

| Arizona Writing Standards | <i>Respond to Literature</i> , Level F New Readers Press |
|---|---|
| Strand 1: Writing Process | |
| Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. | |
| PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources). | SE: pp. 6, 10–12, 22–25, 36–38, 50–52, 63–65, 75–76, 86–87 TG: p. 13 |
| PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. | SE: pp. 9, 21, 35, 49, 61, 74, 85 |
| PO 3. Determine the intended audience of a writing piece. | SE: pp. 9, 21, 35, 49, 61, 74, 85 |
| PO 4. Establish a central idea appropriate to the type of writing. | SE: pp. 14, 27, 40, 54, 67, 78, 90 |
| PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. | SE: pp. 13, 26, 39, 53, 66, 77, 89 TG: pp. 7, 10, 15 |
| PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas. | SE: pp. 6, 10–12, 22–25, 36–38, 50–52, 63–65, 75–76, 86–87 TG: p. 13 |
| PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period. | |
| Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. | |
| PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. | SE: pp. 13, 26, 39, 53, 66, 77, 89 TG: pp. 7, 10, 15 |
| PO 2. Organize writing into a logical sequence that is clear to the audience. | SE: pp. 14, 27, 40, 54, 67, 78, 90 |

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| <p>Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)</p> | |
| PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. | SE: pp. 17-18, 30-31, 43-44, 57-58, 70-71, 81-82, 93-94 TG: pp. 7, 10, 14, 15 |
| PO 2. Add details to the draft to more effectively accomplish the purpose. | SE: pp. 18, 31, 44, 58, 71, 82 |
| PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. | |
| PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style. | SE: pp. 18, 31, 44, 58, 71, 82 |
| PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style. | SE: pp. 15, 68, 79 |
| PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft. | |
| PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. | SE: pp. 7, 19, 32, 45, 59, 72, 83, 95 |
| PO 8. Use resources and reference materials to select more precise vocabulary. | |
| <p>Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.</p> | |
| PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. | |
| PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. | |
| PO 3. Apply proofreading marks to indicate errors in conventions. | |
| PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. | |

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| Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience. | | |
| PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. | | |
| PO 2. Use margins and spacing to enhance the final product. | | |
| PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. | | |
| PO 4. Write legibly. | | |
| Strand 2: Writing Components | | |
| Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. | | |
| PO 1. Use clear, focused ideas and details to support the topic. | SE: pp. 10–12, 22–25, 36–38, 50–52, 63–65, 75–76, 86–87 TG: p. 13 | |
| PO 2. Provide content and selected details that are well suited to audience and purpose. | | |
| PO 3. Develop a sufficient explanation or exploration of the topic. | SE: pp. 14, 27, 40, 54, 67, 78, 90 | |
| PO 4. Include ideas and details that show original perspective. | | |
| Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. | | |
| PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). | | |
| PO 2. Develop a strong beginning or introduction that draws in the reader. | SE: pp. 7, 14, 27, 40, 54, 67, 78, 90 | |
| PO 3. Place details appropriately to support the main idea. | SE: pp. 7, 14, 27, 40, 54, 67, 78, 90 | |

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| PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas). | SE: pp. 7, 15, 68, 79 |
| PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology). | SE: pp. 17-18, 30-31, 43-44, 57-58, 70-71, 81-82, 93-94, TG: pp. 7, 10, 14, 15 |
| PO 6. Create an ending that provides a sense of resolution or closure. | SE: pp. 14, 27, 40, 54, 67, 78, 90 |
| Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. | |
| PO 1. Show awareness of the audience through word choice and style. | |
| PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing. | |
| PO 3. Use language appropriate for the topic and purpose. | SE: pp. 46–59, 73–83 TG: pp. 11, 14 |
| PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose. | |
| Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. | |
| PO 1. Use accurate, specific, powerful words that effectively convey the intended message. | SE: pp. 28, 41, 55, 91 |
| PO 2. Use words and phrases that consistently support style and type or writing. | |
| PO 3. Use vocabulary that is original, varied, and natural. | |

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| PO 4. Use literal and figurative language where appropriate to purpose. | SE: pp. 46–59, 73–83 TG: pp. 11, 14 |
| Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. | |
| PO 1. Write simple and compound sentences. | |
| PO 2. Write sentences that flow together and sound natural when read aloud. | |
| PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. | |
| PO 4. Use effective and natural dialogue when appropriate. | |
| Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. | |
| PO 1. Use capital letters correctly for: <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (i.e., story, poem, play, song) d. titles e. abbreviations f. proper adjectives | |

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| PO 2. Use commas to correctly punctuate: <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words d. direct address e. interrupters f. compound sentences | |
| PO 3. Use quotation marks to punctuate: <ul style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources | |
| PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series). | |
| PO 5. Use colons to punctuate business letter salutations. | |
| PO 6. Use apostrophes to punctuate: <ul style="list-style-type: none"> a. contractions b. singular possessives | |
| PO 7. Spell high frequency words correctly. | |
| PO 8. Use common spelling patterns/generalizations to spell words correctly. | |
| PO 9. Use homonyms correctly in context. | |
| PO 10. Use resources to spell correctly. | |
| PO 11. Use paragraph breaks to indicate an organizational structure. | |

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| PO 12. Use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections | |
| PO 13. Use subject/verb agreement in simple and compound sentences. | TG: p. 7 |
| Strand 3: Writing Applications | |
| Concept 1: Expressive | |
| Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. | |
| PO 1. Write a narrative that includes: <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone. | |

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| <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format | |
| <p>Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p> | |
| <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> | SE: pp. 26, 53, 66 |
| <p>PO 2. Write a summary based on the information gathered that include(s):</p> <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information | |
| <p>PO 3. Write a process essay that includes:</p> <ul style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs | |
| <p>Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p> | |
| <p>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</p> | |

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| PO 3. Write a friendly letter that includes a: <ul style="list-style-type: none"> a. heading b. salutation c. body d. closing e. signature | |
| PO 4. Write a formal letter that follows a conventional business letter format. | |
| PO 5. Address an envelope for correspondence that includes: <ul style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address | |
| <p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> | |
| PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information | |

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| <p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p> | |
| <p>PO 1. Write a response to literature that:</p> <ul style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner | <p>SE: pp. 8-19, 20-32, 33-45, 46-59, 60-72, 73-83, 84-95 TG: pp. 7-8, 8-9, 9-10, 11-13, 13-14, 14-15, 15-16</p> |
| <p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> | |
| <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details | |
| <p>PO 2. Write an informational report that includes:</p> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used | |

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| Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. | |
| PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources). | SE: pp. 6, 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88 TG: p. 13 |
| PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. | SE: pp. 9, 21, 34, 48, 60, 73, 85 |
| PO 3. Determine the intended audience of a writing piece. | SE: pp. 9, 21, 34, 48, 60, 73, 85 |
| PO 4. Establish a central idea appropriate to the type of writing. | SE: pp. 15, 27, 39, 53, 66, 78, 90 |
| PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing. | SE: pp. 14, 26, 38, 52, 65, 77, 89 |
| PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas. | SE: pp. 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88 TG: p. 13 |
| PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period. | |
| Concept 2: Drafting | |
| Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. | |
| PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. | SE: pp. 14, 26, 38, 52, 65, 77, 89 |
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| <p>Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)</p> | |
| PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. | SE: pp. 18, 31, 43, 57, 70, 82, 94 TG: p. 13 |
| PO 2. Add details to the draft to more effectively accomplish the purpose. | SE: pp. 18, 31, 43, 57, 70, 82, 94 TG: p. 13 |
| PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. | |
| PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style. | SE: pp. 18, 31, 43, 57, 70, 82, 94 TG: p. 13 |
| PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style. | SE: pp. 16, 67, 79 |
| PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft. | |
| PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. | SE: pp. 7, 19, 32, 44, 58, 71, 83, 95 |
| PO 8. Use resources and reference materials to select more precise vocabulary. | |
| <p>Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.</p> | |
| PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. | |
| PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. | |
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| PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. | SE: pp. 7, 19, 32, 44, 58, 71, 83, 95 |
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| PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. | |
| PO 2. Use margins and spacing to enhance the final product. | |
| PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. | |
| PO 4. Write legibly. | |
| Strand 2: Writing Components | |
| Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. | |
| PO 1. Use clear, focused ideas and details to support the topic. | SE: pp. 6, 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88 TG: p. 13 |
| PO 2. Provide content and selected details that are well-suited to audience and purpose. | |
| PO 3. Develop a sufficient explanation or exploration of the topic. | SE: pp. 15, 27, 39, 53, 66, 78, 90 |
| PO 4. Include ideas and details that show original perspective. | |
| Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. | |
| PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). | |

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| PO 2. Develop a strong beginning or introduction that draws in the reader. | SE: pp. 7, 15, 27, 39, 53, 66, 78, 90 |
| PO 3. Place details appropriately to support the main idea. | SE: pp. 7, 15, 27, 39, 53, 66, 78, 90 |
| PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas). | SE: pp. 16, 67, 79 |
| PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology). | SE: pp. 14, 26, 38, 52, 65, 77, 89 |
| PO 6. Create an ending that provides a sense of resolution or closure. | SE: pp. 15, 27, 39, 53, 66, 78, 90 |
| Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. | |
| PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience. | |
| PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing. | |
| PO 3. Use language appropriate for the topic and purpose. | SE: pp. 45–58, 72–83 TG: pp. 11, 13, 14 |
| PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose. | |
| Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. | |
| PO 1. Use accurate, specific, powerful words that effectively convey the intended message. | SE: pp. 28, 40, 54, 57, 91 TG: pp. 9, 10 |

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| PO 2. Use words that consistently support style and type of writing. | SE: pp. 28, 40, 54, 57, 91 TG: pp. 9, 10 |
| PO 3. Use vocabulary that is original, varied, and natural. | |
| PO 4. Use literal and figurative language where appropriate to purpose. | SE: pp. 45–58, 72–83 TG: pp. 11, 13, 14 |
| Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. | |
| PO 1. Write simple, compound, and complex sentences. | |
| PO 2. Create sentences that flow together and sound natural when read aloud. | |
| PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. | |
| PO 4. Use effective and natural dialogue when appropriate. | |

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| <p>Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives | |
| <p>PO 2. Use commas to correctly punctuate:</p> <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words and clauses d. direct address e. interrupters f. compound sentences g. appositives | |
| <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources | |

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| PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series). | |
| PO 5. Use colons to punctuate business letter salutations. | |
| PO 6. Use apostrophes to punctuate: a. contractions b. singular possessives c. plural possessives | |
| PO 7. Spell high frequency words correctly. | |
| PO 8. Use common spelling patterns/generalizations to spell words correctly. | |
| PO 9. Use homonyms correctly in context. | |
| PO 10. Use resources to spell correctly. | |
| PO 11. Use paragraph breaks to indicate an organizational structure. | |
| PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections | TG: p. 16 |
| PO 13. Use subject/verb agreement in simple, compound, and complex sentences. | |

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| Strand 3: Writing Applications | |
| Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. | |
| PO 1. Write a narrative that includes: <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone | |
| PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format | |
| Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. | |
| PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic. | SE: pp. 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88 TG: p. 13 |

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| PO 2. Write a summary based on the information gathered that include(s): a. a topic sentence b. supporting details c. relevant information | |
| PO 3. Write a process essay that includes: a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs | |
| Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. | |
| PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables). | |
| PO 3. Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature | |
| PO 4. Write a formal letter that follows a conventional business letter format. | |
| PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address | |

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| <p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> | |
| <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate | |
| <p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p> | |
| <p>PO 1. Write a response to literature that:</p> <ul style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner | <p>SE: pp. 8–19, 20-32, 33-44, 45-58, 59-71, 72-83, 84-95 TG: pp. 7-8, 8-9, 9-11, 11-12, 13-14, 14-15, 15-16</p> |
| <p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> | |
| <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details | |

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| PO 2. Write an informational report that includes: a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used | |

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| Strand 1: Writing Process | |
| Concept 1: Prewriting | |
| Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. | |
| PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources). | SE: pp. 6, 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12 |
| PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. | SE: pp. 9, 21–22, 33, 45, 57, 69–70, 82 |
| PO 3. Determine the intended audience of a writing piece. | SE: pp. 9, 21–22, 33, 45, 57, 69–70, 82 |
| PO 4. Establish a central idea appropriate to the type of writing. | SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7 |
| PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing. | SE: pp. 13, 25, 37, 49, 62, 74, 86 TG: pp. 7, 11, 14, 15 |
| PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas. | SE: pp. 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12 |
| PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period. | |
| Concept 2: Drafting | |
| Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. | |
| PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. | SE: pp. 13, 25, 37, 49, 62, 74, 86 TG: pp. 7, 11, 14, 15 |
| PO 2. Organize writing into a logical sequence that is clear to the audience. | SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7 |

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| <p>Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)</p> | |
| <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> | <p>SE: pp. 18, 30, 42, 54, 67, 79, 91 TG: p. 14</p> |
| <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> | <p>SE: pp. 18, 30, 42, 54, 67, 79, 91 TG: p. 14</p> |
| <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> | |
| <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> | <p>SE: pp. 18, 30, 42, 54, 67, 79, 91 TG: p. 14</p> |
| <p>PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</p> | <p>SE: pp. 15, 64, 76</p> |
| <p>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</p> | |
| <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> | <p>SE: pp. 7, 19, 31, 43, 55, 68, 80, 93, 95 TG: pp. 8, 9, 11, 12, 13, 14, 16</p> |
| <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p> | |
| <p>Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.</p> | |
| <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> | |
| <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p> | |

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| PO 3. Apply proofreading marks to indicate errors in conventions. | |
| PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. | SE: pp. 19, 31, 43, 55, 68, 80, 93 |
| Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience. | |
| PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. | |
| PO 2. Use margins and spacing to enhance the final product. | |
| PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. | |
| PO 4. Write legibly. | |
| Strand 2: Writing Components | |
| Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. | |
| PO 1. Use clear, focused ideas and details to support the topic. | SE: pp. 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12 |
| PO 2. Provide content and selected details that are well-suited to audience and purpose. | SE: pp. 9, 21-22, 33, 45, 57, 69-70, 82 |
| PO 3. Develop a sufficient explanation or exploration of the topic. | SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7 |
| PO 4. Include ideas and details that show original perspective. | |

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| <p>Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p> | |
| <p>PO 1. Use a structure that fits the type or writing (e.g., letter format, narrative, play, essay).</p> | |
| <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> | <p>SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7</p> |
| <p>PO 3. Place details appropriately to support the main idea.</p> | <p>SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7</p> |
| <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> | <p>SE: pp. 15, 64, 76</p> |
| <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</p> | <p>SE: pp. 13, 25, 37, 49, 62, 74, 86 TG: pp. 7, 11, 14, 15</p> |
| <p>PO 6. Create an ending that provides a sense of resolution or closure.</p> | <p>SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7</p> |
| <p>Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p> | |
| <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> | |
| <p>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</p> | |
| <p>PO 3. Use language appropriate for the topic and purpose.</p> | <p>SE: pp. 44–55, 69–80 TG: pp. 9, 12, 14</p> |

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| PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application. | |
| Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. | |
| PO 1. Use accurate, specific, powerful words that effectively convey the intended message. | SE: pp. 27, 39, 51, 88 TG: pp. 12, 13 |
| PO 2. Use words that consistently support style and type of writing. | |
| PO 3. Use vocabulary that is original, varied, and natural. | |
| PO 4. Use literal and figurative language where appropriate to purpose. | SE: pp. 44–55, 69–80 TG: pp. 9, 12, 14 |
| Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. | |
| PO 1. Write simple, compound, and complex sentences. | SE: pp. 81-82 TG: p. 15 |
| PO 2. Create sentences that flow together and sound natural when read aloud. | |
| PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. | |
| PO 4. Use effective and natural dialogue when appropriate. | |

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| <p>Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives | |
| <p>PO 2. Use commas to correctly punctuate:</p> <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words and clauses d. direct address e. interrupters f. compound sentences g. appositives h. dialogue | |

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| PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources | TG: p. 8 |
| PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series). | |
| PO 5. Use colons to punctuate business letter salutations. | |
| PO 6. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives | |
| PO 7. Spell high frequency words correctly. | |
| PO 8. Use common spelling patterns/generalizations to spell words correctly. | |
| PO 9. Use homonyms correctly in context. | |
| PO 10. Use resources to spell correctly. | |
| PO 11. Use paragraph breaks to indicate an organizational structure. | |
| PO 12. Use the following parts of speech correctly in simple sentences: <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections | SE: pp. 27, 30 |

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| PO 13. Use subject/verb agreement in simple, compound, and complex sentences. | SE: pp. 39, 42 |
| Strand 3: Writing Applications | |
| Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. | |
| PO 1. Write a narrative that includes: <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone | |
| PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format | |
| Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. | |
| PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic. | SE: pp. 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 |

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| PO 2. Write a summary based on the information gathered that include(s): a. a topic sentence b. supporting details c. relevant information | |
| PO 3. Write an explanatory essay that includes: a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs | SE: pp. 8-19, 20-31, 32-43, 44-55, 56-68, 69-80, 81-93 |
| Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. | |
| PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables). | |
| PO 3. Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature | |
| PO 4. Write a formal letter that follows a conventional business letter format. | |
| PO 5. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address | |

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| <p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> | |
| <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate | |
| <p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p> | |
| <p>PO 1. Write a response to literature that:</p> <ul style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner d. provides support adequate to the literary selection (e.g. short poem vs. novel) | <p>SE: pp. 8–19, 20-31, 32-43,44-55, 56-68, 69-80, 81-93 TG: pp. 7-8, 8-9, 10-11, 11-12, 12-13, 13-14,14-16</p> |

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| <p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> | |
| <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details | |
| <p>PO 2. Write an informational report that includes:</p> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used | |

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| Strand 1: Writing Process | |
| Concept 1: Prewriting | |
| Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. | |
| PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). | SE: pp. 6, 10–13, 23–27, 37–39, 51–53, 63–66, 76–78, 88–90, 100–102 TG: pp. 10, 13, 15 |
| PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. | SE: pp. 9, 22, 35, 48–50, 62, 75, 87, 99 |
| PO 3. Determine the intended audience of a writing piece. | SE: pp. 9, 22, 35, 48–50, 62, 75, 87, 99 |
| PO 4. Establish a controlling idea appropriate to the type of writing. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |
| PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. | SE: pp. 14, 28, 40, 54, 67, 79, 91, 103 TG: pp. 9, 15, 16, 18 |
| PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas. | SE: pp. 10–13, 23–27, 37–39, 51–53, 63–66, 76–78, 88–90, 100–102 TG: pp. 10, 13, 15 |
| PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period. | |
| Concept 2: Drafting | |
| Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. | |
| PO 1. Use a prewriting plan to develop the main idea(s) with supporting details. | SE: pp. 14, 28, 40, 54, 67, 79, 91, 103 TG: pp. 9, 15, 16, 18 |

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| PO 2. Sequence ideas into a cohesive, meaningful order. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |
| Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?) | |
| PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. | SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108 TG: p. 16 |
| PO 2. Add details to the draft to more effectively accomplish the purpose. | SE: pp. 19, 33, 45, 59, 72, 84, 96, 108 |
| PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. | |
| PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style. | SE: pp. 33, 45, 59, 72, 84, 96 |
| PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style. | SE: pp. 19, 84, 108 |
| PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft. | SE: p. 89 TG: p. 16 |
| PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. | SE: pp. 7, 20, 34, 46, 60, 73, 85, 97, 109, 110–111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 18 |
| PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language. | |

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| Concept 4: Editing | |
| Editing includes proofreading and correcting the draft for conventions. | |
| PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. | |
| PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. | |
| PO 3. Apply proofreading marks to indicate errors in conventions. | |
| PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. | SE: pp. 7, 20, 34, 46, 60, 73, 85, 97, 109, 110–111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 18 |
| Concept 5: Publishing | |
| Publishing includes formatting and presenting a final product for the intended audience. | |
| PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication). | |
| PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. | |
| PO 3. Write legibly. | |
| Strand 2: Writing Components | |
| Concept 1: Ideas and Content | |
| Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. | |
| PO 1. Maintain a clear, narrow focus to support the topic. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |
| PO 2. Write with an identifiable purpose and for a specific audience. | SE: pp. 9, 22, 35, 48-50, 62, 75, 87, 99 |

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| PO 3. Provide sufficient, relevant, and carefully selected details for support. | SE: pp. 10–13, 23–27, 37–39, 51–53, 63–66, 76–78, 88–90, 100–102 TG: pp. 10, 13, 15 |
| PO 4. Demonstrate a thorough, balanced explanation of the topic. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |
| PO 5. Include ideas and details that show original perspective and insights. | |
| Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. | |
| PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). | SE: pp. 9, 22, 35, 48-50, 62, 75, 87, 99 |
| PO 2. Include a strong beginning or introduction that draws in the reader. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |
| PO 3. Place details appropriately to support the main idea. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |
| PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas). | SE: pp. 16, 69, 81, 105 |
| PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose. | SE: pp. 14, 28, 40, 54, 67, 79, 91, 103 TG: pp. 9, 15, 16, 18 |
| PO 6. Create an ending that provides a sense of resolution or closure. | SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7 |

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| <p>Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p> | |
| PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience. | |
| PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing. | |
| PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application. | |
| PO 4. Use engaging and expressive language that shows a commitment to the topic. | |
| PO 5. Use language appropriate to purpose, topic, and audience. | |
| <p>Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p> | |
| PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message. | SE: pp. 16, 30, 33, 42, 45, 56, 59, 69, 74, 81, 84, 93, 96, 105, 108 TG: pp. 11, 18 |
| PO 2. Use vocabulary that is original, varied, and natural. | |
| PO 3. Use words that evoke clear images. | SE: pp. 30, 42, 56, 93 TG: p. 11 |
| PO 4. Use literal and figurative language intentionally when appropriate. | SE: pp. 74-85 TG: pp. 15-16 |
| PO 5. Use clichés only when appropriate to purpose. | |

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| <p>Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p> | |
| <p>PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> | |
| <p>PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> | |
| <p>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p> | |
| <p>Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capitals correctly for:</p> <ul style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • holidays • place/regional names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • product names b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant) | |

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| PO 2. Use commas to correctly punctuate: <ol style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interruptors f. compound sentences g. appositives h. dialogue | |
| PO 3. Use quotation marks to punctuate: <ol style="list-style-type: none"> a. dialogue b. titles c. exact words from sources | |
| PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains). | |
| PO 5. Use colons to punctuate business letter salutations and sentences introducing lists. | |
| PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate. | |
| PO 7. Use apostrophes to punctuate: <ol style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives | |
| PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly. | |
| PO 9. Spell words correctly. | |
| PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue. | |

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| PO 11. Demonstrate control of grammar and usage in writing: <ul style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms | TG: p. 18 |
| PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual). | |
| Strand 3: Writing Applications | |
| Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. | |
| PO 1. Write a personal narrative that: <ul style="list-style-type: none"> a. describes a sequence of events, focusing on one incident experienced by the author b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds and smells of the scenes d. uses figurative language (e.g., simile, metaphor, personification) Example: Write an autobiographical account of a time when you had to make an important decision. | |

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| <p>Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p> | |
| <p>PO 1. Write an explanatory, multi-paragraph essay that:</p> <ul style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion <p>Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.</p> | <p>SE: pp. 8-20, 21-34, 35-46, 47-60, 61-73, 74-85, 86-97, 98-109 TG: pp. 7-8, 8-10, 10-11, 11-13, 13-14, 15-16, 16-17, 17-18</p> |

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| <p>Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p> | |
| <p>PO 1. Write a business letter that:</p> <ul style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional business letter format (block, modified block, email) <p>Example: Write a letter of complaint expressing a consumer problem you've experienced.</p> | |
| <p>PO 2. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address | |
| <p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> | |
| <p>PO 1. Write a persuasive composition (e.g., business letter, essay) that:</p> <ul style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. addresses the reader's concerns <p>Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling)</p> | |

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| <p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p> | |
| <p>PO 1. Write a literary analysis that:</p> <ul style="list-style-type: none"> a. describes the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. explains different elements of figurative language, (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection c. compares works within a literary genre that deal with similar themes (e.g., compare two short stories or two poems) <p>Example: Write an essay about different characters in “The Necklace” by Guy de Maupassant explaining how each serves to move forward the plot.</p> | <p>SE: pp. 8-20, 21-34, 35-46, 47-60, 61-73, 74-85, 86-97, 98-109 TG: pp. 7-8, 8-10, 10-11, 11-13, 13-14, 15-16, 16-17, 17-18</p> |
| <p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> | |
| <p>PO 1. Write an essay that:</p> <ul style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of research information c. integrates direct quotes d. cites sources <p>Example: Write an essay about water conservation in the desert.</p> | <p>SE: pp. 98–109 TG: pp. 17-18</p> |

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| Strand 1: Writing Process | |
| Concept 1: Prewriting | |
| Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. | |
| PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). | SE: pp. 10–12, 22–26, 36–39, 50–53, 63–64, 75–76, 86–88, 98–101 TG: pp. 10, 14, 15, 17 |
| PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. | SE: pp. 9, 21, 35, 48-49, 62, 73, 85, 97 |
| PO 3. Determine the intended audience of a writing piece. | SE: pp. 9, 21, 35, 48-49, 62, 73, 85, 97 |
| PO 4. Establish a controlling idea appropriate to the type of writing. | SE: pp. 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. | SE: pp. 13, 27, 40, 54, 65, 77, 89, 102 TG: pp. 9, 11, 14, 16, 17, 18 |
| PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas. | SE: pp. 10–12, 22–26, 36–39, 50–53, 63–64, 75–76, 86–88, 98–101 TG: pp. 10, 14, 15, 17 |
| PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period. | |
| Concept 2: Drafting | |
| Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. | |
| PO 1. Use a prewriting plan to develop the main idea(s) with supporting details. | SE: pp. 13, 27, 40, 54, 65, 77, 89, 102 TG: pp. 9, 11, 14, 16, 17, 18 |

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| PO 2. Sequence ideas into a cohesive, meaningful order. | SE: pp. 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?) | |
| PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. | SE: pp. 17–18, 31–32, 44–45, 58–59, 69–70, 81–82, 93–94, 106–108 |
| PO 2. Add details to the draft to more effectively accomplish the purpose. | SE: pp. 18, 32, 45, 59, 70, 82, 94, 108 |
| PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. | |
| PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style. | SE: pp. 32, 45, 59, 70, 82, 94, 108 |
| PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style. | SE: pp. 18, 70, 82, 108 |
| PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft. | |
| PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. | SE: pp. 7, 19, 33, 46, 60, 71, 83, 95, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 19 |
| PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language. | |
| Concept 4: Editing Editing includes proofreading and correcting the draft for conventions. | |
| PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. | |

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| PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. | |
| PO 3. Apply proofreading marks to indicate errors in conventions. | |
| PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. | SE: pp. 7, 19, 33, 46, 60, 71, 83, 95, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 19 |
| Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience. | |
| PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication). | |
| PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. | |
| PO 3. Write legibly. | |
| Strand 2: Writing Components | |
| Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. | |
| PO 1. Maintain a clear, narrow focus to support the topic. | SE: pp. 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| PO 2. Write with an identifiable purpose and for a specific audience. | SE: pp. 9, 21, 35, 48-49, 62, 73, 85, 97 |
| PO 3. Provide sufficient, relevant, and carefully selected details for support. | SE: pp. 10–12, 22–26, 36–39, 50–53, 63–64, 75–76, 86–88, 98–101 TG: pp. 10, 14, 15, 17 |

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| PO 4. Demonstrate a thorough, balanced explanation of the topic. | SE: pp. 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| PO 5. Include ideas and details that show original perspective and insights. | |
| Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. | |
| PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). | SE: pp. 9, 21, 35, 48-49, 62, 73, 85, 97 |
| PO 2. Include a strong beginning or introduction that draws in the reader. | SE: pp. 7, 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| PO 3. Place details appropriately to support the main idea. | SE: pp. 7, 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas). | SE: pp. 15, 67, 79, 104 |
| PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose. | SE: pp. 13, 27, 40, 54, 65, 77, 89, 102 TG: pp. 9, 11, 14, 16, 17, 18 |
| PO 6. Create an ending that provides a sense of resolution or closure. | SE: pp. 7, 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18 |
| Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. | |
| PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience. | |

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| PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing. | |
| PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application. | |
| PO 4. Use engaging and expressive language that shows a commitment to the topic. | SE: pp. 47-60, 72-83 TG: pp. 11-13, 15-16 |
| PO 5. Use language appropriate to purpose, topic, and audience. | |
| Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. | |
| PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message. | SE: pp. 15, 29, 42, 56, 67, 79, 91, 104 TG: p. 13 |
| PO 2. Use vocabulary that is original, varied, and natural. | |
| PO 3. Use words that evoke clear images. | SE: pp. 29, 42, 56, 91 |
| PO 4. Use literal and figurative language intentionally when appropriate. | SE: pp. 47-60, 72-83 TG: pp. 11-13, 15-16 |
| PO 5. Use clichés only when appropriate to purpose. | |
| Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. | |
| PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing. | TG: pp. 8, 16 |

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| PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing. | |
| PO 3. Demonstrate a flow that is natural and powerful when read aloud. | |
| Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. | |
| PO 1. Use capitals correctly for: <ol style="list-style-type: none"> a. proper nouns: <ul style="list-style-type: none"> • holidays • place/regional names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • product names b. words used as names (e.g., Grandpa, Aunt Lyn) c. literary titles (book, story, poem, play, song) d. titles e. abbreviations f. proper adjectives (e.g., German shepherd, Chinese restaurant) | |

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| PO 2. Use commas to correctly punctuate: <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. introductory words, phrases and clauses d. direct address e. interruptors f. compound sentences g. appositives h. dialogue | |
| PO 3. Use quotation marks to punctuate: <ul style="list-style-type: none"> a. dialogue b. titles c. exact words from sources | |
| PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains). | |
| PO 5. Use colons to punctuate business letter salutations and sentences introducing lists. | |
| PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate. | |
| PO 7. Use apostrophes to punctuate: <ul style="list-style-type: none"> a. contractions b. singular possessives c. plural possessives | |
| PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly. | |
| PO 9. Spell words correctly. | |
| PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue. | |

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| PO 11. Demonstrate control of grammar and usage in writing: <ul style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms | |
| PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual). | |
| Strand 3: Writing Applications | |
| Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. | |
| PO 1. Write a personal narrative that: <ul style="list-style-type: none"> a. describes a sequence of events, focusing on one incident experienced by the author b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds and smells of the scenes d. uses figurative language (e.g., simile, metaphor, personification) Example: Write an autobiographical account of a time when you had to make an important decision. | |

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| <p>Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p> | |
| <p>PO 1. Write an explanatory, multi-paragraph essay that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion <p>Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.</p> | <p>SE: pp. 8-19, 20-33, 34-46, 47-60, 61-71, 72-83, 84-95, 96-109 TG: pp. 7-8, 8-10, 10-11, 11-13, 13-15, 15-16, 16-18, 18-19</p> |

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| <p>Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p> | |
| <p>PO 1. Write a business letter that:</p> <ul style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience b. follows a conventional business letter format (block, modified block, email) <p>Example: Write a letter of complaint expressing a consumer problem you've experienced.</p> | |
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| <p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> | |
| <p>PO 1. Write a persuasive composition (e.g., business letter, essay) that:</p> <ul style="list-style-type: none"> a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. addresses the reader's concerns <p>Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling)</p> | |

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| <p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p> | |
| <p>PO 1. Write a literary analysis that:</p> <ul style="list-style-type: none"> a. describes the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot) b. explains different elements of figurative language, (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection c. compares works within a literary genre that deal with similar themes (e.g., compare two short stories or two poems) <p>Example: Write an essay about different characters in “The Necklace” by Guy de Maupassant explaining how each serves to move forward the plot.</p> | <p>SE: pp. 8-19, 20-33, 34-46, 47-60, 61-71, 72-83, 84-95, 96-109 TG: pp. 7-8, 8-10, 10-11, 11-13, 13-15, 15-16, 16-18, 18-19</p> |
| <p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> | |
| <p>PO 1. Write an essay that:</p> <ul style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of research information c. integrates direct quotes d. cites sources <p>Example: Write an essay about water conservation in the desert.</p> | <p>SE: pp. 96–109 TG: pp. 18-19</p> |