

Florida Reading and Language Arts Standards Literary Analysis	<i>Organize Your Writing</i> , New Readers Press
<b>Fiction</b>	
<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:	
LA.6.2.1.1 identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;	
LA.6.2.1.2 locate and analyze the elements of plot structure, including exposition, setting, character, development, rising/falling action, conflict/resolution, and theme in a variety of fiction;	
LA.6.2.1.3 locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;	
LA.6.2.1.4 identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);	
LA.6.2.1.5 develop an interpretation of a selection and support through sustained use of examples and contextual evidence;	
LA.6.2.1.6 write a book report, review, or critique that compares two or more works by the same author;	
LA.6.2.1.7 locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;	

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LA.6.2.1.8 compare language patterns and vocabulary of contemporary texts to those of historical texts;	
LA.6.2.1.9 explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and	
LA.6.2.1.10 use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.	
<b>Nonfiction</b>	
<b>Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:</b>	
LA.6.2.2.1 locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.6.2.2.2 use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;	
LA.6.2.2.3 organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	
LA.6.2.2.4 identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and	

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LA.6.2.2.5 use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	

Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press	
<b>Prewriting</b>		
<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:		
LA.6.3.1.1	generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;	SE: pp. 6, 10, 32, 41, 42, 65, 76, 87-88 TG: p. 6
LA.6.3.1.2	making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and	SE: pp. 6, 13, 25, 35, 45, 56, 68 78, 90
LA.6.3.1.3	using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).	SE: pp. 11, 12, 22, 24, 33-34, 44, 53, 55, 66, 77, 89 TG: p. 11
<b>Drafting</b>		
<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:		
LA.6.3.2.1	developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	SE: pp. 11, 13, 21–22, 25, 33, 35, 42, 45, 53-54, 56, 64, 68, 75, 78, 86, 91
LA.6.3.2.2	organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	SE: pp. 12, 23–24, 34, 43–44, 55, 66, 77, 89 TG: pp. 7, 8, 10, 11, 12
LA.6.3.2.3	analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.	

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<b>Revising</b>	
<b>Standard: The student will revise and refine the draft for clarity and effectiveness. The student will revise by:</b>	
LA.6.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	SE: pp. 16–17, 27–28, 37, 48–49, 59–60, 70–71, 81–82, 93–94
LA.6.3.3.2 creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);	SE: pp. 14, 17, 26, 28, 36, 37, 46, 48–49, 57, 60, 69, 71, 79, 81–82 TG p. 10
LA.6.3.3.3 creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
LA.6.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	SE: pp. 7, 18, 29, 38, 50, 61, 72, 83, 95, TG p. 7, 8, 9, 10, 11, 13, 14, 15
<b>Editing for Language Conventions</b>	
<b>Standard: The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:</b>	
LA.6.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary.	

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LA.6.3.4.2 capitalization, including major words in titles of books, plays, movies, and television programs;	
LA.6.3.4.3 punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;	
LA.6.3.4.4 the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and	
LA.6.3.4.5 consistency in verb tense in simple, compound, and complex sentences.	
<b>Publishing</b>	
<b>Standard: The student will write a final product for the intended audience. The student will:</b>	
LA.6.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	SE: pp. 18, 29, 38, 50, 61, 72, 83, 95
LA.6.3.5.2 use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	
LA.6.3.5.3 share the writing with the intended audience.	

Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press	
<b>Creative</b>		
<b>Standard: The student develops and demonstrates creative writing. The student will:</b>		
LA.6.4.1.1	write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution), include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and	SE: pp. 8–18 TG: pp. 6-7
LA.6.4.1.2	write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.	
<b>Informative</b>		
<b>Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks. The student will:</b>		
LA.6.4.2.1	write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	SE: pp. 19–29 TG: pp. 7-8
LA.6.4.2.2	record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;	SE: pp. 11, 21-22, 33, 42, 53, 64, 75, 86
LA.6.4.2.3	write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;	SE: pp. 19-29, 30-38, 39-50, 51-61, 62-72, 73-83, 84–95 TG: pp. 7-8, 8-9, 9-10, 10-12, 12-13, 13-14, 14-15

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LA.6.4.2.4 write a variety of informational communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	SE: pp. 84–95 TG: pp. 14-15
LA.6.4.2.5 write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.	
<b>Persuasive</b>	
<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:</b>	
LA.6.4.3.1 write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and	SE: pp. 73–83, 84–95 TG: pp. 13-14, 14-15
LA.6.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).	SE: pp. 79, 92 TG: p. 15

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<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:	
LA.7.2.1.1 identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;	
LA.7.2.1.2 locate and analyze the elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;	
LA.7.2.1.3 locate and analyze various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and how they contribute to the mood and meaning in poetry;	
LA.7.2.1.4 identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);	
LA.7.2.1.5 develop an interpretation of a selection and support through sustained use of examples and contextual evidence;	
LA.7.2.1.6 compare the use 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);	

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LA.7.2.1.7 locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis;	
LA.7.2.1.8 explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;	
LA.7.2.1.9 describe changes in the English language over time, and support these descriptions with examples from literary texts; and	
LA.7.2.1.10 use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.	
<b>Nonfiction</b>	
<b>Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:</b>	
LA.7.2.2.1 locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.7.2.2.2 use information from the text to state the main idea and/or provide relevant details;	SE: pp. 11-12, 21-22, 27, 33-34, 38, 50, 55-56, 61, 72, 81 TG: pp. 6, 7

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LA.7.2.2.3 organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	SE: pp. 19–29, 33, 35, 53–63 TG: pp. 7-8, 11
LA.7.2.2.4 identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and	
LA.7.2.2.5 use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	

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<b>Prewriting</b>		
<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:		
LA.7.3.1.1	generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;	SE: pp. 6, 10, 32, 42–43, 67, 77, 87–88 TG: pp. 6, 10
LA.7.3.1.2	making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and	SE: pp. 14, 25, 36, 47, 58, 69, 79, 90
LA.7.3.1.3	using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, ploy pyramid) to develop a personal organizational style.	SE: pp. 11, 22, 33-34, 35, 45-46, 55, 57, 68, 76, 89 TG: pp. 8, 11
<b>Drafting</b>		
<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:		
LA.7.3.2.1	developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	SE: pp. 11–12, 14, 21–22, 25, 33–34, 36, 44, 47, 55–56, 58, 66, 69, 76, 79, 86, 91
LA.7.3.2.2	organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	SE: pp. 13, 23–24, 35, 45–46, 57, 68, 78, 89
LA.7.3.2.3	analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.	

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<b>Revising</b>	
<b>Standard: The student will revise and refine the draft for clarity and effectiveness. The student will revise by:</b>	
LA.7.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	SE: pp. 17, 27–28, 38, 50-51, 61–62, 72, 81–82, 93–94
LA.7.3.3.2 creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;	SE: pp. 15, 17, 26, 27-28, 37, 38, 48, 50-51, 59, 62, 70, 72, 80, 82, 92, 94
LA.7.3.3.3 creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	SE: pp. 9, 12, 17, 30–31, 35–36, 38, 80, 92 TG: p. 12
LA.7.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	SE: pp. 18, 29, 39, 52, 63, 73, 83, 95 TG: pp. 7, 8, 9, 10, 12, 14, 15
<b>Editing for Language Conventions</b>	
<b>Standard: The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:</b>	
LA.7.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffices, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary.	
LA.7.3.4.2 capitalization, including regional names (e.g., East Coast), historical events and documents;	

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LA.7.3.4.3 punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;	
LA.7.3.4.4 the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); regular and irregular verbs, and pronoun agreement; and	
LA.7.3.4.5 consistency in verb tense in simple, compound, and complex sentences.	
<b>Publishing</b>	
<b>Standard: The student will write a final product for the intended audience. The student will:</b>	
LA.7.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	SE: pp. 18, 29, 39, 52, 63, 73, 83, 95
LA.7.3.5.2 use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	
LA.7.3.5.3 share the writing with the intended audience.	

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<b>Creative</b>		
<b>Standard: The student develops and demonstrates creative writing. The student will:</b>		
LA.7.4.1.1	write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and	SE: pp. 8–18 TG: pp. 6-7
LA.7.4.1.2	write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	
<b>Informative</b>		
<b>Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks. The student will:</b>		
LA.7.4.2.1	write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	SE: pp. 19–29 TG: pp. 7-8
LA.7.4.2.2	record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	SE: pp. 11, 21-22, 33-34, 35, 46, 55, 57, 68, 76, 89 TG: pp. 11, 13, 15

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LA.7.4.2.3 write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	SE: pp. 19–29, 30-39, 40-52, 53-64, 64-73, 74-83, 84-95 TG: pp. 7-8, 8-9, 10, 11-12, 12-13, 13-14, 14-15
LA.7.4.2.4 write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	SE: pp. 84–95 TG: pp. 14-15
LA.7.4.2.5 write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
<b>Persuasive</b>	
<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:</b>	
LA.7.4.3.1 write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and	SE: pp. 74–83, 84–95
LA.7.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).	SE: pp. 74, 86, 92

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LA.8.2.1.1 identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;	
LA.8.2.1.2 locate and analyze the elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;	
LA.8.2.1.3 locate and analyze various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and how they contribute to the mood and meaning in poetry;	
LA.8.2.1.4 identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;	
LA.8.2.1.5 develop an interpretation of a selection and support through sustained use of examples and contextual evidence;	
LA.8.2.1.6 compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;	

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LA.8.2.1.7 locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis;	
LA.8.2.1.8 explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;	
LA.8.2.1.9 describe changes in the English language over time, and support these descriptions with examples from literary texts; and	
LA.8.2.1.10 use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.	
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LA.8.2.2.1 locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.8.2.2.2 synthesize and use information from the text to state the main idea and/or provide relevant details;	SE: pp. 21–23, 24-25, 39, 43–44, 51, 60-61, 71–72, 82-83, 86-87

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<p>LA.8.2.2.3 organize information to show understanding or relationships among facts, ideas, and events (i.e., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p>	<p>SE: pp. 19–30, 35–36, 45-46, 55</p>
<p>LA.8.2.2.4 identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and</p>	
<p>LA.8.2.2.5 use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p>	

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LA.8.3.1.1	generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;	SE: pp. 6, 10, 33, 66, 77, 88 TG: pp. 6, 15
LA.8.3.1.2	making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and	SE: pp. 14, 26, 37, 47, 58, 68, 80, 91
LA.8.3.1.3	using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, ploy pyramid) to develop a personal organizational style.	SE: pp. 11, 13, 23, 25, 35, 36, 44, 55, 57, 78, 89 TG: p. 11
<b>Drafting</b>		
<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:		
LA.8.3.2.1	developing ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	SE: pp. 11–12, 14, 21–23, 26, 34–35, 37, 43–44, 47, 55–56, 58, 65, 68, 76, 80, 87, 90
LA.8.3.2.2	establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	SE: pp. 13, 24–25, 36, 45–46, 57, 67, 79, 89 TG: p. 9
LA.8.3.2.3	analyzing language techniques of professional authors (rhythm, varied sentence structure), to develop a personal style, demonstrating a command of language with freshness of expression.	

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<b>Standard: The student will revise and refine the draft for clarity and effectiveness. The student will revise by:</b>	
LA.8.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	SE: pp. 17, 28–29, 39, 50–51, 60–61, 71–72, 82–83, 93–94
LA.8.3.3.2 creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	SE: pp. 15, 17, 27, 28-29, 38, 39, 48, 51, 59, 61, 69, 71-72, 81, 82-83, 92, 93-94
LA.8.3.3.3 creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	SE: pp. 8–9, 13, 17, 31–32, 37, 39, 81, 92
LA.8.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	TG: pp. 7, 8, 9, 10, 12, 14, 15, 16
<b>Editing for Language Conventions</b>	
<b>Standard: The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:</b>	
LA.8.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary.	
LA.8.3.4.2 capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
LA.8.3.4.3 punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;	
LA.8.3.4.4 the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); regular and irregular verbs, and pronoun agreement; and	
LA.8.3.4.5 subject/verb agreement, noun/pronoun agreement.	
<b>Publishing</b>	
<b>Standard: The student will write a final product for the intended audience. The student will:</b>	
LA.8.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	SE: pp. 18, 30, 40, 52, 62, 73, 84, 95
LA.8.3.5.2 use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	
LA.8.3.5.3 share the writing with the intended audience.	

Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press	
<b>Creative</b>		
<b>Standard:</b> The student develops and demonstrates creative writing. The student will:		
LA.8.4.1.1 write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-developed details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and	SE: pp. 8–18 TG: pp. 6-7	
LA.8.4.1.2 write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.		
<b>Informative</b>		
<b>Standard:</b> The student develops and demonstrates expository writing that provides information related to real-world tasks. The student will:		
LA.8.4.2.1 write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	SE: pp. 19–30 TG: pp. 7-8	
LA.8.4.2.2 record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	SE: pp. 13, 25, 36, 46, 57, 67, 78, 89 TG: p. 11	

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Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press
LA.8.4.2.3 write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	SE: pp. 19-30, 31-40, 41-52, 53-62, 63-73, 74-84, 85-95 TG: pp. 7-8, 9, 10, 11-12, 13-14, 14-15, 15-16
LA.8.4.2.4 write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	SE: pp. 85–95 TG: pp. 15-16
LA.8.4.2.5 write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
<b>Persuasive</b>	
<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:</b>	
LA.8.4.3.1 write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and	SE: pp. 74–84, 85–95 TG: pp. 14-15, 15-16
LA.8.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).	SE: pp. 74, 79–80, 83, 92 TG: p. 15

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Florida Reading and Language Arts Standards Literary Analysis	<i>Organize Your Writing</i> , New Readers Press
<b>Fiction</b>	
<b>Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:</b>	
LA.910.2.1.1 analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;	
LA.910.2.1.2 analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).	
LA.910.2.1.3 explain 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);	
LA.910.2.1.4 identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;	
LA.910.2.1.5 analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);	

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<p align="center"><b>Florida Reading and Language Arts Standards                      Literary Analysis</b></p>	<p align="center"><i>Organize Your Writing</i>,                      New Readers Press</p>
<p>LA.910.2.1.6 create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot), figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;</p>	
<p>LA.910.2.1.7 analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;</p>	
<p>LA.910.2.1.8 explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p>	
<p>LA.910.2.1.9 identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and</p>	
<p>LA.910.2.1.10 select a variety of age and ability appropriate fiction materials to read based on knowledge of author’s styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p>	

Florida Reading and Language Arts Standards Literary Analysis	<i>Organize Your Writing</i> , New Readers Press
<b>Nonfiction</b>	
<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. <b>The student will:</b>	
LA.910.2.2.1 analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);	
LA.910.2.2.2 use information from the text to answer questions or to state the main idea or provide relevant details;	SE: pp. 11, 17, 20-22, 27-28, 31-34, 38-39, 42-43, 44-45, 51-52, 55-56, 61, 65-67, 71, 75-77, 86-87 TG: pp. 6-7, 7-9, 9-10, 10-12, 12-13, 13-14, 14-15, 15-16
LA.910.2.2.3 organize information to show understanding or relationships among facts, ideas, and events (i.e., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	SE: pp. 11-13, 17, 22-24, 34, 35, 45, 47, 56, 58, 67, 68, 77, 79, 87, 89 TG: p. 12
LA.910.2.2.4 identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and	
LA.910.2.2.5 select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
<b>Prewriting</b>	
<b>Standard: The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:</b>	
LA.910.3.1.1 generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;	SE: pp. 6, 10–12, 21–22, 32–34, 43–45, 56–58, 66–67, 76–78, 87–88 TG: pp. 6, 9, 12, 15
LA.910.3.1.2 making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	SE: pp. 14, 25, 36, 48, 59, 69, 80, 91
LA.910.3.1.3 using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	SE: pp. 11–13, 17, 19–22, 34, 45, 47, 56, 67, 77, 87 TG: pp. 8, 13, 14
<b>Drafting</b>	
<b>Standard: The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:</b>	
LA.910.3.2.1 developing ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	SE: pp. 14–16, 25–26, 36–37, 43–47, 56–58, 66–68, 76–79, 87–90 TG: pp. 9, 15
LA.910.3.2.2 establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	SE: pp. 13, 23, 35, 46–47, 58, 68, 79, 89 TG: pp. 7–8, 10, 13, 14
LA.910.3.2.3 analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
<b>Revising</b>	
<b>Standard: The student will revise and refine the draft for clarity and effectiveness. The student will revise by:</b>	
LA.910.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	SE: pp. 17, 27–28, 38–39, 51–52, 61–62, 71–72, 83–84, 93–94
LA.910.3.3.2 creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	SE: pp. 17, 52, 62, 72, 83, 94 TG: pp. 11, 13
LA.910.3.3.3 creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	SE: pp. 15, 26, 37, 49, 60, 70, 81, 92 TG: pp. 6, 10, 13, 14
LA.910.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	SE: pp. 18, 29, 40, 53, 63, 73, 84, 95 TG: pp. 7, 9, 10, 11, 13, 14, 15, 16
<b>Editing for Language Conventions</b>	
<b>Standard: The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:</b>	
LA.910.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );	
LA.910.3.4.2 capitalization, including names of academic courses and proper adjectives;	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
LA.910.3.4.3 punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;	
LA.910.3.4.4 possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and	
LA.910.3.4.5 sentence formation, including the use of absolutes, participial phrases, and infinitive phrases for detail development, and the use of fragments for effect.	
<b>Publishing</b>	
<b>Standard: The student will write a final product for the intended audience. The student will:</b>	
LA.910.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., for display, multimedia);	SE: pp. 18, 29, 40, 53, 63, 73, 84, 95
LA.910.3.5.2 include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and	
LA.910.3.5.3 share with others, or submit for publication.	

Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press
<b>Creative</b>	
<b>Standard: The student develops and demonstrates creative writing. The student will:</b>	
LA.910.4.1.1 write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and	SE: pp. 8–18, 30–40, 41–53 TG: pp. 6-7, 9-10, 10-12
LA.910.4.1.2 incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	
<b>Informative</b>	
<b>Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks. The student will:</b>	
LA.910.4.2.1 write in a variety of technical/informational forms, including a variety of technical documents (e.g., how-to manuals, procedures, assembly directions);	SE: pp. 19–29 TG: pp. 7-9
LA.910.4.2.2 record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;	SE: pp. 9–12, 20–22, 27-28, 31–34, 38-39, 42–45, 51-52, 55–57, 61, 65–67, 71, 75–77, 86-88
LA.910.4.2.3 write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;	SE: pp. 19–29, 54–63, 64–73, 74-84 TG: pp. 7-9, 12-13, 13-14, 14-15

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Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press
LA.910.4.2.4 write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);	SE: pp. 85–95 TG: pp. 15-16
LA.910.4.2.5 write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.910.4.2.6 write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of appreciation, speaker introduction, letter of recommendation).	
<b>Persuasive</b>	
<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:</b>	
LA.910.4.3.1 write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and	SE: pp. 74–84, 85–95 TG: pp. 14-15, 15-16
LA.910.4.3.2 include persuasive techniques.	SE: pp. 74, 81, 85, 91

Florida Reading and Language Arts Standards Literary Analysis	<i>Organize Your Writing</i> , New Readers Press
<b>Fiction</b>	
<b>Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:</b>	
LA.910.2.1.1 analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;	
LA.910.2.1.2 analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).	
LA.910.2.1.3 explain 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);	
LA.910.2.1.4 identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;	
LA.910.2.1.5 analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);	

<p align="center"><b>Florida Reading and Language Arts Standards                      Literary Analysis</b></p>	<p align="center"><i>Organize Your Writing</i>,                      New Readers Press</p>
<p>LA.910.2.1.6 create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot), figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;</p>	
<p>LA.910.2.1.7 analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;</p>	
<p>LA.910.2.1.8 explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p>	
<p>LA.910.2.1.9 identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and</p>	
<p>LA.910.2.1.10 select a variety of age and ability appropriate fiction materials to read based on knowledge of author’s styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p>	

Florida Reading and Language Arts Standards Literary Analysis	<i>Organize Your Writing</i> , New Readers Press
<b>Nonfiction</b>	
<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. <b>The student will:</b>	
LA.910.2.2.1 analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);	
LA.910.2.2.2 use information from the text to answer questions or to state the main idea or provide relevant details;	SE: pp. 16-17, 20-22, 27, 38–39, 51–52, 55-59, 62, 71–72, 75-79, 82-83, 86-87 TG: pp. 6-7, 7-8, 8-10, 10-11, 11-12, 13-15, 15-16
LA.910.2.2.3 organize information to show understanding or relationships among facts, ideas, and events (i.e., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	SE: pp. 22, 24, 52, 55-57, 59, 65- 68, 75-79 TG: p. 12
LA.910.2.2.4 identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and	
LA.910.2.2.5 select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
<b>Prewriting</b>	
<b>Standard: The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:</b>	
LA.910.3.1.1 generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;	SE: pp. 6, 10–11, 21–22, 32–34, 43–45, 57–58, 66–67, 76–78, 87–89 TG: p. 7
LA.910.3.1.2 making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	SE: pp. 13, 25, 36, 48, 60, 69, 80, 91 TG: p. 6
LA.910.3.1.3 using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	SE: pp. 12, 23, 35, 46–47, 59, 68, 79, 90 TG: p. 12
<b>Drafting</b>	
<b>Standard: The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:</b>	
LA.910.3.2.1 developing ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	SE: pp. 13–15, 25–26, 36–37, 48–50, 60–61, 69–70, 80–81, 91–93
LA.910.3.2.2 establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	SE: pp. 12, 23–24, 35, 46–47, 59, 68, 79, 90 TG: pp. 6, 8, 13, 15, 16
LA.910.3.2.3 analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
<b>Revising</b>	
<b>Standard: The student will revise and refine the draft for clarity and effectiveness. The student will revise by:</b>	
LA.910.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	SE: pp. 16–17, 27–28, 38–39, 51–52, 62, 71–72, 82–83, 94
LA.910.3.3.2 creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	SE: pp. 17, 52, 62, 83, 94 TG: pp. 8, 9, 10, 12, 15
LA.910.3.3.3 creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	SE: pp. 14, 26, 37, 49, 61, 70, 81, 92 TG: pp. 11, 15
LA.910.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	SE: pp. 7, 18, 29, 40, 53, 63, 73, 84, 95, TG: pp. 7, 8, 9, 11, 12, 14, 15, 16
<b>Editing for Language Conventions</b>	
<b>Standard: The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:</b>	
LA.910.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );	
LA.910.3.4.2 capitalization, including names of academic courses and proper adjectives;	

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Florida Reading and Language Arts Standards Writing Process	<i>Organize Your Writing</i> , New Readers Press
LA.910.3.4.3 punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;	
LA.910.3.4.4 possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and	
LA.910.3.4.5 sentence formation, including the use of absolutes, participial phrases, and infinitive phrases for detail development, and the use of fragments for effect.	
<b>Publishing</b>	
<b>Standard: The student will write a final product for the intended audience. The student will:</b>	
LA.910.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., for display, multimedia);	SE: pp. 7, 18, 29, 40, 53, 63, 73, 84, 95
LA.910.3.5.2 include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and	
LA.910.3.5.3 share with others, or submit for publication.	

Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press
<b>Creative</b>	
<b>Standard: The student develops and demonstrates creative writing. The student will:</b>	
LA.910.4.1.1 write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and	SE: pp. 8–18, 30–40, 41–53 TG: pp. 6-7, 8-9, 10-11
LA.910.4.1.2 incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	
<b>Informative</b>	
<b>Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks. The student will:</b>	
LA.910.4.2.1 write in a variety of technical/informational forms, including a variety of technical documents (e.g., how-to manuals, procedures, assembly directions);	SE: pp. 19–29 TG: pp. 7-8
LA.910.4.2.2 record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;	SE: pp. 10, 21–22, 32–33, 43, 57, 66–67, 76, 87
LA.910.4.2.3 write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;	SE: pp. 54–63, 64–73 TG: pp. 11-12, 13-14

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Florida Reading and Language Arts Standards Writing Applications	<i>Organize Your Writing</i> , New Readers Press
LA.910.4.2.4 write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);	
LA.910.4.2.5 write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.910.4.2.6 write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of appreciation, speaker introduction, letter of recommendation).	
<b>Persuasive</b>	
<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:</b>	
LA.910.4.3.1 write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and	SE: pp. 74–84, 85–95 TG: pp. 14-15, 15-16
LA.910.4.3.2 include persuasive techniques.	SE: pp. 74, 81, 85, 92 TG: p. 16