

RENTON SCHOOL DISTRICT NO. 403
DEPARTMENT OF INSTRUCTION
LANGUAGE ARTS CURRICULUM FOR WRITING
GRADE K-2

ADOPTED BY THE BOARD JUNE 1998

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ACKNOWLEDGEMENTS

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

RENTON SCHOOL DISTRICT NO. 403

GENERAL INSTRUCTIONAL GOALS

Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to--gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: *The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community*

POLICY ADOPTED: January 19, 1989 Revised May 21, 1987 Revised: April 8, 1998

RENTON SCHOOL DISTRICT NO. 403
Renton, Washington

A History of Writing Instruction in Renton Schools

Language Arts instruction encompasses two-thirds of the Three "R's" our schools have focused instruction upon since the days of early pioneers. The term "basic skills" also refers largely to reading and writing. To be literate, a person has to be able to read and write. Reading expectations have been relatively well defined, both nationally and within our state over the years, but writing expectations have been more vague. Not until 1992, with the passage of House Bill 1209, has Washington State begun to clearly define what basic writing skills are expected of Washington students. It has taken several years since the original bill for the state to further define the learning expectations for specific grade levels.

In Renton, during the past three years, we have reviewed our curriculum for language arts and determined our writing curriculum needs clearer, more sequential definition. Last year (1996-1997) we implemented a middle school writing program which addressed the seventh and tenth grade benchmarks. This year (1997-1998) a committee with representatives from kindergarten through high school has worked to define the writing focus of the remaining grades and also recommend instructional materials to facilitate the teaching and learning of this newly defined program. With this updated curriculum and materials, we are confident our students and teachers will be successful in reaching, and even surpassing, the expectations of our Washington State Essential Academic Learning Requirements for Writing.

Introduction to Writing

Writing for Today and Tomorrow - Writing is essential to a literate society. Writing can be an act of discovery, of communication, of joy. It connects us to work, to culture, to society, to existing knowledge, and to the meanings of our lives.

What Is Writing? - Writing is the learned process of shaping experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings. Writing requires and supports the development of thinking skills. Learning to write brings the learner into the literate community as an active participant in the conversation. Writing is our catalyst for creating the future.

Committed writers use writing for a wide spectrum of practical, economic, social, personal and aesthetic purposes. Engaged writers use a language that is alive, flexible and adaptable to the

highest expression of which the human being is capable.

Essential Academic Learning Requirements in Writing

1. The student writes clearly and effectively.

To meet this standard, the student will:

1.1 develop concept and design

develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively

1.2 use style appropriate to the audience and purpose

use voice, word choice, and sentence fluency for intended style and audience

1.3 apply writing conventions

know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

2.1 write for different audiences

2.2 write for different purposes

such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures

2.3 write in a variety of forms

including narratives, journals, poems, essays, stories, research reports, and technical writing

2.4 write for career applications

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

3.1 prewrite

generate ideas and gather information

3.2 draft

elaborate on a topic and supporting ideas

3.3 revise

collect input and enhance text and style

3.4 edit

use resources to correct spelling, punctuation, grammar, and usage

3.5 publish

select a publishing form and produce a completed writing project to share with chosen audience

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

4.1 assess own strengths and needs for improvement

analyze effectiveness of own writing and set goals for improvement

4.2 seek and offer feedback

The Renton School District Kindergarten Writing Curriculum

Overview: By the end of kindergarten, students have made a connection between stories and words they have had read to them and what they can produce as writing. They know that writing and pictures convey meaning. They can describe their own drawings from scribble to dictate labels to conventional writing. They use patterns of familiar texts to produce words, sentences, or stories. They can participate in group writing activities. They know and can write the alphabet, uppercase and lowercase. They can write their names and a few words.

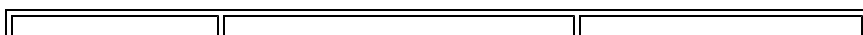
Quick Check of Kindergarten Progress

Does each child:

- Participate in group writing activities?
- Demonstrate an awareness of directionality (left to right, top to bottom)?
- Write the letters of the alphabet, uppercase and lowercase?
- Write own name and a few words?
- Describe drawings in a meaningful way?
- Portfolio assessment that reflects the Quick Check.

The Renton School District KINDERGARTEN Writing Curriculum

Suggested Writing Audiences, Sources, Purposes, and Forms by the End of Kindergarten



AUDIENCES AND SOURCES	PURPOSES	FORMS
Self	Labeling Spontaneous Writing	Words, Lists
Peers	Personal Communication Shared Learning Spontaneous Writing	Drawings with Labels Group Logs/Journals
Teachers	Information Communication Self Expression Demonstration of Learning	Story/Poem/Rhyme Completions Drawings with Labels
Parents	Information Communication Self Expression Demonstration of Learning Spontaneous Writing Personal Communication	Group Logs/Journals Story/Poem Endings Drawings with Labels
Business and Government	Information Communication Self Expression Information Communication	Name

Writing Focus for Kindergarten

Narrative	Descriptive
Friendly Letter	Pattern Writing
Summary/Retelling	Poetry Writing

The Renton School District First Grade Writing Curriculum

Overview: By the end of first grade, children are aware of and can use some patterns to support their writing. They use patterns in sentences and stories as well as patterns in words. They are gaining some fluency in drafting and using language patterns to form sentences. They participate in checking and revising their own writing and that of peers in order to be sure it makes sense. They use phonemic knowledge and grade level high frequency words in spelling. They use capital letters and periods correctly. They use verbs that agree with subjects, correct possessive pronouns, and adjectives.

Quick Check of First Grade Progress

Does each child:

- Grow in the understanding and use of grammar/parts of speech?
- Use writing for communication of personal ideas?
- Check own writing for meaning?
- Share writing with peers and teacher?
- Respond to the meaning of others' writing?
- Note and use patterns from other texts in writing?
- Evaluate own writing in terms of growth?
- Portfolio assessment that reflects the Quick Check.

The Renton School District First Grade Writing Curriculum

Suggested Writing Audiences, Sources, Purposes, and Forms by the End of First Grade

AUDIENCES AND SOURCES	PURPOSES	FORMS
Self	Learning Remembering Personal Enjoyment/Pleasure	Lists Logs*

Peers	Personal Communication	Notes
	Shared Learning	Drawings with captions
	Entertainment	Logs/Journals
	Information Communication	Stories
	Persuasion	
Teachers	Self Expression	Notes*
		Patterned Stories
	Demonstration of Learning	Messages
	Information Communication	Personal Recounts
	Persuasion	Drawings with labels
Parents	Self Expression	
		Logs/Journals
		Stories
	Demonstration of Learning	<ul style="list-style-type: none"> • (Fiction, Non-fiction, and Realistic)
	Personal Communication	
Business and Government	Information Communication	Patterned Stories
	Spontaneous Writing	Personal Recounts
	Persuasion	
	Self Expression	Notes
	Information Communication	Stories <ul style="list-style-type: none"> • (Fiction, Non-fiction, and Realistic)

		Name, Address, Phone Number
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Writing Focus for First Grade	
Narrative	Descriptive
Friendly Letter	Expository
Summary/Retelling	Poetry Writing
Journal Writing	

***Bold print denotes elements new to grade level**

The Renton School District Second Grade Writing Curriculum

Overview: By the end of second grade, most children have a sense of cohesiveness or focus for writing and can organize their writing with appropriate tools/methods to produce a paragraph that reflects their topic and purpose. They are beginning to write informative pieces based on simple research. they are developing the ability to perceive and address specific aspects of writing with clarity and word choice. They are beginning to read their own writing to make appropriate revisions. Most children are aware of spelling conventions and are expected to know how to spell grade level assigned high frequency words. They know to proofread for spelling in their writing as well as to edit for punctuation and capitalization.

Quick Check of Second Grade Progress

- Does each child:
- Grow in the understanding and use of grammar/parts of speech?
- Use writing for communication of personal and academic ideas?
- Revise with direction?
- Seek responses to writing from peers and teacher?
- Evaluate own writing in terms of purpose?
- Portfolio assessment that reflects the Quick Check.

The Renton School District Second Grade Writing Curriculum Suggested Writing Audiences, Sources, Purposes, and Forms by the End of Second Grade

AUDIENCES AND SOURCES	PURPOSES	FORMS
Self	Learning	Lists
	Remembering	Notes
	Entertainment	Logs
Peers	Personal Communication	Logs/Journals
	Shared Learning	Stories
	Entertainment	<ul style="list-style-type: none"> • (Fiction, Non-fiction, Realistic, Folktales,* and Legends)
	Information Communication	
	Persuasion	Patterned
	Self Expression	Stories/Poems
		Letters
		Plays
Teachers		Logs/Journals
	Demonstration of Learning	Stories
	Information Communication	<ul style="list-style-type: none"> • (Fiction, Non-fiction, Realistic, Folktales,* and Legends)
	Persuasion	
	Self Expression	
		<i>[oral introduction - materials not in</i>

Parents		<p><i>current adopted materials - these need to be eliminated or supported by additional materials]</i></p> <p>Patterned</p> <p>Stories/Poems</p> <p>Reflections on Process</p> <p>Informational Posters</p> <p>Letters</p> <p>Plays</p>
	<p>Demonstration of Learning</p> <p>Personal Communication</p>	
Business and Government	Information Communication	<p>Stories</p> <ul style="list-style-type: none"> • (Fiction, Non-fiction, Realistic, Folktales,* and Legends)
	Entertainment	
	Persuasion	
	Information Communication	<p>Letters</p> <p>Library Card Application</p> <p>Headings for Assignments</p>

***Bold print denotes elements new to grade level**

Writing Focus for Second Grade	
Narrative	Descriptive

Friendly Letter	Expository
Summary/Retelling	Poetry Writing
Journal Writing	Business Letter

Renton School District Writing Curriculum

1. The student writes clearly and effectively.

To meet this standard, the student will:

Components	TEACHING FOCUS FOR kindergarten	TEACHING FOCUS FOR 1ST GRADE	TEACHING FOCUS FOR 2ND GRADE
<p>1.1 develop concept and design</p> <p>Develop a topic or theme;</p> <p>Organize written thoughts with a clear beginning, middle, and end;</p> <p>Use transitional sentences and phrases to connect related ideas;</p> <p>Write coherently and effectively.</p>	<p>Describe and label drawings</p> <p>Dictate sentences using a given or familiar pattern, for example, from a patterned story book</p>	<p>Contribute in group writing activities to give clarity and meaning</p> <p>Contribute to group writing maintaining the focus of a topic</p> <p>Write two or more sentences that focus on a topic</p> <p>Use a simplified version of beginning, middle, and end for stories</p>	<p>Write drafts that clearly address a topic</p> <p>Extend writing through the use of details</p> <p>Write following a given pattern such as a beginning, middle, end or idea and details (introduce a paragraph)</p>

Components	teaching focus for kindergarten	TEACHING FOCUS FOR 1ST GRADE	TEACHING FOCUS FOR 2ND GRADE
<p>1.2 use style appropriate to the audience and purpose</p> <p>Use voice, word choice, and sentence fluency for intended style and audience</p>	<p>Use patterns/literary language in dictations (e.g., "once upon a time")</p>	<p>Use adjectives to elaborate</p>	<p>Provide alternative word choice to improve clarity or effect (verbs, nouns, adjectives, adverbs, and prepositional phrases)</p>
<p>1.3 apply writing conventions</p> <p>Know and apply correct spelling, grammar, sentence structure, punctuation, and organization</p>	<p>Demonstrate an awareness that the letters in written language represent sounds in spoken words</p> <p>Write letters of the alphabet, upper case and lower case, using models</p> <p>Copy environmental print</p> <p>Match letter symbol to sounds</p> <p>Demonstrate directionality: left to right, top to bottom</p> <p>Represent spoken language with personal and/or conventional spelling</p> <p>Dictate stories, accounts, descriptions of up to two or three sentences</p>	<p>Write/dictate complete sentences</p> <p>Use verbs that agree with subjects in person and number</p> <p>Use personal and possessive pronouns correctly</p> <p>Use patterns and phonemic knowledge to spell correctly three and four letter words that are frequently found in grade 1 materials</p> <p>Use phonemic knowledge to approximate spelling of unknown words when drafting</p> <p>Demonstrate mastery of high frequency words 1 through 30 in everyday writing</p> <p>Use word lists as spelling reference tools in everyday writing</p>	<p>Apply simple conventions (verb subject agreement, personal and possessive pronouns, spelling, punctuation, and capitals)</p> <p>Use language rules, patterns and phonemic knowledge to spell correctly three and four letter words that are frequently found in grade 1 materials</p> <p>Use phonemic knowledge to approximate spelling of unknown words when drafting</p> <p>Demonstrate mastery of high frequency words 1 through 130 in everyday writing</p> <p>Use word lists as spelling reference tools</p>

		Write in manuscript, upper and lower case, using models	in everyday writing Write in manuscript, upper and lower case, using models
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Renton School District Writing Curriculum

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard the student will:

Components	TEACHING FOCUS FOR KINDERGARTEN	TEACHING FOCUS FOR 1ST GRADE	TEACHING FOCUS FOR 2ND GRADE
2.1 write for different audiences	Rely primarily on pictures to convey meaning to different audiences	Consider audience (self, peer, teacher) when given direction	Consider audience (self, peer, teacher) when given direction
2.2 write for different purposes Such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures.	Rely primarily on pictures to convey meaning to different purposes	Respond to literature with words and pictures Writes and illustrates personal narratives	Use clear story structure for narratives (realistic and personal) Compose stories, respond to literature, persuade, explain concepts and procedures, write technical information and complete a team project
2.3 write in a variety of forms Including	Create pictures and dictates personal narratives and journals	Compose using a variety of forms (letters, stories, journal entries, narratives)	Keep a log or journal, personal or academic, with assistance Write short factual

narratives, journals, poems, essays, stories, research reports, and technical writing.			summaries based on group generated notes or classroom activities Write coherent notes to self, peers, parents
2.4 write for career applications			

Renton School District Writing Curriculum

3. The student understands and uses the steps of the writing process.

To meet this standard the student will:

Components	TEACHING FOCUS FOR KINDERGARTEN	TEACHING FOCUS FOR 1ST GRADE	TEACHING FOCUS FOR 2ND GRADE
3.1 prewrite Generate ideas and gather information.		Use drawing, mapping, and/or listing for prewriting	Use prewriting strategies such as graphic organizers and discussions
3.2 draft Elaborate on a topic and supporting ideas.		Draft and illustrate a topic or theme	Draft independently for set periods of time
3.3 revise Collect input and enhance text and style.		Consider alternative words with teacher suggestion Orally read own writing and revise for meaning	Revise work by adding or deleting, with the help of teacher or peers

<p>3.4 edit</p> <p>Use resources to correct spelling, punctuation, grammar and usage.</p>		<p>Edit for basic capitalization and ending punctuation</p> <p>Proofread for correct spelling of high frequency words 1 through 30</p>	<p>Edit for complete sentences</p> <p>Edit for simple conventions (verb subject agreement, personal and possessive pronouns, spelling, punctuation, and capitals)</p> <p>Proofread for correct spelling of high frequency words 1 through 130</p>
<p>3.5 publish</p> <p>Select a publishing form and produce a completed writing project to share with chosen audience</p>	<p>Share drawings with class</p>	<p>Choose piece for publication</p>	<p>Share published form with peers and/or family</p> <p>Note patterns and styles in tradebooks and textbooks</p>

Renton School District Writing Curriculum

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard the student will:

<p>Components</p>	<p>TEACHING FOCUS FOR KINDERGARTEN</p>	<p>TEACHING FOCUS FOR 1ST GRADE</p>	<p>TEACHING FOCUS FOR 2ND GRADE</p>
<p>4.1 assess own strengths and needs for improvement</p> <p>Analyze effectiveness</p>	<p>Identify changes in drawings and writing over time</p>	<p>Note own growth in writing, use of concept and design, style and conventions and set goals for own writing with teacher prompting</p>	<p>Identify strengths and areas to improve own writing (concept and design, style, and conventions)</p>

of own writing and set goals for improvement			
4.2 seek and offer feedback	Identify what is notable/likable about books read to the group Respond to drawings of others with relevant comments, compliments, and questions	Identify what is notable/likable about books read to the group Listen to the writing of peers and responds with comments or questions related to the meaning	Identify what is notable/likable about books read to the group Respond to the writing of peers by noting strengths and asking questions related to meaning

Language Arts Materials for Writing

First and Second Grade

BASIC TEXT:

Grade K *The Writing Spot*, Write Source, Kemper, Elsholz and

Sebranek, Great Source Education Group, 1999

Grade 1: *Write One*, Write Source, Kemper, Elsholz and Sebranek, Great Source Education Group, 1997

Grade 2: *Write Away*, Write Source, Kemper, Elsholz and Sebranek, Great Source Education Group, 1996

TEACHER RESOURCE :

Grade K: *Writing Spot*, Write Source, Kemper, Elsholz and

Sebranek, Great Source Education Group, 1999,

Teacher's Edition

The Writing Spot Program Guide (K), Great Source Education Group, 1999

Grade 1: *Write One*, Write Source, Kemper, Elsholz and

Sebranek, Great Source Education Group, 1997 Teacher's Edition

Language Series Program Guide (1), Great Source Education Group, 1998

Daily Oral Language, Level One, Vail Papenfuss Evanston: McDougal, Littell & Co., 1989

Grade 2: *Write Away*, Write Source, Kemper, Elsholz and Sebranek, Great Source Education Group, 1996, Teacher's Edition

Language Series Program Guide (2), Great

Source Education Group, 1998

Daily Oral Language, Level Two, Vail Papenfuss Evanston: McDougal, Littell & Co., 1989

SUPPLEMENTAL MATERIALS:

Dictionaries and Thesaurus

Language Arts Curriculum for Spelling

First and Second Grade

BASIC MATERIALS:

Spelling Through Phonics, Marlene J. McCracken and Robert A. McCracken, Peguis Publishers, Winnipeg-

Manitoba-Canada, Current Edition

Chalk or White Boards and Pocket Charts

REBECCA SITTON'S SPELLING SOURCEBOOK 1, (How-To Book) Rebecca Sitton, Egger Publishing, Inc., 1997

REBECCA SITTON'S SPELLING SOURCE BOOK 2, (Activities for Words 1-400) Rebecca Sitton, Egger Publishing, Inc., 1997

SPELLING SOURCEBOOK REVIEWS, (For-High-Use Writing Words 1-400) Rebecca Sitton, Egger Publishing, Inc., 1997

The QUICK-WORD™ Handbook for Beginning Writers, Rebecca Sitton and Robert Forest, Curriculum Associates, Inc., 1990

Words I Can Use, Renton School District, 1983

RESCIND: *Building Spelling Skills*, Bohlen & Huycke, McDougal, Littell & Company, 1985

World of Language, Ragno, Toth and Gray, Atlanta, Silver

Burdett & Ginn Publishing Company, 1990