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correlated to

**School District of Philadelphia
Writing Core Curriculum
Grades 5-8**

GRaT SOURCE®

EDUCATION GROUP



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YOUR PHILADELPHIA GREAT SOURCE REPRESENTATIVES

ANN TUTEUR
215-793-0834

BARBARA WEINSTEIN
215-661-1430



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CORRELATED TO
SCHOOL DISTRICT OF PHILADELPHIA
WRITING CORE CURRICULUM**

Grade 5

1.4 Types of Writing

A. Write poems, plays and multi-paragraph stories.

Standard	Write Source, Grade 5
Include detailed descriptions of people, places and things.	Descriptive Writing, pp. 63-74 Writing Across the Curriculum, pp. 75-78, 126-130 Writing for Assessment, pp. 80, 134-135 Narrative Writing, pp. 83-124 Writing Stories, pp. 299-309 Creating a Play, p. 307 Writing Poems, pp. 311-317
Use relevant illustrations.	Model Descriptive Essay, pp. 68-69 Use Sensory Details, p. 71 Model Personal Narrative, pp. 89-90 Collecting Sensory Details, p. 95 Model Historical Fiction Story, pp. 300-301 Creating Your First Draft, p. 304
Utilize dialogue.	Thinking About Dialogue, p. 96 Does my dialogue work? p. 109 Revising for Connotation: Dialogue, pp. 116-117 Dialogue, pp. 310, 465
Apply literary conflict.	Creating a Plot, p. 303 Conflict, p. 309
Include literary elements and use literary devices	Elements of Fiction, pp. 309-310 Using Special Poetry Techniques, pp. 318-319

1.4 Types of Writing

B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters reports, instructions).

Standard	Write Source, Grade 5
Include cause and effect and develop a problem and solution when appropriate to the topic.	Creating an E-Mail Message, pp. 132-133 Writing an Expository Paragraph, pp. 139-142 Explaining How Something Works, pp. 143-175 Writing a Comparison-Contrast Essay, pp. 182-185 Writing for Assessment, pp. 190-191 Writing a Book Review, pp. 257-272 Response to Literature: Other Forms of Responding, pp. 273-297
Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).	Graphics, pp. 44, 474-475 Creating a Circle Graph, p. 186
Use primary and secondary sources.	Evaluating Sources, p. 322 Researching on the Internet, p. 323 Using the Library, p. 324 Searching a Computer Catalog, p. 325 Searching a Card Catalog, p. 326 Finding Books, pp. 327-328 Using References Materials, pp. 329-332

1.4 Types of Writing

C. Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources when needed.

Standard	Write Source, Grade 5
Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources when needed.	Writing a Persuasive Paragraph, pp. 195-198 Explaining an Opinion, pp. 199-236 Writing an Editorial, pp. 238-241 Drafting a Persuasive Letter, pp. 244-247 Writing for Assessment, pp. 248-250 Persuasive Writing in Review, p. 251 Citing Sources, pp. 340, 346, 352, 354

1.5 Quality of Writing

A. Write with a sharp, distinct focus identifying topic, task and audience.

Standard	Write Source, Grade 5
<p>Write with a sharp, distinct focus identifying topic, task, and audience.</p>	<p>Models of Focus Statements, pp. 23, 134, 145, 151, 154, 155-157, 184, 190, 347 Topic Sentences, pp. 53, 54, 141, 151, 297, 465 Models of Topic Sentences, pp. 53, 54, 61, 64, 80, 84, 140, 207, 212-213, 216, 254, 334 Focus Statements, pp. 151, 184, 338, 347, 348, 465 Selecting a Topic, pp. 454-455 How can I write effective topic sentences? p. 460</p>

1.5 Quality of Writing

B. Write using well-developed content appropriate for the topic.

Standard	Write Source, Grade 5
<p>Gather, organize and select the most effective information.</p>	<p>Gathering Details, pp. 11, 58, 70, 85, 127, 149, 150, 183, 205, 261, 275, 281, 293, 313, 456 Organizing Your Details, pp. 11, 58, 71, 458 Clustering, pp. 65, 128, 141, 342, 385, 454, 456 Five W's, pp. 93, 127, 302, 391 Using Different Levels of Details, p. 55 Using Sensory Details, p. 71 KWL Chart, p. 149 Revising for Ideas: Supporting Details, pp. 216-217</p>
<p>Write paragraphs that have a topic sentence and supporting details.</p>	<p>Writing Paragraphs, pp. 51-60 Writing an Narrative Paragraph, pp. 83-84 Writing an Expository Paragraph, pp. 139-140 Writing a Persuasive Paragraph, pp. 195-196 Writing a Response Paragraph, pp. 253-254 Writing a Summary Paragraph, pp. 334-336</p>

1.5 Quality of Writing

C. Write with controlled and/or subtle organization.

Standard	Write Source, Grade 5
Sustain a logical order within sentences and between paragraphs using meaningful transitions.	Understanding Organization, pp. 25-26 Transitions, pp. 56, 57, 156, 207, 212, 219, 465, 472-473 Organizing Your Paragraph, pp. 56-57, 458 Improving Organization, pp. 458-461
Include identifiable introduction, body and conclusion.	The Parts of a Paragraph, p. 52 A Closer Look at the Parts, p. 53 Paragraph Models, pp. 52, 61, 84, 140, 196, 254, 334 Models of Topic Sentences, pp. 52, 54, 61, 64, 80, 84, 140, 207, 212-213, 216, 254, 334, 460

1.5 Quality of Writing

D. Write with an understanding of the stylistic aspects of compositions.

Standard	Write Source, Grade 5
Use different types and lengths of sentences.	Understanding Sentence Fluency, p. 29 Revising for Sentence Fluency, pp. 112-113, 168-169, 224-225 Writing Complete Sentences, pp. 432-435 Fixing Sentence Problems, pp. 436-439 Improving Sentence Style, pp. 440-449 Understanding Sentences, pp. 560-569
Use precise language including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning.	Understanding Word Choice, pp. 10, 22, 28 Revising for Word Choice, pp. 110-111, 166-167, 222-223, 267, 305, 315 Working with Words, pp. 408-430 Building Word Choice, pp. 464-469
Develop and maintain a consistent voice.	Understanding Voice, p. 27 Revising for Voice, pp. 108-109, 164-165, 220-221, 267, 305, 315 Discovering Your Writing Voice, pp. 462-463

1.5 Quality of Writing

E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

Standard	Write Source, Grade 5
<p>Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p>	<p>Understanding Ideas, pp. 23-24 Understanding Organization, pp. 25-26 Understanding Word Choice, p. 28 Organizing Your Paragraph, pp. 56-57 Revising for Ideas, pp. 104-105, 160-161, 216-217, 356 Revising for Organization, pp. 106-107, 162-163, 218-219, 357 Revising for Word Choice, pp. 110-111, 166-167, 222-223 Revising Checklist, pp. 114, 170, 226, 267, 305, 315, 358 Selecting Ideas, pp. 454-457 Improving Organization, pp. 458-461 Building Word Choice, pp. 464-469</p>

1.5 Quality of Writing

F. Edit writing using the conventions of the language.

Standard	Write Source, Grade 5
<p>Spell common, frequently used words correctly.</p>	<p>Editing for Conventions, pp. 172-173 Improving Spelling, pp. 528-535 Using the Right Word, pp. 536-559</p>
<p>Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”).</p>	<p>Capitalization, pp. 508-515</p>
<p>Punctuate correctly (periods, exclamation points, question marks, commas, in series).</p>	<p>Editing for Conventions, pp. 116-117, 228-229 Marking Punctuation, pp. 479-507</p>
<p>Use nouns, pronouns, verbs, adjectives, and conjunctions properly.</p>	<p>Working with Words, pp. 408-430 Using the Parts of Speech, pp. 570-603</p>

1.5 Quality of Writing

F. Edit writing using the conventions of the language. (Continued)

Standard	Write Source, Grade 5
Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative),	Understanding Sentence Fluency, p. 29 Revising for Sentence Fluency, pp. 112-113, 168-169, 224-25, Building Effective Sentences, pp. 432-449 How can I vary my sentences? pp. 470-471 Understanding Sentences, pp. 560-569

1.5 Quality of Writing

Present and defend written work for publication when appropriate.

Standard	Write Source, Grade 5
Present and defend written work for publication when appropriate.	Publishing and Portfolios, pp. 43-49 Designing and Sharing Your Narrative, p. 119 Designing and Sharing Your Essay, pp. 175, 231 Publishing Your Paragraph, p. 315 Designing and Sharing Your Report, p.361 Developing Multimedia Presentations, pp. 363-367

1.8 Research

A. Select and refine a topic for research.

Standard	Write Source, Grade 5
Select and refine a topic for research.	Selecting a Topic, p. 342 Sizing up Your Topic, p. 343 Try a Topic-Selecting Activity, p. 454 Use a List of Writing Topics, p. 455

1 . 8 R e s e a r c h

B. Locate information using appropriate sources and strategies.

Standard	Write Source, Grade 5
Evaluate the usefulness and qualities of the sources.	Evaluating Sources, p. 322
Select appropriate sources (e.g. dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).	Interviews, pp. 24, 322 Researching on the Internet, p. 323 Using the Library, p. 324 Searching a Computer Catalog, pp. 325 Searching a Card Catalog, p. 326 Finding Books, p. 327 Using Encyclopedias, p. 329 Checking a Dictionary, pp. 330
Use table of contents, indices, keywords, cross-references and appendices.	Understanding the Parts of a Book, p. 328 Sample Encyclopedia Index, p. 329 Sample Dictionary Page, p. 331
Use traditional and electronic search tools.	Researching on the Internet, p. 323 Using the Library, p. 324 Searching a Computer Catalog, pp. 325 Searching a Card Catalog, p. 326 Finding Books, p. 327 Using Encyclopedias, p. 329 Checking a Dictionary, pp. 330-331

1 . 8 R e s e a r c h

C. Organize and present the ideas from research.

Standard	Write Source, Grade 5
Take notes from sources using a structured format.	Prewriting: Using a Gathering Grid, p. 344 Creating Note Cards, p. 345 Taking Reading Notes, pp. 390-392
Present the topic using relevant information.	Model Research Report, pp. 338-340 Organizing Ideas, pp. 347-348 Writing Your Research Paper, pp. 350-353 Revising for Ideas, p. 356 Revising for Organization, p. 357
Credit sources using a structured format (e.g. author, title).	Keeping Track of Your Sources, p. 346 Creating Your Work-Cited Page, p. 354

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WRITING CORE CURRICULUM

Grade 6

1.4 Types of Writing

A. Write poems, plays and multi-paragraph narrative items.

Standard	Write Source, Grade 6
Organize thoughts.	Understanding Organization, pp. 37-39 Narrative Paragraph, pp. 94-96 Sharing an Experience, pp. 108-112 Revising for Organization, pp. 116-117 Biographical Narrative, pp. 152-154 Writing for Assessment, pp. 152-154 Writing Stories, pp. 344-349 Writing Poems, pp. 354-357 Graphic Organizers, pp. 548-549 What can I do to organize my details effectively? pp. 534-537
Increase detail in descriptions.	Gathering Details, pp. 73, 78, 95, 138, 355 Gathering Details About People, p. 103 Reviewing Your Details, p.106 Gathering Sensory Details, pp. 105, 347, 355 Revising for Ideas, pp. 114-115
Use relevant illustrations.	Model Descriptive Paragraph, p. 72 Gathering Details- Show Don't Tell, p. 73 Model Descriptive Essay, pp. 76-77 Using Figures of Speech, p. 79 Social Studies: Describing a Scene in a Different Time, pp. 84-85 Model Personal Narrative, pp. 99-100 Gathering Sensory Details, p. 105 Biographical Narrative, pp. 136-137

1.4 Types of Writing

A. Write poems, plays and multi-paragraph narrative items. (Continued)

Standard	Write Source, Grade 6
Utilize dialogue.	How can dialogue improve my narrative? p. 119 Dialogue, pp. 351, 560 Include Strong Dialogue, pp. 556-557
Apply literary conflict.	Creating a Plot, p. 347 Conflict, p. 351
Include literary elements and use literary devices	Elements of Fiction, pp. 351-352 Using Special Poetry Techniques, pp. 360-361

1.4 Types of Writing

B. Write multi-paragraph informational pieces (e.g., descriptions, letters reports, instructions, essays, newspaper articles, and interviews).

Standard	Write Source, Grade 6
Include cause and effect and develop a problem and solution when appropriate to the topic.	Explaining a Process, pp. 161-193 Writing a Classification Essay, pp. 199-204 Writing Across the Curriculum, pp. 208-213 Writing for Assessment, pp. 214-217 Writing a Book Review, pp. 287-317 Completing an Evaluation, pp. 334-335 Cause and Effect Organizer, p. 548 Problem/Solution Web, p. 548 Cause and Effect Relationship, p. 563
Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).	Add Graphics to Your Writing, pp. 574-575
Use primary and secondary sources.	Primary and Secondary Sources, p. 364 Types of Primary Sources, p. 365 Using the Internet, p. 366 Using the Library, p. 367 Searching a Computer Catalog, p. 368 Searching a Card Catalog, p. 369 Finding Books, pp. 370-371 Using References Materials, pp. 372-376 Checking a Dictionary, pp. 374-375

1.4 Types of Writing

C. Write persuasive pieces.

Standard	Write Source, Grade 6
Include a clearly stated position or opinion and supporting details.	Persuasive Paragraph, pp. 220-222 Understanding Opinion and Facts, p. 230 Writing an Opinion Statement, p. 230 Promoting a Cause, pp. 233-255 Writing Across the Curriculum, pp. 267-273 Drafting a Persuasive Letter, pp. 274-277 Writing for Assessment, pp. 278-280 Persuasive Writing in Review, p. 281
Cite sources.	Citing Sources, pp. 385, 395, 399-400 Keeping Track of Your Sources, p. 391
Focus on an audience to establish interest.	Audience, pp. 182-183, 307, 560 Writing Guidelines: Audience, p. 219

1.4 Types of Writing

D. Maintain a written record of class work, activities, interests and honors.

Standard	Write Source, Grade 6
Maintain a written record of class work, activities, interests, and honors	Creating a Portfolio, pp. 65-69

1.5 Quality of Writing

A. Write with a sharp, distinct focus.

Standard	Write Source, Grade 6
Identify topic, task and audience	Selecting a Topic, pp. 8, 13, 73, 78, 95, 102, 138, 159, 166, 202, 221, 228, 264, 285, 292, 355, 326, 346, 386 Focus Statements, pp. 35, 168, 294, 297, 302 Focus Statement Models, pp. 163, 173, 200, 289, 382 Topic Sentences, pp. 159, 169, 174-175, 180, 231, 236-237, 525, 552-553, 561 Topic Sentence Models, pp. 72, 94, 158, 220, 284, 332, 378, 524, 526-529 Audience, pp. 182-183, 3-7, 560 Selecting Topics, pp. 544-547
Establish a point of view.	Point of View, pp. 353, 561

1.5 Quality of Writing

B. Write using well-developed content appropriate for the topic.

Standard	Write Source, Grade 6
Gather, organize and determine validity of information.	Gathering Details, pp. 8, 13, 73, 78, 95, 103, 105, 138, 168, 202, 221, 293, 347, 355, 388 Organizing Your Details, pp. 13, 38, 79, 139, 170, 232, 534-537, 550-551 Facts, pp. 36, 230, 236 Five W's, pp. 106, 114, 186, 549 Revising for Ideas, pp. 114-115, 178-179 Sensory Details, pp. 115, 178, 489, 531, 549, 557, 559 Clustering, pp. 166, 285, 386, 439, 544
Select and use a specific format for a purpose.	Creating a Thank-you Note, p. 90 Math: Writing Story Problems, pp. 146-147 Drafting Directions, pp. 212-213 How can I turn my paragraphs into essays? p. 540 Proper Format for Practical Writing, pp. 576-577
Write paragraphs that have details and information specific to a topic and relevant to a focus.	Writing a Descriptive Paragraph, pp. 71-74 Writing a Narrative Paragraph, pp. 93-96 Writing an Expository Paragraph, pp. 157-160 Writing a Persuasive Paragraph, pp. 219-220 Writing a Response Paragraph, pp. 283-286 Writing a Summary Paragraph, pp. 377-380 The Parts of a Paragraphs, pp. 524-529 Writing Effective Paragraphs, pp. 530-541

1.5 Quality of Writing

C. Write with controlled and/or subtle organization.

Standard	Write Source, Grade 6
Sustain a logical order within sentences and between paragraphs using meaningful transitions.	Understanding Organization, pp. 37-39 Transitions, pp. 116, 174, 181, 242-243, 298, 305, 561, 572-573 Constructing Strong Paragraphs, pp. 523-541 Develop Coherence from Start to finish, p. 539 What can I do to organize my details better? pp. 550-551
Establish a topic in the introduction.	Topic Sentence Models, pp. 72, 94, 158, 220, 284, 332, 378, 524, 525-529
Reiterate the topic in the conclusion.	Closing Sentence Models, pp. 72, 94, 158, 220, 332, 378, 524, 525-529

1.5 Quality of Writing

D. Write with an awareness of the stylistic aspects of composition.

Standard	Write Source, Grade 6
Use different types of and lengths of sentences.	Understanding Sentence Fluency, pp. 42-43 Revising for Sentence Fluency, pp 122-123, 186-187, 248-249, 310-311 Writing Complete Sentences, pp. 500-510 Adding Variety to Your Sentences, pp. 511-522 Understanding Sentences, pp. 690-701 Improving Sentence Fluency, pp. 570-573
Develop and maintain a consistent tone through the use of precise language.	Understanding Word Choice, p. 41 Revising for Word Choice, pp. 120-121, 184-185, 244-245, 306-307 Strengthening Word Choice and Vocabulary, pp. 558-569 Tone, pp. 352, 561

1.5 Quality of Writing

E. Revise writing to improve organization and word choice; check logic, order of ideas, precision of vocabulary, content and paragraph development.

Standard	Write Source, Grade 6
Revise writing to improve organization and word choice; check logic; order of ideas, precision of vocabulary, content and paragraph development.	Understanding Ideas, pp. 35-36 Understanding Organization, pp. 37-38 Understanding Voice, p. 40 Understanding Word Choice, p. 41 Understanding Sentence Fluency, p. 42 Revising for Ideas, pp. 114-115, 178-179, 240-241, 302-303 Revising for Organization, pp. 116-117, 180-181, 242-243, 304-305 Revising for Voice, pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice, pp. 120-121, 184-185, 246-247, 308-309 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311

1.5 Quality of Writing

F. Edit writing using the conventions of the language.

Standard	Write Source, Grade 6
Spell common, frequently-used words correctly.	Improving Spelling, pp. 642-651 Using the Right Word, pp. 652-689
Use capital letters correctly.	Capitalization, pp. 618-629
Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, parentheses).	Revising for Conventions, pp. 126-127, 190-191 Marking Punctuation, pp. 579-617
Use nouns, pronouns, verbs, adjectives, adverbs conjunctions, prepositions and interjections properly.	Revising for Conventions, pp. 252-253, 314-315 Working with Words, pp. 470-498 Using the Parts of Speech, pp. 702-749
Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	Understanding Sentence Fluency, pp. 42-43 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311 Writing Complete Sentences, pp. 500-510 Adding Variety to Your Sentences, pp. 511-522 Understanding Sentences, pp. 690-701

1.8 Research

A. Formulate questions to refine a topic.

Standard	Write Source, Grade 6
Formulate questions to refine a topic.	Selecting a Topic, p. 386 Sizing up Your Topic, p. 387 Using a Gathering Grid, p. 388 Use a List of Writing Topics, pp. 546-547

1 . 8 R e s e a r c h

B. Locate and examine information using multiple appropriate sources and strategies.

Standard	Write Source, Grade 6
Know the differences between primary and secondary sources.	Primary vs. Secondary Sources, p. 364 Types of Primary Sources, p. 365
Evaluate the usefulness, quality and importance of sources.	Evaluating Sources, p. 376
Select appropriate sources (e.g., dictionary, encyclopedia, observations, interviews, electronic sources).	Using the Internet, p. 366 Using the Library, p. 367 Searching a Computer Catalog, p. 368 Using a Card Catalog, p. 369 Finding Books, p. 370 Using Encyclopedias, p. 372 Finding Magazine Articles, p. 373 Checking a Dictionary, p. 374
Use table of contents, indices, keywords, cross-references and appendices.	Understanding the Parts of a Book, p. 371 Sample Encyclopedia Index, p. 372 Sample <i>Readers' Guide</i> Format, p. 373 Sample Dictionary Page, p. 375
Use traditional and electronic search tools.	Using the Internet, p. 366 Using the Library, p. 367 Searching a Computer Catalog, p. 368 Using a Card Catalog, p. 369 Finding Books, p. 370 Using Encyclopedias, p. 372 Finding Magazine Articles, p. 373 Checking a Dictionary, p. 374

1.8 Research

C. Restate and present the ideas from research.

Standard	Write Source, Grade 6
Take notes from sources using a structured format.	Creating Note Cards, p. 390 Avoiding Plagiarism, p. 390 Taking Reading Notes, pp. 445-448
Summarize , orally or in writing, the main ideas.	Summary Paragraph, pp. 378-380 Outlining Your Ideas, p. 393
Credit sources using a structured format (e.g. author, title, publisher).	Sample Research Report, pp. 382-385 Keeping Track of Your Sources, p. 392 Citing Sources in Your Report, p. 395 Creating Your Work-Cited Page, pp. 399-400
Share summaries with an audience.	Sharing Your Report, p. 405 Multimedia Presentations, pp. 411-415

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Grade 7

1.4 Types of Writing

A. Write short stories, poems, plays.

Standard	Write Source, Grade 7
Apply varying organizational orders (e.g. chronological order, order of importance).	Understanding Organization, pp. 38-39 Writing a Narrative Paragraph, pp. 93-96 Sharing a Learning Experience, pp. 97-129 Write a Phase Autobiography, pp. 135-136 Writing Across the Curriculum, pp. 143-149 Writing for Assessment, pp. 152-154 Writing Stories, pp. 343-349 Writing Poems, pp. 354-357 Graphic Organizers, pp. 548-549 What can I do to organize my details effectively? pp. 534-537
Use relevant illustrations.	Model Descriptive Paragraph, p. 72 Model Describing a Place, pp.76-77 Using Similes and Metaphors, p. 79 Model Personal Narrative, pp. 99-100 Model Short Story, pp. 344-345
Utilize dialogue.	Dialogue in Narratives, pp. 106, 119, 126 Dialogue, pp. 348, 351, 556, 560
Apply literary conflict.	Creating a Plot, p. 346 Conflict, p. 351
Include literary elements and use literary devices	Elements of Fiction, pp. 351-352 Using Special Poetry Techniques, pp. 360-361

1.4 Types of Writing

B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, and interviews).

Standard	Write Source, Grade 7
Include cause and effect.	Cause-and Effect Essay, pp. 199-204 Cause-and Effect Organizers, pp. 202, 303, 446, 548
Develop a problem and solution when appropriate for the topic.	Writing an Expository Paragraph, pp. 157-160 Comparing Two Subjects, pp. 161-193 Writing Explanations, pp. 208-209 Problem-Solution Essay, pp. 225-255 Writing a Response Paragraph, pp. 283-286 Interpreting a Story, pp. 287-317 Evaluating a Book, pp. 334-335
Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).	Add Graphics to Your Writing, pp. 574-575
Use primary and secondary sources.	Primary vs. Secondary Sources, p. 364 Types of Primary Sources, p. 364 Using the Internet, p. 365 Using a Search Site, p. 366 Using the Library, p. 367 Searching a Computer Catalog, p. 368 Searching a Card Catalog, p. 69 Finding Books, pp. 370-371 Using References Materials, pp. 372-375 Evaluating Sources, p. 376

1.4 Types of Writing

C. Writing persuasive pieces.

Standard	Write Source, Grade 7
Include a clearly stated position or opinion.	Opinion Statement, pp. 225, 232, 234-235 Refining Your Opinion Statement, p. 265
Include convincing, elaborated and properly cited evidence.	Gathering Details About the Problem, p. 229 Proposing a Solution, p. 230 Avoid Fuzzy Thinking, p. 231 Supporting Your Opinion, p. 264 Citing Sources, pp. 386, 393, 397, 403-404
Develop reader interest.	Organize Your Essay, p. 232 Writing: Proposing a Solution, pp. 234-238 Writing a Campaign Speech, pp. 268-269 Creating an Editorial, pp. 261-266

1.4 Types of Writing

D. Maintain a written record of class work, activities, interests and honors.

Standard	Write Source, Grade 7
Maintain a written record of class work, activities, interests, and honors	Creating a Portfolio, pp. 65-69

1.5 Quality of Writing

A. Write with a sharp, distinct focus.

Standard	Write Source, Grade 7
Identify topic, task and audience	Selecting a Topic, pp. 8, 13, 73, 78, 95, 102, 138, 159, 166, 202, 221, 228, 264, 285, 292, 326, 346, 355, 386, 388-389, 544-545 Writing Focus Statements, pp. 35-36, 169, 294, 302, 303, 398 Focus Statement Models, pp. 163, 172, 173, 200, 214, 296, 297, 382 Writing Topic Sentences, pp. 159, 169, 395, 525, 552-553, 561 Topic Sentence Models, pp. 72, 94, 159, 172, 174-175, 220, 236-237, 284, 298, 299, 332, 378, 399, 400, 401, 524, 526-529 Selecting Topics, pp. 544-547
Establish a single point of view.	Point of View, pp. 352, 561

1.5 Quality of Writing

B. Write using well-developed content appropriate for the topic.

Standard	Write Source, Grade 7
Gather , determine validity and reliability of and organize information.	Gathering Details, pp. 8, 13, 37, 73, 78, 95, 103, 105, 139, 167, 202, 229, 230, 285, 293, 303, 327, 347, 355, 390 Organizing Your Details, pp. 13, 38-39, 79, 168, 170, 232, 534-537, 550-551 Sensory Details, pp. 36, 78, 105, 114, 115, 347, 355, 488, 531, 549, 557, 559 Facts, pp. 36, 230, 236 Clustering, pp. 73, 221, 228, 285, 439, 544 Five W's, pp. 103, 240, 549 Revising for Ideas, pp. 178-179, 240-241, 302-303
Select and use a specific format appropriate for purpose and audience.	Writing a Lab Report, pp. 88-89 Creating a Classified Ad, pp. 90-91 Writing a Friendly Letter, pp. 206-207 Writing an E-Mail Request, pp. 212-213 Drafting a Business Letter, pp. 274-275 Proper Format for Practical Writing, pp. 576-577 How can I turn my paragraphs into essay? p. 540
Write paragraphs that have details and information specific to a topic and relevant to a focus.	Writing a Descriptive Paragraph, pp. 71-74 Writing a Narrative Paragraph, pp. 93-96 Writing an Expository Paragraph, pp. 157-160 Writing a Persuasive Paragraph, pp. 219-220 Writing a Response Paragraph, pp. 283-286 Writing a Summary Paragraph, pp. 377-380 The Parts of a Paragraphs pp. 524-529 Writing Effective Paragraphs, pp. 530-541

1.5 Quality of Writing

C. Write with controlled and subtle organization.

Standard	Write Source, Grade 7
Sustain a logical order within sentences and between paragraphs using meaningful transitions.	Understanding Organization, pp. 38-39 Transitions, pp. 39, 116, 117, 298, 304, 561, 572-573 Constructing Strong Paragraphs, pp. 523-541 Develop Coherence From Start to Finish, p. 539 What can I do to organize my details better? pp. 550-551
Establish a topic and purpose in the introduction.	Topic Sentence, pp. 524-525 Topic Sentence Models, pp. 72, 94, 159, 172, 174-175, 220, 236-237, 284, 298, 299, 332, 378, 399, 400, 401, 526-529 Purpose, p. 561
Reiterate the topic and purpose in the conclusion.	Closing Sentence, pp. 524-525 Closing Sentence Models, pp. 72, 94, 108, 158, 172, 174, 175, 220, 236, 237, 284, 332, 378, 525-529

1.5 Quality of Writing

D. Write with an awareness of the stylistic aspects of composition.

Standard	Write Source, Grade 7
Use different types of and lengths of sentences.	Understanding Sentence Fluency, pp. 42-43 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311 Writing Complete Sentences, pp. 500-510 Improving Your Sentences, pp. 511-522 Understanding Sentences, pp. 690-701 Improving Sentence Fluency, pp. 570-573
Develop a tone and voice through the use of precise language.	Understanding Voice, p. 40 Understanding Word Choice, p. 41 Revising for Voice, pp. 118-119, 182-183, 244-245, 306-307, Revising for Word Choice, pp. 120-121, 184-185, 246-247, 308-309 Strengthening Word Choice and Vocabulary, pp. 558-569 Tone, pp. 352, 428, 561 How can I create voice in my writing? pp. 556-557

1.5 Quality of Writing

E. Revise writing after rethinking logic or organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.

Standard	Write Source, Grade 7
Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice;.	Understanding Ideas, pp. 35-36 Understanding Organization, pp. 38-39 Understanding Voice, p. 40 Understanding Word Choice, p. 41 Understanding Sentence Fluency, pp. 42-43 Revising for Ideas, pp. 114-115, 178-179, 240-241, 302-303 Revising for Organization, pp. 116-117, 180-181, 242-243, 304-305 Revising for Voice, pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice, pp. 120-121, 184-185, 246-247, 308-309 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311

1.5 Quality of Writing

F. Edit writing using the conventions of the language.

Standard	Write Source, Grade 7
Spell common, frequently-used words correctly.	Improving Spelling, pp. 642-651 Using the Right Word, pp. 652-689
Use capital letters correctly.	Capitalization, pp. 618-629
Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, parentheses).	Revising for Conventions, pp. 126-127, 190-191 Marking Punctuation, pp. 579-617
Use nouns, pronouns, verbs, adjectives, adverbs conjunctions, prepositions and interjections properly.	Revising for Conventions, pp. 252-253, 314-315 Working with Words, pp. 470-498 Using the Parts of Speech, pp. 702-749
Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	Understanding Sentence Fluency, pp. 42-43 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311 Writing Complete Sentences, pp. 500-510 Improving Your Sentences, pp. 511-522 Understanding Sentences, pp. 690-701

1.8 Research

A. Apply questions to refine a topic for research.

Standard	Write Source, Grade 7
Apply questions to refine a topic.	Selecting a Topic, p. 388 Sizing up Your Topic, p. 389 Gathering Details, p. 390 Use a List if Writing Topics, pp. 546-547

1 . 8 R e s e a r c h

B. Differentiate among multiple sources of information using appropriate sources and strategies.

Standard	Write Source, Grade 7
Know the criteria for determining the validity of primary and secondary sources (e.g., reputable, reliable, current sources).	Primary vs. Secondary Sources, p. 364 Types of Primary Sources, p. 365
Evaluate the usefulness, quality and importance of sources.	Evaluating Sources, p. 376
Select appropriate sources (e.g., dictionaries, encyclopedias, observations, interviews, electronic sources).	Using the Internet, p. 365 Using a Search Site, p. 366 Using the Library, p. 367 Searching a Computer Catalog, p. 368 Using a Card Catalog, p. 369 Finding Books, p. 370 Using Encyclopedias, p. 372 Finding Magazine Articles, p. 373 Checking a Dictionary, p. 374
Use table of contents, indices, keywords, cross-references and appendices.	Understanding the Parts of a Book, p. 371 Sample Encyclopedia Index, p. 372 Sample <i>Readers' Guide</i> Format, p. 373 Sample Dictionary Page, p. 375
Use traditional and electronic search tools.	Using the Internet, p. 366 Using the Library, p. 367 Searching a Computer Catalog, p. 368 Using a Card Catalog, p. 369 Finding Books, p. 370 Using Encyclopedias, p. 372 Finding Magazine Articles, p. 373 Checking a Dictionary, p. 374

1.8 Research

C. Select the key statements to support and present the main ideas from research.

Standard	Write Source, Grade 7
Take relevant notes from sources using a structured format.	Creating Note Cards, p. 391 Avoiding Plagiarism, p. 392 Taking Reading Notes, pp. 445-448
Summarize findings, orally or in writing.	Summary Paragraph, pp. 377-380 Outlining Your Ideas, p. 395
Utilize a format for crediting sources.	Keeping Track of Your Sources, p. 393 Citing Sources in Your Report, p. 397 Creating Your Work-Cited Page, pp. 403-404
Select an appropriate technique to create an understandable presentation.	Sample Research Report, pp. 382-386 Sharing Your Report, p. 409 Multimedia Presentations, pp. 411-415



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Grade 8

1.4 Types of Writing

A. Write short stories, poems, plays.

Standard	Write Source, Grade 8
Apply varying organizational methods.	Understanding Organization, pp. 38-39 Writing a Narrative Paragraph, pp. 93-96 Write a Phase Autobiography, pp. 97-128 Writing a Biographical Narrative, pp.135-142 Writing Across the Curriculum, pp. 143-149 Writing for Assessment, pp. 152-154 Writing Stories, pp. 343-349 Writing Poems, pp. 354-357 Graphic Organizers, pp. 548-549 What can I do to organize my details effectively? pp. 534-537
Use relevant illustrations.	Model Descriptive Paragraph, p. 72 Model Describing a Person, pp. 76-77 Using Verbs and Adjectives, p. 79 Model Phase Biography, pp. 99-100 Model Short Story, pp. 344-345
Utilize dialogue.	Dialogue in Narratives, p. 116 Dialogue, pp. 348, 351, 556, 557, 560

1.4 Types of Writing

A. Write short stories, poems, plays. (Continued)

Standard	Write Source, Grade 8
Apply literary conflict.	Selecting a Conflict, p. 346 Conflict, p. 351
Include literary elements and use literary devices	Elements of Fiction, pp. 351-352 Using Special Poetry Techniques, pp. 360-361

1.4 Types of Writing

B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).

Standard	Write Source, Grade 8
Include cause and effect.	Cause-and -Effect Focus Statement, p. 39 Cause-and Effect Graphic Organizer, p. 548
Develop a problem and solution when appropriate for the topic.	Problem-Solution Focus Statement, p. 39 Writing an Expository Paragraph, pp. 157-160 Classification Essay, pp. 161-193 Writing a News Report, pp. 206-207 Writing a Response Paragraph, pp. 283-286 Analyzing a Theme, pp. 287-317 Writing a Letter to an Author, pp. 323-328 Problem-Solution Graphic Organizer, p. 546
Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).	Add Graphics to Your Writing, pp. 574-575
Use primary and secondary sources.	Primary vs. Secondary Sources, p. 364 Types of Primary Sources, p. 364 Using the Internet, p. 365 Using the Library, p. 366 Searching a Computer Catalog, p. 367 Searching a Card Catalog, p. 368 Finding Books, p. 369 Using Encyclopedias, p. 370 Finding Magazine Articles, p. 371 Checking a Dictionary, pp. 372-373 Evaluating Sources, p. 374

1.4 Types of Writing

C. Write persuasive pieces.

Standard	Write Source, Grade 8
Include a clearly stated position or opinion.	Model Position Statement, pp. 225, 232, 234, 235 Writing a Position Statement, p. 231
Include convincing, elaborated and properly cited evidence.	Gathering Reasons to Support Your Position, p. 229 Gathering and Countering an Objection, p. 230 Citing Sources, pp. 385, 392, 396, 403-404
Develop reader interest and anticipate and counter reader concerns and arguments.	Gathering and Countering an Objection, p. 230 Organize Your Essay, p. 232 Writing: Defending a Position, pp. 234-238 Writing an Editorial, pp. 268-269 Developing a Statistical Argument, pp. 270-271 Creating a Persuasive Graph, pp. 272-273

1.4 Types of Writing

D. Maintain a written record of activities, course work, experience, honors and interests.

Standard	Write Source, Grade 8
Maintain a written record of class work, activities, interests, and honors	Creating a Portfolio, pp. 65-69

1.5 Quality of Writing

A. Write with a sharp, distinct focus.

Standard	Write Source, Grade 8
Identify topic, task and audience	Audience, pp. 36, 183, 560 Selecting a Topic, pp. 8, 13, 35, 73, 78, 95, 102, 138, 159, 166, 202, 221, 228, 264, 285, 292, 326, 346, 355, 377, 387-389, 544-545 Writing Focus Statements, pp. 36, 39, 167, 203, 294, 302, 304, 560 Focus Statement Models, pp. 163, 172, 173, 200, 214, 296, 297 Writing Topic Sentences, pp. 159, 169, 231, 294, 304, 525, 552-553 Topic Sentence Models, pp. 72, 94, 158, 172, 174-175, 220, 236-237, 284, 296, 298, 299, 332, 376, 398, 399, 400, 401, 524, 526-529, 534-537 Selecting a Topic, pp. 544-547
Establish a single point of view.	Point of View, pp. 245, 352, 561

1.5 Quality of Writing

B. Write using well-developed content appropriate for the topic.

Standard	Write Source, Grade 8
Gather , determine validity and reliability of and organize information.	Gathering Details, pp. 8, 13, 36, 73, 78, 95, 105, 138, 168, 202, 221, 229, 230, 265, 293, 326, 355 Organizing Your Details, pp. 13, 38-39, 79, 139, 168, 170, 180-181, 203, 232, 534-537, 550-551 Five W's, pp. 13, 138, 549 Sensory Details, pp. 114, , 355, 549, 557, 559 Clustering, pp. 95, 264, 439, 544 Revising for Ideas, pp. 178-179, 240-241, 302-303
Employ the most effective format for purpose and audience..	Writing a Project Proposal, pp. 90-91 Creating an E-Mail Message, pp. 150-151 Writing a News Report, pp. 206-207 Writing an Observation Report, pp. 210-211 Writing a Memo, pp. 212-213 Drafting a Business Letter, pp. 274-275 Proper Format for Practical Writing, pp. 576-577 How can I write essays containing strong paragraphs? p. 540
Write paragraphs that have details and information specific to a topic and relevant to a focus.	Writing a Descriptive Paragraph, pp. 71-74 Writing a Narrative Paragraph, pp. 93-96 Writing an Expository Paragraph, pp. 157-160 Writing a Persuasive Paragraph, pp. 219-222 Writing a Response Paragraph, pp. 283-286 Writing a Summary Paragraph, pp. 375-378 The Parts of a Paragraphs, pp. 524-529 Writing Effective Paragraphs, pp. 530-541

1.5 Quality of Writing

C. Write with controlled and/or subtle organization.

Standard	Write Source, Grade 8
Sustain a logical order within sentences and between paragraphs using meaningful transitions.	Understanding Organization, pp. 38-39 Transitions, pp. 38, 42, 109, 236, 299, 539, 561, 572-573 Constructing Strong Paragraphs, pp. 523-541 Develop Coherence from Start to Finish, p. 539 What can I do to organize my details better? pp. 550-551
Establish a topic and purpose in the introduction.	Topic Sentences, pp. 524-525 Topic Sentence Models, pp. 72, 94, 158, 172, 174-175, 220, 236-237, 284, 296, 298, 299, 332, 376, 399, 400, 401, 526-529, 534-537 Purpose, p. 561
Reiterate the topic and purpose in the conclusion.	Closing Sentence, pp. 524-525 Closing Sentence Models, pp. 72, 94, 108, 158, 172, 174, 175, 220, 284, 296, 332, 376, 526-529, 534-537

1.5 Quality of Writing

D. Write with an awareness of the stylistic aspects of composition.

Standard	Write Source, Grade 8
Use different types of and lengths of sentences.	Understanding Sentence Fluency, pp. 42-43 Revising for Sentence Fluency, pp 122-123, 186-187, 248-249, 310-311 Writing Complete Sentences, pp. 500-510 Improving Your Sentence Style, pp. 511-522 Improving Sentence Fluency, pp. 570-573 Understanding Sentences, pp. 690-701
Develop a tone and voice through the use of precise language.	Understanding Voice, p. 40 Understanding Word Choice, p. 41 Revising for Voice, pp. 118-119, 182-183, 244-245, 306-307, Revising for Word Choice, pp. 120-121, 184-185, 246-247, 308-309 Strengthening Word Choice and Vocabulary, pp. 558-569 Tone, pp. 41, 106, 119, 352, 428, 561 How can I create voice in my writing? pp. 556-557

1.5 Quality of Writing

E. Revise writing after rethinking logic or organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.

Standard	Write Source, Grade 8
Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice;.	Understanding Ideas, pp. 35-36 Understanding Organization, pp. 38-39 Understanding Voice, p. 40 Understanding Word Choice, p. 41 Understanding Sentence Fluency, pp. 42-43 Revising for Ideas, pp. 114-115, 178-179, 240-241, 302-303 Revising for Organization, pp. 116-117, 180-181, 242-243, 304-305 Revising for Voice, pp. 118-119, 182-183, 244-245, 306-307 Revising for Word Choice, pp. 120-121, 184-185, 246-247, 308-309 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311

1.5 Quality of Writing

F. Edit writing using the conventions of the language.

Standard	Write Source, Grade 8
Spell common, frequently-used words correctly.	Improving Spelling, pp. 642-651 Using the Right Word, pp. 652-689
Use capital letters correctly.	Capitalization, pp. 618-629
Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, parentheses).	Revising for Conventions, pp. 190-191, 314-315 Marking Punctuation, pp. 579-617
Use nouns, pronouns, verbs, adjectives, adverbs conjunctions, prepositions and interjections properly.	Revising for Conventions, pp. 126-127, 252-253 Working with Words, pp. 470-498 Using the Parts of Speech, pp. 702-749
Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	Understanding Sentence Fluency, pp. 42-43 Revising for Sentence Fluency, pp. 122-123, 186-187, 248-249, 310-311 Writing Complete Sentences, pp. 500-510 Improving Your Sentences, pp. 511-522 Understanding Sentences, pp. 690-701

1.8 Research

A. Apply questions to refine a topic for research.

Standard	Write Source, Grade 8
Apply questions to refine a topic.	Selecting a Topic, pp. 387 Sizing up Your Topic, p. 388 Using a Gathering Grid, p. 389 Use a List of Writing Topics, pp. 546-547

1 . 8 R e s e a r c h

B. Locate information using appropriate sources and strategies.

Standard	Write Source, Grade 8
Determine valid resources for researching the topic, including primary and secondary sources.,	Primary vs. Secondary Sources, p. 364 Types of Primary Sources, p. 365
Evaluate the importance and quality of the sources.	Evaluating Sources, p. 376
Select essential sources (e.g., encyclopedias, other reference material, observations, interviews, computer databases).	Using the Internet, p. 365 Using the Library, p. 366 Searching a Computer Catalog, p. 367 Using a Card Catalog, p. 368 Finding Books, p. 369 Using Encyclopedias, p. 370 Finding Magazine Articles, p. 371 Checking a Dictionary, p. 372
Use table of contents, indices, keywords, cross-references and appendices.	Sample Encyclopedia Index, p. 370 Sample <i>Readers' Guide</i> Format, p. 371 Sample Dictionary Page, p. 373
Use traditional and electronic search tools.	Using the Internet, p. 365 Using the Library, p. 366 Searching a Computer Catalog, p. 367 Using a Card Catalog, p. 368 Finding Books, p. 369 Using Encyclopedias, p. 370 Finding Magazine Articles, p. 371 Checking a Dictionary, p. 372

1 . 8 R e s e a r c h

C. Organize, summarize and present main ideas from research.

Standard	Write Source, Grade 8
<p>Identify the steps necessary to carry out a research project.</p>	<p>Research Writing Skills:</p> <ul style="list-style-type: none"> • Primary vs. Secondary Sources, p. 364 • Researching via various sources, pp. 365-373 • Evaluating Your Sources, p. 375 <p>Prewriting:</p> <ul style="list-style-type: none"> • Selecting a Topic, p. 387 • Sizing Up Your Topic, p. 388 • Using A Gathering Grid, p. 389 • Creating Note Cards, p. 390 • Avoiding Plagiarism, p. 392 • Keeping Track of Your Sources, p. 393 • Writing Your Thesis Statement, p. 394 • Outlining Your Ideas, p. 395 <p>Writing:</p> <ul style="list-style-type: none"> • Starting Your Research Paper, p. 397 • Developing the Middle Part, pp. 398-401 • Ending Your Research Report, p. 402 • Creating Your Work-Cited Page, pp. 403-404 <p>Revising:</p> <ul style="list-style-type: none"> • Improving Your Writing, p. 406 • Research Paper Checklist, p. 410 <p>Editing:</p> <ul style="list-style-type: none"> • Checking for Conventions, p. 408 <p>Publishing:</p> <ul style="list-style-type: none"> • Sharing Your Report, p. 409
<p>Take relevant notes from sources.</p>	<p>Creating Note Cards, p. 390 Avoiding Plagiarism, p. 391 Taking Reading Notes, pp. 445-448</p>
<p>Develop a thesis statement based on research.</p>	<p>Writing Your Thesis Statement, p. 393</p>
<p>Give precise formal credit for others' ideas, images or information using a standard method of documentation.</p>	<p>Keeping Track of Your Sources, p. 392 Citing Sources in Your Report, p. 396 Creating Your Works-Cited Page, pp. 403-404</p>
<p>Use formatting techniques to create an understandable presentation for a designated audience.</p>	<p>Research Report Model, pp. 380-385 Sharing Your Report, p. 409 Multimedia Presentations, pp. 411-415</p>



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