

Writing Standard Articulated by Grade Level
Kindergarten
Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W00-S1C1-01	PO 1. Generate ideas through class discussion.	New
W00-S1C1-02	PO 2. Draw a picture about ideas generated through class discussion.	New
Concept 2: Drafting		
W00-S1C2-01	PO 1. Communicate by drawing, telling, or writing for a purpose.	W-R1
W00-S1C2-02	PO 2. Create a group draft, scripted by the teacher.	W-R1
Concept 3: Revising		
W00-S1C3-01	PO 1. Reread original draft scripted by teacher or individual.	New
W00-S1C3-02	PO 2. Add additional details with prompting.	New
Concept 4: Editing		
W00-S1C4-01	PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	New
Concept 5: Publishing		
W00-S1C5-01	PO 1. Share a finished piece of writing.	New

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing activities.

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W00-S2C1-01	PO 1. Use pictures that convey meaning.	W-R1
W00-S2C1-02	PO 2. Use pictures with imitative text , letters, or recognizable words to convey meaning.	W-R1
W00-S2C1-03	PO 3. Use labels, captions, or picture descriptors to expand meaning.	New
Concept 2: Organization		
W00-S2C2-01	PO 1. Show a clear sense of coordination between text and pictures (e.g., A reader can readily see that they go together).	New
W00-S2C2-02	PO 2. Consistently write left to right and top to bottom.	New
W00-S2C2-03	PO 3. Space appropriately between words with some degree of accuracy.	New
Concept 3: Voice		
W00-S2C3-01	PO 1. Create pictures or text with distinctive personal style and originality.	New
Concept 4: Word Choice		
W00-S2C4-01	PO 1. Select labels, captions, or descriptors to enhance pictures.	New
W00-S2C4-02	PO 2. Use words, labels, or short phrases that clearly go with picture text.	New
Concept 5: Sentence Fluency		
W00-S2C5-01	PO 1. Attempt simple sentences . (Some may be fragments).	New

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Concept 6: Conventions		
W00-S2C6-01	PO 1. Distinguish between upper and lower case letters.	New
W00-S2C6-02	PO 2. Write the 26 letters of the alphabet in: a. lower case b. upper case (capital letters)	W-R3
W00-S2C6-03	PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.	New
W00-S2C6-04	PO 4. Use spaces between words.	New
W00-S2C6-05	PO 5. Write left to right and top to bottom.	New
W00-S2C6-06	PO 6. Use punctuation in writing, although may be inconsistent or experimental.	New
W00-S2C6-07	PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>I lik t d nts.</i> – I like to draw knights).	W-R2
W00-S2C6-08	PO 8. Use resources (e.g., environmental print, word walls) to spell correctly.	New
W00-S2C6-09	PO 9. Write own name on personal work.	New

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W00-S3C1-01	PO 1. Create narratives by drawing, dictating, and/or emergent writing.	W-R1
W00-S3C1-02	PO 2. Participate in writing simple poetry, rhymes, songs, or chants.	New
Concept 2: Expository		
W00-S3C2-01	PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	W-R1

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Concept 3: Functional		
W00-S3C3-01	PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R00-S3C2; M00-S2C1)	W-R1
W00-S3C3-02	PO 2. Participate in writing communications, with teacher as scribe, including: a. friendly letters b. thank-you notes	W-R1
Concept 4: Persuasive		
	(Grades 3-HS)	
Concept 5: Literary Response		
W00-S3C5-01	PO 1. Participate in a group discussion, based on a literature selection, that identifies the: a. character(s) b. setting c. sequence of events (See R00-S2C1)	New
W00-S3C5-02	PO2. Participate in a group discussion in response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare with multiple texts) (See R00-S2C1)	New
Concept 6: Research		
W00-S3C6-01	PO 1. Participate in a creating a simple class report where the teacher is the scribe.	New

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W01-S1C1-01	PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing , drawing, writer's notebook, group discussion).	W-F1 PO1
W01-S1C1-02	PO 2. Draw a picture or storyboard about ideas generated.	W-F1 PO1
W01-S1C1-03	PO 3. Organize ideas using simple webs , maps, or lists.	W-F1 PO1
W01-S1C1-04	PO 4. Discuss the purpose for a writing piece.	W-F1 PO2
W01-S1C1-05	PO 5. Discuss who the intended audience of a writing piece will be.	W-F1 PO2
Concept 2: Drafting		
W01-S1C2-01	PO 1. Write a draft (e.g., story, caption, letter, observations, message).	W-F1 PO3
Concept 3: Revising		
W01-S1C3-01	PO 1. Reread original draft for clarity.	W-F1 PO4
W01-S1C3-02	<i>PO 2. Add additional details with prompting.</i>	New
Concept 4: Editing		
W01-S1C4-01	<i>PO 1. Review the draft for errors in conventions, with prompting.</i> (See Strand 2)	W-F1 PO5
Concept 5: Publishing		
W01-S1C5-01	PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.	W-F1 PO7
W01-S1C5-02	PO 2. Write legibly.	W-F2 PO5

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W01-S2C1-01	PO 1. Write stand-alone text that expresses a clear message.	W-F3 W-F4 W-F5
W01-S2C1-02	PO 2. Incorporate details in pictures and text.	New
Concept 2: Organization		
W01-S2C2-01	PO 1. Demonstrate sequencing or patterning in written text or storyboards.	W-F3 W-F4 PO3 W-F6 PO1
W01-S2C2-02	PO 2. Show a sense of beginning (e.g., This is a story of..., One day..., My favorite food...).	W-F3 W-F4 PO3 W-F5 PO2
W01-S2C2-03	PO 3. Write multiple sentences in an order that supports a main idea or story.	W-F5 PO2
Concept 3: Voice		
W01-S2C3-01	PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.	New
Concept 4: Word Choice		
W01-S2C4-01	PO 1. Select words that convey a clear, general meaning.	New
W01-S2C4-02	PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	New
W01-S2C4-03	PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	W-F3
Concept 5: Fluency		
W01-S2C5-01	PO 1. Write simple sentences .	W-F2 PO4
Concept 6: Conventions		
W01-S2C6-01	PO 1. Incorporate conventions into own text, including: <ol style="list-style-type: none"> a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title 	New

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W01-S2C6-02	PO 2. Use capital letters correctly for: a. the pronoun I b. the beginning of a sentence c. names	W-F2 PO3
W01-S2C6-03	PO 3. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	W-F2 PO2
W01-S2C6-04	PO 4. Spell high frequency words correctly.	W-F2 PO1
W01-S2C6-05	PO 5. Use common spelling patterns (i.e., onset and rimes , word families , and simple CVC words) to spell words correctly.	New
W01-S2C6-06	PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.	New
W01-S2C6-07	<i>PO 7. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</i>	W-F1 PO5
W01-S2C6-08	PO 8. Use subject /verb agreement in simple sentences.	W-F2 PO4
W01-S2C6-09	PO 9. Use the following parts of speech correctly in simple sentences : a. nouns b. action verbs	W-F2 PO4
W01-S2C6-10	<i>PO 10. Write own name on personal work.</i>	New

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W01-S3C1-01	PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	W-F3
W01-S3C1-02	<i>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</i>	New

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Concept 2: Expository		
W01-S3C2-01	PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	W-F4
W01-S3C2-02	PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M01-S2C1)	New
Concept 3: Functional		
W01-S3C3-01	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R01-S3C2; M01-S2C1)	W-F4 W-F5 W-F6
W01-S3C3-02	<i>PO 2. Participate in writing communications, with teacher as scribe, including:</i> a. friendly letters b. <i>thank-you notes</i>	W-F6 PO1
Concept 4: Persuasive		
W01-S3C4-01	(Grades 3-HS)	
Concept 5: Literary Response		
W01-S3C5-01	<i>PO 1. Write a response to a literature selection that identifies the:</i> a. <i>character(s)</i> b. setting c. <i>sequence of events</i> d. main idea (See R01-S2C1)	New
W01-S3C5-02	PO 2. Participate in a group response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See R01-S2C1)	New
Concept 6: Research		
W01-S3C6-01	PO 1. Write a simple report with a title and three facts, using informational sources.	W-F5

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Writing Standard Articulated by Grade Level

Grade 2

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W02-S1C1-01	PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing , drawing, writer's notebook, group discussion).	W-F1 PO1
W02-S1C1-02	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	W-F1 PO1
W02-S1C1-03	PO 3. Determine the intended audience of a writing piece.	W-F1 PO2
W02-S1C1-04	PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.	New
Concept 2: Drafting		
W02-S1C2-01	PO 1. Write a draft with supporting details.	W-F1 PO3
W02-S1C2-02	PO 2. Organize details into a logical sequence.	W-F3 W-F4 PO3 W-F6 PO1
Concept 3: Revising		
W02-S1C3-01	PO 1. <i>Reread original draft for clarity.</i>	W-F1 PO4
W02-S1C3-02	PO 2. Add additional relevant details for audience understanding.	New
W02-S1C3-03	PO 3. Evaluate draft for use of one or more writing elements, with assistance of teacher, peer, checklist, or rubric . (See Strand 2)	New
Concept 4: Editing		
W02-S1C4-01	PO 1. Review the draft for errors in conventions (See Strand 2)	W-F1 PO5
W02-S1C4-02	PO2. Use simple resources (e.g., word walls , primary dictionaries) to correct conventions.	W-F1 PO5

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Concept 5: Publishing		
W02-S1C5-01	<i>PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.</i>	W-F1 PO7
W02-S1C5-02	<i>PO 2. Write legibly.</i>	W-F2 PO5
Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W02-S2C1-01	<i>PO 1. Write stand-alone text that expresses a clear message.</i>	W-F3 W-F4 W-F5
W02-S2C1-02	PO 2. Incorporate relevant details that give the text interest.	W-F3 W-F5
Concept 2: Organization		
W02-S2C2-01	PO 1. Organize content in a selected format (e.g., friendly letter, narrative , expository text). (See Strand 3)	W-F3 W-F6
W02-S2C2-02	PO 2. Use beginning and ending statements (other than simply "The End") in text.	W-F3 W-F4 PO2 W-F4 PO4 W-F5 PO2
W02-S2C2-03	PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.	New
W02-S2C2-04	PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	New
W02-S2C2-05	PO 5. Write multiple sentences that support a topic.	W-F5 PO2
Concept 3: Voice		
W02-S2C3-01	PO 1. Show awareness of audience through word choice and style.	New
W02-S2C3-02	PO 2. Write text that is expressive, individualistic, engaging, and lively.	New

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Concept 4: Word Choice		
W02-S2C4-01	PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.	New
W02-S2C4-02	PO 2. <i>Use a variety of words, even if not spelled correctly, to convey the intended message.</i>	New
W02-S2C4-03	PO 3. <i>Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</i>	W-F3
Concept 5: Fluency		
W02-S2C5-01	PO 1. Write simple sentences .	W-F2 PO4
W02-S2C5-02	PO 2. Write sentences that flow together and sound natural when read aloud.	New
W02-S2C5-03	PO 3. Use a variety of sentence beginnings and lengths.	New
Concept 6: Conventions		
W02-S2C6-01	PO 1. <i>Use capital letters correctly for:</i> <i>d. the pronoun I</i> <i>e. the beginning of a sentence</i> <i>f. proper nouns (i.e., names, days, months)</i>	W-F2 PO3
W02-S2C6-02	PO 2. <i>Punctuate endings of sentences using:</i> <i>d. periods</i> <i>e. question marks</i> <i>f. exclamation points</i>	W-F2 PO2
W02-S2C6-03	PO 3. Use commas to punctuate: a. items in a series b. greetings and closing of letters c. dates	W-F6 PO2
W02-S2C6-04	PO4. Use a colon to punctuate time.	New
W02-S2C6-05	PO 5. Use apostrophes to correctly punctuate contractions.	New
W02-S2C6-06	PO 6. Spell high frequency words correctly.	W-F2 PO1
W02-S2C6-07	PO 7. Use common spelling patterns, including: a. word families b. simple CVC words c. regular plurals d. simple prefixes e. simple suffixes	New

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W02-S2C6-08	PO 8. Use phonetic spelling and syllabication to create readable text.	New
W02-S2C6-09	PO 9. Use resources (e.g., environmental print , word walls , dictionaries) to spell correctly.	W-F1 PO5
W02-S2C6-10	PO 9. Use the following parts of speech correctly in simple sentences : <ul style="list-style-type: none"> c. nouns d. action verbs e. personal pronouns f. adjectives 	W-F2 PO4
W02-S2C6-11	<i>PO 11. Use subject/verb agreement in simple sentences.</i>	W-F2 PO4
W02-S2C6-12	<i>PO 12. Write own name on personal work.</i>	New

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W02-S3C1-01	PO 1. Write a narrative that includes: <ul style="list-style-type: none"> d. a main idea based on real or imagined events e. character(s) f. a sequence of events 	W-F3
W02-S3C1-02	PO 2. Write simple poetry, rhymes, or chants.	New
Concept 2: Expository		
W02-S3C2-01	PO 1. Write expository text (e.g., labels, lists, observations, journals).	W-F4
W02-S3C2-02	PO 2. <i>Participate in creating simple summaries from informational texts, graphs, tables, or maps.</i> (See M02-S2C1; RO2-S3C1-04, RO2-S3C1-05)	New

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Concept 3: Functional		
W02-S3C3-01	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R02-S3C2; M02-S2C1)	W-F4 W-F5 W-F6
W02-S3C3-02	PO 2. Wrote communications, including: c. friendly letters d. <i>thank-you notes</i>	W-F6 PO1
Concept 4: Persuasive		
W02-S3C4-01	(Grades 3-HS)	
Concept 5: Literary Response		
W02-S3C5-01	<i>PO 1. Write a response to a literature selection that identifies the:</i> e. <i>character(s)</i> f. setting g. <i>sequence of events</i> h. main idea i. <i>problem/solution</i> (See R02-S2C1)	New
W02-S3C5-02	PO 2 Write a response to a literature selection that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See R02-S2C1)	New
Concept 6: Research		
W02-S3C6-01	PO 1. Locate and use informational sources to write a simple report that includes: a. a title b. a main idea c. supporting details (See R02-S3C1-03, -04,-05)	W-F5

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W03-S1C1-01	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	W-F1 PO1
W03-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i>	W-F1 PO2
W03-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	W-F1 PO2
W03-S1C1-04	PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart , log) to plan writing.	W-F1 PO1
W03-S1C1-05	<i>PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.</i>	New
W03-S1C1-06	PO 6. Use time management strategies , when appropriate, to produce a writing product within a set time period.	New
Concept 2: Drafting		
W03-S1C2-01	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	New
W03-S1C2-02	PO 2. Organize writing into a logical sequence that is clear to the audience.	W-F3 W-F4 PO3 W-F6 PO1
Concept 3: Revising		
W03-S1C3-01	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	W-F1 PO4
W03-S1C3-02	PO 2. Add details to the draft to more effectively accomplish the purpose.	W-F1 PO4
W03-S1C3-03	PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	New

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W03-S1C3-04	PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	New
W03-S1C3-05	PO 5. Modify word choice appropriate to the application in order to enhance the writing.	New
W03-S1C3-06	PO 6. Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to refine the draft.	New
W03-S1C3-07	PO 7. Use resources and reference materials to select more precise vocabulary.	W-F1 PO5
Concept 4: Editing		
W03-S1C4-01	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	W-F2
W03-S1C4-02	PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	W-F1 PO5
W03-S1C4-03	PO 3. Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.	New
W03-S1C4-04	PO 4. Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to edit the draft.	New
Concept 5: Publishing		
W03-S1C5-01	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	W-F1 PO2 W-F6 PO1
W03-S1C5-02	PO 2. Share the writing with the intended audience.	W-F1 PO7
W03-S1C5-03	PO 3. Use margins and spacing to enhance the final product.	New
W03-S1C5-04	<i>PO 4. Write legibly.</i>	W-F2 PO5

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Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W03-S2C1-01	PO 1. Express ideas that are clear and directly related to the topic.	W-F3 W-F4 W-F5
W03-S2C1-02	PO 2. Provide content and selected details that are well-suited to audience and purpose.	W-F1 W-F6
W03-S2C1-03	PO 3. Use relevant details to provide adequate support for the ideas.	W-F3 W-F5 PO2
Concept 2: Organization		
W03-S2C2-01	<i>PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text). (See Strand 3)</i>	W-F3 W-F4 PO3 W-F6 PO1
W03-S2C2-02	PO 2. Create a beginning that captures the reader's interest.	W-F3 W-F4 PO2 W-F5 PO2
W03-S2C2-03	PO 3. Place details appropriately to support the main idea .	W-F3 W-F4 W-F5
W03-S2C2-04	<i>PO 4. Use transitional words and phrases (e.g., <i>next</i>, <i>then</i>, <i>so</i>, <i>but</i>, <i>while</i>, <i>after that</i>, <i>because</i>) to connect ideas.</i>	New
W03-S2C2-05	PO 5. Create an ending that provides a sense of resolution or closure.	W-F3 W-F4 PO4
W03-S2C2-06	PO 6. Construct a paragraph that groups sentences around a topic.	New
Concept 3: Voice		
W03-S2C3-01	<i>PO 1. Show awareness of the audience through word choice and style.</i>	New
W03-S2C3-02	PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	New

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Crosswalk

Concept 4: Word Choice		
W03-S2C4-01	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	New
W03-S2C4-02	PO 2. Use descriptive words and phrases that energize the writing.	W-F3
W03-S2C4-03	PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	New
W03-S2C4-04	PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.	New
Concept 5 -: Fluency		
W03-S2C5-01	PO 1. Write simple and compound sentences .	New
W03-S2C5-02	PO 2. <i>Write sentences that flow together and sound natural when read aloud.</i>	New
W03-S2C5-03	PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	New
Concept 6: Conventions		
W03-S2C6-01	PO 1. Use capital letters for: <ul style="list-style-type: none"> a. proper nouns (i.e., names, days, months) b. titles c. names of places d. abbreviations e. literary titles (i.e., book, story, poem) 	W-F2 PO3
W03-S2C6-02	PO 2. <i>Punctuate endings of sentences using:</i> <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points 	W-F2 PO2
W03-S2C6-03	PO 3. <i>Use commas to punctuate:</i> <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates 	W-F6 PO2
W03-S2C6-04	PO 4. Use quotation marks to punctuate dialogue , although may be inconsistent or experimental.	New

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Writing Standard Articulated by Grade Level

Grade 3

Crosswalk

W03-S2C6-05	<i>PO 5. Use a colon to punctuate time.</i>	New
W03-S2C6-06	PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive	New
W03-S2C6-07	<i>PO 7. Spell high frequency words correctly.</i>	W-F2 PO1
W03-S2C6-08	PO 8. Use common spelling patterns/generalizations to spell words correctly, including: a. word families b. regular plurals c. r-controlled d. diphthong e. consonant digraphs f. CVC words g. CCVC h. CVCC i. affixes	New
W03-S2C6-09	PO 9. Spell simple homonyms correctly in context.	W-F2 PO1
W03-S2C6-10	<i>PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.</i>	W-F1 PO5
W03-S2C6-11	<i>PO 11. Use the following parts of speech correctly in simple sentences:</i> a. <i>nouns</i> b. <i>action verbs</i> c. <i>personal pronouns</i> d. <i>adjectives</i>	W-F2 PO4
W03-S2C6-12	<i>PO 12. Use subject/verb agreement in simple sentences.</i>	W-F2 PO4

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Writing Standard Articulated by Grade Level

Grade 3

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W03-S3C1-01	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: <ol style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events 	W-F3
W03-S3C1-02	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	New
Concept 2: Expository		
W03-S3C2-01	PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	W-F4 PO1
W03-S3C2-02	PO 2. Write an expository paragraph that contains: <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information 	W-F4
W03-S3C2-03	PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).	New
Concept 3: Functional		
W03-S3C3-01	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i> (See R03-S3C2; M03-S2C1)	New

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Writing Standard Articulated by Grade Level

Grade 3

Crosswalk

W03-S3C3-02	PO 2. Write communications, including: <ol style="list-style-type: none"> a. <i>thank-you notes</i> b. friendly letters c. formal letters d. messages e. invitations 	W-F6 PO1
W03-S3C3-03	PO 3. Address an envelope for correspondence that includes: <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address 	New
Concept 4: Persuasive		
W03-S3C4-01	PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader. (See R03-S3C3)	New
Concept 5: Literary Response		
W03-S3C5-01	PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R03-S2C1)	New
W03-S3C5-02	PO 2. Write a book report or review that may identify the: <ol style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. problem/solution (See R03-S2C1)	New
W03-S3C5-03	PO 3. Write a response to a literature selection that connects: <ol style="list-style-type: none"> a. <i>text to self (personal connection)</i> b. <i>text to world (social connection)</i> c. <i>text to text (compare within multiple texts)</i> (See R03-S2C1)	New

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Writing Standard Articulated by Grade Level

Grade 3

Crosswalk

Concept 6: Research		
W03-S3C6-01	PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials). (See R03-S3C1-03, -04, -05)	W-F5 PO1
W03-S3C6-02	PO 2. Organize notes in a meaningful sequence. (See R03-S3C1-03, -04, -05)	New
W03-S3C6-03	PO 3. Write an informational report that includes main idea(s) and relevant details. (See R03-S3C1-03, -04, -05)	W-F5

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W04-S1C1-01	<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).</i>	(W-F1 PO1)
W04-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i>	(W-F1 PO2)
W04-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	(W-F1 PO2)
W04-S1C1-04	<i>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</i>	(W-F1 PO1)
W04-S1C1-05	<i>PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.</i>	New
W04-S1C1-06	<i>PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W04-S1C2-01	<i>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>	New
W04-S1C2-02	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	(W-F3) (W-F4 PO3) (W-F6 PO1)
Concept 3: Revising		
W04-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New
W04-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W04-S1C3-03	<i>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</i>	(W-F1 PO4)

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

W04-S1C3-04	<i>PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</i>	W-E1 PO5
W04-S1C3-05	<i>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</i>	New
W04-S1C3-06	<i>PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W04-S1C1-07	<i>PO 7. Use resources and reference materials to select more precise vocabulary.</i>	(W-F1 PO5)
Concept 4: Editing		
W04-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-E1
W04-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	(W-F1 PO5)
W04-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.</i>	New
W04-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W04-S1C5-01	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	(W-F1 PO2)
W04-S1C5-02	<i>PO 2. Share the writing with the intended audience.</i>	(W-F1 PO7)
W04-S1C5-03	<i>PO 3. Use margins and spacing to enhance the final product.</i>	New
W04-S1C5-04	<i>PO 4. Write legibly.</i>	(W-F2 PO5)

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W04-S2C1-01	<i>PO 1. Express ideas that are clear and directly related to the topic.</i>	W-E2 W-E6 W-E3 W-E7 W-E4 W-E8 W-E5
W04-S2C1-02	<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	W-E2 W-E6 W-E3 W-E7 W-E4 W-E8 W-E5
W04-S2C1-03	<i>PO 3. Use relevant details to provide adequate support for the ideas.</i>	W-E2 W-E6 W-E3 W-E7 W-E4 W-E8 W-E5
Concept 2: Organization		
W04-S2C2-01	<i>PO 1. Organize content in a selected format. (e.g., friendly letter, narrative, expository text). (See Strand 3)</i>	W-E2 W-E5 W-E6 W-E7
W04-S2C2-02	<i>PO 2. Create a beginning that captures the reader's interest.</i>	New
W04-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-E5 W-E7
W04-S2C2-04	<i>PO 4. Use transitional words and phrases (e.g., <i>next</i>, <i>then</i>, <i>so</i>, <i>but</i>, <i>while</i>, <i>after that</i>, <i>because</i>) to connect ideas.</i>	W-E5 PO2 W-E6 PO2
W04-S2C2-05	<i>PO 5. Create an ending that provides a sense of resolution or closure.</i>	W-E5 PO1 W-E7 PO3
W04-S2C2-06	<i>PO 6. Construct a paragraph that groups sentences around a topic.</i>	New

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

Concept 3: Voice		
W04-S2C3-01	<i>PO 1. Show awareness of the audience through word choice and style.</i>	New
W04-S2C3-02	<i>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	New
Concept 4: Word Choice		
W04-S2C4-01	<i>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</i>	New
W04-S2C4-02	<i>PO 2. Use descriptive words and phrases that energize the writing.</i>	W-E2
W04-S2C4-03	<i>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</i>	New
W04-S2C4-04	<i>PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.</i>	New
Concept 5: Fluency		
W04-S2C5-01	<i>PO 1. Write simple and compound sentences.</i>	W-E1 PO4 W-E1 PO5
W04-S2C5-02	<i>PO 2. Write sentences that flow together and sound natural when read aloud.</i>	New
W04-S2C5-03	<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	New
W04-S2C5-04	<i>PO 4. Use effective and natural dialogue when appropriate.</i>	W-E2 PO2
Concept 6: Conventions		
W04-S2C6-01	<i>PO 1. Use capital letters for:</i> <ul style="list-style-type: none"> f. proper nouns (i.e., names, days, months) g. titles h. names of places i. abbreviations j. literary titles (i.e., book, story, poem) 	W-E1 PO3

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

W04-S2C6-02	<i>PO 2. Punctuate endings of sentences using:</i> d. periods e. question marks f. exclamation points	W-E1 PO2
W04-S2C6-03	<i>PO 3. Use commas to punctuate:</i> d. items in a series e. greetings and closings of letters f. dates	W-E1 PO2
W04-S2C6-04	<i>PO 4. Use quotation marks to punctuate:</i> a. dialogue (although may be inconsistent or experimental) b. titles	W-E1 PO2
W04-S2C6-05	<i>PO 5. Use a colon to punctuate time.</i>	New
W04-S2C6-06	<i>PO 6. Use apostrophes to punctuate:</i> c. contractions d. singular possessive	W-E1 PO2
W04-S2C6-07	<i>PO 7. Spell high frequency words correctly.</i>	W-E1 PO1
W04-S2C6-08	<i>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</i> j. r-controlled k. diphthong l. consonant digraphs m. CVC words n. CCVC o. CVCC p. silent e q. irregular plurals r. affixes	W-E1 PO1
W04-S2C6-09	<i>PO 9. Spell simple homonyms correctly in context.</i>	W-E1 PO1
W04-S2C6-10	<i>PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.</i>	(W-F1 PO5)
W04-S2C6-11	<i>PO 11. Use paragraph breaks to indicate an organizational structure.</i>	New

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

W04-S2C6-12	<i>PO 12. Use the following parts of speech correctly in simple sentences:</i> <i>e. nouns</i> <i>f. action verbs</i> <i>g. personal pronouns</i> <i>h. adjectives</i>	W-E1 PO4
W04-S2C6-13	PO 13. Use subject/verb agreement in simple and compound sentences .	W-E1 PO4

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W04-S3C1-01	<i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i> <i>g. characters</i> <i>h. setting</i> <i>i. plot</i> <i>j. sensory details</i> <i>k. clear language</i> <i>l. logical sequence of events</i>	W-E2
W04-S3C1-02	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: g. figurative language h. rhythm i. dialogue j. characterization k. plot l. <i>appropriate format</i>	New
Concept 2: Expository		
W04-S3C2-01	PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	W-E8 PO1
W04-S3C2-02	PO 2. Write an expository paragraph that contains: d. a topic sentence e. supporting details f. relevant information	New
W04-S3C2-03	PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).	New

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

Concept 3: Functional		
W04-S3C3-01	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i> (See R05-S3C2; M05-S2C1)	New
W04-S3C3-02	<i>PO 2. Write communications, including:</i> a. <i>thank-you notes</i> b. friendly letters c. formal letters d. <i>messages</i> e. <i>invitations</i>	W-E6
W04-S3C3-03	<i>PO 3. Address an envelope for correspondence that include:</i> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i>	New
Concept 4: Persuasive		
W04-S3C4-01	PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader. (See R03-S3C3)	New
Concept 5: Literary Response		
W04-S3C5-01	PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R03-S2C1)	W-E7
W04-S3C5-02	<i>PO 2. Write a book report or review that may identify the:</i> f. main idea g. <i>character(s)</i> h. setting i. <i>sequence of events</i> j. conflict/resolution (See R03-S2C1)	W-E7
W04-S3C5-03	PO 3. Write a response to a literature selection that connects: d. <i>text to self (personal connection)</i> e. <i>text to world (social connection)</i> f. <i>text to text (compare within multiple texts)</i> (See R03-S2C1)	New

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Writing Standard Articulated by Grade Level

Grade 4

Crosswalk

Concept 6: Research		
W04-S3C6-01	PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials). (See R03-S3C1-03, -04, -05)	W-E8
W04-S3C6-02	<i>PO 2. Organize notes in a meaningful sequence.</i> (See R03-S3C1-03, -04, -05)	W-E8
W04-S3C6-03	<i>PO 3. Write an informational report that includes main idea(s) and relevant details.</i> (See R03-S3C1-03, -04, -05)	W-E8

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Writing Standard Articulated by Grade Level

Grade 5

Crosswalk

Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W05-S1C1-01	<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).</i>	(W-F1 PO1)
W05-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i>	(W-F1 PO2)
W05-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	(W-F1 PO2)
W05-S1C1-04	<i>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</i>	(W-F1 PO1)
W05-S1C1-05	<i>PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.</i>	New
W05-S1C1-06	<i>PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W05-S1C2-01	<i>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>	New
W05-S1C2-02	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	(W-F3) (W-F4 PO3) (W-F6 PO1)
Concept 3: Revising		
W05-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	(W-F1 PO4)
W05-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W05-S1C3-03	<i>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</i>	(W-F1 PO4)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing activities.

Writing Standard Articulated by Grade Level

Grade 5

Crosswalk

W05-S1C3-04	<i>PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</i>	W-E1 PO5
W05-S1C3-05	<i>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</i>	New
W05-S1C3-06	<i>PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W05-S1C3-07	<i>PO 7. Use resources and reference materials to select more precise vocabulary.</i>	(W-F1 PO5)
Concept 4: Editing		
W05-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-E1
W05-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	(W-F1 PO5)
W05-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W05-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W05-S1C5-01	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	(W-F1 PO2)
W05-S1C5-02	<i>PO 2. Share the writing with the intended audience.</i>	(W-F1 PO7)
W05-S1C5-03	<i>PO 3. Use margins and spacing to enhance the final product.</i>	New
W05-S1C5-04	<i>PO 4. Write legibly.</i>	(W-F2 PO5)

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Writing Standard Articulated by Grade Level

Grade 5

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing	
Strand 2: Writing Elements			
Concept 1: Ideas and Content			
Coding	Performance Objective		
W05-S2C1-01	<i>PO 1. Express ideas that are clear and directly related to the topic.</i>	W-E2 W-E3 W-E4 W-E5	W-E6 W-E7 W-E8
W05-S2C1-02	<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	W-E2 W-E3 W-E4 W-E5	W-E6 W-E7 W-E8
W05-S2C1-03	<i>PO 3. Use relevant details to provide adequate support for the ideas.</i>	W-E2 W-E3 W-E4 W-E5	W-E6 W-E7 W-E8
Concept 2: Organization			
W05-S2C2-01	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry). (See Strand 3)</i>	W-E2 W-E5 W-E6 W-E7	
W05-S2C2-02	<i>PO 2. Create a beginning that captures the reader's interest.</i>	New	
W05-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-E5 W-E7	
W05-S2C2-04	<i>PO 4. Use a variety of words or phrases that creates smooth and effective transitions.</i>	W-E5 PO2 W-E6 PO2	
W05-S2C2-05	<i>PO 5. Create an ending that provides a sense of resolution or closure.</i>	W-E5 PO1 W-E7 PO3	
W05-S2C2-06	<i>PO 6. Construct a paragraph that groups sentences around a topic.</i>	New	

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Writing Standard Articulated by Grade Level

Grade 5

Crosswalk

Concept 3: Voice		
W05-S2C3-01	<i>PO 1. Show awareness of the audience through word choice and style.</i>	New
W05-S2C3-02	<i>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and mode.</i>	New
W05-S2C3-03	PO 3. Use language appropriate for topic and purpose.	W-E5 PO3 W-E6 PO3
Concept 4: Word Choice		
W05-S2C4-01	<i>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</i>	New
W05-S2C4-02	<i>PO 2. Use descriptive words and phrases that energize the writing.</i>	W-E2
W05-S2C4-03	<i>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</i>	New
W05-S2C4-04	<i>PO 4. Use literal and figurative language where appropriate to purpose. (See R05-S1C4-03, -04)</i>	New
Concept 5: Fluency		
W05-S2C5-01	<i>PO 1. Write simple and compound sentences.</i>	W-E1 PO4 W-E1 PO5
W05-S2C5-02	<i>PO 2. Write sentences that flow together and sound natural when read aloud.</i>	New
W05-S2C5-03	<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	New
W05-S2C5-04	<i>PO 4. Use effective and natural dialogue when appropriate.</i>	W-E2 PO2

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Writing Standard Articulated by Grade Level
Grade 5
Crosswalk

Concept 6: Conventions		
W05-S2C6-01	<p><i>PO 1. Use capital letters correctly for:</i></p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • place names • holidays • languages • historical events • organizations <p><i>b. literary titles (i.e., book, story, poem, play, song)</i></p> <p><i>c. titles</i></p> <p><i>d. abbreviations</i></p> <p><i>e. words used as names (e.g., Mother, Uncle Jim)</i></p>	W-E1 PO3
W05-S2C6-02	<p><i>PO 2. Punctuate endings of sentences using:</i></p> <p><i>a. periods</i></p> <p><i>b. question marks</i></p> <p><i>c. exclamation points</i></p>	W-E1 PO2
W05-S2C6-03	<p><i>PO 3. Use commas to punctuate:</i></p> <p><i>a. items in a series</i></p> <p><i>b. greetings and closings of letters</i></p> <p><i>c. dates</i></p> <p><i>d. introductory words</i></p> <p>e. dialogue</p> <p>f. direct address</p>	W-E1 PO2
W05-S2C6-04	<p><i>PO 4. Use quotation marks to punctuate:</i></p> <p>a. simple dialogue</p> <p><i>b. titles</i></p>	W-E1 PO2
W05-S2C6-05	<p><i>PO 5. Use colons to punctuate:</i></p> <p><i>a. time</i></p> <p><i>b. business letter salutations</i></p>	New
W05-S2C6-06	<p><i>PO 6. Use apostrophes to punctuate:</i></p> <p><i>a. contractions</i></p> <p><i>b. singular possessive</i></p>	W-E1 PO2
W05-S2C6-07	<p><i>PO 7. Spell high frequency words correctly.</i></p>	W-E1 PO1

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Writing Standard Articulated by Grade Level
Grade 5
Crosswalk

W05-S2C6-08	<i>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</i> a. irregular plurals b. silent e c. i before e d. words ending in -y e. doubling final consonant	W-E1 PO1
W05-S2C6-09	PO 9. Spell homonyms correctly in context.	W-E1 PO1
W05-S2C6-10	<i>PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.</i>	(W-F1 PO5)
W05-S2C6-11	<i>PO 11. Use paragraph breaks to indicate an organizational structure.</i>	New
W05-S2C6-12	<i>PO 12. Use the following parts of speech correctly in simple sentences:</i> a. <i>nouns</i> b. <i>action verbs</i> c. <i>personal pronouns</i> d. <i>conjunctions</i> e. <i>adverbs</i>	W-E1 PO4
W05-S2C6-13	<i>PO 13. Use subject/verb agreement in simple and compound sentences.</i>	W-E1 PO4

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Writing Standard Articulated by Grade Level

Grade 5

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W05-S3C1-01	<i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i> <ol style="list-style-type: none"> a. <i>characters</i> b. setting c. plot d. <i>sensory details</i> e. <i>clear language</i> f. <i>logical sequence of events</i> 	W-E2
W05-S3C1-02	<i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</i> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. <i>appropriate format</i> 	New
Concept 2: Expository		
W05-S3C2-01	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i>	W-E8 PO1
W05-S3C2-02	<i>PO 2. Write an expository paragraph that contains:</i> <ol style="list-style-type: none"> a. <i>a topic sentence</i> b. <i>supporting details</i> c. <i>relevant information</i> 	New
W05-S3C2-03	<i>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</i>	W-E3 W-E5 W-E6 W-E8

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Writing Standard Articulated by Grade Level

Grade 5

Crosswalk

Concept 3: Functional		
W05-S3C3-01	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables). (See R05-S3C2; M05-S2C1)</i>	New
W05-S3C3-02	<i>PO 2. Write communications, including:</i> f. <i>thank-you notes</i> g. friendly letters h. formal letters i. <i>messages</i> j. <i>invitations</i>	W-E6
W05-S3C3-03	<i>PO 3. Address an envelope for correspondence that includes:</i> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i>	New
Concept 4: Persuasive		
W05-S3C4-01	<i>PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader. (See R05-S3C3)</i>	New
Concept 5: Literary Response		
W05-S3C5-01	<i>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R05-S2C1)</i>	W-E7
W05-S3C5-02	<i>PO 2. Write a book report or review that identifies the:</i> a. main idea b. <i>character(s)</i> c. setting d. <i>sequence of events</i> e. <i>conflict/resolution</i> (See R05-S2C1)	W-E7
W05-S3C5-03	<i>PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:</i> a. <i>evidence from the text</i> b. <i>personal experience</i> c. <i>comparison to other text/media</i> (See R05-S2C1)	W-E7

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Writing Standard Articulated by Grade Level
Grade 5
Crosswalk

Concept 6: Research		
W05-S3C6-01	<i>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</i> (See R05-S3C1-04, -05, -06)	W-E8
W05-S3C6-02	<i>PO 2. Organize notes in a meaningful sequence.</i> (See R05-S3C1-04, -05, -06)	W-E8
W05-S3C6-03	<i>PO 3. Write an informational report that includes main idea(s) and relevant details.</i> (See R05-S3C1-04, -05, -06)	W-E8

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W06-S1C1-01	<i>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</i>	(W-F1 PO1)
W06-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	(W-F1 PO2)
W06-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	(W-F1 PO2)
W06-S1C1-04	PO 4. Establish a central idea appropriate to the type of writing.	(W-F1 PO3)
W06-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W06-S1C1-06	<i>PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.</i>	New
W06-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W06-S1C2-01	<i>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>	New
W06-S1C2-02	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	(W-F3) (W-F4 PO3) (W-F6 PO1)
Concept 3: Revising		
W06-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

W06-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W06-S1C3-03	PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	New
W06-S1C3-04	PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	(W-F1 P04)
W06-S1C3-05	PO 5. Add transitional words , phrases and/or sentences to clarify meaning or enhance the writing style.	W-E4 PO1 W-E5 PO2 W-E6 PO2
W06-S1C3-06	PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	W-E1 PO5
W06-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W06-S1C3-08	<i>PO 8. Use resources and reference materials to select more precise vocabulary.</i>	(W-F1 PO5)
Concept 4: Editing		
W06-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-E1
W06-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	(W-F1 PO5)
W06-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W06-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W06-S1C5-01	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	(W-F1 PO2)

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

W06-S1C5-02	<i>PO 2. Use margins and spacing to enhance the final product.</i>	New
W06-S1C5-03	PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	New
W06-S1C5-04	<i>PO 4. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing	
Strand 2: Writing Elements			
Concept 1: Ideas and Content			
Coding	Performance Objective		
W06-S2C1-01	PO 1. Use clear, focused ideas and details to support the topic.	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W06-S2C1-02	<i>PO 2. Provide content and selected details that are well suited to audience and purpose.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W06-S2C1-03	PO 3. Develop a sufficient explanation or exploration of the topic.	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W06-S2C1-04	PO 4. Include ideas and details that show original perspective.	W-E5 PO4 W-E7 PO2	
Concept 2: Organization			
W06-S2C2-01	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i> (See Strand 3)	W-E2 W-E5 W-E6 W-E7	

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

W06-S2C2-02	PO 2. Develop a strong beginning or introduction that draws in the reader.	New
W06-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-E5 W-E6
W06-S2C2-04	PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	W-E4 W-E5 W-E6
W06-S2C2-05	PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	New
W06-S2C2-06	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	W-E4 PO1 W-E5 PO5
Concept 3: Voice		
W06-S2C3-01	<i>PO 1. Show awareness of the audience through word choice and style.</i>	New
W06-S2C3-02	<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i>	New
W06-S2C3-03	<i>PO 3. Use language appropriate for the topic and purpose.</i>	W-E4 W-E5 PO4 W-E6 PO3 W-E7 PO1
W06-S2C3-04	PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.	New
Concept 4: Word Choice		
W06-S2C4-01	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	New
W06-S2C4-02	PO 2. Use words and phrases that consistently support style and type of writing. (See R06-S2C1)	New

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

W06-S2C4-03	PO 3. Use vocabulary that is original, varied, and natural.	New
W06-S2C4-04	<i>PO 4. Use literal and figurative language where appropriate to purpose.</i> (See R06-S1C4-04)	New
Concept 5: Fluency		
W06-S2C5-01	<i>PO 1. Write simple and compound sentences.</i>	W-E1 PO4 W-E1 PO5
W06-S2C5-02	<i>PO 2. Write sentences that flow together and sound natural when read aloud.</i>	New
W06-S2C5-03	<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	New
W06-S2C5-04	<i>PO 4. Use effective and natural dialogue when appropriate.</i>	W-E2 PO2
Concept 6: Conventions		
W06-S2C6-01	<i>PO 1. Use capital letters correctly for:</i> <ol style="list-style-type: none"> a. proper nouns <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> b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i> c. <i>literary titles (i.e., story, poem, play, song)</i> d. <i>titles</i> e. <i>abbreviations</i> f. proper adjectives 	W-E1 PO3

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

W06-S2C6-02	<p><i>PO 2. Use commas to correctly punctuate:</i></p> <ul style="list-style-type: none"> a. <i>items in a series</i> b. <i>greetings and closings of letters</i> c. <i>introductory words</i> d. direct address e. interrupters f. compound sentences 	W-E1 PO2
W06-S2C6-03	<p><i>PO 3. Use quotation marks to punctuate:</i></p> <ul style="list-style-type: none"> a. dialogue b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i> c. <i>exact words from sources</i> 	W-E1 PO2
W06-S2C6-04	<p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p>	New
W06-S2C6-05	<p><i>PO 5. Use colons to punctuate business letter salutations.</i></p>	W-E1 PO2
W06-S2C6-06	<p><i>PO 6. Use apostrophes to punctuate:</i></p> <ul style="list-style-type: none"> a. <i>contractions</i> b. <i>singular possessives</i> 	W-E1 PO2
W06-S2C6-07	<p><i>PO 7. Spell high frequency words correctly.</i></p>	W-E1 PO1
W06-S2C6-08	<p><i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i></p>	W-E1 PO1
W06-S2C6-09	<p><i>PO 9. Use homonyms correctly in context.</i></p>	W-E1 PO1
W06-S2C6-10	<p><i>PO 10. Use resources to spell correctly.</i></p>	(W-F1 PO5)
W06-S2C6-11	<p><i>PO 11. Use paragraph breaks to indicate an organizational structure.</i></p>	New

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

W06-S2C6-12	<i>PO 12. Use the following parts of speech correctly in simple sentences:</i> <ol style="list-style-type: none"> a. <i>nouns</i> b. <i>action/linking verbs</i> c. <i>personal pronouns</i> d. <i>adjectives</i> e. <i>adverbs</i> f. <i>conjunctions</i> g. <i>prepositions</i> h. <i>interjections</i> 	W-E1 PO4
W06-S2C6-13	<i>PO 13. Use subject/verb agreement in simple and compound sentences.</i>	W-E1 PO4

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W06-S3C1-01	PO 1. Write a narrative that includes: <ol style="list-style-type: none"> 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 	W-E2
W06-S3C1-02	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ: <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	New

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

Concept 2: Expository		
W06-S3C2-01	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i>	W-E8 PO1
W06-S3C2-02	PO 2. Write a summary based on the information gathered that includes: <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information (See R06-S3C1-02)	W-E3
W06-S3C2-03	PO 3. Write a process essay that includes: <ol style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs 	W-E4
Concept 3: Functional		
W06-S3C3-01	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> (See R06-S3C2; M06-S2C1)	New
W06-S3C3-02	PO 2. Write a friendly letter that includes a: <ol style="list-style-type: none"> a. heading b. salutation c. body d. closing e. signature 	(W-F6)
W06-S3C3-03	PO 3. Write a formal letter that follows a conventional business letter format.	W-E6
W06-S3C3-04	<i>PO 4. Address an envelope for correspondence that includes:</i> <ol style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i> 	New

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Writing Standard Articulated by Grade Level

Grade 6

Crosswalk

Concept 4: Persuasive		
W06-S3C4-01	<p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information <p>(See R06-S3C3)</p>	New
Concept 5: Literary Response		
W06-S3C5-01	<p><i>PO 1. Write a response to literature that:</i></p> <ul 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> <p>(See R07-S2C1)</p>	W-E7
Concept 6: Research		
W06-S3C6-01	<p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details <p>(See R06-S3C1-05, -06, -07)</p>	W-E3 W-E8
W06-S3C6-02	<p><i>PO 2. Write an informational report that includes:</i></p> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used <p>(See R06-S3C1-05, -06, -07)</p>	W-E5

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Writing Standard Articulated by Grade Level

Grade 7

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W07-S1C1-01	<i>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</i>	(W-F1 PO1)
W07-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	(W-F1 PO2)
W07-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	(W-F1 PO2)
W07-S1C1-04	<i>PO 4. Establish a central idea appropriate to the type of writing.</i>	(W-F1 PO3)
W07-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W07-S1C1-06	<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	New
W07-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W07-S1C2-01	<i>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>	New
W07-S1C2-02	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	(W-F3) (W-F4 PO3) (W-F6 PO1)

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Writing Standard Articulated by Grade Level

Grade 7

Crosswalk

Concept 3: Revising		
W07-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New
W07-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W07-S1C3-03	<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	New
W07-S1C3-04	<i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i>	New
W07-S1C3-05	<i>PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</i>	W-E4 PO1 W-E5 PO2 W-E6 PO2
W07-S1C3-06	<i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	W-E1 PO4 W-E1 PO5
W07-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W07-S1C3-08	<i>PO 8. Use resources and reference materials to select more precise vocabulary.</i>	New
Concept 4: Editing		
W07-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-E1
W07-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	(W-F1 PO5)
W07-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W07-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W07-S1C5-01	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	(W-F1 PO2)
W07-S1C5-02	<i>PO 2. Use margins and spacing to enhance the final product.</i>	New

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W07-S1C5-03	<i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	New
W07-S1C5-04	<i>PO 4. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing	
Strand 2: Writing Elements			
Concept 1: Ideas and Content			
Coding	Performance Objective		
W07-S2C1-01	<i>PO 1. Use clear, focused ideas and details to support the topic.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W07-S2C1-02	<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W07-S2C1-03	<i>PO 3. Develop a sufficient explanation or exploration of the topic.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W07-S2C1-04	<i>PO 4. Include ideas and details that show original perspective.</i>	W-E5 PO4 W-E7 PO2	
Concept 2: Organization			
W07-S2C2-01	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3)</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W07-S2C2-02	<i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i>	New	
W07-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-E5 W-E6	

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W07-S2C2-04	<i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i>	W-E4 W-E5 W-E6
W07-S2C2-05	<i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>	New
W07-S2C2-06	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	W-E4 PO1 W-E5 PO2
Concept 3: Voice		
W07-S2C3-01	PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	New
W07-S2C3-02	<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i>	New
W07-S2C3-03	<i>PO 3. Use language appropriate for the topic and purpose.</i>	W-E4 W-E6 PO3 W-E5 PO3 W-E7 PO1
W07-S2C3-04	<i>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</i>	New
Concept 4: Word Choice		
W07-S2C4-01	<i>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</i>	New
W07-S2C4-02	<i>PO 2. Use words that consistently support style and type of writing.</i> (See R07-S2C1)	New
W07-S2C4-03	<i>PO 3. Use vocabulary that is original, varied, and natural.</i>	New
W07-S2C4-04	<i>PO 4. Use literal and figurative language where appropriate to purpose.</i> (See R07-S1C4-04)	New

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Concept 5: Fluency		
W07-S2C5-01	PO 1. Write simple, compound, and complex sentences .	W-E1 PO4 W-E1 PO5
W07-S2C5-02	<i>PO 2. Create sentences that flow together and sound natural when read aloud.</i>	New
W07-S2C5-03	<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	New
W07-S2C5-04	PO 4. Use effective and natural dialogue when appropriate.	W-E2 PO2
Concept 6: Conventions		
W07-S2C6-01	<p>PO 1. Use capital letters correctly for:</p> <p>a. proper nouns</p> <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) <p>b. words used as names (e.g., Grandpa, Aunt Lyn)</p> <p>c. literary titles (book, story, poem, play, song)</p> <p>d. titles</p> <p>e. abbreviations</p> <p>f. proper adjectives</p>	W-E1 PO3
W07-S2C6-02	<p>PO 2. Use commas to correctly punctuate:</p> <p>a. items in a series</p> <p>b. greetings and closings of letters</p> <p>c. introductory words and clauses</p> <p>d. direct address</p> <p>e. interrupters</p> <p>f. compound sentences</p> <p>g. appositives</p>	W-E1 PO2
W07-S2C6-03	<p>PO 3. Use quotation marks to punctuate:</p> <p>a. dialogue</p> <p>b. titles of short works (e.g., chapter, story, article, song, poem)</p> <p>c. exact words from sources</p>	W-E1 PO2

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W07-S2C6-04	<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>	New
W07-S2C6-05	<i>PO 5. Use colons to punctuate business letter salutations.</i>	W-E1 PO2
W07-S2C6-06	<i>PO 6. Use apostrophes to punctuate:</i> <i>a. contractions</i> <i>b. singular possessives</i> <i>c. plural possessives</i>	W-E1 PO2
W07-S2C6-07	<i>PO 7. Spell high frequency words correctly.</i>	W-E1 PO1
W07-S2C6-08	<i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i>	W-E1 PO1
W07-S2C6-09	<i>PO 9. Use homonyms correctly in context.</i>	W-E1 PO1
W07-S2C6-10	<i>PO 10. Use resources to spell correctly.</i>	(W-F1 PO5)
W07-S2C6-11	<i>PO 11. Use paragraph breaks to indicate an organizational structure.</i>	New
W07-S2C6-12	<i>PO. 12. Use the following parts of speech correctly in simple sentences:</i> <i>a. nouns</i> <i>b. action/linking verbs</i> <i>c. personal pronouns</i> <i>d. adjectives</i> <i>e. adverbs</i> <i>f. conjunctions</i> <i>g. prepositions</i> <i>d. interjections</i>	W-E1 PO4
W07-S2C6-13	<i>PO 13. Use subject/verb agreement in simple, compound, and complex sentences.</i>	W-E1 PO4

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W07-S3C1-01	<p><i>PO 1. Write a narrative that includes:</i></p> <ul style="list-style-type: none"> a. <i>an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i> b. <i>effectively developed characters</i> c. <i>a clearly described setting</i> d. <i>dialogue, as appropriate</i> e. <i>figurative language, or descriptive words and phrases to enhance style and tone</i> 	W-E2
W07-S3C1-02	<p><i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</i></p> <ul style="list-style-type: none"> a. <i>figurative language</i> b. <i>rhythm</i> c. <i>dialogue</i> d. <i>characterization</i> e. <i>plot</i> f. <i>appropriate format</i> 	New
Concept 2: Expository		
W07-S3C2-01	<p><i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p>	W-E8 PO1
W07-S3C2-02	<p><i>PO 2. Write a summary based on the information gathered that include(s):</i></p> <ul style="list-style-type: none"> a. <i>a topic sentence</i> b. <i>supporting details</i> c. <i>relevant information</i> <p>(See R07-S3C1-02)</p>	W-E3
W07-S3C2-03	<p><i>PO 3. Write a process essay that includes:</i></p> <ul style="list-style-type: none"> a. <i>a thesis statement</i> b. <i>supporting details</i> c. <i>introductory, body, and concluding paragraphs</i> 	W-E4

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Concept 3: Functional		
W07-S3C3-01	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> (See R07-S3C2; M07-S2C1)	New
W07-S3C3-02	<i>PO 2. Write a friendly letter that includes a:</i> a. <i>heading</i> b. <i>salutation</i> c. <i>body</i> d. <i>closing</i> e. <i>signature</i>	(W-F6)
W07-S3C3-03	<i>PO 3. Write a formal letter that follows a conventional business letter format.</i>	W-E6
W07-S3C3-04	<i>PO 4. Address an envelope for correspondence that includes:</i> a. <i>an appropriate return address</i> f. <i>an appropriate recipient address</i>	New
Concept 4: Persuasive		
W07-S3C4-01	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i> 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> (See R07-S3C3)	New

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Concept 5: Literary Response		
W07-S3C5-01	<i>PO 1. Write a response to literature that:</i> d. <i>presents several clear ideas</i> e. <i>supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i> f. <i>relates own ideas to supporting details in a clear and logical manner</i> (See R07-S2C1)	W-E7
Concept 6: Research		
W07-S3C6-01	<i>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i> a. <i>paraphrasing to convey ideas and details from the source</i> b. <i>main idea(s) and relevant details</i> (See R07-S3C1-05, -06, -07, -08)	W-E3 W-E8
W07-S3C6-02	<i>PO 2. Write an informational report that includes:</i> a. <i>a focused topic</i> b. <i>appropriate facts and relevant details</i> c. <i>a logical sequence</i> d. <i>a concluding statement</i> e. <i>a list of sources used</i> (See R07-S3C1-05, -06, -07, -08)	W-E5

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W08-S1C1-01	<i>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</i>	(W-F1 PO1)
W08-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	(W-F1 PO2)
W08-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	(W-F1 PO2)
W08-S1C1-04	<i>PO 4. Establish a central idea appropriate to the type of writing.</i>	(W-F1 PO3)
W08-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W08-S1C1-06	<i>PO 6. Maintain a record (e.g., lists, journal, folder, notebooks) of writing ideas.</i>	New
W08-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W08-S1C2-01	<i>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>	New
W08-S1C2-02	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	(W-F3) (W-F4 PO3) (W-F6 PO1)
Concept 3: Revising		
W08-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New
W08-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W08-S1C3-03	<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	New

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W08-S1C3-04	<i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i>	New
W08-S1C3-05	<i>PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</i>	W-E4 PO1 W-E5 PO2 W-E6 PO2
W08-S1C3-06	<i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	W-E1 PO4 W-E1 PO5
W08-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W08-S1C3-08	<i>PO 8. Use resources and reference materials to select more precise vocabulary.</i>	New
Concept 4: Editing		
W08-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-E1
W08-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	(W-F1 PO5)
W08-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W08-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W08-S1C5-01	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	(W-F1 PO2)
W08-S1C5-02	<i>PO 2. Use margins and spacing to enhance the final product.</i>	New

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W08-S1C5-03	<i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	New
W08-S1C5-04	<i>PO 4. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing	
Strand 2: Writing Elements			
Concept 1: Ideas and Content			
Coding	Performance Objective		
W08-S2C1-01	<i>PO 1. Use clear, focused ideas and details to support the topic.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W08-S2C1-02	<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W08-S2C1-03	<i>PO 3. Develop a sufficient explanation or exploration of the topic.</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W08-S2C1-04	<i>PO 4. Include ideas and details that show original perspective.</i>	W-E5 PO4 W-E7 PO2	
Concept 2: Organization			
W08-S2C2-01	<i>PO 1. Use a structure that fits the type or writing (e.g., letter format, narrative, play, essay). (See Strand 3)</i>	W-E2 W-E3 W-E4	W-E5 W-E6 W-E7
W08-S2C2-02	<i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i>	New	

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W08-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-E5 W-E6
W08-S2C2-04	<i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i>	W-E4 W-E5 W-E6
W08-S2C2-05	<i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>	New
W08-S2C2-06	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	W-E4 PO1 W-E5 PO2
Concept 3: Voice		
W08-S2C3-01	<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	New
W08-S2C3-02	<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</i>	New
W08-S2C3-03	<i>PO 3. Use language appropriate for the topic and purpose.</i>	W-E5 PO4 W-E6 PO3 W-E7 PO1
W08-S2C3-04	<i>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	New
Concept 4: Word Choice		
W08-S2C4-01	<i>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</i>	New
W08-S2C4-02	<i>PO 2. Use words that consistently support style and type of writing. (See R08-S2C1)</i>	New
W08-S2C4-03	<i>PO 3. Use vocabulary that is original, varied, and natural.</i>	New
W08-S2C4-04	<i>PO 4. Use literal and figurative language where appropriate to purpose. (See R08-S1C4-04)</i>	New

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Concept 5: Fluency		
W08-S2C5-01	PO 1. Write simple, compound, and complex sentences.	W-E1 PO4 W-E1 PO5
W08-S2C5-02	PO 2. Create sentences that flow together and sound natural when read aloud.	New
W08-S2C5-03	PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	New
W08-S2C5-04	PO 4. Use effective and natural dialogue when appropriate.	W-E2 PO2
Concept 6: Conventions		
W08-S2C6-01	PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives 	W-E1 PO3

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W08-S2C6-02	<p><i>PO 2. Use commas to correctly punctuate:</i></p> <ul style="list-style-type: none"> a. <i>items in a series</i> b. <i>greetings and closings of letters</i> c. <i>introductory words and clauses</i> d. <i>direct address</i> e. interrupters f. compound sentences g. appositives h. dialogue 	W-E1 PO2
W08-S2C6-03	<p><i>PO 3. Use quotation marks to punctuate:</i></p> <ul style="list-style-type: none"> a. dialogue b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i> c. <i>exact words from sources</i> 	W-E1 PO2
W08-S2C6-04	<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>	New
W08-S2C6-05	<p><i>PO 5. Use colons to punctuate business letter salutations.</i></p>	W-E1 PO2
W08-S2C6-06	<p><i>PO 6. Use apostrophes to punctuate:</i></p> <ul style="list-style-type: none"> a. <i>contractions</i> b. <i>singular possessives</i> c. <i>plural possessives</i> 	W-E1 PO2
W08-S2C6-07	<p><i>PO 7. Spell high frequency words correctly.</i></p>	W-E1 PO1
W08-S2C6-08	<p><i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i></p>	W-E1 PO1
W08-S2C6-09	<p><i>PO 9. Use homonyms correctly in context.</i></p>	W-E1 PO1
W08-S2C6-10	<p><i>PO 10. Use resources to spell correctly.</i></p>	(W-F1 PO5)

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W08-S2C6-11	<i>PO 11. Use paragraph breaks to indicate an organizational structure.</i>	New
W08-S2C6-12	<i>PO. 12. Use the following parts of speech correctly in simple sentences:</i> <i>h. nouns</i> <i>i. action/linking verbs</i> <i>j. personal pronouns</i> <i>k. adjectives</i> <i>l. adverbs</i> <i>m. conjunctions</i> <i>n. prepositions</i> <i>o. interjections</i>	W-E1 PO4
W08-S2C6-13	<i>PO 13. Use subject/verb agreement in simple, compound, and complex sentences.</i>	W-E1 PO4

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W08-S3C1-01	<i>PO 1. Write a narrative that includes:</i> <i>a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i> <i>b. effectively developed characters</i> <i>c. a clearly described setting</i> <i>d. dialogue, as appropriate</i> <i>e. figurative language, or descriptive words and phrases to enhance style and tone</i>	W-E2
W08-S3C1-02	<i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type or writing, employ:</i> <i>a. figurative language</i> <i>b. rhythm</i> <i>c. dialogue</i> <i>d. characterization</i> <i>e. plot</i> <i>f. appropriate format</i>	New

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Concept 2: Expository		
W08-S3C2-01	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i>	W-E8 PO1
W08-S3C2-02	<i>PO 2. Write a summary based on the information gathered that includes:</i> a. <i>a topic sentence</i> b. <i>supporting details</i> c. <i>relevant information</i> (See R08-S3C1-02)	W-E3
W08-S3C2-03	<i>PO 3. Write an explanatory essay that includes:</i> a. <i>a thesis statement</i> b. <i>supporting details</i> c. <i>introductory, body, and concluding paragraphs</i>	W-E4
Concept 3: Functional		
W08-S3C3-01	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> (See R08-S3C2; M08-S2C1)	New
W08-S3C3-02	<i>PO 2. Write a friendly letter that includes a:</i> a. <i>heading</i> b. <i>salutation</i> c. <i>body</i> d. <i>closing</i> e. <i>signature</i>	(W-F6)
W08-S3C3-03	<i>PO 3. Write a formal letter that follows a conventional business letter format.</i>	W-E6
W08-S3C3-04	<i>PO 4. Address an envelope for correspondence that includes:</i> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i>	New
Concept 4: Persuasive		
W08-S3C4-01	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i> 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> (See R08-S3C3)	New

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Writing Standard Articulated by Grade Level

Grade 8

Crosswalk

Concept 5: Literary Response		
W08-S3C5-01	<p><i>PO 1. Write a response to literature that:</i></p> <ul 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>	W-E7
Concept 6: Research		
W08-S3C6-01	<p><i>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i></p> <ul 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>	W-E3 W-E8
W08-S3C6-02	<p><i>PO 2. Write an informational report that includes:</i></p> <ul 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>	W-E5

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Writing Standard Articulated by Grade Level

Grade 9

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W09-S1C1-01	<i>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).</i>	(W-F1 PO1)
W09-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	W-P2 W-P5 W-P3 W-P6 W-P4
W09-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	W-P2 PO2 W-P5 PO1
W09-S1C1-04	<i>PO 4. Establish a controlling idea appropriate to the type of writing.</i>	W-P2 PO1 W-P5 PO1 W-P3 PO1 W-P6 W-P4 PO2
W09-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W09-S1C1-06	<i>PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.</i>	New
W09-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W09-S1C2-01	<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	New
W09-S1C2-02	<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	(W-F3) (W-F4 PO3) (W-F6 PO1)
Concept 3: Revising		
W09-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New

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Writing Standard Articulated by Grade Level

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W09-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO1)
W09-S1C3-03	<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	New
W09-S1C3-04	<i>PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i>	(W-F1 PO4)
W09-S1C3-05	<i>PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i>	W-P1 PO1
W09-S1C3-06	<i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	W-P1 PO2
W09-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W09-S1C3-08	<i>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i>	New
Concept 4: Editing		
W09-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-P1 PO5
W09-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	W-P1 PO5
W09-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W09-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W09-S1C5-01	<i>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</i>	(W-F1 PO2)

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Writing Standard Articulated by Grade Level

Grade 9

Crosswalk

W09-S1C5-02	PO 2. 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.	New
W09-S1C5-03	<i>PO 3. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W09-S2C1-01	PO 1. Maintain a clear, narrow focus to support the topic.	W-P2 PO1 W-P4 PO1 W-P2 PO2 W-P4 PO2 W-P3 PO1 W-P5 PO1 W-P3 PO2 W-P5 PO2
W09-S2C1-02	PO 2. Write with an identifiable purpose and for a specific audience.	W-P2 PO2 W-P5 PO1
W09-S2C1-03	PO 3. Provide sufficient, relevant, and carefully selected details for support.	W-P2 PO2 W-P4 PO3 W-P3 PO2 W-P5 PO3
W09-S2C1-04	PO 4. Demonstrate a thorough, balanced explanation of the topic.	W-P2 PO2 W-P3 PO2 W-P4 PO3
W09-S2C1-05	PO 5. Include ideas and details that show original perspective and insights.	(W-E5 PO4) (W-E7 PO2)
Concept 2: Organization		
W09-S2C2-01	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i>	W-P2 PO3 W-P5 PO2 W-P3 PO4 W-P6 W-P4 PO2
W09-S2C2-02	<i>PO 2. Include a strong beginning or introduction that draws in the reader.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2

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Writing Standard Articulated by Grade Level

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Crosswalk

W09-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-P2 PO2 W-P3 PO2 W-P4 PO3
W09-S2C2-04	<i>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	W-P1 PO1
W09-S2C2-05	PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	New
W09-S2C2-06	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2
Concept 3: Voice		
W09-S2C3-01	<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	New
W09-S2C3-02	<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	New
W09-S2C3-03	<i>PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	New
W09-S2C3-04	PO 4. Use engaging and expressive language that shows a commitment to the topic.	New
W09-S2C3-05	PO 5. Use language appropriate to purpose, topic, and audience.	W-P1 PO3 W-P2 PO4 W-P5 PO4
Concept 4: Word Choice		
W09-S2C4-01	<i>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
W09-S2C4-02	<i>PO 2. Use vocabulary that is original, varied, and natural.</i>	New
W09-S2C4-03	PO 3. Use words that evoke clear images.	W-P6 PO1
W09-S2C4-04	PO 4. Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)	W-P6 PO1
W09-S2C4-05	PO 5. Use clichés only when appropriate to purpose.	New

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Writing Standard Articulated by Grade Level

Grade 9

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Concept 5: Fluency		
W09-S2C5-01	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.	W-P1 PO2
W09-S2C5-02	PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	New
W09-S2C5-03	PO 3. Demonstrate a flow that is natural and powerful when read aloud.	New
Concept 6: Conventions		
W09-S2C6-01	<p>PO 1. Use capitals correctly for:</p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • <i>holidays</i> • <i>place/regional names</i> • <i>languages</i> • <i>historical events</i> • <i>organizations</i> • <i>academic courses (e.g., algebra/Algebra I)</i> • <i>product names</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 (e.g., <i>German shepherd, Chinese restaurant</i>)</p>	W-P1 PO5
W09-S2C6-02	<p>PO 2. Use commas to correctly punctuate:</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, phrases and clauses</i></p> <p>d. direct address</p> <p>e. interrupters</p> <p>f. compound sentences</p> <p>g. appositives</p> <p>h. dialogue</p>	W-P1 PO5
W09-S2C6-03	<p>PO 3. Use quotation marks to punctuate:</p> <p>a. dialogue</p> <p>b. <i>titles</i></p> <p>c. <i>exact words from sources</i></p>	W-P1 PO5

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Writing Standard Articulated by Grade Level

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Crosswalk

W09-S2C6-04	PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	New
W09-S2C6-05	PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.	W-P1 PO5 W-P5 PO2
W09-S2C6-06	PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.	W-P1 PO5
W09-S2C6-07	<i>PO 7. Use apostrophes to punctuate:</i> a. <i>contractions</i> b. <i>singular possessives</i> c. <i>plural possessives</i>	W-P1 PO5
W09-S2C6-08	PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.	New
W09-S2C6-09	<i>PO 9. Spell words correctly.</i>	W-P1 PO5
W09-S2C6-10	PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue .	New
W09-S2C6-11	PO 11. Demonstrate control of grammar and usage in writing: a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms	W-P1 PO5
W09-S2C6-12	PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).	W-P4 PO4

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Writing Standard Articulated by Grade Level
Grade 9
Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W09-S3C1-01	<p>PO 1. Write a personal narrative that:</p> <ol style="list-style-type: none"> a. describes a sequence of events, focusing on one incident experienced by the author b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds and smells of the scenes d. uses figurative language (e.g., simile, metaphor, personification) <p>Example: Write an autobiographical account of a time when you had to make an important decision.</p>	W-P6
Concept 2: Expository		
W09-S3C2-01	<p>PO 1. Write an explanatory, multi-paragraph essay that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion <p>Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.</p>	(W-E4)

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Writing Standard Articulated by Grade Level

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Concept 3: Functional		
W09-S3C3-01	<p>PO 1. Write a business letter that:</p> <ol style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional business letter format (block, modified block, email) <p>Example: Write a letter of complaint expressing a consumer problem you've experienced.</p>	W-P5
W09-S3C3-02	<p><i>PO 2. Address an envelope for correspondence that includes:</i></p> <ol style="list-style-type: none"> <i>a. an appropriate return address</i> <i>b. an appropriate recipient address</i> 	New
Concept 4: Persuasive		
W09-S3C4-01	<p>PO 1. Write a persuasive composition (e.g., business letter, essay) that:</p> <ol style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. addresses the reader's concerns <p>Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling). (See R09-S3C3)</p>	W-P2

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Writing Standard Articulated by Grade Level

Grade 9

Crosswalk

Concept 5: Literary Response		
W09-S3C5-01	<p>PO 1. Write a literary analysis that:</p> <ol style="list-style-type: none"> describes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot) explains different elements of figurative language, (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection compares works within a literary genre that deal with similar themes (e.g., compare two short stories or two poems) <p>Example: Write an essay about different characters in "The Necklace" by Guy de Maupassant explaining how each serves to move forward the plot. (See R09-S3C1)</p>	W-P3
Concept 6: Research		
W09-S3C6-01	<p>PO 1. Write an essay that:</p> <ol style="list-style-type: none"> incorporates evidence in support of a thesis/claim integrates information from two or more pieces of research information integrates direct quotes sites sources <p>Example: Write an essay about water conservation in the desert. (See R09-S3C1-03 -04, -05; R10-S3C1-03 -04, -05)</p>	W-P4

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Grade 10

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W10-S1C1-01	<i>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).</i>	(W-F1 PO1)
W10-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	W-P2 W-P5 W-P3 W-P6 W-P4
W10-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	W-P2 PO2 W-P5 PO1
W10-S1C1-04	<i>PO 4. Establish a controlling idea appropriate to the type of writing.</i>	W-P2 PO1 W-P5 PO1 W-P3 PO1 W-P6 W-P4 PO2
W10-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W10-S1C1-06	<i>PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.</i>	New
W10-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W10-S1C2-01	<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	New
W10-S1C2-02	<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	(W-F3) (W-F4 PO1) (W-F6 PO1)
Concept 3: Revising		
W10-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New

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Writing Standard Articulated by Grade Level

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W10-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W10-S1C3-03	<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	New
W10-S1C3-04	<i>PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i>	(W-F1 PO4)
W10-S1C3-05	<i>PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i>	W-P1 PO1
W10-S1C3-06	<i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	W-P1 PO2
W10-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W10-S1C3-08	<i>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i>	New
Concept 4: Editing		
W10-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-P1 PO5
W10-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	W-P1 PO5
W10-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W10-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W10-S1C5-01	<i>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</i>	(W-F1 PO2)

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Writing Standard Articulated by Grade Level

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W10-S1C5-02	<i>PO 2. 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.</i>	New
W10-S1C5-03	<i>PO 3. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W10-S2C1-01	<i>PO 1. Maintain a clear, narrow focus to support the topic.</i>	W-P2 PO1 W-P4 PO1 W-P2 PO2 W-P4 PO2 W-P3 PO1 W-P5 PO1 W-P3 PO2 W-P5 PO2
W10-S2C1-02	<i>PO 2. Write with an identifiable purpose and for a specific audience.</i>	W-P2 PO2 W-P5 PO1
W10-S2C1-03	<i>PO 3. Provide sufficient, relevant, and carefully selected details for support.</i>	W-P2 PO2 W-P4 PO3 W-P3 PO2 W-P5 PO3
W10-S2C1-04	<i>PO 4. Demonstrate a thorough, balanced explanation of the topic.</i>	W-P2 PO2 W-P3.PO2 W-P4 PO3
W10-S2C1-05	<i>PO 5. Include ideas and details that show original perspective and insights.</i>	(W-E5 PO4) (W-E7 PO2)
Concept 2: Organization		
W10-S2C2-01	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i>	W-P2 PO3 W-P5 PO2 W-P3 PO4 W-P6 W-P4 PO2
W10-S2C2-02	<i>PO 2. Include a strong beginning or introduction that draws in the reader.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2

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W10-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-P2 PO2 W-P3 PO2 W-P4 PO3
W10-S2C2-04	<i>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	W-P1 PO1
W10-S2C2-05	<i>PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i>	New
W10-S2C2-06	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2
Concept 3: Voice		
W10-S2C3-01	<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	New
W10-S2C3-02	<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	New
W10-S2C3-03	<i>PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	New
W10-S2C3-04	<i>PO 4. Use engaging and expressive language that shows a commitment to the topic.</i>	New
W10-S2C3-05	<i>PO 5. Use language appropriate to purpose, topic, and audience.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
Concept 4: Word Choice		
W10-S2C4-01	<i>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
W10-S2C4-02	<i>PO 2. Use vocabulary that is original, varied, and natural.</i>	New
W10-S2C4-03	<i>PO 3. Use words that evoke clear images.</i>	W-P6 PO1
W10-S2C4-04	<i>PO 4. Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)</i>	W-P6 PO1
W10-S2C4-05	<i>PO 5. Use clichés only when appropriate to purpose.</i>	New

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Writing Standard Articulated by Grade Level

Grade 10

Crosswalk

Concept 5: Fluency		
W10-S2C5-01	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.	W-P1 PO2
W10-S2C5-02	PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	New
W10-S2C5-03	PO 3. Demonstrate a flow that is natural and powerful when read aloud.	New
Concept 6: Conventions		
W10-S2C6-01	PO 1. Use capitals correctly for: <ol style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • holidays • place/regional names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • product names b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant) 	W-P1 PO5
W10-S2C6-02	PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interrupters f. compound sentences g. appositives h. dialogue 	W-P1 PO5

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W10-S2C6-03	<i>PO 3. Use quotation marks to punctuate:</i> a. dialogue <i>b. titles</i> <i>c. exact words from sources</i>	W-P1 PO5
W10-S2C6-04	<i>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</i>	New
W10-S2C6-05	<i>PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.</i>	W-P1 PO5 W-P5 PO2
W10-S2C6-06	<i>PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.</i>	W-P1 PO5
W10-S2C6-07	<i>PO 7. Use apostrophes to punctuate:</i> <i>a. contractions</i> <i>b. singular possessives</i> <i>c. plural possessives</i>	W-P1 PO5
W10-S2C6-08	<i>PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</i>	New
W10-S2C6-9	<i>PO 9. Spell words correctly.</i>	W-P1 PO5
W10-S2C6-10	<i>PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.</i>	New
W10-S2C6-11	<i>PO 11. Demonstrate control of grammar and usage in writing:</i> <i>a. parts of speech</i> <i>b. verb forms and tenses</i> <i>c. subject/verb agreement</i> <i>d. pronoun/antecedent agreement</i> <i>e. parallel structure</i> <i>f. comparative and superlative degrees of adjectives</i> <i>g. modifier placement</i> h. homonyms	W-P1 PO5

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Writing Standard Articulated by Grade Level

Grade 10

Crosswalk

W10-S2C6-12	<i>PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</i>	W-P4 PO4
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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W10-S3C1-01	<p>PO 1. Write a reflective personal narrative that:</p> <ul style="list-style-type: none"> a. describes a sequence of events, communicating the significance of the events to the audience b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. describes with specific details the actions, movements, gestures, and feelings of the characters e. uses interior monologue f. uses figurative language (e.g., simile, metaphor, personification) <p>Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.</p>	W-P6

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Writing Standard Articulated by Grade Level

Grade 10

Crosswalk

Concept 2: Expository		
W10-S3C2-01	<p>PO 1. <i>Write an explanatory, multi-paragraph essay that:</i></p> <ol style="list-style-type: none"> a. <i>includes background information to establish the thesis (hypothesis, essential question), as appropriate</i> b. <i>states a thesis (hypothesis, essential question) with a narrow focus</i> c. <i>includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i> d. <i>communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i> e. <i>attributes sources of information, as appropriate</i> f. <i>includes a topic sentence for each body paragraph</i> g. <i>includes relevant factors and variables that need to be considered</i> h. <i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i> i. <i>includes an effective conclusion</i> <p>Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.</p>	(W-E4)
Concept 3: Functional		
W10-S3C3-01	<p>PO 1. <i>Write a business letter and/or memo that:</i></p> <ol style="list-style-type: none"> a. <i>presents information purposefully and succinctly to meet the needs of the intended audience</i> b. <i>follows a conventional format (block, modified block, memo, email)</i> <p>Example: Write a letter requesting an informational interview with a person in a career area that interests you.</p>	W-P5
W10-S3C3-02	<p><i>PO 2. Address an envelope for correspondence that includes:</i></p> <ol style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i> 	New

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Writing Standard Articulated by Grade Level
Grade 10
Crosswalk

Concept 4: Persuasive		
W10-S3C4-01	<p><i>PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:</i></p> <ol style="list-style-type: none"> a. <i>states a position or claim</i> b. <i>presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</i> c. <i>attributes sources of information when appropriate</i> d. <i>structures ideas</i> e. <i>addresses the reader's concerns</i> <p>Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.</p>	W-P2
Concept 5: Literary Response		
W10-S3C5-01	<p><i>PO 1. Write a literary analysis that:</i></p> <ol style="list-style-type: none"> a. <i>analyzes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot)</i> b. <i>analyzes different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection</i> c. <i>compares the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)</i> d. <i>identifies how an author's choice of words and imagery sets the tone and advances the work's theme</i> <p>Example: Write an essay explaining Gwendolyn Brook's use of word choice in "We Real Cool" to communicate its theme.</p> <p>(See R10-S2C1)</p>	W-P3

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Writing Standard Articulated by Grade Level
Grade 10
Crosswalk

Concept 6: Research		
W10-S3C6-01	<p>PO 1. Write a research report that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of primary and/or secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses internal citations f. includes a works cited, bibliography, or reference page <p>Example: Write a report on the Globe Theatre explaining its significance</p>	W-P4

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Writing Standard Articulated by Grade Level

Grade 11

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W11-S1C1-01	<i>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).</i>	(W-F1 PO1)
W11-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	W-P2 W-P5 W-P3 W-P6 W-P4
W11-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	W-P2 PO2 W-P5 PO1
W11-S1C1-04	<i>PO 4. Establish a controlling idea appropriate to the type of writing.</i>	W-P2 PO1 W-P5 PO1 W-P3 PO1 W-P6 W-P4 PO2
W11-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W11-S1C1-06	<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	New
W11-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W11-S1C2-01	<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	New
W11-S1C2-02	<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	(W-F3) (W-F4 PO1) W-F6 PO1)

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Writing Standard Articulated by Grade Level

Grade 11

Crosswalk

Concept 3: Revising		
W11-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New
W11-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W11-S1C3-03	<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	New
W11-S1C3-04	<i>PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i>	(W-F1 PO4)
W11-S1C3-05	<i>PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i>	W-P1 PO1
W11-S1C3-06	<i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	W-P1 PO2
W11-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W11-S1C3-08	<i>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i>	New
Concept 4: Editing		
W11-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-P1 PO5
W11-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	W-P1 PO5

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Writing Standard Articulated by Grade Level

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W11-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W11-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W11-S1C5-01	<i>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</i>	(W-F1 PO2)
W11-S1C5-02	<i>PO 2. 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.</i>	New
W11-S1C5-03	<i>PO 3. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W11-S2C1-01	<i>PO 1. Maintain a clear, narrow focus to support the topic.</i>	W-P2 PO1 W-P4 PO1 W-P2 PO2 W-P4 PO2 W-P3 PO1 W-P5 PO1 W-P3 PO2 W-P5 PO2
W11-S2C1-02	<i>PO 2. Write with an identifiable purpose and for a specific audience.</i>	W-P2 PO2 W-P5 PO1
W11-S2C1-03	<i>PO 3. Provide sufficient, relevant, and carefully selected details for support.</i>	W-P2 PO2 W-P4 PO3 W-P3 PO2 W-P5 PO3

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Writing Standard Articulated by Grade Level

Grade 11

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W11-S2C1-04	<i>PO 4. Demonstrate a thorough, balanced explanation of the topic.</i>	W-P2 PO2 W-P3.PO2 W-P4 PO3
W11-S2C1-05	<i>PO 5. Include ideas and details that show original perspective and insights.</i>	(W-E5 PO4) (W-E7 PO2)
Concept 2: Organization		
W11-S2C2-01	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i>	W-P2 PO3 W-P5 PO2 W-P3 PO4 W-P6 W-P4 PO2
W11-S2C2-02	<i>PO 2. Include a strong beginning or introduction that draws in the reader.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2
W11-S2C2-03	<i>PO 3. Place details appropriately to support the main idea.</i>	W-P2 PO2 W-P3 PO2 W-P4 PO3
W11-S2C2-04	<i>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	W-P1 PO1
W11-S2C2-05	<i>PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i>	New
W11-S2C2-06	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2
Concept 3: Voice		
W11-S2C3-01	<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	New
W11-S2C3-02	<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	New
W11-S2C3-03	<i>PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	New

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W11-S2C3-04	<i>PO 4. Use engaging and expressive language that shows a commitment to the topic.</i>	New
W11-S2C3-05	<i>PO 5. Use language appropriate to purpose, topic, and audience.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
Concept 4: Word Choice		
W11-S2C4-01	<i>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
W11-S2C4-02	<i>PO 2. Use vocabulary that is original, varied, and natural.</i>	New
W11-S2C4-03	<i>PO 3. Use words that evoke clear images.</i>	W-P6 PO1
W11-S2C4-04	<i>PO 4. Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)</i>	W-P6 PO1
W11-S2C4-05	<i>PO 5. Use clichés only when appropriate to purpose.</i>	New
Concept 5: Fluency		
W11-S2C5-01	<i>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.</i>	W-P1 PO2
W11-S2C5-02	<i>PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	New
W11-S2C5-03	<i>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</i>	New

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Writing Standard Articulated by Grade Level

Grade 11

Crosswalk

Concept 6: Conventions		
W11-S2C6-01	<i>PO 1. Use capitals correctly for:</i> a. proper nouns: <ul style="list-style-type: none"> • <i>holidays</i> • <i>place/regional names</i> • <i>languages</i> • <i>historical events</i> • <i>organizations</i> • <i>academic courses (e.g., algebra/Algebra I)</i> • <i>product names</i> b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant)	W-P1 PO5
W11-S2C6-02	<i>PO 2. Use commas to correctly punctuate:</i> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interrupters f. compound sentences g. appositives h. dialogue	W-P1 PO5
W11-S2C6-03	<i>PO 3. Use quotation marks to punctuate:</i> a. dialogue b. titles c. exact words from sources	W-P1 PO5
W11-S2C6-04	<i>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</i>	New
W11-S2C6-05	<i>PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.</i>	W-P1 PO5 W-P5 PO2

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Writing Standard Articulated by Grade Level

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W11-S2C6-06	<i>PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.</i>	W-P1 PO5
W11-S2C6-07	<i>PO 7. Use apostrophes to punctuate:</i> <i>a. contractions</i> <i>b. singular possessives</i> <i>c. plural possessives</i>	W-P1 PO5
W11-S2C6-08	<i>PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</i>	New
W11-S2C6-09	<i>PO 9. Spell words correctly.</i>	W-P1 PO5
W11-S2C6-10	<i>PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.</i>	New
W11-S2C6-11	<i>PO 11. Demonstrate control of grammar and usage in writing:</i> <i>a. parts of speech</i> <i>b. verb forms and tenses</i> <i>c. subject/verb agreement</i> <i>d. pronoun/antecedent agreement</i> <i>e. parallel structure</i> <i>f. comparative and superlative degrees of adjectives</i> <i>g. modifier placement</i> <i>h. homonyms</i>	W-P1 PO5
W11-S2C6-12	<i>PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</i>	W-P4 PO4

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Writing Standard Articulated by Grade Level

Grade 11

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications (Modes)		
Concept 1: Expressive		
Coding	Performance Objective	
W11-S3C1-01	<p>PO 1. Write in a variety of expressive forms (e.g., poetry, short story, and/or drama) that:</p> <ol style="list-style-type: none"> a. use voice and style appropriate to audience and purpose b. organize ideas in writing to ensure coherence, logical progression, and support c. employ literary devices (e.g., irony, conceit, foreshadowing, symbolism) to enhance style and voice <p>Example: Write a contemporary version of “The Raven” by Edgar Allan Poe.</p>	(W-F6)
Concept 2: Expository		
W11-S3C2-01	<p>PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ol style="list-style-type: none"> a. <i>includes background information to establish the thesis (hypothesis, essential question), as appropriate</i> b. <i>states a thesis (hypothesis, essential question) with a narrow focus</i> c. <i>includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i> d. <i>communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i> e. <i>attributes sources of information, as appropriate includes a topic sentence for each body paragraph</i> f. <i>includes relevant factors and variables that need to be considered</i> g. <i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i> h. <i>includes an effective conclusion</i> <p>Example: Compose an essay on Alexis de Tocqueville’s 1830s observations on American political and social life. Examine other historical documents to determine how accurate the de Tocqueville’s analysis was, and how his views of society reflect the United States today.</p>	(W-E4)

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Writing Standard Articulated by Grade Level

Grade 11

Crosswalk

Concept 3: Functional		
W11-S3C3-01	<p>PO 1. Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ul style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional format <p>Example: Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the job description. (See R11-S3C2)</p>	W-P5
Concept 4: Persuasive		
W11-S3C4-01	<p>PO 1. Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ul style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. acknowledges and refutes opposing arguments <p>Example: Write a letter to the editor about a community issue (e.g., teen curfew laws, racial profiling, affirmative action). (See R11-S3C3)</p>	W-P2

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Writing Standard Articulated by Grade Level
Grade 11
Crosswalk

Concept 5: Literary Response		
W11-S3C5-01	<p>PO 1. Write a literary analysis that:</p> <ul style="list-style-type: none"> a. evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b.. interprets different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit) with emphasis on how the author’s use of language evokes readers’ emotions c. analyzes the way in which the theme, or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified theme e. explains the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection f. analyzes an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks g. explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position) <p>Example: Write an essay about F. Scott Fitzgerald’s use of symbolism in <i>The Great Gatsby</i>.</p> <p>(See R11-S2C1)</p>	W-P3

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Writing Standard Articulated by Grade Level
Grade 11
Crosswalk

Concept 6: Research		
W11-S3C6-01	<p>PO 1. Write a research product that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim b. integrates information and ideas from multiple primary and secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses internal citations f. includes a works cited, bibliography, or reference page <p>Example: Choose a post-secondary institution and research.</p>	W-P4

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Writing Standard Articulated by Grade Level

Grade 12

Crosswalk

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 1: Writing Process		
Concept 1: Prewriting		
Coding	Performance Objective	
W12-S1C1-01	<i>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).</i>	(W-F1 PO1)
W12-S1C1-02	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	W-P2 W-P5 W-P3 W-P6 W-P4
W12-S1C1-03	<i>PO 3. Determine the intended audience of a writing piece.</i>	W-P2 PO2 W-P5 PO1
W12-S1C1-04	<i>PO 4. Establish a controlling idea appropriate to the type of writing.</i>	W-P2 PO1 W-P5 PO1 W-P3 PO1 W-P6 W-P4 PO2
W12-S1C1-05	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	(W-F1 PO1)
W12-S1C1-06	<i>PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.</i>	New
W12-S1C1-07	<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	New
Concept 2: Drafting		
W12-S1C2-01	<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	New
W12-S1C2-02	<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	(W-F3) (W-F4 PO1) (W-F6 PO1)

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Concept 3: Revising		
W12-S1C3-01	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	New
W12-S1C3-02	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	(W-F1 PO4)
W12-S1C3-03	<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	New
W12-S1C3-04	<i>PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i>	(W-F1 PO4)
W12-S1C3-05	<i>PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i>	W-P1 PO1
W12-S1C3-06	<i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i>	W-P1 PO2
W12-S1C3-07	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	New
W12-S1C3-08	<i>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i>	New
Concept 4: Editing		
W12-S1C4-01	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	W-P1 PO5
W12-S1C4-02	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	W-P1 PO5

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W12-S1C4-03	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	New
W12-S1C4-04	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	New
Concept 5: Publishing		
W12-S1C5-01	<i>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</i>	(W-F1 PO2)
W12-S1C5-02	<i>PO 2. 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.</i>	New
W12-S1C5-03	<i>PO 3. Write legibly.</i>	(W-F2 PO5)

Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 2: Writing Elements		
Concept 1: Ideas and Content		
Coding	Performance Objective	
W12-S2C1-01	<i>PO 1. Maintain a clear, narrow focus to support the topic.</i>	W-P2 PO1 W-P4 PO1 W-P2 PO2 W-P4 PO2 W-P3 PO1 W-P5 PO1 W-P3 PO2 W-P5 PO2
W12-S2C1-02	<i>PO 2. Write with an identifiable purpose and for a specific audience.</i>	W-P2 PO2 W-P5 PO1
W12-S2C1-03	<i>PO 3. Provide sufficient, relevant, and carefully selected details for support.</i>	W-P2 PO2 W-P4 PO3 W-P3 PO2 W-P5 PO3

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W12-S2C1-04	PO 4. <i>Demonstrate a thorough, balanced explanation of the topic.</i>	W-P2 PO2 W-P3 PO2 W-P4 PO3
W12-S2C1-05	PO 5. <i>Include ideas and details that show original perspective and insights.</i>	(W-E5 PO4) (W-E7 PO2)
Concept 2: Organization		
W12-S2C2-01	PO 1. <i>Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i>	W-P2 PO3 W-P5 PO2 W-P3 PO4 W-P6 W-P4 PO2
W12-S2C2-02	PO 2. <i>Include a strong beginning or introduction that draws in the reader.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2
W12-S2C2-03	PO 3. <i>Place details appropriately to support the main idea.</i>	W-P2 PO2 W-P3 PO2 W-P4 PO3
W12-S2C2-04	PO 4. <i>Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	W-P1 PO1
W12-S2C2-05	PO 5. <i>Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i>	New
W12-S2C2-06	PO 6. <i>Create an ending that provides a sense of resolution or closure.</i>	W-P2 PO3 W-P3 PO4 W-P4 PO2
Concept 3: Voice		
W12-S2C3-01	PO 1. <i>Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	New
W12-S2C3-02	PO 2. <i>Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	New

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W12-S2C3-03	<i>PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	New
W12-S2C3-04	<i>PO 4. Use engaging and expressive language that shows a commitment to the topic.</i>	New
W12-S2C3-05	<i>PO 5. Use language appropriate to purpose, topic, and audience.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
Concept 4: Word Choice		
W12-S2C4-01	<i>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</i>	W-P1 PO3 W-P2 PO4 W-P5 PO4
W12-S2C4-02	<i>PO 2. Use vocabulary that is original, varied, and natural.</i>	New
W12-S2C4-03	<i>PO 3. Use words that evoke clear images.</i>	W-P6 PO1
W12-S2C4-04	<i>PO 4. Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)</i>	W-P6 PO1
W12-S2C4-05	<i>PO 5. Use clichés only when appropriate to purpose.</i>	New
Concept 5: Fluency		
W12-S2C5-01	<i>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.</i>	W-P1 PO2
W12-S2C5-02	<i>PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	New

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W12-S2C5-03	PO 3. <i>Demonstrate a flow that is natural and powerful when read aloud.</i>	New
Concept 6: Conventions		
W12-S2C6-01	<p>PO 1. <i>Use capitals correctly for:</i></p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • <i>holidays</i> • <i>place/regional names</i> • <i>languages</i> • <i>historical events</i> • <i>organizations</i> • <i>academic courses (e.g., algebra/Algebra I)</i> • <i>product names</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 (e.g., <i>German shepherd, Chinese restaurant</i>)</p>	W-P1 PO5
W12-S2C6-02	<p>PO 2. <i>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, phrases and clauses</i></p> <p>d. direct address</p> <p>e. interrupters</p> <p>f. compound sentences</p> <p>g. appositives</p> <p>h. dialogue</p>	W-P1 PO5
W12-S2C6-03	<p>PO 3. <i>Use quotation marks to punctuate:</i></p> <p>a. dialogue</p> <p>b. <i>titles</i></p> <p>c. <i>exact words from sources</i></p>	W-P1 PO5
W12-S2C6-04	<p>PO 4. <i>Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</i></p>	New
W12-S2C6-05	<p>PO 5. <i>Use colons to punctuate business letter salutations and sentences introducing lists.</i></p>	W-P1 PO5 W-P5 PO2

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W12-S2C6-06	<i>PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.</i>	W-P1 PO5
W12-S2C6-07	<i>PO 7. Use apostrophes to punctuate:</i> <i>a. contractions</i> <i>b. singular possessives</i> <i>c. plural possessives</i>	W-P1 PO5
W12-S2C6-08	<i>PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</i>	New
W12-S2C6-09	<i>PO 9. Spell words correctly.</i>	W-P1 PO5
W12-S2C6-10	<i>PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.</i>	New
W12-S2C6-11	<i>PO 11. Demonstrate control of grammar and usage in writing:</i> <i>a. parts of speech</i> <i>b. verb forms and tenses</i> <i>c. subject/verb agreement</i> <i>d. pronoun/antecedent agreement</i> <i>e. parallel structure</i> <i>f. comparative and superlative degrees of adjectives</i> <i>g. modifier placement</i> <i>h. homonyms</i>	W-P1 PO5
W12-S2C6-12	<i>PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</i>	W-P4 PO4

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Writing Standard Articulated by Grade Level		1996 Arizona Academic Content Standard: Writing
Strand 3: Writing Applications		
Concept 1: Expressive		
Coding	Performance Objective	
W12-S3C1-01	<p><i>PO 1. Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that:</i></p> <ul style="list-style-type: none"> <i>a. use voice and style appropriate to audience and purpose</i> <i>b. organize ideas in writing to ensure coherence, logical progression, and support</i> <i>c. employ literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice</i> <p>Example: After reading from Geoffrey Chaucer's <i>The Canterbury Tales</i>, write your own version of a traveler's tale.</p>	W-P6

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Concept 2: Expository		
W12-S3C2-01	<p><i>PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that:</i></p> <ul style="list-style-type: none"> <i>h. includes background information to establish the thesis (hypothesis, essential question), as appropriate</i> <i>i. states a thesis (hypothesis, essential question) with a narrow focus</i> <i>j. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i> <i>k. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i> <i>e. attributes sources of information, as appropriate includes a topic sentence for each body paragraph</i> <i>f. includes relevant factors and variables that need to be considered</i> <i>h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i> <i>h. includes an effective conclusion</i> <p>Example: Compose an essay explaining how your school's service learning program has identified and addressed a community problem.</p>	(W-E4)
Concept 3: Functional		
W12-S3C3-01	<p><i>PO 1. Write a work-related document (e.g., resume, application essay) that:</i></p> <ul style="list-style-type: none"> <i>a. presents information purposefully and succinctly to meet the needs of the intended audience</i> <i>b. follows a conventional format</i> <p>Example: Write a resume outlining job experience, extra-curricular activities and other skills, formatted for the intended audience. (See R12-S3C2)</p>	W-P5

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Concept 4: Persuasive	
<p>PO 1. Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ul style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. acknowledges and refutes opposing arguments <p>Example: Write a public service announcement persuading citizens to vote. (See R12-S3C3)</p>	W-P2

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Concept 5: Literary Analysis		
W12-S3C5-01	<p>PO 1. Write literary analyses that:</p> <ol style="list-style-type: none"> a. <i>evaluates the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot)</i> b. <i>interprets figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) with emphasis upon how the writer uses language to evoke readers' emotions</i> c. <i>explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., <i>line length, punctuation, word position</i>)</i> d. analyzes a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis, e. describes the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature f. compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme g. analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial <p>Example: Write an essay comparing and contrasting the realities of war as presented in "Dulce Et Decorum Est" by Wilfred Owen and <i>All Quiet on the Western Front</i> by Erich Maria Remarque.</p> <p>(See R12-S2C1)</p>	W-P3

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Concept 6: Research		
W12-S3C6-01	<p><i>PO 1. Write a research product that:</i></p> <ul style="list-style-type: none"> <i>a. incorporates evidence in support of a thesis or claim</i> <i>b. integrates information and ideas from multiple primary and secondary sources</i> <i>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</i> <i>d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i> <i>e. integrates direct quotes</i> <i>f. uses internal citations</i> <i>g. includes a works cited, bibliography, or reference page</i> <p>Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.</p>	W-P4

This Crosswalk was updated December 2004 to correct editing errors and incorrect references to the 1996 Writing Standard. This document is current and replaces any prior documents. The updates are listed below.

- Page 24 Organization W04-S2C2-05 corrected to W04-S2C2-06
- Page 30 Drafting W05-S1C2-02, (W-F1 PO6) corrected to (W-F6 PO1)
- Page 32 Organization W05-S2C2-03, W-E6 corrected to W-E7
- Page 40 Revising W06-S1S3-08, (W-F5 PO1) corrected to (W-F1 PO5)
- Page 50 Publishing W07-S1C5-PO3 corrected to W07-S1C5- PO4
- Page 92 Expressive W11-S3C1-01, PO6 corrected to W-P6
- Page 97 Revising W12-S1C3-01, (W-F1 PO4) corrected to New

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