



**ARIZONA**  
**Writing Standards Grade 6**  
***Writer's Choice: Grammar and Composition Grade 6* © 2005**

OBJECTIVES	PAGE REFERENCES
<b>Strand 1: Writing Process</b>	
<p>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.</p>	
<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: 25, 46-48, 79, 92, 198, 239, 682 <i>Journal Writing 13</i> <i>Writing Activities 49</i> TWE: Te 43
<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: 17, 50, 106-109, 149, 186-188, 194-197, 226-227, 239 <i>Write an Explanation 189</i> <i>Write a Description 109</i> <i>Journal Writing 123</i>
<i>PO 3. Determine the intended audience of a writing piece.</i>	SE: 8-9, 97, 149, 161, 228, 239 <i>Write a Description 109</i> <i>Writing Across the Curriculum 179</i> TWE: Te 224, 232
<i>PO 4. Establish a central idea appropriate to the type of writing.</i>	SE: 25, 46-48, 79, 131, 161, 239, 682 <i>Writing Activities 49</i> <i>Drafting Tip 223</i> <i>Write a Proposal 229</i> <i>Write About Reading 246</i> TWE: Te 207
<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b>, <b>web</b>, <b>story map</b>, <b>plot pyramid</b>) to plan writing.</i>	SE: 191, 573-575, 576-578 <i>Writing Across the Curriculum 215</i> <i>Activity 293</i> <i>Using Computers 121</i> TWE: T43, T45 Te 227, 232
<i>PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.</i>	SE: 150 <i>Journal Writing 13, 47, 51, 149, 187, 199, 203, 227</i> TWE: Te 43
<i>PO 7. Use <b>time management strategies</b>, when appropriate, to produce a writing product within a set time period.</i>	SE: 571-572 TWE: Te 43

OBJECTIVES	PAGE REFERENCES
<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: 25-26, 43, 54-56, 79-80, 131, 169-170, 191-192, 207-208 <i>Write a Draft</i> 57 <i>Writing Activities</i> 193
<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	SE: 52, 118-120, 152-154, 191-192, 195-196 <i>Writing Activities</i> 53, 193 <i>Try It Out</i> 95 <i>Describe a Scene</i> 121 <i>Describe a Place</i> 125 <i>Write a Real-life Narrative</i> 155
<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: 58-60, 62-64, 66-68, 80-81, 132, 170, 208 <i>Writing Activities</i> 61, 65, 69
<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	SE: 44, 60 <i>Revise Your Draft</i> 61 TWE: Te 154
<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	SE: 44, 60, 68, 153 <i>Revise Your Draft</i> 61 <i>Use Strong Paragraphs</i> 65 TWE: Te 131, 154
<i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i>	SE: 62-64, 66-68, 152-154, 170, 232 <i>Writing Activities</i> 65, 69, 155
<i>PO 5. Add <b>transitional words</b>, phrases and/or sentences to clarify meaning or enhance the writing style.</i>	SE: 64, 120, 132, 154, 196, 208 <i>Use Strong Paragraphs</i> 65 <i>Describe a Scene</i> 121 <i>Write a "How to" Explanation</i> 197 TWE: Te 119
<i>PO 6. Use a variety of sentence structures (i.e., <b>simple, compound</b>) to improve sentence fluency in the draft.</i>	SE: 64, 66-68, 80, 517-518, 519-520, 521-523, 677-678, 683 <i>Writing Activities</i> 69 <i>Writing Application</i> 317, 437 TWE: TW 85
<i>PO 7. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to refine the draft.</i>	SE: 26, 59, 80, 132, 170, 208, 240 <i>Writing Activities</i> 61 <i>Writing Rubrics</i> 163 TWE: TT 96
<i>PO 8. Use resources and reference materials to select more precise vocabulary.</i>	SE: 536-537, 538, 539-540, 552-553 <i>Vocabulary Tip</i> 112 <i>Using Computers</i> 125 TWE: Te 108 TT 553

OBJECTIVES	PAGE REFERENCES
<b>Concept 4: Editing</b> Editing includes proofreading and correcting the draft for conventions.	
<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	SE: 27, 44, 70-72, 81, 98, 133, 171, 209 <i>Writing Activities</i> 73, 163
<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	SE: 81, 241, 539, 540, 563 <i>Using Computers</i> 73
<i>PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.</i>	SE: 72, 81, 267 <i>Try It Out</i> 98 <i>Proofreading Tip</i> 171, 209, 241 Inside Back Cover
<i>PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to edit the draft.</i>	SE: 70-71, 133, 209, 241, 683 <i>Editing/Proofreading Checklist</i> 27, 81, 171 <i>Try It Out</i> 98 TWE: Te 26, 132
<b>Concept 5: Publishing</b> Publishing includes formatting and presenting a final product for the intended audience.	
<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	SE: 74-76, 81, 133, 171, 209, 241, 683 <i>Present Your Work</i> 77 <i>Viewing and Representing</i> 237 <i>Presenting Tip</i> 203, 228
<i>PO 2. Use margins and spacing to enhance the final product.</i>	SE: 269-274, 276-277, 283-285, 288-289, 683, 687 <i>Using Computers</i> 163, 201
<i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	SE: 81, 241 <i>Using Computers</i> 129, 201 <i>Viewing and Representing</i> 189 <i>Activity</i> 285
<i>PO 4. Write legibly.</i>	SE: 81, 171, 241 <i>Write an Explanation</i> 189 <i>Write a Comparison-Contrast Piece</i> 193 <i>Activity</i> 273 <i>Listening and Speaking</i> 61 <i>Adding to Your Portfolio</i> 88 <i>Journal Writing</i> 231
<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>	
<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.	
<i>PO 1. Use clear, focused ideas and details to support the topic.</i>	SE: 114-116, 123-124, 230-232, 682 <i>Writing Activities</i> 49, 53, 113, 117, 125, 193 TWE: T44, T45
<i>PO 2. Provide content and selected details that are well suited to audience and purpose.</i>	SE: 25-26, 52, 55, 79-80, 123-124, 131, 207-208 <i>Writing Activities</i> 117, 193, 233
<i>PO 3. Develop a sufficient explanation or exploration of the topic.</i>	SE: 114-116, 123-124, 131 <i>Writing Activities</i> 49, 53, 113, 117, 125, 193 TWE: T44, T45

OBJECTIVES	PAGE REFERENCES
PO 4. Include ideas and details that show original perspective.	SE: 25-26, 54-56, 114-116, 685 <i>Writing Activities</i> 109, 113, 117, 125 <i>Write About Reading</i> 140 TWE: TW 139
<b>Concept 2: Organization</b> Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
<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: 18, 20-22, 75-76, 126-128, 224, 269-289, 681, 687-690 <i>Writing Activities</i> 19, 77, 129
PO 2. Develop a strong beginning or introduction that draws in the reader.	SE: 55, 56, 149, 169, 170, 200, 293, 681 <i>Write a Draft</i> 57
<i>PO 3. Place details appropriately to support the <b>main idea</b>.</i>	SE: 62-64, 118-120, 124, 152-154, 200, 682 <i>Writing Activities</i> 65, 155, 201
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	SE: 62-64, 120, 154, 196, 208, 680 <i>Use Strong Paragraphs</i> 65 <i>Describe a Scene</i> 121 TWE: Te 119
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	SE: 62-64, 114-116, 153, 200, 230-232, 679-680 <i>Writing Activities</i> 65 <i>Look It Over</i> 95 <i>Revising Tip</i> 192 TWE: TW 31
<i>PO 6. Create an ending that provides a sense of <b>resolution</b> or closure.</i>	SE: 162, 200, 293, 681
<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 and <b>style</b>.</i>	SE: 25-26, 97, 124, 228, 240 <i>Write About Reading</i> 178 <i>Writing Activities</i> 229 TWE: Te 224, 232 TW 177
<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i>	SE: 25-26, 359, 682, 684, 690 <i>Write About Reading</i> 140, 178 TWE: TW 177
<i>PO 3. Use language appropriate for the topic and purpose.</i>	SE: 25-26, 228, 275, 283, 683 <i>Write About Reading</i> 178 <i>Writing Activities</i> 229 <i>Activity</i> 273, 285 TWE: Te 68
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	SE: 97, 228, 270, 275, 283 <i>Activity</i> 273, 285 TWE: MA 156

OBJECTIVES	PAGE REFERENCES
<p><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.</p>	
<p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p>	<p>SE: 25-26, 106-108, 331, 359, 683  <i>Writing Tip</i> 98  <i>Grammar Link</i> 125  <i>Editing/Proofreading Checklist</i> 133, 209  <i>Write About Reading</i> 178            TWE: TW 177</p>
<p>PO 2. Use words and phrases that consistently support style and type or writing.            (See R06-S2C1)</p>	<p>SE: 97, 228, 270, 275, 283, 359, 682-683  <i>Activity</i> 285</p>
<p>PO 3. Use vocabulary that is original, varied, and natural.</p>	<p>SE: 331, 359, 682-683  <i>Writing Tip</i> 98  <i>Vocabulary Tip</i> 108  <i>Using Computers</i> 109  <i>Write About Reading</i> 178</p>
<p>PO 4. Use <b>literal</b> and <b>figurative language</b> where appropriate to purpose. (See R06-S1C4-04)</p>	<p>SE: 106-108, 283, 331, 359, 683  <i>Write About Reading</i> 178  <i>Activity</i> 285  <i>Try It Out</i> 94            TWE: Te 108, 124            TW 177</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>PO 1. Write <b>simple</b> and <b>compound sentences</b>.</p>	<p>SE: 66-68, 307-308, 314, 316, 317, 433, 437, 517-518, 519-520  <i>Writing Activities</i> 69            TWE: T46</p>
<p>PO 2. Write sentences that flow together and sound natural when read aloud.</p>	<p>SE: 64, 66-68, 80, 677-678, 679, 680, 683  <i>Writing Activities</i> 69            TWE: Te 97            TW 85</p>
<p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	<p>SE: 66-68, 80, 317, 437, 521-523, 677-678, 683  <i>Writing Activities</i> 69  <i>Write About Reading</i> 87            TWE: TW 85</p>
<p>PO 4. Use effective and natural <b>dialogue</b> when appropriate.</p>	<p>SE: 156-158, 171  <i>Writing Activities</i> 159  <i>Write About Reading</i> 34, 214            TWE: TW 31, 85            MIN 500</p>

OBJECTIVES	PAGE REFERENCES
<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> <p>a. <b>proper nouns</b></p> <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> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (i.e., story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. <b>proper adjectives</b></p>	<p>SE: 266, 473-474, 475-476, 477-478, 479-480, 481-486, 487  <i>Grammar Link</i> 61, 129, 229</p> <p>TWE: MIN 320</p>
<p><i>PO 2. Use commas to correctly punctuate:</i></p> <p>a. <i>items in a series</i></p> <p>b. <i>greetings and closings of letters</i></p> <p>c. <i>introductory words</i></p> <p>d. <b>direct address</b></p> <p>e. <b>interrupters</b></p> <p>f. <b>compound sentences</b></p>	<p>SE: 262-263, 491-492, 493-494, 495-496, 508, 512, 515  <i>Grammar Link</i> 77, 117, 233  <i>Grammar Tip</i> 116</p>
<p><i>PO 3. Use quotation marks to punctuate:</i></p> <p>a. <b>dialogue</b></p> <p>b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i></p> <p>c. <i>exact words from sources</i></p>	<p>SE: 157, 499-500, 509, 512, 515, 576  <i>Grammar Link</i> 147, 159  <i>Editing/Proofreading Checklist</i> 171</p>
<p><i>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).</i></p>	<p>SE: 499-500, 509, 512</p>
<p><i>PO 5. Use colons to punctuate business letter salutations.</i></p>	<p>SE: 272, 273, 497-498, 509, 511</p>
<p><i>PO 6. Use apostrophes to punctuate:</i></p> <p>a. <i>contractions</i></p> <p>b. <i>singular possessives</i></p>	<p>SE: 264-265, 323-324, 328, 501-502, 510, 512  <i>Grammar Link</i> 49, 237</p>
<p><i>PO 7. Spell <b>high frequency words</b> correctly.</i></p>	<p>SE: 455-456, 457-458, 459-462, 463, 563, 566-567  <i>Editing/Proofreading Checklist</i> 27, 133</p>
<p><i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i></p>	<p>SE: 455-456, 457-458, 459-462, 463, 557-560, 561-563, 567  <i>Spelling Hints</i> 19</p>

OBJECTIVES	PAGE REFERENCES
PO 9. Use <b>homonyms</b> correctly in context.	SE: 455-456, 457-458, 459-462, 463, 555-556, 566-567 TWE: TT 567
PO 10. Use resources to spell correctly.	SE: 81, 241, 536-537, 539-540, 563, 565-566 <i>Using Computers</i> 19, 73
PO 11. Use paragraph breaks to indicate an organizational structure.	SE: 62-64, 95, 271, 679-680, 681, 682 <i>Writing Activities</i> 65 <i>Revising Tip</i> 192 TWE: Te 97 TW 31
PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections	SE: 256-257, 258-259, 260-261, 321-328, 339-358, 363-376, 383-392, 399-412 <i>Grammar Link</i> 53, 189
PO 13. Use subject/verb agreement in <b>simple and compound sentences</b> .	SE: 254-255, 439-440, 441-442, 443-444, 445-452, 453 <i>Grammar Link</i> 65, 105, 193, 205
<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.	
PO 1. Write a <b>narrative</b> that includes: a. an engaging <b>plot</b> based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described <b>setting</b> d. <b>dialogue</b> , as appropriate e. <b>figurative language</b> , or descriptive words and phrases to enhance style and tone.	SE: 148-150, 152-154, 156-158, 160-162, 168-171 <i>Writing Activities</i> 151, 155, 159, 163 <i>Write About Reading</i> 34
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: a. <b>figurative language</b> b. <b>rhythm</b> c. <b>dialogue</b> d. <b>characterization</b> e. <b>plot</b> f. appropriate format	SE: 21-22, 152-154, 156-158, 160-162 <i>Writing Activities</i> 23, 155, 159, 163 <i>Write About Reading</i> 214, 778 TWE: Te 68

OBJECTIVES	PAGE REFERENCES
<p><b>Concept 2: Expository</b> Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.</p>	
<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>	<p>SE: 112, 198-200, 235, 576-578 <i>Write a Report</i> 201 <i>Listening and Speaking</i> 113 TWE: T43, T44, T45 EE 26</p>
<p>PO 2. Write a summary based on the information gathered that include(s): a. a topic sentence b. supporting details c. relevant information (See R06-S3C1-02)</p>	<p>SE: 203-204 <i>Write a Book Report</i> 205 <i>Cross-Curricular Activity</i> 113, 189, 197</p>
<p>PO 3. Write a <b>process essay</b> that includes: a. a <b>thesis statement</b> b. supporting details c. introductory, body, and concluding paragraphs</p>	<p>SE: 78-81, 194-196, 206-209, 282-285 <i>Writing Activities</i> 197 <i>Write About Reading</i> 214 <i>Write an Explanation</i> 189</p>
<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>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, <b>rubrics</b>, labels, posters, graphs/tables). (See R06-S3C2; M06-S2C1)</p>	<p>SE: 188, 194-196, 206-209, 278-281, 282-285, 286-289 <i>Writing Activities</i> 189, 197 <i>Viewing and Representing</i> 151</p>
<p>PO 3. Write a <b>friendly letter</b> that includes a: a. heading b. salutation c. body d. closing e. signature</p>	<p>SE: 16-18, 224 <i>Writing Activities</i> 19 <i>Cross-Curricular Activity</i> 11</p>
<p>PO 4. Write a <b>formal letter</b> that follows a conventional business letter format.</p>	<p>SE: 269-273, 274-277 <i>Writing Activities</i> 229 <i>Try It Out</i> 99 <i>Write a Persuasive Letter</i> 233 TWE: WRW 93</p>
<p>PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address</p>	<p>TWE: RWC 273</p>

OBJECTIVES	PAGE REFERENCES
<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>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> <li>establishes and develops a <b>controlling idea</b></li> <li>supports arguments with detailed evidence</li> <li>includes <b>persuasive techniques</b></li> <li>excludes irrelevant information</li> </ol> <p>(See R06-S3C3)</p>	<p>SE: 222-224, 226-228, 230-232, 234-236, 238-241, 640-641, 642-643  <i>Write a Proposal</i> 229  <i>Write a Persuasive Letter</i> 233  <i>Write a TV Review</i> 237</p>
<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>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> <li>presents several clear ideas</li> <li>supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</li> <li>relates own ideas to supporting details in a clear and logical manner</li> </ol> <p>(See R06-S2C1)</p>	<p>SE: 20-22, 166, 202-204  <i>Journal Writing</i> 165  <i>Writing Activities</i> 167, 205            TWE: CT 97, 136            TW 244</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>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> <li>paraphrasing to convey ideas and details from the source</li> <li><b>main idea(s)</b> and relevant details</li> </ol> <p>(See R06-S3C1-05, -06, -07)</p>	<p>SE: 198-200, 203-204, 206-209, 230-232, 293, 576-578, 686-687  <i>Write a Report</i> 201  <i>Write a Book Report</i> 205            TWE: Te 199</p>
<p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> <li>a focused topic</li> <li>appropriate facts and relevant details</li> <li>a logical sequence</li> <li>a concluding statement</li> <li>a list of sources used</li> </ol> <p>(See R06-S3C1-05, -06, -07)</p>	<p>SE: 198-200, 202-204, 230-232, 290-293, 576-578, 685-687  <i>Writing Activities</i> 201, 205  <i>Writing Across the Curriculum</i> 215            TWE: T45</p>

## Codes Used for TWE Pages

CT	Critical Thinking
EE	Enrichment and Extension
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real World Connection
Te	Teach
TT	Technology Tip
TW	6+1 Trait Writing
WRW	Writing in the Real World