

**McDougal Littell
Bridges to Literature
Level I**

correlated to the

**Alaska
Reading and Writing Performance Standards
Grade 6**

Reading Performance Standards
(Grade Level Expectations)
Grade 6

<p>R2.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. E.B.1</p>	
<p>The student uses strategies to decode or comprehend meaning of words in text by</p>	
<p>[6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p>	<p>TE: T23, T24, T26, T29, T37, T49, T140-T141, T142, T143, T148, T150, T153, T154, T158-T159, T162, T164, T167, T170-T171, T172, T173, T174, T175, T177, T180, T192, T210, T285, T317, T344, T451, T452, T453, T454, T457, T460, T465, T466, T467, T470, T473, T481, T529, T568-T569, T570, T572-T573, T588-T589</p>

*Assumes an increasing level of writing skill applications

PE=Pupil's Edition
TE=Teacher's Edition
WB=SkillBuilder Workbook

<p>[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) *</p>	<p>TE: T23, T24, T26, T29, T33, T34, T35, T37, T40, T49, T87, T88, T89, T92, T95, T98-T99, T100, T102, T104, T107, T113, T127, T128, T130, T132, T134, T137, T140-T141, T142, T143, T148, T150, T153, T154, T158-T159, T162, T164, T167, T170-T171, T172, T173, T174, T175, T177, T180, T185, T186, T187, T189, T192, T195, T205, T210, T221, T251, T252, T253, T254, T257, T259, T262, T285, T288, T295, T296, T298, T301, T304, T317, T325, T326, T328, T329, T331, T334, T336, T338, T339, T340, T341, T344, T347, T395, T396, T398, T399, T401, T404, T413, T414, T416, T418, T421, T427, T432, T442, T451, T452, T453, T454, T457, T460, T465, T466, T467, T470, T473, T481, T497, T503, T507, T508, T509, T511, T513, T514, T515, T516, T519, T522, T529, T533, T564-T567, T568-T569, T570, T572-T573, T580, T588-T589</p>
<p>[6] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or <u>subheadings</u>)</p>	<p>PE: 57, 69, 307, 398-399 TE: T111, T112, T116, T119, T127, T128, T129, T130, T132, T133, T136, T452, T453, T454, T456, T459</p>

*Assumes an increasing level of writing skill applications

<p>[6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., <u>happy</u>, <u>ecstatic</u>), L] and <u>analogies</u>*</p>	<p>TE: T13, T14, T16, T19, T111, T112, T113, T117, T120, T164, T168, T192, T210, T231, T232, T234, T237, T440, T441, T442, T444, T447, T418, T537, T630</p>
<p>[6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p>	<p>PE: 5, 10, 14, 15, 17, 22, 43, 44, 45, 51, 72, 75, 78, 82, 83, 84, 86, 89, 91, 93, 101, 109, 110, 111, 112, 113, 115, 118, 119, 120, 125, 126, 132, 135, 137, 138, 139, 147, 148, 150, 151, 153, 159, 165, 166, 167, 169, 172, 182, 184, 186, 189, 200, 202, 211, 213, 216, 220, 222, 224, 225, 230, 231, 235, 236, 249, 270, 271, 273, 274, 276, 283, 284, 285, 286, 290, 292, 293, 294, 295, 298, 308, 310, 322, 327, 328, 335, 337, 338, 339, 342, 343, 346, 352, 353, 354, 356, 358, 359, 361, 363, 375, 377, 378, 380, 387, 382, 383, 384, 386</p> <p>TE: T24, T34, T35, T88, T89, T100, T129, T130, T132, T142, T143, T144, T145, T146, T147, T160, T161, T172, T173, T174, T175, T186, T187, T189, T190, T204, T205, T206, T207, T220, T221, T222, T231, T242, T252, T253, T254, T256, T271, T272, T273, T297, T298, T312, T313, T315, T326, T327, T328, T338, T339, T340, T341, T386, T396, T397, T398, T399, T414, T415, T416, T426, T427, T428, T430, T452, T453, T468, T478, T479, T492, T493, T494, T496, T498, T509, T510, T511, T512,</p>

*Assumes an increasing level of writing skill applications

<p>(Continued) [6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p>	<p>TE: T513, T514, T515, T529, T530, T531, T532, T533, T534, T535, T546-T547</p>
<p>R2.2 Infer meaning from text. E.B.1</p>	
<p>The student comprehends literal or inferred meaning from text by</p>	
<p>[6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p>	<p>PE: 7, 11, 17, 23, 27, 29, 31, 33, 35, 37, 45, 55, 63, 79, 95, 105, 115, 127, 129, 140, 151, 155, 160, 175, 187, 194, 204, 216, 227, 239, 245, 249, 251, 253, 257, 267, 277, 279, 287, 299, 305, 315, 323, 329, 347, 369, 387</p> <p>TE: T14, T24, T35, T47, T59, T63, T67, T71, T75, T79, T90, T102, T114, T132, T148, T162, T175, T190, T199, T208, T222, T232, T243, T257, T273, T286, T299, T315, T329, T342, T354, T360, T365, T369, T374, T386, T399, T409, T416, T430, T442, T455, T468, T479, T498, T517, T535</p>

*Assumes an increasing level of writing skill applications

[6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction)*

PE: 5, 10, 14, 15, 17, 22, 43, 44, 45, 51, 72, 75, 78, 82, 83, 84, 86, 89, 91, 93, 101, 109, 110, 111, 112, 113, 115, 118, 119, 120, 125, 126, 132, 135, 137, 138, 139, 147, 148, 150, 151, 153, 159, 165, 166, 167, 169, 172, 182, 184, 186, 189, 200, 202, 211, 213, 216, 220, 222, 224, 225, 230, 231, 235, 236, 249, 270, 271, 273, 274, 276, 283, 284, 285, 286, 290, 292, 293, 294, 295, 298, 308, 310, 322, 327, 328, 335, 337, 338, 339, 342, 343, 346, 352, 353, 354, 356, 358, 359, 361, 363, 375, 377, 378, 380, 387, 382, 383, 384, 386

TE: T24, T34, T35, T88, T89, T99, T100, T129, T130, T132, T142, T143, T144, T145, T146, T147, T160, T161, T172, T173, T174, T175, T186, T187, T189, T190, T204, T205, T206, T207, T220, T221, T222, T231, T242, T252, T253, T254, T256, T271, T272, T273, T297, T298, T312, T313, T315, T326, T327, T328, T338, T339, T340, T341, T386, T396, T397, T398, T399, T414, T415, T416, T426, T427, T428, T430, T452, T453, T468, T478, T479, T492, T493, T494, T496, T498, T509, T510, T511, T512, T513, T514, T515, T529, T530, T531, T532, T533, T534, T535, T546-T547

*Assumes an increasing level of writing skill applications

<p>(L) [6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)*</p>	<p>PE: 17, 31, 35, 63, 79, 94, 151, 204, 286, 305, 347 TE: T35, T67, T75, T88, T114, T132, T142, T147, T148, T186, T204, T205, T207, T209, T211, T220, T221, T222, T242, T252, T253, T299, T315, T327, T328, T338, T340, T341, T384, T385, T396, T397, T399, T400, T402, T414, T416, T427, T428, T429, T430, T442, T494, T496, T497, T498, T531, T606-T608</p>
<p>[6] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)</p>	<p>PE: 23, 47, 55, 104, 129, 239, 277, 286, 298, 323 TE: T47, T89, T90, T101, T102, T130, T144, T145, T160, T161, T162, T163, T165, T199, T205, T206, T242, T271, T297, T312, T313, T314, T342, T416, T428, T430, T467, T468, T509, T510, T512, T515, T533</p>
<p>R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p>	
<p>The student reads text aloud by</p>	
<p>[6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p>	<p>PE: 75, 86, 91, 111, 130, 144 TE: T16, T21, T26, T31, T43, T55, T62, T64, T65, T66, T70, T74, T123, T234, T239, T243, T265, T281, T286, T299, T353, T359, T364, T368, T388, T393, T408, T416, T463, T487, T525, T543</p>

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R2.4 a. Retell stories in correct sequence. b. Restate and summarize information or ideas from a text. E.B.2	
The student restates/summarizes information by	
[6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text*	PE: 47, 51, 63, 90, 100, 132, 360, 380, 382 TE: T77, T90, T100, T113, T114, T146, T189, T204, T206, T255, T270, T296, T338, T397, T467, T492, T494, T508, T509, T510, T512, T513, T530, T532, T533
R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2	
The student demonstrates an understanding of main idea by	
[6] 2.5.1 Identifying the main idea or central concept in various types of texts*	PE: 194 TE: T47, T99, T100, T101, T102, T103, T106, T112, T113, T114, T116, T118, T273, T328, T329, T453, T478, T479, T480, T482, T495, T591-T594, T637
[6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*	PE: 55, 104, 126, 194, 204, 226, 277, 298, 323, 387 TE: T24, T47, T88, T89, T99, T100, T101, T102, T103, T105, T106, T112, T113, T114, T116, T118, T145, T161, T162, T174, T187, T188, T190, T205, T231, T242, T273, T286, T298, T328, T329, T399, T414, T415, T426, T429, T453, T466, T468, T469, T472, T478, T479, T480, T482, T492, T493, T495, T528, T529, T530, T531, T532, T535, T536, T538, T591-T594, T637

*Assumes an increasing level of writing skill applications

<p>[6] 2.5.3 Locating references from the text that support understanding of a main idea (e.g., what event in history is similar to this one) (L)</p>	<p>PE: 194 TE: T47, T99, T100, T101, T102, T103, T106, T112, T113, T114, T116, T118, T273, T328, T329, T453, T478, T479, T480, T482, T495, T591-T594, T637</p>
<p>R2.6 Read and follow multi-step directions to complete a simple task E.C.2</p>	
<p>The student follows written directions by</p>	
<p>[6] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>basic science experiment</u>) (L)</p>	<p>PE: 63, 212 TE: T114, T313</p>
<p>[6] 2.6.2 Identifying the sequence of steps in multi-step directions</p>	<p>PE: 63, 212 TE: T114, T313</p>
<p>R2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2</p>	
<p>The student analyzes content and structure of genres by</p>	
<p>[6] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry*</p>	<p>PE: 4, 9, 13, 19, 24, 38, 52, 66, 81, 99, 107, 117, 142, 145, 152, 157, 269, 278, 281, 289, 302, 395 TE: T12, T13, T14, T15, T18, T23, T33, T45, T127, T128, T129, T130, T132, T133, T136, T141, T142, T143, T148, T149, T152, T159, T171, T185, T186, T191, T194, T219, T230, T370, T371, T395, T408, T409, T410, T411, T413, T440, T441, T442, T443, T446, T491, T548, T550-T551</p>

*Assumes an increasing level of writing skill applications

<p>[6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry</p>	<p>PE: 4, 9, 13, 19, 24, 38, 41, 49, 52, 66, 81, 99, 107, 117, 142, 145, 152, 157, 176, 179, 197, 219, 229, 269, 278, 281, 289, 302, 349, 371, 395, 397</p> <p>TE: T12, T13, T14, T15, T18, T23, T33, T45, T87, T99, T100, T111, T112, T127, T128, T129, T130, T132, T133, T136, T141, T142, T143, T148, T149, T152, T159, T171, T185, T186, T191, T194, T219, T230, T251, T269, T272, T283, T295, T296, T298, T299, T300, T303, T325, T326, T337, T370, T371, T395, T408, T409, T410, T411, T413, T425, T440, T441, T442, T443, T446, T451, T452, T466, T491, T507, T517, T548-T551</p>
<p>[6] 2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification)</p>	<p>PE: 28, 29, 30, 36, 69, 163, 289</p> <p>TE: T62, T63, T66, T67, T68, T69, T71, T75, T76, T78, T79, T80, T81, T115, T127, T128, T130, T144, T187, T251, T252, T253, T254, T257, T258, T261, T286, T336, T354, T360, T368, T369, T409, T425, T496, T497</p>

R2.8 a. Define and identify plots, settings, and characters in fiction. b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors	
The student analyzes literary elements and devices by	
[6] 2.8.1 Identifying or describing in fiction	
<ul style="list-style-type: none"> plot (e.g., main conflict or problem, sequence of events, resolution) 	<p>PE: 152, 230, 281, 286, 394-395 TE: T24, T25, T28, T230, T231, T233, T236, T409, T413, T414, T415, T416, T417, T420, T492, T494, T495, T496, T499, T502, T548, T615-T618, T628</p>
<ul style="list-style-type: none"> settings (e.g., how it affects the characters or plot) 	<p>PE: 209, 216, 394-395 TE: T46, T74, T75, T76, T77, T130, T311, T312, T314, T315, T316, T319, T397, T425, T513</p>
<ul style="list-style-type: none"> characters (e.g., physical characteristics, personality traits, motivation, growth and change) 	<p>PE: 17, 69, 148, 151, 216, 267, 279, 333, 369, 394-395, 398-399 TE: T46, T47, T48, T51, T74, T75, T76, T77, T127, T128, T129, T133, T136, T221, T222, T223, T226, T315, T386, T387, T390, T409, T413, T492, T493, T511, T514, T517, T548, T550, T616-T618, T629</p>
<ul style="list-style-type: none"> point of view (who is telling the story) 	<p>PE: 209 TE: T76, T204, T205, T209, T212, T311, T313, T398</p>

<p>[6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors*</p>	<p>PE: 27, 126, 129, 160 TE: T59, T147, T186, T187, T190, T191, T193, T199, T207, T208, T242, T243, T244, T246, T315, T453, T497, T512, T513, T516, T518, T520, T603-605</p>
<p>R2.9 a. Differentiate between fact and opinion. b. Express opinions about a text and support these opinions with textual evidence.E.D.2</p>	
<p>The student analyzes content of text to differentiate fact and opinion by</p>	
<p>[6] 2.9.1 Distinguishing fact from opinion in a text*</p>	<p>PE: 397 TE: T272, T326, T327, T329, T330, T332, T549, T612-T614, T640</p>
<p>[6] 2.9.2 Identifying bias/propaganda by citing textual evidence</p>	<p>PE: 329 TE: T478, T479, T480, T483</p>
<p>[6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text*</p>	<p>PE: 7, 11, 17, 23, 27, 29, 31, 33, 35, 37, 45, 55, 63, 79, 95, 105, 115, 127, 129, 140, 151, 155, 160, 175, 187, 194, 204, 216, 227, 239, 245, 249, 251, 253, 257, 267, 277, 279, 287, 299, 305, 315, 323, 329, 347, 369, 387 TE: T14, T24, T35, T47, T59, T63, T67, T71, T75, T79, T90, T102, T114, T132, T148, T162, T175, T190, T199, T208, T222, T232, T243, T257, T273, T286, T299, T315, T329, T342, T354, T360, T365, T369, T374, T386, T399, T409, T416, T430, T442, T455, T468, T479, T498, T517, T535</p>

*Assumes an increasing level of writing skill applications

R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3	
The student connects themes by	
[6] 2.10.1 Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)*	PE: 7, 105, 126, 140, 155, 160, 187, 194, 216, 226, 240, 255, 257, 394-395 TE: T79, T146, T148, T190, T232, T242, T243, T244, T247, T270, T273, T274, T277, T284, T285, T286, T287, T290, T314, T326, T329, T330, T333, T373, T374, T375, T376, T386, T409
[6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts *	PE: 7, 126, 140, 155, 160, 216, 240, 255, 257, 394-395 TE: T79, T146, T148, T190, T232, T242, T243, T244, T247, T314, T373, T374, T375, T376, T386, T409
R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1	
The student makes connections between cultural influences/events by	
[6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)	PE: 56-63, 64-65, 130-140, 141, 156-160, 161, 188-194, 195, 196-204, 205, 208-216, 217 TE: T110-T114, T115, T202-T207, T208, T240-T242, T243, T282-T285, T286, T294-T298, T299, T310-T314, T315 These selections and their accompanying Related Reading selections encourage students to connect, compare, and contrast across texts and cultures.

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Writing Performance Standards
(Grade Level Expectations)
Grade 6

W2.1 Write a well-organized two-paragraph composition that addresses a single topic. E.A.1	
The student writes for a variety of purposes and audiences by	
[6] 2.1.1 Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details	TE: T150, T154, T436 WB: 150, 159, 171, 180 On these pages, students write about a main idea.
[6] 2.1.2 Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)	TE: T162, T257, T329 WB: 155, 158, 161, 164, 170, 176 On these pages, students write paragraphs.
[6] 2.1.3 Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)	TE: T342, T442 WB: 157, 163, 169
[6] 2.1.4 Writing a concluding statement*	WB: 162, 165, 171, 183
W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4	
The student writes for a variety of purposes and audiences by	
[6] 2.2.1 Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)	TE: T14, T18, T47 WB: 149-151, 152-154, 161-163, 176-178

*Assumes an increasing level of writing skill applications

<p>[6] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)*</p>	<p>TE: T329 WB: 155-157, 164-166, 167-169, 179-181</p>
<p>[6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics)* (L)</p>	<p>TE: T61, T192, T196 WB: 164-167, 173-175</p>
<p>[6] 2.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)</p>	<p>TE: T401, T405</p>
<p>W2.3 a. Use a variety of simple and complex sentence structures in written work. b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5</p>	
<p>The student writes and edits using conventions of Standard English by</p>	
<p>[6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing*</p>	<p>WB: 157, 163, 169, 181, 184, 186, 187</p>
<p>[6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)*</p>	<p>TE: T441, T442, T444, T447 WB: 121 On these pages students study homophones.</p>
<p>[6] 2.3.3 Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization</p>	<p>WB: 154, 175, 178, 195</p>
<p>[6] 2.3.4 Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)</p>	<p>WB: 151, 154, 160, 166, 169, 172, 186, 187, 188-189, 190, 191, 194</p>

*Assumes an increasing level of writing skill applications

W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8	
The student revises writing by	
[6] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear	WB: 151, 157, 163, 166, 169, 172
[6] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)	WB: 151, 154, 157, 160, 163, 166, 169, 172
[6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)	WB: 151, 154, 157, 160, 163, 166, 169, 172, 175
W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3	
The student documents sources by	
[6] 2.5.1 Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist)* (L)	TE: T102 WB: 155, 181 On these pages, students do research.
W2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7	
The student uses resources by	
[6] 2.6.1 Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)	PE: 402-411 TE: T45, T46, T49, T52, T79, T210, T234, T253, T257, T292, T317, T382, T422, T436, T452, T453, T454, T466, T467, T468, T479, T504, T523, T552-T556 WB: 15, 81, 114, 118, 137, 141

*Assumes an increasing level of writing skill applications

[6] 2.6.2 Using a thesaurus to find synonyms for common words* (L)	TE: T16, T234
[6] 2.6.3 Writing with a word processor using formatting features to produce a final draft (L)	TE: T102 WB: 155, 181 On these pages, students do research.

*Assumes an increasing level of writing skill applications