



ARIZONA
Writing Standards Grade 8
Writer's Choice: Grammar and Composition Grade 8 © 2005

OBJECTIVES	PAGE REFERENCES
Strand 1: Writing Process	
<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>	
Concept 1: Prewriting	
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., prior knowledge, discussion with others, printed material or other sources).</i>	SE: 54-56, 185, 226-228, 247 <i>Writing Activities 57, 229</i> <i>Time: Facing the Blank Page 100-101</i> <i>Writing Online 138</i> <i>Journal Writing 157, 267</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: 52, 202-204, 231, 266-268, 334 <i>Writing Activities 53, 205, 269, 273</i>
<i>PO 3. Determine the intended audience of a writing piece.</i>	SE: 50-51, 138, 272, 287 <i>Writing Activities 53, 289</i> <i>Writing in the Real World 263-264</i> TWE: E&E 52
<i>PO 4. Establish a central idea appropriate to the type of writing.</i>	SE: 58-60, 203, 207, 219, 234-235, 835-838 <i>Writing Activities 61, 237</i> <i>Journal Writing 203, 207</i> TWE: MIN 236
<i>PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.</i>	SE: T42-T45, 17, 54-56, 58-60, 210-212, 244-245, 706-708, 709-712 <i>Writing Activities 57, 61, 213</i> <i>Using Computers 137</i> <i>Journal Writing 211</i>
<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	SE: T35, T36 <i>Using Computers 15</i> <i>Journal Writing 31, 55, 63, 115, 219, 267</i> <i>Adding to Your Portfolio 39, 149, 259</i>
<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	SE: 702 <i>Journal Writing 55, 79</i> <i>Using Computers 57</i>

OBJECTIVES	PAGE REFERENCES
Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	SE: 29, 58-59, 203, 206-208, 234-236, 835 <i>Writing Activities</i> 209, 237 TWE: MIN 208, 236
PO 2. <i>Organize writing into a logical sequence that is clear to the audience.</i>	SE: 60, 126-128, 160-162, 208, 214-216, 218-220 <i>Writing Activities</i> 129, 163, 209, 217, 221 <i>Write About Reading</i> 194 TWE: MIN 220
Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	
PO 1. <i>Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</i> (See Strand 2)	SE: 30, 66-68, 140, 186, 238-239 <i>Journal Writing</i> 67, 239 <i>Writing Activities</i> 69, 73, 77
PO 2. <i>Add details to the draft to more effectively accomplish the purpose.</i>	SE: 47, 66-67, 88, 186, 207, 248, 282-284 <i>Writing Activities</i> 69, 285 <i>Revising Tip</i> 268
PO 3. <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	SE: 284, 834 <i>Journal Writing</i> 59 <i>Using Computers</i> 61 <i>Revising Tip</i> 222 <i>Writing Activities</i> 285 TWE: C 285
PO 4. <i>Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i>	SE: 66-67, 70-71, 208, 836, 837-838 <i>Using Computers</i> 69 <i>Writing Activities</i> 73, 209 TWE: C 217
PO 5. <i>Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</i>	SE: 72, 128, 216 <i>Writing Activities</i> 73, 129, 217 <i>Journal Writing</i> 127 TWE: MIN 72
PO 6. <i>Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	SE: 74-76, 88, 833-834, 839 <i>Writing Activities</i> 77 <i>Write About Reading</i> 95 TWE: C 77 TW 94
PO 7. <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	SE: 68, 140, 186, 239, 248 <i>Using Computers</i> 27, 285 <i>Writing Activities</i> 69, 217, 241 TWE: CL 68
PO 8. <i>Use resources and reference materials to select more precise vocabulary.</i>	SE: 228, 268, 649-652, 661-662 <i>Writing Across the Curriculum</i> 39 <i>Journal Writing</i> 51 <i>Vocabulary Revising Tip</i> 181 <i>Writing Activities</i> 229, 269 TWE: E&E 651

OBJECTIVES	PAGE REFERENCES
Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.	
<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i> (See Strand 2)	SE: 78-80, 89, 187, 240 <i>Writing Activities</i> 81, 241 <i>Write About Reading</i> 258
<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	SE: 89, 141, 249, 301, 682-689, 690, 691-692 <i>Using Computers</i> 81 TWE: TT 684
<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	SE: 79, 239-240, 331 <i>Writing Activities</i> 81, 241
<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	SE: 31, 89, 141, 187, 249 <i>Writing Activities</i> 241 <i>Troubleshooter</i> 309-331 TWE: C 81
Concept 5: Publishing 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: 17, 82-84, 230-232, 246-249 <i>Writing Activities</i> 171, 205, 213, 221, 273 TWE: C 285
<i>PO 2. Use margins and spacing to enhance the final product.</i>	SE: 232, 286-288, 843 <i>Using Computers</i> 179, 209 <i>Writing Activities</i> 233, 289
<i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	SE: <i>Writing Activities</i> 175, 183, 205, 217, 241, 277 <i>Using Computers</i> 209, 281 <i>Presenting Tip</i> 276
<i>PO 4. Write legibly.</i>	SE: 47, 89, 301 <i>Writing Activities</i> 159, 241
Strand 2: Writing Components 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.	
Concept 1: Ideas and Content 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: 126-128, 130-132, 176-178 <i>Writing Activities</i> 129, 133, 175, 179 <i>Write About Reading</i> 148
<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	SE: 50-52, 184-187, 234 <i>Writing Activities</i> 53, 163, 213, 217, 221 TWE: E&E 44, 52
<i>PO 3. Develop a sufficient explanation or exploration of the topic.</i>	SE: 134-136, 138-141, 226-228, 282-284 <i>Writing Activities</i> 137, 175, 229, 285 <i>Write About Reading</i> 148 <i>Using Computers</i> 167

OBJECTIVES	PAGE REFERENCES
<i>PO 4. Include ideas and details that show original perspective.</i>	SE: <i>Writing Activities</i> 125, 273, 293 <i>Journal Writing</i> 173, 181 <i>Write About Reading</i> 194, 258, 306 <i>Writing Across the Curriculum</i> 259 TWE: C 258
Concept 2: Organization 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 or writing (e.g., letter format, narrative, play, essay). (See Strand 3)</i>	SE: 8-10, 176-178, 230-232 <i>Writing Activities</i> 11, 67, 171, 179, 233 <i>Using Computers</i> 27 TWE: MIN 232
<i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i>	SE: 158, 224, 236, 248, 280, 300, 835, 837 <i>Write About Reading</i> 148 <i>Writing Activities</i> 159
<i>PO 3. Place details appropriately to support the main idea.</i>	SE: 71, 130-132, 176-178 <i>Writing Activities</i> 73, 129, 133, 179, 269 <i>Write About Reading</i> 148 <i>Using Computers</i> 167
<i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i>	SE: 72, 128, 216, 836 <i>Writing Activities</i> 73, 129, 163, 217 <i>Journal Writing</i> 127
<i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>	SE: 126-128, 160-162, 206-208, 222-224, 234-236, 294-296 <i>Writing Activities</i> 129, 163, 209, 225, 237, 297
<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	SE: 224, 236, 280, 837 <i>Writing Activities</i> 281
Concept 3: Voice 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: 50-51, 230-232, 263-264, 287, 298-301 <i>Writing Activities</i> 273, 289
<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</i>	SE: 28-31, 114, 184-187, 227-228 <i>Writing Activities</i> 23, 229, 293 <i>Write About Reading</i> 258 <i>Writing Across the Curriculum</i> 307
<i>PO 3. Use language appropriate for the topic and purpose.</i>	SE: 86-89, 184-187, 246-249, 272 <i>Write About Reading</i> 38 <i>Writing Activities</i> 183, 269, 273 <i>Writing Across the Curriculum</i> 307 TWE: C 277
<i>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	SE: 30, 207, 215, 230-232, 292 <i>Writing Activities</i> 209, 217, 233, 289 <i>Write About Reading</i> 306

OBJECTIVES	PAGE REFERENCES
<p>Concept 4: Word Choice 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><i>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</i></p>	<p>SE: 122-124, 134-136, 839 <i>Write About Reading</i> 38 <i>Grammar Link</i> 117, 217 <i>Writing Activities</i> 137 <i>Revising Tip</i> 140 TWE: MIN 120 C 125</p>
<p><i>PO 2. Use words that consistently support style and type of writing.</i> (See R08-S2C1)</p>	<p>SE: 156-158, 160-162, 206-208, 230-232 <i>Writing Activities</i> 159, 163, 179, 209, 233 TWE: MIN 162</p>
<p><i>PO 3. Use vocabulary that is original, varied, and natural.</i></p>	<p>SE: 138-141, 164-166, 168-170 <i>Write About Reading</i> 148, 194 <i>Writing Activities</i> 167, 171, 175 TWE: MIN 170</p>
<p><i>PO 4. Use literal and figurative language where appropriate to purpose.</i> (See R08-S1C4-04)</p>	<p>SE: 118-120, 130-132, 184-187, 214-216, 286-288 <i>Writing Activities</i> 121, 133, 217, 289 TWE: T 243</p>
<p>Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	
<p><i>PO 1. Write simple, compound, and complex sentences.</i></p>	<p>SE: 74-76, 367, 369, 371, 505, 507 <i>Writing Activities</i> 77</p>
<p><i>PO 2. Create sentences that flow together and sound natural when read aloud.</i></p>	<p>SE: 74-76 <i>Writing Activities</i> 77, 241 <i>Write About Reading</i> 95 TWE: JWT 75</p>
<p><i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i></p>	<p>SE: 88, 833-834, 839 TWE: C 77</p>
<p><i>PO 4. Use effective and natural dialogue when appropriate.</i></p>	<p>SE: 168-170 <i>Writing Activities</i> 171 TWE: MIN 170 C 171</p>

OBJECTIVES	PAGE REFERENCES
<p>Concept 6: Conventions 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. proper nouns</p> <ul style="list-style-type: none"> • <i>holidays</i> • <i>product names</i> • <i>languages</i> • <i>historical events</i> • <i>organizations</i> • <i>academic courses (e.g., algebra/Algebra I)</i> • <i>place</i> • <i>regional names (e.g., West Coast)</i> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (book, story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. proper adjectives</p>	<p>SE: 585-586, 587-588, 589-590, 591-596, 597 <i>Grammar Link 61, 175</i> <i>Troubleshooter 330-331</i></p> <p>TWE: C 586 E&E 588</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 and clauses</i></p> <p>d. <i>direct address</i></p> <p>e. interrupters</p> <p>f. compound sentences</p> <p>g. appositives</p> <p>h. dialogue</p>	<p>SE: 505-506, 601-602, 603-604, 605-606, 609-610, 631-632 <i>Grammar Link 155, 225, 241</i> <i>Grammar Tip 271</i></p>
<p><i>PO 3. Use quotation marks to punctuate:</i></p> <p>a. dialogue</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: 168-170, 228, 609-610, 844, 845 <i>Grammar Link 137, 171, 229</i> <i>Writing Activities 171</i></p> <p>TWE: T 609</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: 609-610 <i>Grammar Tip 296</i></p>
<p><i>PO 5. Use colons to punctuate business letter salutations.</i></p>	<p>SE: 230-232, 335-336, 607-608 <i>Writing Activities 233</i> <i>Grammar Link 233</i></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>c. <i>plural possessives</i></p>	<p>SE: 327-329, 387-388, 611-612 <i>Grammar Link 121, 237</i></p> <p>TWE: MIN 388, 612</p>
<p><i>PO 7. Spell high frequency words correctly.</i></p>	<p>SE: 31, 80, 141, 187, 691-693 <i>Using Computers 81</i></p> <p>TWE: TT 684 E&E 688</p>

OBJECTIVES	PAGE REFERENCES
PO 8. Use common spelling patterns/generalizations to spell words correctly.	SE: 682-689, 690 TWE: C 689
PO 9. Use homonyms correctly in context.	SE: 679-680 TWE: T 679 MIN 680
PO 10. Use resources to spell correctly.	SE: 301 <i>Using Computers</i> 81 <i>Proofreading Tip</i> 89, 141 TWE: TT 684
PO 11. Use paragraph breaks to indicate an organizational structure.	SE: 66-67, 70-72, 835-836 <i>Writing Activities</i> 73, 179, 205
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: 381-382, 401-402, 407-408, 435-436, 457-458, 465-466, 481-482, 487-488, 491-492, 493-494
PO 13. Use subject/verb agreement in simple, compound, and complex sentences .	SE: 314-317, 541-542, 543-544, 545-546, 547-548, 549-550, 551-556 <i>Writing Application</i> 557 TWE: MIN 542
Strand 3: Writing Applications 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.	
Concept 1: Expressive Expressive writing includes personal narratives , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
PO 1. Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language , or descriptive words and phrases to enhance style and tone	SE: 156-158, 160-162, 164-166, 172-174, 176-178 <i>Writing Activities</i> 159, 163, 167, 175, 179

OBJECTIVES	PAGE REFERENCES
<p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ol style="list-style-type: none"> figurative language rhythm dialogue characterization plot <i>appropriate format</i> 	<p>SE: 168-170, 172-174, 180-182, 184-187 <i>Writing Activities</i> 171, 175, 183 <i>Writing Across the Curriculum</i> 195</p> <p>TWE: MIN 170 C 171</p>
<p>Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis 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: <i>Journal Writing</i> 211, 215, 219, 223, 227, 231 <i>Writing Activities</i> 213, 229, 245 <i>Prewriting</i> 247</p>
<p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a topic sentence supporting details relevant information <p>(See R08-S3C1-02)</p>	<p>SE: <i>Journal Writing</i> 207, 235, 243 <i>Writing Activities</i> 221, 225, 245 <i>Writing Across the Curriculum</i> 259</p> <p>TWE: MIN 236</p>
<p>PO 3. Write an explanatory essay that includes:</p> <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 	<p>SE: 246-249 <i>Writing Activities</i> 205, 209, 213, 221, 237 <i>Write About Reading</i> 258</p>
<p>Concept 3: Functional 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, rubrics, labels, posters, graphs/tables). (See R08-S3C2; M08-S2C1)</p>	<p>SE: <i>Journal Writing</i> 215 <i>Writing Activities</i> 217, 277, 281, 289 <i>Writing Across the Curriculum</i> 259 <i>Presenting Tip</i> 276 <i>Using Computers</i> 285</p> <p>TWE: C 277</p>
<p>PO 3. Write a friendly letter that includes a:</p> <ol style="list-style-type: none"> heading salutation body closing signature 	<p>SE: 9 <i>Writing Activities</i> 11 <i>Using Computers</i> 85 <i>Write About Reading</i> 194</p> <p>TWE: CiL 103</p>
<p>PO 4. Write a formal letter that follows a conventional business letter format.</p>	<p>SE: 230-232, 290-292, 332-337 <i>Writing Activities</i> 233, 293</p> <p>TWE: MIN 232 C 293</p>
<p>PO 5. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> an appropriate return address an appropriate recipient address 	<p>SE: <i>Writing Activities</i> 11, 233, 293</p>

OBJECTIVES	PAGE REFERENCES
<p>Concept 4: Persuasive 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"> a. <i>establishes and develops a controlling idea</i> b. <i>supports arguments with detailed evidence</i> c. <i>includes persuasive techniques</i> d. <i>excludes irrelevant information</i> e. <i>attributes sources of information when appropriate</i> <p>(See R08-S3C3)</p>	<p>SE: 266-268, 270-272, 274-276, 282-284, 298-301 <i>Writing Activities</i> 269, 273, 277, 281, 285</p>
<p>Concept 5: Literary Response 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></p> <ol style="list-style-type: none"> a. <i>presents several clear ideas</i> b. <i>supports inferences 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> d. <i>provides support adequate to the literary selection (e.g., short poem vs. novel)</i> <p>(See R08-S2C1)</p>	<p>SE: 242-244, 294-296 <i>Writing Activities</i> 27, 137, 245, 297 <i>Write About Reading</i> 38, 148, 258, 306</p>
<p>Concept 6: Research 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></p> <ol style="list-style-type: none"> a. <i>paraphrasing to convey ideas and details from the source</i> b. <i>main idea(s) and relevant details</i> <p>(See R08-S3C1-05, -06, -07, -08)</p>	<p>SE: 226-228, 234-236 <i>Journal Writing</i> 227, 237 TWE: MIN 236</p>
<p><i>PO 2. Write an informational report that includes:</i></p> <ol style="list-style-type: none"> 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> <p>(See R08-S3C1-05, -06, -07, -08)</p>	<p>SE: 234-236, 841-848 <i>Writing Activities</i> 237</p>

Codes Used for TWE Pages

C	Close
CiL	Civic Literacy
CL	Cooperative Learning
E&E	Enrichment and Extension
JWT	Journal Writing Tip
MIN	Meeting Individual Needs
T	Teach
TT	Technology Tip
TW	6+1 Trait Writing