

English-Language Arts Content Standards	<i>Respond to Literature</i> New Readers Press
Writing	
1.0 Writing Strategies	
<i>Organization and Focus</i>	
1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	
1.2 Create multiple-paragraph expository compositions:	
a. Engage the interest of the reader and state a clear purpose.	SE: pp. 14, 27, 40, 54, 67, 78, 90
b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.	SE: pp. 6, 10-12, 22-25, 28, 36-38, 41, 50-52, 55, 63-65, 75-76, 86- 87, 91 TG: p. 13
c. Conclude with a detailed summary linked to the purpose of the composition.	SE: pp. 14, 27, 40, 54, 67, 78, 90
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	SE: pp. 8, 13, 20, 26, 33, 39, 53, 61, 66, 77, 89 TG: pp. 7, 10, 15
<i>Research and Technology</i>	
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	

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<i>Evaluation and Revision</i>	
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	SE: pp. 17–18, 19, 30–31, 32, 43–44, 45, 57–58, 59, 70–71, 72, 81–82, 83, 93–94, 95
2.0 Writing Applications (Genres and Their Characteristics)	
2.1 Write narratives:	
a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.	
b. Include sensory details and concrete language to develop plot and character.	
c. Use a range of narrative devices (e.g., dialogue, suspense).	
2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):	
a. State the thesis or purpose.	SE: pp. 14, 27, 40, 54, 67, 78, 90
b. Explain the situation.	SE: pp. 14, 27, 40, 54, 67, 78, 90
c. Follow an organizational pattern appropriate to the type of composition.	SE: pp. 8, 13, 20, 26, 33, 39, 53, 61, 66, 77, 89 TG: pp. 7, 10, 15
d. Offer persuasive evidence to validate arguments and conclusions as needed.	SE: pp. 10–12, 22–25, 36–38, 50–52, 63–65, 75–76, 86–87 TG: p. 13
2.3 Write research reports:	
a. Pose relevant questions with a scope narrow enough to be thoroughly covered.	

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b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).	
c. Include a bibliography.	
2.4 Write responses to literature:	
a. Develop an interpretation exhibiting careful reading, understanding, and insight.	SE: pp. 20-25, 60-65, 73-76, 84-88 TG: p. 15
b. Organize the interpretation around several clear ideas, premises, or images.	SE: pp. 26, 39, 53, 66, 77, 89
c. Develop and justify the interpretation through sustained use of examples and textual evidence.	SE: pp. 27-29, 67-69, 78-80, 90-92
2.5 Write persuasive compositions:	
a. State a clear position on a proposition or proposal.	
b. Support the position with organized and relevant evidence.	
c. Anticipate and address reader concerns and counterarguments.	
Written and Oral English Language Conventions	
1.0 Written and Oral English Language Conventions	
<i>Sentence Structure</i>	
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	SE: pp. 15, 68, 79

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<i>Grammar</i>	
1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	TG: p. 7
<i>Punctuation</i>	
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	
<i>Capitalization</i>	
1.4 Use correct capitalization.	
<i>Spelling</i>	
1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).	

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Writing	
1.0 Writing Strategies	
<i>Organization and Focus</i>	
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	SE: pp. 15, 16, 27, 39, 53, 66, 67, 78, 79, 90 TG: pp. 7, 10, 13, 15
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	SE: pp. 10–11, 23–25, 36–37, 62–63, 74–75, 88, 90 TG: pp. 7, 8, 11, 13
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	SE: pp. 13, 14, 25, 26, 37, 38, 51, 52, 64, 65, 77, 88, 89, TG: pp. 7, 10, 15
<i>Research and Technology</i>	
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	
<i>Evaluation and Revision</i>	
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	SE: pp. 17–18, 30–31, 42–43, 56–57, 69–70, 81–82, 93–94 TG: pp. 7, 9

English-Language Arts Content Standards	Respond to Literature New Readers Press
2.0 Writing Applications (Genres and Their Characteristics)	
2.1 Write fictional or autobiographical narratives:	
a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.	
b. Develop complex major and minor characters and a definite setting.	
c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).	
2.2 Write responses to literature:	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
a. Develop interpretations exhibiting careful reading, understanding, and insight.	SE: pp. 6, 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88, TG: pp. 13, 15
b. Organize interpretations around several clear ideas, premises, or images from the literary work.	SE: pp. 14, 26, 38, 52, 65, 77, 89, TG p. 7, 10, 11, 13, 15
c. Justify interpretations through sustained use of examples and textual evidence.	SE: pp. 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88, TG: p. 13
2.3 Write research reports:	
a. Pose relevant and tightly drawn questions about the topic.	
b. Convey clear and accurate perspectives on the subject.	

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c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries).	
d. Document reference sources by means of footnotes and a bibliography.	
2.4 Write persuasive compositions:	
a. State a clear position or perspective in support of a proposition or proposal.	
b. Describe the points in support of the proposition, employing well-articulated evidence.	
c. Anticipate and address reader concerns and counterarguments.	
2.5 Write summaries of reading materials:	
a. Include the main ideas and most significant details.	
b. Use the student's own words, except for quotations.	
c. Reflect underlying meaning, not just the superficial details.	
Written and Oral English Language Conventions	
1.0 Written and Oral English Language Conventions	
<i>Sentence Structure</i>	
1.1 Place modifiers properly and use the active voice.	TG: p. 10
<i>Grammar</i>	
1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.	

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1.3 Identify all parts of speech and types and structure of sentences.	
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	
<i>Punctuation</i>	
1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.	
<i>Capitalization</i>	
1.6 Use correct capitalization.	
<i>Spelling</i>	
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	

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Writing	
1.0 Writing Strategies	
<i>Organization and Focus</i>	
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: pp. 7, 10
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	SE: pp. 15, 64, 76
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	SE: pp. 6, 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12
<i>Research and Technology</i>	
1.4 Plan and conduct multiple-step information searches by using computer networks and modems.	
1.5 Achieve an effective balance between researched information and original ideas.	
<i>Evaluation and Revision</i>	
1.6 Revise wording for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	SE: pp. 17–18, 29–30, 41–42, 53–54, 66–67, 78–79, 90–92 TG: p. 12
2.0 Writing Applications (Genres and Their Characteristics)	
2.1 Write biographies, autobiographies, short stories, or narratives:	
a. Relate a clear, coherent incident, event, or situation by using well-chosen details.	
b. Reveal the significance of, or the writer’s attitude about, the subject.	

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c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
2.2 Write responses to literature:	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
a. Exhibit careful reading and insight in their interpretations.	SE: pp. 6, 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12
b. Connect the student’s own responses to the writer’s techniques and to specific textual references.	
c. Draw supported inferences about the effects of a literary work on its audience.	
d. Support judgments through references to the text, other works, other authors, or to personal knowledge.	
2.3 Write research reports:	
a. Define a thesis.	
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.	
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.	
d. Organize and display information on charts, maps, and graphs.	SE: pp. 11–12, 24, 36, 61 TG: p. 9

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2.4 Write persuasive compositions:	
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).	
b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.	
c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	
2.5 Write documents related to career development, including simple business and job applications:	
a. Present information purposefully and succinctly and meet the needs of the intended audience.	
b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	
2.6 Write technical documents:	
a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.	
b. Include all factors and variables that need to be considered.	
c. Use formatting techniques (e.g., headings, different fonts) to aid comprehension.	
Written and Oral English Language Conventions	
1.0 Written and Oral English Language Conventions	
<i>Sentence Structure</i>	
1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	TG: p. 15

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1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	
<i>Grammar</i>	
1.4 Edit written manuscripts to ensure that correct grammar is used.	
<i>Punctuation and Capitalization</i>	
1.5 Use correct punctuation and capitalization.	
<i>Spelling</i>	
1.6 Use correct spelling conventions.	

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Writing	
1.0 Writing Strategies	
<i>Organization and Focus</i>	
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: pp. 7, 8
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	SE: pp. 16, 30, 33, 42, 45, 56, 69, 74, 81, 93, 105 TG: pp. 11, 18
<i>Research and Technology</i>	
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	SE: pp. 10–13, 23–27, 37–39, 51–53, 63–66, 76–78, 88–90, 100–102 TG: pp. 10, 13, 15
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	

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1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).	
1.8 Design and publish documents by using advanced publishing software and graphic programs.	
<i>Evaluation and Revision</i>	
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108 TG: p. 16
2.0 Writing Applications (Genres and Their Characteristics)	
2.1 Write biographical or autobiographical narratives or short stories:	
a. Relate a sequence of events and communicate the significance of the events to the audience.	
b. Locate scenes and incidents in specific places.	
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	
d. Pace the presentation of actions to accommodate changes in time and mood.	
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	

English-Language Arts Content Standards	Respond to Literature, New Readers Press
2.2 Write responses to literature:	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
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.	SE: pp. 86-97 TG: pp. 16-17
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	SE: pp. 10–13, 23–27, 37–39, 51–53, 63–66, 76–78, 88–90, 100–102 TG: pp. 10, 13, 15
c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.	SE: pp. 47-60, 74-85 TG: pp. 11-13, 15-16
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	
2.3 Write expository compositions, including analytical essays and research reports:	
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	
b. Convey information and ideas from primary and secondary sources accurately and coherently.	
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.	
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	
e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.	

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f. Use technical terms and notations accurately.	
2.4 Write persuasive compositions:	
a. Structure ideas and arguments in a sustained and logical fashion.	
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).	
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	
d. Address readers' concerns, counterclaims, biases, and expectations.	
2.5 Write business letters:	
a. Provide clear and purposeful information and address the intended audience appropriately.	
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.	
c. Highlight central ideas or images.	
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	

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2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):	
a. Report information and convey ideas logically and correctly.	
b. Offer detailed and accurate specifications.	
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).	
d. Anticipate readers' problems, mistakes, and misunderstandings.	
Written and Oral English Language Conventions	
1.0 Written and Oral English Language Conventions	
<i>Grammar and Mechanics of Writing</i>	
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	TG: p. 18
<i>Manuscript Form</i>	
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	

English-Language Arts Content Standards	Respond to Literature, New Readers Press
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	

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Writing	
1.0 Writing Strategies	
<i>Organization and Focus</i>	
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	SE: pp. 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	SE: pp. 15, 29, 42, 56, 67, 79, 91, 104 TG: p. 13
<i>Research and Technology</i>	
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	SE: pp. 11–12, 22–26, 36–39, 50–53, 63–64, 75–76, 86–88, 98–101 TG: pp. 10, 15, 17
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	

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1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).	
1.8 Design and publish documents by using advanced publishing software and graphic programs.	
<i>Evaluation and Revision</i>	
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	SE: pp. 17–18, 31–32, 44–45, 58–59, 69–70, 81–82, 93–94, 106–107 TG: pp. 13, 16
2.0 Writing Applications (Genres and Their Characteristics)	
2.1 Write biographical or autobiographical narratives or short stories:	
a. Relate a sequence of events and communicate the significance of the events to the audience.	
b. Locate scenes and incidents in specific places.	
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	
d. Pace the presentation of actions to accommodate changes in time and mood.	
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	

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2.2 Write responses to literature:	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
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.	SE: pp. 84-95 TG: pp. 16-18
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	SE: pp. 11–12, 22–26, 36–39, 50–53, 63–64, 75–76, 86–88, 98–101 TG: pp. 10, 15
c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.	SE: pp. 47-60, 72-83 TG: pp. 11-13, 15-16
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	
2.3 Write expository compositions, including analytical essays and research reports:	
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	
b. Convey information and ideas from primary and secondary sources accurately and coherently.	
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.	
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	
e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.	

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f. Use technical terms and notations accurately.	
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d. Address readers' concerns, counterclaims, biases, and expectations.	
2.5 Write business letters:	
a. Provide clear and purposeful information and address the intended audience appropriately.	
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.	
c. Highlight central ideas or images.	
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	

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a. Report information and convey ideas logically and correctly.	
b. Offer detailed and accurate specifications.	
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<i>Grammar and Mechanics of Writing</i>	
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	TG: p. 8
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	
<i>Manuscript Form</i>	
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	

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