

Writing	<i>Organize Your Writing</i> , Level F New Readers Press
Developing Written Communications	
STANDARD 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
6-4.1 Use prewriting techniques to organize written works.	SE: pp. 10-12, 21-24, 32-34, 41-44, 53-55, 64-66, 75-77, 86-89
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	SE: pp. 14, 26, 36, 46, 57, 69, 79, 92
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 6, 13-15, 25-26, 35-36, 45-47, 56-58, 67-69, 78-80, 90-92
6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).	
6-4.5 Use proofreading skills to edit for the correct use of written Standard American English: <ul style="list-style-type: none"> • the uses of the semicolon and • the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences. 	SE: p. 90
6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 16–17, 27–28, 37, 48–49, 59–60, 70–71, 81–82, 93–94 TG: pp. 6, 8, 11, 12, 14
Producing Written Communications in a Variety of Forms	
STANDARD 6-5 The student will write for a variety of purposes and audiences.	
6-5.1 Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.	SE: pp. 19–29, 51-61, 62-72 TG: pp. 7-8, 10-11, 12-13

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6-5.2 Create narratives that have a fully developed plot and a consistent point of view.	SE: pp. 8–18 TG: pp. 6-7
6-5.3 Create written descriptions using precise language and vivid details.	SE: pp. 39-50 TG: pp. 9-10
6-5.4 Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.	SE: pp. 73–83, 84–95 TG: pp. 14-15

Writing	<i>Organize Your Writing</i> , Level G New Readers Press
Developing Written Communications	
STANDARD 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
7-4.1 Use prewriting techniques to organize written works.	SE: pp. 6, 10, 11-12, 13, 21-22, 23, 32, 33-34, 35, 42-44, 45, 55-56, 57, 66-67, 68, 76-77, 78, 86-88, 89 TG: pp. 6, 8, 10, 11
7-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 15, 26, 37, 48, 59, 70, 80, 92
7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 14-16, 25-26, 36-37, 47-49, 58-60, 69-71, 79-80, 90-92
7-4.4 Use the conventions of written Standard American English.	TG: p. 16
7-4.5 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.	
7-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 17, 27-28, 38, 50-51, 61-62, 72, 81-82, 93-94 TG: pp. 6, 8, 10, 11, 12, 14, 15
Producing Written Communications in a Variety of Forms	
STANDARD 7-5 The student will write for a variety of purposes and audiences.	
7-5.1 Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.	SE: pp. 19-29, 53-63 TG: pp. 7-8, 11-12
7-5.2 Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.	SE: pp. 8-18 TG: pp. 6-7

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7-5.3 Create descriptions for use in other modes of written works such as narrative, expository, or persuasive essays.	SE: pp. 30-39, 40-52 TG: pp. 8-9, 10
7-5.4 Create persuasive pieces such as letters to the editor or essays that include a stated position with supporting evidence and are aimed at a specific audience.	SE: pp. 74–83, 84–95 TG: pp. 13-14, 14-15

Writing	<i>Organize Your Writing</i> , Level H New Readers Press
Developing Written Communications	
STANDARD 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
8-4.1 Use prewriting techniques to organize written works.	SE: pp. 6, 10-12, 13, 21-23, 24-25, 33-35, 36, 43-44, 45-46, 55-56, 57, 65-66, 67, 76-78, 79, 87-88, 89 TG: pp. 7, 9, 11, 14, 15
8-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 15, 27, 38, 48, 59, 69, 81, 92 TG: p. 10
8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 14–16, 26–27, 37–38, 47–49, 58–59, 68–70, 80–81, 90–92
8-4.4 Use the conventions of written Standard American English.	
8-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	
8-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 17, 28–29, 39, 50–51, 60–61, 71–72, 82–83, 93–94 TG: pp. 9, 10, 12, 13, 14, 15, 16
Producing Written Communications in a Variety of Forms	
STANDARD 8-5 The student will write for a variety of purposes and audiences.	
8-5.1 Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.	SE: pp. 19-30 TG: pp. 7-8
8-5.2 Create narratives such as memoirs that communicate the significance of particular personal relationships.	SE: pp. 8–18 TG: pp. 6-7

Writing	<i>Organize Your Writing</i> , Level H New Readers Press
8-5.3 Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.	SE: pp. 31-40, 41-52 TG: pp. 9, 10
8-5.4 Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.	SE: pp. 74–84, 85–95 TG: pp. 14-15, 15-16

Writing	<i>Organize Your Writing, Level I</i> New Readers Press
Developing Written Communications	
STANDARD 9-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	SE: pp. 6, 10–12, 13, 21–22, 23, 32–34, 35, 43–45, 46–47, 56–57, 58, 66–67, 68, 76–78, 79, 87–88, 89 TG: pp. 6, 7–8, 9, 10, 12, 13, 14, 15
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 15, 26, 37, 49, 60, 70, 81, 92 TG: pp. 6, 10, 13, 14
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	SE: pp. 14–16, 25–26, 36–37, 48–50, 59–60, 69–70, 80–82, 91–92 TG: pp. 9, 15
E1-4.4 Use the conventions of written Standard American English.	
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	SE: pp. 17, 27–28, 38–39, 51–52, 61–62, 71–72, 83, 93–94 TG: pp. 6, 10, 13, 14
Producing Written Communications in a Variety of Forms	
STANDARD 9-5 The student will write for a variety of purposes and audiences.	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	SE: pp. 19–29, 54–63, 64–73 TG: pp. 7–9, 12–13, 13–14
E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.	SE: pp. 8–18 TG: pp. 6–7

Writing	<i>Organize Your Writing, Level I</i> New Readers Press
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	SE: pp. 30–40, 41–53 TG: pp. 9-10, 10-12
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	SE: pp. 74–84, 85–95 TG: pp. 14-15, 15-16

Writing	<i>Organize Your Writing, Level J</i> New Readers Press
Developing Written Communications	
STANDARD 9-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	SE: pp. 10–12, 21–24, 32–35, 43–47, 57–59, 66–68, 76–79, 87–90 TG: p. 16
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 14, 26, 37, 49, 61, 70, 81, 92 TG: pp. 11, 15
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	SE: pp. 13–15, 25–26, 36–37, 48–50, 60–61, 69–70, 80–81, 91–93
E1-4.4 Use the conventions of written Standard American English.	
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	SE: pp. 16–17, 27–28, 38–39, 51–52, 62, 71–72, 82–83, 94
Producing Written Communications in a Variety of Forms	
STANDARD 9-5 The student will write for a variety of purposes and audiences.	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	SE: pp. 19–29 TG: pp. 7-8
E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.	SE: pp. 8–18 TG: pp. 6-7

Writing	<i>Organize Your Writing</i> , Level J New Readers Press
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	SE: pp. 30–40, 41–53 TG: pp. 8-9, 10-11
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	SE: pp. 74–84, 85–95 TG: pp. 14-15, 15-16