

English-Language Arts Content Standards	<i>Edit Your Writing</i> , Level F New Readers Press
<p><b>Writing Process Standard</b>                      Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising, and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization, and language of their writing. Students also develop editing skills to improve writing conventions.</p>	
<p><b>By the end of the 5-7 program:</b></p>	
A. Generate writing topics and establish a purpose appropriate for the audience.	
B. Determine audience and purpose for self-selected and assigned writing tasks.	
C. Clarify ideas for writing assignments by using graphics or other organizers.	
D. Use revision strategies to improve the overall organization, the clarity, and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.	SE: pp. 11, 17, 35, 38, 41
E. Select more effective vocabulary when editing by using a variety of resources and reference materials.	
F. Edit to improve fluency, grammar, and usage.	SE: pp. 8, 11, 14, 17, 23, 29, 32, 41, 44, 47, 49 (inside back cover)
G. Apply tools to judge the quality of writing.	
H. Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.	

English-Language Arts Content Standards	<i>Edit Your Writing</i> , Level F New Readers Press
<p><b>Writing Applications Standard</b>                      Students need to understand that various types of writing require different language, formatting, and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.</p>	
<p><b>By the end of the 5-7 program:</b></p>	
<p>A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot, and setting and to maintain a consistent point of view.</p>	<p>SE: pp. 11, 47</p>
<p>B. Write responses to literature that extend beyond the summary and support judgments through references to the text.</p>	
<p>C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose, and context in a clear and efficient manner.</p>	<p>SE: pp. 42-44                      TG: p. 19</p>
<p>D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples, and explanations.</p>	<p>SE: pp. 8, 11, 14, 17, 23, 26, 29, 32</p>
<p>E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.</p>	

English-Language Arts Content Standards	<i>Edit Your Writing</i> , Level F New Readers Press
<p><b>Writing Conventions Standard</b>                      Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.</p>	
<p><b>By the end of the 5-7 program:</b></p>	
<p>A. Use correct spelling conventions.</p>	<p>SE: pp. 6-8, 24-26, 27-29                      TG: pp. 9, 14</p>
<p>B. Use conventions of punctuation and capitalization in written work.</p>	<p>SE: pp. 6-8, 33-35, 36-38, 39-41, 42-44, 45-47                      TG: pp. 14, 16-17, 17-18, 19, 20</p>
<p>C. Use grammatical structures to effectively communicate ideas in writing.</p>	<p>SE: pp. 6-8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 48                      TG: pp. 9-10, 10-11, 11-12, 13, 14, 15, 16, 17, 18</p>

English-Language Arts Content Standards	<i>Edit Your Writing</i> , Level G New Readers Press
<p><b>Writing Process Standard</b>                      Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising, and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization, and language of their writing. Students also develop editing skills to improve writing conventions.</p>	
<p><b>By the end of the 5-7 program:</b></p>	
A. Generate writing topics and establish a purpose appropriate for the audience.	
B. Determine audience and purpose for self-selected and assigned writing tasks.	
C. Clarify ideas for writing assignments by using graphics or other organizers.	
D. Use revision strategies to improve the overall organization, the clarity, and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.	SE: pp. 33-35, 36-38 TG: p. 19
E. Select more effective vocabulary when editing by using a variety of resources and reference materials.	
F. Edit to improve fluency, grammar, and usage.	SE: pp. 8, 11, 17, 26, 35, 38, 41, 47, 49 (inside back cover) TG: p. 11
G. Apply tools to judge the quality of writing.	
H. Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.	

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<p><b>By the end of the 5-7 program:</b></p>	
<p>A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot, and setting and to maintain a consistent point of view.</p>	<p>SE: p. 11</p>
<p>B. Write responses to literature that extend beyond the summary and support judgments through references to the text.</p>	
<p>C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose, and context in a clear and efficient manner.</p>	
<p>D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples, and explanations.</p>	<p>SE: pp. 11, 17, 32, 44, 47</p>
<p>E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.</p>	

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<p><b>By the end of the 5-7 program:</b></p>	
<p>A. Use correct spelling conventions.</p>	<p>SE: pp. 6-8, 13, 24-26, 27-29, 45                      TG: pp. 9, 15, 22</p>
<p>B. Use conventions of punctuation and capitalization in written work.</p>	<p>SE: pp. 6, 24, 33-35, 36-38, 39-41, 42-44, 45-47                      TG: pp. 19-20, 20-21, 21-22, 22-23</p>
<p>C. Use grammatical structures to effectively communicate ideas in writing.</p>	<p>SE: pp. 6-8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 48                      TG: pp. 9, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20</p>

English-Language Arts Content Standards	<i>Edit Your Writing</i> , Level H New Readers Press
<p><b>Writing Process Standard</b>                      Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising, and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization, and language of their writing. Students also develop editing skills to improve writing conventions.</p>	
<p><b>By the end of the 8-10 program:</b></p>	
<p>A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.</p>	
<p>B. Determine the usefulness of organizers and apply appropriate prewriting tasks.</p>	
<p>C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice, and transitions between paragraphs, passages, or ideas.</p>	<p>SE: pp. 8, 30-32, 33-35, 36-38</p>
<p>D. Edit to improve sentence fluency, grammar, and usage.</p>	<p>SE: pp. 8, 11, 14, 17, 35, 38, 47, 49 (inside back cover)                      TG: pp. 9, 11, 16</p>
<p>E. Apply tools to judge the quality of writing.</p>	
<p>F. Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.</p>	

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<p><b>Writing Applications Standard</b>                      Students need to understand that various types of writing require different language, formatting, and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.</p>	
<p><b>By the end of the 8-10 program:</b></p>	
<p>A. Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language.</p>	<p>SE: pp. 11, 44</p>
<p>B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors, or to personal knowledge.</p>	
<p>C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details, and exclude extraneous details and inconsistencies.</p>	<p>SE: pp. 45-47</p>
<p>D. Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>	
<p>E. Write a persuasive piece that states a clear position, includes relevant information, and offers compelling evidence in the form of facts and details.</p>	<p>SE: p. 47</p>

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<p><b>Writing Conventions Standard</b>                      Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.</p>	
<p><b>By the end of the 8-10 program:</b></p>	
<p>A. Use correct spelling conventions.</p>	<p>SE: pp. 6, 24-26, 27-29, 45                      TG: pp. 15-16, 16-17</p>
<p>B. Use correct punctuation and capitalization.</p>	<p>SE: pp. 7, 24, 33-35, 36-38, 39-41, 42-44, 45-47                      TG: pp. 19, 20-21, 22-23, 23-24</p>
<p>C. Demonstrate understanding of the grammatical conventions of the English language.</p>	<p>SE: pp. 6-8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 48                      TG: pp. 9-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 19, 20</p>

English-Language Arts Content Standards	<i>Edit Your Writing, Level I</i> New Readers Press
<p><b>Writing Process Standard</b>                      Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising, and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization, and language of their writing. Students also develop editing skills to improve writing conventions.</p>	
<p><b>By the end of the 8-10 program:</b></p>	
<p>A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.</p>	
<p>B. Determine the usefulness of organizers and apply appropriate prewriting tasks.</p>	
<p>C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice, and transitions between paragraphs, passages, or ideas.</p>	<p>SE: pp. 24-26, 27-29, 30-32, 33-35, 36-38                      TE: pp. 16, 17, 18, 19</p>
<p>D. Edit to improve sentence fluency, grammar, and usage.</p>	<p>SE: pp. 11, 14, 20, 26, 29, 32, 35, 38, 41, 47, 49 (inside back cover)</p>
<p>E. Apply tools to judge the quality of writing.</p>	
<p>F. Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.</p>	

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<p><b>By the end of the 8-10 program:</b></p>	
<p>A. Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language.</p>	<p>SE: p. 11</p>
<p>B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors, or to personal knowledge.</p>	
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<p>D. Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>	
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<p><b>By the end of the 8-10 program:</b></p>	
<p>A. Use correct spelling conventions.</p>	<p>SE: p. 19</p>
<p>B. Use correct punctuation and capitalization.</p>	<p>SE: pp. 6-8, 32, 33–35, 39–41, 42-44, 45-47                      TE: pp. 14, 18-19, 21-22, 22-23, 23-24</p>
<p>C. Demonstrate understanding of the grammatical conventions of the English language.</p>	<p>SE: pp. 6-8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36–38                      TE: pp. 9-10, 10-11, 11-12, 12-13, 13-14, 15, 16, 16-17, 17-18, 18-19, 19-20</p>