

Learning Standards	<i>Edit Your Writing</i> , Level F New Readers Press
Composition Strand	
GENERAL STANDARD 19: Writing	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
For imaginative/literary writing: 19.14: Write stories or scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear resolution</i>).	SE: pp. 11, 47
19.15: Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>). <i>For example, students use postcards of paintings or sculptures from an art museum they have visited as the inspiration for their own paintings. They write a poem or short story to go with their artwork, revise, edit, and critique it, and share their work at a school art exhibit or local senior center.</i>	
For informational/expository writing: 19.16: Write brief research reports with clear focus and supporting detail.	
19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.	
19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.	SE: pp. 42-44

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GENERAL STANDARD 20: Consideration of Audience and Purpose	
<i>Students will write for different audiences and purposes.</i>	
20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes. <i>For example, fifth graders visit the Revolutionary battlegrounds in Lexington and Concord and write a press release about their trip for the local newspaper and a script about the beginning of the American Revolution to be performed for younger students.</i>	
GENERAL STANDARD 21: Revising	
<i>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</i>	
21.4: Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text. <i>For example, students write autobiographies entitled “The Worst and Best of Me.” In pairs they read each other’s work and suggest places where more descriptive detail is needed and where sentences could be combined for variety in length and structure.</i>	SE: pp. 11, 17, 33-35, 36-38, 41
21.5: Improve word choice by using dictionaries or thesauruses.	

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GENERAL STANDARD 22: Standard English Conventions	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.7: Use additional knowledge of correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>), correct sentence structure (<i>elimination of fragments and run-ons</i>), and correct standard English spelling (<i>commonly used homophones</i>) when writing, revising, and editing.	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
GENERAL STANDARD 23: Organizing Ideas in Writing	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.6: Decide on the placement of descriptive details about setting, characters, and events in stories. <i>For example, when writing their own mystery stories, students plan in advance where clues will be located, what red herrings will complicate the search, and what special talents the detective will employ to solve the mystery.</i>	
23.7: Group related ideas and place them in logical order when writing summaries or reports. <i>For example, students write a summary of a biography of George Washington, grouping their ideas in categories that make sense for the biography (early life, education, battle strategies, actions as president) and placing the categories in a logical order as they compose a multi-paragraph report.</i>	
23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.	

Learning Standards	<i>Edit Your Writing</i> , Level F New Readers Press
GENERAL STANDARD 24: Research	
<i>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</i>	
<p>24.3: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> • use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>); • follow established criteria for evaluating information; • locate specific information within resources by using indexes, tables of contents, electronic search key words; • organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and • provide appropriate documentation in a consistent format. 	
GENERAL STANDARD 25: Evaluating Writing and Presentations	
<i>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</i>	
<p>25.3: Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience. <i>For example, as they rehearse a program of original poetry for residents of a nursing home, students apply criteria for poetry writing and presentation skills.</i></p>	TG p. 9

Learning Standards	<i>Edit Your Writing</i> , Level G New Readers Press
Composition Strand	
GENERAL STANDARD 19: Writing	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
For imaginative/literary writing: 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	SE: pp. 11, 47
19.20: Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>).	
For informational/expository writing: 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.	
19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	
19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	SE: pp. 11, 17, 32, 47

Learning Standards	<i>Edit Your Writing</i> , Level G New Readers Press
GENERAL STANDARD 20: Consideration of Audience and Purpose	
<i>Students will write for different audiences and purposes.</i>	
20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. <i>For example, in preparation for an upcoming election, student candidates and their supporters discuss the most appropriate and appealing methods of presenting their messages. They then write speeches, make posters, design campaign buttons, or compose jingles for targeted audiences. As a group, students discuss how genre and audience work together to support arguments being advanced.</i>	SE: pp. 6, 24, 39–41, 42-44 TG: pp. 21-22
GENERAL STANDARD 21: Revising	
<i>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</i>	
21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.	SE: pp. 33-35, 36-38 TG: p. 19
21.7: Improve word choice by using a variety of references.	
GENERAL STANDARD 22: Standard English Conventions	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.8: Use knowledge of types of sentences (<i>simple, compound, complex</i>), correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), sentence structure (<i>complete sentences, properly placed modifiers</i>), and standard English spelling when writing and editing.	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

Learning Standards	<i>Edit Your Writing</i> , Level G New Readers Press
GENERAL STANDARD 23: Organizing Ideas in Writing	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (<i>starting in the middle of the action, then filling in background information using flashbacks</i>). For example, after reading the short story, “ <i>The Bet</i> ,” by Anton Chekhov, students use a flashback in their own stories and discuss the effect of this technique.	
23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	
23.11: Organize ideas for writing comparison-and-contrast essays. For example, in writing a comparison between two characters, students consider two forms for organizing their ideas. In the opposing form they describe all the similarities together, write a transition, and then describe all the differences. In the alternating form, they create categories for their information (appearance, character traits, relationships with other characters) and describe both similarities and differences within each category.	

Learning Standards	<i>Edit Your Writing</i> , Level G New Readers Press
GENERAL STANDARD 24: Research	
<i>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</i>	
<p>24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> • differentiate between primary and secondary source materials; • differentiate between paraphrasing and using direct quotes in a report; • organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing: <ul style="list-style-type: none"> ○ document information and quotations and use a consistent format for footnotes or endnotes; and ○ use standard bibliographic format to document sources <p><i>For example, students read Charles Dickens' A Christmas Carol. Grouped into "families" from various strata of Victorian society, they use electronic, Internet, and print resources to gather information about daily life in Victorian England before hosting a period tea party for parents and administrators, imitating the social graces of the period. During the tea, the adults ask students questions about the roles they are playing. Then students organize and write a report presenting and documenting their research.</i></p>	

Learning Standards	<i>Edit Your Writing</i> , Level G New Readers Press
GENERAL STANDARD 25: Evaluating Writing and Presentations	
<i>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</i>	
25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	SE: p. 49 (inside back cover)

Learning Standards	<i>Edit Your Writing</i> , Level H New Readers Press
Composition Strand	
GENERAL STANDARD 19: Writing	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
For imaginative/literary writing: 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	SE: pp. 11, 44
19.20: Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>).	
For informational/expository writing:	
19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.	
19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	
19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	SE: pp. 8, 11, 14, 17, 35, 38, 47 TG: pp. 9, 11, 16

Learning Standards	<i>Edit Your Writing</i> , Level H New Readers Press
GENERAL STANDARD 20: Consideration of Audience and Purpose	
<i>Students will write for different audiences and purposes.</i>	
20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. <i>For example, in preparation for an upcoming election, student candidates and their supporters discuss the most appropriate and appealing methods of presenting their messages. They then write speeches, make posters, design campaign buttons, or compose jingles for targeted audiences. As a group, students discuss how genre and audience work together to support arguments being advanced.</i>	SE: p. 47
GENERAL STANDARD 21: Revising	
<i>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</i>	
21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.	SE: pp. 8, 11, 14, 17, 35, 38, 47, 49 (inside back cover) TG: pp. 9, 11, 16
21.7: Improve word choice by using a variety of references.	
GENERAL STANDARD 22: Standard English Conventions	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.8: Use knowledge of types of sentences (<i>simple, compound, complex</i>), correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), sentence structure (<i>complete sentences, properly placed modifiers</i>), and standard English spelling when writing and editing.	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

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<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (<i>starting in the middle of the action, then filling in background information using flashbacks</i>). For example, after reading the short story, “ <i>The Bet</i> ,” by Anton Chekhov, students use a flashback in their own stories and discuss the effect of this technique.	
23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	
23.11: Organize ideas for writing comparison-and-contrast essays. For example, in writing a comparison between two characters, students consider two forms for organizing their ideas. In the opposing form they describe all the similarities together, write a transition, and then describe all the differences. In the alternating form, they create categories for their information (appearance, character traits, relationships with other characters) and describe both similarities and differences within each category.	

Learning Standards	<i>Edit Your Writing</i> , Level H New Readers Press
GENERAL STANDARD 24: Research	
<i>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</i>	
<p>24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> • differentiate between primary and secondary source materials; • differentiate between paraphrasing and using direct quotes in a report; • organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing: <ul style="list-style-type: none"> ○ document information and quotations and use a consistent format for footnotes or endnotes; and ○ use standard bibliographic format to document sources <p><i>For example, students read Charles Dickens' A Christmas Carol. Grouped into "families" from various strata of Victorian society, they use electronic, Internet, and print resources to gather information about daily life in Victorian England before hosting a period tea party for parents and administrators, imitating the social graces of the period. During the tea, the adults ask students questions about the roles they are playing. Then students organize and write a report presenting and documenting their research.</i></p>	<p>SE: pp. 42-44 TG: pp. 22-23</p>

Learning Standards	<i>Edit Your Writing</i> , Level H New Readers Press
GENERAL STANDARD 25: Evaluating Writing and Presentations	
<i>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</i>	
25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	SE: p. 49

Learning Standards	<i>Edit Your Writing</i> , Level I New Readers Press
Composition Strand	
GENERAL STANDARD 19: Writing	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
For imaginative/literary writing: 19.24: Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.	
19.25: Write poems using a range of poetic techniques, forms (<i>sonnet, ballad</i>), and figurative language.	
For informational/expository writing: 19.26: Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.	
19.27: Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.	

Learning Standards	<i>Edit Your Writing</i> , Level I New Readers Press
GENERAL STANDARD 20: Consideration of Audience and Purpose	
<i>Students will write for different audiences and purposes.</i>	
20.5: Use different levels of formality, style, and tone when composing for different audiences. <i>For example, students write short personal essays on a variety of topics such as beliefs, goals, achievements, memories, heroes, or heroines. Students decide on an audience and purpose for their pamphlet, such as a resume for a prospective employer, an introduction to their next year’s teachers, or a gift for a family member. They discuss possible variations in topics, formality of language, and presentation that might be dictated by the different audiences, and then they write and revise their personal essays in accordance with the discussions they have had and the criteria they have developed. They design and create their pamphlets and send their published work to the intended audience.</i>	
GENERAL STANDARD 21: Revising	
<i>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</i>	
21.8: Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.	SE: pp. 24-26, 27-29, 30-32, 33-35, 36–38 TG: pp. 16, 17, 18, 19
GENERAL STANDARD 22: Standard English Conventions	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.9: Use knowledge of types of clauses (<i>main and subordinate</i>), verbals (<i>gerunds, infinitives, participles</i>), mechanics (<i>semicolons, colons, hyphens</i>), usage (<i>tense consistency</i>), sentence structure (<i>parallel structure</i>), and standard English spelling when writing and editing.	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

Learning Standards	<i>Edit Your Writing</i> , Level I New Readers Press
GENERAL STANDARD 23: Organizing Ideas in Writing	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.12: Integrate all elements of fiction to emphasize the theme and tone of the story.	
23.13: Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion. <i>For example, students write an essay on the causes for the murder of Lenny in Of Mice and Men, by John Steinbeck. They choose the deductive approach, describing the murder and then explaining the causes, or the inductive approach, explaining the causes and then describing the murder.</i>	
GENERAL STANDARD 24: Research	
<i>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</i>	
24.5: Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research. <i>For example, after reading an article about record high prices for Van Gogh paintings in current auctions, a student decides to research whether Van Gogh's paintings have continuously been so popular and expensive. He begins by reading 20th century art historians, then turns to primary sources such as 19th century French reviews, the artist's diaries, letters, and account books. His final report uses supporting evidence from all these sources.</i>	SE: pp. 42-44 TG: pp. 21, 22-23

Learning Standards	<i>Edit Your Writing</i> , Level I New Readers Press
GENERAL STANDARD 25: Evaluating Writing and Presentations	
<i>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</i>	
25.5: Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them. <i>For example, students generate criteria for effective political speeches, explain the importance of the criteria, and apply them to a mock debate on bills filed before the Massachusetts legislature.</i>	SE: p. 49 (inside back cover)

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Composition Strand	
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Learning Standards	<i>Edit Your Writing</i> , Level J New Readers Press
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25.5: Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them. <i>For example, students generate criteria for effective political speeches, explain the importance of the criteria, and apply them to a mock debate on bills filed before the Massachusetts legislature.</i>	SE: p. 49 (inside back cover)