

WRITING STANDARD	Boardworks English: Grammar and Skills Presentations
<b>Grade 6</b>	
<b>Strand 1: Writing Process</b>	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).	Working in a Group
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Giving a Speech
PO 3. Determine the intended audience of a writing piece.	Giving a Speech
PO 4. Establish a central idea appropriate to the type of writing.	Writing an Essay
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Writing an Essay
PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.	-
PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	Writing an Essay
<b>Concept 2: Drafting</b>	
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.	Writing an Essay
PO 2. Organize writing into a logical sequence that is clear to the audience.	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
<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?)	
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	Editing and Proofreading
PO 2. Add details to the draft to more effectively accomplish the purpose.	Editing and Proofreading
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	-

PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Editing and Proofreading Paragraphs Unit One Paragraphs Unit Two
PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.	Paragraphs Unit Two Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Editing and Proofreading
PO 8. Use resources and reference materials to select more precise vocabulary.	Using a Thesaurus Using Dictionaries and Spellcheckers
<b>Concept 4: Editing</b>	
Editing includes proofreading and correcting the draft for conventions.	
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	Editing and Proofreading
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Using a Thesaurus Using Dictionaries and Spellcheckers
PO 3. Apply proofreading marks to indicate errors in conventions.	-
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Editing and Proofreading
<b>Concept 5: Publishing</b>	
Publishing involves formatting and presenting a final product for the intended audience.	
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Giving a Speech Writing an Essay
PO 2. Use margins and spacing to enhance the final product.	-
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	-
PO 4. Write legibly.	Improving Your Handwriting
<b>Strand 2: Writing Elements</b>	
<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.	
PO 1. Use clear, focused ideas and details to support the topic.	Writing an Essay
PO 2. Provide content and selected details that are well-suited to audience and purpose.	Giving a Speech Writing an Essay
PO 3. Develop a sufficient explanation or exploration of the topic.	-
PO 4. Include ideas and details that show original perspective.	-

<b>Concept 2: Organization</b>	
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3)	Writing an Essay
PO 2. Develop a strong beginning or introduction that draws in the reader.	Writing an Essay Paragraphs Unit One
PO 3. Place details appropriately to support the main idea.	Writing an Essay
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Paragraphs Unit Two
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Paragraphs Unit Two
PO 6. Create an ending that provides a sense of resolution or closure.	Writing an Essay Paragraphs Unit Two
<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.	
PO 1. Show awareness of the audience through word choice and style.	Giving a Speech The Active and Passive Voice Ellipsis
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	-
PO 3. Use language appropriate for the topic and purpose.	The Conditional Tense First, Second and Third Person Writing an Essay
PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	Writing an Essay Ellipsis Giving a Speech
<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.	
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Using a Thesaurus Synonyms and Antonyms Adjectives
PO 2. Use words and phrases that consistently support style and type of writing. (See R06-S2C1)	-

PO 3. Use vocabulary that is original, varied, and natural.	Using a Thesaurus Synonyms and Antonyms Adjectives Adverbs
PO 4. Use literal and figurative language when appropriate to purpose. (See R06-S1C4-04)	-
<b>Concept 5: Sentence Fluency</b>	
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	
PO 1. Write simple and compound sentences.	Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 2. Write sentences that flow together and sound natural when read aloud.	Paragraphs Unit Two
	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	
PO 4. Use effective and natural dialogue when appropriate.	-
<b>Concept 6: Conventions</b>	
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	
PO 1. Use capital letters correctly for:	
a. proper nouns: • holidays, • product names, • languages, • historical events, • organizations, • academic courses (e.g., algebra/Algebra I), • place, • regional names (e.g., West Coast)	Nouns
b. words used as names (e.g., Grandpa, Aunt Lyn)	Nouns
c. literary titles (i.e., story, poem, play, song)	-
d. titles	-
e. abbreviations	-
f. proper adjectives	-
PO 2. Use commas to correctly punctuate:	
a. items in a series	Commas
b. greetings and closings of letters	-
c. introductory words	Clauses and Sentences Unit Three
d. direct address	-
e. interrupters	-
f. compound sentences	-
PO 3. Use quotation marks to punctuate:	

a. dialogue	Speech Punctuation
b. titles of short works (e.g., chapter, story, article, song, poem)	-
c. exact words from sources	-
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).	-
PO 5. Use colons to punctuate business letter salutations.	-
PO 6. Use apostrophes to punctuate:	
a. contractions	Apostrophes
b. singular possessives	Apostrophes
PO 7. Spell high-frequency words correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones
PO 8. Use common spelling patterns/ generalizations to spell words correctly.	Word Families and Patterns Spelling Strategies Unit Two
PO 9. Use homonyms correctly in context.	Homophones
PO 10. Use resources to spell correctly.	Using Dictionaries and Spellcheckers
PO 11. Use paragraph breaks to indicate an organizational structure.	Paragraphs Unit One
PO. 12. Use the following parts of speech correctly in simple sentences:	
a. nouns	Nouns Parts of Speech
b. action/linking verbs	Verbs Parts of Speech Clauses and Sentences Unit One
c. personal pronouns	Pronouns Parts of Speech
d. adjectives	Adjectives Parts of Speech
e. adverbs	Adverbs Parts of Speech
f. conjunctions	Conjunctions Parts of Speech
g. prepositions	Prepositions Parts of Speech
h. interjections	Parts of Speech
PO 13. Use subject/verb agreement in simple and compound sentences.	Verbs

<b>Grade 7</b>	
<b>Strand 1: Writing Process</b>	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).	Working in a Group
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Giving a Speech
PO 3. Determine the intended audience of a writing piece.	Giving a Speech
PO 4. Establish a central idea appropriate to the type of writing.	Writing an Essay
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Writing an Essay
PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.	-
PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	Writing an Essay
<b>Concept 2: Drafting</b>	
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.	Writing an Essay
PO 2. Organize writing into a logical sequence that is clear to the audience.	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
<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?)	
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	Editing and Proofreading
PO 2. Add details to the draft to more effectively accomplish the purpose.	Editing and Proofreading
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	-
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Editing and Proofreading Paragraphs Unit One Paragraphs Unit Two

PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.	Paragraphs Unit Two Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Editing and Proofreading
PO 8. Use resources and reference materials to select more precise vocabulary.	Using a Thesaurus Using Dictionaries and Spellcheckers
<b>Concept 4: Editing</b>	
Editing includes proofreading and correcting the draft for conventions.	
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	Editing and Proofreading
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Using a Thesaurus Using Dictionaries and Spellcheckers
PO 3. Apply proofreading marks to indicate errors in conventions.	-
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Editing and Proofreading
<b>Concept 5: Publishing</b>	
Publishing involves formatting and presenting a final product for the intended audience.	
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Giving a Speech Writing an Essay
PO 2. Use margins and spacing to enhance the final product.	-
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	-
PO 4. Write legibly.	Improving Your Handwriting
<b>Strand 2: Writing Elements</b>	
<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.	
PO 1. Use clear, focused ideas and details to support the topic.	Writing an Essay
PO 2. Provide content and selected details that are well-suited to audience and purpose.	Giving a Speech Writing an Essay
PO 3. Develop a sufficient explanation or exploration of the topic.	-
PO 4. Include ideas and details that show original perspective.	-

<b>Concept 2: Organization</b>	
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3)	Writing an Essay
PO 2. Develop a strong beginning or introduction that draws in the reader.	Writing an Essay Paragraphs Unit One
PO 3. Place details appropriately to support the main idea.	Writing an Essay
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	Paragraphs Unit Two
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	Paragraphs Unit Two
PO 6. Create an ending that provides a sense of resolution or closure.	Writing an Essay Paragraphs Unit Two
<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.	
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Giving a Speech The Active and Passive Voice Ellipsis
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	-
PO 3. Use language appropriate for the topic and purpose.	The Conditional Tense First, Second and Third Person Writing an Essay
PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.	Writing an Essay Ellipsis Giving a Speech
<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.	
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Using a Thesaurus Synonyms and Antonyms Adjectives
PO 2. Use words that consistently support style and type of writing. (See R07-S2C1)	-

PO 3. Use vocabulary that is original, varied, and natural.	Using a Thesaurus Synonyms and Antonyms Adjectives Adverbs
PO 4. Use literal and figurative language when appropriate to purpose. (See R07-S1C4-04)	-

<b>Concept 5: Sentence Fluency</b>	
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	
PO 1. Write simple, compound, and complex sentences.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
PO 2. Create sentences that flow together and sound natural when read aloud.	Paragraphs Unit Two
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
PO 4. Use effective and natural dialogue when appropriate.	-
<b>Concept 6: Conventions</b>	
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	
PO 1. Use capital letters correctly for:	
a. proper nouns: • holidays, • product names, • languages, • historical events, • organizations, • academic courses (e.g., algebra/Algebra I), • place, • regional names (e.g., West Coast)	Nouns
b. words used as names (e.g., Grandpa, Aunt Lyn)	Nouns
c. literary titles (i.e., book, story, poem, play, song)	-
d. titles	-
e. abbreviations	-
f. proper adjectives	-
PO 2. Use commas to correctly punctuate:	
a. items in a series	Commas
b. greetings and closings of letters	-
c. introductory words and clauses	Clauses and Sentences Unit Three
d. direct address	-
e. interrupters	-
f. compound sentences	-
g. appositives	-
PO 3. Use quotation marks to punctuate:	
a. dialogue	Speech Punctuation

b. titles of short works (e.g., chapter, story, article, song, poem)	-
c. exact words from sources	-
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).	-
PO 5. Use colons to punctuate business letter salutations.	-
PO 6. Use apostrophes to punctuate:	
a. contractions	Apostrophes
b. singular possessives	Apostrophes
c. plural possessives	Apostrophes
PO 7. Spell high-frequency words correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones
PO 8. Use common spelling patterns/ generalizations to spell words correctly.	Word Families and Patterns Spelling Strategies Unit Two
PO 9. Use homonyms correctly in context.	Homophones
PO 10. Use resources to spell correctly.	Using Dictionaries and Spellcheckers
PO 11. Use paragraph breaks to indicate an organizational structure.	Paragraphs Unit One
PO. 12. Use the following parts of speech correctly in simple sentences:	
a. nouns	Nouns Parts of Speech
b. action/linking verbs	Verbs Parts of Speech
c. personal pronouns	Pronouns Parts of Speech
d. adjectives	Adjectives Parts of Speech
e. adverbs	Adverbs Parts of Speech
f. conjunctions	Conjunctions Parts of Speech
g. prepositions	Prepositions Parts of Speech
h. interjections	Parts of Speech
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Verbs

<b>Grade 8</b>	
<b>Strand 1: Writing Process</b>	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).	Working in a Group
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Giving a Speech
PO 3. Determine the intended audience of a writing piece.	Giving a Speech
PO 4. Establish a central idea appropriate to the type of writing.	Writing an Essay
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Writing an Essay
PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.	-
PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	Writing an Essay
<b>Concept 2: Drafting</b>	
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.	Writing an Essay
PO 2. Organize writing into a logical sequence that is clear to the audience.	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
<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?)	
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	Editing and Proofreading Using a Thesaurus
PO 2. Add details to the draft to more effectively accomplish the purpose.	Editing and Proofreading
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	-
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	Editing and Proofreading Paragraphs Unit One Paragraphs Unit Two

	Paragraphs Unit Two Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.	
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Editing and Proofreading
PO 8. Use resources and reference materials to select more precise vocabulary.	Using a Thesaurus Using Dictionaries and Spellcheckers
<b>Concept 4: Editing</b>	
Editing includes proofreading and correcting the draft for conventions.	
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	Editing and Proofreading
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Using a Thesaurus Using Dictionaries and Spellcheckers
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<b>Concept 5: Publishing</b>	
Publishing involves formatting and presenting a final product for the intended audience.	
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Giving a Speech Writing an Essay
PO 2. Use margins and spacing to enhance the final product.	-
PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	-
PO 4. Write legibly.	Improving Your Handwriting
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PO 3. Develop a sufficient explanation or exploration of the topic.	-
PO 4. Include ideas and details that show original perspective.	-

<b>Concept 2: Organization</b>	
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3)	Writing an Essay
PO 2. Develop a strong beginning or introduction that draws in the reader.	Writing an Essay Paragraphs Unit One
PO 3. Place details appropriately to support the main idea.	Writing an Essay
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PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Giving a Speech The Active and Passive Voice Ellipsis
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PO 3. Use language appropriate for the topic and purpose.	The Conditional Tense First, Second and Third Person Writing an Essay
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<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.	
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	Using a Thesaurus Synonyms and Antonyms Adjectives
PO 2. Use words that consistently support style and type of writing. (See R08-S2C1)	-

PO 3. Use vocabulary that is original, varied, and natural.	Using a Thesaurus Synonyms and Antonyms Adjectives Adverbs
PO 4. Use literal and figurative language when appropriate to purpose. (See R08-S1C4-04)	-

<b>Concept 5: Sentence Fluency</b>	
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	
PO 1. Write simple, compound, and complex sentences.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
PO 2. Create sentences that flow together and sound natural when read aloud.	Paragraphs Unit Two Phrases
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
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<b>Concept 6: Conventions</b>	
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b. words used as names (e.g., Grandpa, Aunt Lyn)	Nouns
c. literary titles (i.e., book, story, poem, play, song)	-
d. titles	-
e. abbreviations	-
f. proper adjectives	-
PO 2. Use commas to correctly punctuate:	
a. items in a series	Commas
b. greetings and closings of letters	-
c. introductory words and clauses	Clauses and Sentences Unit Three
d. direct address	-
e. interrupters	-
f. compound sentences	-
g. appositives	-
h. dialogue	Speech Punctuation

PO 3. Use quotation marks to punctuate:	
a. dialogue	Speech Punctuation
b. titles of short works (e.g., chapter, story, article, song, poem)	-
c. exact words from sources	-
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).	-
PO 5. Use colons to punctuate business letter salutations.	-
PO 6. Use apostrophes to punctuate:	
a. contractions	Apostrophes
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PO 7. Spell high-frequency words correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones
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PO. 12. Use the following parts of speech correctly in simple sentences:	
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d. adjectives	Adjectives Parts of Speech
e. adverbs	Adverbs Parts of Speech
f. conjunctions	Conjunctions Parts of Speech
g. prepositions	Prepositions Parts of Speech
h. interjections	Parts of Speech
PO 13. Use subject/verb agreement in simple, compound, and complex sentences.	Verbs

<b>High School</b>	
<b>Strand 1: Writing Process</b>	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Working in a Group Writing an Essay Taking Notes
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	Giving a Speech
PO 3. Determine the intended audience of a writing piece.	Giving a Speech
PO 4. Establish a controlling idea appropriate to the type of writing.	Writing an Essay
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Writing an Essay
PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.	-
PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	Writing an Essay
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PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.	Writing an Essay
PO 2. Sequence ideas into a cohesive, meaningful order.	Writing an Essay Paragraphs Unit Two
<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?)	
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	Editing and Proofreading Using a Thesaurus
PO 2. Add details to the draft to more effectively accomplish the purpose.	Editing and Proofreading
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	-
PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	Editing and Proofreading Paragraphs Unit One Paragraphs Unit Two

PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	Paragraphs Unit Two Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	Editing and Proofreading
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	Using a Thesaurus Using Dictionaries and Spellcheckers
<b>Concept 4: Editing</b>	
Editing includes proofreading and correcting the draft for conventions.	
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	Editing and Proofreading
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Using a Thesaurus Using Dictionaries and Spellcheckers
PO 3. Apply proofreading marks to indicate errors in conventions.	-
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	Editing and Proofreading
<b>Concept 5: Publishing</b>	
Publishing involves formatting and presenting a final product for the intended audience.	
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, or submitting to a publication).	Giving a Speech
PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	-
PO 3. Write legibly.	Improving Your Handwriting
<b>Strand 2: Writing Elements</b>	
<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.	
PO 1. Maintain a clear, narrow focus to support the topic.	Writing an Essay
PO 2. Write with an identifiable purpose and for a specific audience.	Giving a Speech Writing an Essay
PO 3. Provide sufficient, relevant and carefully selected details for support.	Writing an Essay
PO 4. Demonstrate a thorough, balanced explanation of the topic.	-
PO 5. Include ideas and details that show original perspective and insights.	-

<b>Concept 2: Organization</b>	
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Writing an Essay
PO 2. Include a strong beginning or introduction that draws in the reader.	Writing an Essay Paragraphs Unit One
PO 3. Place details appropriately to support the main idea.	Writing an Essay
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).	Paragraphs Unit Two Phrases
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose. (See R09-S3C1-06, R10-S3C1-06)	-
PO 6. Create an ending that provides a sense of resolution or closure.	Writing an Essay Paragraphs Unit Two
<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.	
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Giving a Speech The Active and Passive Voice
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	-
PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Writing an Essay Giving a Speech
PO 4. Use engaging and expressive language that shows a commitment to the topic.	Giving a Speech
PO 5. Use language appropriate to purpose, topic, and audience.	Giving a Speech
<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.	
PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Using a Thesaurus Synonyms and Antonyms Adjectives
PO 2. Use vocabulary that is original, varied, and natural.	Using a Thesaurus Synonyms and Antonyms Adjectives Adverbs
PO 3. Use words that evoke clear images.	Using a Thesaurus Adjectives

PO 4. Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)	-
PO 5. Use clichés only when appropriate to purpose.	-

<b>Concept 5: Sentence Fluency</b>	
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	
PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Conjunctions
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	-
<b>Concept 6: Conventions</b>	
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	
PO 1. Use capitals correctly for:	
a. proper nouns: • holidays, • place/regional names, • languages, • historical events, • organizations, • academic courses (e.g., algebra/Algebra I), • product names	Nouns
b. words used as names (e.g., Grandpa, Aunt Lyn)	Nouns
c. literary titles (i.e., book, story, poem, play, song)	-
d. titles	-
e. abbreviations	-
f. proper adjectives (e.g., German shepherd, Chinese restaurant)	-
PO 2. Use commas to correctly punctuate:	
a. items in a series	Commas
b. greetings and closings of letters	-
c. introductory words, phrases and clauses	Clauses and Sentences Unit Three
d. direct address	-
e. interrupters	-
f. compound sentences	-
g. appositives	-
h. dialogue	Speech Punctuation
PO 3. Use quotation marks to punctuate:	

a. dialogue	Speech Punctuation
b. titles	-
c. exact words from sources	-
PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	-
PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.	Colons and Semicolons
PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.	Colons and Semicolons
PO 7. Use apostrophes to punctuate:	
a. contractions	Apostrophes
b. singular possessives	Apostrophes
c. plural possessives	Apostrophes
PO 8. Use hyphens, dashes, parentheses, ellipses and brackets correctly.	Parentheses and Dashes Ellipses
PO 9. Spell words correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Using Dictionaries and Spellcheckers
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	Paragraphs Unit One
PO 11. Demonstrate control of grammar and usage in writing:	
a. parts of speech	Parts of Speech
b. verb forms and tenses	Verbs
c. subject/verb agreement	Parts of Speech
d. pronoun/antecedent agreement	Verbs
e. parallel structure	Pronouns
f. comparative and superlative degrees of adjectives	-
g. modifier placement	Adjectives
h. homonyms	Adverbs
PO 12. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual).	Homophones
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