



**ARIZONA**  
**Writing Standards Grade 7**  
***Writer's Choice: Grammar and Composition Grade 7* © 2005**

OBJECTIVES	PAGE REFERENCES
<b>Strand 1: Writing Process</b>	
Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i>PO 1. Generate ideas through a variety of activities (e.g., <b>prior knowledge</b>, discussion with others, printed material or other sources).</i>	SE: 29, 47, 50-52, 100-101, 139, 160-162, 185, 245, 267 <i>Writing Activities 53</i> <i>Listening and Speaking 57</i>
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	SE: 47, 55, 60, 237, 266-268, 284 <i>Writing Activities 61, 269, 277</i> <i>Identify Purpose and Audience 57</i> <i>Write an Advertisement 285</i>
<i>PO 3. Determine the intended audience of a writing piece.</i>	SE: 47, 56, 237, 245, 272 <i>Journal Writing 21</i> <i>Identify Purpose and Audience 57</i> <i>Listening and Speaking 215</i> <i>Write a Proposal 273</i> <i>Write an Advertisement 285</i>
<i>PO 4. Establish a central idea appropriate to the type of writing.</i>	SE: 58-59, 220-222, 232, 266-268, 274-276, 821, 822 <i>Writing Activities 61, 223, 269</i> <i>Outline and Draft 235</i> <i>Write a Proposal 273</i>
<i>PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, <b>Venn Diagrams</b>, <b>webs</b>, <b>story map</b>, <b>plot pyramid</b>) to plan writing.</i>	SE: 29, 52, 139, 208-210, 232 <i>Collect Topic Ideas 53</i> <i>Using Computers 207</i> <i>Writing Activities 243</i> <i>Outline and Draft 235</i> TWE: T43, T44, T45
<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	SE: 267 <i>Using Computers 15</i> <i>Look It Over 101</i> <i>Journal Writing 9, 51, 161, 267, 283</i>
<i>PO 7. Use <b>time management strategies</b>, when appropriate, to produce a writing product within a set time period.</i>	SE: 63, 691-693 <i>Tips on Managing Your Time During a Test 707</i>

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<b>Concept 2: Drafting</b> Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i>PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea(s)</b> and supporting details.</i>	SE: 62-64, 87-88, 139, 172-174, 232-234, 245, 295 <i>Writing Activities</i> 65, 235
<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	SE: 102-103, 126-128, 139, 164-166, 204-206, 232-234 <i>Writing Activities</i> 129, 167, 207 <i>Write a Draft</i> 65
<b>Concept 3: Revising</b> Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	
<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</i> (See Strand 2)	SE: 30-31, 66-68, 70-72, 74-76, 88, 140, 186, 236-237, 278-280 <i>Writing Activities</i> 69, 73, 77
<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	SE: 76, 280, 818 <i>Writing Activities</i> 73, 179, 281 <i>Try It Out</i> 104 <i>Vary Sentence Lengths</i> 77 <i>Write About Reading</i> 302
<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	SE: 30, 76, 280, 818 <i>Writing Activities</i> 73, 179, 281 <i>Try It Out</i> 104 <i>Vary Sentence Lengths</i> 77
<i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i>	SE: 30, 76, 104-105, 296, 818 <i>Writing Activities</i> 179, 281 <i>Using Computers</i> 73, 133 <i>Vary Sentence Lengths</i> 77
<i>PO 5. Add <b>transitional words</b>, phrases and/or sentences to clarify meaning or enhance the writing style.</i>	SE: 72, 128, 166, 214, 820 <i>Writing Activities</i> 167 <i>Write About Reading</i> 95 <i>Write a Painting Description</i> 129 <i>Write an Explanation</i> 215 <i>Revise for Effective Paragraphs</i> 73
<i>PO 6. Use a variety of sentence structures (i.e., <b>simple, compound, complex</b>) to improve sentence fluency in the draft.</i>	SE: 74-76, 519, 817-818, 823 <i>Writing Activities</i> 77 <i>Write About Reading</i> 192 <i>Grammar Link</i> 277 <i>Editing Tip</i> 217 TWE: TW 189
<i>PO 7. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to refine the draft.</i>	SE: 30, 67-68, 88, 140, 186, 246, 296 <i>Writing Activities</i> 69 <i>Writing Rubrics</i> 293, 332

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<p><i>PO 8. Use resources and reference materials to select more precise vocabulary.</i></p>	<p>SE: 280, 647-649, 650-652, 667  <i>Revising Tip</i> 115  <i>Using Computers</i> 125, 281</p> <p>TWE: EL 170  MIN 254  ARS 299  Te 655</p>
<p><b>Concept 4: Editing</b>  Editing includes proofreading and correcting the draft for conventions.</p>	
<p><i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i>  (See Strand 2)</p>	<p>SE: 31, 78-80, 89, 106, 141, 187, 239, 247, 297  <i>Writing Activities</i> 81</p>
<p><i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p>	<p>SE: 79, 89, 647-648  <i>Using Computers</i> 121  <i>Proofreading Tip</i> 141  <i>Inside Back Cover</i></p> <p>TWE: WRW 332, 670  MIN 683</p>
<p><i>PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.</i></p>	<p>SE: 80, 327  <i>Edit Your Writing</i> 81  <i>Proofreading Tip</i> 141  <i>Inside Back Cover</i></p>
<p><i>PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to edit the draft.</i></p>	<p>SE: 79, 89, 141, 187, 247, 297  <i>Editing/Proofreading Checklist</i> 31  <i>Edit Your Writing</i> 81  <i>Inside Back Cover</i></p>
<p><b>Concept 5: Publishing</b>  Publishing includes formatting and presenting a final product for the intended audience.</p>	
<p><i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i></p>	<p>SE: 82-84, 89, 107, 141, 187, 238, 247, 297, 823  <i>Writing Activities</i> 85</p>
<p><i>PO 2. Use margins and spacing to enhance the final product.</i></p>	<p>SE: 332, 336, 340, 348, 823, 827  <i>Using Computers</i> 85, 163, 215  <i>Presentation</i> 832</p>
<p><i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i></p>	<p>SE: 238, 247, 823  <i>Using Computers</i> 207, 215  <i>Writing Activities</i> 285  <i>Viewing and Representing</i> 207, 239  <i>Technology Tip</i> 336, 348</p> <p>TWE: TT 31</p>
<p><i>PO 4. Write legibly.</i></p>	<p>SE: 31, 83, 89, 187, 823  <i>Journal Writing</i> 287  <i>Write a Personal Narrative</i> 167  <i>Write Procedures</i> 203  <i>Write a Letter</i> 211</p> <p>TWE: WRW 332</p>

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<p style="text-align: center;"><b>Strand 2: Writing Components</b></p> <p>This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p>	
<p><b>Concept 1: Ideas and Content</b>  Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>	
<i>PO 1. Use clear, focused ideas and details to support the topic.</i>	SE: 22, 30-31, 54-56, 60, 88, 122-123, 139, 206 <i>Writing Activities</i> 23, 61, 65, 117, 121 <i>Write About Reading</i> 95
<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	SE: 54-56, 60, 88, 122-123 <i>Writing Activities</i> 23, 57, 61, 117, 121, 125
<i>PO 3. Develop a sufficient explanation or exploration of the topic.</i>	SE: 22, 30-31, 60, 88, 139-140, 200-202 <i>Writing Activities</i> 23, 61, 65, 117, 203
<i>PO 4. Include ideas and details that show original perspective.</i>	SE: 22, 30-31, 122-123 <i>Writing Activities</i> 23, 117, 121, 125 <i>Write About Reading</i> 38, 95 TWE: TW 33
<p><b>Concept 2: Organization</b>  Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	
<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, <b>narrative</b>, play, essay). (See Strand 3)</i>	SE: 16-18, 82-84, 89, 136, 238, 272, 297 <i>Writing Activities</i> 85 <i>Presenting Tip</i> 264
<i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i>	SE: 176-178, 185, 237, 276, 279, 821 <i>Writing Activities</i> 159, 179 <i>Outline and Draft</i> 235 <i>Write an Editorial</i> 277 TWE: TW 301
<i>PO 3. Place details appropriately to support the main idea.</i>	SE: 29-30, 58-60, 126-128, 139-140, 204-206, 212-214, 232-233, 822 <i>Writing Activities</i> 61, 65, 129, 167, 207, 277
<i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i>	SE: 72, 128, 166, 214, 820 <i>Writing Activities</i> 167 <i>Write About Reading</i> 95 <i>Revise for Effective Paragraphs</i> 73 <i>Write an Explanation</i> 215 <i>Write a Painting Description</i> 129
<i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>	SE: 70-72, 214, 275, 819-820 <i>Writing Activities</i> 73 <i>Write an Explanation</i> 215 <i>Drafting Tip</i> 233 <i>Listening and Speaking</i> 239 <i>Write a Comparison-and-Contrast</i> 243

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<i>PO 6. Create an ending that provides a sense of <b>resolution</b> or closure.</i>	SE: 237, 276, 821 <i>Writing Activities</i> 159 <i>Outline and Draft</i> 235 <i>Write an Editorial</i> 277 <i>Write About Reading</i> 302 TWE: TW 301
<b>Concept 3: Voice</b> Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	
<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	SE: 10, 222, 272, 280 <i>Writing Activities</i> 265 <i>Write About Reading</i> 38 <i>Listening and Speaking</i> 159, 215 <i>Write a Proposal</i> 273 <i>Cross-Curricular Activity</i> 203
<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i>	SE: 124, 168-170, 283, 292, 822 <i>Writing Activities</i> 125 <i>Write About Reading</i> 95, 192 TWE: TW 33, 145 CC 112
<i>PO 3. Use language appropriate for the topic and purpose.</i>	SE: 10, 124, 280, 283, 288, 330 <i>Writing Activities</i> 125, 265, 285, 289 <i>Write a Dialogue</i> 171
<i>PO 4. Choose appropriate voice (e.g., formal, informal, <b>academic discourse</b>) for the audience and purpose.</i>	SE: 10, 287-288, 330 <i>Writing Activities</i> 289 <i>Listening and Speaking</i> 219
<b>Concept 4: Word Choice</b> Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	
<i>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</i>	SE: 124, 280, 823 <i>Writing Activities</i> 125, 281 <i>Grammar Link</i> 27, 85, 215 <i>Try It Out</i> 104 <i>Prewriting Tip</i> 268 TWE: TW 93 Te 170
<i>PO 2. Use words that consistently support style and type of writing.</i> (See R07-S2C1)	SE: 105, 124, 170, 280, 288 <i>Writing Activities</i> 125, 265, 281, 289 <i>Write a Dialogue</i> 171
<i>PO 3. Use vocabulary that is original, varied, and natural.</i>	SE: 280, 477 <i>Writing Activities</i> 125 <i>Revising Tip</i> 241 TWE: TW 93 Te 120, 128 MIN 136 EE 148 EL 170

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<p><i>PO 4. Use <b>literal</b> and <b>figurative language</b> where appropriate to purpose.</i> (See R07-S1C4-04)</p>	<p>SE: 119-120 <i>Write About Reading 95</i> TWE: TW 93 EE 148</p>
<p><b>Concept 5: Sentence Fluency</b> Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	
<p><i>PO 1. Write <b>simple, compound, and complex sentences.</b></i></p>	<p>SE: 76, 367, 503-504, 516, 519, 619-627 <i>Editing Tip 217</i> <i>Grammar Link 219, 277</i> TWE: T46</p>
<p><i>PO 2. Create sentences that flow together and sound natural when read aloud.</i></p>	<p>SE: 72, 75-76, 519, 817-818, 819-820, 823 <i>Writing Activities 77</i> <i>Write About Reading 192</i> TWE: TW 189</p>
<p><i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i></p>	<p>SE: 75-76, 377, 519, 619-627, 817-818, 823 <i>Writing Activities 77</i> <i>Write About Reading 192</i> <i>Grammar Link 277</i> TWE: TW 189</p>
<p><i>PO 4. Use effective and natural <b>dialogue</b> when appropriate.</i></p>	<p>SE: 168-170, 617 <i>Writing Activities 171</i></p>
<p><b>Concept 6: Conventions</b> Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	
<p><i>PO 1. Use capital letters correctly for:</i></p> <ol style="list-style-type: none"> <li>a. <b>proper nouns</b> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>product names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>place</i></li> <li>• <i>regional names (e.g., West Coast)</i></li> </ul> </li> <li>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></li> <li>c. <i>literary titles (book, story, poem, play, song)</i></li> <li>d. <i>titles</i></li> <li>e. <i>abbreviations</i></li> <li>f. <b>proper adjectives</b></li> </ol>	<p>SE: 325-326, 573-574, 575-576, 577-578, 579-580, 581-587 <i>Grammar Link 19, 69, 227</i> TWE: TTT 735</p>

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<p>PO 2. Use commas to correctly punctuate:</p> <ul style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words and clauses</i></li> <li>d. <b>direct address</b></li> <li>e. <b>interrupters</b></li> <li>f. <b>compound sentences</b></li> <li>g. <b>appositives</b></li> </ul>	<p>SE: 320-321, 591-592, 593-594, 595-596, 610-613  <i>Grammar Link</i> 73, 199, 261</p> <p>TWE: MIN 627  TTT 734</p>
<p>PO 3. Use quotation marks to punctuate:</p> <ul style="list-style-type: none"> <li>a. <b>dialogue</b></li> <li>b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i></li> <li>c. <i>exact words from sources</i></li> </ul>	<p>SE: 599-600, 614, 617  <i>Editing Tip</i> 169  <i>Proofreading Tip</i> 247  <i>Grammar Link</i> 171, 235  <i>Write About Reading</i> 254  <i>Editing/Proofreading Checklist</i> 187</p> <p>TWE: TTT 738</p>
<p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p>	<p>SE: 599-600, 828, 829, 830</p>
<p>PO 5. Use colons to punctuate business letter salutations.</p>	<p>SE: 287, 332, 597-598</p>
<p>PO 6. Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> <li>a. <i>contractions</i></li> <li>b. <i>singular possessives</i></li> <li>c. <i>plural possessives</i></li> </ul>	<p>SE: 322-324, 383-384, 385-386, 393, 601-602, 614  <i>Grammar Link</i> 61, 159, 183, 285</p> <p>TWE: TTT 740</p>
<p>PO 7. Spell <b>high frequency words</b> correctly.</p>	<p>SE: 553-554, 555-556, 557-561, 681-683</p>
<p>PO 8. Use common spelling patterns/generalizations to spell words correctly.</p>	<p>SE: 672-675, 676, 677-680, 681-683</p> <p>TWE: Te 385</p>
<p>PO 9. Use <b>homonyms</b> correctly in context.</p>	<p>SE: 669-670, 671</p>
<p>PO 10. Use resources to spell correctly.</p>	<p>SE: 79, 647-648, 650-652, 681  <i>Using Computers</i> 121</p> <p>TWE: WRW 332, 670  MIN 683</p>
<p>PO 11. Use paragraph breaks to indicate an organizational structure.</p>	<p>SE: 70-72, 214, 819-820  <i>Writing Activities</i> 73</p>
<p>PO 12. Use the following parts of speech correctly in <b>simple sentences</b>:</p> <ul style="list-style-type: none"> <li>a. <i>nouns</i></li> <li>b. <i>action/linking verbs</i></li> <li>c. <i>personal pronouns</i></li> <li>d. <i>adjectives</i></li> <li>e. <i>adverbs</i></li> <li>f. <i>conjunctions</i></li> <li>g. <i>prepositions</i></li> <li>h. <i>interjections</i></li> </ul>	<p>SE: 314-315, 316-317, 318-319, 379-397, 398-427, 428-449, 450-477, 479-499  <i>Grammar Link</i> 23, 117</p>
<p>PO 13. Use subject/verb agreement in <b>simple</b>, <b>compound</b>, and <b>complex</b> sentences.</p>	<p>SE: 310-313, 535-536, 537-538, 539-540, 541-542, 543-544, 545-551  <i>Grammar Link</i> 155, 203</p> <p>TWE: TTT 730</p>

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<b>Strand 3: Writing Applications</b>	
Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.	
<b>Concept 1: Expressive</b>	
Expressive writing includes <b>personal narratives</b> , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<p><i>PO 1. Write a <b>narrative</b> that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>an engaging <b>plot</b> based on imagined or real ideas, observations, or memories of an event or experience</i></li> <li>b. <i>effectively developed characters</i></li> <li>c. <i>a clearly described <b>setting</b></i></li> <li>d. <i><b>dialogue</b>, as appropriate</i></li> <li>e. <i><b>figurative language</b>, or descriptive words and phrases to enhance style and <b>tone</b></i></li> </ul>	<p>SE: 160-162, 164-166, 172-174, 176-178, 184-187  <i>Writing Activities</i> 163, 167, 171, 175, 179</p>
<p><i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</i></p> <ul style="list-style-type: none"> <li>a. <i><b>figurative language</b></i></li> <li>b. <i><b>rhythm</b></i></li> <li>c. <i><b>dialogue</b></i></li> <li>d. <i><b>characterization</b></i></li> <li>e. <i><b>plot</b></i></li> <li>f. <i>appropriate format</i></li> </ul>	<p>SE: 156-158, 168-170, 172-174  <i>Writing Activities</i> 159, 171, 175  <i>Write a Poem</i> 137  <i>Write About Reading</i> 148, 192  <i>Writing Across the Curriculum</i> 193</p>
<b>Concept 2: Expository</b>	
Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.	
<p><i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p>	<p>SE: 12-14, 226, 230, 333-336, 689-690, 696-697  <i>Writing Activities</i> 15, 227, 235  TWE: CL 697  MIN 698  TT 749</p>
<p><i>PO 2. Write a summary based on the information gathered that include(s):</i></p> <ul style="list-style-type: none"> <li>a. <i>a topic sentence</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>relevant information</i></li> </ul> <p>(See R07-S3C1-02)</p>	<p>SE: 333-336, 689-690  <i>Writing Across the Curriculum</i> 96  <i>Listening and Speaking</i> 81  TWE: ARS 253</p>
<p><i>PO 3. Write a <b>process essay</b> that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>a <b>thesis statement</b></i></li> <li>b. <i>supporting details</i></li> <li>c. <i>introductory, body, and concluding paragraphs</i></li> </ul>	<p>SE: 200-202, 204-206, 212-214, 216-218, 232-234  <i>Writing Activities</i> 203, 207, 215, 219, 235</p>

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<p><b>Concept 3: Functional</b>            Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	
<p><i>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i>            (See R07-S3C2; M07-S2C1)</p>	<p>SE: 200-202, 212-214, 284, 329-332, 333-336, 337-340, 345-348, 754-755  <i>Writing Activities</i> 203, 207, 215, 265</p>
<p><i>PO 3. Write a <b>friendly letter</b> that includes a:</i></p> <ol style="list-style-type: none"> <li>a. heading</li> <li>b. salutation</li> <li>c. body</li> <li>d. closing</li> <li>e. signature</li> </ol>	<p>SE: 16-18  <i>Writing Activities</i> 19, 163  <i>Write a Letter</i> 11, 27  <i>Write About Reading</i> 38  <i>Writing Across the Curriculum</i> 39  <i>Write a Comparison-Contrast Letter</i> 211</p>
<p><i>PO 4. Write a <b>formal letter</b> that follows a conventional business letter format.</i></p>	<p>SE: 286-288, 329-332, 345-348  <i>Writing Activities</i> 19, 277, 289  <i>Write About Reading</i> 302  <i>Write a Cause-and-Effect Letter</i> 219</p>
<p><i>PO 5. Address an envelope for correspondence that includes:</i></p> <ol style="list-style-type: none"> <li>a. an appropriate return address</li> <li>b. an appropriate recipient address</li> </ol>	<p>Students may practice addressing envelopes when writing letters.            SE: 16-18, 286-288, 329-332  <i>Writing Activities</i> 19, 163, 277, 289  <i>Write a Letter</i> 11, 27  <i>Write About Reading</i> 38</p>
<p><b>Concept 4: Persuasive</b>            Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p><i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i></p> <ol style="list-style-type: none"> <li>a. establishes and develops a <b>controlling idea</b></li> <li>b. supports arguments with detailed <b>evidence</b></li> <li>c. includes <b>persuasive techniques</b></li> <li>d. excludes irrelevant information</li> <li>e. attributes sources of information when appropriate</li> </ol> <p>(See R07-S3C3)</p>	<p>SE: 262-264, 266-268, 270-272, 274-276, 278-280, 282-284, 294-297, 349-353  <i>Writing Activities</i> 265, 269, 273, 277, 281, 285</p>

OBJECTIVES	PAGE REFERENCES
<p><b>Concept 5: Literary Response</b>            Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	
<p><i>PO 1. Write a response to literature that:</i>            a. <i>presents several clear ideas</i>            b. <i>supports <b>inferences</b> and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i>            c. <i>relates own ideas to supporting details in a clear and logical manner</i>            (See R07-S2C1)</p>	<p>SE: 24-26, 134-136, 180-182, 290-292  <i>Writing Activities 27, 137, 183, 293</i>  <i>Write About Reading 38</i>  <i>Write a Comparison-and-Contrast 243</i></p>
<p><b>Concept 6: Research</b>            Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p><i>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</i>            a. <i>paraphrasing to convey ideas and details from the source</i>            b. <i><b>main idea(s)</b> and relevant details</i>            (See R07-S3C1-05, -06, -07, -08)</p>	<p>SE: 226, 230, 825-827, 689-690, 696-698  <i>Writing Activities 227, 231</i>            TWE: ARS 253</p>
<p><i>PO 2. Write an informational report that includes:</i>            a. <i>a focused topic</i>            b. <i>appropriate facts and relevant details</i>            c. <i>a logical sequence</i>            d. <i>a concluding statement</i>            e. <i>a list of sources used</i>            (See R07-S3C1-05, -06, -07, -08)</p>	<p>SE: 220-222, 224-226, 228-230, 232-234, 236-238, 825-827  <i>Writing Activities 223, 227, 231, 235, 239</i></p>

### Codes Used for TWE Pages

ARS	Active Reading Strategies
CC	Cultural Connections
CL	Civic Literacy
EE	Enrichment and Extension
EL	Exploring Language
MIN	Meeting Individual Needs
Te	Teach
TT	Technology Tip
TTT	Test-Taking Tip
TW	6+1 Trait Writing
WRW	Writing in the Real World