

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level F New Readers Press
<b>Standard 4</b>	
<b>WRITING: Processes and Features</b> <i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i>	
<i>Organization and Focus</i>	
6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	
6.4.2 Choose the form of writing that best suits the intended purpose.	
6.4.3 Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> <li>• engage the interest of the reader</li> <li>• state a clear purpose</li> <li>• develop the topic with supporting details and precise language</li> <li>• conclude with a detailed summary linked to the purpose of the composition</li> </ul>	SE: pp. 11, 47
6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	
<i>Research Process and Technology</i>	
6.4.5 Use note-taking skills when completing research for writing.	
6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	
6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	TG: p. 19

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level F New Readers Press
<i>Evaluation and Revision</i>	
6.4.8 Review, evaluate, and revise writing for meaning and clarity.	SE: pp. 33-35, 36-38
6.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	TG: p. 9
6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	SE: pp. 33-35, 36-38
<b>Standard 5</b>	
<b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>	
<i>At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 – Writing Processes and Features to:</i>	
6.5.1 Write narratives that: <ul style="list-style-type: none"> <li>• establish and develop a plot and setting and present a point of view that is appropriate to the stories</li> <li>• include sensory details and clear language to develop plot and character</li> <li>• use a range of narrative devices, such as dialogue or suspense.</li> </ul> Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.	SE: pp. 11, 47

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<p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> <li>• state the thesis (position on the topic) or purpose</li> <li>• explain the situation</li> <li>• organize the composition clearly</li> <li>• offer evidence to support arguments and conclusions</li> </ul> <p>Example: Write successive drafts of a one- or two-page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p>	<p>SE: pp. 8, 11, 14, 17, 23, 26, 29, 32</p>
<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• develop and interpretation that shows careful reading, understanding, and insight</li> <li>• organize the interpretation around several clear areas</li> <li>• support statements with evidence from the text</li> </ul> <p>Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.</p>	

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<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• state a clear position on a proposition or proposal</li> <li>• support the position with organized and relevant evidence and effective emotional appeals</li> <li>• anticipate and address reader concerns and counterarguments</li> </ul> <p>Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p>	
<p>6.5.6 Use varied word choices to make writing interesting.                      Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i>, <i>overcoat</i> or <i>parka</i> instead of <i>coat</i>.)</p>	SE: p. 29
<p>6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.                      Example: Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.</p>	SE: pp. 42-44
<p>6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	

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<i>Research Application</i>	
<p>6.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations</li> <li>• demonstrates that information that has been gathered has been summarized</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility</li> <li>• organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul> <p>Example: After completing a library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.</p>	

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<b>Standard 6</b>	
<b>WRITING: English Language Conventions</b>	
<i>Students write using standard English conventions appropriate to this grade level.</i>	
<i>Sentence Structure</i>	
6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	SE: pp. 33-35, 36-38, 39-41
6.6.6 Identify and correctly use prepositional phrases ( <i>for school</i> or <i>In the beginning</i> ), appositives ( <i>We played the Cougars, the team from Newport</i> ), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). <ul style="list-style-type: none"> <li>• We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).</li> <li>• <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause).</li> </ul>	SE: pp. 30–32, 33-35, 36-38 TG: pp. 15-16, 17-18

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level F New Readers Press
<i>Grammar</i>	
6.6.2 Identify and properly use indefinite pronouns ( <i>all, another, both, each, either, few, many, none, one, other, several, some</i> ), present perfect ( <i>have been, has been</i> ), past perfect ( <i>had been</i> ), and future perfect verb tenses ( <i>shall have been</i> ); ensure that verbs agree with compound subjects. <ul style="list-style-type: none"> <li>• Indefinite pronouns: <u>Each</u> should do his or her work.</li> <li>• Indefinite pronouns: <u>Many</u> were absent today.</li> <li>• Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play.</li> <li>• Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play.</li> </ul>	SE: pp. 18–20, 21–23 TG: pp. 12, 13-14
<i>Punctuation</i>	
6.6.3 Use colons after the salutation (greeting) in business letters ( <i>Dear Sir:</i> ), semicolons to connect main clauses ( <i>The girl went to school; her brother stayed home.</i> ), and commas before the conjunction in compound sentences ( <i>We worked all day, but we didn't complete the project.</i> ).	SE: pp. 33-35, 36-38, 39–41, 42-44 TG: pp. 16-17, 17-18, 19
<i>Capitalization</i>	
6.6.4 Use correct capitalization.	SE: pp. 6-8, 39–41, 42–44, 45–47 TG: pp. 14, 19, 20
<i>Spelling</i>	
6.6.5 Spell correctly frequently misspelled words ( <i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i> ).	TG p. 14

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<b>Standard 4</b>	
<b>WRITING: Processes and Features</b> <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i>	
<i>Organization and Focus</i>	
7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	
7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	
7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	
7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	
<i>Research Process and Technology</i>	
7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	
7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.	
7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	

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<i>Evaluation and Revision</i>	
7.4.8 Review, evaluate, and revise writing for meaning and clarity.	SE: pp. 33-35, 36-38 TG: p. 19
7.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	SE: pp. 35, 38, 41
7.4.10 Revise writing to improve organization and word choice after checking the logic of ideas and the precision of the vocabulary.	SE: pp. 35, 38, 41

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level G New Readers Press
<b>Standard 5</b>	
<p><b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 – Writing Processes and Features to:</i></p>	
<p>7.5.1 Write biographical or autobiographical compositions that:</p> <ul style="list-style-type: none"> <li>• develop a standard plot line—including a beginning, conflict, rising action, climax, and denouement (resolution)—and point of view</li> <li>• develop complex major and minor characters and a definite setting</li> <li>• use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.</li> </ul> <p>Example: Write successive drafts of a two- or three-page humorous story about <i>Something Fishy Is Cooking in the Kitchen</i>, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.</p>	

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level G New Readers Press
<p>7.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• develop interpretations that show careful reading, understanding, and insight</li> <li>• organize interpretations around several clear ideas, premises, or images from the literary work</li> <li>• support statements with evidence from the text</li> </ul> <p>Example: After reading Mark Twain’s <i>Adventures of Tom Sawyer</i> and Theodore Taylor’s <i>The Cay</i>, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.</p>	
<p>7.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• state a clear position or perspective in support of a proposition or proposal</li> <li>• describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals</li> <li>• anticipate and address reader concerns and counterarguments</li> </ul> <p>Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).</p>	

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<p>7.5.5 Write summaries of reading materials that:</p> <ul style="list-style-type: none"> <li>• include the main ideas and most significant details</li> <li>• use the students' own words, except for quotations</li> <li>• reflect underlying meaning, not just the superficial details</li> </ul> <p>Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with important information from the chapter or text.</p>	
<p>7.5.6 Use varied word choices to make writing interesting and more precise.</p> <p>Example: Write stories, reports, and letters using a variety of word choices. (Use <i>conversed</i> or <i>conferred</i> instead of <i>talked</i>.)</p>	
<p>7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.</p> <p>Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words or phrases that demonstrate a serious interest in what the speaker would have to say.</p>	SE: pp. 39-41

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level G New Readers Press
<i>Research Application</i>	
<p>7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations</li> <li>• demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility</li> <li>• organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited)</li> </ul> <p>Example: After completing library or Internet research, write a report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare and oral report on a man or woman who contributed significantly to science and technology, such as Marie Curie (chemistry and medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).</p>	

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<b>Standard 6</b>	
<b>WRITING: English Language Conventions</b>	
<i>Students write using standard English conventions appropriate to the grade level.</i>	
<i>Sentence Structure</i>	
7.6.1 Properly place modifiers (words and phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. <ul style="list-style-type: none"> <li>• Clear: She left the book, which she bought at the bookstore, on the table.</li> <li>• Unclear: She left the book at the table, which she bought at the bookstore.</li> <li>• Active voice: The man called the dog.</li> <li>• Passive voice: The dog was called by the man.</li> </ul>	SE: pp. 24-26, 27-29 TG: pp. 15-16, 16-17
7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	SE: pp. 32, 33–35, 36–38, 39-41 TG: pp. 20-21
<i>Grammar</i>	
7.6.2 Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i> ) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-n</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i> ).	SE: pp. 30-32 TG: pp. 17-18
7.6.3 Make clear references between pronouns and antecedents by placing a pronoun where it shows to what word it refers. <ul style="list-style-type: none"> <li>• Clear: Chris said to Jacob, “You will become a great musician.”</li> <li>• Confusing: Chris told Jacob that he would become a great musician.</li> </ul>	SE: pp. 9-11, 12-14 TG: pp. 10-11, 11-12

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7.6.4 Identify all parts of speech (verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.	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
7.6.5 Demonstrate appropriate English usage (such as pronoun reference).	SE: pp. 9–11, 12–14, 15-17, 18-20, 21-23, 48 TG: pp. 9, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20
<i>Punctuation</i>	
7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ( [ ] ), and semicolons ( ; ).	SE: pp. 39-41, 45-47 TG: pp. 20-21, 21-22
7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	SE: pp. 33-35, 36-38, 39-41, 42-44, 45-47 TG: pp. 19-20, 20-21, 21-22, 22-23
<i>Capitalization</i>	
7.6.8 Use correct capitalization.	SE: pp. 6, 24, 33-35, 36-38, 39–41, 42–44, 45–47 TG: pp. 9, 19, 20-21, 21-22, 22-23
<i>Spelling</i>	
7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	SE: pp. 6-8, 13, 24-26, 27-29, 45 TG: pp. 9, 15, 22

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<b>Standard 4</b>	
<b>WRITING: Processes and Features</b> <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i>	
<i>Organization and Focus</i>	
8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	
8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.	
8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	
8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	
<i>Research Process and Technology</i>	
8.4.4 Plan and conduct multiple-step information searches using computer networks.	
8.4.5 Achieve an effective balance between researched information and original ideas.	
8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	
<i>Evaluation and Revision</i>	
8.4.7 Review, evaluate, and revise writing for meaning and clarity.	SE: pp. 32, 38
8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	

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8.4.8 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	SE: pp. 32, 38
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	SE: pp. 8, 30-32, 33-35, 36-38
<b>Standard 5</b>	
<p><b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive essays (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</i></p>	
<p>8.5.1 Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> <li>• tell about an incident, event, or situation, using well-chosen details</li> <li>• reveal the significance of, or the writer’s attitude about, the subject</li> <li>• use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters</li> </ul> <p>Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.</p>	SE: p. 11

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<p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate careful reading and insight into interpretations</li> <li>• connect response to the writer’s techniques and to specific textual references</li> <li>• make supported inferences about the effects of a literary work on its audience</li> <li>• support statements with evidence from the text</li> </ul> <p>Example: After reading <i>The Giver</i> by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.</p>	
<p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• include a well-defined thesis that makes a clear and knowledgeable appeal</li> <li>• present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</li> <li>• provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments</li> </ul> <p>Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.</p>	SE: p. 47

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<p>8.5.5 Write technical documents that:</p> <ul style="list-style-type: none"> <li>• identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization’s constitution or guidelines</li> <li>• include all the factors and variables that need to be considered</li> <li>• use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension</li> </ul> <p>Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.</p>	
<p>8.5.6 Write using precise word choices to make writing interesting and exact.</p> <p>Example: Write stories, reports, articles, and letters using a variety of word choices. (Use <i>adequately</i> instead of <i>enough</i>. Use <i>encyclopedia</i> or <i>mystery novel</i> instead of <i>book</i>.)</p>	
<p>8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p> <p>Example: Write a letter to the editor in response to an opinion column in your school or community newspaper.</p>	SE: pp. 45-47

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<i>Research Application</i>	
<p>8.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations</li> <li>• demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility</li> <li>• organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited)</li> </ul> <p>Example: Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation.</p>	

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<b>WRITING: English Language Conventions</b>	
<i>Students write using standard English conventions appropriate to this grade level.</i>	
<i>Sentence Structure</i>	
8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.	SE: pp. 30-32, 33-35, 36-38 TG: pp. 17-18, 19, 20
8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed form emphasis. <ul style="list-style-type: none"> <li>• Correct: Students <u>having</u> difficulty and <u>needing</u> help should stay after class.</li> <li>• Incorrect: Students having difficulty and <u>who need help</u> should stay after class.</li> </ul>	
8.6.3 Use subordination, coordination, noun phrases that function as adjectives ( <i>These gestures—acts of friendship—were noticed but not appreciated.</i> ), and other devices to indicate clearly the relationship between ideas.	SE: pp. 33-35, 36-38 TG: pp. 19, 20
<i>Grammar</i>	
8.6.4 Edit written manuscripts to ensure that correct grammar is used.	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
8.6.8 Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i> ) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-n</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i> ).	SE: pp. 30-32 TG: pp. 17-18

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level H New Readers Press
<i>Punctuation</i>	
8.6.5 Use correct punctuation.	SE: pp. 33-35, 36–38, 39-41, 42-44, 45-47 TG: pp. 19, 20-21, 22-23, 23-24
<i>Capitalization</i>	
8.6.6 Use correct capitalization.	SE: pp. 7, 24, 39–41, 42-44 TG: pp. 22-23
<i>Spelling</i>	
8.6.7 Use correct spelling conventions.	SE: pp. 6, 24-26, 27-29, 45 TG: pp. 15-16, 16-17

Indiana English Language Arts Standards	<i>Edit Your Writing, Level I</i> New Readers Press
<b>Standard 4</b>	
<b>WRITING: Processes and Features</b>	
<i>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</i>	
<i>Organization and Focus</i>	
9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	
9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	
9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.	
9.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	SE: pp. 24-26, 27-29, 30-32, 33-35, 36–38 TG: pp. 16, 17, 18, 19
<i>Research Process and Technology</i>	
9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.	
9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	
9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	
9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	SE: pp. 42-44 TG: pp. 22-23

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.	TG: p. 21
9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	
<i>Evaluation and Revision</i>	
9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.	
9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.	SE: pp. 26, 29, 32
9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.	SE: pp. 26, 29, 32

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
<b>Standard 5</b>	
<p><b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</i></p>	
<p>9.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> <li>• describe a sequence of events and communicate the significance of the events to the audience</li> <li>• locate scenes and incidents in specific places</li> <li>• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings</li> <li>• pace the presentation of actions to accommodate changes in time and mood</li> </ul> <p>Example: Write a personal narrative showing an audience the story of a particular object of significance in one’s life.</p>	SE: p. 11

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
<p>9.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive grasp of the significant ideas of literary works</li> <li>• support statements with evidence from the text</li> <li>• demonstrate an awareness of the author’s style and an appreciation of the effects created</li> <li>• identify and assess the impact of ambiguities, nuances, and complexities within the text</li> </ul> <p>Example: Write a description of the characters of Jem and Scout Finch in Harper Lee’s <i>To Kill a Mockingbird</i> from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as <i>Great Expectations</i> by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.</p>	

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
<p>9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> <li>• gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives</li> <li>• communicate information and ideas from primary and secondary sources accurately and coherently</li> <li>• make distinctions between the relative value and significance of specific data, facts, and ideas</li> <li>• use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic</li> <li>• include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs</li> <li>• anticipate a readers' potential misunderstandings, biases, and expectations</li> <li>• use technical terms and notations accurately</li> </ul>	<p>TG: p. 21</p>

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last</li> <li>• use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning</li> <li>• address readers’ concerns, counterclaims, biases, and expectations</li> </ul> <p>Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.</p>	

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
<p>9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none"> <li>• present information purposefully and in brief to meet the needs of the intended audience</li> <li>• follow a conventional business letter, memorandum, or application format</li> </ul> <p>Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.</p>	
<p>9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> <li>• report information and express ideas logically and correctly</li> <li>• offer detailed and accurate specifications</li> <li>• include scenarios, definitions, and examples to aid comprehension</li> <li>• anticipate readers' problems, mistakes, and misunderstandings</li> </ul> <p>Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.</p>	

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics. Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.	
9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level I New Readers Press
<i>Research Application</i>	
<p>9.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations</li> <li>• synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions</li> <li>• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility</li> <li>• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited)</li> </ul> <p>Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's web site and then compare these to a secondary source, such as newspaper stories written after the event.</p>	

Indiana English Language Arts Standards	<i>Edit Your Writing, Level I</i> New Readers Press
<b>Standard 6</b>	
<b>WRITING: English Language Conventions</b>	
<i>Students write using standard English conventions.</i>	
<i>Grammar and Mechanics of Writing</i>	
9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	SE: pp. 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47 TG: pp. 16-17, 17-18, 18-19, 19-20, 21-22, 22-23, 23-24
9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	SE: pp. 12-14, 15-17, 27-29, 30-32 TG: pp. 11-12, 12-13, 16-17, 17-18
<i>Manuscript Form</i>	
9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	SE: pp. 6-8, 32, 33–35, 39–41, 42-44, 45-47 TG: pp. 14, 18-19, 21-22, 22-23, 23-24
9.6.4 Apply appropriate manuscript conventions—including title page presentation, pagination, spacing, and margins—and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.	SE: pp. 42-44 TG: pp. 21, 22-23

Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level J New Readers Press
<b>Standard 4</b>	
<b>WRITING: Processes and Features</b> <i>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</i>	
<i>Organization and Focus</i>	
10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	SE: pp. 17, 23, 29, 32, 35
10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	
10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers and the active rather than passive voice.	SE: pp. 17, 23, 29, 32, 35
10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	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
<i>Research Process and Technology</i>	
10.4.4 Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.	
10.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	

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Indiana English Language Arts Standards	<i>Edit Your Writing, Level J</i> New Readers Press
10.4.6 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	
10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	
10.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in different style manuals.	
10.4.10 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	
<i>Evaluation and Revision</i>	
10.4.10 Review, evaluate, revise, edit, and proofread writing using an editing checklist.	SE: pp. 8, 11, 23, 26, 32, 38, 41, 47 TG: pp. 9, 19-20
10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.	
10.4.12 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity and focus; edit and revise in response to peer reviews of own work.	

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level J New Readers Press
<b>Standard 5</b>	
<p><b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</i></p>	
<p>10.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> <li>• describe a sequence of events and communicate the significance of the events to the audience</li> <li>• locate scenes and incidents in specific places</li> <li>• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings</li> <li>• pace the presentation of actions to accommodate changes in time and mood</li> </ul> <p>Example: After reading an example of an autobiography, such as Helen Keller’s <i>Story of My Life</i>, use the structure to compose and autobiography.</p>	

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level J New Readers Press
<p>10.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive grasp of the significant ideas of literary works</li> <li>• support statements with evidence from the text</li> <li>• demonstrate an awareness of the author’s style and an appreciation of the effects created</li> <li>• identify and assess the impact of ambiguities, nuances, and complexities within the text</li> <li>• extend writing by changing mood, plot, characterization, or voice.</li> </ul>	
<p>10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> <li>• gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives</li> <li>• communicate information and ideas from primary and secondary sources accurately and coherently</li> <li>• make distinctions between the relative value and significance of specific data, facts, and ideas</li> <li>• use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic</li> <li>• include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs</li> <li>• anticipate and address a readers’ potential misunderstandings, biases, and expectations</li> <li>• use technical terms and notations correctly</li> </ul>	

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level J New Readers Press
<p>10.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last</li> <li>• use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> </ul> <p>Example: Write a letter to a television network to keep a program on the air despite low ratings.</p>	<p>SE: p. 47</p>

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level J New Readers Press
<p>10.5.5 Write business letters that:</p> <ul style="list-style-type: none"> <li>• present information purposefully and in brief to meet the needs of the intended audience</li> <li>• show appropriate use of vocabulary, tone, and style that takes into account the intended audience’s knowledge about and interest in the topic and the nature of the audience’s relationship to the writer.</li> <li>• emphasize main ideas or images.</li> <li>• follow a conventional style with page format, fonts (typeface), and spacing that contribute to the documents’ readability and impact.</li> </ul> <p>Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager, including a clear account of the incident and requesting that he or she take appropriate action in response.</p>	
<p>10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> <li>• report information and express ideas logically and correctly</li> <li>• offer detailed and accurate specifications</li> <li>• include scenarios, definitions, and examples to aid comprehension</li> <li>• anticipate readers’ problems, mistakes, and misunderstandings</li> </ul> <p>Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.</p>	

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<p><b>Indiana English Language Arts Standards</b></p>	<p><i>Edit Your Writing, Level J</i>  <b>New Readers Press</b></p>
<p>10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.                      Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.</p>	
<p>10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.</p>	

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Indiana English Language Arts Standards	<i>Edit Your Writing</i> , Level J New Readers Press
<i>Research Application</i>	
<p>10.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations</li> <li>• synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions</li> <li>• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility</li> <li>• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited)</li> </ul> <p>Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers’ first flights on December 17, 11003. Find primary sources through the museum’s web site and then compare these to a secondary source, such as newspaper stories written after the event.</p>	

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Indiana English Language Arts Standards	<i>Edit Your Writing, Level J</i> New Readers Press
<b>Standard 6</b>	
<b>WRITING: English Language Conventions</b> <i>Students write using standard English conventions.</i>	
<i>Grammar and Mechanics of Writing</i>	
10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	SE: pp. 27-29, 30-32, 33-35, 36-38, 39-41, 42-44, 45-47 TG: pp. 16, 17-18, 18-19, 19-20, 20-21, 21-23, 23-24
10.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	SE: pp. 12-14, 15-17, 27-29, 30-32 TG: pp. 11-12, 12-13, 16-17, 17-18
<i>Manuscript Form</i>	
10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	SE: pp. 33-35, 39-41, 42-44, 45-47 TG: pp. 18-19, 21-22, 22-23, 23-24
10.6.4 Apply appropriate manuscript conventions—including title page presentation, pagination, spacing, and margins—and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.	SE: pp. 42-44 TG: pp. 21-23