

**WRITING/LANGUAGE ADDENDUM  
ENGLISH LANGUAGE ARTS 2010 STANDARDS  
Grades K – 12\***

<b>2010 Arizona English Language Arts Standards</b>	<b>2004 Arizona Academic Writing Standards Strand 1 Writing Process</b>
<b>Grade</b>	<b>Concepts and Performance Objectives</b>
<b>*For out of grade level alignments see Summary of Changes Document</b>	
K.W.1-10	Concept 1 Prewriting W00.S1C1 <ul style="list-style-type: none"> <li>• PO1 Generate ideas through class discussion.</li> <li>• PO2 Draw a picture about ideas generated through class discussion.</li> </ul>
1.W.01-10	Concept 1 Prewriting W01.S1C1 <ul style="list-style-type: none"> <li>• PO1 Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).</li> <li>• PO2 Draw a picture or storyboard about ideas generated.</li> <li>• PO3 Organize ideas using simple webs, maps, or lists.</li> <li>• PO4 Discuss the purpose for writing a piece.</li> <li>• PO5 Discuss who the intended audience of a writing apiece will be.</li> </ul>
2.W.01-10	Concept 1 Prewriting W02.S1C1 <ul style="list-style-type: none"> <li>• PO1 Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).</li> <li>• PO2 Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.</li> <li>• PO3 Determine the intended audience of a writing piece.</li> <li>• PO4 Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.</li> </ul>
3.W.01-10 4.W.01-10 5.W.01-10	Concept 1 Prewriting W03.S1C1–W05.S1C1 <ul style="list-style-type: none"> <li>• PO1 Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material).</li> <li>• PO2 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.</li> <li>• PO4 Determine the intended audience of a writing piece.</li> <li>• PO4 Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</li> <li>• PO5 Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.</li> <li>• PO6 Use time-management strategies, when appropriate, to produce a writing product within a set time period.</li> </ul>

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6.W.01-10 7.W.01-10 8.W.01-10 HS.W.01-10	Concept 1 Prewriting W06.S1C1- WHS.S1C1 <ul style="list-style-type: none"> <li>• PO1 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).</li> <li>• PO2 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</li> <li>• PO3 Determine the intended audience of a writing piece.</li> <li>• PO4 Establish a controlling idea appropriate to the type of writing.</li> <li>• PO5 Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</li> <li>• PO6 Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</li> <li>• PO7 Use time-management strategies, when appropriate, to produce a writing product within a set time period.</li> </ul>
K.W.01-10	Concept 2 Drafting W00.S1C2 <ul style="list-style-type: none"> <li>• PO1 Communicate by drawing, telling, or writing for a purpose.</li> <li>• PO2 Create a group draft, scripted by the teacher.</li> </ul>
1.W. 01-10	Concept 2 Drafting W01.S1C2 <ul style="list-style-type: none"> <li>• PO1 Write a draft (e.g., story, caption, letter, observations, message).</li> </ul>
2.W.01-10	Concept 2 Drafting W02.S1C2 <ul style="list-style-type: none"> <li>• PO1 Write a draft with supporting details.</li> <li>• PO2 Organize details into a logical sequence.</li> </ul>
3.W.01-10 4.W.01-10 5.W.01-10 6.W.01-10 7.W.01-10 8.W.01-10	Concept 2 Drafting W03.S1C2-W08.S1C2 <ul style="list-style-type: none"> <li>• PO1 Use a prewriting plan to develop a draft with main idea(s) and supporting details.</li> <li>• PO2 Organize writing into a logical sequence that is clear to the audience.</li> </ul>

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HS.W.01-10	Concept 2 Drafting WHS.S1C2 <ul style="list-style-type: none"> <li>• PO1 Use a prewriting plan to develop a draft with main idea(s) with supporting details.</li> <li>• PO2 Sequence ideas into a cohesive, meaningful order.</li> </ul>
K.W.01-10	Concept 3 Revising W00.S1C3 <ul style="list-style-type: none"> <li>• PO1 Reread original draft scripted by teacher or individual.</li> <li>• PO2 Add additional details with prompting.</li> </ul>
1.W.01-10	Concept 3 Revising W01.S1C3 <ul style="list-style-type: none"> <li>• PO1 Reread original draft for clarity.</li> <li>• PO2 Add additional details with prompting.</li> </ul>
2.W.01-10	Concept 3 Revising W02.S1C3 <ul style="list-style-type: none"> <li>• PO1 Reread original draft for clarity.</li> <li>• PO2 Add additional relevant details for audience understanding.</li> <li>• PO3 Evaluate the draft for use of one or more writing elements, with assistance from teacher, peer, checklist, or rubric.</li> </ul>
3.W.01-10 4.W.01-10 5.W.01-10	Concept 3 Revising W03.S1C3–W05.S1C3 <ul style="list-style-type: none"> <li>• PO1 Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</li> <li>• PO2 Add details to the draft to more effectively accomplish the purpose.</li> <li>• PO3 Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</li> <li>• PO4 Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</li> <li>• PO5 Modify word choice appropriate to the application in order to enhance the writing.</li> <li>• PO6 Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</li> <li>• PO7 Use resources and reference materials to select more precise vocabulary.</li> </ul>

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6.W.01-10 7.W.01-10 8.W.01-10 HS.W.01-10	<p>Concept 3 Revising W06.S1C3-HS.S1C3</p> <ul style="list-style-type: none"> <li>• PO1 Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</li> <li>• PO2 Add details to the draft to more effectively accomplish the purpose.</li> <li>• PO3 Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</li> <li>• PO4 Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</li> <li>• PO5 Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</li> <li>• PO6 Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</li> <li>• PO7 Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</li> <li>• PO8 Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</li> </ul>
K.W.01-10	<p>Concept 4 Editing W00.S1C4</p> <ul style="list-style-type: none"> <li>• PO1 Review the draft for errors in conventions, with prompting.</li> </ul>
1.W.01-10	<p>Concept 4 Editing W01.S1C4</p> <ul style="list-style-type: none"> <li>• PO1 Review the draft for errors in conventions, with prompting.</li> </ul>
2.W.01-10	<p>Concept 4 Editing W02.S1C4</p> <ul style="list-style-type: none"> <li>• PO1 Review the draft for errors in conventions.</li> <li>• PO2 Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.</li> </ul>

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3.W.01-10	<p>Concept 4 Editing W03.S1C4</p> <ul style="list-style-type: none"> <li>• PO1 Identify punctuation, spelling, and grammar and usage errors in the draft.</li> <li>• PO2 Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</li> <li>• PO3 Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.</li> <li>• PO4 Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</li> </ul>
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4.W.01-10 5.W.01-10 6.W.01-10 7.W.01-10 8.W.01-10 HS.W.01-10	<p>Concept 4 Editing W04.S1C4-WHS.S1C4</p> <ul style="list-style-type: none"> <li>• PO1 Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</li> <li>• PO2 Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</li> <li>• PO3 Apply proofreading marks to indicate errors in conventions.</li> <li>• PO4 Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</li> </ul>
K.W.01-10	<p>Concept 5 Publishing W00.S1C5</p> <ul style="list-style-type: none"> <li>• PO1 Share a finished piece of writing.</li> </ul>
1.W.01-10	<p>Concept 5 Publishing W01.S1C5</p> <ul style="list-style-type: none"> <li>• PO1 Rewrite and illustrate selected pieces of writing for sharing with intended audience.</li> <li>• PO2 Write legibly.</li> </ul>
2.W.01-10	<p>Concept 5 Publishing W02.S1C5</p> <ul style="list-style-type: none"> <li>• PO1 Rewrite and illustrate selected pieces of writing for sharing with intended audience.</li> <li>• PO2 Write legibly.</li> </ul>
3.W.01-10 4.W.01-10	<p>Concept 5 Publishing W03.S1C5-W05.S1C5</p>

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5.W.01-10	<ul style="list-style-type: none"> <li>• PO1 Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</li> <li>• PO2 Share the writing with the intended audience.</li> <li>• PO3 Use margins and spacing to enhance the final product.</li> <li>• PO4 Write legibly.</li> </ul>
6.W.01-10 7.W.01-10 8.W.01-10	<p>Concept 5 Publishing W06.S1C5- W08.S1C5</p> <ul style="list-style-type: none"> <li>• PO1 Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</li> <li>• PO2 Use margins and spacing to enhance the final product.</li> <li>• PO3 Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</li> <li>• PO4 Write legibly.</li> </ul>

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HS.W.01-10	<p>Concept 5 Publishing WHS.S1C5</p> <ul style="list-style-type: none"><li>• PO1 Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</li><li>• PO2 Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</li><li>• PO3 Write legibly.</li></ul>
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<b>2010 Arizona English Language Arts Standards</b>	<b>2004 Arizona Academic Writing Standards Strand 2 Writing Elements</b>
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K.W.01-10	Concept 1 Ideas & Content W00.S2C1 <ul style="list-style-type: none"> <li>• PO1 Use pictures that convey meaning.</li> <li>• PO2 Use pictures with imitative text, letters, or recognizable words to convey meaning.</li> <li>• PO3 Use labels, captions, or picture descriptors to expand meaning.</li> </ul>
1.W.01-10	Concept 1 Ideas & Content W01.S2C1 <ul style="list-style-type: none"> <li>• PO1 Write stand-alone text that expresses a clear message.</li> <li>• PO2 Incorporate details in pictures and text.</li> </ul>
2.W.01-10	Concept 1 Ideas & Content W02.S2C1 <ul style="list-style-type: none"> <li>• PO1 Write stand-alone text that expresses a clear message.</li> <li>• PO2 Incorporate relevant details that give text interest.</li> </ul>
3.W.01-10 4.W.01-10 5.W.01-10	Concept 1 Ideas & Content W03.S2C1–W05.S2C1 <ul style="list-style-type: none"> <li>• PO1 Express ideas that are clear and directly related to the topic.</li> <li>• PO2 Provide content and selected details that are well-suited to audience and purpose.</li> <li>• PO3 Use relevant details to provide adequate support for the ideas.</li> </ul>
6.W.01-10 7.W.01-10 8.W.01-10	Concept 1 Ideas & Content W06.S2C1–W08.S2C1 <ul style="list-style-type: none"> <li>• PO1 Use clear, focused ideas and details to support the topic.</li> <li>• PO2 Provide content and selected details that are well-suited to audience and purpose.</li> <li>• PO3 Develop a sufficient explanation or exploration of the topic.</li> <li>• PO4 Include ideas and details that show original perspective.</li> </ul>

<b>2010 Arizona English Language Arts</b>	<b>2004 Arizona Academic Writing Standards Strand 2 Writing Elements</b>
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Standards	
Grade	Concepts and Performance Objectives
HS.W.01-10	Concept 1 Ideas & Content WHS.S2C1 <ul style="list-style-type: none"> <li>• PO1 Maintain a clear, narrow focus to support the topic.</li> <li>• PO2 Write with an identifiable purpose and for a specific audience.</li> <li>• PO3 Provide sufficient, relevant, and carefully selected details for support.</li> <li>• PO4 Demonstrate a thorough, balanced explanation of the topic.</li> <li>• PO5 Include ideas and details that show original perspective and insights.</li> </ul>
K.W.01-10	Concept 2 Organization W00.S2C2 <ul style="list-style-type: none"> <li>• PO1 Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).</li> <li>• PO2 Consistently write left to right, top to bottom.</li> <li>• PO3 Space appropriately between words with some degree of accuracy.</li> </ul>
1.W.01-10	Concept 2 Organization W01.S2C2 <ul style="list-style-type: none"> <li>• PO1 Demonstrate sequencing or patterning in written text or storyboards.</li> <li>• PO2 Show a sense of beginning (e.g., this is a story of . . . , One day . . . , My favorite food . . . ) .</li> <li>• PO3 Write multiple sentences in an order that supports a main idea or story.</li> </ul>
2.W.01-10	Concept 2 Organization W02.S2C2 <ul style="list-style-type: none"> <li>• PO1 Organize content in a selected format (e.g., friendly letter, narrative, expository text).</li> <li>• PO2 Use beginning and concluding statements (other than simply “The End”) in text.</li> <li>• PO3 Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.</li> <li>• PO4 Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</li> <li>• PO5 Write multiple sentences that support a topic.</li> </ul>
<b>2010 Arizona English</b>	<b>2004 Arizona Academic Writing Standards</b>

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3.W.01-10	Concept 2 Organization W03.S2C2 <ul style="list-style-type: none"> <li>• PO1 Organize content in a selected format. (e.g., friendly letter, narrative, expository text).</li> <li>• PO2 Create a beginning that captures the reader’s interest.</li> <li>• PO3 Place details appropriately to support the main idea.</li> <li>• PO4 Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</li> <li>• PO5 Create an ending that provides a sense of resolution or closure.</li> <li>• PO6 Construct a paragraph that groups sentences around a topic.</li> </ul>
4.W.01-10	W04.S2C2 <ul style="list-style-type: none"> <li>• PO1 Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).</li> <li>• PO2 Create a beginning that captures the reader’s interest.</li> <li>• PO3 Place details appropriately to support the main idea.</li> <li>• PO4 Use a variety of transitional words that creates smooth connections between ideas.</li> <li>• PO5 Create an ending that provides a sense of resolution or closure.</li> <li>• PO6 Construct a paragraph that groups sentences around a topic.</li> </ul>
5.W.01-10	Concept 2 Organization W05.S2C2 <ul style="list-style-type: none"> <li>• PO1 Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).</li> <li>• PO2 Create a beginning that captures the reader’s interest.</li> <li>• PO3 Place details appropriately to support the main idea.</li> <li>• PO4 Use a variety of words that creates smooth connections between ideas.</li> <li>• PO5 Create an ending that provides a sense of resolution or closure.</li> <li>• PO6 Construct a paragraph that groups sentences around a topic.</li> </ul>
6.W.01-10 7.W.01-10 8.W.01-10	Concept 2 Organization W06.S2C2–W08.S2C2 <ul style="list-style-type: none"> <li>• PO1 Use a structure that fits the type or writing (e.g., letter format, narrative, play, essay).</li> <li>• PO2 Develop a strong beginning or introduction that draws in the reader.</li> <li>• PO3 Place details appropriately to support the main idea.</li> <li>• PO4 Include effective transitions among all elements (sentences, paragraphs, ideas).</li> <li>• PO5 Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</li> </ul>

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	<ul style="list-style-type: none"> <li>PO6 Create an ending that provides a sense of resolution or closure.</li> </ul>
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HS.W.01-10	<p>Concept 2 Organization WHS.S2C2</p> <ul style="list-style-type: none"> <li>PO1 Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</li> <li>PO2 Include a strong beginning or introduction that draws in the reader.</li> <li>PO3 Place details appropriately to support the main idea.</li> <li>PO4 Use effective transitions among all elements (sentences, paragraphs, and ideas).</li> <li>PO5 Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</li> <li>PO6 Create an ending that provides a sense of resolution or closure.</li> </ul>

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K.W.01-10	Concept 3 Voice W00.S2C3 <ul style="list-style-type: none"> <li>• PO1 Create pictures or text with distinctive personal style and originality.</li> </ul>
1.W.01-10	Concept 3 Voice W01.S2C3 <ul style="list-style-type: none"> <li>• PO1 Create pictures and text that is expressive, individualistic, and lively.</li> </ul>
2.W.01-10	Concept 3 Voice W02.S2C3 <ul style="list-style-type: none"> <li>• PO1 Show awareness of the audience through word choice and style.</li> <li>• PO2 Write text that is expressive, individualistic, engaging, and lively.</li> </ul>
3.W.01-10 4.W.01-10	Concept 3 Voice W03.S2C3–W04.S2C3 <ul style="list-style-type: none"> <li>• PO1. Show awareness of the audience through word choice and style.</li> <li>• PO2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</li> </ul>
5.W.01-10	Concept 3 Voice W05.S2C3 <ul style="list-style-type: none"> <li>• PO1. Show awareness of the audience through word choice and style.</li> <li>• PO2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</li> <li>• PO3. Use language appropriate for topic and purpose.</li> </ul>
6.W.01-10	Concept 3 Voice W06.S2C3 <ul style="list-style-type: none"> <li>• PO1 Show awareness of the audience through word choice and style.</li> <li>• PO2 Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</li> <li>• PO3 Use language appropriate for the topic and purpose.</li> <li>• PO4 Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</li> </ul>

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7.W.01-10 8.W.01-10	Concept 3 Voice W07.S2C3–W08.S2C3 <ul style="list-style-type: none"> <li>• PO1 Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</li> <li>• PO2 Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</li> <li>• PO3 Use language appropriate for the topic and purpose.</li> <li>• PO4 Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</li> </ul>
HS.W.01-10	Concept 3 Voice WHS.S2C3 <ul style="list-style-type: none"> <li>• PO1 Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</li> <li>• PO2 Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</li> <li>• PO3 Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</li> <li>• PO4 Use engaging and expressive language that shows a commitment to the topic.</li> <li>• PO5 Use language appropriate to purpose, topic, and audience.</li> </ul>

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K.W.01-10	Concept 4 Word Choice W00.S2C4 <ul style="list-style-type: none"> <li>• PO1 Select labels, captions, or descriptors to enhance pictures.</li> <li>• PO2 Use words, labels, or short phrases that clearly go with picture text.</li> </ul>
1.W.01-10	Concept 4 Word Choice W01.S2C4 <ul style="list-style-type: none"> <li>• PO1 Select words that convey a clear, general meaning.</li> <li>• PO2 Use a variety of words, even if not spelled correctly, to convey the intended message.</li> <li>• PO3 Use expressive or descriptive phrases and short sentences, beyond one-or two-word labels.</li> </ul>
2.W.01-10	Concept 4 Word Choice W02.S2C4 <ul style="list-style-type: none"> <li>• PO1 Select words that convey the intended meaning and create a picture in the reader’s mind.</li> <li>• PO2 Use a variety of words, even if not spelled correctly, to convey the intended message.</li> <li>• PO3 Use expressive or descriptive phrases and short sentences beyond one-or two-word labels.</li> </ul>
3.W.01-10 4.W.01-10	Concept 4 Word Choice W03.S2C4–W04.S2C4 <ul style="list-style-type: none"> <li>• PO1 Use a variety of specific and accurate words that effectively convey the intended message.</li> <li>• PO2 Use descriptive words and phrases that energize the writing.</li> <li>• PO3 Apply vocabulary and/or terminology appropriate to the type of writing.</li> <li>• PO4 Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.</li> </ul>
5.W.01-10	Concept 4 Word Choice W05.S2C4 <ul style="list-style-type: none"> <li>• PO1 Use a variety of specific and accurate words that effectively convey the intended message.</li> <li>• PO2 Use descriptive words and phrases that energize the writing.</li> <li>• PO3 Apply vocabulary and/or terminology appropriate to the type of writing.</li> <li>• PO4 Use literal and figurative language where appropriate to purpose.</li> </ul>
6.W.01-10 7.W.01-10 8.W.01-10	Concept 4 Word Choice W06.S2C4–W08.S2C4 <ul style="list-style-type: none"> <li>• PO1 Use accurate, specific, powerful words that effectively convey the intended message.</li> <li>• PO2 Use words that consistently support style and type of writing.</li> </ul>

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	<ul style="list-style-type: none"> <li>• PO3 Use vocabulary that is original, varied, and natural and evokes clear images.</li> <li>• PO4 Use literal and figurative language where appropriate to purpose.</li> </ul>
<b>2010 Arizona English Language Arts Standards</b>	<b>2004 Arizona Academic Writing Standards Strand 2 Writing Elements</b>
<b>Grade</b>	<b>Concepts and Performance Objectives</b>
HS.W.01-10	Concept 4 Word Choice WHS.S2C4 <ul style="list-style-type: none"> <li>• PO1 Use accurate, specific, powerful words that effectively convey the intended message.</li> <li>• PO2 Use vocabulary that is original, varied, and natural.</li> <li>• PO3 Use words that evoke clear images.</li> <li>• PO4 Use literal and figurative language where appropriate.</li> <li>• PO5 Use clichés only when appropriate to purpose.</li> </ul>

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<b>2010 Arizona English Language Arts Standards</b>	<b>2004 Arizona Academic Writing Standards Strand 2 Writing Elements</b>
<b>Grade</b>	<b>Concepts and Performance Objectives</b>
K.W.01-10	Concept 5 Sentence Fluency W00.S2C5 <ul style="list-style-type: none"> <li>• PO 1 Attempt simple sentences (some may be fragments).</li> </ul>
1.W.01-10	Concept 5 Sentence Fluency W01.S2C5 <ul style="list-style-type: none"> <li>• PO1 Write simple sentences.</li> </ul>
2.W.01-10	Concept 5 Sentence Fluency W02.S2C5 <ul style="list-style-type: none"> <li>• PO1 Write simple sentences.</li> <li>• PO2 Write sentences that flow together and sound natural when read aloud.</li> <li>• PO3 Use a variety of sentence beginnings and lengths.</li> </ul>
3.W.01-10	Concept 5 Sentences Fluency W03. S2C5 <ul style="list-style-type: none"> <li>• PO1 Write simple and compound sentences.</li> <li>• PO2 Write sentences that flow together and sound natural when read aloud.</li> <li>• PO3 Vary sentence beginnings, lengths, and patterns to enhance the flow of writing.</li> </ul>
4.W.01-10 5.W.01-10 6.W.01-10	Concept 5 Sentence Fluency W04S2C5–W06.S2C5 <ul style="list-style-type: none"> <li>• PO1 Write simple and compound sentences.</li> <li>• PO2 Write sentences that flow together and sound natural when read aloud.</li> <li>• PO3 Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</li> <li>• PO4 Use effective and natural dialogue when appropriate.</li> </ul>
7.W.01-10 8.W.01-10	Concept 5 Sentence Fluency W07.S2C5–W08.S2C5 <ul style="list-style-type: none"> <li>• PO1 Write simple, compound, and complex sentences.</li> <li>• PO2 Create sentences that flow together and sound natural when read aloud.</li> <li>• PO3 Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</li> <li>• PO4 Use effective and natural dialogue when appropriate.</li> </ul>

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<b>2010 Arizona English Language Arts Standards</b>	<b>004 Arizona Academic Writing Standards Strand 2 Writing Elements</b>
<b>Grade</b>	<b>Concepts and Performance Objectives</b>
HS.W.01-10	Concept 5 Sentence Fluency WHS.S2C5 <ul style="list-style-type: none"> <li>• PO1 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.</li> <li>• PO2 Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</li> <li>• PO3 Demonstrate a flow that is natural and powerful when read aloud.</li> </ul>
K.W.01-10 through HS.W.01-10	Concept 6 Conventions W00.S2C6–WHS.S2C6 Please refer to the 2004 Standards for this concept.

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