

**WRITE SOURCE © 2006**

correlated to

**Tri-State New England (TSNE)  
Grade Level Expectations  
(GLES) for Writing  
Grades 3-8**



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 correlated to  
**Tri-State New England (TSNE)**  
**Grade Level Expectations (GLES) for Writing**  
**Grade 3**

**W-3-1 Structures of Language**

**Applying Understanding of Sentences, Paragraphs, Text Structure**

Standard	Write Source, Grade 3
<p><b>W-3-1</b>  <b>Students demonstrate command of the structure of sentences, paragraphs, and text by...</b></p> <ul style="list-style-type: none"> <li>• W-3-1.1 Writing a variety of complete simple sentences</li>   <li>• W-3-1.5 Recognizing complete sentences</li> </ul>	<p>Writing Complete Sentences: 395-400            Use Different Kinds of Sentences: 409            Parts of a Sentence: 510-515</p> <p>Writing Complete Sentences: 395-400            Improving Sentence Style: 405-411</p>

**W-3-2 Writing in Response to Literary or Informational Text**

**Showing Understanding of Ideas in Text**

Standard	Write Source, Grade 3
<p><b>W-3-2</b>  <b>In response to literary or informational text, students Show understanding of plot/ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-3-2.1 Selecting appropriate information to set context/background</li> </ul>	<p>Writing an Expository Paragraph: 136-141            Writing an Expository Essay: 142-159            Writing a Response Paragraph: 226-231            Writing a Book Review for Fiction: 232-243            Writing a Book Review for Nonfiction: 244-249            Comparing a Fiction and Nonfiction Book: 250-255            Responding to a Poem: 256-261</p>

Standard	Write Source, Grade 3
<ul style="list-style-type: none"> <li>W-3-2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge, which might include other texts</li> </ul>	Writing an Expository Paragraph: 136-141 Writing an Expository Essay: 142-159 Writing a Response Paragraph: 226-231 Writing a Book Review for Fiction: 232-243 Writing a Book Review for Nonfiction: 244-249 Comparing a Fiction and Nonfiction Book: 250-255 Responding to a Poem: 256-261

**W-3-3 Writing in Response to Literary or Informational Text**

**Making an Analytical Judgment about Text**

Standard	Write Source, Grade 3
<p><b>W-3-3</b>  <b>In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <ul style="list-style-type: none"> <li>W-3-3.1 Stating a focus (purpose) when responding to a given question</li> <li>W-3-3.2 Making inferences about content, events, characters, or setting</li> <li>W-3-3.3 Using details or references to text to support focus</li> <li>W-3-3.4 Organizing ideas, using basic transition words/phrases and having a concluding statement</li> </ul>	<p>Writing Strong Topic Sentences: 46            Topic Sentences: 63, 93, 139, 185            Check Your Purpose First: 421</p> <p>Writing a Book Review for Fiction: 232-243            Writing a Book Review for Nonfiction: 244-249            Learning Elements of Fiction: 278</p> <p>Using Details: 48-49            Gathering Details: 52, 62, 70-71, 100-101, 126, 172, 235, 247, 259, 283, 316-317</p> <p>Understanding Organization: 22            Writing Closing Sentences: 47            Organizing Paragraphs: 50-51            Closing Sentences: 63, 93, 139, 185            Transitions: 117, 442-443</p>

## W-3-4 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source , Grade 3
<p><b>W-3-4</b>  <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <ul style="list-style-type: none"> <li>• W-3-4.1 Creating a clear, understandable story line with a beginning, middle, and end</li> </ul>	<p>Writing a Narrative Paragraph: 90-95            Writing a Narrative Essay: 96-113            Writing Imaginative Stories: 268-279            Learning Elements of Fiction: 278</p>

## W-3-5 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 3
<p><b>W-3-5</b>  <b>Students demonstrate use of narrative strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-3-5.1 Using details</li> <li>• W-3-5.2 Identifying characters</li> </ul>	<p>Understanding Ideas: 21            Gathering Details: 62, 70-71, 100-101, 235, 247, 259            Narrative Writing: Put Your Details in Order: 100-101            Creative Writing: Thinking About You Plot: 273</p> <p>Learning Elements of Fiction: 278</p>

## W-3-6 Informational Writing (Reports, Procedures, or Persuasive Writing

### Organizing and Conveying Information

Standard	Write Source, Grade 3
<p><b>W-3-6</b>  <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-3-6.1 Grouping ideas with a beginning, middle, and end</li> <li>• W-3-6.3 Using basic transition words, when appropriate</li> </ul>	<p>Understanding Organization: 22            Writing an Expository Paragraph: 126-141            Writing an Expository Essay: 142-159            Writing Across the Curriculum: 174-175            Writing a Persuasive Paragraph: 182-187            Writing a Persuasive Letter: 188-203            Writing a Research Report: 310-334</p> <p>Transition Words: 117            Use Transitions: 442-443</p>

## W-3-7 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source, Grade 3
<p><b>W-3-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-3-7.1 Establishing a topic</li>   <li>• W-3-7.2 Stating a focus/controlling idea on a topic</li> </ul>	<p>Selecting a Topic: 11, 138, 146, 172, 184, 192, 216, 234, 246, 252, 258, 314, 416-410            Understanding Ideas: 21</p> <p>Writing Strong Topic Sentences: 46            Topic Sentences: 139, 185            Model Topic Sentences: 137, 183, 421</p>

## W-3-8 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Using Elaboration Strategies

Standard	Write Source, Grade 3
<p><b>W-3-8</b>  <b>In informational writing, students demonstrate use of a range of elaboration strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-3-8.1 Including details/information relating to topic</li>   <li>• W-3-8.2 Including details/ information relevant to focus</li>   <li>• W-3-8.3 Including details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> </ul>	<p>Writing an Expository Paragraph: 136-141            Writing an Expository Essay: 142-168            Writing a Persuasive Paragraph: 182-187            Writing a Persuasive Letter: 188-212            Research Writing: Writing a Summary Paragraph: 306-309            Writing a Research Report: 310-335</p> <p>Writing an Expository Paragraph: 136-141            Writing an Expository Essay: 142-168            Writing a Persuasive Paragraph: 182-187            Writing a Persuasive Letter: 188-212            Research Writing: Writing a Summary Paragraph: 306-309            Writing a Research Report: 310-335</p> <p>Writing an Expository Paragraph: 136-141            Writing an Expository Essay: 142-168            Writing a Persuasive Paragraph: 182-187            Writing a Persuasive Letter: 188-212            Research Writing: Writing a Summary Paragraph: 306-309            Writing a Research Report: 310-335</p>

## W-3-9 Writing Conventions

### Applying Rules of Grammar, Usage, and Mechanics

Standard	Write Source, Grade 3
<p><b>W-3-9</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• W-3-9.2 Using capital letters for the beginning of sentences and names</li> <li>• W-3-9.4 Using <b>end</b> punctuation correctly in simple sentences</li> <li>• W-3-9.5 Correctly spelling grade-appropriate words, high-frequency words and using within-word patterns to correct spelling</li> </ul>	<p>Capitalization: 470-485</p> <p>Periods, Questions Marks, Exclamation Points: 447-449</p> <p>Improving Spelling: 486-493            Using the Right Word: 494-509</p>

## Appendix B: Overview of the Writing Process

**Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing writing.**

Standard	Write Source, Grade 3
<p><b>W-3</b>  <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul>	<p>Prewriting: 6, 11            Descriptive Writing: 62, 70-71            Narrative Writing: 92, 100-101, 126            Expository Writing: 138, 146-147, 172            Persuasive Writing: 184, 192-193, 216            Response to Literature: 234-235, 246-247, 252-253, 258-259            Writing Stories: 272-273            Writing Poems: 282-285            Research Writing: 308, 314-321, 337            Use Graphic Organizers: 422-428</p>

Standard	Write Source, Grade 3
<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> <li>• Develop topic, elaborate, explore sentence variety and language use</li> </ul> <p><b>Revising (Content and Ideas)</b></p> <ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul> <p><b>Editing (Conventions and Mechanics)</b></p> <ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Read aloud with self, teacher, peer</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>	<p>Writing: 6, 12  Descriptive Writing: 63, 72-77  Narrative Writing: 93, 102-107  Expository Writing: 139, 148-153  Persuasive Writing: 185, 194-195  Response to Literature: 229, 236-239, 248, 254, 260  Writing Stories: 274  Writing Poems: 286  Research Writing: 309, 322-327</p> <p>Revising: 6, 13  Using a Rubric: 30-31, 122, 168, 212  Descriptive Writing: 78-79  Narrative Writing: 108-109, 116-120  Expository Writing: 154-159, 162-166  Persuasive Writing: 196-197, 206-210  Response to Literature: 240, 248, 254, 260  Writing Stories: 275  Writing Poems: 287  Research Writing: 328-331</p> <p>Editing: 7, 14  Editing Proofreading Marks: Inside back cover  Descriptive Writing: 80-81  Narrative Writing: 110-111, 121  Expository Writing: 156, 167  Persuasive Writing: 198-199, 211  Response to Literature: 241, 248, 254, 260  Writing Stories: 275  Writing Poems: 287  Research Writing: 332-333</p> <p>Publishing: 7, 15, 35-36  Descriptive: 82  Narrative Writing: 112  Expository Writing: 158  Persuasive Writing: 200-202  Research Writing: 332-333</p>



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**Grade Level Expectations (GLES) for Writing**  
**Grade 4**

**W-4-1 Structures of Language**

**Applying Understanding of Sentences, Paragraphs, Text Structure**

Standard	Write Source, Grade 4
<p><b>W-4-1</b>  <b>Students demonstrate command of the structure of sentences, paragraphs, and text by...</b></p> <ul style="list-style-type: none"> <li>• W-4-1.1 Writing a variety of complete simple and <u>compound sentences</u></li>   <li>• W-4-1.2 Recognizing complete sentences</li> </ul>	<p>Compound Sentences: 168, 482.3            Writing Complete Sentences: 432-435            Write Compound Sentences: 443            Parts of a Sentence: 562-569</p> <p>Writing Paragraphs: 51-62            Writing a Descriptive Paragraph: 63-74            Writing a Narrative Paragraph: 83-86            Writing an Expository Paragraph: 139-142            Writing a Persuasive Paragraph: 195-198            Writing a Response to Literature Paragraph: 253-256            Writing a Summary Paragraph: 333-336</p>



## W-4-3 Writing in Response to Literary or Informational Text

### Making an Analytical Judgment about Text

Standard	Write Source, Grade 4
<p><b>W-4-3</b>  <b>In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <ul style="list-style-type: none"> <li>• W-4-3.1 Stating and <u>maintaining</u> a focus (purpose) when responding to a given question</li>   <li>• W-4-3.2 Making inferences about content, events, characters, or setting, or <u>common themes</u></li>   <li>• W-4-3.3 <u>Using specific details and references</u> to text to support focus</li>   <li>• W-4-3.4 Organizing ideas, using transition words/<u>phrases</u> and <u>writing a conclusion</u></li> </ul>	<p>Focus Statement: 25, 151, 184, 465            Expository Writing: Explaining a Career, 143-158            Response to Literature: Writing a Book Review, 257-272</p> <p>Identifying Character Traits: 262            Additional Ideas for Book Reviews: 270            Theme: 310, 465</p> <p>Gathering Details: 6, 11, 24, 58, 65, 85, 95, 127, 141, 149, 183, 205, 239, 261, 275, 281, 293, 313, 456-457            Understanding Ideas: 23-24            Focus Statement: 25, 151, 184, 465            Revising for Ideas: 104-105, 160-161</p> <p>Understanding Organization: 25-26            Revising for Organization: 106-107, 162-163, 218-219            Closing Sentences: 52, 53, 61, 64, 84, 98, 140, 154, 196, 254, 286, 288, 290, 334            Methods of Organization: 56-57, 458            Transitions: 56, 57, 156, 212, 465, 472-473</p>

## W-4-4 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 4
<p><b>W-4-4</b>  <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <ul style="list-style-type: none"> <li>• W-4-4.1 Creating a clear, understandable story line with a beginning, middle, and end</li>   <li>• W-4-4.2 <u>Establishing a problem and solution</u></li> </ul>	<p>Writing a Narrative Paragraph: 83-86            Narrative Writing: Sharing an Experience, 87-124            Narrative Writing: Writing Across the Curriculum, 125-133            Writing Stories: 299-308            Elements of Fiction: 309-310</p> <p>Selecting a Problem: 302            Creating a Plot: 303            Conflict: 309</p>

## W-4-5 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 4
<p><b>W-4-5</b>  <b>Students demonstrate use of narrative strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-4-5.1 Using <u>relevant and descriptive</u> details</li> <li>• W-4-5.2 Identifying characters</li> </ul>	<p>Gathering Details: 85, 95, 302-304</p> <p>Characters: 270, 309</p>

## W-4-6 Informational Writing (Reports, Procedures, or Persuasive Writing

### Organizing and Conveying Information

Standard	Write Source, Grade 4
<p><b>W-4-6</b>  <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-4-6.1 Grouping ideas <u>logically</u></li> <li>• W-4-6.2 <u>Writing an introduction that sets the context (including materials list in procedures)</u></li> <li>• W-4-6.3 <u>Using transition words or phrases</u></li> <li>• W-4-6.4 <u>Writing a conclusion</u></li> </ul>	<p>Writing a How-to Essay: 182-185            Explaining a Math Concept: 186-187            Writing a Problem-Solution Essay: 238-241</p> <p>Writing Beginnings: 25, 53, 151, 183-184, 197, 206-207, 240, 347</p> <p>Transitions: 56, 57, 156, 212, 465, 472-473</p> <p>Endings: 25, 53, 158, 214, 266, 276, 288, 294, 353</p>

## W-4-7 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source , Grade 4
<p><b>W-4-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>W-4-7.2 Stating and <u>maintaining</u> a focus/controlling idea on a topic</li> </ul>	<p>Focus Statement: 25, 151, 184, 465            Writing Topic Sentences: 53, 54, 58, 141, 206, 210, 288, 454-455, 460, 465            Writing an Opinion Statement: 206</p>

## W-4-8 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Using Elaboration Strategies

Standard	Write Source, Grade 4
<p><b>W-4-8</b>  <b>In informational writing, students demonstrate use of a range of elaboration strategies by...</b></p> <ul style="list-style-type: none"> <li>W-4-8.2 Including facts and details relevant to focus/<u>controlling ideas</u></li> <li>W-4-8.3 <u>Including sufficient details or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> </ul>	<p>Expository Writing: Explaining a Career, 143-181            Expository Writing: Writing a How-to Essay, 182-185            Expository Writing: Explaining s Math Concept, 186-187            Persuasive Writing: Promoting an Event, 192-236            Persuasive Writing: Writing a problem-Solution Essay, 238-241            Research Writing: Building Research Skills, 321-332            Research Writing: Writing a Summary Paragraph, 333-336            Research Writing: Writing a Research Report, 337-360</p> <p>Expository Writing: Explaining a Career, 143-181            Expository Writing: Writing a How-to Essay, 182-185            Expository Writing: Explaining s Math Concept, 186-187            Persuasive Writing: Promoting an Event, 192-236            Persuasive Writing: Writing a problem-Solution Essay, 238-241            Research Writing: Building Research Skills, 321-332            Research Writing: Writing a Summary Paragraph, 333-336            Research Writing: Writing a Research Report, 337-360</p>

## W-4-9 Writing Conventions

### Applying Rules of Grammar, Usage, and Mechanics

Standard	Write Source, Grade 4
<p><b>W-4-9</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• W-4-9.1 Identifying or <u>correcting</u> grammatical errors</li> <li>• W-4-9.2 <u>Applying basic capitalization rules</u></li> <li>• W-4-9.3 <u>Using commas correctly in dates and in a series</u></li> <li>• W-4-9.4 Using <b>end</b> punctuation correctly in a <u>variety of sentence structures</u></li> <li>• W-4-9.5 Correctly spelling grade-appropriate words, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u></li> </ul>	<p>Working with Words: 408-430            Building Effective Sentences: 432-449            Understanding Sentences: 560-569            Using the Parts of Speech: 570-605</p> <p>Capitalization: 508-515</p> <p>Using Commas: 482-489</p> <p>Periods: 479            Questions Marks, Exclamation Points: 480-481</p> <p>Improving Spelling: 528-535            Using the Right Word: 536-559</p>

## Appendix B: Overview of the Writing Process

**Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing writing.**

Standard	Write Source, Grade 4
<p><b>W-4</b>  <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul>	<p>Prewriting: 6, 11            Descriptive Writing: 65, 70            Narrative Writing: 85, 91-96, 127            Expository Writing: 141, 147-152, 183-184            Persuasive Writing: 197, 203-208, 239, 240            Response to Literature: 255, 260-262, 275, 281, 287, 293            Writing Stories: 302-303            Writing Poems: 313-314            Research Writing: 335, 341-348            Try Graphic Organizers: 456-457</p>

Standard	Write Source, Grade 4
<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> <li>• Develop topic, elaborate, explore sentence variety and language use</li> </ul> <p><b>Revising (Content and Ideas)</b></p> <ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul> <p><b>Editing (Conventions and Mechanics)</b></p> <ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Read aloud with self, teacher, peer</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>	<p>Writing: 6, 12-13  Descriptive Writing: 66, 72-74  Narrative Writing: 86, 97-102, 129  Expository Writing: 142, 153-158, 185  Persuasive Writing: 198, 210-214, 241  Response to Literature: 256, 263-266, 276, 282, 288, 294  Writing Stories: 304  Writing Poems: 314  Research Writing: 336, 349-354</p> <p>Revising: 7, 14-15  Descriptive Writing: 66, 74  Narrative Writing: 86, 104-113, 129  Using a Checklist: 114, 170, 226, 267, 277, 283, 289, 295, 358  Expository Writing: 142, 160-169, 185  Persuasive Writing: 198, 216-225, 241  Response to Literature: 256, 277  Writing Stories: 305  Writing Poems: 315  Research Writing: 356-357</p> <p>Editing: 7, 16, 30  Editing Proofreading Marks: Inside back cover  Descriptive Writing: 74  Narrative Writing: 86, 116-117  Editing with a Checklist: 118, 174, 230, 268, 277, 283, 289, 295  Expository Writing: 142, 172-173, 185  Persuasive Writing: 198, 228-229, 241  Response to Literature: 256  Writing Stories: 305  Writing Poems: 315  Research Writing: 360</p> <p>Publishing: 5, 7, 43-46  Narrative Writing: 119  Expository Writing: 175  Persuasive Writing: 231  Research Writing: 361-362</p>

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**Grade Level Expectations (GLES) for Writing**  
**Grade 5**

**W-5-1 Structures of Language**

**Applying Understanding of Sentences, Paragraphs, Text Structure**

<b>Standard</b>	<b>Write Source, Grade 5</b>
<p><b>W-5-1</b>  <b>Students demonstrate command of the structure of sentences, paragraphs, and text by...</b></p> <ul style="list-style-type: none"> <li>• W-5-1.1 <u>Using carried sentence length and structure to enhance meaning</u></li>   <li>• W-5-1.2 Using the paragraph form: indenting, main idea, supporting details</li>   <li>• W-5-1.3 <u>Recognizing organizational patterns within paragraphs</u></li> </ul>	<p>Understanding Sentence Fluency: 29                      Revising for Sentence Fluency: 112-113, 168-169, 224-225                      Writing Complete Sentences: 432-435                      Improving Sentence Style: 440-449                      Understanding Sentences: 560-569</p> <p>Writing Paragraphs: 51-61                      Writing a Descriptive Paragraph: 63-55                      Writing a Narrative Paragraph: 83-86                      Writing an Expository Paragraph: 139-142                      Writing a Persuasive Paragraph: 195-198                      Writing a Response to Literature Paragraph: 253-256                      Writing a Summary Paragraph: 333-336</p> <p>Understanding Organization: 25-26                      Organizing Your Paragraph: 56-57                      Revising for Organization: 106-107, 162-163, 218-219                      Writing a Comparison-Contrast Essay: 182-185                      Put Ideas in Order: 458</p>

## W-5-2 Writing in Response to Literary or Informational Text

### Showing Understanding of Ideas in Text

Standard	Write Source, Grade 5
<p><b>W-5-2</b>  <b>In response to literary or informational text, students show understanding of plot/ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-5-2.1 Selecting appropriate information to set context/background</li>   <li>• W-5-2.2 <u>Summarizing key ideas</u></li>   <li>• W-5-2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge <u>or other texts, by referring to relevant ideas</u></li> </ul>	<p>Expository Writing: Explaining How Something Works, 143-175            Expository Writing: Writing a Comparison-Contrast Essay, 182-185            Response to Literature: Writing a Book Review, 257-272            Response to Literature: Other Forms of Responding, 273-297            Elements of Fiction: 309-310</p> <p>Summary Paragraph: 60-61. 333-336</p> <p>Expository Writing: Explaining How Something Works, 143-175            Expository Writing: Writing a Comparison-Contrast Essay, 182-185            Response to Literature: Writing a Book Review, 257-272            Response to Literature: Other Forms of Responding, 273-297            Elements of Fiction: 309-310</p>

## W-5-3 Writing in Response to Literary or Informational Text

### Making an Analytical Judgment about Text

Standard	Write Source, Grade 5
<p><b>W-5-3</b>  <b>In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <ul style="list-style-type: none"> <li>• W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question</li> </ul>	<p>Writing a Focus Statement: 151, 184, 338, 465            Expository Writing: Explaining How Something Works, 143-175            Response to Literature: Writing a Book Review, 257-272            Writing Your Thesis Statement: 347-348</p>

Standard	Write Source, Grade 5
<ul style="list-style-type: none"> <li>• W-5-3.2 Making inferences about content, events, characters, or setting , or common themes</li>   <li>• W-5-3.3 Using specific details and references to text or <u>citations</u> to support focus</li>   <li>• W-5-3.4 Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u></li> </ul>	<p>Response to Literature: Writing a Book Review, 257-272  Thinking About the Theme: 262  Response to Literature: Other Forms of Responding, 273-297  Additional Ideas for Book Reviews: 270  Elements of Fiction: 309-310</p> <p>Gathering Details: 11, 58, 65,70, 85, 95, 127, 149, 150, 183, 187, 205, 261, 275, 281, 293, 313, 456  Understanding Ideas: 23-24  Revising for Ideas: 104-105, 160-161  Citing Sources: 30, 346, 352, 354</p> <p>Understanding Organization: 25-26  Revising for Organization: 106-107, 162-163, 218-219  Closing Sentences: 61, 84, 98, 140, 196, 254, 254, 334  Organizing Your Paragraph: 56-57, 458  Transitions: 56, 57, 156, 207, 212, 219, 465, 472-473</p>

**W-5-4 Narrative Writing**

**Creating a Story Line and Applying Narrative Strategies**

Standard	Write Source, Grade 5
<p><b>W-5-4</b>  <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <ul style="list-style-type: none"> <li>• W-5-4.1 Creating a clear and <u>coherent</u> story line</li>   <li>• W-5-4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolutions</u></li>   <li>• W-5-4.3 <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u></li> </ul>	<p>Writing a Narrative Paragraph: 83-86  Narrative Writing: Sharing a Personal Success, 87-124  Narrative Writing: Writing Across the Curriculum, 125-137  Writing Stories: 299-307  Story Patterns: 308  Elements of Fiction: 309-310</p> <p>Summarizing the Plot: 255  Plot (story) Line: 270, 303  Setting: 270, 310  Conflict: 309</p> <p>Transitions: 56, 57, 156, 207, 212, 219, 465, 472-473</p>

## W-5-5 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 5
<p><b>W-5-5</b>  <b>Students demonstrate use of narrative strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-5-5.1 Using relevant and descriptive details <u>to advance the story line</u></li>   <li>• W-5-5.2 <u>Using dialogue to advance plot/story line</u></li>   <li>• W-5-5.3 <u>Developing characters through description</u></li> </ul>	<p>Understanding Ideas: 22-23            Understanding Word Choice: 28            Narrative Writing: Gathering Details, 85, 93            Collecting Sensory Details: 71, 95, 425, 464            Characters: 270, 309</p> <p>Thinking About Dialogue: 96, 465            Revising for Voice: Does my dialogue work well? 109</p> <p>Describing a Person: 67-74            Describing a Person from History: 76-77            Characters: 270, 309            Character Sketch: 461</p>

## W-5-6 Informational Writing (Reports, Procedures, or Persuasive Writing

### Organizing and Conveying Information

Standard	Write Source, Grade 5
<p><b>W-5-6</b>  <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-5-6.1 <u>Using an organizational text structure appropriate to focus/controlling idea</u></li> </ul>	<p>Understanding Organization: 25-26            Paragraph Writing: Organizing Your Ideas, 56-57            Persuasive Writing: Understanding Order of Importance, 206            Persuasive Writing: Organizing Your Ideas, 208            Research Writing: Organizing Ideas, 347            Research Writing: Making an Outline, 348            Try Graphic Organizers: 456-457            Put Ideas in Order: 458</p>

Standard	Write Source, Grade 5
<ul style="list-style-type: none"> <li>W-5-6.2 <u>Selecting appropriate information to set the context</u></li> </ul>	Persuasive Writing: Persuasive Paragraph, 196-198 Persuasive Writing: Writing an Opinion Statement, 207 Persuasive Writing: Writing a Topic Sentence, 207 Persuasive Writing: Expressing an Opinion, 199-214
<ul style="list-style-type: none"> <li>W-5-6.3 Using transition words or phrases <u>appropriate to organizing text structure</u></li> </ul>	Transitions: 56, 57, 156, 207, 212, 219, 465, 472-473 Connecting Your Sentences: 212 Revising for Organization: 218-219
<ul style="list-style-type: none"> <li>W-5-6.4 Writing a conclusion <u>that provides closure</u></li> </ul>	Closing Sentences: 53, 61, 84, 140, 196, 254, 334 Endings: Paragraph Models, 90, 126, 130, 146, 182, 202, 259, 266 Research Writing: Ending Your Report, 353

## W-5-7 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source, Grade 5
<p><b>W-5-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>W-5-7.2 Stating and maintaining a focus/controlling idea on a topic</li> </ul>	Writing Topic Sentences: 53, 54, 141, 207, 465 Writing Focus Statements: 151, 184, 338, 347, 348, 465 Writing an Opinion Statement: 207 Expository Writing: Explaining How something Works, 143-174 Persuasive Writing: Expressing an Opinion, 199-231 Writing a Research Report: 337-359

## W-5-8 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Using Elaboration Strategies

Standard	Write Source, Grade 5
<p><b>W-5-8</b>  <b>In informational writing, students demonstrate use of a range of elaboration strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-5-8.2 Including facts and details relevant to focus/controlling ideas, and <u>excluding extraneous information</u></li>   <li>• W-5-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> </ul>	<p>Expository Writing: Explaining How Something Works, 143-175            Expository Writing: Writing a Comparison-Contrast Essay, 182-185            Persuasive Writing: Expressing an Opinion, 199-231            Persuasive Writing: Writing an Editorial, 238-241            Research Writing: Building Research Skills, 321-332            Research Writing: Writing a Summary Paragraph, 333-336            Research Writing: Writing a Research Report, 337-362</p> <p>Expository Writing: Explaining How Something Works, 143-175            Expository Writing: Writing a Comparison-Contrast Essay, 182-185            Persuasive Writing: Expressing an Opinion, 199-231            Persuasive Writing: Writing an Editorial, 238-241            Research Writing: Building Research Skills, 321-332            Research Writing: Writing a Summary Paragraph, 333-336            Research Writing: Writing a Research Report, 337-362</p>

## W-5-9 Writing Conventions

### Applying Rules of Grammar, Usage, and Mechanics

Standard	Write Source, Grade 5
<p><b>W-5-9</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• W-5-9.1 Identifying or correcting grammatical errors</li> </ul>	<p>Working with Words: 408-430            Building Effective Sentences: 432-449            Subject-Verb Agreement: 420, 438            Understanding Sentences: 560-569            Using the Parts of Speech: 570-605</p>

Standard	Write Source, Grade 5
<ul style="list-style-type: none"> <li>• W-5-9.2 Applying basic capitalization rules</li> <li>• W-5-9.4 <u>Using punctuation to clarify meaning</u></li> <li>• W-5-9.5 Correctly spelling grade-appropriate words, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules</li> </ul>	<p>Capitalization: 508-527</p> <p>Marking Punctuation: 479-535</p> <p>Improving Spelling: 528-535 Using the Right Word: 536-559 Learn About Word Parts: 468-469</p>

**Appendix B: Overview of the Writing Process**

**Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing writing.**

Standard	Write Source, Grade 5
<p><b>W-5</b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> </ul> <p>Develop topic, elaborate, explore sentence variety and language use</p>	<p>Prewriting: 5, 6, 11 Descriptive Writing: 65, 70-71 Narrative Writing: 85, 92-96 Expository Writing: 141, 148-152, 183-184 Persuasive Writing: 197, 203-208, 239, 240 Response to Literature: 255, 260-263, 275, 281, 287, 293 Writing Stories: 302-303 Writing Poems: 313-314 Research Writing: 335, 341-348 Try Graphic Organizers: 456-457</p> <p>Writing: 5, 6, 12-13 Descriptive Writing: 66, 72-74 Narrative Writing: 86, 97-102, 129 Expository Writing: 142, 154-158, 185 Persuasive Writing: 198, 210-214, 241 Response to Literature: 256, 263-266, 276, 282, 288, 294 Writing Stories: 304 Writing Poems: 314 Research Writing: 336, 350-354</p>

Standard	Write Source, Grade 5
<p><b>Revising (Content and Ideas)</b></p> <ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul> <p><b>Editing (Conventions and Mechanics)</b></p> <ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Read aloud with self, teacher, peer</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>	<p>Revising: 5, 6,, 14-15  Descriptive Writing: 74  Narrative Writing: 86, 104-113, 129  Using a Checklist: 114, 170, 226, 267, 283, 289  Expository Writing: 142, 160-169, 185  Persuasive Writing: 198, 216-225, 241  Response to Literature: 256, 277, 283, 289, 295  Writing Stories: 305  Writing Poems: 315  Research Writing: 336, 356-357</p> <p>Editing: 5, 6, 16-18  Editing Proofreading Marks: Inside back cover  Descriptive Writing: 74  Narrative Writing: 86, 116-117  Editing with a Checklist: 118, 174, 230, 268, 360  Expository Writing: 142, 172-173, 185  Persuasive Writing: 198, 228-229, 241  Response to Literature: 256, 277, 283, 289, 295  Writing Stories: 305  Writing Poems: 315  Research Writing: 336</p> <p>Publishing: 5, 6, 43-46  Narrative Writing: 119  Expository Writing: 175  Persuasive Writing: 231  Poems:  Research Writing: 361</p>



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**correlated to**  
**Tri-State New England (TSNE)**  
**Grade Level Expectations (GLES) for Writing**  
**Grade 6**

**W-6-1 Structures of Language**

**Applying Understanding of Sentences, Paragraphs, Text Structure**

Standard	Write Source, Grade 6
<p><b>W-6-1</b>  <b>Students demonstrate command of the structure of sentences, paragraphs, and text by...</b></p> <ul style="list-style-type: none"> <li>• W-6-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li>   <li>• W-6-1.2 Using the paragraph form: indenting, main idea, supporting details</li>   <li>• W-6-1.3 Recognizing organizational structures <b>within</b> paragraphs</li>   <li>• W-6-1.4 <u>Applying a format and text structure appropriate to the purpose of the writing</u></li> </ul>	<p>Understanding Sentence Fluency: 42-43  Revising for Sentence Fluency: 122-123, 186-187, 248-249, 310-311  Writing Complete Sentences: 500-510  Adding Variety to Your Sentences: 511-522  Understanding Sentences: 690-701</p> <p>The Parts of a Paragraph: 524-525  Writing Effective Paragraphs: 530-533  How can I turn my paragraphs into essays?: 540</p> <p>Understanding Organization: 37-39  Revising for Organization: 116-117, 180-181, 242-243, 304-305  Compose Narrative Paragraphs: 526  Create Descriptive Paragraphs: 527  Write Expository Paragraphs: 528  Develop Persuasive Paragraphs: 529  Use Chronological Order: 534  Use Order of Location: 535  Use Order of Importance: 536  Use Comparison/Contrast Order: 537  Use Patterns of Organization: 551</p> <p>Traits of Narrative Writing: 98  Traits of Expository Writing: 162  Traits of Persuasive Writing: 224  Traits of Writing About Literature: 288  Constructing Strong Paragraphs: 524-537  Create Unity in Your Writing: 538  Develop Coherence from Start to Finish: 539</p>

## W-6-2 Writing in Response to Literary or Informational Text

### Showing Understanding of Ideas in Text

Standard	Write Source, Grade 6
<p><b>W-6-2</b>  <b>In response to literary or informational text, students show understanding of plot/ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-6-2.1 Selecting appropriate information to set context/background</li>   <li>• W-6-2.2 Summarizing key ideas</li>   <li>• W-6-2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas</li> </ul>	<p>Expository Writing: Explaining a Process: 161-198            Expository Writing: Writing Across the Curriculum: 205-213            Response to Literature: Response Paragraph: 283-286            Response to Literature: Writing a Book Review: 289-300            Story Patterns: 350</p> <p>Summarizing an Article 332-333            Summary Paragraph: 377-380</p> <p>Expository Writing: Explaining a Process: 161-198            Expository Writing: Writing Across the Curriculum: 205-213            Response to Literature: Response Paragraph: 283-286            Response to Literature: Writing a Book Review: 289-300            Response to Literature: Writing Across the Curriculum: 329-341            Elements of Fiction: 351-352</p>

## W-6-3 Writing in Response to Literary or Informational Text

### Making an Analytical Judgment about Text

Standard	Write Source, Grade 6
<p><b>W-6-3</b>  <b>In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <ul style="list-style-type: none"> <li>• W-6-3.1 Stating and maintaining a focus (purpose), a <u>firm judgment or point of view</u> when responding to a given question</li> </ul>	<p>Focus Statement: 35, 168, 294, 297            Traits of Expository Writing: 162            Traits of Response to Literature: 288            Revising for Ideas: Does my focus statement need work? 302            Point of View: 352, 561</p>

Standard	Write Source, Grade 6
<ul style="list-style-type: none"> <li>• W-6.3.2 Making inferences about content, events, characters, setting, or common themes and the <u>relationship(s) among them</u></li>   <li>• W-6.3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u></li>   <li>• W-6.3.4 Organizing ideas, using transitions words/phrases and writing a conclusion that provides closure</li> </ul>	<p>Rubric for Expository Writing: 184-195  Response to Literature: Writing a Book Review: 287-300  Rubric for Response to Literature: 318-319  Elements of Fiction: 351-352  Thinking Through Each Assignment: 451-457</p> <p>Gathering Details: 8, 13, 73, 78, 95, 103, 105, 138, 168, 202, 221, 293, 347, 355  Understanding Ideas: 35-36  Focus Statement: 35, 168, 294, 297, 302  Revising for Ideas: 114-115, 178-179, 240-241, 302-303  Citing Sources: 385, 391, 395, 399-400, 409</p> <p>Understanding Organization: 37-39  How can I write a strong ending? 39  Revising for Organization: 116-117, 180-181, 242-243, 304-305  Closing Sentences: Models: 72, 94, 158, 220, 332, 378, 524, 526-529  Transitions: 116, 174, 181, 298, 561, 572-573  Organization: 284, 288, 290, 312, 318-319, 235, 238, 339</p>

**W-6-4 Narrative Writing**

**Creating a Story Line and Applying Narrative Strategies**

Standard	Write Source, Grade 6
<p><b>W-6-4</b>  <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <ul style="list-style-type: none"> <li>• W-6.4.1 Creating a clear and coherent (logically consistent) story line</li>   <li>• W-6.4.2 Establishing context, problem/conflict/challenge, and resolution and <u>maintaining point of view, (1<sup>st</sup> person, 3<sup>rd</sup> person, or omniscient)</u></li>   <li>• W-6.4.3 Using transition words/phrases to establish clear chronology and to enhance meaning</li> </ul>	<p>Narrative Paragraph: 93-96  Sharing an Experience: 97-134  Biographical Narrative: 135-142  Narrative Writing: Across the Curriculum: 143-154  Narrative Writing in Review: 155  Creative Writing: Writing Stories: 343-349  Story Patterns: 350  Elements of Fiction: 351-352</p> <p>Creating a Plot: 347  Conflict: 351  Point of View: 352, 361  Elements of Fiction: 351-352</p> <p>Transitions: 116, 174, 181, 242-243, 298, 305, 561, 572-573</p>

## W-6-5 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 6
<p><b>W-6-5</b>  <b>Students demonstrate use of narrative strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-6-5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line</li>   <li>• W-6-5.2 Using dialogue to advance plot/story line</li>   <li>• W-6-5.3 Developing characters through description, <u>dialogue and actions</u></li>   <li>• W-6-5.4 Using voice appropriate to purpose</li>   <li>• W-6-5.5 <u>Maintain focus</u></li> </ul>	<p>Understanding Ideas: 35-36            Narrative Writing: Gathering Details: 95, 103, 105, 138            Narrative Writing: Revising for Ideas: 114-115            Revising for Word Choice: 120-121            Gathering Sensory Details: 105, 115, 178, 347, 355, 489, 531, 557, 559</p> <p>Revising for Voice: 119-120            Dialogue: 351, 556, 557, 560</p> <p>Gathering Details about People: 103            Have I punctuated dialogue correctly? 126            How do I know when to indent dialogue? 127            Characterization: 351            Writing About a Person: 532</p> <p>Understanding Voice: 40            Using Figures of Speech: 79            Revising for Voice: 118-119            How can I make my voice more colorful? 556-557</p> <p>Personal Narrative: Models: 99-100, 137-137            Reviewing Your Details: 106            Getting the Big Picture: 108            Creating Your First Draft: 140            Short Story: Model: 344-345            Writing Stories: 346-349</p>

## W-6-6 Informational Writing (Reports, Procedures, or Persuasive Writing

### Organizing and Conveying Information

Standard	Write Source, Grade 6
<p><b>W-6-6</b>  <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea</li>   <li>• W-6-6.2 Selecting appropriate information to set context <u>which may include a lead/hook</u></li>   <li>• W-6-6.3 Using transition words or phrases appropriate to organizational text structure</li>   <li>• W-6-6.4 Writing a conclusion that provides closure</li> </ul>	<p>Traits of Organization: 12, 16, 34            Understanding Organization: 37-39            Persuasive Writing: Organizing Your Ideas: 232            Persuasive Writing: Organizing a Pet Peeve: 265            Research Paper: Outlining Your Ideas: 393            Writing Your Research Paper: 394-400            Methods of Organization: 534-537, 550-551            Graphic Organizers: 548-549</p> <p>Science: Writing an Anecdote: 148-149            Persuasive Writing: Writing Topic Sentences: 231            Persuasive Writing: Promoting a Cause: 234-238            Persuasive Writing: Pet Peeve Essay: 265</p> <p>Connecting Your Sentences: 174-175            Transitions: 298, 305, 572-573            Revising for Organization: 242-243, 304-305            Develop Coherence from Start to Finish: 539</p> <p>How can I write a strong ending? 39            Closing Sentences: Models: 72, 94, 158, 220, 332, 378, 524, 526-529            Ending Paragraphs: Models: 164, 201, 208, 210, 212, 215, 226, 263, 270, 272, 274, 279, 290, 330, 339, 384            Persuasive Writing: Ending Your Essay: 238            Ending Your Research Report: 398</p>

## W-6-7 Informational Writing (Reports, Procedures, or Persuasive Writing

### Organizing and Conveying Information

Standard	Write Source, Grade 6
<p><b>W-6-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-6-7.2 Stating and maintaining a focus/controlling idea on a topic</li> </ul>	<p>Writing a Topic Sentence: 159, 169, 174-175, 231, 525            Writing a Focus Statement: 168            Writing an Opinion Statement: 230            Expository Writing: Explaining a Process: 172-176            Persuasive Writing: Promoting a Cause: 234-238            Writing Your Research Paper: 386-393            How can I write terrific topic sentences: 552-553</p>

## W-6-8 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Using Elaboration Strategies

Standard	Write Source, Grade 6
<p><b>W-6-8</b>  <b>In informational writing, students demonstrate use of a range of elaboration strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-6-8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information</li>   <li>• W-6-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li>   <li>• W-6-8.4 Addressing readers' concerns (including counterarguments – in persuasive arguments; addressing potential problems – in procedures; providing context – in reports)</li> </ul>	<p>Expository Writing: Explaining a Process: 161-198            Expository Writing: Classification Essay: 199-204            Understanding Opinions and Facts: 230            Persuasive Writing: Promoting a Cause: 223-257            Persuasive Writing: Pet-Peeve Essay: 261-266            Research Writing: Building Skills: 363-376            Research Writing: Summary Paragraph: 377-380            Research Writing: Research Report: 381-409</p> <p>Expository Writing: Explaining a Process: 161-198            Expository Writing: Classification Essay: 199-204            Understanding Opinions and Facts: 230            Persuasive Writing: Promoting a Cause: 223-257            Persuasive Writing: Pet-Peeve Essay: 261-266            Research Writing: Building Skills: 363-376            Research Writing: Summary Paragraph: 377-380            Research Writing: Research Report: 381-409</p> <p>Expository Writing: Explaining a Process: 161-198            Expository Writing: Classification Essay: 199-204            Math: Explaining a Concept: 208-209            Science: Writing an Explanation: 210-211            Understanding Opinions and Facts: 230            Persuasive Writing: Promoting a Cause: 223-257            Persuasive Writing: Pet-Peeve Essay: 261-266            Science: Supporting a Theory: 272-273            Research Writing: Building Skills: 363-376            Research Writing: Summary Paragraph: 377-380            Research Writing: Research Report: 381-410</p>

## W-6-9 Writing Conventions

### Applying Rules of Grammar, Usage, and Mechanics

Standard	Write Source, Grade 6
<p><b>W-6-9</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• W-6-9.1 <u>Applying rules of standard English to correct grammatical errors</u></li>   <li>• W-6-9.2 Applying basic capitalization rules</li>   <li>• W-6-9.4 Using punctuation to clarify meaning</li>   <li>• W-6-9.5 Correctly spelling grade appropriate words, including homonyms and homophones and applying syllables and affix spelling patterns/rules</li> </ul>	<p>Writing Complete Sentences: 500-505            Check for Run-On Sentences: 505            Eliminate Rambling Sentences: 507            Make Subjects and Verbs Agree: 508-509, 728.1            Plurals: 630-633            Understanding Sentences: 690-701            Using the Parts of Speech: 702-749</p> <p>Capitalization: 618-629</p> <p>Marking Punctuation: 579-617</p> <p>Learn About Prefixes: 564-564            Study Suffixes: 566            Understand Roots: 567-569            Improving Spelling: 642-651            Using the Right Word: 652-689</p>

## Appendix B: Overview of the Writing Process

**Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing writing.**

Standard	Write Source, Grade 6
<p><b>W-6</b>  <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul>	<p>Prewriting: 7, 8, 13            Descriptive Writing: 73, 78-79            Narrative Writing: 95, 101-106, 138-139, 155            Expository Writing: 159, 165-170, 202-203, 217            Persuasive Writing: 221, 227-232, 264-265, 281            Response to Literature: 285, 291-294, 326            Writing Stories: 346-347            Writing Poems: 355-356            Research Writing: 379, 386-393</p>

Standard	Write Source, Grade 6
<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> <li>• Develop topic, elaborate, explore sentence variety and language use</li> </ul> <p><b>Revising (Content and Ideas)</b></p> <ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul> <p><b>Editing (Conventions and Mechanics)</b></p> <ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Read aloud with self, teacher, peer</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>	<p>Drafting: 7, 8, 14-15  Descriptive Writing: 74, 80-81  Narrative Writing: 96, 107-112, 140, 155  Expository Writing: 160, 171-176, 204, 217  Persuasive Writing: 222, 233-238, 265, 281  Response to Literature: 286, 295-300, 327  Writing Stories: 348  Writing Poems: 356  Research Writing: 380, 394-400</p> <p>Revising: 7, 99, 16-21  With a Rubric: 114-124, 178-188, 240-250, 302-312  Descriptive Writing: 74, 82  Narrative Writing: 96, 113-124, 141, 155  Expository Writing: 160, 177-178, 204, 217  Persuasive Writing: 222, 239-250, 266, 281  Writing Stories: 348  Writing Poems: 357  Research Writing: 380, 401-402</p> <p>Editing: 7, 9, 16-21  Editing Proofreading Marks: Inside back cover  With a Rubric: 50-51, 126-127, 190-191, 252-253, 314-315  Descriptive Writing: 74, 82  Narrative Writing: 96, 125-128, 142, 155  Expository Writing: 160, 189-192, 204, 217  Persuasive Writing: 222, 251-254, 266, 281  Response to Literature: 286, 313-316, 328  Writing Stories: 349  Writing Poems: 357  Research Writing: 380, 403-404</p> <p>Publishing: 7, 8, 24-26, 59-64  Narrative Writing: 129, 142  Expository Writing: 193  Persuasive Writing: 255  Response to Literature: 317, 328  Writing Stories: 349  Writing Poems: 357  Research Writing: 405</p>

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**Grade Level Expectations (GLES) for Writing**  
**Grade 7**

**W-7-1 Structures of Language**

**Applying Understanding of Sentences, Paragraphs, Text Structure**

Standard	Write Source, Grade 7
<p><b>W-7-1</b>  <b>Students demonstrate command of the structure of sentences, paragraphs, and text by...</b></p> <ul style="list-style-type: none"> <li>• W-7-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li>   <li>• W-7-1.2 Using the paragraph form: indenting, main idea, supporting details</li>   <li>• W 7-1.3 Recognizing organizational structures <b>within</b> paragraphs <u>or within</u> texts</li>   <li>• W-7-1.4 Applying a format and text structure appropriate to the purpose of the writing</li> </ul>	<p>Understanding Sentence Fluency: 42-43                      Revising for Sentence Fluency: 122-123, 186-187, 248-249, 310-311                      Writing Complete Sentences: 500-510                      Adding Variety to Your Sentences: 511-522                      Understanding Sentences: 690-701</p> <p>The Parts of a Paragraph: 524-525                      Writing Effective Paragraphs: 530-533                      How can I turn my paragraphs into essays? 540</p> <p>Understanding Organization: 38-39                      Revising for Organization: 116-117, 180-181, 242-243, 304-305                      Write Narrative Paragraphs: 526                      Develop Descriptive Paragraphs: 527                      Construct Expository Paragraphs: 528                      Build Persuasive Paragraphs: 529                      Use Chronological Order: 534                      Use Order of Location: 535                      Use Order of Importance: 536                      Use Comparison/Contrast Order: 537                      Use Patterns of Organization: 551</p> <p>Traits of Narrative Writing: 98                      Traits of Comparison-Contrast Writing: 162                      Traits of Problem-Solution Writing: 224                      Traits of Response to Literature: 287                      Constructing Strong Paragraphs: 524-537                      Create Unity in Your Writing: 538                      Develop Coherence from Start to Finish: 539</p>

## W-7-2 Writing in Response to Literary or Informational Text

### Showing Understanding of Ideas in Text

Standard	Write Source, Grade 7
<p><b>W-7-2</b>  <b>In response to literary or informational text, students show understanding of plot/ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-7-2.1 <u>Selecting and summarizing key ideas to set context</u></li>   <li>• W-7-2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge or other texts, <u>or the broader world of ideas</u>, by referring to and <u>explaining</u> relevant ideas</li> </ul>	<p>Does my ending summarize the theme? 305            Science: Summarizing a Science Article: 332-333            Summary Paragraph: 377-380</p> <p>Expository Writing: Explaining a Process: 161-198            Expository Writing: Writing a Cause-and Effect Essay: 199-204            Expository Writing: Writing Across the Curriculum: 205-213            Response to Literature: Interpreting a Story: 287-322            Response to Literature: Writing a Poetry Review: 323-325            Response to Literature: Writing Across the Curriculum: 329-341            Story Patterns: 350            Elements of Fiction: 351-352</p>

## W-7-3 Writing in Response to Literary or Informational Text

### Making an Analytical Judgment about Text

Standard	Write Source, Grade 7
<p><b>W-7-3</b>  <b>In response to literary or informational text, students make and support analytical judgments about ext by...</b></p> <ul style="list-style-type: none"> <li>• W-7-3.1 Stating and maintaining a focus (purpose), a firm judgment or point of view when responding to a given question</li> </ul>	<p>Focus Statement: 35-36, 294, 297            Traits of Expository Writing: 162            Writing Topic Sentences: 169            Traits of Response to Literature: 288            Revising for Ideas: Have I written a clear focus statement? 302-303            Point of View: 352, 561</p>

Standard	Write Source, Grade 7
<ul style="list-style-type: none"> <li>• W-7-3.2 Making inferences about the relationship(s) among content, events, characters, setting, <u>theme</u>, or <u>author’s craft</u></li>   <li>• W-7-3.3 Using specific details and references to text or relevant citations to support focus or judgment</li>   <li>• W-7-3.4 Organizing ideas, using transitions words/phrases and writing a conclusion that provides closure</li> </ul>	<p>Rubric for Expository Writing: 194-195  Response to Literature: Interpreting a Story: 287-317  Response to Literature: Writing a Poetry Review: 323-328  Rubric for Response to Literature Writing: 318-319  Elements of Fiction: 351-352  Theme: 352, 561</p> <p>Gathering Details: 8, 13, 37, 73, 78, 95, 103, 105, 139, 167, 202, 229-230, 285, 293, 303, 327, 347, 355, 390  Understanding Ideas: 35-36  Focus Statement: 35-36, 294, 297  Revising for Ideas: 114-115, 178-179, 240-241, 302-303  Citing Sources: 386, 393, 397, 403-404</p> <p>Understanding Organization: 37-39  Transitions: 39, 298, 304, 561, 572-573  Revising for Organization: 116-117, 180-181, 242-243, 304-305  Closing Sentences: Models: 72, 94, 108, 158, 172, 174, 220, 236, 237, 284, 332, 378, 524, 526-529  Organization: 284, 288, 290, 312, 318-319, 325, 328, 339</p>

**W-7-4 Narrative Writing**

**Creating a Story Line and Applying Narrative Strategies**

Standard	Write Source, Grade 7
<p><b>W-7-4</b>  <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <ul style="list-style-type: none"> <li>• W-7-4.1 Creating a clear and coherent (logically consistent) story line</li>   <li>• W-7-4.2 Establishing context, <u>character motivation</u>, <u>problem/conflict/challenge</u>, and resolution and maintaining point of view</li>   <li>• W-7-4.3 Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning</li> </ul>	<p>Narrative Paragraph: 93-96  Sharing a Learning Experience: 97-134  Narrative Writing: Phase Autobiography: 135-142  Narrative Writing: Across the Curriculum: 143-154  Narrative Writing in Review: 155  Creative Writing: Writing Stories: 343-349  Story Patterns: 350  Elements of Fiction: 351-352</p> <p>Character/Characterization: 285, 351  Creating a Conflict: 347  Conflict: 351  Point of View: 352, 361  Elements of Fiction: 351-352</p> <p>Transitions: 39, 116, 117, 298, 561, 572-573  Ellipses: 614</p>

## W-7-5 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 7
<p><b>W-7-5</b>  <b>Students demonstrate use of narrative strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-7-5.1 Using relevant and descriptive details and sensory language to advance the plot/story line</li>   <li>• W-7-5.2 Using dialogue to advance plot/story line</li>   <li>• W-7-5.3 Developing characters through description, dialogue and actions</li>   <li>• W-7-5.4 Using voice appropriate to purpose</li>   <li>• W-7-5.5 Maintain focus</li> </ul>	<p>Understanding Ideas: 35-37            Narrative Writing: Gathering Details: 95, 103, 105, 139            Narrative Writing: Revising for Ideas: 114-115            Gathering Sensory Details: 36, 78, 105, 347, 355, 488, 531, 549, 557, 559</p> <p>Narrative Writing: Adding Dialogue: 106, 126            Revising for Voice: 119            Dialogue: 106, 126, 348, 351, 559, 560</p> <p>Gathering Details about People: 103            Dialogue: 106, 126, 348, 351, 559, 560            Actions in Stories: 348, 492, 351,            Characterization: 351            Writing About a Person: 532</p> <p>Understanding Voice: 40            Using Similes and Metaphors: 79            Revising for Voice: 118-119            How can I create voice in my writing? 556-557</p> <p>Personal Narrative: Models: 99-100, 136-137            Remembering the Details: 103            Getting the Big Picture: 108-112            Creating Your First Draft: 140            Short Story: Model: 344-345            Writing Stories: 346-349</p>

## W-7-6 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source, Grade 7
<p><b>W-7-6</b>  <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-7-6.1 Using an organizational text structure appropriate to focus/controlling idea</li>   <li>• W-7-6.2 Selecting appropriate information to set context which may include a lead/hook</li>   <li>• W-7-6.3 Using transition words or phrases appropriate to organizational text structure</li>   <li>• W-7-6.4 Writing a conclusion that provides closure</li> </ul>	<p>Traits of Organization: 12, 16, 34            Understanding Organization: 38-39            Persuasive Writing: Organizing Your Essay: 232            Persuasive Writing: Creating an Editorial: 265            Research Paper: Outlining Your Ideas: 393            Writing Your Research Paper: 387-402            Methods of Organization: 534-537, 550-551            Graphic Organizers: 548-549</p> <p>Understanding Ideas: 35-36            Writing Topic Sentences: 159, 169, 525, 552-553, 561            Persuasive Writing: Proposing a Solution: 234-236            Does my beginning capture my reader's attention? 242            Writing a Focus Statement: 294, 302-303            Writing Your Thesis Statement: 394            Starting Your Research Paper: 398</p> <p>Use Comparison-Contrast Words: 174-175            Transitions: 39, 117, 298, 561, 572-573            Revising for Organization: 304            Develop Coherence from Start to Finish: 539</p> <p>Ending Your Essay: 82, 140, 176, 238, 243            Ending Your Interpretation: 300            Ending Your Research Paper: 402            Ending Paragraphs: Models: 77, 84, 164, 201, 208, 210, 215, 226, 263, 270, 272, 279, 290, 330, 339, 345, 385</p>

## W-7-7 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source, Grade 7
<p><b>W-7-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-7-7.2 Stating and maintaining a focus/controlling idea on a topic</li>   <li>• W-7-7.3 <u>Writing with a sense of audience, when appropriate</u></li> </ul>	<p>Writing Topic Sentences: 159, 169, 525, 552-553, 561            Writing a Focus Statement: 294, 302-303            Writing Your Thesis Statement: 394            Expository Writing: Comparing Two Subjects: 172-176            Expository Writing: A Cause-and Effect Essay: 199-204            Persuasive Writing: Proposing a Solution: 234-238            Writing Your Research Paper: 386-393</p> <p>How important is audience when it comes to voice? 40            Do my words fit my audience and purpose? 247            Audience: 560  <i>The Writing Guidelines found on the first page of each type of writing includes a recommended audience.</i></p>

## W-7-8 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Using Elaboration Strategies

Standard	Write Source, Grade 7
<p><b>W-7-8</b>  <b>In informational writing, students demonstrate use of a range of elaboration strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-7-8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information</li> </ul>	<p>Expository Writing: Comparing Two Subjects: 161-198            Expository Writing: Cause-and Effect Essay: 199-204            Persuasive Writing: Proposing a Solution: 223-260            Persuasive Writing: Creating an Editorial: 261-266            Research Writing: Building Skills: 363-376            Research Writing: Summary Paragraph: 377-380            Research Writing: Research Report: 381-409</p>

Standard	Write Source, Grade 7
<ul style="list-style-type: none"> <li>• W-7-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li>   <li>• W-7-8.4 Addressing readers' concerns (including counterarguments – in persuasive arguments; addressing potential problems – in procedures; providing context – in reports)</li>   <li>• W-7-8.5 <u>Commenting on the significance of information, when appropriate</u></li> </ul>	<p>Expository Writing: Comparing Two Subjects: 161-198  Expository Writing: Cause-and Effect Essay: 199-204  Persuasive Writing: Proposing a Solution: 223-260  Persuasive Writing: Creating an Editorial: 261-266  Research Writing: Building Skills: 363-376  Research Writing: Summary Paragraph: 377-380  Research Writing: Research Report: 381-409</p> <p>Expository Writing: Comparing Two Subjects: 161-198  Expository Writing: Cause-and Effect Essay: 199-204  Persuasive Writing: Proposing a Solution: 223-260  Persuasive Writing: Creating an Editorial: 261-266  Research Writing: Building Skills: 363-376  Research Writing: Summary Paragraph: 377-380  Research Writing: Research Report: 381-409</p> <p>Primary vs, Secondary Sources: 364  Evaluating Sources: 376  Citing Sources: 386, 393, 397, 403-404</p>

**W-7-9 Writing Conventions**

**Applying Rules of Grammar, Usage, and Mechanics**

Standard	Write Source, Grade 7
<p><b>W-7-9</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• W-7-9.1 Applying rules of standard English to correct grammatical</li>   <li>• W-7-9.2 <u>Applying capitalization rules</u></li>   <li>• W-7-9.4 <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u></li>   <li>• W-7-9.5 Correctly spelling grade appropriate words, including high frequency words and conventional spelling patterns/rules</li> </ul>	<p>How do I avoid shifts in verb tense? 314  Using Nouns: 470-473  Using Pronouns: 474-479  Choosing Verbs: 480-485  Making Subjects and Verbs Agree: 508-509  Nouns: 704-705  Verb Tense: 720-726</p> <p>Capitalization: 618-629</p> <p>Marking Punctuation: 579-617  Semicolons: 594-595  Colons: 596-597</p> <p>Learn About Prefixes: 564-565  Study Suffixes: 566  Understand Roots: 567-569  Improving Spelling: 642-651  Using the Right Word: 652-689</p>

## Appendix B: Overview of the Writing Process

**Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing writing.**

Standard	Write Source, Grade 7
<p><b>W-7</b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> <li>• Develop topic, elaborate, explore sentence variety and language use</li> </ul> <p><b>Revising (Content and Ideas)</b></p> <ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul> <p><b>Editing (Conventions and Mechanics)</b></p> <ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Read aloud with self, teacher, peer</li> </ul>	<p>Prewriting: 7, 8, 13            Descriptive Writing: 73, 78-79            Narrative Writing: 95, 101-106, 138-139, 155            Expository Writing: 159, 165-170, 202-203, 217            Persuasive Writing: 221, 227-232, 264-265            Response to Literature: 285, 291-294, 326-327            Writing Stories: 346-347            Writing Poems: 355-356            Research Writing: 379, 387-395</p> <p>Drafting: 7, 8, 14-15            Descriptive Writing: 74, 80-81            Narrative Writing: 96, 107-112, 140            Expository Writing: 160, 171-176, 204            Persuasive Writing: 222, 233-238, 265            Response to Literature: 286, 295-300, 327            Writing Stories: 348            Writing Poems: 356            Research Writing: 380, 396-404</p> <p>Revising: 7, 9, 16-21, 50-51            With a Rubric: 50-51, 114-124, 178-188, 240-250, 302-312            Descriptive Writing: 74, 82            Narrative Writing: 96, 113-124, 141            Expository Writing: 160, 177-178, 204            Persuasive Writing: 222, 239-250            Writing Stories: 348            Writing Poems: 357            Research Writing: 380, 405-406</p> <p>Editing: 7, 9, 22-23            Editing Proofreading Marks: Inside back cover            With a Rubric: 50-51, 126-127, 190-191, 252-253, 314-315            Narrative Writing: 125-128, 142            Expository Writing: 189-192            Persuasive Writing: 222, 251-254            Response to Literature: 286, 313-316, 328            Writing Stories: 349            Writing Poems: 357            Research Writing: 407-408</p>

Standard	Write Source, Grade 7
<p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>	<p>Publishing: 7, 9, 24-26, 57-64  Narrative Writing: 129, 142  Expository Writing: 193  Persuasive Writing: 255, 266  Response to Literature: 317, 328  Writing Stories: 349  Writing Poems: 357  Research Writing: 409</p>

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**Grade Level Expectations (GLES) for Writing**  
**Grade 8**

**W-8-1 Structures of Language**

**Applying Understanding of Sentences, Paragraphs, Text Structure**

Standard	Write Source, Grade 8
<p><b>W-8-1</b>  <b>Students demonstrate command of the structure of sentences, paragraphs, and text by...</b></p> <ul style="list-style-type: none"> <li>• W-8-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li>   <li>• W-8-1.2 Using the paragraph form: indenting, main idea, supporting details</li>   <li>• W 8-1.3 Recognizing organizational structures <b>within</b> paragraphs or <b>within</b> texts</li>   <li>• W-8-1.4 Applying a format and text structure appropriate to the purpose of the writing</li> </ul>	<p>Understanding Sentence Fluency: 42-43            Revising for Sentence Fluency: 122-123, 186-187, 248-249, 310-311            Writing Complete Sentences: 500-510            Improving Your Sentence Style: 511-522            Understanding Sentences: 690-701</p> <p>The Parts of a Paragraph: 524-525            Types of Paragraphs: 526-527            Writing Effective Paragraphs: 530-541            How can I write essays containing strong paragraphs? 540</p> <p>Understanding Organization: 38-39            Revising for Organization: 116-117, 180-181, 242-243, 304-305            Types of Paragraphs: 526-529            Build Persuasive Paragraphs: 529            Use Chronological Order: 534            Use Order of Location: 535            Use Order of Importance: 536            Use Comparison/Contrast Order: 537            Use Patterns of Organization: 551</p> <p>Traits of Narrative Writing: 98            Traits of Expository Writing: 162            Traits of Persuasive Writing: 224            Traits of Response to Literature: 288            Constructing Strong Paragraphs: 524-537            Create Unity in Your Writing: 538            Develop Coherence from Start to Finish: 539</p>

## W-8-2 Writing in Response to Literary or Informational Text

### Showing Understanding of Ideas in Text

Standard	Write Source, Grade 8
<p><b>W-8-2</b>  <b>In response to literary or informational text, students show understanding of plot/ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-8-2.1 Selecting and summarizing key ideas to set context</li>   <li>• W-8-2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge or other texts, or the broader world of ideas, by referring to and explaining relevant ideas</li> </ul>	<p>Science: Summarizing a Science Article: 332-333            Summary Paragraph: 375-378</p> <p>Expository Writing: Classification Essay: 161-198            Expository Writing: Writing a Comparison-Contrast Essay: 199-204            Expository Writing: Writing Across the Curriculum: 205-213            Response to Literature: Analyzing a Theme: 287-322            Response to Literature: Writing a Letter to an Author: 323-325            Response to Literature: Writing Across the Curriculum: 329-341            Story Patterns: 350            Elements of Fiction: 351-352</p>

## W-8-3 Writing in Response to Literary or Informational Text

### Making an Analytical Judgment about Text

Standard	Write Source, Grade 8
<p><b>W-8-3</b>  <b>In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <ul style="list-style-type: none"> <li>• W-8-3.1 Stating and maintaining a focus (purpose), a firm judgment or point of view when responding to a given question</li> </ul>	<p>Understanding Ideas: 35-39            Focus Statement: 103, 167, 203, 294, 297, 302, 304, 560            Traits of Expository Writing: 162            Writing Topic Sentences: 169            Traits of Response to Literature: 288            Revising for Ideas: Have I written a clear focus statement? 302            Point of View: 245, 352</p>

Standard	Write Source, Grade 8
<ul style="list-style-type: none"> <li>• W-8-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft</li>   <li>• W-8-3.3 Using specific details and references to text or relevant citations to support focus or judgment</li>   <li>• W-8-3.4 Organizing ideas, using transitions words/phrases and <u>drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</u></li> </ul>	<p>Rubric for Expository Writing: 194-195  Elements of Fiction: 351-352  Theme: 352, 561  Response to Literature: Analyzing a Theme: 287-317  Response to Literature: Writing a Letter to an Author: 323-328  Rubric for Response to Literature Writing: 318-319</p> <p>Gathering Details: 8, 13, 36, 73, 78, 95, 105, 139, 138, 168, 202, 265, 293, 326, 355  Understanding Ideas: 35-37  Focus Statement: 36, 39, 167, 203, 294, 302, 304, 560  Revising for Ideas: 114-115, 178-179, 240-241, 302-303  Gathering Reasons to Support Your Position: 221, 229  Gathering Objections: 230  Citing Sources: 385, 392, 396, 403-404</p> <p>Understanding Organization: 38-39  Transitions: 38, 42, 109, 236, 299, 539, 561, 572-573  Revising for Organization: 116-117, 180-181, 242-243, 304-305  Closing Sentences: Models: 72, 94, 108, 158, 172, 174, 220, 284, 332, 376, 524, 526-529  Organization: 284, 288, 290, 312, 318-319, 324- 325, 328, 338-339  Synthesizing: 456</p>

**W-8-4 Narrative Writing**

**Creating a Story Line and Applying Narrative Strategies**

Standard	Write Source, Grade 8
<p><b>W-8-4</b>  <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <ul style="list-style-type: none"> <li>• W-8-4.1 Creating a clear and coherent (logically consistent) story line</li> </ul>	<p>Narrative Paragraph: 93-96  Writing a Phase Autobiography: 97-134  Narrative Writing: Biographical Narrative: 135-142  Narrative Writing: Across the Curriculum: 143-154  Narrative Writing in Review: 155  Creative Writing: Writing Stories: 343-349  Story Patterns: 350  Elements of Fiction: 351-352</p>

Standard	Write Source, Grade 8
<ul style="list-style-type: none"> <li>W-8-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution and maintaining point of view</li> </ul>	Character/Characterization: 346-347, 351 Selecting a Conflict: 346 Conflict: 351 Point of View: 352, 361 Elements of Fiction: 351-352
<ul style="list-style-type: none"> <li>W-8-4.3 Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning</li> </ul>	Transitions: 38, 42, 109, 236, 299, 537, 561, 572-573 Ellipses: 614

## W-8-5 Narrative Writing

### Creating a Story Line and Applying Narrative Strategies

Standard	Write Source, Grade 8
<b>W-8-5</b> <b>Students demonstrate use of narrative strategies by...</b> <ul style="list-style-type: none"> <li>W-8-5.1 <u>Creating images</u>, using details and sensory language to advance the plot/story line</li> <li>W-8-5.2 Using dialogue to advance plot/story line</li> <li>W-8-5.3 Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u></li> <li>W-8-5.4 Using voice appropriate to purpose</li> <li>W-8-5.5 Maintain focus</li> <li>W-8-5.6 <u>Controlling the pace of the story</u></li> </ul>	Understanding Ideas: 35-37 Narrative Paragraph: Gathering Details: 95 Narrative Writing: Writing a Phase Autobiography:, 105, 108-112 Narrative Writing: Revising for Ideas: 114-115 Narrative Writing: Biographical Narrative: 139 Sensory Details: 114, 355, 531, 549, 557, 559 Writing Stories: 343-349  Dialogue: 348, 351, 556, 557, 560 How can dialogue help me develop my narrative? 116  Changing a Main Character: 347 Action in Stories: 348, 492, 351 Dialogue: 348, 351, 556, 557, 560 Writing About a Person: 532 Characterization: 351  Understanding Voice: 40 Voice: 98, 106, 118-119, 130-131, 141 How can I create voice in my writing? 556  Personal Narrative: Models: 99-100, 136-137 Focusing Your Topic: 103 Getting the Big Picture: 108-112  Biographical Narrative: Creating Your First Draft: 140 Short Story: Model: 344-345 Writing Stories: 346-349

## W-8-6 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source, Grade 8
<p><b>W-8-6</b>  <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-8-6.1 Using an organizational text structure appropriate to focus/controlling idea</li>   <li>• W-8-6.2 Selecting appropriate information to set context which may include a lead/hook</li>   <li>• W-8-6.3 Using transition words or phrases appropriate to organizational text structure</li>   <li>• W-8-6.4 <u>Drawing a conclusion by synthesizing information</u></li> </ul>	<p>Traits of Organization: 16, 34            Understanding Organization: 38-39            Expository Writing: Organizing Ideas: 170, 203            Persuasive Writing: Organizing Your Essay: 232            Writing Your Research Paper: 387-402            Methods of Organization: 534-537, 550-551            Graphic Organizers: 548-549</p> <p>Understanding Ideas: 35-37            Writing Topic Sentences: 159, 169, 231, 304, 525, 552-553            Writing a Position Statement: 231            Writing a Focus Statement: 294            Writing Your Thesis Statement: 393            Starting Your Research Paper: 397</p> <p>Transitions: 38, 42, 109, 236, 299, 539, 561, 572-573            Organization: 284, 288, 290, 312, 318-319, 324-325, 328, 338-339            Develop Coherence from Start to Finish: 539</p> <p>Ending Your Essay: 176, 238, 300, 305, 402            Ending Paragraphs: Models: 77, 164, 201, 206, 208, 210, 215, 226, 263, 268, 270, 272, 279, 290, 339, 345, 384            Synthesizing: 456</p>

## W-8-7 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Organizing and Conveying Information

Standard	Write Source, Grade 8
<p><b>W-8-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-8-7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u></li>   <li>• W-8-7.3 Writing with a sense of audience, when appropriate</li>   <li>• W-8-7.4 <u>Establishing an authoritative voice</u></li> </ul>	<p>Writing Topic Sentences: 159, 169, 525, 552-553, 561            Writing a Focus Statement: 203, 294, 302-303            Writing Your Thesis Statement: 393-394, 397            Expository Writing: Classification Essay: 172-176            Expository Writing: Comparison-Contrast Essay: 202-204            Persuasive Writing: Defending a Position: 234-238            Writing Your Research Paper: 387-402</p> <p>Audience: 182-183, 560  <i>The Writing Guidelines found on the first page of each type of writing includes a recommended audience</i></p> <p>Voice, 12, 16, 34            Understanding Voice: 40.            Voice in Expository Writing: 162, 169, 182-183, 188, 194-195            Voice in Persuasive Writing: 224, 244-245, 257            Voice in Research Writing: 378, 410</p>

## W-8-8 Informational Writing (Reports, Procedures, or Persuasive Writing)

### Using Elaboration Strategies

Standard	Write Source, Grade 8
<p><b>W-8-8</b>  <b>In informational writing, students demonstrate use of a range of elaboration strategies by...</b></p> <ul style="list-style-type: none"> <li>• W-8-8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information</li> </ul>	<p>Expository Writing: Classification Essay: 161-198            Expository Writing: Comparison-Contrast Essay: 199-204            Persuasive Writing: Defending a Position: 223-260            Persuasive Writing: Creating a Personal Commentary: 261-266            Research Writing: Building Skills: 363-374            Research Writing: Summary Paragraph: 375-378            Research Writing: Research Report: 379-410</p>

Standard	Write Source, Grade 8
<ul style="list-style-type: none"> <li>• W-8-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li>   <li>• W-8-8.4 Addressing readers' concerns (including counterarguments – in persuasive arguments; addressing potential problems – in procedures; providing context – in reports)</li>   <li>• W-8-8.5 Commenting on the significance of information, when appropriate</li> </ul>	<p>Expository Writing: Classification Essay: 161-198  Expository Writing: Comparison-Contrast Essay: 199-204  Persuasive Writing: Defending a Position: 223-260  Persuasive Writing: Creating a Personal Commentary: 261-266  Research Writing: Building Skills: 363-374  Research Writing: Summary Paragraph: 375-378  Research Writing: Research Report: 379-410</p> <p>Expository Writing: Classification Essay: 161-198  Expository Writing: Comparison-Contrast Essay: 199-204  Persuasive Writing: Defending a Position: 223-260  Persuasive Writing: Creating a Personal Commentary: 261-266  Research Writing: Building Skills: 363-374  Research Writing: Summary Paragraph: 375-378  Research Writing: Research Report: 379-410</p> <p>Primary vs Secondary Sources: 364  Evaluating Sources: 374  Citing Sources: 385, 392, 396, 403-404</p>

**W-8-9 Writing Conventions**

**Applying Rules of Grammar, Usage, and Mechanics**

Standard	Write Source, Grade 8
<p><b>W-8-9</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• W-8-9.1 Applying rules of standard English to correct grammatical errors</li>   <li>• W-8-9.2 Applying capitalization rules</li>   <li>• W-8-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning</li>   <li>• W-8-9.5 Applying conventional <u>and word derivative spelling patterns/rules</u></li> </ul>	<p>Using Pronouns: 474-479  Choosing Verbs: 480-485  Making Subjects and Verbs Agree: 508-509  Pronouns: 706-716  Tenses of Verbs: 720-726</p> <p>Capitalization: 618-629</p> <p>Marking Punctuation: 579-617  Hyphens: 610-611  Dashes: 612-613  Parentheses: 612.4</p> <p>Learn About Prefixes: 564-565  Study Suffixes: 566  Understand Roots: 567-569  Improving Spelling: 642-651  Using the Right Word: 652-689</p>

## Appendix B: Overview of the Writing Process

**Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing writing.**

Standard	Write Source, Grade 8
<p><b>W-8</b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> <li>• Develop topic, elaborate, explore sentence variety and language use</li> </ul> <p><b>Revising (Content and Ideas)</b></p> <ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul>	<p>Prewriting: 7, 8, 13            Descriptive Writing: 73, 78-79            Narrative Writing: 96, 101-106, 138-139, 155            Expository Writing: 159, 165-170, 202-203            Persuasive Writing: 221, 227-232, 264-265            Response to Literature: 285, 291-294, 326            Writing Stories: 346-347            Writing Poems: 355-356            Research Writing: 377, 386-394</p> <p>Drafting: 7, 8, 14-15            Descriptive Writing: 74, 80-82            Narrative Writing: 96, 107-112, 140            Expository Writing: 160, 171-176, 204            Persuasive Writing: 222, 233-238, 266            Response to Literature: 286, 295-300, 327            Writing Stories: 348            Writing Poems: 356            Research Writing: 378, 395-404</p> <p>Revising: 7, 9, 16-21, 50-51            With a Rubric: 50-51, 114-124, 178-188, 240-250, 302-312            Descriptive Writing: 74, 82            Narrative Writing: 96, 113-124, 141            Expository Writing: 160, 177-178, 204            Persuasive Writing: 222, 239-250            Writing Stories: 349            Writing Poems: 357            Research Writing: 378, 405-406</p>

Standard	Write Source, Grade 8
<p><b>Editing (Conventions and Mechanics)</b></p> <ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Read aloud with self, teacher, peer</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>	<p>Editing: 7, 9, 22-23  Editing Proofreading Marks: Inside back cover  With a Rubric: 50-51, 126-127, 190-191, 252-253, 314-315  Descriptive: 74, 82  Narrative Writing: 96, 125-128, 142  Expository Writing: 189-192  Persuasive Writing: 222, 251-254, 266  Response to Literature: 286, 313-316, 328  Writing Stories: 349  Writing Poems: 357  Research Writing: 378, 407-408</p> <p>Publishing: 7, 9, 24-26, 57-64  Narrative Writing: 129, 142  Expository Writing: 193  Persuasive Writing: 255  Response to Literature: 317, 328  Writing Poems: 357  Research Writing: 409</p>



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