40</p>	<p><b>Notebook:</b> See Conventions, pp. 241-242; pp. 283-296 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 429-432)</p>
<p><b>Capitalization</b> Use correct capitalization.</p>	<p><b>Teacher’s Edition:</b> 648-653 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 41-46</p>	<p><b>Notebook:</b> See Conventions, pp. 241-242; pp. 271-282 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 425-428)</p>

<b>Standard</b>	<b>Write Source, Grade 9</b>	<b>Write Traits® Advanced, Level I</b>
<b>Handwriting</b> Write legibly.	<b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available in the independent writing activities throughout the program.

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

<b>Standard</b>	<b>Write Source, Grade 9</b>	<b>Write Traits® Advanced, Level I</b>
<b>Narrative Writing</b> Write biographical or autobiographical narratives or short stories: Relate a sequence of events, and communicate the significance of the events to the audience.	<b>Teacher’s Edition:</b> 89-143, 313-322	<b>Notebook:</b> pp. xv-xvii, pp. 27-36 and pp. 75-84 (Also see “Personal/ Narrative Writing,” pp. xv-xvi, Writer’s Rubrics, pp. 5-6; 53-54, and Sample Papers, pp. 338-342; 343-347)
Locate scenes and incidents in specific places.	<b>Teacher’s Edition:</b> 89-143, 313-322	<b>Notebook:</b> pp. 75-84 (Also see Sample paper, pp. 343-347)
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.	<b>Teacher’s Edition:</b> 89-143, 313-322, 533-548	<b>Notebook:</b> See <b>Teaching the Lesson</b> notes, pp. 28-29
Pace the presentation of actions to accommodate changes in time and mood.	<b>Teacher’s Edition:</b> 89-143, 313-322	<b>Notebook:</b> See “The Turning Point,” pp. 75-84 (Also see Sample paper, pp. 343-347)
Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	<b>Teacher’s Edition:</b> 89-143, 313-322, 533-548	<b>Notebook:</b> See “The Personal Snapshot,” pp. 123-132

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
<p><b>Expository Writing: Response to Literary Text</b> Write responses to literature: Demonstrate an understanding of the significant ideas of literary works.</p>	<p><b>Teacher’s Edition:</b> 255-311</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “Informational /Expository Writing,” pp. xiv-xv and <b>Teaching the Lesson</b> notes, pp. 28, 76, 104</p>
<p>Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p><b>Teacher’s Edition:</b> 255-311</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See <b>Teaching the Lesson</b> notes, pp. 28, 76, 104</p>
<p>Demonstrate an awareness of the author’s use of stylist devices and an appreciation of the effects created.</p>	<p><b>Teacher’s Edition:</b> 255-311</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See <b>Teaching the Lesson</b> notes, pp. 104, 174, 221 and <b>Extending the Lesson</b> notes, pp. 106, 176 and 222</p>
<p>Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p><b>Teacher’s Edition:</b> 255-311</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See Genres of Writing, pp. xiv-xvi and Unit Overviews, pp. 1-2; 49-50; 97-98; 145-146; 193-194</p>
<p><b>Expository Writing: Research Reports/Multimedia Presentations</b> Write analytical essays and research reports: Gather evidence in support of a thesis, including information on all relevant perspectives.</p>	<p><b>Teacher’s Edition:</b> 156-179, 298-311, 355-392</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “In a Nutshell, Where’s My Thesis,” pp. 7-16</p>
<p>Convey information and ideas from primary and secondary sources accurately and coherently.</p>	<p><b>Teacher’s Edition:</b> 343-354, 355-392</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “Borrowing Gracefully,” pp. 259-270</p>
<p>Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 343-354, 355-392</p>	<p><b>Notebook:</b> See “Where Did you Get <u>That</u> Idea?” pp. 247-258</p>

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	<b>Teacher’s Edition:</b> 74-82, 156-179, 392, 393-403	This objective is not specifically addressed.
Anticipate and address readers’ potential misunderstandings, biases, and expectations.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 355-392, 402-403	The opportunity to address this objective is available. <b>Notebook:</b> See “Walking the Reader Through the Issues,” pp. 65-74
Use technical terms and notations accurately.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 355-392	The opportunity to address this objective is available. <b>Notebook:</b> See “Inviting the Reader Inside,” pp. 151-160
Document sources.	<b>Teacher’s Edition:</b> 177, 374, 381-384	The opportunity to address this objective is available. <b>Notebook:</b> pp. 247-258; 259-270
<b>Persuasive Writing</b> Write persuasive compositions: Structure ideas and arguments in a sustained and logical fashion.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lessons, pp. 17-26; 65-74 (Also see “Persuasive Writing,” pp. xv, Writer’s Rubrics, pp. 5-6; 53-54, and Sample Papers, pp. 348-351; 352-357)
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.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lesson, “Establishing Credibility,” pp. 161-172
Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lesson, “Connecting the Dots,” pp. 209-218
Address readers’ concerns, counter-claims, biases, and expectations.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lesson, “Walking the Reader Through the Issues,” pp. 65-74

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
<p><b>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</b> Write business letters: Provide clear and purposeful information and address the intended audience appropriately.</p>	<p><b>Teacher’s Edition:</b> 513-520</p>	<p><b>Notebook:</b> See Business/professional writing lessons, “Getting to the Point,” pp. 37-48 and “From Purpose to Action!” pp. 85-96</p>
<p>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.</p>	<p><b>Teacher’s Edition:</b> 513-520</p>	<p><b>Notebook:</b> See Business/professional writing lesson, “The Person Behind the Words,” pp. 133-144</p>
<p>Emphasize central ideas or images.</p>	<p><b>Teacher’s Edition:</b> 513-520</p>	<p><b>Notebook:</b> See Business/professional writing lesson, “Crisp as a Fall Apple,” pp. 229-240</p>
<p>Follow a conventional style with page formats, fonts, and spacing that contributes to the document’s readability and impact.</p>	<p><b>Teacher’s Edition:</b> 513-520</p>	<p><b>Notebook:</b> See “The Must-Know, No Excuses Little Things,” pp. 283-296</p>
<p>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.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>The opportunity to address this objective is available in the independent writing activities for Business/professional writing lessons.</p>
<p>Offer detailed and accurate specifications.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>This objective is not specifically addressed.</p>
<p>Include scenarios, definitions, and examples to aid comprehension.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> pp. 37-48; 85-88; 133-144 (Also see <b>Extending the Lesson</b>, p. 68 )</p>

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
Anticipate readers' problems, mistakes, and misunderstandings.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 410-411, 436-437, 438-439, 440-441, 452	The opportunity to address this objective is available. <b>Notebook:</b> pp. 85-96;181-192; 229-240 (Also see <b>Extending the Lesson</b> , p. 202)
<b>Research Report Writing</b> 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.	<b>Teacher's Edition:</b> 343-354	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, p. 10, 58, 106, 202, 154
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	<b>Teacher's Edition:</b> 343-354, 364-372	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , p. 262
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	<b>Teacher's Edition:</b> 373-392	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , p. 58
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: <b>Teacher's Edition:</b> 343-354, 355-392	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Defining Genres</b> , pp. xxx-xxxi and <b>Extending the Lesson</b> , p. 10
Integrate quotations and citations into written text while maintaining the flow of ideas.	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 355-392	The opportunity to address this objective is available. <b>Notebook:</b> See pp. 7-10; 199-202
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).	<b>Teacher's Edition:</b> 381-392	The opportunity to address this objective is available. <b>Notebook:</b> See pp. 247-250 (Also see Sample Papers, pp. 415-419 and 420-424)

<b>Standard</b>	<b>Write Source, Grade 9</b>	<b>Write Traits® Advanced, Level I</b>
Design and publish documents by using publishing software and graphics programs.	<b>Teacher’s Edition:</b> 73-82, 392, 602-603	This objective is not specifically addressed.
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.	<b>Teacher’s Edition:</b> 392	The opportunity to address this objective is available. <b>Notebook:</b> See Conventions Overview, pp. 241-242 (Also see Sample Papers, pp. 425-428 and 429-432)

## Speaking

<b>Standard</b>	<b>Write Source, Grade 9</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> 233	This objective is not specifically addressed.

<b>Standard</b>	<b>Write Source, Grade 9</b>	<b>Write Traits® Advanced, Level I</b>
Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.	<b>Teacher’s Edition:</b> 399-400, 465-466  The opportunity to address this objective is also available on the following pages: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
Use appropriate grammar.	The opportunity to address this objective is available throughout the text.	This objective is not specifically addressed.
Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).	<b>Teacher’s Edition:</b> 179, 396, 402-403	This objective is not specifically addressed.
Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 396-397	This objective is not specifically addressed.
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: <b>Teacher’s Edition:</b> : 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.

## L i s t e n i n g

<b>Standard</b>	<b>Write Source, Grade 9</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 233, 464	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. 10, 20, 30

## A n a l y s i s

Standard	Write Source, Grade 9	Write Traits® Advanced, Level I
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: <b>Teacher’s Edition:</b> 123, 289	The opportunity to address this objective is available. <b>Notebook:</b> See “Get a copy of a political speech...” extension activity, p. 164, and “Ask students to collect examples...” extension activity, p. 212
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: <b>Teacher’s Edition:</b> 233	The opportunity to address this objective is available. <b>Notebook:</b> See “Discuss the factors...” extension activity, p. 164
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: <b>Teacher’s Edition:</b> 179, 402-403	The opportunity to address this objective is available. <b>Notebook:</b> See “In advertising...” extension activity, p. 68
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: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 392, 400, 402-403	The opportunity to address this objective is available. <b>Notebook:</b> See “Pair with a partner...” extension activity, p. 116



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**WRITE SOURCE © 2007 and  
WRITE TRAITS® ADVANCED, LEVEL I  
correlated to  
Oregon Grade Level Standards  
(CIM/CAM)  
Grade 10**

**Planning, Evaluation, and Revision**

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
<p>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.</p>	<p><b>Teacher’s Edition:</b> 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</p>	<p><b>Notebook:</b> See Ideas Unit Overview, pp. 1-2; and pp. 7-10 (Also see Sample Paper, pp. 322-325)</p>
<p>Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.</p>	<p><b>Teacher’s Edition:</b> 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</p>	<p><b>Notebook:</b> See Ideas lessons for Informational/ expository writing, pp. 7-10; Persuasive writing, pp. 17-20; Personal/narrative writing, pp. 27-30; Business/ professional writing, pp. 37-40 (Also see “Genres of Writing,” pp. xiv-xvi)</p>
<p>Identify audience and purpose.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520</p>	<p><b>Notebook:</b> See Voice lessons for Informational/ expository writing, pp. 103-106; Persuasive writing, pp. 113-122; Personal/narrative writing, pp. 123-126; Business/professional writing, pp. 37-40 (Also see Identifying Genre by Purpose, pp. xxviii-xxix and xxxvi-xxxvii, and Unit Overview, pp. 97-98)</p>

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 89-143, 145-199, 201-253, 256-311, 313-341, 355-392, 405-462, 483-490, 513-520	<b>Notebook:</b> See Organization lessons for Informational/expository writing, pp. 55-58; Persuasive writing, pp. 65-68; Personal/narrative writing, pp. 75-78; Business/professional writing, pp. 85-88 (Also see Genres of Writing, pp. xiv-xvi, Defining Genres, pp. xxx-xxxi and xl, and Unit Overview, pp. 49-50)
Use the writing process – prewriting, drafting, revising, editing and publishing successive versions.	<b>Teacher’s Edition:</b> 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	<b>Notebook:</b> pp. xii-xiii (Also see Teacher Resources, pp. xix-xx)
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 89-143, 145-199, 201-253, 255-311, 313-341, 355-392, 405-462, 483-490, 513-520	<b>Notebook:</b> See Ideas, pp. 1-2; Getting to the Point, pp. 37-48 (Also see Writer’s Rubric for Ideas, pp. 5-6)
Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	<b>Teacher’s Edition:</b> 61-72, 124-125, 180-181, 234-235, 290-291, 322, 784-791	<b>Notebook:</b> See Writer’s Rubrics, pp. 5-6; 53-54; 101-102; 149-150; 197-198; 245-246 (Also see Sample Papers, pp. 322-432 and Appendix, pp. 434-440)
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.	<b>Teacher’s Edition:</b> 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	<b>Notebook:</b> See Organization, pp. 49-96; Voice, pp. 97-144; Word Choice, pp. 145-192 (Also see Sample Papers, pp. 322-395)
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.	<b>Teacher’s Edition:</b> 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  <b>Student SkillsBook:</b> 3-70	<b>Notebook:</b> See Sentence Fluency, pp. 193-218 and Conventions, pp. 241-296 (Also see Sample Papers, pp. 326-432)

## W r i t i n g

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
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.	<b>Teacher’s Edition:</b> 156-181, 266-294, 299-304, 305-311, 371-392, 594	<b>Notebook:</b> pp. 7-16; 103-112 (Also see Writer’s Rubrics for Ideas and Voice, pp. 5-6; 101-102 and Sample Papers, 322-325; 358-363)
Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.	<b>Teacher’s Edition:</b> 103, 110-111, 166-167, 214, 220-221, 276-277, 314, 319, 372, 387, 571-574, 588-593, 828-834	<b>Notebook:</b> pp. 55-64; 209-218 (Also see Organization Unit Overview, pp. 49-52; Writer’s Rubric for Organization, pp. 53-54, and Sample Paper, pp. 338-342)
Use precise language, action verbs, sensory details, and appropriate modifiers.	<b>Teacher’s Edition:</b> 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: <b>Teacher’s Edition:</b> 410-411, 420-421, 565, 572	<b>Notebook:</b> pp. 151-160; 173-180; 181-192 (Also see Writer’s Rubric for Word Choice, pp.149-150 and Sample Papers, pp. 380-383; 388-391; 392-395)
Demonstrate an understanding of sentence construction- including parallel structure, and subordination- to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.	<b>Teacher’s Edition:</b> 116-117, 172-173, 226-227, 282-283, 388, 549-560, 738-763  <b>Student SkillsBook:</b> 123-184	<b>Notebook:</b> pp. 199-208; 209-218; 219-228; 229-240 (Also see Writer’s Rubric for Sentence Fluency, pp. 197-198 and Sample Papers,

## C o n v e n t i o n s

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
<b>Spelling</b> Produce writing that shows accurate spelling.	<b>Teacher’s Edition:</b> 666-667 The opportunity to address this objective is also available throughout the text.  <b>Student SkillsBook:</b> 49-70	<b>Notebook:</b> See Conventions lessons, pp. 241-242; pp. 283-296 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 429-432)

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
<p><b>Grammar</b> Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.</p>	<p><b>Teacher’s Edition:</b> 173, 287, 555, 610, 612, 744</p> <p><b>Student SkillsBook:</b> 133-136</p>	<p><b>Notebook:</b> See Sentence Fluency lessons, pp. 199-240, and Conventions lessons, pp. 247-296 (Also see Sentence Fluency Unit Overview, pp. 193-194, Conventions Unit Overview, pp. 241-241, Writer’s Rubrics, pp. 197-198; 245-246, and Sample Papers, pp. 410-414; 429-432)</p>
<p>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</p>	<p><b>Teacher’s Edition:</b> 700-737 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 3-120, 123-184</p>	<p><b>Notebook:</b> See “Revving Up the Engine,” pp. 173-180, Sentence Fluency Overview pp.193-194, and Conventions Overview, pp. 241-242 (Also see Writer’s Rubrics, pp. 149-150; 197-198; 245-246, and Sample Papers, pp. 410-414; 429-432)</p>
<p><b>Punctuation</b> Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens, and dashes.</p>	<p><b>Teacher’s Edition:</b> 605-647 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 3-38</p>	<p><b>Notebook:</b> See Conventions lessons, pp. 241-242; pp. 283-296 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 429-432)</p>
<p><b>Capitalization</b> Use correct capitalization.</p>	<p><b>Teacher’s Edition:</b> 648-653 The opportunity to address this objective is also available throughout the text.</p> <p><b>Student SkillsBook:</b> 39-44</p>	<p><b>Notebook:</b> See Conventions lessons, pp. 241-242; pp. 271-282 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 425-428)</p>
<p><b>Handwriting</b> Write legibly.</p>	<p><b>Teacher’s Edition:</b> The opportunity to address this objective is available throughout the text.</p>	<p>The opportunity to address this objective is available in the independent writing activities throughout the program.</p>

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

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
<p><b>Narrative Writing</b> Write biographical or auto-biographical narratives or short stories: Relate a sequence of events, and communicate the significance of the events to the audience.</p>	<p><b>Teacher’s Edition:</b> 89-143, 313-322</p>	<p><b>Notebook:</b> pp. xv-xvii, pp. 27-36 and pp. 75-84 (Also see “Personal/ Narrative Writing,” pp. xv-xvi, Writer’s Rubrics, pp. 5-6; 53-54, and Sample Papers, pp. 338-342; 343-347)</p>

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
Locate scenes and incidents in specific places.	<b>Teacher’s Edition:</b> 89-143, 313-322	<b>Notebook:</b> pp. 75-84 (Also see Sample paper, pp. 343-347)
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.	<b>Teacher’s Edition:</b> 89-143, 313-322, 533-548	<b>Notebook:</b> See <b>Teaching the Lesson</b> notes , pp. 28-29
Pace the presentation of actions to accommodate changes in time and mood.	<b>Teacher’s Edition:</b> 89-143, 313-322	<b>Notebook:</b> See “The Turning Point,” pp. 75-84 (Also see Sample paper, pp. 343-347)
Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	<b>Teacher’s Edition:</b> 89-143, 313-322, 533-548	<b>Notebook:</b> See “The Personal Snapshot,” pp. 123-132
<b>Expository Writing: Response to Literary Text</b> Write responses to literature: Demonstrate an understanding of the significant ideas of literary works.	<b>Teacher’s Edition:</b> 255-311	The opportunity to address this objective is available. <b>Notebook:</b> See “Informational /Expository Writing,” pp. xiv-xv and <b>Teaching the Lesson</b> notes, pp. 28, 76, 104
Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	<b>Teacher’s Edition:</b> 255-311	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Teaching the Lesson</b> notes, pp. 76-77 (Also see Sample Paper, pp. 415-419)
Demonstrate an awareness of the author’s use of stylist devices and an appreciation of the effects created.	<b>Teacher’s Edition:</b> 255-311	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Teaching the Lesson</b> notes, pp. 104, 174, 221 and <b>Extending the Lesson</b> notes, pp. 106, 176 and 222
Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.	<b>Teacher’s Edition:</b> 255-311	The opportunity to address this objective is available. <b>Notebook:</b> See Genres of Writing, pp. xiv-xvi and Unit Overviews, pp. 1-2; 49-50; 97-98; 145-146; 193-194

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
<p><b>Expository Writing: Research Reports/Multimedia Presentations</b> Write analytical essays and research reports: Gather evidence in support of a thesis, including information on all relevant perspectives.</p>	<p><b>Teacher’s Edition:</b> 155-179, 258-294, 355-392, 450-451</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “In a Nutshell, Where’s My Thesis,” pp. 7-16</p>
<p>Convey information and ideas from primary and secondary sources accurately and coherently.</p>	<p><b>Teacher’s Edition:</b> 343-354, 355-392</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “Borrowing Gracefully,” pp. 259-270</p>
<p>Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 343-354, 355-392</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “Where Did you Get <u>That</u> Idea?” pp. 247-258</p>
<p>Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p>	<p><b>Teacher’s Edition:</b> 74-82, 392, 393-403</p>	<p>This objective is not specifically addressed.</p>
<p>Anticipate and address readers’ potential misunderstandings, biases, and expectations.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 355-392, 402-403</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “Walking the Reader Through the Issues,” pp. 65-74</p>
<p>Use technical terms and notations accurately.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 355-392</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See “Inviting the Reader Inside,” pp. 151-160</p>
<p>Document sources.</p>	<p><b>Teacher’s Edition:</b> 177, 374, 381-384</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> pp. 247-258; 259-270</p>
<p><b>Persuasive Writing</b> Write persuasive compositions: Structure ideas and arguments in a sustained and logical fashion.</p>	<p><b>Teacher’s Edition:</b> 201-253</p>	<p><b>Notebook:</b> See Persuasive writing lessons, pp. 17-20; 65-68 (Also see “Persuasive Writing,” pp. xv, Writer’s Rubrics, pp. 5-6; 53-54, and Sample Papers, pp. 348-351; 352-357)</p>

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lesson, “Establishing Credibility,” pp. 161-172
Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lesson, “Connecting the Dots,” pp. 209-218
Address readers’ concerns, counter-claims, biases, and expectations.	<b>Teacher’s Edition:</b> 201-253	<b>Notebook:</b> See Persuasive writing lesson, “Walking the Reader Through the Issues,” pp. 65-74
<b>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</b> Write business letters: Provide clear and purposeful information and address the intended audience appropriately.	<b>Teacher’s Edition:</b> 513-520	<b>Notebook:</b> See Business/ professional writing lessons, “Getting to the Point,” pp. 37-48 and “From Purpose to Action!” pp. 85-96
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.	<b>Teacher’s Edition:</b> 513-520	<b>Notebook:</b> See Business/ professional writing lesson, “The Person Behind the Words,” pp. 133-144
Emphasize central ideas or images.	<b>Teacher’s Edition:</b> 513-520	<b>Notebook:</b> See Business/ professional writing lesson, “Crisp as a Fall Apple,” pp. 229-240
Follow a conventional style with page formats, fonts, and spacing that contributes to the document’s readability and impact.	<b>Teacher’s Edition:</b> 513-520	<b>Notebook:</b> See “The Must-Know, No Excuses Little Things,” pp. 283-296

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
<p>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.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>The opportunity to address this objective is available in the independent writing activities for Business/professional writing lessons.</p>
<p>Offer detailed and accurate specifications.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>This objective is not specifically addressed.</p>
<p>Include scenarios, definitions, and examples to aid comprehension.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> pp. 37-40; 85-88; 133-136 (Also see <b>Extending the Lesson</b>, p. 68)</p>
<p>Anticipate readers’ problems, mistakes, and misunderstandings.</p>	<p>The opportunity to address this objective is available on the following pages: <b>Teacher’s Edition:</b> 410-411, 436-437, 438-439, 440-441, 452</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> pp. 85-96;181-192; 229-240 (Also see <b>Extending the Lesson</b>, p. 202)</p>
<p><b>Research Report Writing</b> 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.</p>	<p><b>Teacher’s Edition:</b> 343-354</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, p. 10, 58, 106, 202, 154</p>
<p>Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</p>	<p><b>Teacher’s Edition:</b> 343-354, 364-372</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b>, p. 262</p>
<p>Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p>	<p><b>Teacher’s Edition:</b> 373-392</p>	<p>The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b>, p. 58</p>

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 343-354, 355-392	The opportunity to address this objective is available. <b>Notebook:</b> See Defining Genres, pp. xxx-xxxii and <b>Extending the Lesson</b> , p. 10
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: <b>Teacher’s Edition:</b> 355-392	The opportunity to address this objective is available. <b>Notebook:</b> See pp. 7-10; 199-202
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).	<b>Teacher’s Edition:</b> 381-392	The opportunity to address this objective is available. <b>Notebook:</b> See pp. 247-250 (Also see Sample Papers, pp. 415-419 and 420-424)
Design and publish documents by using publishing software and graphics programs.	<b>Teacher’s Edition:</b> 73-82, 392, 602-603	This objective is not specifically addressed.
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.	<b>Teacher’s Edition:</b> 392	The opportunity to address this objective is available. <b>Notebook:</b> See Conventions Overview, pp. 241-242 (Also see Sample Papers, pp. 425-428 and 429-432)

## S p e a k i n g

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.

Standard	Write Source, Grade 10	Write Traits® Advanced, Level I
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: <b>Teacher's Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
Choose logical patterns of organization (e.g., chorological, 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: <b>Teacher's Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
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: <b>Teacher's Edition:</b> 233	This objective is not specifically addressed.
Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.	<b>Teacher's Edition:</b> 399-400, 465-466  The opportunity to address this objective is also available on the following pages: <b>Teacher's Edition:</b> 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.
Use appropriate grammar.	The opportunity to address this objective is available throughout the text.	This objective is not specifically addressed.
Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).	<b>Teacher's Edition:</b> 179, 396, 402-403	This objective is not specifically addressed.
Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).	The opportunity to address this objective is available on the following pages: <b>Teacher's Edition:</b> 396-397	This objective is not specifically addressed.

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> : 123, 179, 233, 289, 393-400, 402-403	This objective is not specifically addressed.

**L i s t e n i n g**

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 233, 464	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. 10, 20, 30

**A n a l y s i s**

<b>Standard</b>	<b>Write Source, Grade 10</b>	<b>Write Traits® Advanced, Level I</b>
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: <b>Teacher’s Edition:</b> 123, 233, 289	The opportunity to address this objective is available. <b>Notebook:</b> See “Get a copy of a political speech...” extension activity, p. 164, and “Ask students to collect examples...” extension activity, p. 212
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: <b>Teacher’s Edition:</b> 233	The opportunity to address this objective is available. <b>Notebook:</b> See “Discuss the factors...” extension activity, p. 164
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: <b>Teacher’s Edition:</b> 179, 402-403	The opportunity to address this objective is available. <b>Notebook:</b> See “In advertising...” extension activity, p. 68
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: <b>Teacher’s Edition:</b> 123, 179, 233, 289, 392, 400, 402-403	The opportunity to address this objective is available. <b>Notebook:</b> See “Pair with a partner...” extension activity, p. 116



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**WRITE SOURCE © 2007 and  
WRITE TRAITS® ADVANCED, LEVEL II  
correlated to  
Oregon Grade Level Pass Standards  
Grade 11**

**Write For Varied Purposes**

**Standard**

<b>Quality of Thinking (Ideas and Content)</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 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	<b>Notebook:</b> See Ideas Overview, pp. 1-4 and lessons, pp. 7-16; 17-26; 27-36; 37-48 (Also see Writer’s Rubric, pp. 5-6, and Sample Papers, pp. 322-343)
Conveys thinking that is comprehensible and interesting for its intended audience.	<b>Student Book:</b> 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	<b>Notebook:</b> See Objectives for lessons on pp. 7, 17, 27, and 37
Fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content.	<b>Student Book:</b> 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	<b>Notebook:</b> Informational writing lesson, pp. 7-16 (Also see Writer’s Rubric, pp. 5-6, and Sample Paper, pp. 322-326)
Develops and connect ideas.	<b>Student Book:</b> 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	<b>Notebook:</b> Personal writing lesson, pp. 27-36 (Also see Writer’s Rubric, pp. 5-6, and Sample Paper, pp. 333-337)
Reasons carefully and supports claims using relevant details, examples, or evidence.	<b>Student Book:</b> 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	<b>Notebook:</b> Persuasive writing lesson, pp. 17-26 (Also see Writer’s Rubric, pp. 5-6, and Sample Papers, pp. 327-332 and pp. 338-343)

<b>Quality of Thinking (Ideas and Content)</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Achieve clarity, focus, and control of thinking through a balanced and insightful treatment of the topic.	<b>Student Book:</b> 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	<b>Notebook:</b> Summarizing lesson, pp. 37-48 (Also see Writer’s Rubric, pp. 5-6)

<b>Organization and Coherence (Organization)</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences. Understands and uses a variety of organizational patterns, based on content, context, purpose, and audience.	<b>Student Book:</b> 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	<b>Notebook:</b> See Organization Overview, pp. 49-52, and lessons, pp. 55-64; 65-74; 75-84; 85-96 (Also see Writer’s Rubric, pp. 53-54, and Sample Papers, pp. 344-364)
Organize to unify, highlight, develop, and enhance central ideas or images.	<b>Student Book:</b> 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	<b>Notebook:</b> See Objectives for lessons on pp. 55, 65, 75, and 85
Sequences ideas and information clearly, logically, and coherently.	<b>Student Book:</b> 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	<b>Notebook:</b> Informational writing lesson, pp. 55-64 (Also see Writer’s Rubric, pp. 53-54)
Manages complex ideas through effective paragraphing: uses paragraph structures and breaks to communicate and enhance the organizational structure of the work.	<b>Student Book:</b> 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	<b>Notebook:</b> Comparison writing lesson, pp. 85-96 (Also see Writer’s Rubric, pp. 53-54)
Establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences.	<b>Student Book:</b> 64, 179, 234, 240, 241, 595-599	<b>Notebook:</b> Narrative writing lesson, pp. 75-84 (Also see Writer’s Rubric, pp. 53-54 and Sample Papers, 344-349; 350-354)

<b>Organization and Coherence (Organization)</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Integrates details, examples, and supporting evidence smoothly and appropriately.	<b>Student Book:</b> 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	<b>Notebook:</b> Persuasive writing lesson, pp. 65-74 (Also see Writer’s Rubric, pp. 53-54)
Uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 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  <b>Student SkillsBook:</b> 170-174	<b>Notebook:</b> Comparison writing lesson, pp. 85-96 (Also see Writer’s Rubric, pp. 53-54)

<b>Style and Technique (Sentence Fluency and Word Choice)</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 137-144, 155-158	<b>Notebook:</b> See Unit Overviews for Voice, pp. 97-100; Word Choice, pp. 145-148; and Sentence Fluency, pp. 193-196 (Also see Writer’s Rubrics, pp. 101-102; 149-150; 197-198)
Uses language in natural, fresh, vivid, and lively ways.	<b>Student Book:</b> 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	<b>Notebook:</b> See Objectives for lessons on pp. 103, 113, 123, 133, 151, 161, 171, 181 and pp. 199, 213, 223, 233
Varies language to achieve interest.	<b>Student Book:</b> 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	<b>Notebook:</b> Informational writing lessons, pp. 103-112; 151-160; and 199-212
Evokes clear and compelling images, using figurative language when appropriate.	<b>Student Book:</b> 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	<b>Notebook:</b> Persuasive writing lessons, pp. 113-122; 161-170; and 213-222

<b>Style and Technique (Sentence Fluency and Word Choice)</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Crafts and varies sentences to achieve clarity and interest and to enhance meaning.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 137-144, 155-158, 163-166	<b>Notebook:</b> Narrative writing lessons, pp. 123-132; 171-180; and 223-232
Demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 123-158, 159-184	<b>Notebook:</b> Sentence Fluency, pp. 193-198 and 237 (Also see Writer’s Rubric, pp. 197-198, and Sample Papers, pp. 416-437)

<b>Conventions and Format</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations. Uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 3-40, 41-68, 71-120, 123-184	<b>Notebook:</b> See Conventions Overview, pp. 245-248 (Also see Writer’s Rubric, pp. 249-250, and Sample Papers, pp. 438-461)
Selects and uses punctuation effectively to guide the reader through the text.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 3-40	<b>Notebook:</b> See Objectives for lessons on pp. 251, 261, 27, 281 (Also see Writer’s Rubric, pp. 249-250)
Spells words correctly in final drafts, using spell checks and other support resources when necessary.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 51-68	<b>Notebook:</b> Conventions lesson, pp. 271-280
Uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that would impede readability.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 71-120, 123-184	<b>Notebook:</b> Conventions lesson, pp. 261-270

<b>Conventions and Format</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)	<b>Student Book:</b> 383-416, 425-438 <b>Student SkillsBook:</b> 34-40	The opportunity to address this objective is available. <b>Notebook:</b> See “Creating a Classroom Style Sheet,” pp. 251-260 (Also see <b>Extending the Lesson</b> , pp. 216 and <b>If You Need to Review</b> , p. 246)
Uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose.	<b>Student Book:</b> 91-95	The opportunity to address this objective is available. <b>Notebook:</b> See “Creating a Classroom Style Sheet,” pp. 251-260 (Also see Sample Papers, pp. 452-456; 457-461)
Reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 3-40, 41-59, 61-68, 159-184	The opportunity to address this objective is available. <b>Notebook:</b> See Conventions lesson, pp. 281-290 (Also see Writer’s Rubric, pp. 249-250)

<b>Modes, Purposes and Forms</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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).	<b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550	<b>Notebook:</b> See Genres of Writing, pp. xiii-xv, Ideas Overview, pp. 1-4, and <b>Extending the Lesson</b> , pp. 10, 20, 30, 40
Writes effectively for a variety of purposes (to discover and work out ideas, express self, inform report, persuade, narrate, entertain).	<b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550	<b>Notebook:</b> See Genres of Writing, pp. xiii-xv, Organization Overview, pp. 49-52, and <b>Extending the Lesson</b> , pp. 58, 68, 78, 88
Writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communication, fiction, poetry, drama).	<b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550	<b>Notebook:</b> See Genre Review, pp. xxiv, and Unit Overviews for Voice, pp. 97-100, Word Choice, pp. 145-148, and Sentence Fluency, pp. 193-196

<b>Writing Process</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Uses effective processes to generate, compose, organize, revise, and present writing. Employs writing processes and strategies that fit purpose, context, audience, and personal style.	<b>Student Book:</b> 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	<b>Notebook:</b> See Using Traits with the Writing Process, pp. xi-xii and Writer’s Rubrics, pp. 5-6, 53-54; 101-102; 149-150; 197-198; 249-250
Uses effective processes to organize and order ideas either before composing or in early drafts.	<b>Student Book:</b> 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	The opportunity to address this objective is available in the independent writing activities throughout the program. <b>Notebook:</b> See “Using Traits with the Writing Process,” pp. xi-xii
Demonstrates a focused process of improvement from early to final drafts.	<b>Student Book:</b> 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	The opportunity to address this objective is available. <b>Notebook:</b> See <b>If You Need to Review</b> , pp. xi-xii, 2, 50, 98, 146, 194, 246

## 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

<b>Research Process</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , pp. 10, 30, 58, 68, 88, 106, 116, 126, 136
Plans and conducts multi-step information searches and/or investigations for varied purpose.	<b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
Uses a variety of research methods and resources, including on-line information searches.	<b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , pp. 10, 30, 58, 68, 88, 106, 116, 126, 136
Uses a variety of primary and secondary sources, distinguishing the nature and value of each.	<b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , p. 68

<b>Research Process</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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: <b>Student Book:</b> 371-382, 383-416, 602	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , p. 88
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: <b>Student Book:</b> 383-416	This objective is not specifically addressed.

<b>Analysis of Information Sources</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
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: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
Accurately interprets information presented in text and graphic forms.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
Selects, categorize, organizes and records information to facilitate access and use.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lesson, pp. 55-64
Clearly distinguishes among facts, support inferences, and opinions in information sources.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lesson, pp. 65-74

<b>Analysis of Information Sources</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 219-266, 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lesson, pp. 161-170

<b>Use of Researched Information</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Use, integrate, and cite researched information and evidence. Synthesize information attained through research to develop coherent conclusions, discussions, and presentations.	<b>Student Book:</b> 371-382, 383-416, 417-424	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lessons, pp. 55-64 and pp. 151-169
Supports conclusions and arguments with adequate and appropriate researched information.	<b>Student Book:</b> 383-416, 417-424	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lessons, pp. 17-26; 65-74
Quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting.	<b>Student Book:</b> 417-424 <b>Student SkillsBook:</b> 30-33	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lesson, pp. 213-222
Integrate quotations and citations into written text, maintain flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas.	<b>Student Book:</b> 383-416 <b>Student SkillsBook:</b> 30-33	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lesson, pp. 55-64 and Persuasive writing lesson, pp. 213-222
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.	<b>Student Book:</b> 425-438 <b>Student SkillsBook:</b> 34-40	The opportunity to address this objective is available. <b>Notebook:</b> See “Creating a Classroom Style Sheet,” pp. 251-260 (Also see <b>Extending the Lesson</b> , pp. 216 and <b>If You Need to Review</b> , p. 246)
Coherently and appropriately combines and integrates information from inquiry-based research.	<b>Student Book:</b> 371-438	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lessons, pp. 55-64; 151-160, and Comparison writing lesson, pp. 85-96

<b>Use of Researched Information</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Achieves an accurate, balanced, and honest research presentation.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See Writer’s Rubrics, pp. 5-6; 53-54; 101-102; 149-150
Uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure.	<b>Student Book:</b> 577-603, 605-763 <b>Student SkillsBook:</b> 3-40, 41-68, 71-120, 123-184	The opportunity to address this objective is available. <b>Notebook:</b> See Writer’s Rubrics, pp. 197-198; 249-250

**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**

<b>Use of Oral, Visual, and Written Forms</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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)	<b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 416, 439-449  The opportunity to address this objective is also available on the following pages: <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521	The opportunity to address this objective is available. <b>Notebook:</b> See publishing and presentation ideas in <b>Extending the Lesson</b> activities, pp. 20, 40, 78, 154, 164, 174
Selects a communication form appropriate for audience and purpose.	<b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 416, 439-449  The opportunity to address this objective is also available on the following pages: <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> activities, pp. 58, 68, 78, 88

<b>Use of Oral, Visual, and Written Forms</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Demonstrates the principles of a chosen form of communication.	<p><b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>	<p>The opportunity to address this objective is available.  <b>Notebook:</b> See Writer’s Rubric for Organization, pp. 53-54</p>
Communicate clear coherent thinking.	<p><b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>	<p>The opportunity to address this objective is available.  <b>Notebook:</b> See <b>Extending the Lesson</b> activities, pp. 10, 20, 30, 40, (Also see Writer’s Rubric for Ideas, pp. 5-6)</p>
Establish a tone appropriate for the form of communication, context, audience, and purpose.	<p><b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>	<p>The objective to address this objective is available.  <b>Notebook:</b> See <b>Extending the Lesson</b> activities, pp. 106, 116, 126, 136 (Also see Writer’s Rubric for Voice, pp. 101-102)</p>
Effectively integrates forms of communication in multimedia presentations.	<b>Student Book:</b> 448-449	This objective is not specifically addressed.

<b>Organization of Presentation</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Organize oral presentation in clear, coherent sequences appropriate to topic, context, audience, and purpose. Uses an effective organizational pattern based on audience and purpose.	<b>Student Book:</b> 439-449, 525-526	This objective is not specifically addressed.
Incorporates an effective beginning, smooth transitions, and a strong sense of closure.	<b>Student Book:</b> 439-449, 525-526	This objective is not specifically addressed.
Integrates visuals effectively to enhance audience interest and understanding.	<b>Student Book:</b> 439-449, 525-526	This objective is not specifically addressed.

<b>Use of Language and Techniques</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 197, 253, 309, 351-359, 439-449, 525-526	This objective is not specifically addressed.
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.	<b>Student Book:</b> 91-95, 253, 309, 448-449	This objective is not specifically addressed.
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.	<b>Student Book:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available. <b>Notebook:</b> See Voice lessons, pp. 103-144

<b>Use of Language and Techniques</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
Choose language to achieve desired audience response.	<b>Student Book:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available. <b>Notebook:</b> See Word Choice lessons, pp. 151-192

<b>Analysis of Oral, Visual, Written and Multimedia Communications</b>	<b>Write Source, Grade 11</b>	<b>Write Traits® Advanced, Level II</b>
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.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 197, 253, 351-359, 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See Sample Papers for ideas, pp. 322-343, Organization, pp. 344-364, Voice, pp. 365-390, and Word Choice, pp. 391-416
Analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communication.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 197, 253, 351-359, 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Student Pages</b> for Organization, pp. 61-61, 69-74, 79-84, 91-96, Voice, pp. 107-112, 117-122, 127-132, 139-144, and Word Choice, pp. 155-160, 165-170, 175-180, 187-192
Evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose and delivery.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 197, 253, 351-359, 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Writer's Rubrics</b> , pp. 5-6; 53-54; 101-102; 149-150
Identifies and critically evaluates communications and language which reflects biases, stereotypes, persuasive techniques, and propaganda from various sources.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 253, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Writer's Rubrics</b> , pp. 101-102; 149-150
Reflects upon and critically evaluates student's own use of language in relationship to context, audience, purpose, personal voice and style.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 197, 253, 351-359, 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Writer's Rubrics</b> , pp. 5-6; 53-54; 101-102; 149-150



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**WRITE SOURCE © 2007 and  
WRITE TRAITS® ADVANCED, LEVEL II  
correlated to  
Oregon Grade Level Pass Standards  
Grade 12**

**Write For Varied Purposes**

**Standard**

<b>Quality of Thinking (Ideas and Content)</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
<p>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.</p>	<p><b>Student Book:</b> 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</p>	<p><b>Notebook:</b> See Ideas Overview, pp. 1-4 and lessons, pp. 7-16; 17-26; 27-36; 37-48 (Also see Writer’s Rubric, pp. 5-6, and Sample Papers, pp. 322-343)</p>
<p>Conveys thinking that is comprehensible and interesting for its intended audience.</p>	<p><b>Student Book:</b> 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</p>	<p><b>Notebook:</b> See Objectives for lessons on pp. 7, 17, 27, and 37</p>
<p>Fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content.</p>	<p><b>Student Book:</b> 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</p>	<p><b>Notebook:</b> Informational writing lesson, pp. 7-16 (Also see Writer’s Rubric, pp. 5-6, and Sample Paper, pp. 322-326)</p>
<p>Develops and connect ideas.</p>	<p><b>Student Book:</b> 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</p>	<p><b>Notebook:</b> Personal writing lesson, pp. 27-36 (Also see Writer’s Rubric, pp. 5-6, and Sample Paper, pp. 333-337)</p>

<b>Quality of Thinking (Ideas and Content)</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Reasons carefully and supports claims using relevant details, examples, or evidence.	<b>Student Book:</b> 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	<b>Notebook:</b> Persuasive writing lesson, pp. 17-26 (Also see Writer’s Rubric, pp. 5-6, and Sample Papers, pp. 327-332 and pp. 338-343)
Achieve clarity, focus, and control of thinking through a balanced and insightful treatment of the topic.	<b>Student Book:</b> 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	<b>Notebook:</b> Summarizing lesson, pp. 37-48 (Also see Writer’s Rubric, pp. 5-6)

<b>Organization and Coherence (Organization)</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences. Understands and uses a variety of organizational patterns, based on content, context, purpose, and audience.	<b>Student Book:</b> 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	<b>Notebook:</b> See Organization Overview, pp. 49-52, and lessons, pp. 55-64; 65-74; 75-84; 85-96 (Also see Writer’s Rubric, pp. 53-54, and Sample Papers, pp. 344-364)
Organize to unify, highlight, develop, and enhance central ideas or images.	<b>Student Book:</b> 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	<b>Notebook:</b> See Objectives for lessons on pp. 55, 65, 75, and 85
Sequences ideas and information clearly, logically, and coherently.	<b>Student Book:</b> 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	<b>Notebook:</b> Informational writing lesson, pp. 55-64 (Also see Writer’s Rubric, pp. 53-54)
Manages complex ideas through effective paragraphing: uses paragraph structures and breaks to communicate and enhance the organizational structure of the work.	<b>Student Book:</b> 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	<b>Notebook:</b> Comparison writing lesson, pp. 85-96 (Also see Writer’s Rubric, pp. 53-54)
Establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences.	<b>Student Book:</b> 234, 595, 596	<b>Notebook:</b> Narrative writing lesson, pp. 75-84 (Also see Writer’s Rubric, pp. 53-54 and Sample Papers, 344-349; 350-354)

<b>Organization and Coherence (Organization)</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Integrates details, examples, and supporting evidence smoothly and appropriately.	<b>Student Book:</b> 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	<b>Notebook:</b> Persuasive writing lesson, pp. 65-74 (Also see Writer’s Rubric, pp. 53-54)
Uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 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  <b>Student SkillsBook:</b> 169-172	<b>Notebook:</b> Comparison writing lesson, pp. 85-96 (Also see Writer’s Rubric, pp. 53-54)

<b>Style and Technique (Sentence Fluency and Word Choice)</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 133-139, 149-156	<b>Notebook:</b> See Unit Overviews for Voice, pp. 97-100; Word Choice, pp. 145-148; and Sentence Fluency, pp. 193-196 (Also see Writer’s Rubrics, pp. 101-102; 149-150; 197-198)
Uses language in natural, fresh, vivid, and lively ways.	<b>Student Book:</b> 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	<b>Notebook:</b> See Objectives for lessons on pp. 103, 113, 123, 133, 151, 161, 171, 181 and pp. 199, 213, 223, 233
Varies language to achieve interest.	<b>Student Book:</b> 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	<b>Notebook:</b> Informational writing lessons, pp. 103-112; 151-160; and 199-212
Evokes clear and compelling images, using figurative language when appropriate.	<b>Student Book:</b> 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	<b>Notebook:</b> Persuasive writing lessons, pp. 113-122; 161-170; and 213-222

<b>Style and Technique (Sentence Fluency and Word Choice)</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Crafts and varies sentences to achieve clarity and interest and to enhance meaning.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 133-139, 149-156, 162-165	<b>Notebook:</b> Narrative writing lessons, pp. 123-132; 171-180; and 223-232
Demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 117-184	<b>Notebook:</b> Sentence Fluency, pp. 193-198 and 237 (Also see Writer’s Rubric, pp. 197-198, and Sample Papers, pp. 416-437)

<b>Conventions and Format</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations. Uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 3-38, 39-66, 69-114, 117-184	<b>Notebook:</b> See Conventions Overview, pp. 245-248 (Also see Writer’s Rubric, pp. 249-250, and Sample Papers, pp. 438-461)
Selects and uses punctuation effectively to guide the reader through the text.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 3-38	<b>Notebook:</b> See Objectives for lessons on pp. 251, 261, 27, 281 (Also see Writer’s Rubric, pp. 249-250)
Spells words correctly in final drafts, using spell checks and other support resources when necessary.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 47-56	<b>Notebook:</b> Conventions lesson, pp. 271-280
Uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that would impede readability.	<b>Student Book:</b> 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  <b>Student SkillsBook:</b> 69-114, 117-184	<b>Notebook:</b> Conventions lesson, pp. 261-270

<b>Conventions and Format</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)	<b>Student Book:</b> 91-95, 383-416, 425-438 <b>Student SkillsBook:</b> 35-38	The opportunity to address this objective is available. <b>Notebook:</b> See “Creating a Classroom Style Sheet,” pp. 251-260 (Also see <b>Extending the Lesson</b> , pp. 216 and <b>If You Need to Review</b> , p. 246)
Uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose.	<b>Student Book:</b> 91-95	The opportunity to address this objective is available. <b>Notebook:</b> See “Creating a Classroom Style Sheet,” pp. 251-260 (Also see Sample Papers, pp. 452-456; 457-461)
Reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors.	<b>Student Book:</b> 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 <b>Student SkillsBook:</b> 3-66, 117-184	The opportunity to address this objective is available. <b>Notebook:</b> See Conventions lesson, pp. 281-290 (Also see Writer’s Rubric, pp. 249-250)

<b>Modes, Purposes and Forms</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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).	<b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550	<b>Notebook:</b> See Genres of Writing, pp. xiii-xv, Ideas Overview, pp. 1-4, and <b>Extending the Lesson</b> , pp. 10, 20, 30, 40
Writes effectively for a variety of purposes (to discover and work out ideas, express self, inform report, persuade, narrate, entertain).	<b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550	<b>Notebook:</b> See Genres of Writing, pp. xiii-xv, Organization Overview, pp. 49-52, and <b>Extending the Lesson</b> , pp. 58, 68, 78, 88
Writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communication, fiction, poetry, drama).	<b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521, 543-550	<b>Notebook:</b> See Genre Review, pp. xxiv, and Unit Overviews for Voice, pp. 97-100, Word Choice, pp. 145-148, and Sentence Fluency, pp. 193-196

<b>Writing Process</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Uses effective processes to generate, compose, organize, revise, and present writing. Employs writing processes and strategies that fit purpose, context, audience, and personal style.	<b>Student Book:</b> 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	<b>Notebook:</b> See Using Traits with the Writing Process, pp. xi-xii and Writer’s Rubrics, pp. 5-6, 53-54; 101-102; 149-150; 197-198; 249-250
Uses effective processes to organize and order ideas, either before composing or in revising early drafts.	<b>Student Book:</b> 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	The opportunity to address this objective is available in the independent writing activities throughout the program. <b>Notebook:</b> See “Using Traits with the Writing Process,” pp. xi-xii
Demonstrates a focused process of improvement from early to final drafts.	<b>Student Book:</b> 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	The opportunity to address this objective is available. <b>Notebook:</b> See <b>If You Need to Review</b> , pp. xi-xii, 2, 50, 98, 146, 194, 246

## 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

<b>Research Process</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , pp. 10, 30, 58, 68, 88, 106, 116, 126, 136
Plans and conducts multi-step information searches and/or investigations for varied purpose.	<b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
Uses a variety of research methods and resources, including on-line information searches.	<b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , pp. 10, 30, 58, 68, 88, 106, 116, 126, 136
Uses a variety of primary and secondary sources, distinguishing the nature and value of each.	<b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , p. 68

<b>Research Process</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Plans and conducts scripted and/or open ended interviews, using appropriate questioning, recording, and analyzing techniques.	<b>Student Book:</b> 602  The opportunity to address this objective is also available on the following pages: <b>Student Book:</b> 371-382, 383-416	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> , p. 88
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: <b>Student Book:</b> 383-416	This objective is not specifically addressed.

<b>Analysis of Information Sources</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
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: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
Accurately interprets information presented in text and graphic forms.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> suggestions, pp. pp. 10, 30, 58, 68, 88, 106, 116, 126, 136, 154
Selects, categorize, organizes and records information to facilitate access and use.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lesson, pp. 55-64
Clearly distinguishes among facts, support inferences, and opinions in information sources.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lesson, pp. 65-74

<b>Analysis of Information Sources</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 219-266, 371-382, 383-416, 418-424	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lesson, pp. 161-170

<b>Use of Researched Information</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Use, integrate, and cite researched information and evidence. Synthesize information attained through research to develop coherent conclusions, discussions, and presentations.	<b>Student Book:</b> 371-382, 383-416, 417-424	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lessons, pp. 55-64 and pp. 151-169
Supports conclusions and arguments with adequate and appropriate researched information.	<b>Student Book:</b> 383-416, 417-424	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lessons, pp. 17-26; 65-74
Quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting.	<b>Student Book:</b> 417-424 <b>Student SkillsBook:</b> 30-34	The opportunity to address this objective is available. <b>Notebook:</b> See Persuasive writing lesson, pp. 213-222
Integrate quotations and citations into written text, maintain flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas.	<b>Student Book:</b> 383-416 <b>Student SkillsBook:</b> 30-34	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lesson, pp. 55-64 and Persuasive writing lesson, pp. 213-222
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.	<b>Student Book:</b> 425-438 <b>Student SkillsBook:</b> 35-38	The opportunity to address this objective is available. <b>Notebook:</b> See “Creating a Classroom Style Sheet,” pp. 251-260 (Also see <b>Extending the Lesson</b> , pp. 216 and <b>If You Need to Review</b> , p. 246)
Coherently and appropriately combines and integrates information from inquiry-based research.	<b>Student Book:</b> 371-438	The opportunity to address this objective is available. <b>Notebook:</b> See Informational writing lessons, pp. 55-64; 151-160, and Comparison writing lesson, pp. 85-96

<b>Use of Researched Information</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Achieves an accurate, balanced, and honest research presentation.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See Writer’s Rubrics, pp. 5-6; 53-54; 101-102; 149-150
Uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure.	<b>Student Book:</b> 577-603, 605-763 <b>Student SkillsBook:</b> 3-66, 69-114, 117-184	The opportunity to address this objective is available. <b>Notebook:</b> See Writer’s Rubrics, pp. 197-198; 249-250

**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**

<b>Use of Oral, Visual, and Written Forms</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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)	<b>Student Book:</b> 91-95, 197, 253, 309, 416, 439-449  The opportunity to address this objective is also available on the following pages: <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521	The opportunity to address this objective is available. <b>Notebook:</b> See publishing and presentation ideas in <b>Extending the Lesson</b> activities, pp. 20, 40, 78, 154, 164, 174
Selects a communication form appropriate for audience and purpose.	<b>Student Book:</b> 91-95, 197, 253, 309, 416, 439-449  The opportunity to address this objective is also available on the following pages: <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Extending the Lesson</b> activities, pp. 58, 68, 78, 88

<b>Use of Oral, Visual, and Written Forms</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Demonstrates the principles of a chosen form of communication.	<p><b>Student Book:</b> 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>	<p>The opportunity to address this objective is available.  <b>Notebook:</b> See Writer’s Rubric for Organization, pp. 53-54</p>
Communicate clear coherent thinking.	<p><b>Student Book:</b> 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>	<p>The opportunity to address this objective is available.  <b>Notebook:</b> See <b>Extending the Lesson</b> activities, pp. 10, 20, 30, 40, (Also see Writer’s Rubric for Ideas, pp. 5-6)</p>
Establish a tone appropriate for the form of communication, context, audience, and purpose.	<p><b>Student Book:</b> 91-95, 197, 253, 309, 416, 439-449</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Student Book:</b> 141-161, 163-217, 219-273, 275-339, 341-369, 383-416, 451-521</p>	<p>The objective to address this objective is available.  <b>Notebook:</b> See <b>Extending the Lesson</b> activities, pp. 106, 116, 126, 136  (Also see Writer’s Rubric for Voice, pp. 101-102)</p>
Effectively integrates forms of communication in multimedia presentations.	<p><b>Student Book:</b> 448-449</p>	<p>This objective is not specifically addressed.</p>

<b>Organization of Presentation</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Organize oral presentation in clear, coherent sequences appropriate to topic, context, audience, and purpose. Uses an effective organizational pattern based on audience and purpose.	<b>Student Book:</b> 439-449, 525-526	This objective is not specifically addressed.
Incorporates an effective beginning, smooth transitions, and a strong sense of closure.	<b>Student Book:</b> 439-449, 525-526	This objective is not specifically addressed.
Integrates visuals effectively to enhance audience interest and understanding.	<b>Student Book:</b> 439-449, 525-526	This objective is not specifically addressed.

<b>Use of Language and Techniques</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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.	<b>Student Book:</b> 253, 309, 351-359, 439-449, 525-526	This objective is not specifically addressed.
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.	<b>Student Book:</b> 91-95, 197, 253, 309, 448-449	This objective is not specifically addressed.
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.	<b>Student Book:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available. <b>Notebook:</b> See Voice lessons, pp. 103-144

<b>Use of Language and Techniques</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
Choose language to achieve desired audience response.	<b>Student Book:</b> The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available. <b>Notebook:</b> See Word Choice lessons, pp. 151-192

<b>Analysis of Oral, Visual, Written and Multimedia Communications</b>	<b>Write Source, Grade 12</b>	<b>Write Traits® Advanced, Level II</b>
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.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 439-449, 525-526	The opportunity to address this objective is available. <b>Notebook:</b> See Sample Papers for ideas, pp. 322-343, Organization, pp. 344-364, Voice, pp. 365-390, and Word Choice, pp. 391-416
Analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communication.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 439-449, 525-526	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Student Pages</b> for Organization, pp. 61-61, 69-74, 79-84, 91-96, Voice, pp. 107-112, 117-122, 127-132, 139-144, and Word Choice, pp. 155-160, 165-170, 175-180, 187-192
Evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose and delivery.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 91-95, 197, 253, 309, 351-359, 439-449, 525-526	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Writer’s Rubrics</b> , pp. 5-6; 53-54; 101-102; 149-150
Identifies and critically evaluates communications and language which reflects biases, stereotypes, persuasive techniques, and propaganda from various sources.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 91-95, 197, 253, 439-449, 525-526	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Writer’s Rubrics</b> , pp. 101-102; 149-150
Reflects upon and critically evaluates student’s own use of language in relationship to context, audience, purpose, personal voice and style.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 197, 253, 351-359, 416, 439-449	The opportunity to address this objective is available. <b>Notebook:</b> See <b>Writer’s Rubrics</b> , pp. 5-6; 53-54; 101-102; 149-150



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