

Writing	<i>Respond to Literature</i> , Level F New Readers Press
<b>Developing Written Communications</b>	
<b>STANDARD 6-4</b> The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
6-4.1 Use prewriting techniques to organize written works.	SE: pp. 10–12, 13, 22–25, 26, 36–38, 39, 50–52, 53, 63–65, 66, 75–76, 77, 86–88, 89 TG: pp. 7, 10, 13, 15
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	SE: pp. 15, 68, 79
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 14–16, 27–29, 40–42, 54–56, 67–69, 78–80, 90–92
6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).	TG: p. 7
6-4.5 Use proofreading skills to edit for the correct use of written Standard American English: <ul style="list-style-type: none"> <li>• the uses of the semicolon and</li> <li>• the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences.</li> </ul>	
6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 17-18, 30-31, 43-44, 57-58, 70-71, 81-82, 93-94 TG: pp. 7, 10, 14, 15
<b>Producing Written Communications in a Variety of Forms</b>	
<b>STANDARD 6-5</b> The student will write for a variety of purposes and audiences.	
6-5.1 Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.	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

<b>Writing</b>	<i>Respond to Literature</i> , Level F <b>New Readers Press</b>
6-5.2 Create narratives that have a fully developed plot and a consistent point of view.	
6-5.3 Create written descriptions using precise language and vivid details.	
6-5.4 Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.	

Writing	<i>Respond to Literature</i> , Level G New Readers Press
<b>Developing Written Communications</b>	
<b>STANDARD 7-4</b> The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
7-4.1 Use prewriting techniques to organize written works.	SE: pp. 6, 10–13, 14, 22–25, 26, 35–37, 38, 49–51, 52, 61–64, 65, 74–76, 77, 86–88, 89 TG: p. 13
7-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 16, 67, 79
7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 15–16, 27–29, 39–41, 53–55, 66–68, 78–80, 90–92 TG: pp. 7, 10, 15
7-4.4 Use the conventions of written Standard American English.	SE: pp. 77, 91, 94 TG: pp. 9, 10, 16
7-4.5 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.	
7-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 17–18, 30–31, 42–43, 56–57, 69–70, 81–82, 93–94 TG: pp. 7, 9
<b>Producing Written Communications in a Variety of Forms</b>	
<b>STANDARD 7-5</b> The student will write for a variety of purposes and audiences.	
7-5.1 Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.	SE: pp. 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
7-5.2 Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.	

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

Writing	<i>Respond to Literature</i> , Level H New Readers Press
<b>Developing Written Communications</b>	
<b>STANDARD 8-4</b> The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
8-4.1 Use prewriting techniques to organize written works.	SE: pp. 6, 10–12, 13, 23–24, 25, 34–36, 37, 46–48, 49, 58–61, 62, 72–73, 74, 83–85, 86 TG: pp. 7, 11, 12, 14, 15
8-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 64, 81–82 TG: p. 15
8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	SE: pp. 14–16, 26–28, 38–40, 50–52, 63–65, 75–77, 87–89 TG: pp. 7, 11, 14, 15
8-4.4 Use the conventions of written Standard American English.	SE: pp. 27, 30, 39, 42
8-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	
8-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	SE: pp. 17–18, 29–30, 41–42, 53–54, 66–67, 78–79, 90–92 TG: p. 12
<b>Producing Written Communications in a Variety of Forms</b>	
<b>STANDARD 8-5</b> The student will write for a variety of purposes and audiences.	
8-5.1 Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.	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
8-5.2 Create narratives such as memoirs that communicate the significance of particular personal relationships.	
8-5.3 Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.	SE: pp. 44–55, 69–80 TG: pp. 9, 12, 14

<b>Writing</b>	<i>Respond to Literature</i> , Level H <b>New Readers Press</b>
8-5.4 Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.	

Writing	<i>Respond to Literature</i> , Level I New Readers Press
<b>Developing Written Communications</b>	
<b>STANDARD 9-4</b> The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	SE: pp. 10–14, 23–28, 37–40, 51–54, 63–67, 76–79, 88–91, 100–103 TG: pp. 7, 9, 10, 14, 15, 16, 17
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 16, 69, 81, 105
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	SE: pp. 15–17, 29–31, 41–43, 55–57, 68–70, 80–82, 92–94, 104–106 TG: pp. 7, 8, 11
E1-4.4 Use the conventions of written Standard American English.	TG: p. 18
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108 TG: p. 16
<b>Producing Written Communications in a Variety of Forms</b>	
<b>STANDARD 9-5</b> The student will write for a variety of purposes and audiences.	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	SE: 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
E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.	

<b>Writing</b>	<i>Respond to Literature</i> , Level I <b>New Readers Press</b>
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	SE: pp. 98–109 TG: pp. 17-18

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E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	SE: pp. 10–13, 22–27, 36–40, 50–54, 63–65, 75–77, 86–89, 98–102 TG: pp. 7, 9, 10-11, 12, 13-14, 15-16, 17, 18
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	SE: pp. 15, 67, 79, 104 TG: pp. 8, 16
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	SE: pp. 14–16, 28–30, 41–43, 55–57, 66–68, 78–80, 90–92, 103–105 TG: p. 12
E1-4.4 Use the conventions of written Standard American English.	
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	SE: pp. 17–18, 31–32, 44–45, 58–59, 69–70, 81–82, 93–94, 106–108
<b>Producing Written Communications in a Variety of Forms</b>	
<b>STANDARD 9-5</b> The student will write for a variety of purposes and audiences.	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	SE: 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
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E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	SE: pp. 96–109 TG: pp. 18-19