

Writing	<i>Edit Your Writing</i> , Level F New Readers Press
Developing Written Communications	
STANDARD 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
6-4.1 Use prewriting techniques to organize written works.	
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	SE: pp. 33-35, 36-38, 39-41
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 11, 47
6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).	SE: pp. 6–8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47, 48 TG: pp. 9-10, 10-11, 11-12, 13, 14, 15, 16, 17, 18, 19, 20
6-4.5 Use proofreading skills to edit for the correct use of written Standard American English: <ul style="list-style-type: none"> • the uses of the semicolon and • the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences. 	SE: pp. 33-35, 36-38, 39-41, 42–44, 45-47, 49 TG: pp. 16-17, 17-18, 19- 20
6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 11, 17, 33-35, 36-38, 41
Producing Written Communications in a Variety of Forms	
STANDARD 6-5 The student will write for a variety of purposes and audiences.	
6-5.1 Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.	
6-5.2 Create narratives that have a fully developed plot and a consistent point of view.	SE: pp. 11, 47
6-5.3 Create written descriptions using precise language and vivid details.	SE: pp. 8, 11, 14, 17, 23, 26, 29, 32

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6-5.4 Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.	

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Developing Written Communications	
STANDARD 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
7-4.1 Use prewriting techniques to organize written works.	
7-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 33-35, 36-38 TG: p. 19
7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 11, 47
7-4.4 Use the conventions of written Standard American English.	SE: pp. 6–8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47, 48 TG: pp. 9, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 21-22, 22-23
7-4.5 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.	SE: p. 49
7-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 33-35, 36-38 TG: p. 19
Producing Written Communications in a Variety of Forms	
STANDARD 7-5 The student will write for a variety of purposes and audiences.	
7-5.1 Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.	SE: pp. 11, 17, 32, 47
7-5.2 Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.	SE: pp. 11, 47

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7-5.3 Create descriptions for use in other modes of written works such as narrative, expository, or persuasive essays.	
7-5.4 Create persuasive pieces such as letters to the editor or essays that include a stated position with supporting evidence and are aimed at a specific audience.	SE: p. 26

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Developing Written Communications	
STANDARD 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
8-4.1 Use prewriting techniques to organize written works.	
8-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 33-35, 36-38 TG: pp. 19, 20
8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	
8-4.4 Use the conventions of written Standard American English.	SE: pp. 6-8, 9-11, 12-14, 15-17, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47, 48 TG: pp. 9-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 19-20, 22-23, 23-24
8-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	SE: pp. 8, 11, 14, 17, 35, 38, 47, 49 (inside back cover) TG: pp. 9, 11, 16
8-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 30-32, 33-35, 36-38 TG: pp. 17-18, 19, 20
Producing Written Communications in a Variety of Forms	
STANDARD 8-5 The student will write for a variety of purposes and audiences.	
8-5.1 Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.	
8-5.2 Create narratives such as memoirs that communicate the significance of particular personal relationships.	SE: p. 11

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8-5.3 Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.	
8-5.4 Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.	SE: p. 47

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Developing Written Communications	
STANDARD 9-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 24-26, 27-29, 30-32, 33-35, 36-38 TG: pp. 16, 17, 18, 19
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	SE: p. 47
E1-4.4 Use the conventions of written Standard American English.	SE: pp. 6-8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47 TG: pp. 9-10, 10-11, 11-12, 12-13, 13-14, 15, 16, 16-17, 17-18, 18-19, 19-20, 21-22, 22-23, 23-24
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	SE: pp. 11, 14, 26, 29, 32, 35, 38, 41, 47, 49 (inside back cover) TG: pp. 10, 11
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	SE: pp. 24-26, 27-29, 30-32, 33-35, 36-38 TG: pp. 16, 17, 18, 19
Producing Written Communications in a Variety of Forms	
STANDARD 9-5 The student will write for a variety of purposes and audiences.	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	

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E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.	SE: p. 11
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	SE: p. 47

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Developing Written Communications	
STANDARD 9-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 9-11, 21-23, 27-29, 30-32, 33-35, 36-38 TG: pp. 10, 14-15, 16, 17, 18-19, 19-20
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	SE: p. 47
E1-4.4 Use the conventions of written Standard American English.	SE: pp. 6-8, 9-11, 12-14, 15-17, 18-20, 21-23, 24-26, 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47, 48 TG: pp. 9-10, 11-12, 12-13, 13-14, 14-15, 16, 16-17, 18-19, 19-20, 20-21, 21-23, 23-24
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	SE: pp. 8, 11, 23, 26, 32, 38, 41, 47, 49 (inside back cover) TG: pp. 9, 19-20
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	SE: pp. 29, 32
Producing Written Communications in a Variety of Forms	
STANDARD 9-5 The student will write for a variety of purposes and audiences.	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	SE: p. 38

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E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.	
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	SE: p. 47