

**THE NEW GENERATION
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Grades 2-8

correlated to

New York

**English Language Arts
Grade-Specific Indicators and
Core Performance Indicators
for Writing**

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correlated to
New York English Language Arts
Grade-Specific Indicators for Writing
Grade 2

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Use two sources of information in writing a report	List Your Resources: p. 263 Sources of Information: pp. 256-257 Interview an Expert: pp. 266-267
Take notes to record facts by following teacher directions, with assistance	Report Writing: Take Notes: pp. 264-265
State a main idea and support it with facts, with assistance	Expository Paragraph: Create Your Paragraph: p. 102 Expository Essay: pp. 110-115 Report Writing: Create Your Topic Sentence: p. 268 Report Writing: pp. 269-273
Use organizational patterns, such as time/order, for expository writing	Organization: pp. 20, 105, 107, 116, 274 Expository Writing: Create Your Paragraph: p. 102 Expository Essay: pp. 110-115 Report Writing: pp. 268-273
Connect personal experiences to new information from school subject areas, with assistance	Expository Writing: Create Your Paragraph: p. 102 Expository Essay: pp. 110-115 Expository Writing Across the Curriculum: pp. 124-127 Report Writing: pp. 268-273
Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly	Dictionary: pp. 254-255 Checking Your Spelling: pp. 409-418
Produce clear, well-organized, short reports to demonstrate understanding of a topic	Writing an Expository Paragraph: pp. 98-103 Writing an Expository Essay: pp. 104-121 Expository Writing Across the Curriculum: pp. 124-127 Expository Writing for Assessment: pp. 128-129 Report Writing: pp. 258-279

Standard	Write Source: Grade 2
<ul style="list-style-type: none"> Support explanations with evidence from text 	Writing an Expository Paragraph: pp. 98-103 Writing an Expository Essay: pp. 104-121 Expository Writing Across the Curriculum: pp. 124-127 Expository Writing for Assessment: pp. 128-129 Report Writing: pp. 258-279
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parent/caregivers, with assistance 	Understanding Portfolios: p. 40 Making Your Own Portfolio: p. 41

S T A N D A R D 2

Students will read, write, listen, and speak for literary response and expression.

G R A D E S P E C I F I C I N D I C A T O R S

The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Develop original literary texts that Create characters, simple plot, and setting, with assistance Use rhythm and rhyme to create short poems and songs, with assistance Use descriptive language	Writing Add-on Stories: pp. 208-217 Creating a Play: pp. 218-227 Writing Poems: pp. 228-238 Writing Other Kinds of Poems: pp. 239-241 Writing a Descriptive Paragraph: pp. 52-57 Descriptive Writing Across the Curriculum: pp. 58-63 Descriptive Voice: p. 366
Write interpretive and responsive essays that Identify the title, author, and illustrator Describe literary elements, such as plot and characters, with assistance Express a personal response to literature	Writing a Response Paragraph: pp. 164-169 Reviewing a Fiction Book: pp. 170-181 Reviewing a Nonfiction Book: pp. 182-191 Comparing Fiction Books: pp. 192-197 Responding to a Poem: pp. 198-203 Responding to Literature for Assessment: pp. 204-205 Writing a Response Paragraph: pp. 164-169 Reviewing a Fiction Book: pp. 170-181 Reviewing a Nonfiction Book: pp. 182-191 Comparing Fiction Books: pp. 192-197 Responding to a Poem: pp. 198-203 Responding to Literature for Assessment: pp. 204-205 Writing a Response Paragraph: pp. 164-169 Reviewing a Fiction Book: pp. 170-181 Reviewing a Nonfiction Book: pp. 182-191 Comparing Fiction Books: pp. 192-197 Responding to a Poem: pp. 198-203 Responding to Literature for Assessment: pp. 204-205

Standard	Write Source: Grade 2
<ul style="list-style-type: none"> • Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance 	Writing a Response Paragraph: pp. 164-169 Reviewing a Fiction Book: pp. 170-181 Reviewing a Nonfiction Book: pp. 182-191 Comparing Fiction Books: pp. 192-197 Responding to a Poem: pp. 198-203 Responding to Literature for Assessment: pp. 204-205
<ul style="list-style-type: none"> • Create imaginative stories and personal narratives that show development and organization, with assistance 	Writing a Narrative Paragraph: pp. 64-69 Writing a Narrative Essay: pp. 70-87 Narrative Writing Across the Curriculum: pp. 90-93 Narrative Writing for Assessment: pp. 94-95 Writing Add-on Stories: pp. 208-217 Creating a Play: pp. 218-227
<ul style="list-style-type: none"> • Use resources such as personal experiences to stimulate own writing 	Writing a Narrative Paragraph: pp. 64-69 Writing a Narrative Essay: pp. 70-87 Narrative Writing Across the Curriculum: pp. 90-93 Narrative Writing for Assessment: pp. 94-95
<ul style="list-style-type: none"> • Maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers 	Understanding Portfolios: p. 40 Making Your Own Portfolio: p. 41

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Use prewriting tools, such as semantic webs and concept webs, to organize ideas and information	Clustering: pp. 75, 93, 134, 157, 361 Five W's: pp. 127, 159, 173, 205, 211 Use Graphic Organizers: pp. 359-365
State a main idea and provide supporting details from the text	Gathering Details: pp. 9, 55, 67, 264, 265 Topic Sentences: pp. 45, 46, 53, 56, 65, 99, 133, 165, 358 Gathering Details using a 5 W's Charts: pp. 127, 159, 173, 205, 211, 364
Use relevant examples, such as reasons to support ideas, with assistance	Writing a Persuasive Paragraph: pp. 132-137 Writing a Persuasive Letter: pp. 138-155 Persuasive Writing Across the Curriculum: pp. 156-159 Persuasive Writing for Assessment: pp. 160-161
Express opinions and make judgments that demonstrate a personal point of view, with assistance	Writing a Persuasive Paragraph: pp. 132-137 Writing a Persuasive Letter: pp. 138-155 Persuasive Writing Across the Curriculum: pp. 156-159 Persuasive Writing for Assessment: pp. 160-161

Standard	Write Source: Grade 2
Analyze and evaluate the author’s use of plot and character in written and visual text	Reviewing a Fiction Book: pp. 170-181 Comparing Fiction Books: pp. 192-197 Responding to a Poem: pp. 198-203 Responding to Literature for Assessment: pp. 204-205
Use effective vocabulary in expository writing, with assistance	Word Choice: pp. 22, 105, 107, 116 Writing an Expository Paragraph: pp. 98-103 Writing an Expository Essay: pp. 104-121 Expository Writing Across the Curriculum: pp. 124-127 Expository Writing for Assessment: pp. 128-129 Expository Voice: p. 367
Use details from stories or informational texts to predict events	Writing an Expository Paragraph: pp. 98-103 Writing an Expository Essay: pp. 104-121 Expository Writing Across the Curriculum: pp. 124-127 Expository Writing for Assessment: pp. 128-129 Writing a Response Paragraph: pp. 164-169 Reviewing a Fiction Book: pp. 170-181 Reviewing a Nonfiction Book: pp. 182-191 Comparing Fiction Books: pp. 192-197 Responding to a Poem: pp. 198-203 Responding to Literature for Assessment: pp. 204-205 Report Writing: pp. 258-279
<ul style="list-style-type: none"> Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers 	Understanding Portfolios: p. 40 Making Your Own Portfolio: p. 41

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard	Write Source: Grade 2
Share the process of writing with peers and adults; for example, write with a partner	Working with a Partner: pp. 14-17 Finding Ideas for Publishing: pp. 37-39
Respect the age, gender, social position, and cultural traditions of the recipient	Practical Writing: An E-Mail: pp. 60-61 Practical Writing: An Invitation: pp. 126-127 Writing a Persuasive Letter: pp. 138-153 An Editorial: pp. 156-157 A Flier: pp. 158-159
Use the tone, vocabulary, and sentence structure of informal conversation, with assistance	Voice: pp. 21, 28, 68, 71, 73, 82, 88-89, 122-123, 139, 141, 146, 154-155, 366-367 Word Choice: pp. 22, 29, 88-89, 105, 107, 116, 122-123, 137, 154-155, 229, 234, 253 Sentence Fluency: pp. 22, 29, 178, 274, 375-376 Working with Words: pp. 312-337 Writing Sentences: pp. 338-349 Understanding Sentences: pp. 429-436
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers	Understanding Portfolios: p. 40 Making Your Own Portfolio: p. 41



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Grade-Specific Indicators for Writing
Grade 3

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
<ul style="list-style-type: none"> • Use two sources of information in writing a report 	Finding Information: pp. 294-305 Gathering Information: pp. 316-317 Planning an Interview: pp. 318-319
<ul style="list-style-type: none"> • Take notes to record data, facts, and ideas, following teacher directions 	Writing a Research Report: Use a Gathering Grid: p. 317
<ul style="list-style-type: none"> • State a main idea and support it with facts and details 	Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-157 Writing a Research Report: Starting Your Report: pp. 322-323 Writing a Research Report: pp. 314-333
<ul style="list-style-type: none"> • Use organizational patterns, such as compare/contrast and time/order for expository writing 	Organization: pp. 20, 137, 143, 145, 163, 168-169, 177, 313 Methods of Organization: pp. 50-51, 117 Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-157 Writing a Research Report: pp. 314-333 Writing a Research Report: Organization Information: pp. 320-321
<ul style="list-style-type: none"> • Connect personal experiences to new information from school subject areas 	Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-157 Expository Writing Across the Curriculum: pp. 170-175 Writing a Research Report: pp. 314-333 Writing a Research Report: Organization Information: pp. 320-321

Standard	Write Source: Grade 3
<ul style="list-style-type: none"> Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs 	Using a Dictionary: pp. 300-301 Improving Spelling: pp. 486-493 Using the Right Word: pp. 494-509
<ul style="list-style-type: none"> Produce clear, well-organized reports and accounts that demonstrate understanding of a topic 	Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-157 Expository Writing Across the Curriculum: pp. 170-175 Expository Writing for Assessment: pp. 176-177 Writing a Research Report: pp. 314-333 Writing a Research Report: Organization Information: pp. 320-321
<ul style="list-style-type: none"> Support interpretations and explanations with evidence from text 	Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-157 Expository Writing Across the Curriculum: pp. 170-175 Expository Writing for Assessment: pp. 176-177 Writing a Research Report: pp. 314-333 Writing a Research Report: Organization Information: pp. 320-321
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parent/caregivers 	Using a Portfolios: pp. 38-39 Creating a Portfolio: p. 40 Sample Portfolio Introductions: p. 41
<ul style="list-style-type: none"> Compare and contrast ideas between two sources, with assistance 	Comparing a Fiction and a Nonfiction Book: pp. 250-255

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
<p>Develop original literary texts that</p> <ul style="list-style-type: none"> • Contain characters, simple plot, and setting • Use rhythm and rhyme to create short poems and songs • Use dialogue • Use vivid language • Use descriptive language to create an image 	<p>Writing Imaginative Stories: pp. 269-275 Creating a Play: pp. 276-277</p> <p>Writing Poems: pp. 280-287 Writing a Limerick: p. 288 Writing a Cheri hew: p. 289 Writing a 5 W's Poem: p. 290 Writing an Alphabet Poem: p. 291</p> <p>Add Dialogue: p. 104 Creating a Play: pp. 276-277 Punctuating Dialogue: pp. 460-461</p> <p>Word Choice: p. 24 Create a Sensory Chart: p. 62 Revising for Word Choice: pp. 119, 165, 209 Building Word Choice: pp. 433-441</p> <p>Writing a Descriptive Paragraph: pp. 60-65 Writing a Descriptive Essay: pp. 66-83 Descriptive Writing for Assessment: pp. 84-87</p>
<p>Write interpretive and responsive essays that</p> <ul style="list-style-type: none"> • Describe literary elements such as plot, setting, and characters • Express a personal response • Describe themes of literary texts, with assistance • Compare and contrast elements of texts, with assistance 	<p>Writing a Response Paragraph: pp. 226-231 Writing a Book Review for Fiction: pp. 232-243 Writing a Book Review for Nonfiction: pp. 244-249 Comparing Fiction and a Nonfiction Book: pp. 250-255 Responding to a Poem: pp. 256-261 Responding to Literature for Assessment: pp. 262-265 Learning Elements of Fiction: p. 278 Understanding a Plot Line: p. 279</p> <p>Writing a Response Paragraph: pp. 226-231 Writing a Book Review for Fiction: pp. 232-243 Writing a Book Review for Nonfiction: pp. 244-249 Comparing Fiction and a Nonfiction Book: pp. 250-255 Responding to a Poem: pp. 256-261 Responding to Literature for Assessment: pp. 262-265</p> <p>Writing a Book Review for Fiction: pp. 232-243 Comparing Fiction and a Nonfiction Book: pp. 250-255</p>

Standard	Write Source: Grade 3
<ul style="list-style-type: none"> Produce clear, well-organized responses to stories read or listened to, supporting the understanding of, characters and events with details from the story 	Writing a Response Paragraph: pp. 226-231 Writing a Book Review for Fiction: pp. 232-243 Writing a Book Review for Nonfiction: pp. 244-249 Comparing Fiction and a Nonfiction Book: pp. 250-255 Responding to a Poem: pp. 256-261 Responding to Literature for Assessment: pp. 262-265
<ul style="list-style-type: none"> Produce imaginative stories and personal narratives that show development and organization and effective language 	Writing a Narrative Paragraph: pp. 90-95 Writing a Narrative Essay: pp. 96-121 Narrative Writing Across the Curriculum: pp. 124-129 Narrative Writing for Assessment: pp. 130-133 Writing Imaginative Stories: pp. 268-275 Creating a Play: pp. 276-277
<ul style="list-style-type: none"> Use resources such as personal experiences and elements from other texts and performances to stimulate own writing 	Writing a Narrative Paragraph: pp. 90-95 Writing a Narrative Essay: pp. 96-121 Narrative Writing Across the Curriculum: pp. 124-129 Narrative Writing for Assessment: pp. 130-133
<ul style="list-style-type: none"> Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers 	Using a Portfolios: pp. 38-39 Creating a Portfolio: p. 40 Sample Portfolio Introductions: p. 41

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
<ul style="list-style-type: none"> Use a variety of prewriting tools to organize ideas and information 	Prewriting: pp. 6, 11 Diagrams: pp. 57, 71, 220, 253 Sensory Details: p. 62 Time Line: pp. 92, 100-101 Gathering Wheel: pp. 100-101 Topic Chart: pp. 126, 146-147 Clustering: pp. 138, 315 Graphic Organizers: pp. 422-429
<ul style="list-style-type: none"> State a main idea, theme, or opinion and provide supporting details from the text 	Gathering Details: pp. 52, 62, 70-71, 100-101, 126, 172, 235, 247, 259, 283, 316-317 Topic Sentences: pp. 44, 46, 60, 63, 90, 93, 136, 138, 182, 185, 325, 421 Revising for Ideas: pp. 116, 162, 206 Opinion Sentence: p. 192 Theme: pp. 239, 278
<ul style="list-style-type: none"> Use relevant examples, reasons, and explanations to support ideas 	Writing a Persuasive Paragraph: pp. 182-187 Writing a Persuasive Letter: pp. 188-211 Persuasive Writing Across the Curriculum: pp. 214-219 Persuasive Writing for Assessment: pp. 220-222

Standard	Write Source: Grade 3
<ul style="list-style-type: none"> Express opinions and make judgments that demonstrate a personal point of view 	Writing a Persuasive Paragraph: pp. 182-187 Writing a Persuasive Letter: pp. 188-211 Persuasive Writing Across the Curriculum: pp. 214-219 Persuasive Writing for Assessment: pp. 220-222
<ul style="list-style-type: none"> Analyze the author’s use of plot, setting, character, rhyme, and rhythm in written and visual text 	Writing a Book Review for Fiction: pp. 242-243 Responding to a Poem: pp. 256-261 Responding to Literature for Assessment: pp. 262-265
<ul style="list-style-type: none"> Create an advertisement, using words and pictures, to illustrate an opinion about a product or event 	Persuasive Writing Across the Curriculum: pp. 215-217
<ul style="list-style-type: none"> Use effective vocabulary in expository writing 	Word Choice: p. 24 Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-167 Revising for Word Choice: p. 164 Expository Writing Across the Curriculum: pp. 170-175 Expository Writing for Assessment: pp. 176-179
<ul style="list-style-type: none"> Use details from stories or informational texts to predict or explain relationships between information and events 	Writing an Expository Paragraph: pp. 136-141 Writing an Expository Essay: pp. 142-167 Expository Writing Across the Curriculum: pp. 170-175 Expository Writing for Assessment: pp. 176-179 Writing a Response Paragraph: pp. 226-231 Writing a Book Review for Fiction: pp. 232-243 Writing a Book Review for Nonfiction: pp. 244-249 Comparing a Fiction and Nonfiction Book: pp. 250-255 Responding to a Poem: pp. 256-261 Responding to Literature for Assessment: pp. 262-264 Writing Imaginative Stories: pp. 268-275 Writing a Research Report: pp. 310-333
<ul style="list-style-type: none"> Use ideas from two sources of information to generalize about causes, effects, or other relationships 	Comparing a Fiction and a Nonfiction Book: pp. 250-255 Writing a Research Report: pp. 310-333
<ul style="list-style-type: none"> Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers 	Using a Portfolios: pp. 38-39 Creating a Portfolio: p. 40 Sample Portfolio Introductions: p. 41

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard	Write Source: Grade 3
<ul style="list-style-type: none">Share the process of writing with peers and adults; for example, write with a partner	Working with a Partner: pp. 16-19 Publishing Your Writing: p. 35 Writing a Neat Final Copy: p. 36
<ul style="list-style-type: none">Respect the age, gender, social position, and cultural traditions of the recipient	Practical Writing: Friendly Letter: pp. 128-129 Writing a Persuasive Letter: pp. 188-211 Persuasive Poster: pp. 215-217 Practical Writing: E-Mail Message: pp. 218-219
<ul style="list-style-type: none">Develop a personal voice that enables the reader to get to know the writer, with assistance	Voice: pp. 23, 61, 67, 97, 122, 143, 168, 189, 212, 430-431 Revising for Voice: pp. 118, 164, 208 Discovering Your Writing Voice: pp. 430-432
<ul style="list-style-type: none">Use the tone, vocabulary, and sentence structure of informal conversation	Word Choice: pp. 24, 67, 85, 91, 97, 99, 122-123, 137, 143, 168-169, 177, 183, 189, 212-213, 221, 227, 233, 245, 251, 257, 263, 271, 281, 313, 330-331 Sentence Fluency: pp. 24, 97, 122-123, 143, 168-169, 189, 212-213 Revising for Word Choice: pp. 119, 165, 209 Revising for Sentence Fluency: pp. 120, 166, 210 Working with Words: pp. 373-393 Writing Sentences: pp. 395-413 Building Word Choice: pp. 433-441 Improving Sentence fluency: pp. 442-443 Understanding Sentences: pp. 510-515
<ul style="list-style-type: none">Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers	Using a Portfolios: pp. 38-39 Creating a Portfolio: p. 40 Sample Portfolio Introductions: p. 41

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Grade-Specific Indicators for Writing
Grade 4

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
<ul style="list-style-type: none"> Take notes to record data, facts, and ideas by following teacher directions and by writing independently 	Taking Two-Column Notes: pp. 188-189 Writing a Research Report: Use a Gathering Grid: p. 344 Writing a Research Report: Creating Note Cards: p. 345 Taking Notes: pp. 387-392
<ul style="list-style-type: none"> State a main idea and support it with details 	Writing an Expository Paragraph: pp. 139-142 Writing an Expository Essay: pp. 143-175 Writing a Research Report: Starting Your Report: p. 350 Writing a Research Report: pp. 337-362
<ul style="list-style-type: none"> Use organizational patterns, such as compare/contrast and time/order for expository writing 	Organization: pp. 25-26, 219 Methods of Organization: pp. 56-57, 458 Writing an Expository Paragraph: pp. 139-142 Writing an Expository Essay: pp. 143-175 Writing a Research Report: pp. 337-362 Writing a Research Report: Organization Information: pp. 347-348
<ul style="list-style-type: none"> Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs 	Checking a Dictionary: pp. 330-331 Improving Spelling: pp. 528-535 Using the Right Word: pp. 536-559
<ul style="list-style-type: none"> Produce clear, well-organized, and well developed explanations, reports, accounts and directions that demonstrate understanding of a topic 	Writing an Observation Report: pp. 130-131 Writing an Expository Paragraph: pp. 139-142 Writing an Expository Essay: pp. 143-175 Expository Writing Across the Curriculum: pp. 181-189 Expository Writing for Assessment: pp. 190-193 Writing a Problem-Solution Essay: pp. 238-241 Writing a Research Report: pp. 337-362

Standard	Write Source: Grade 4
<ul style="list-style-type: none"> Support interpretations and explanations with evidence from text 	Writing an Observation Report: pp. 130-131 Writing an Expository Paragraph: pp. 139-142 Writing an Expository Essay: pp. 143-175 Expository Writing Across the Curriculum: pp. 181-189 Expository Writing for Assessment: pp. 190-193 Writing a Problem-Solution Essay: pp. 238-241 Writing a Research Report: pp. 337-362
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parent/caregivers 	Types of Portfolios: pp. 44-46 Parts of a Portfolio: p. 48 Sample Portfolio Introductions: p. 49
<ul style="list-style-type: none"> Write labels and captions for graphics to convey information, with assistance 	Add Diagrams and Graphs: p. 474 Add Pictures: p. 475

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
Write original literary texts that <ul style="list-style-type: none"> Use dialogue to create short plays Use vivid and playful language 	Dialogue: pp. 96, 109, 310, 465 Creating a Play: p. 307 Word Choice: pp. 10, 22, 28 Revising for Word Choice: pp. 110-111, 166-167, 220-221 Building Word Choice: pp. 464-469
Write interpretive and responsive essays that <ul style="list-style-type: none"> Describe literary elements such as plot, setting, and characters Describe themes of literary texts 	Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Responding to a Biography: pp. 274-279 Responding to a Poem: pp. 280-285 Responding to a Nonfiction Article: pp. 286-291 Responding to a Tall Tale: pp. 292-297 Creating a Plot: p. 303 Story Patterns: p. 308 Elements of Fiction: pp. 309-310 Writing a Book Review: pp. 257-268 Responding to a Poem: pp. 280-285 Responding to a Tall Tale: pp. 292-297 Theme: pp. 270, 310, 465

Standard	Write Source: Grade 4
<ul style="list-style-type: none"> Produce clear, well-organized responses to stories read or listened to, supporting the understanding of, characters and events with details from the story 	Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Responding to a Biography: pp. 274-279 Responding to a Poem: pp. 280-285 Responding to a Nonfiction Article: pp. 286-291 Responding to a Tall Tale: pp. 292-297
<ul style="list-style-type: none"> Produce imaginative stories and personal narratives that show development and organization and effective language 	Writing a Narrative Paragraph: pp. 83-86 Sharing an Experience: pp. 87-119 Narrative Writing Across the Curriculum: pp. 125-133 Narrative Writing for Assessment: pp. 134-137 Writing Stories: pp. 299-305 Creating a Fantasy: p. 306 Creating a Play: p. 307
<ul style="list-style-type: none"> Use resources such as personal experiences and elements from other texts and performances to stimulate own writing 	Writing a Narrative Paragraph: pp. 83-86 Sharing an Experience: pp. 87-119 Narrative Writing Across the Curriculum: pp. 125-133 Narrative Writing for Assessment: pp. 134-137 Additional Ideas for Book Reviews: p. 270 Additional Questions for Responding: p. 272 Writing Stories: pp. 299-305 Creating a Fantasy: p. 306 Creating a Play: p. 307
<ul style="list-style-type: none"> Use a computer to create, respond to, and interpret literary texts 	Designing Your Writing: pp. 44-46
<ul style="list-style-type: none"> Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parent/caregivers 	Types of Portfolios: pp. 44-46 Parts of a Portfolio: p. 48 Sample Portfolio Introductions: p. 49
<ul style="list-style-type: none"> Summarize the plot, with assistance: 	Additional Ideas for Book Reviews: p. 270 Creating a Plot: p. 303
<ul style="list-style-type: none"> Describe the characters and explain how they change, with assistance 	Character Traits: p. 262 Characters: pp. 270, 309 Character Chart: p. 302 Character Sketch: p. 461
<ul style="list-style-type: none"> Describe the setting and recognize its importance to the story, with assistance 	Setting: pp. 270, 310
<ul style="list-style-type: none"> Draw a conclusion about the work, with assistance 	Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Responding to a Biography: pp. 274-279 Responding to a Poem: pp. 280-285 Responding to a Nonfiction Article: pp. 286-291 Responding to a Tall Tale: pp. 292-297

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
<ul style="list-style-type: none">Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing	Prewriting: pp. 6, 11 Time Line: pp. 11, 94, 134, 184, 391 Sensory Details: pp. 65, 71, 95, 319 Topic List: pp. 70, 127, 260 Clustering: pp. 85, 183, 239, 287, 364, 385 Venn Diagram: p. 293 Graphic Organizers: pp. 456-457
<ul style="list-style-type: none">State a main idea, theme, or opinion and provide supporting details from the text	Ideas: pp. 23-24 Gathering Details: pp. 6, 11, 24, 58, 65, 95, 127, 141, 149, 183, 205, 239, 261, 275, 281, 293, 323, 456-457 Topic Sentences: pp. 53, 54, 58, 141, 151, 206, 210, 288, 454-455, 460, 465 Revising for Ideas: pp. 104-105, 160-161, 216-217, 356 Writing an Opinion Statement: pp. 197, 206 Theme: pp. 262, 270, 310, 465
<ul style="list-style-type: none">Use relevant examples, reasons, and explanations to support ideas	Writing a Persuasive Paragraph: pp. 195-198 Writing a Persuasive Letter: pp. 199-231 Persuasive Writing Across the Curriculum: pp. 237-247 Persuasive Writing for Assessment: pp. 248-251
<ul style="list-style-type: none">Express opinions and make judgments that demonstrate a personal point of view	Writing a Persuasive Paragraph: pp. 195-198 Writing a Persuasive Letter: pp. 199-231 Persuasive Writing Across the Curriculum: pp. 237-247 Persuasive Writing for Assessment: pp. 248-251
<ul style="list-style-type: none">Analyze and evaluate the author's use of setting, plot, character, rhyme, and rhythm, and language in written and visual text	Writing a Book Review: pp. 257-268 Responding to a Biography: pp. 274-279 Responding to a Poem: pp. 280-285 Responding to a Tall Tale: pp. 292-297
<ul style="list-style-type: none">Use effective vocabulary in persuasive and expository writing	Word Choice: pp. 28 Writing an Expository Paragraph: pp. 139-142 Explaining a Career: pp. 143-175 Revising for Word Choice: pp. 164-165 Expository Writing Across the Curriculum: pp. 181-189 Expository Writing for Assessment: pp. 190-193 Writing a Persuasive Paragraph: pp. 195-198 Writing a Persuasive Letter: pp. 199-231 Revising for Word Choice: pp. 222-223 Persuasive Writing Across the Curriculum: pp. 237-247 Persuasive Writing for Assessment: pp. 248-251 Make Your Voice Fit Your Purpose: pp. 462-463

Standard	Write Source: Grade 4
<ul style="list-style-type: none"> Use details from stories or informational texts to predict, explain, or show relationships between information and events 	Writing an Expository Paragraph: pp. 139-142 Explaining a Career: pp. 143-175 Revising for Word Choice: pp. 164-165 Expository Writing Across the Curriculum: pp. 181-189 Expository Writing for Assessment: pp. 190-193 Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Responding to a Biography: pp. 274-279 Responding to a Poem: pp. 280-285 Responding to a Nonfiction Article: pp. 286-291 Responding to a Tall Tale: pp. 292-297 Writing Stories: pp. 299-307 Writing a Research Report: pp. 333-359
<ul style="list-style-type: none"> Use ideas from two sources of information to generalize about causes, effects, or other relationships 	Writing a Research Report: pp. 333-359
<ul style="list-style-type: none"> Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers 	Types of Portfolios: pp. 44-46 Parts of a Portfolio: p. 48 Sample Portfolio Introductions: p. 49

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard	Write Source: Grade 4
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write with a partner 	Peer Responding: pp. 40-42 Designing Your Writing: pp. 44-46
<ul style="list-style-type: none"> Respect the age, gender, position, and cultural traditions of the recipient 	Practical Writing: Writing to an E-Pal: pp. 132-133 Drafting a Letter of Request: pp. 244-247
<ul style="list-style-type: none"> Develop a personal voice that enables the reader to get to know the writer, with assistance 	Voice: pp. 25-26, 88, 96, 120-121, 144, 150, 176-177, 200, 207, 232-233, 267, 305, 358 Revising for Voice: pp. 108-109, 164-165, 220-221 Make Your Voice Fit Your Purpose: pp. 462-463
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers 	Types of Portfolios: pp. 44-46 Parts of a Portfolio: p. 48 Sample Portfolio Introductions: p. 49



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correlated to
New York English Language Arts
Core Performance Indicators for Writing
Grades 2-4

WRITING CORE PERFORMANCE INDICATORS

Standard	Write Source: Grades 2-4
<ul style="list-style-type: none"> • Begin to develop a voice in writing 	<p>Grade 2: pp. 21, 28, 69, 71, 73, 82, 139, 141, 146, 366-367 Grade 3: pp. 23, 61, 67, 69, 97, 118, 122, 143, 164, 168, 189, 208, 212, 430-431 Grade 4: pp. 10, 22, 72, 88, 96, 120-121, 144, 150, 176-177, 200, 207, 232-233, 267, 305, 358, 462-463</p>
<ul style="list-style-type: none"> • Spell frequently used words correctly 	<p>Grade 2: pp. 409-418, 419-428 Grade 3: pp. 486-493, 494-509 Grade 4: pp. 528-535, 536-559</p>
<p>Use basic punctuation correctly, such as</p> <ul style="list-style-type: none"> • Commas in a series, in compound sentences, and in friendly letters • Periods, exclamation points, and question marks • Apostrophes for contractions and singular possessives • Quotation marks for titles and simple dialogue 	<p>Grade 2: pp. 386-389 Grade 3: pp. 450-455 Grade 4: pp. 482-489</p> <p>Grade 2: pp. 382-385 Grade 3: pp. 447-449 Grade 4: pp. 479-481</p> <p>Grade 2: pp. 390-393 Grade 3: pp. 456-459 Grade 4: pp. 490-493</p> <p>Grade 2: pp. 394-394 Grade 3: pp. 460-461 Grade 4: pp. 494-495</p>

Standard	Write Source: Grades 2-4
<p>Use, in writing simple/compound sentences,</p> <ul style="list-style-type: none"> • Correct tense or regular/irregular verbs • Subject-verb agreement • Varied vocabulary and sentences structure • Various parts of speech, including personal pronouns 	<p>Grade 2: pp. 326-331, 444-449 Grade 3: pp. 381-386, 522-529 Grade 4: pp. 416-422, 582-589</p> <p>Grade 2: pp. 330-331, 344 Grade 3: pp. 386, 404 Grade 4: pp. 172, 419, 421, 438-439</p> <p>Grade 2: pp. 368-370, 419-425 (vocabulary); 338-351, 375-376, 429-436 (sentence structure) Grade 3: pp. 433-441 (vocabulary); 395-413, 442-443, 510-515, (sentence structure) Grade 4: pp. 466-469(vocabulary); 432-450, 470-472, 560-569 (sentence structure)</p> <p>Grade 2: pp. 312-337, 437-458 Grade 3: pp. 373-393, 516-542 Grade 4: pp. 408-430, 570-605</p>
<ul style="list-style-type: none"> • Capitalize words such as literary titles, holidays, and product names 	<p>Grade 2: pp. 398-401 Grade 3: pp. 470-475 Grade 4: pp. 508-515</p>
<ul style="list-style-type: none"> • Write sentences in logical order and create paragraphs to develop ideas 	<p>Grade 2: pp. 42-49, 52-57, 64-69, 98-103, 132-137, 164-169, 338-349, 429-438 Grade 3: pp. 44-52, 60-65, 90-95, 136-141, 182-187, 226-231, 395-410, 510-515 Grade 4: pp. 51-58, 63-66, 83-86, 139-142, 195-198, 253-256, 333-336, 432-449, 560-569</p>
<ul style="list-style-type: none"> • Use an organizational format that reflects a beginning, middle, and end 	<p>Grade 2: pp. 72-73, 76-77, 107, 110-111, 144, 174-175, 186-187, 268-269 (beginning paragraphs); 78-79, 107, 112-113, 144, 145, 176, 186-187, 270-271 (middle paragraphs) ; 45, 48, 80-81, 107, 114-115, 144, 145, 177, 186-187, 272-273 (ending paragraphs) Grade 3: pp. 22, 69, 73, 99, 145, 221, 233, 236, 245, 249, 250, 251, 255, 257, 261, 263, 270, 279, 322, 323 (beginning paragraphs); 69, 74-75, 99, 145, 221, 233, 238, 244, 248, 249, 250, 251, 255, 257, 261, 263, 324 (middle paragraphs); 22, 69, 77, 99, 145, 221, 233, 239, 245, 249, 250, 251, 255,260, 263, 271, 279, 326, 327 (ending paragraphs) Grade 4: pp. 25, 53, 72, 78, 80, 84, 98, 99, 126, 130, 132, 134, 145, 155, 182, 190, 211, 263, 274, 276, 282, 288, 294, 350 (beginning paragraphs); 25, 73, 98, 100-101, 154, 156-157, 212-213, 264-265, 276, 282, 294, 351-352 (middle paragraphs); 26, 52, 64, 74, 102, 158, 214, 266, 276, 288, 294, 353 (ending paragraphs)</p>
<ul style="list-style-type: none"> • Develop an idea within a brief text 	<p>Grade 2: pp. 19, 42-49, 50-61, 62-95, 96-129, 120-161, 162-2-5, 206-241, 241-283 Grade 3: pp. 21, 44-56, 60-87, 90-133, 136-179, 182-223, 226-265, 268-291, 294-335 Grade 4: pp. 23, 51-61, 63-91, 83-137, 139-193, 195-251, 253-297, 299-317, 321-362</p>

Standard	Write Source: Grades 2-4
<ul style="list-style-type: none"> Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	<p>Grade 2: 4-7, 8-13, 42-49, 50-61, 62-95, 96-129, 120-161, 162-2-5, 206-241, 241-283</p> <p>Grade 3: pp. 2-9, 10-15, 44-56, 60-87, 90-133, 136-179, 182-223, 226-265, 268-291, 294-335</p> <p>Grade 4: pp. 3-8, 9-20, 51-61, 63-91, 83-137, 139-193, 195-251, 253-297, 299-317, 321-362</p>
<ul style="list-style-type: none"> Determine the intended audience before writing 	<p>Grade 2: pp. 58-61, 90-95, 124-129, 156-161, 204-205,</p> <p>Grade 3: pp. 124-133, 170-179, 214-223, 262-265</p> <p>Grade 4: pp. 63, 67, 75-81, 83, 87, 125-137, 139, 143, 181-193, 195, 199, 237-251, 253, 257, 299, 311, 333, 337</p>
<ul style="list-style-type: none"> Use word processing 	<p>Grade 2: pp. 39, 60-61</p> <p>Grade 3: pp. 37, 218-219</p> <p>Grade 4: pp. 44-46, 132-133</p>

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correlated to
New York English Language Arts
Grade-Specific Indicators for Writing
Grade 5

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
<ul style="list-style-type: none"> • Use at least three sources of information in writing a report, with assistance 	Gathering and Evaluating Information: p. 322 Researching on the Internet: p. 323 Using the Library: pp. 324-328 Using Reference Materials: pp. 329-332
<ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas, with assistance, as use notes as part of the prewriting activities 	Taking Two-Column Notes: pp 188-189 Writing a Research Report: Use a Gathering Grid: p. 344 Writing a Research Report: Creating Note Cards: p. 345 Taking Notes: pp. 387-392
<ul style="list-style-type: none"> • State a main idea and support it with details and examples 	Writing an Expository Paragraph: pp. 139-142 Explaining How Something Works: pp. 143-175 Writing a Research Report: Starting Your Report: p. 350 Writing a Research Report: pp. 337-362
<ul style="list-style-type: none"> • Compare and contrast ideas and information from two sources 	Writing a Comparison-Contrast Essay: pp. 182-185
<ul style="list-style-type: none"> • Write labels or captions for graphics, such as charts, graphs, and diagrams to convey information 	Creating a Circle Graph: pp 186-187 Creating a Brochure: pp. 242-243 Add Diagrams and Graphs: p. 474 Add Pictures: p. 475
<ul style="list-style-type: none"> • Adopt an organizational format, such as chronological order, that is appropriate for information writing 	Organization: pp. 10, 22, 25-26, 162-163, 170, 176-177, 200, 218-219, 232-233, 256, 267, 277, 283, 289, 295, 357 Methods of Organization: pp. 56-57 Writing an Expository Paragraph: pp. 139-142 Explaining How Something Works: pp. 143-175 Writing a Research Report: pp. 337-362 Writing a Research Report: Organizing Ideas: p. 347 Improving Organization: pp. 458-461

Standard	Write Source: Grade 5
<ul style="list-style-type: none"> Use paragraphing to organize ideas and information, with assistance 	Writing Paragraphs: pp. 51-61 Writing an Expository Paragraph: pp. 138-142 Writing a Summary Paragraph: pp. 333-336
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	Types of Portfolios: p. 47 Parts of a Portfolio: p. 48 Sample Portfolio Reflections: p. 49

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
Develop original literary texts that <ul style="list-style-type: none"> Use organizing structures such as stanzas and chapters Create a lead that attracts the reader's interest Provide a title that interests the reader Develop characters and establish a plot Use examples of literary devices, such as rhyme, rhythm, and simile Establish consistent point of view (e.g., first or third person) with assistance 	Writing Stories: pp. 299-305 Creating a Tall Tale: p. 306 Writing Poems: pp. 311-315 Writing a Diamante: p. 316 Writing Other Forms of Poetry: p. 317 Starting Your Descriptive Essay: p. 72 Starting Your Personal Narrative: p. 99 Writing Stories: Creating Your First Draft: p. 304 Creating a Title: pp. 118, 268, 305 Characters: pp. 270, 309 Creating a Plot: p. 303 Writing Poems: pp. 311-317 Using Special Poetry Techniques: pp. 318-319 Point of View: pp. 310, 465 Narrative Writing: pp. 83-137 Writing Stories: pp. 299-307

Standard	Write Source: Grade 5
<p>Write interpretive essays that</p> <ul style="list-style-type: none"> • Summarize the plot • Describe the characters and how they change • Describe the setting and recognize its importance to the story • Draw a conclusion about the work • Interpret the impact of literary devices, such as simile and personification • Recognize the impact of rhythm and rhyme in poems 	<p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Creating a Plot: p. 303 Responding to an Anecdote: pp. 292-295</p> <p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Characters: pp. 270, 309 Responding to an Anecdote: pp. 292-295</p> <p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Setting: pp. 270, 310 Responding to an Anecdote: pp. 292-295</p> <p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Responding to an Anecdote: pp. 292-295</p> <p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Responding to a Poem: pp. 280-283 Responding to an Anecdote: pp. 292-295</p> <p>Responding to a Poem: pp. 280-283</p>
<ul style="list-style-type: none"> • Respond to literature, connecting the response to personal experience 	<p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Responding to a Quotation: pp. 274-277 Response Writing for Assessment: pp. 278-279, 284-285, 290-291, 296-297 Responding to a Poem: pp. 280-283 Responding to a Nonfiction Article: pp. 286-289 Responding to an Anecdote: pp. 292-295</p>
<ul style="list-style-type: none"> • Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts 	<p>Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Responding to a Quotation: pp. 274-277 Response Writing for Assessment: pp. 278-279, 284-285, 290-291, 296-297 Responding to a Poem: pp. 280-283 Responding to a Nonfiction Article: pp. 286-289 Responding to an Anecdote: pp. 292-295</p>
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive, and responsive writing 	<p>Types of Portfolios: p. 47 Parts of a Portfolio: p. 48 Sample Portfolio Reflections: p. 49</p>

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
<ul style="list-style-type: none"> Use strategies, such as note taking, semantic webbing or mapping, to plan and organize writing 	Clustering: pp. 24, 65, 128, 141, 342, 364, 385 Sensory Details: pp. 71, 95, 313 Five W's: pp. 93, 127, 302, 391 Time Line: pp. 94, 261 Outlining: pp. 348, 459 Taking Notes: pp. 387-392 Try Graphic Organizers: pp. 456-457
<ul style="list-style-type: none"> Use supporting evidence from text to evaluate ideas, information, themes, or experiences 	Ideas: pp. 23-24 Gathering Details: pp. 11, 58, 65, 70, 85, 95, 127, 149, 150, 183, 187, 261, 275, 281, 293, 313 456-457 Revising for Ideas: pp. 104-105, 160-161, 216-217, 356 Gathering Reasons: pp. 197, 205, 239 Revising for Ideas: pp. 104-105, 160-161, 216-217, 356
<ul style="list-style-type: none"> Analyze the impact of an event or issue from personal and peer group perspectives 	Writing a Persuasive Paragraph: pp. 195-198 Expressing an Opinion: pp. 199-231 Persuasive Writing Across the Curriculum: pp. 237-247 Persuasive Writing for Assessment: pp. 248-251
<ul style="list-style-type: none"> Analyze literary elements in order to evaluate the quality of ideas and information in the text 	Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Responding to a Quotation: pp. 274-277 Response Writing for Assessment: pp. 278-279, 284-285, 290-291, 296-297 Responding to a Poem: pp. 280-283 Responding to a Nonfiction Article: pp. 286-289 Responding to an Anecdote: pp. 292-295 Elements of Fiction: pp. 309-310 Using Special Poetry Techniques: pp. 318-319
<ul style="list-style-type: none"> Use information and ideas from other subject areas and personal experiences to form and express opinions 	Descriptive Writing Across the Curriculum: pp. 75-79 Narrative Writing Across the Curriculum: pp. 125-133 Expository Writing Across the Curriculum: pp. 181-189 Persuasive Writing Across the Curriculum: pp. 237-237
<ul style="list-style-type: none"> Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance 	Organization: pp. 10, 22, 25-26, 162-163, 170, 176-177, 200, 218-219, 232-233, 256, 267, 277, 283, 289, 295, 357 Organizing Your Paragraph: pp. 56-57 Writing an Expository Paragraph: pp. 139-142 Explaining How Something Works: pp. 143-175 Writing a Comparison-Contrast Essay: pp. 182-185 Writing a Research Report: pp. 337-362 Writing a Research Report: Organizing Ideas: p. 347 Improving Organization: pp. 458-461

Standard	Write Source: Grade 5
<ul style="list-style-type: none"> Use precise vocabulary in writing analysis and evaluation, with assistance 	Word Choice: pp. 28-29 Revising for Word Choice: pp. 110-111, 166-167, 222-223 Writing a Response Paragraph: pp. 253-256 Writing a Book Review: pp. 257-268 Additional Ideas for Book Reviews: p. 270 Responding to a Quotation: pp. 274-277 Response Writing for Assessment: pp. 278-279, 284-285, 290-291, 296-297 Responding to a Poem: pp. 280-283 Responding to a Nonfiction Article: pp. 286-289 Responding to an Anecdote: pp. 292-295 Working with Words: pp. 408-430 Building Word Choice: pp. 464-469
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	Types of Portfolios: p. 47 Parts of a Portfolio: p. 48 Sample Portfolio Reflections: p. 49

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard	Write Source: Grade 5
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups 	Peer Responding: pp. 40-42 Designing Your Writing: pp. 44-46 Creating an E-Mail Message: pp. 132-133 Follow Guidelines for Letters: pp. 476-477
<ul style="list-style-type: none"> Respect the age, gender, position, and cultural traditions of the recipient 	Practical Writing: Writing an E-Mail Message: pp. 132-133 Drafting a Persuasive Letter: 244-247
<ul style="list-style-type: none"> Develop a personal voice that enables the reader to get to know the writer, with assistance 	Voice: pp. 10, 22, 27, 72, 88, 96, 120-121, 144, 176-177, 200, 232-233, 267, 305, 358 Revising for Voice: pp. 108-109, 164-165, 220-221 Make Your Voice Fit Your Purpose: pp. 462-463
<ul style="list-style-type: none"> Write personal reactions to experiences and events, using a form of social communication 	Descriptive Writing: pp. 63-81 Writing a Narrative Paragraph: pp. 83-86 Sharing a Personal Success: pp. 87-119 Narrative Writing Across the Curriculum: pp. 125-133 Narrative Writing for Assessment: pp. 134-137
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social communication 	Types of Portfolios: p. 47 Parts of a Portfolio: p. 48 Sample Portfolio Reflections: p. 49



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Grade-Specific Indicators for Writing
Grade 6

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
<ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports 	Primary vs. Secondary Sources: p. 364 Types of Primary Sources: p. 365 Researching on the Internet: p. 366 Using the Library: pp. 367-371 Using Reference Materials: pp. 372-375 Evaluating Sources: p. 376 Keeping Track of Your Sources: p. 391 Creating Your Works-Cited Page: pp. 399-400
<ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas 	Writing a Research Report: Use a Gathering Grid: p. 388 Writing a Research Report: Creating Note Cards: p. 390 Taking Notes: pp. 441-448
<ul style="list-style-type: none"> • State a main idea and support it with details and examples 	Writing an Expository Paragraph: pp. 157-160 Explaining a Process: pp. 161-198 Writing a Classification Essay: pp. 199-204 Writing a Research Report: Starting Your Report: pp. 394-395 Writing a Research Report: pp. 381-410
<ul style="list-style-type: none"> • Compare and contrast ideas and information from two sources 	Using a Venn Diagram: pp. 448, 549 Use Comparison/Contrast Order: p. 537
<ul style="list-style-type: none"> • Adopt an organizational format, such as chronological order, that is appropriate for information writing 	Organization: pp. 12, 16, 34, 37-39, 158, 162, 164, 168, 180-181, 188, 194-195, 201, 204, 215, 378, 380, 385, 302, 410 Writing an Expository Paragraph: pp. 157-160 Explaining a Process: pp. 161-198 Writing a Classification Essay: pp. 199-204 Writing a Research Report: pp. 381-410 Writing a Research Report: Outlining Your Ideas: p. 393 Improving Organization: pp. 550-551 Methods of Organization: pp. 534-537

Standard	Write Source: Grade 6
<ul style="list-style-type: none"> Use paragraphing to organize ideas and information, with assistance 	Writing an Expository Paragraph: pp. 157-160 Writing a Summary Paragraph: pp. 377-380 Constructing Strong Paragraphs: pp. 524-543
<ul style="list-style-type: none"> Use paraphrasing, with assistance 	Avoiding Plagiarism: p. 389 Keeping Track of Your Sources: p. 390
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	Creating a Portfolio: pp. 65-69
<ul style="list-style-type: none"> Include relevant and exclude relevant information, with assistance 	Writing an Expository Paragraph: pp. 157-160 Explaining a Process: pp. 161-198 Writing a Classification Essay: pp. 199-204 Writing a Research Report: pp. 381-410
<ul style="list-style-type: none"> Connect, compare, and contrast ideas and information from one or more sources, with assistance 	Building Research Skills: pp. 363-376 Writing a Research Report: pp. 381-410
<ul style="list-style-type: none"> Support ideas with examples, definitions, analogies, and direct references, with assistance 	Explaining a Process: Sizing Up Your Topic: p. 167 Explaining a Process: Gathering and Sorting Details: p. 168 Writing: Explaining a Process: pp. 172-195 Writing a Research Report: pp. 381-410
<ul style="list-style-type: none"> Answer questions about informational material and write accurate and complete responses, with assistance 	Writing an Expository Paragraph: pp. 157-160 Explaining a Process: pp. 161-198 Writing a Classification Essay: pp. 199-204 Writing a Research Report: pp. 381-410

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
<p>Write original literary texts</p> <ul style="list-style-type: none">• Use organizing structures, such as stanzas, chapters, scenes, and verses• Develop characters, create a setting, and establish a plot• Use examples of literary devices, such as rhythm, rhyme, simile, and personification• Establish a consistent point of view (e.g., first or third person)	<p>Writing Stories: pp. 343-349 Writing Poems: pp. 353-357 Writing Haiku: p. 358 Writing Other forms of Poetry: p. 359</p> <p>Creating a Plot: p. 347 Characters/Characterization: p. 351 Plot Line: p. 351 Setting: p. 352</p> <p>Writing Poems: pp. 353-359 Using Special Poetry Techniques: pp. 360-361</p> <p>Point of View: pp. 352, 561 Narrative Writing: pp. 93-136 Writing Stories: pp. 343-349</p>
<p>Write interpretive essays to</p> <ul style="list-style-type: none">• Summarize the plot• Describe the characters and explain how they change• Describe the setting and recognize its importance to the story	<p>Writing a Biographical Narrative: pp. 136-142 Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Creating a Plot: p. 347</p> <p>Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Characters/Characterization: p. 351</p> <p>Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Setting: p. 352</p>
<p>Write interpretive essays to</p> <ul style="list-style-type: none">• Draw a conclusion about the work• Interpret the impact of literary devices, such as simile and personification• Recognize the impact of rhythm and rhyme in poems	<p>Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Reviewing a Biography: pp. 330-331</p> <p>Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Reviewing a Biography: pp. 330-331 Writing Poems: pp. 354-359</p> <p>Writing Poems: pp. 354-359</p>

Standard	Write Source: Grade 6
<ul style="list-style-type: none"> Respond to literature, connecting the response to personal experiences 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Response Writing Across the Curriculum: pp. 329-335 Response Writing for Assessment: pp. 336-341
<ul style="list-style-type: none"> Maintain a writing portfolio that includes literary, interpretive, and responsive writing 	Creating a Portfolio: pp. 65-69
<ul style="list-style-type: none"> Express opinions and support them through specific references to the text, with assistance 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Response Writing Across the Curriculum: pp. 329-335 Response Writing for Assessment: pp. 336-341
<ul style="list-style-type: none"> Demonstrate understanding of plot and theme, with assistance 	Writing a Biographical Narrative: pp. 135-142 Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Response Writing Across the Curriculum: pp. 329-335 Response Writing for Assessment: pp. 336-341 Plot Line: pp. 139, 346, 351 Theme: pp. 352, 561
<ul style="list-style-type: none"> Identify and describe characters and their motivations, with assistance 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Characters/Characterization: p. 351
<ul style="list-style-type: none"> Analyze the impact of setting 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Setting: p. 352
<ul style="list-style-type: none"> Identify how the use of literary devices, such as symbolism, metaphor, and simile, personification, and flashback, affects meaning, with assistance 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Elements of Fiction: pp. 351-352 Using Special Poetry Techniques: pp. 360-361
<ul style="list-style-type: none"> Draw conclusions and provide reasons for the conclusions, with assistance 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327
<ul style="list-style-type: none"> Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
<ul style="list-style-type: none">Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing	Clustering: pp. 13, 95, 166, 285, 355, 386, 439 Five W's: pp. 103, 106, 114, 138, 186 Sensory Details: pp. 105, 115, 178, 347, 355, 489 Outlining: pp. 170, 232, 393, 550 Time Line: pp. 293, 446, 534 Taking Notes: pp. 441-448 Try Graphic Organizers: pp. 548-549
<ul style="list-style-type: none">Use supporting evidence from text to evaluate ideas, information, themes, or experiences	Gathering Details: pp. 8, 13, 73, 78, 95, 103, 105, 138, 168, 202, 221, 293, 347, 355, 388 Gathering Ideas and Information: p. 29 Ideas: pp. 35-36 Revising for Ideas: pp. 114-115, 178-179, 240-241, 302-303, 402
<ul style="list-style-type: none">Analyze the impact of an event or issue from personal and peer group, and school community perspectives	Writing a Persuasive Paragraph: pp. 219-222 Promoting a Cause: pp. 223-260 Writing a Pet-Peeve Essay: pp. 261-266 Persuasive Writing Across the Curriculum: pp. 267-277 Persuasive Writing for Assessment: pp. 278-281
<ul style="list-style-type: none">Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments	Descriptive Writing Across the Curriculum: pp. 83-91 Narrative Writing Across the Curriculum: pp. 143-151 Expository Writing Across the Curriculum: pp. 205-213 Persuasive Writing Across the Curriculum: pp. 267-277
<ul style="list-style-type: none">Adapt an organizational format, (e.g., compare/contrast) appropriate for critical analysis and evaluation	Organization: pp. 12, 16, 34, 37-39, 158, 162, 164, 148, 188, 194-195, 201, 204, 215, 220, 224, 226, 231, 250, 256-257, 263, 266, 279, 284, 288, 290, 312, 318-319, 325, 328, 339, 378, 380, 385, 402, 410 Writing an Expository Paragraph: pp. 157-169 Explaining a Process: pp. 161-193 Revising for Organization: pp. 180-181, 242-243, 304-305 Writing a Classification Essay: pp. 199-204 Writing a Research Report: pp. 381-405 Organizing Details Effectively: pp. 534-537 Improving Organization: pp. 550-555
<ul style="list-style-type: none">Use precise vocabulary in writing analysis and evaluation	Word Choice: pp. 41-42 Revising for Word Choice: pp. 184-185, 246-247, 308-309 Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-322 Writing a Fictionalized Journal: pp. 323-328 Response Writing Across the Curriculum: pp. 329-335 Response Writing for Assessment: pp. 336-341 Working with Words: pp. 470-498 Strengthening Word Choice and Vocabulary: pp. 558-569

Standard	Write Source: Grade 6
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	Creating a Portfolio: pp. 65-69
<ul style="list-style-type: none"> Present clear analysis, using examples, details, and reasons from text with assistance 	Writing an Expository Paragraph: pp. 157-169 Explaining a Process: pp. 161-193 Writing a Classification Essay: pp. 199-204 Writing a Persuasive Paragraph: pp. 219-222 Promoting a Cause: pp. 223-260 Writing a Pet-Peeve Essay: pp. 261-266 Writing a Research Report: pp. 381-405 Analyzing: pp. 451, 455
<ul style="list-style-type: none"> Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance 	Describing Geometric Terms: pp. 86-87 Writing for Assessment: pp. 152-155, 214-217, 278-281, 336-341 Recording Class Minutes: pp. 150-151 Explaining a Concept: pp. 208-209 Drafting Directions: pp. 212-213 Creating an Editorial Cartoon: pp. 268-269 Drafting a Persuasive Letter: pp. 274-277 Audience: pp. 182-183, 307, 560 Purpose: p. 561
<ul style="list-style-type: none"> Explain connections between and among texts to extend the meaning of each individual text, with assistance 	Writing a Research Report: pp. 381-405
<ul style="list-style-type: none"> Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance 	Writing a Response Paragraph: pp. 283-286 Writing a Book Review: pp. 287-317 Writing a Fictionalized Journal Entry: pp. 323-327 Response Writing Across the Curriculum: pp. 329-335 Elements of Fiction: pp. 351-352 Using special Poetry Techniques: pp. 360-361

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include:

Standard	Write Source: Grade 6
<ul style="list-style-type: none">Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Peer Responding: pp. 29-32 Sharing Your Writing: pp. 58-63 Creating a Thank-you Note: pp. 90-91 Follow Guidelines for Letters: pp. 476-477
<ul style="list-style-type: none">Respect the age, gender, position, and cultural traditions of the recipient	Practical Writing: Creating a Thank-you Note: pp. 90-91 Drafting a Persuasive Letter: pp. 274-277
<ul style="list-style-type: none">Develop a personal voice that enables the reader to get to know the writer	Voice: pp. 12, 16, 34, 40, 72, 77, 80, 82, 94, 98, 100, 105, 124, 130-131 137, 141, 153, 158, 162, 164, 169, 188, 194-195, 201, 204, 215, 220-,224, 226, 232, 250, 256-257, 263, 266, 279, 284, 288, 290, 293, 312, 318-319, 325, 328, 339, 345, 348, 354, 357, 378, 380, 385, 402, 410, 415 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Enriching Your Writing Voice: pp. 556-557
<ul style="list-style-type: none">Write personal reactions to experiences, events, and observations, using a form of social communication	Descriptive Writing: pp. 71-91 Writing a Narrative Paragraph: pp. 93-96 Sharing an Experience: pp. 97-129 Writing a Biographical Narrative: pp. 135-142 Narrative Writing Across the Curriculum: pp. 143-151 Narrative Writing for Assessment: pp 152-155
<ul style="list-style-type: none">Maintain a portfolio that includes writing for social communication	Creating a Portfolio: pp. 65-69



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correlated to
New York English Language Arts
Core Performance Indicators for Writing
Grades 5-6

WRITING CORE PERFORMANCE INDICATORS

Standard	Write Source: Grades 5-6
<ul style="list-style-type: none"> Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings 	<p>Grade 5: pp. 63, 67, 83, 87, 139, 143, 195, 199, 253, 257, 299, 311, 333, 337, 465 Grade 6: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561</p>
<ul style="list-style-type: none"> Determine the intended audience before writing 	<p>Grade 5: pp. 63, 67, 83, 87, 139, 143, 195, 199, 253, 257, 299, 311, 333, 337, 465 Grade 6: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561</p>
<ul style="list-style-type: none"> Use tone and language appropriate for audience and purpose 	<p>Grade 5: pp. 10, 22, 28, 71, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 267, 305, 310, 313-315, 464-469 Grade 6: pp. 12, 20, 34, 41, 72, 77, 82, 94, 98, 100, 120-121, 124, 130-131, 137, 141, 153, 158, 162, 164, 184-185, 188, 194-195, 204, 220-, 224, 226, 246-247, 250, 256-257, 263, 266, 284, 288, 290, 308-309, 312, 318-319, 325, 328, 339, 345, 348, 357, 378, 380, 385, 402, 410, 415, 352, 428, 558-569</p>
<ul style="list-style-type: none"> Use prewriting activities (e.g., brainstorming, note taking, free-writing, outlining, and paragraphing) 	<p>Grade 5: pp. 6, 11, 65, 70, 85, 91-96, 128, 141, 147-152, 183-184, 197, 203-208, 239, 155, 160-162, 175, 281, 287, 293, 302-303, 313-314, 335, 341-348 Grade 6: pp. 7, 8, 13, 73, 78-79, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 264-265, 281, 285, 291-294, 326, 346-347, 355-356, 379, 386-393</p>
<ul style="list-style-type: none"> Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	<p>Grade 5: pp. 11-18, 70-74, 91-118, 147-174, 203-230, 260-268, 302-305, 313-315, 342-360 Grade 6: pp. 13-23, 78-82, 101-128, 227-254, 291-316, 346-349, 355-357, 386-404</p>
<ul style="list-style-type: none"> Use teacher conferences and peer review to revise written work 	<p>Grade 5: pp. 15, 39-42, Grade 6: pp. 18-19, 29-32</p>

Standard	Write Source: Grades 5-6
<p>Observe the rules of punctuation, capitalization, and spelling, such as</p> <ul style="list-style-type: none"> • Punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotation); use italics/underlining for titles • Capitalization of proper nouns such as key words I literary and/or book titles, languages, and historical events • Spelling of commonly misspelled words, homonyms, and content-area vocabulary 	<p>Grade 5: pp. 479-507 Grade 6: pp. 579-617</p> <p>Grade 5: pp. 508-515 Grade 6: pp. 618-629</p> <p>Grade 5: pp. 528-535, 536-559 Grade 6: pp. 642-651, 652-689</p>
<p>Use correct grammatical construction in</p> <ul style="list-style-type: none"> • Parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections • Simple/compound/complex sentences, using correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents 	<p>Grade 5: pp. 408-431, 570-605 Grade 6: pp. 470-498, 702-749</p> <p>Grade 5: pp. 412-415, 416-422, 432-451, 470-473, 560-569 Grade 6: pp. 474-479, 480-485, 500-522, 570-573, 690-701</p>
<ul style="list-style-type: none"> • Use signal/transitional words (e.g., <i>in addition, for example, finally, as a result, similarly, and on the other hand</i>) to provide clues to organizational format 	<p>Grade 5: pp. 56, 57, 156, 207, 212, 219, 465, 472-473 Grade 6: pp. 116, 174, 181, 242-243, 298, 305, 561, 572-573</p>
<ul style="list-style-type: none"> • Use dictionaries, thesauruses, and style manuals 	<p>Grade 5: pp. 330-331, 332, 346, 354 Grade 6: pp. 374-375, 391, 399-400</p>
<ul style="list-style-type: none"> • Use word processing skills 	<p>Grade 5: pp. 44-46 Grade 6: pp. 60-62</p>

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correlated to
New York English Language Arts
Grade-Specific Indicators for Writing
Grade 7

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include:

Standard	Write Source: Grade 7
<ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, in developing research reports 	Using the Internet: pp. 365-366 Using the Library: pp. 367-371 Using Reference Materials: pp. 372-375 Evaluating Sources: p. 376
<ul style="list-style-type: none"> • Identify an appropriate format for sharing information with an intended audience 	Publishing Your Writing: pp. 57-64 Publishing: pp. 129, 193, 255, 317, 349, 357, 409
<ul style="list-style-type: none"> • Take research notes, using a note-taking process, with assistance 	Creating Note Cards: p. 391 Avoiding Plagiarism: p. 392 Taking Notes: pp. 441-448
<ul style="list-style-type: none"> • Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance 	Clustering: pp. 73, 221, 228, 285 Time Line: pp. 95, 139, 534 Cause-Effect Chart: pp. 202, 303, 446 Problem-Solution Chart: pp. 221, 229 Gathering Chart: pp. 167, 293, 327, 390 Outlines: pp. 170, 203, 232, 395, 440, 550 Graphic Organizers: pp. 548-549
<ul style="list-style-type: none"> • Use paraphrase and quotation correctly 	Paraphrasing: pp. 391-392
<ul style="list-style-type: none"> • Connect, compare, and contrast ideas and information from one or more sources 	Writing an Expository Paragraph: pp. 157-160 Comparing Two Subjects: pp. 161-198
<ul style="list-style-type: none"> • Support ideas with examples, definitions, analogies, and direct reference to the text 	Writing an Expository Paragraph: pp. 157-160 Comparing Two Subjects: pp. 161-198 Writing a Cause-and Effect Essay: pp. 199-204 Writing a Summary Paragraph: pp. 377-380 Writing a Research Report: pp. 381-409
<ul style="list-style-type: none"> • Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information 	Enhancing Your Presentation: pp. 574-578

Standard	Write Source: Grade 7
<ul style="list-style-type: none"> Cite sources in footnotes and bibliography, using correct form, with assistance 	Sample Works-Cited Page: p. 386 Keeping Track of Your Sources: p. 393 Citing Sources in Your Report: p. 397 Creating Your Works-Cited Page: pp. 405-406
<ul style="list-style-type: none"> Write accurate and complete responses to questions about informational material 	Writing an Expository Paragraph: pp. 157-160 Comparing Two Subjects: pp. 161-198 Writing a Cause-and Effect Essay: pp. 199-204 Summarizing a Science Article: pp. 332-333 Primary vs. Secondary Sources: p. 364 Evaluating Sources: p. 376 Writing a Summary Paragraph: pp. 377-380 Writing a Research Report: pp. 381-409
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	Creating a Portfolio: pp. 65-69

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include:

Standard	Write Source: Grade 7
Write original literary texts to <ul style="list-style-type: none"> Develop a narrative, using an organizational plan such as chronology Sequence events (e.g., rising action, conflict, falling action, and resolution) to advance a plot, with assistance Develop complex characters and create a setting Use literary devices Maintain a consistent point of view that enhances the message Select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance 	Writing a Narrative Paragraph: pp. 93-96 Sharing a Learning Experience: pp. 97-129 Writing a Phase Autobiography: pp. 135-142 Narrative Writing Across the Curriculum: pp. 143-151 Narrative Writing for Assessment: pp. 152-155 Writing Stories: pp. 343-349 Organization: p. 347 Plot Line: p. 351 Creating a Conflict: p. 346 Setting the Scene and Gathering Details: p. 347 Character/Characterization: p. 351 Setting: p. 352 Elements of Fiction: pp. 351-352 Using Special Poetry Techniques: pp. 360-361 Point of View: p. 352 Writing Stories: pp. 343-349 Story Patterns: p. 350 Elements of Fiction: pp. 351-352 Writing Poems: pp. 353-359 Using Special Poetry Techniques: pp. 360-361

Standard	Write Source: Grade 7
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> • Express opinions and support them through specific references to the text • Demonstrate understanding of plot and theme • Identify and describe characters and their motivations • Analyze the impact of setting • Explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affect meaning 	<p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Writing a Poetry Review: pp. 323-328 Response Writing Across the Curriculum: pp. 330-335 Response Writing for Assessment: pp. 336-341</p> <p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Evaluating a Book: pp. 334-335 Plot Line: p. 351 Theme: p. 352</p> <p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Create a Character Chart: p. 292 Evaluating a Book: pp. 334-335 Character/Characterization: p. 351</p> <p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Create a Character Chart: p. 292 Evaluating a Book: pp. 334-335 Setting: p. 352</p> <p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Create a Character Chart: p. 292 Evaluating a Book: pp. 334-335 Element of Fiction: pp. 351-352 Using Special Poetry Techniques: pp. 360-361</p>
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> • Draw conclusions and provide reasons for the conclusions • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance • Make connections between literary text and personal experience or knowledge 	<p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Create a Character Chart: p. 292 Evaluating a Book: pp. 334-335</p> <p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Create a Character Chart: p. 292 Evaluating a Book: pp. 334-335</p> <p>Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Create a Character Chart: p. 292 Evaluating a Book: pp. 334-335</p>
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes imaginative , interpretive and response writing 	<p>Creating a Portfolio: pp. 65-69</p>

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include:

Standard	Write Source: Grade 7
<ul style="list-style-type: none"> Present clear analysis, using examples, details, and reasons from text 	Analyzing Information: pp. 37, 451, 455 Writing an Expository Paragraph: pp. 157-160 Comparing Two Subjects: pp. 161-198 Writing a Cause-and Effect Essay: pp. 199-204 Writing a Persuasive Paragraph: pp. 219-222 Proposing a Solution: pp. 223-255 Creating an Editorial: pp. 261-266 Writing a Summary Paragraph: pp. 377-380 Writing a Research Report: pp. 381-409
<ul style="list-style-type: none"> Present an hypothesis and predict possible outcomes 	Writing an Expository Paragraph: pp. 157-160 Comparing Two Subjects: pp. 161-198 Writing a Cause-and Effect Essay: pp. 199-204 Writing a Persuasive Paragraph: pp. 219-222 Proposing a Solution: pp. 223-255 Creating an Editorial: pp. 261-266 Writing a Summary Paragraph: pp. 377-380 Writing a Research Report: pp. 381-409
<ul style="list-style-type: none"> Select content and choose strategies for written presentations on the basis of audience, purpose, and content 	Audience and Purpose: pp. 157, 161, 188, 219, 223, 261, 283, 287, 323, 377, 381
<ul style="list-style-type: none"> Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) 	Expository Writing Across the Curriculum: pp.205-213 Persuasive Writing Across the Curriculum: pp. 267-277 Response Writing Across the Curriculum: pp. 329-335 Using the Internet: p. 364 Using the Library: pp. 365-266 Using Reference Materials: pp. 372-375
<ul style="list-style-type: none"> Explain connections between and among texts to extend the meaning of each individual text 	Expository Writing Across the Curriculum: pp.305-313 Persuasive Writing Across the Curriculum: pp. 267-277 Response Writing Across the Curriculum: pp. 329-335 Using the Internet: p. 364 Using the Library: pp. 365-366 Using Reference Materials: pp. 372-375 Writing a Research Report: pp. 381-409
<ul style="list-style-type: none"> Compare and contrast literary elements in more than one genre and/or by more than one author 	Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Writing a Poetry Review: pp. 323-328 Response Writing Across the Curriculum: pp. 329-335 Response Writing for Assessment: pp. 336-341 Evaluating a Book: pp. 334-335 Use Comparison-Contrast Order: p. 537
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	Creating a Portfolio: pp. 65-69

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include:

Standard	Write Source: Grade 7
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups 	Peer Responding: pp. 29-32 Sharing Your Writing: pp. 58-64 Writing a Friendly Letter: pp. 206-207 Writing an E-Mail Request: pp. 212-213 Follow Guidelines for Letters: pp. 576-577
<ul style="list-style-type: none"> Respect the age, gender, position, and cultural traditions of the recipient 	Writing a Friendly Letter: pp. 206-207 Writing an E-Mail Request: pp. 212-213 Writing a Proposal: pp. 272-273 Drafting a Business Letter: pp. 274-277
<ul style="list-style-type: none"> Develop a personal voice that enables the reader to get to know the writer 	Voice: pp. 12, 16, 34, 40, 98, 100, 105, 124, 130-131, 141, 158, 162, 170, 194-195, 224, 231, 250, 256-257, 288, 293, 312, 318-319, 348, 354, 357, 378, 380, 385, 410, 415 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Enriching Your Writing Voice: pp. 556-557
<ul style="list-style-type: none"> Write personal reactions to experiences, events, and observations, using a form of social communication 	Descriptive Writing: pp.71-91 Writing a Narrative Paragraph: pp. 93-96 Sharing a Learning Experience: pp. 97-129 Writing a Phase Autobiography: pp. 135-142 Narrative Writing Across the Curriculum: pp. 143-151 Narrative Writing for Assessment: pp 152-155
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social communication 	Creating a Portfolio: pp. 65-69
<ul style="list-style-type: none"> Use the conventions of email 	Writing an E-Mail Request: pp. 212-213 E-Mail: Use the Proper Format: p. 576



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New York English Language Arts
Grade-Specific Indicators for Writing
Grade 8

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
Use several sources of information, in addition to an encyclopedia, in developing research reports	Using the Internet: pp. 365 Using the Library: pp. 366-369 Using Reference Materials: pp. 70-373 Evaluating Sources: p. 374
Identify an appropriate format for sharing information with an intended audience	Publishing Your Writing: pp. 57-64 Publishing: pp. 129, 193, 255, 317, 349, 357, 409
Take research notes, using a note-taking process	Creating Note Cards: p. 390 Avoiding Plagiarism: p. 391 Taking Notes: pp. 441-448
Use outlines and graphic organizers, such as semantic webs, to plan reports	Time Line: pp. 13, 139, 448, 534 Listing: pp. 36, 221, 439, 550 Clustering: pp. 95, 264, 439 Outlines: pp. 170, 232, 394, 550 Graphic Organizers: pp. 548-549
Include relevant and exclude irrelevant information	Writing an Expository Paragraph: pp. 157-160 Classification Essay: pp. 161-198 Writing a Comparison-Contrast Essay: pp. 199-204 Primary vs. Secondary Sources: p. 364 Evaluating Information: pp. 374, 451, 454 Writing a Summary Paragraph: pp. 375-378 Writing a Research Report: pp. 379-409 Understanding Information: pp. 451, 453
Use paraphrase and quotation correctly	Quotations: pp. 303, 553 Paraphrasing: pp. 390-391
Connect, compare, and contrast ideas and information from one or more sources	Writing a Comparison-Contrast Essay: pp. 199-204 Writing a Research Report: pp. 379-409

Standard	Write Source: Grade 8
<ul style="list-style-type: none"> Support ideas with examples, definitions, analogies, and direct reference to the text 	Writing an Expository Paragraph: pp. 157-160 Classification Essay: pp. 161-198 Writing a Comparison-Contrast Essay: pp. 199-204 Writing a Summary Paragraph: pp. 375-378 Writing a Research Report: pp. 379-409
<ul style="list-style-type: none"> Cite sources in notes and bibliography, using correct form 	Sample Works-Cited Page: p. 385 Keeping Track of Your Sources: p. 392 Citing Sources in Your Report: p. 396 Creating Your Works-Cited Page: pp. 403-404
<ul style="list-style-type: none"> Write accurate and complete responses to questions about informational material 	Writing an Expository Paragraph: pp. 157-160 Classification Essay: pp. 161-198 Writing a Comparison-Contrast Essay: pp. 199-204 Writing a Summary Paragraph: pp. 375-378 Writing a Research Report: pp. 379-409
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	Creating a Portfolio: pp. 65-69

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
Write original literary texts to <ul style="list-style-type: none"> Develop a narrative, using an organizational plan such as chronology or flashback Sequence events to advance plot; use action, conflict, climax, falling action, and resolution Maintain a consistent point of view that enhances the message and/or establishes the mood Select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme 	Writing a Narrative Paragraph: pp. 93-96 Sharing a Learning Experience: pp. 97-129 Writing a Biographical Narrative: pp. 135-142 Narrative Writing Across the Curriculum: pp. 143-151 Narrative Writing for Assessment: pp. 152-155 Writing Stories: pp. 343-349 Selecting a Conflict: p. 346 Plot Line: p. 351 Writing Stories: pp. 343-349 Mood: p. 351 Point of View: p. 352 Writing Stories: pp. 343-349 Story Patterns: p. 350 Elements of Fiction: pp. 351-352 Writing Poems: pp. 353-359 Using Special Poetry Techniques: pp. 360-361

Standard	Write Source: Grade 8
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> • Express opinions and support them through specific references to text • Demonstrate an understanding of plot and theme 	<p>Writing a Persuasive Paragraph: pp. 219-222 Defending a Position: pp. 223-255 Creating a Personal Commentary: pp. 261-266 Persuasive Writing Across the Curriculum: pp. 267-277 Persuasive Writing for Assessment: pp. 278-281</p> <p>Writing a Response Paragraph: pp. 283-286 Analyzing a Theme: pp. 287-317 Plot Line: p. 351 Theme: p. 352</p>
<p>Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> • Identify and describe characters and their motivations • Analyze the importance of setting • Identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing affects meaning • Draw conclusions and provide reasons for the conclusions • Compare and contrast characters, setting, mood, and voice in more than one literary text 	<p>Writing a Response Paragraph: pp. 283-286 Analyzing a Theme: pp. 287-317 Finding a Character: p. 346 Changing a Main Character: p. 347 Character/Characterization: p. 351</p> <p>Writing a Response Paragraph: pp. 283-286 Analyzing a Theme: pp. 287-317 Setting: p. 352</p> <p>Writing a Response Paragraph: pp. 283-286 Analyzing a Theme: pp. 287-317 Element of Fiction: pp. 351-352 Using Special Poetry Techniques: pp. 360-361</p> <p>Writing a Response Paragraph: pp. 283-286 Analyzing a Theme: pp. 287-317</p> <p>Writing a Response Paragraph: pp. 283-286 Analyzing a Theme: pp. 287-317</p>
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive and responsive writing 	<p>Creating a Portfolio: pp. 65-69</p>

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
<ul style="list-style-type: none"> Present clear analysis, using examples, details, and reasons from text 	Analyzing Information: pp. 451, 455 Writing an Expository Paragraph: pp. 157-160 Classification Essay: pp. 161-198 Writing a Comparison-Contrast Essay: pp. 199-204 Writing a Persuasive Paragraph: pp. 219-222 Defending a Position: pp. 223-255 Writing an Editorial: pp. 268-269 Analyzing a Theme: pp. 287-317 Writing a Summary Paragraph: pp. 375-378 Writing a Research Report: pp. 379-409
<ul style="list-style-type: none"> Present an hypothesis and predict possible outcomes from one or more perspectives 	Analyzing Information: pp. 451, 455 Writing an Expository Paragraph: pp. 157-160 Classification Essay: pp. 161-198 Writing a Comparison-Contrast Essay: pp. 199-204 Writing a Persuasive Paragraph: pp. 219-222 Defending a Position: pp. 223-255 Writing an Editorial: pp. 268-269 Analyzing a Theme: pp. 287-317 Writing a Summary Paragraph: pp. 375-378 Writing a Research Report: pp. 379-409
<ul style="list-style-type: none"> Select content and choose strategies for written presentations on the basis of audience, purpose, and content 	Audience: pp. 36, 183, 560 Audience and Purpose: pp. 157, 161, 199, 219, 223, 261, 283, 287, 323, 375, 379 Purpose: p. 561
<ul style="list-style-type: none"> Explain connections between and among texts to extend the meaning of each individual text 	Expository Writing Across the Curriculum: pp.205-213 Persuasive Writing Across the Curriculum: pp. 267-277 Response Writing Across the Curriculum: pp. 329-335 Using the Internet: p. 365 Using the Library: pp. 366-369 Using Reference Materials: pp. 370-373 Writing a Research Report: pp. 379-409
<ul style="list-style-type: none"> Compare and contrast the use of literary elements in more than one genre, by more than one author 	Writing a Response Paragraph: pp. 283-286 Interpreting a Story: pp. 287-317 Response Writing Across the Curriculum: pp. 329-335 Response Writing for Assessment: pp. 336-341 Use Comparison-Contrast Order: p. 537
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	Creating a Portfolio: pp. 65-69

STANDARD 4

Students will read, write, listen, and speak for social interaction.

GRADE SPECIFIC INDICATORS

The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include:

Standard	Write Source: Grade 8
<ul style="list-style-type: none">Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Peer Responding: pp. 29-32 Creating an E-Mail Message: pp. 150-151 Follow Guidelines for Letters: pp. 576-577
<ul style="list-style-type: none">Respect the age, gender, position, and cultural traditions of the recipient	Writing an Eye Witness Report: pp. 84-85 Writing a Project Proposal: pp. 90-91 Creating an E-Mail Message: pp. 150-151 Writing a Memo: pp. 212-213 Writing a News Report: pp. 206-207 Drafting a Business Letter: pp. 274-277
<ul style="list-style-type: none">Develop a personal voice that enables the reader to get to know the writer	Voice: pp. 12, 16, 34, 40, 82, 98, 106, 124, 130-131, 141, 162, 169, 188, 194-195, 224, 250, 256-257, 288, 312, 318-319, 349, 357, 378, 380, 410, 415 Revising for Voice: pp. 118-119, 182-183, 244-245, 306-307 Enriching Your Writing Voice: pp. 556-557
<ul style="list-style-type: none">Write personal reactions to experiences, events, and observations, using a form of social communication	Descriptive Writing: pp. 71-92 Writing a Narrative Paragraph: pp. 93-96 Writing a Phase Biography: pp. 97-129 Writing a Biographical Narrative: pp. 135-142 Narrative Writing Across the Curriculum: pp. 143-151 Narrative Writing for Assessment: pp. 152-155
<ul style="list-style-type: none">Maintain a portfolio that includes writing for social communication	Creating a Portfolio: pp. 65-69
<ul style="list-style-type: none">Use the conventions of email	Creating an E-Mail Message: pp. 150-151

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correlated to
New York English Language Arts
Core Performance Indicators for Writing
Grades 7-8

WRITING CORE PERFORMANCE INDICATORS

Standard	Write Source: Grades 7-8
<ul style="list-style-type: none"> • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings 	<p>Grade 7: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561</p> <p>Grade 8: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 561</p>
<ul style="list-style-type: none"> • Determine the intended audience before writing 	<p>Grade 7: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 560</p> <p>Grade 8: pp. 71, 75, 93, 97, 135, 157, 161, 199, 219, 223, 261, 283, 287, 323, 343, 353, 377, 381, 560</p>
<ul style="list-style-type: none"> • Use tone and language appropriate for audience and purpose 	<p>Grade 7: pp. 12, 20, 34, 41, 98, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-256, 288, 308-309, 312, 318-319, 328, 348, 352, 357, 410-415, 428, 558-569</p> <p>Grade 8: pp. 12, 20, 34, 41, 82, 98, 120-121, 124, 130-141, 162, 164, 184-185, 188, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 349, 357, 378, 410, 415, 352, 428, 558-569</p>
<ul style="list-style-type: none"> • Use prewriting activities (e.g., brainstorming, note taking, free-writing, outlining, and paragraphing) 	<p>Grade 7: pp. 13, 78-79, 101-106, 165-170, 227-232, 291-294, 346-347, 355, 386-395</p> <p>Grade 8: pp. 13, 78-79, 101-106, 165-170, 227-232, 291-294, 346-347, 355, 386-395</p>
<ul style="list-style-type: none"> • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	<p>Grade 7: pp. 11-23, 78-82, 101-128, 165-193-2, 227-254, 291-316, 346-349, 355-357, 386-408</p> <p>Grade 8: pp. 11-23, 78-82, 101-128, 165-193-2, 227-254, 291-316, 346-349, 355-357, 386-408</p>
<ul style="list-style-type: none"> • Write clear, concise, and varied sentences developing a personal writing style and voice 	<p>Grade 7: pp. 42-43, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (sentence fluency); 40, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (voice)</p> <p>Grade 8: pp. 42-43, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (sentence fluency); 40, 122-123, 186-187, 248-249, 310-311, 500-522, 570-573, 690-701 (voice)</p>

Standard	Write Source: Grades 7-8
<p>Observe ruled of punctuation, italicization, capitalization, and spelling as follows:</p> <ul style="list-style-type: none"> • Punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters • Use italics and underlining for titles • Capitalize proper nouns, such as geographical names, academic sources, and organizations • Spell correctly commonly misspelled words, homonyms, and content-area vocabulary 	<p>Grade 7: pp. 579-617 Grade 8: pp. 579-617</p> <p>Grade 7: pp. 602-603 Grade 8: pp. 602-603</p> <p>Grade 7: pp. 618-629 Grade 8: pp. 618-629</p> <p>Grade 7: pp. 642-651, 652-689 Grade 8: pp. 642-651, 652-689</p>
<p>Use correct grammatical construction in</p> <ul style="list-style-type: none"> • Parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas • Simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice 	<p>Grade 7: pp. 472-498, 702-749 Grade 8: pp. 470-498, 702-749</p> <p>Grade 7: pp. 474-479, 480-485, 486-493, 690-701, 706-717, 718-731, 732-741 Grade 8: pp. 476-481, 482-487, 488-494, 690-701, 706-717, 718-731, 732-741</p>
<ul style="list-style-type: none"> • Use signal/transition words or phrases, such as <i>first</i>, <i>next</i>, and <i>in addition</i>, to produce organized, cohesive text 	<p>Grade 7: pp. 39, 116, 117, 298, 304, 561, 572-573 Grade 8: pp. 38, 42, 109, 236, 299, 539, 561, 572-573</p>
<ul style="list-style-type: none"> • Use dictionaries, thesauruses, and style manuals 	<p>Grade 7: pp. 374-375, 386, 403-404 Grade 8: pp. 372-373, 385, 403-404</p>
<ul style="list-style-type: none"> • Use computer software (e.g., word processing, import graphics) to support the writing process 	<p>Grade 7: pp. 60-62 Grade 8: pp. 60-62</p>
<ul style="list-style-type: none"> • Write for an authentic purpose, including publication 	<p>Grade 7: pp. 57-64, 129, 193, 255, 317, 349, 357, 409 Grade 8: pp. 57-64, 129, 193, 255, 317, 349, 357, 409</p>



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