

Texas Essential Knowledge and Skills	<i>Organize Your Writing</i> , New Readers Press
<b>(6.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</b>	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4–8);	SE: pp. 8–18, 19–29, 30–38, 39–50, 51–61, 62–72, 73–83 TG: p. 13
(B) write to influence such as to persuade, argue, and request (4–8);	SE: pp. 73–83, 84–95 TG: pp. 14-15
(C) write to inform such as to explain, describe, report, and narrate (4–8);	SE: pp. 8–18, 19–29, 30–38, 39–50, 51–61, 62–72
(D) write to entertain such as to compose humorous poems or short stories (4–8);	
(E) select and use voice and style appropriate to audience and purpose (6–8);	SE: pp. 31, 40, 63, 85–88, 94
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);	
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5–8); and	
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6–8).	SE: pp. 12–13, 14, 23–25, 26, 34–35, 36, 43–45, 46, 55–56, 57, 66–68, 69, 77–78, 79, 89–91, 92 TG: p. 10
<b>(6.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:</b>	
(A) write legibly by selecting cursive or manuscript as appropriate (4–8);	

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(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6–8);	
(C) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns (3–6);	
(D) write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i> (4–6);	
(E) use resources to find correct spellings (4–8);	
(F) spell accurately in final drafts (4–8); and	
(G) understand the influence of other languages and cultures on the spelling of English words (6–8).	
<b>(6.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</b>	
(A) use regular and irregular plurals correctly (4–6);	
(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);	
(C) use conjunctions to connect ideas meaningfully (4–8);	SE: p. 57
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8);	TG p. 12
(E) use prepositional phrases to elaborate written ideas (4–8);	

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(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);	
(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6–8);	
(H) write with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Maria's</i> (4–8); and	
(I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6–8).	
<b>(6.18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</b>	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4–8);	SE: pp. 6, 10-11, 21-23, 32-33, 41-42, 53-54, 64-65, 75-76, 86-88 TG: p. 6
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4–8);	SE: pp. 11–13, 23–25, 33–35, 42–45, 54–56, 66–68, 77–78, 89–91 TG: pp. 7, 8, 11, 12
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8);	SE: pp. 16–17, 27–28, 37, 48–49, 59–60, 70–71, 81–82, 93–94
(D) revise drafts for coherence, progression, and logical support of ideas (4–8);	SE: pp. 16–17, 27–28, 37, 48–49, 59–60, 70–71, 81–82, 93–94
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8);	SE: pp. 28, 37, 60, 71 TG: p. 12

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(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4–8);	SE: pp. 18, 29, 38, 50, 63, 72, 83, 95
(G) refine selected pieces frequently to “publish” for general and specific audiences (4–8);	
(H) proofread his/her own writing and that of others (4–8); and	TG: p. 15
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4–8).	
<b>(6.19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>	
(A) apply criteria to evaluate writing (4–8);	SE: pp. 7, 13, 25, 35, 45, 56, 67, 78
(B) respond in constructive ways to others’ writings (4–8);	
(C) evaluate how well his/her own writing achieves its purposes (4–8);	SE: pp. 18, 29, 38, 50, 61, 70–72, 81–83, 93–95 TG: pp. 6, 7, 8, 9, 10, 11–12, 13, 14, 15
(D) analyze published examples as models for writing (4–8); and	SE: pp. 17, 27, 37, 59, 64, 70–71, 81–82
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4–8).	
<b>(6.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</b>	
(A) frame questions to direct research (4–8);	
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4–8);	SE: pp. 12, 22, 33–34, 43–44, 53, 55, 66, 77, 87, 89

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(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4–8);	
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4–8);	
(E) present information in various forms using available technology (4–8);	
(F) evaluate his/her own research and raise new questions for further investigation (4–8); and	
(G) follow accepted formats for writing research, including documenting sources (6–8).	
<b>(6.21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:</b>	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4–8); and	
(B) correspond with peers or others via e-mail or conventional mail (4–8).	

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<b>(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</b>	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4–8);	SE: pp. 8–18, 19–29, 30–39, 40–52, 53–63, 64–73, 74–83 TG: pp. 6, 7
(B) write to influence such as to persuade, argue, and request (4–8);	SE: pp. 74–83, 84–95 TG: pp. 14–15
(C) write to inform such as to explain, describe, report, and narrate (4–8);	SE: pp. 8–18, 19–29, 30–39, 40–52, 53–63, 64–73
(D) write to entertain such as to compose humorous poems or short stories (4–8);	SE: pp. 64–73 TG: pp. 12–13
(E) select and use voice and style appropriate to audience and purpose (6–8);	SE: pp. 74, 76, 85–86, 91, 94 TG: p. 14
(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7–8);	
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5–8); and	SE: pp. 9, 12, 17, 30–31, 33, 35, 38
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6–8).	SE: pp. 9, 13, 15, 23–24, 26, 35, 37, 45–46, 48, 57, 59, 68, 70, 78, 80, 89, 92
<b>(7.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to:</b>	
(A) write legibly by selecting cursive or manuscript as appropriate (4–8);	

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(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6–8);	
(C) spell derivatives correctly by applying the spellings of bases and affixes (7–8);	
(D) spell frequently misspelled words correctly such as <i>their</i> , <i>they're</i> , and <i>there</i> (7–8);	
(E) use resources to find correct spellings (4–8);	
(F) spell accurately in final drafts (4–8); and	
(G) understand the influence of other languages and cultures on the spelling of English words (6–8).	
<b>(7.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</b>	
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7–8);	
(B) use conjunctions to connect ideas meaningfully (4–8);	SE: p. 59
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);	SE: pp. 9, 12, 17
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8);	SE: pp. 9, 12, 17
(E) use prepositional phrases to elaborate written ideas (4–8);	
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6–8);	

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(G) write with increasing accuracy when using apostrophes in contractions such as <i>won't</i> and possessives such as <i>Smith's</i> (4–8); and	
(H) write with increasing accuracy when using pronoun case such as “She had the party.” (6–8).	
<b>(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</b>	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4–8);	SE: pp. 6, 10, 32, 33, 35, 42–43, 55, 67, 77, 87–88 TG: pp. 6, 10
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4–8);	SE: pp. 14–16, 25–26, 36–37, 47–49, 58–60, 69–71, 79–80, 90–92 TG: pp. 8, 9, 11
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8);	SE: pp. 17, 27–28, 38, 50–51, 61–62, 72, 81–82, 93–94
(D) revise drafts for coherence, progression, and logical support of ideas (4–8);	SE: pp. 17, 27–28, 50–51, 62, 72, 82, 94 TG: p. 10
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8);	SE: pp. 17, 38, 62, 82
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4–8);	SE: pp. 18, 29, 39, 52, 63, 73, 83, 95
(G) refine selected pieces frequently to “publish” for general and specific audiences (4–8);	
(H) proofread his/her own writing and that of others (4–8); and	

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(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4–8).	
<b>(7.19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>	
(A) apply criteria to evaluate writing (4–8);	SE: pp. 7, 14, 25, 36, 47, 58, 69, 79, 91
(B) respond in constructive ways to others’ writings (4–8);	
(C) evaluate how well his/her own writing achieves its purposes (4–8);	SE: pp. 18, 29, 39, 52, 63, 73, 83, 95 TG: pp. 7, 8, 9, 10, 12, 13, 14, 15
(D) analyze published examples as models for writing (4–8); and	SE: pp. 27, 38, 50, 61, 72, 81, 94
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4–8).	
<b>(7.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</b>	
(A) frame questions to direct research (4–8);	
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4–8);	SE: pp. 13, 24, 35, 46, 57, 68, 89 TG: pp. 11, 13
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4–8);	
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4–8);	SE: pp. 19–29

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(E) present information in various forms using available technology (4–8);	
(F) evaluate his/her own research and frame new questions for further investigation (4–8); and	
(G) follow accepted formats for writing research, including documenting sources (6–8).	
<b>(7.21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:</b>	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4–8);	
(B) correspond with peers or others via e-mail or conventional mail (4–8); and	
(C) identify challenges faced by published authors and strategies they use to compose various types of text (7–8).	

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<b>(8.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</b>	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4–8);	SE: pp. 8–18, 19–30, 31–40, 41–52, 53–62, 74–84, 85–95 TG: pp. 7–8
(B) write to influence such as to persuade, argue, and request (4–8);	SE: pp. 74–84, 85–95 TG: pp. 14–15, 15–16
(C) write to inform such as to explain, describe, report, and narrate (4–8);	SE: pp. 8–18, 19–30, 31–40, 41–52, 53–62, 63–73 TG: pp. 6–7, 9–10, 11–12, 13–14
(D) write to entertain such as to compose humorous poems or short stories (4–8);	SE: pp. 63–73 TG: pp. 13–14
(E) select and use voice and style appropriate to audience and purpose (6–8);	SE: pp. 75, 77, 85–95 TG: pp. 15–16
(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, memoirs, narratives, and instructions (7–8);	
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5–8); and	SE: pp. 31–32
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6–8).	SE: pp. 8–9, 13, 15, 17, 24–25, 27, 31–32, 36, 37, 39, 41, 45–46, 48, 51, 53, 57, 59, 61, 63, 67, 69, 79, 81, 85, 89, 92 TG: p. 7

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<b>(8.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:</b>	
(A) write legibly by selecting cursive or manuscript as appropriate (4–8);	
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6–8);	
(C) spell derivatives correctly by applying the spellings of bases and affixes (7–8);	
(D) spell frequently misspelled words correctly such as <i>their</i> , <i>they're</i> , and <i>there</i> (7–8);	
(E) use resources to find correct spellings (4–8);	
(F) spell accurately in final drafts (4–8); and	
(G) understand the influence of other languages and cultures on the spelling of English words (6–8);	
<b>(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</b>	
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7–8);	
(B) use conjunctions to connect ideas meaningfully (4–8);	SE: p. 59
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);	

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(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8);	SE: pp. 8–9, 13, 17
(E) use prepositional phrases to elaborate written ideas (4–8);	
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6–8);	
(G) write with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Texas's</i> (4–8); and	
(H) write with increasing accuracy when using pronoun case such as "She stepped between them and us." (6–8).	
<b>(8.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</b>	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4–8);	SE: pp. 6, 10, 23, 33, 35, 44, 55, 66, 77, 78, 88 TG: pp. 7, 11, 14, 15
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4–8);	SE: pp. 14–16, 26–27, 37–38, 47–49, 58–59, 68–70, 80–81, 90–92
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8);	SE: pp. 17, 28–29, 39, 50–51, 60–61, 71–72, 82–83, 93–94
(D) revise drafts for coherence, progression, and logical support of ideas (4–8);	SE: pp. 17, 28–29, 51, 61, 72, 83, 94
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8);	SE: pp. 17, 39, 51, 61, 72, 83

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(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4–8);	SE: pp. 18, 30, 40, 52, 62, 73, 84, 95
(G) refine selected pieces frequently to “publish” for general and specific audiences (4–8);	
(H) proofread his/her own writing and that of others (4–8); and	
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4–8).	
<b>(8.19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>	
(A) apply criteria to evaluate writing (4–8);	SE: pp. 7, 14, 26, 37, 47, 58, 68, 80, 90
(B) respond in constructive ways to others’ writings (4–8);	TG: p. 13
(C) evaluate how well his/her own writing achieves its purposes (4–8);	SE: pp. 18, 30, 40, 52, 62, 73, 84, 95 TG: pp. 7, 8, 9, 10, 12, 14, 16
(D) analyze published examples as models for writing (4–8); and	SE: pp. 17, 28, 39, 50–51, 60, 71–72, 82–83
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4–8).	
<b>(8.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</b>	
(A) frame questions to direct research (4–8);	
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4–8);	SE: pp. 13, 25, 36, 46, 57, 67, 78, 89

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(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4–8);	
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4–8);	
(E) present information in various forms using available technology (4–8);	
(F) evaluate his/her own research and frame new questions for further investigation (4–8); and	
(G) follow accepted formats for writing research, including documenting sources (6–8).	
<b>(8.21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:</b>	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4–8);	
(B) correspond with peers or others via e-mail or conventional mail (4–8); and	
(C) identify challenges faced by published authors and strategies they use to compose various types of text (7–8).	

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<b>(9.1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:</b>	
(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;	SE: pp. 8–18, 19–29, 30–40, 41–53, 54–63, 64–73, 74–84, 85–95 TG: pp. 6–7, 7–9, 9–10, 10–12, 12–13, 13–14, 14–15, 15–16
(B) write in a voice and style appropriate to audience and purpose; and	SE: pp. 74–84, 85–95 TG: pp. 14–15, 15–16
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	SE: pp. 8, 13, 19, 23–24, 30, 35, 41, 46–47, 54, 58, 64, 68, 79, 85, 89 TG: pp. 8, 13, 14
<b>(9.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:</b>	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	SE: pp. 10–13, 21–24, 32–35, 43–47, 56–58, 66–68, 76–79, 87–90 TG: p. 15
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	SE: pp. 14–16, 25–26, 36–37, 48–49, 59–60, 69–70, 80–81, 91–92
(C) proofread writing for appropriateness of organization, content, style, and conventions;	SE: pp. 17, 27–28, 38–39, 51–52, 61–62, 71–72, 83–84, 93–94
(D) refine selected pieces frequently to publish for general and specific audiences; and	

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(E) use technology for aspects of creating, revising, editing, and publishing.	SE: pp. 30–40 TG: pp. 9–10
<b>(9.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:</b>	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	
(D) produce error-free writing in the final draft.	
<b>(9.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:</b>	
(A) use writing to formulate questions, refine topics, and clarify ideas;	
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	
(C) compile information from primary and secondary sources in systematic ways using available technology;	
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	SE: pp. 47, 56 TG: p. 12

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(E) use writing as a study tool to clarify and remember information;	SE: pp. 19–29 TG: pp. 7–9
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	SE: pp. 19–29 TG: pp. 7–9
(G) analyze strategies that writers in different fields use to compose.	
<b>(9.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>	
(A) evaluate writing for both mechanics and content; and	SE: pp. 7, 18, 29, 40, 53, 63, 73, 84, 95 TG: pp. 7, 9, 10, 11, 13, 14, 15, 16
(B) respond productively to peer review of his/her own work.	

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<b>(10.1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:</b>	
(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	SE: pp. 8–18, 19–29, 30–40, 41–53, 54–63, 64–73, 74–84, 85–95 TG: pp. 6–7, 7–8, 8–10, 10–11, 11–12, 13–14, 14–15, 15–16
(B) write in a voice and a style appropriate to audience and purpose; and	SE: pp. 74–84, 85–95 TG: pp. 14–15, 15–16
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	SE: pp. 8, 12, 19, 23–24, 30, 35, 41, 46–47, 54, 59, 64, 68, 74, 79, 85, 90 TG: pp. 6, 8, 9, 13, 15, 16
<b>(10.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:</b>	
(A) use prewriting strategies to generate ideas, develop voice and plan;	SE: pp. 10–12, 21–24, 32–35, 43–47, 57–59, 66–68, 76–79, 87–90 TG: p. 16
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	SE: pp. 13–15, 25–26, 36–37, 48–50, 60–61, 69–70, 80–81, 91–93
(C) proofread writing for appropriateness of organization, content, style, and conventions;	SE: pp. 16–17, 27–28, 38–39, 51–52, 62, 71–72, 82–83, 94
(D) refine selected pieces frequently to publish for general and specific audiences; and	

SE = Student Edition    TG = Teacher's Guide

Texas Essential Knowledge and Skills	<i>Organize Your Writing</i> , New Readers Press
(E) use technology for aspects of creating, revising, editing, and publishing texts.	SE: pp. 30–40 TG: pp. 8–10
<b>(10.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:</b>	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	
(D) produce error-free writing in the final draft.	
<b>(10.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:</b>	
(A) use writing to formulate questions, refine topics, and clarify ideas;	
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	
(C) compile information from primary and secondary sources in systematic ways using available technology;	
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	SE: pp. 47, 57 TG: p. 12

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(E) use writing as a study tool to clarify and remember information;	SE: pp. 19–29 TG: pp. 7–8
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	SE: pp. 19–29 TG: pp. 7–8
(G) analyze strategies that writers in different fields use to compose.	
<b>(10.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>	
(A) evaluate writing for both mechanics and content; and	SE: pp. 7, 18, 29, 40, 53, 63, 73, 84, 95 TG: pp. 7, 8, 9, 11, 12, 14, 15, 16
(B) respond productively to peer review of his/her own work.	